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Early Professional Development Pilot Programme

(First cohort 2009 to 2011)

Final Evaluation Report

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This research report was commissioned before the new UK Government took office on 11 May 2010. As a result the content may not reflect current Government policy and may make reference to the Department for Children, Schools and Families (DCSF) which has now been replaced by the Department for Education (DfE).

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

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Executive Summary

Introduction to the programme and the report

The Early Professional Development (EPD) programme was launched by the Children's Workforce Development Council (CWDC) in September 2009 following consultation with employers and staff from 45 organisations in England which provided child and family social work services. It was planned to build on the Newly Qualified Social Worker (NQSW) programme by enabling employers to continue to support social workers in their second and third years of employment.

The aims of the EPD programme were to:

- improve the recruitment and retention of child and family social workers;
- improve training and development opportunities for social workers working with children and families during their second and third years of employment;
- improve social workers' practice;
- promote and improve effective supervision.

These aims were to be achieved through the provision of:

- dedicated time for the professional development and supervision of participants in the EPD programme;
- outcome statements suited to a second and third year social worker;
- supporting materials for participants in the EPD programme;
- supporting materials and comprehensive training for supervisors and programme coordinators.

The EPD programme was designed with a similar overall structure to the NQSW programme. It was based on a set of outcome statements, reflecting the skills which are expected to be achieved by the end of the third year of employment for full time social workers. These outcome statements made clear that in the second and third years, child and family social workers need to develop their skills in greater depth and become more autonomous and confident. Social workers on the programme were expected to take greater responsibility for their own professional development through reflective practice, identifying and using learning and development opportunities and research.

This report concerns the implementation of the EPD pilot programme (2009-11). It assesses the extent to which it achieved its objectives with the first cohort of social workers. In practice, because of the simultaneous demands of the second year of the NQSW programme and because not all NQSWs on the first programme had completed the requirements, the EPD programme had a staggered start. Over 500 participants were registered by CWDC in two phases, before 1st December 2009 and between 1st December 2009 and 28th February 2010.

The report includes a summary of the policy and practice context; summative findings on participation in the programme, its implementation and the outcomes for participating social workers; a set of case and organisational studies to show how the programme was implemented in different organisations; and a thematic analysis of the findings concerning key elements of the programme: implementation and

impact, supervision, assessing outcomes and evidencing achievement, and retention.

Programme evaluation

The programme was independently evaluated by a consortium of three universities, Bristol, Salford, and King's College London. The evaluation methodology combined quantitative and qualitative social research methods. It comprised online surveys of social workers participating in the programmes at three time points, and surveys at two time points of their supervisors, and the local programme coordinators.

Focus groups and interviews were conducted with social workers, team managers, supervisors, programme coordinators and senior managers in a sample of 14 participating organisations. These took place around the end of the first year of implementation and again at the end of the two years of the programme evaluation. These included four organisational studies of the implementation and impact of the programme, including an analysis of changes made for the second cohort. Finally, employment and retention data concerning social workers in participating authorities were collated and analysed for two years.

Key findings

Implementation of the programme:

- At launch, the programme was only open to those organisations which had been involved in the NQSW programme in 2008/09. Of those 87 organisations (86 local authorities and one voluntary organisation), 67 elected to take part in the EPD programme. Those deciding not to participate cited organisational issues, notably the difficulty of launching the EPD programme at the same time as the second cohort of the NQSW programme. One employer withdrew before the programme started and five others withdrew during 2010, leaving 62 organisations participating at the end of the first year (Sec. 3.1).
- In total 551 social workers registered on the EPD programme out of around 800 who had completed the NQSW pilot programme in 2009. Of these, nearly a quarter (23 per cent) subsequently withdrew, or were withdrawn by their employer. The most commonly recorded reasons were that the social workers had left the employer and undisclosed personal reasons (Sec. 3.2).
- Implementing the EPD programme in organisations as well as the second cohort of the NQSW programme was a considerable challenge. Some organisations struggled to get the programme off the ground (Sec. 3.3).
- The social workers registered on the pilot programme had also participated in the piloting of the first NQSW programme. Many programme coordinators reported difficulties in engaging them in the EPD programme. A number of reasons were given for social workers' unwillingness to participate, including exhaustion, large and complex workloads, a long gap between the programmes caused by operational difficulties, and a feeling that they were no longer 'learners' but were already working autonomously as experienced members of their teams (Secs. 3.4 and 3.13).

- Local programme coordinators reported varied degrees of support from senior managers and team leaders; while some managers endorsed the programme, the majority view of the coordinators was that there was much less commitment to the EPD programme than to the NQSW programme (Sec. 3.5). Supervisors generally agreed with the principle of providing support for social workers at this stage of their careers, but felt that the pilot programme was too complicated and should be simplified and made less repetitive (Sec 3.6).
- Support from CWDC was an important enabler to implementation, particularly in the early stages (Sec. 3.8). The handbooks provided were appreciated, particularly once they had been simplified in response to feedback from employers. The comprehensive guides to supervising NQSW and EPD social workers and the training programmes to support supervisors were valued (Secs 3.10 and 3.11).
- Four organisations were originally selected for detailed study (organisational studies). In two of these implementation had been successful, in two, moderately successful. During the course of evaluation an additional detailed study was undertaken on an organisation where implementation had not been successful (see Sec 2.4 and Sec 4 for further detail). The five organisations studied demonstrated that even those that had successfully embedded the programme faced difficulties either within their organisation, the context in which they delivered services or aspects of the programme. As with the NQSW programme, key contextual factors in the varying levels of success in programme implementation included previous commitment to training and development, general organisational performance, the commitment of senior managers and the effective engagement of the programme coordinator within the organisation. Flexibility in response to feedback from social workers and teams managers was crucial. EPD programmes that were closely linked or integrated with the PQ framework enhanced the motivation of EPD social workers to participate, in that they could complete two training initiatives simultaneously (Sec 4.6).
- The enablers for an implementation that lead to a well-embedded programme appear to be:
 - a programme about which senior managers have a good level of knowledge, and to which they demonstrate their commitment and engagement;
 - a programme that has a profile in the organisation, which is recognised by key staff as making a significant contribution to the achievement of organisational objectives and where there is a commitment within the organisation to professional development;
 - a programme coordinator who is strongly motivated to achieve a successful implementation, has a high level of skill in organisational change and development and who attracts the support and respect of others within the organisation.
 - in the organisations where implementation had been a full or partial success this was often not because a single path had been followed from the start of the implementation but because those responsible for the EPD

programme in organisation had been prepared to be flexible and to be responsive to the comments of the early cohorts and to make changes for subsequent cohorts;

- several of the organisations that reported successful implementations had developed EPD programmes that were closely linked or integrated with the PQ framework. This appears to have enhanced the motivation of EPD social workers to participate, in that they could complete two training requirements simultaneously.
- the commitment of line managers to enable the provision of regular and structured supervision.

Impact of the programme on EPD social workers:

- Establishing a reliable understanding of the views of EPD social workers about the programme was difficult. The response rates to the interim and final surveys (26 per cent and 19 per cent respectively) were disappointing considering the satisfactory 40 per cent response at baseline (Sec. 2.3.2.2). Attempts to engage EPD social workers in interviews or focus groups had limited success. Those social workers who had not engaged with the EPD programme itself generally did not prioritise the evaluation, especially as there was no requirement that they participate (Sec. 5.1). Also note that there was no control or comparison group so changes in the outcome measures reported below cannot be attributed to the impact of the programme alone. The findings in this section of the report should therefore be viewed cautiously.
- Of the 81 social workers responding to the final survey, over half were positive about the EPD programme and half expressed negative views. The key beneficial aspects of the programme were described as reflective practice, opportunities to attend training, the provision of a structure for continued professional development and supervision. Those who were critical did not think that the local EPD programme had provided additional support, their workload was such that they did not have time to participate in EPD activities and that the programme was not necessary because they were already working autonomously as “experienced” members of their teams (Sec 5.1).
- The primary outcome measure was social workers’ confidence in their ability to accomplish the tasks expressed in a set of six “outcome statements”. These outcome statements, which had been developed by CWDC in consultation with employers and social workers, stipulated what child and family social workers were expected to be able to know, understand and do by the end of their third year in practice. Using a methodology developed for the evaluation of the NQSW programme, these statements were formulated as self-efficacy statements used as a Likert-type scale (Sec. 2.3.2).
- There was a statistically significant increase in mean total self-efficacy scores between the baseline and interim surveys and again between the interim and final surveys. Comparing the start to the end of the programme, there was an increase from around 55 per cent to around 70 per cent in the proportion of highly confident EPD social workers (Sec. 5.2.2).

- Secondary outcomes were measured by validated scales (Sec 2.3.2). ‘Role clarity’ includes having clear, planned objectives and responsibilities in your job and being certain about how much authority you have. Overall, the social workers had high self-ratings for role clarity with small but statistically significant increases in mean total scores between baseline and interim surveys (Sec. 5.2.4). Role conflict is a less positive outcome. It arises from competing demands, inadequate resources, incompatible requests, and disagreement at the level of management. There was evidence of role conflict being experienced by around one third of social workers (Sec 5.2.6).
- In all three surveys, over 80 per cent of social workers were satisfied or very satisfied with the ‘intrinsic’ aspects of their work, such as the nature of the job itself, the nature and variety of tasks, their own accomplishments, opportunities to use their initiative, and relationships with fellow workers. However, less than half were satisfied with their pay, the number of hours they were working and opportunities for advancement. Nearly two thirds of EPD social workers were dissatisfied with the public respect for social work (Secs. 5.2.8 - 5.2.11). These findings are very similar to those reported for the NQSW programme.
- The overall proportion of social workers in each survey reporting clinically significant stress on a standardised measure was around 40 per cent at the beginning of the programme and at the interim survey, reducing to 33 per cent for respondents to the final survey. Given that the number of respondents to the final survey was much smaller than at the beginning, it should not be assumed that this represents a real decrease in stress levels; some stressed social workers may have left or have been on sick leave. (Sec 5.2.13).

Impact of the programme on participating organisations:

- The impact of the programme on organisations should be considered in conjunction with that of the NQSW programme which preceded it and which continued to run concurrently. In many organisations it reinforced the need for an improved approach to the provision of staff development and training for social workers in their early years (Sec 6.6).
- Some senior managers believed that there had been an impact on staff retention. It was suggested that prior to the EPD programme, a substantial proportion of NQSWs had left during or at the end of their first year. Managers reported that these staff had stayed on after completion of the NQSW and were undertaking the EPD programme in conjunction with the PQ Award (Sec 6.1).
- One impact of the EPD programme had been to make responsibility for continued professional training and development a responsibility for the employer and social worker together and not the individual practitioner alone. This combined impact on organisational culture of the NQSW and EPD programmes may in the long run be the most significant outcome of the EPD and NQSW initiatives (Sec 6.6).

Supervision:

- The provision of additional supervision for reflective practice and professional development was a key component of both the NQSW and EPD programmes.

Through the EPD programme, employers were expected to provide two hours of such supervision per social worker each month. Employers were also expected to support supervisors in continuing to improve their supervision practice (Sec 7).

- CWDC provided a two day training programme for EPD supervisors in the participating organisations and a comprehensive *Guide to Supervision*. Almost 150 supervisors completed the training programme (Sec 7.1).
- There was a steady increase in the proportion of social workers reporting that they had been receiving the full two hours per month of protected supervision; but this was just over a third of respondents by the end of the programme. By the time of the interim and final surveys, over three-quarters of respondents were receiving at least some additional supervision. This supervision was appreciated, but there was some evidence that social workers were feeling less need for this additional support by the end of the two years (Secs. 7.2 and 7.4).
- By the end of the programme about eight out of ten respondents were receiving supervision from their line manager, compared with about two thirds at baseline and interim surveys. Senior practitioners and training and development specialists also provided additional supervision to some EPD social workers (Sec. 7.3).
- Supervision was provided in one to one sessions, in groups or in a combination of both forms. Just over half of those reporting that they were receiving their full entitlement at the interim and final stages were having one to one supervision only, compared with over six in ten at baseline. Around one third of respondents at all survey time points reported receiving both one-to-one and group supervision. Those receiving less than their full entitlement were likely to be receiving individual supervision only (Sec 7.3).

Assessing Outcomes/Evidencing achievement:

- CWDC, in consultation with employers, had formulated a set of six 'outcome statements' which described what social workers were expected to know, understand and be able to do by the end of their third year. EPD social workers were required to evidence their achievement in respect of each of these outcome statements (Sec. 8.1).
- The EPD social workers held generally negative views of the usefulness of the outcome statements and of the requirement to evidence their achievement. At the time of the baseline survey, only 15 per cent had used the outcome statements to review their practice, although nearly two thirds expected to do so later. However, a year later only a third of respondents reported having actually used them and the proportion saying that they did not expect to use them at all increased each year. Satisfying the outcome statements was not an issue, but the requirement to evidence them was a considered to be an unnecessary burden given the substantial workloads of both supervisors and social workers. Many employers adopted a flexible response and did not require the completion of a portfolio of evidence, particularly if the social workers were undertaking the PQ Award (Sec 8.3).

- Subsequent CWDC guidance clarified that the social workers and their employer could decide that undertaking modules of the Post Qualifying (PQ) Award framework be part of the professional development activities encompassed by the EPD. Elements of the PQ portfolio for the consolidation module could be used as evidence of achievement of the EPD outcome statements.

Retention:

- There was evidence from the NQSW evaluation to support senior managers' beliefs that the predecessor NQSW programme had had a positive impact on retention, with rates increasing from 85 per cent in 2008-09 to 91.5 per cent in 2010-11 (Sec 9.6).
- The mean 86.5 per cent retention rate reported by the 28 responding local authorities for participants in the EPD pilot programme in 2009-10 was also high and this increased to 89 per cent in 2010-11 (Sec 9.1). However, it is difficult to draw definitive conclusions about the effects of the EPD programme on retention of social workers. It was not possible to obtain longitudinal data for an analysis of trends. Second, changes at a national level may have affected recruitment and retention decisions, including the change in government in May 2010 and financial restraints on local authorities; uncertainties about the economy and employment situation more generally; and the implications of the reform of the social work profession (Sec 9.6).
- While there was clear evidence from the employers' surveys that retention was high, the proportion of social workers reporting that they were 'very likely' to leave in the following year was consistent between surveys at around one in five. Some social workers were evidently dissatisfied with their job and experiencing high levels of stress. However, the majority of those likely or very likely to leave were intending to remain in children's social work, but moving into more specialist roles, away from the 'front line' (Sec 9.6).

Conclusions (Sec. 10)

- The EPD pilot programme had anticipated key recommendations of the Social Work Task Force and the Munro report concerning support for social workers in the early stage of their careers. These included clear expectations for supervision for reflective practice and support for supervisors. It also promoted a flexible approach to training and development and funding intended to support the equivalent of 15 days learning and development opportunities over the two years of the programme.
- This report focuses on the two year pilot programme (2009-11) which built on the pilot NQSW programme which had been introduced in the previous year. Participants were drawn from same group of employers and social workers who had experienced the NQSW pilot programme. There were some advantages to this arrangement, not least that organisations were able to apply lessons learned from the implementation of the NQSW programme to the implementation of the EPD programme. However, there were also disadvantages, notably that these organisations were at the same time launching a second cohort of NQSWs. The evidence is that the NQSW programme received priority and that the implementation of the EPD

programme suffered accordingly. There were a number of reasons for this including the more obvious rationale for a programme which was supporting social workers in the crucial first year of their employment.

- In many organisations the social workers completing the NQSW programme in 2009 were, in their second year of employment, among the more experienced members of front line social work teams. Even if this was not necessarily the case, it was evident that most wanted to be seen as such; they did not wish to be seen as learners any more, but rather to be getting on with the job. Consequently, the response to the EPD of a substantial proportion of social workers in this cohort was lukewarm at best.
- Engaging social workers in the pilot programme was difficult in many organisations and many of these subsequently adopted a more flexible response to programme requirements and delivery. CWDC responded to feedback and in subsequent years made changes to the delivery of the programme.
- The pilot NQSW programme experienced similar implementation problems to those reported here. It might be anticipated that social workers' engagement and satisfaction with the EPD programme would also improve significantly over the years. Considering the evidence from the organisational studies, this is most likely if the programme is fully integrated with a committed approach to continuing professional development for all social workers, including the PQ Award and its anticipated successors such as postgraduate level education. This would require the commitment of team managers as well as senior managers.
- Overall, CWDC made significant progress in achieving the objectives of the EPD pilot programme. It succeeded in formulating a set of outcome statements for social workers in their second and third year of practice, although further work was required on how these best be evidenced. CWDC also provided supporting materials and comprehensive training for supervisors and programme coordinators. Consequently, many organisations provided dedicated time for the professional development and supervision of participants.
- There was plausible evidence that the pilot programme had achieved the overall aims to at least some extent. The programme was associated with good rates of retention of child and family social workers. Training and development opportunities for EPD social workers appeared to have improved.
- The limitations of this evaluation and the need for caution in drawing conclusions from a pilot and from surveys with poor response rates and in the absence of a control or comparison group are discussed (Sec. 2.7). Nevertheless, there is some evidence to support the view that participation in the EPD programme was associated with beneficial outcomes in terms of their increased confidence in the key areas of practice highlighted in the six outcome statements and the high proportion expressing role clarity.
- Findings on extrinsic satisfaction were mixed: while there was high satisfaction with job security, the proportions satisfied with pay, hours of work and opportunities for advancement at the end of the programme were well

below 50 per cent. However, the levels intrinsic job satisfaction including with the nature of the job, the social workers' own accomplishments and opportunities to use their initiative were high throughout the programme.

- While it is difficult to draw definitive conclusions about the effects of the programme on retention the actual rates of retention of EPD social workers were high.
- The EPD programme was subsequently extended in 2010-12 to include social workers who had completed the second and third years of the NQSW programme and their employers. At the time of writing the Department for Education has not yet announced whether there will be funding for a programme in 2012-14.

1 Introduction

The Early Professional Development (EPD) pilot programme was launched by the Children's Workforce Development Council (CWDC) in September 2009 following consultation with employers and staff from 45 organisations in England which provided child and family social work services. It was planned to build on the Newly Qualified Social Worker (NQSW) programme by enabling employers to continue to support social workers in their second and third years of employment.

The NQSW programme is described in a separate report from the evaluation team.¹ That programme was planned to ensure that NQSWs received consistent, high quality support and that those supervising them were confident in their skills to provide supervision (CWDC, 2008). The evaluation report on the NQSW programme discusses its implementation.

This report concerns the implementation of the EPD programme between 2009 and 2012 and assesses the extent to which it achieved its objectives with the first cohort of social workers. In practice, because of the simultaneous demands of the second year of the NQSW programme and because not all NQSWs on the first programme had completed the requirements, the EPD programme had a staggered start. Over 500 participants were registered by CWDC in two phases, before 1st December 2009 and between 1st December 2009 and 28th February 2010.

In autumn 2010, a second cohort of social workers from organisations which had participated in the second and subsequent years of the NQSW programme became eligible for the EPD. The number of employers more than doubled and the number of social workers registered nearly trebled. This report contains some information about the implementation of the programme with the second cohort in addition to the first cohort. These data were derived from qualitative research in a sample of organisations. A third cohort, of similar size to the second, started in autumn 2011; participants were due to complete in 2013. This cohort does not feature in the evaluation.

1.1 The EPD programme

The aims of the EPD programme were to:

- improve the recruitment and retention of child and family social workers ;
- improve training and development opportunities for social workers working with children and families during their second and third years of employment;
- improve social workers' practice;
- promote and improve effective supervision.²

These aims were to be achieved through the provision of:

- dedicated time for the professional development and supervision of participants in the EPD programme;

¹ <https://www.education.gov.uk/publications/RSG/AllPublications/Page1/DFE-RR229>

² CWDC Introduction to the Early Professional Development programme handbook 2009-11 edition. Copies available upon request, email: SocialWork.SG@education.gsi.gov.uk.

- outcome statements suited to a second and third year social worker;
- supporting materials for participants in the EPD programme;
- supporting materials and comprehensive training for supervisors and programme coordinators.

The EPD programme was designed with a similar overall structure to the NQSW programme. It was based on a set of outcome statements, reflecting the skills which are expected to be achieved by the end of the third year of employment for full time social workers (see Box 1.1 below).

Box 1.1: THE EPD OUTCOME STATEMENTS³

1. Information gathering

Respond to the complex needs of children, young people, their families or carers by gathering information, summarising it and producing assessment reports.

2. Analysing information and making recommendations

Collate relevant information, critically analyse the findings and develop recommendations.

3. Planning, implementation and review

Make decisions and develop a plan to support children and young people and/or their families. Implement, review and change plan if needed.

4. Working directly with the child, young person and their families or carers

Work directly, be an advocate for the child or young person and promote positive family functioning.

5. Safeguarding, child protection and promoting the welfare of children and young people

Promote the welfare of children and young people, identify and respond to safeguarding and child protection concerns and manage risk of significant harm.

6. Professional development

Use a variety of formal and informal learning and educational opportunities to improve your social work skills and knowledge.

³ The 6 “outcome statements” were set out in full in CWDC’s Outcome Statements and Guidance available at: <http://media.education.gov.uk/assets/files/pdf/e/epd%20outcome%20statements%20and%20guidance%202011.pdf>. Note: the 2009-11 version of the Outcome Statements and Guidance is no longer available online so this and subsequent links are to the 2011-13 version. Where there are significant differences between versions these are noted in the text.

There were six EPD outcome statements, rather than the eleven for the NQSW programme. These were intended to build on the skills and expertise developed during their degree and the NQSW programme. These outcome statements made clear that in the second and third years, child and family social workers need to develop their skills in greater depth and become more autonomous and confident. Reflective practice should be part of social workers' normal way of working. According to the Handbook, EPD social workers were expected to take greater responsibility for their own professional development through reflective practice, identifying and using learning and development opportunities and research.

The EPD Handbook emphasised that the programme was designed to be flexible and to fit into the organisations' existing policies and procedures on supervision, assessment and appraisal⁴. It was the intention that learning and development take place through their existing work and responsibilities. Unlike the NQSW programme, social workers did not have a protected caseload. However, employers were encouraged gradually to increase the number and complexity of cases social workers worked with over the two years of the programme. The expectation was that this would give EPD social workers time to reflect on their practice while increasing their confidence and autonomy.

CWDC provided funding to employers for each social worker registered on the programme. Employers were required to appoint a programme coordinator to oversee the programme and to:

- provide two hours' per month additional protected supervision and personal development time for each social worker on the programme;
- support individual social workers and supervisors in developing and reviewing personal development plans on a quarterly basis;
- support the development of 15 days learning and development opportunities for each participant in the EPD programme over the two years of the programme; and,
- support supervisors in continuing to improve their supervision practice.

Each participating employer was required to appoint a programme coordinator. The identified programme coordinators received training from CWDC designed to enable them to oversee the implementation of the programme in their organisation. The responsibilities included developing an overarching training and development programme for their organisation, monitoring the EPD social workers' individual training and development plans and checking that they were receiving supervision.

Programme coordinators liaised with support contractors commissioned by CWDC who provided face to face support to assist employers in the delivery of the programme. Cambridge Education (CE) operated as the NQSW and EPD programme support contractors for three years between 2008-2011. CE provided direct assistance to employers to help them implement the programmes and overcome any delivery issues. Support contractors were engaged to visit each participating employer at least twice during the course of each year in order to

⁴ EPD Handbook for employers and social workers: Early Professional Development 2011-13 edition,

<http://webarchive.nationalarchives.gov.uk/20120305163941/http://cwdcouncil.org.uk/social-work/nqsw-epd/support/handbooks-and-support-materials>

identify and respond to challenges in the implementation and delivery of the programme. They also offered opportunities for employers to share ideas and learning about the delivery of the programme and provided a helpline for enquiries. During the summer of 2011 a team of sixteen peer support advisers was recruited from existing employers to take over the activities of the CE support advisers. Between October 2011 and March 2012 these peer support advisers provided support to employers in their region by sharing their knowledge and providing practical approaches to overcoming common challenges.

Employers were expected to provide two hours per month additional protected supervision time for each social worker on the programme. This time was seen as key to ensuring that both social workers and their employers gained maximum benefit from the programme. The focus of this supervision was on professional development through reflective practice with the aim of securing an 'authoritative professional identity' as a social worker (CWDC, 2009a).

CWDC specified that the additional supervision should be carried out by a supervisor with suitable skills and experience, but explained that this need not necessarily be the line manager. Further, CWDC noted that supervision could incorporate group as well as one-to-one supervision. It was anticipated that this additional supervision would build on, rather than replace, existing supervision practice in organisations, however it was also suggested in the handbook that, "...it may even involve some new thinking about how to supervise continuing professional development".

The supervisor's role was described as being key to the programme. As explained in the EPD Handbook, supervisors were expected to review the social worker's progress against the set of six outcome statements throughout the programme and to agree and review the social worker's training and development plan. Further, it was the supervisor's responsibility to assess whether or not the social worker had achieved the outcome statements at the end of the programme.

CWDC published a comprehensive guide to supervising EPD social workers and provided a two-day training programme for supervisors which was designed to build on that offered to supervisors of NQSWs (see Sec 7.1) Participants were required to have undertaken the three day NQSW supervision programme.

Unlike the NQSW programme, the social workers were not required to complete a portfolio for the EPD programme, but only to complete a proforma to show how they met the EPD outcome statements.

In addition to the funding for employers, CWDC undertook to support and train the programme coordinators and provide training and materials for supervisors working with social workers in the EPD programme. CWDC published a substantial handbook and detailed advice on the EPD outcome statements setting out the skills, expertise and behaviours social workers need to develop and advice on how these may be evidenced⁵.

Social workers were required to have completed the NQSW programme and to be working full or part time, specifically focused on working with children, young people, their families and carers. This work should be predominantly with 'children in need'

⁵ Outcome statements and Guidance: Early Professional Development 2011-13 edition, <http://media.education.gov.uk/assets/files/pdf/e/epd%20outcome%20statements%20and%20guidance%202011.pdf>

including in need of protection, in the youth justice system or, in terms of the Common Assessment Framework⁶ continuum, on the cusp between having “additional” and “complex” needs.

Once a social worker had successfully completed the NQSW programme, his or her employer was invited by CWDC to register them for the EPD programme and to indicate the date on which they expected them to start. Originally, it was projected that there would be one month between social workers finishing the NQSW and starting the EPD programme. However in many cases this transition period was very much longer; the reasons for this included, organisations not being ready to launch the programme and individual social workers not having completed the requirements for NQSW programme for personal and professional reasons.

1.2 Policy and practice context

The EPD programme was developed by CWDC together with employers and staff from 45 organisations. The consensus from a series of three ‘co-creation’ events in early 2009 was that participants wanted a common framework for professional development applicable to the different roles undertaken by social workers working with children and young people. Participants in these events requested a programme that offered national consistency and was sufficiently flexible to meet local organisational objectives and fit with existing policies and procedures. As noted above, the explicit aim of the programme was that it should help develop confident, highly skilled and motivated social workers able to work autonomously.

CWDC was also responding to employers’ concerns about the retention of social workers. A survey by the Local Government Association (2009) of local authorities in England found 60 per cent of children’s social care services reporting retention difficulties with social workers. Further, an academic study by Curtis and colleagues (2010) estimated that the average length of time that a social worker remains in the profession in the UK is just eight years.

A review of the evidence on retention by Webb and Carpenter (2011) observed that while some staff turnover within an organisation is inevitable, and may even have organisational benefits, it is costly and too much turbulence can damage service provision. Lawson *et al.* (2005) in the United States argued that high turnover rates in child welfare services lead to a loss of efficiency and effectiveness within an agency as new workers are constantly ‘learning the ropes’ and require more intensive supervision, mentoring, and coaching. This inevitably makes significant demands on managers. Multiagency working can also be affected when staff with established interagency relationships are replaced by newcomers. Furthermore, high turnover leads to increased workloads for existing staff and their managers, which may in turn negatively affect their morale.

Turnover of staff has been statistically associated in US studies of child welfare services with low job satisfaction, stress and burnout, lack of personal and

⁶ The Common Assessment Framework for children and Young People: A guide for Practitioners, <http://webarchive.nationalarchives.gov.uk/20120305163941/http://cwdcouncil.org.uk/integrated-working/integrated-working-guidance>

professional commitment. Conversely, retention is correlated with low levels of emotional exhaustion, support from supervisors and colleagues and salary and benefits (De Panfilis and Zlotnik, 2008). Anecdotally, the same factors seem to apply in England.

The aims of the EPD programme as stated above (Sec. 1.1) included improving recruitment and retention although the means by which this might be achieved were not explicitly stated by CWDC in the various handbooks. Nevertheless, it might be assumed that the EPD programme would encourage retention by providing continuing support, supervision and training to employees who had completed the NQSW programme. Further, the information that an organisation was running the EPD programme might help to attract new staff and enhance recruitment overall.

The EPD programme, together with the NQSW programme, was implemented in the context of wider social work reform, including the work of the Social Work Task Force, the Social Work Reform Board and latterly the Review of Child Protection undertaken by Professor Eileen Munro⁷. The Task Force report had argued that there should be clearer standards for supervision for social workers in the early stages of their careers. It also recognised that managers themselves needed support if they were to provide high quality supervision. These factors had both been built into the design of the NQSW and EPD programmes.

The Munro review included a focus on how social workers' confidence and expertise could be promoted. Munro stressed the importance of supervision and training in the early years of practice:

After considering the range of potential knowledge and skills that social work staff could use, the review has concluded that the traditional view of the frontline worker carrying a caseload with a modest amount of supervision needs to be modified. An alternative is to see the frontline worker as akin to a junior doctor, who takes a proactive attitude to accessing consultation and on-going training from more experienced colleagues and can contact a specialist when dealing with complex and challenging cases. (Sec. 7.34 Munro Review, 2011.)

Munro went to assert that:

If child and family social workers are to develop their capabilities throughout their careers, it is essential that they engage productively in continuing professional development (CPD)...CPD takes many forms and this review supports more co-working on cases, on-the-job practice coaching, as well as more formal local teaching programmes in particular areas of knowledge, skill set and intervention methods. (Sec. 7.36 Munro Review, 2011.)

Munro's prescription is consistent with the original intentions of the EPD programme which were to support newly qualified social workers to continue to develop through the second and third year of practice. In addition, the approach to CPD which Munro advocated matched the general approach used for the training and development opportunities which were already being provided through the EPD programme.

⁷<https://www.education.gov.uk/publications/standard/AllPublicationsNoRsg/Page1/CM%208062>

The focus on reflective supervision and standards of supervision promoted through EPD is also now found in the Standards for Employers and Supervision Framework⁸ developed by the Social Work Task Force and adopted by the Social Work Reform Board. These set out the support and opportunities that employers and managers should offer social workers throughout their careers so that they can meet the expectations of them expressed in the overarching Professional Capabilities Framework (PCF)⁹. This includes access to continuing professional development in a range of forms, part of which takes place through regular and appropriate supervision.

⁸ <http://www.education.gov.uk/swrb/a0074263/standards-for-employers-and-supervision-framework>

⁹ <http://www.education.gov.uk/swrb/a0074240/professional-standards-for-social-workers-in-england>

2 Programme evaluation

An independent external evaluation of the pilot programme (2009-11) was commissioned from a consortium of three universities, Bristol, Salford and King's College London. Data were collected between autumn 2009 and spring 2012. The focus was on the experiences of and outcomes for the first cohort of social workers participating in the pilot programme. However, information concerning the implementation of the programme and its impact was collected from programme coordinators, supervisors and managers through a series of case and organisational studies. Some of this information was drawn from experiences with the second year of the programme (2010-12).

The purpose of the evaluation was to assess the impact of the programme on the social workers participating in the EPD programme and their supervisors and to advise CWDC and the Department for Education on the extent to which the programme was sustainable and 'fit for purpose'.

Evaluation Team

The scientific lead for the evaluation team was Prof. John Carpenter (University of Bristol). He was also responsible for the design and analysis of the national online surveys of social workers participating in the EPD programme, programme coordinators and supervisors which were administered and analysed by Dr Demi Patsios and Marsha Wood (University of Bristol). Prof Steven Shardlow (Salford University) led a set of case and organisational studies. These qualitative studies were carried out by a team which also included Helen Scholar (Salford), Dr Dendy Platt (Bristol) and James Blewett (Kings College, London). John Carpenter took the lead in writing the evaluation reports, with substantial contributions from Demi Patsios, Marsha Wood on the survey data and from Steven Shardlow on the qualitative case and organisational studies.

The evaluation was supported by a research advisory group comprising practising social workers and managers from the field, independent academics and representatives of CWDC research and social work sections, the Department for Education (DfE), the Social Care Institute for Excellence (SCIE) and the General Social Care Council (GSCC). The advisory group also reviewed and commented on the research reports (see Appendix 17).

2.1 Aims of this report

This report is based on the independent external evaluation of the first two years and cohort of participants on the EPD programme. This cohort commenced the programme during the period September 2009 to February 2010 and completed it between September and December 2011. Further cohorts were recruited in 2010/11 and 2011/12 but they are not included in this evaluation because they are still underway.

The aims of this report are to present:

- a summary of the policy and practice context of the EPD programme;
- a detailed explanation of the evaluation methodology which employed mixed research methods, and of participants and response rates;

- an account of findings from the surveys and case studies concerning the implementation of the programme and the challenges faced;
- a set of organisational studies to show how the programme was implemented in five different organisations with different results;
- findings about the impact of the programme on participating social workers, including their views on the programme and the outcomes in terms of their confidence, role clarity, role conflict, job satisfaction and stress;
- an analysis of the impact more broadly on the participating organisations and the mainstreaming of the programme;
- a focused study of the implementation of protected, reflective supervision, including training for supervisors, social workers' experience of supervision; and findings on the effects of supervision, drawing on case study and survey data;
- an examination of how the programme sought to assess outcomes using 'outcome statements' and the evidencing of social workers' achievement;
- an analysis over the first two years of the programme of recruitment and retention of social workers in the participating authorities, of the social workers' expressed intentions and senior managers' perspectives on the effects of the programme on retention of social workers; and,
- conclusions on the extent to which the programme achieved its objectives.

2.2 Methodology - overview

The evaluation methodology combined quantitative and qualitative social research methods to address the following topics:

- implementation of the programme;
- outcomes of the programme for social workers and supervisors; and,
- retention and recruitment of child and family social workers.

The methodology is summarised in Box 2.1 below and described in more detail in the relevant sections which follow. It was reviewed and approved by the University of Salford Research Ethics Committee, the then Department for Children, Schools and Families (DCSF) and CWDC, who also reviewed the quantitative and qualitative research instruments.

Box 2.1: SUMMARY OF EVALUATION METHODS

- **Online surveys** of the first cohort of social workers participating in the EPD programme, their supervisors, and the local programme coordinators.

The surveys explored the social workers' job satisfaction, role clarity, confidence, stress, and their views of the implementation of the programme.

Supervisors were asked about their self-confidence in providing high quality supervision and their experience of the specialist training provided as part of the programme. They were also asked to assess the effectiveness of the social workers they supervised.

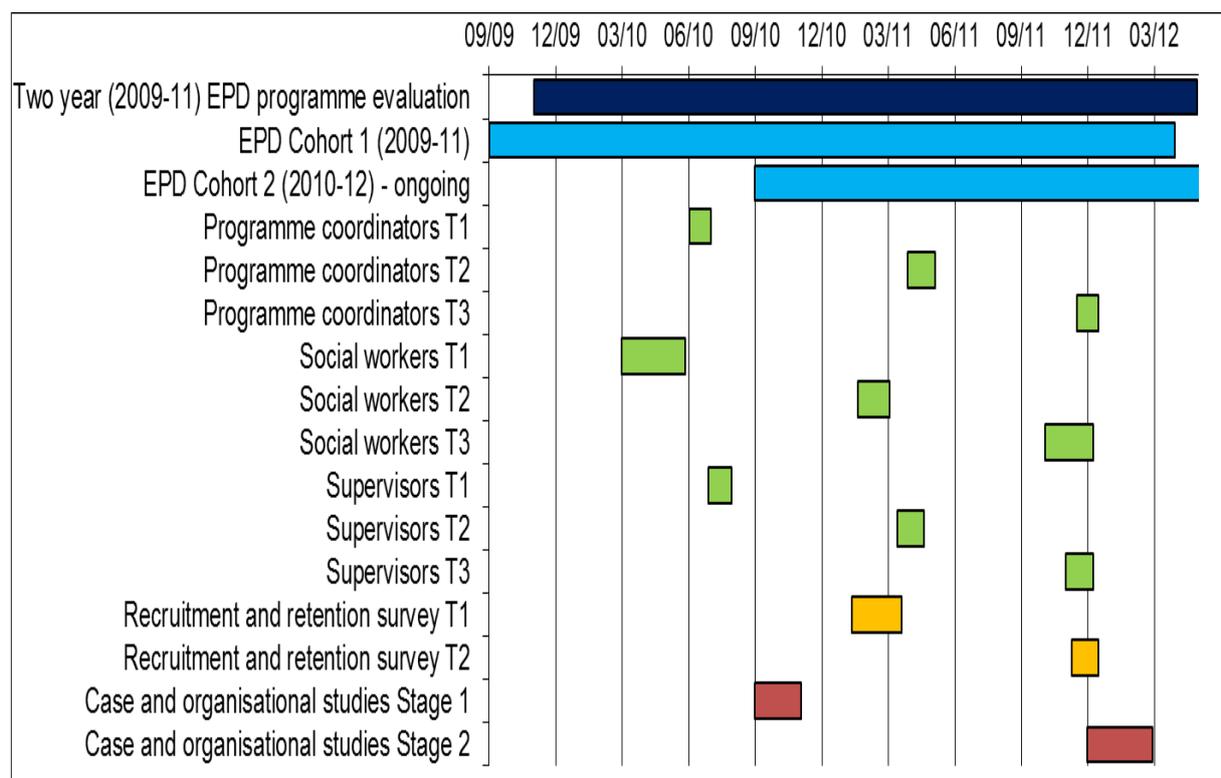
Programme coordinators were asked to identify barriers and facilitators to the implementation of the programme. The surveys asked for demographic information and used a combination of standardised measures and open questions about their experience of the programme.

- **Case studies** comprised a sample of 9 local authorities and one voluntary organisation. These case studies involved the collection of data through focus groups and interviews with social workers, supervisors and team managers, programme coordinators and senior managers. The purpose was to develop a picture of the implementation of the EPD programme in different types of organisations in different geographical locations.
- **Organisational studies** of the implementation and impact of the programmes over the two years in 4 selected local authorities, where implementation had been successful and partially successful, in different parts of the country. In the report an additional study was included as an example of an unsuccessful implementation, which was based on an organisation which had withdrawn from the EPD programme. These studies involved the collection of data through focus groups and interviews with social workers, supervisors and team managers, programme coordinators and senior managers and the collection of detailed background information about the organisation. A greater depth of understanding about the process of implementation was obtained in the organisational studies than the case studies.
- **Collation and analysis of employment and retention data** concerning social workers in all participating authorities over two years.

2.3 Surveys

The evaluation included a series of online surveys, which collected both quantitative and qualitative data. Programme coordinators, social workers participating in the EPD programme and their supervisors were surveyed on three occasions (Box 2.2): at the start of the programme (Baseline or T1), at the end of the first year (Interim or T2) and at the end (End or T3). The evaluation time line also includes the time periods of the qualitative data collection for information. This report is based on data from all three surveys and the case and organisational studies.

Box 2.2: SURVEY AND STUDIES TIMETABLE FOR TWO YEARS OF THE EPD PROGRAMME EVALUATION



Note: T1= start of programme; T2= interim; T3=end of programme.

2.3.1 Programme coordinators

Programme coordinators for the EPD programme had the lead responsibility for local implementation. The surveys of programme coordinators focused on their views of the implementation of the programme (see Appendices 1-3).

The programme coordinators were asked to rate six¹⁰ elements of the programme using a 5-point scale (Very good =1; Good = 2; Not sure=3; Poor = 4; Very poor = 5; Not aware=6):

- Guidance for employers and managers in the EPD handbook;
- Usefulness of the six EPD outcome statements;
- Overall quality of the EPD Handbook;
- Liaison with CWDC staff;
- Liaison with their support advisor; and,
- Supervision training for EPD Supervisors.

In addition, programme coordinators were asked to assess a series of eight enablers and barriers to implementation of the EPD programme:

- Programme coordinators' time;
- Programme coordinators' knowledge and skills;

¹⁰ A seventh element, "support events for programme coordinators", was also asked at interim and final surveys.

- Clarity about their role;
- Their opinions of social workers' commitment to the programme;
- Their opinions of quality of supervision available to social workers participating in the EPD programme;
- Their opinions of line managers' interest and support;
- Their opinions of senior managers' interest and support; and,
- Their opinions of the quality of support from CWDC.

This measure was adapted for the EPD programme from one used in the evaluation of the NQSW programme. The enablers and barriers were assessed by programme coordinators using a 6-point scale (Strong enabler=1; Moderate enabler=2; Slight enabler=3; Slight barrier=4; Moderate barrier=5; Strong/large barrier=6). Respondents were invited to add written text comments on any of these enablers and barriers, as well as to identify (and comment on) any other enablers and barriers not listed.

2.3.1.1 Survey participants and response rates

Sixty six programme coordinators were asked to complete the online survey at the time of the first survey (see Table 2.1 below). The original number of sites registered to complete the survey was 67, but one withdrew before the EPD programme started. Five sites subsequently withdrew during 2010 leaving 62 sites participating at the end of the first year.

Because of CWDC's concerns about the workload of existing programme coordinators, it was agreed that only new programme coordinators would be surveyed at the beginning of the second year (N=41). All programme coordinators in place at the end of the second year (Time 3) were surveyed (N=59). A total of 68 individual programme coordinators responded at the three survey time points. Response rates were consistently high across all three surveys for the programme coordinators, at around sixty per cent in the first and third year, rising to nearly three quarters at the time of the interim survey.

TABLE 2.1: EPD PROGRAMME COORDINATORS AND RESPONSE RATES TO BASELINE (JUNE/JULY 2010), INTERIM (APRIL/MAY 2011) AND FINAL (NOVEMBER/DECEMBER 2011) SURVEYS

	Baseline (2010)		Interim (2011)		Final (2011)	
	N	%	N	%	N	%
Programme coordinators	66		41		59	
Respondents and response rates	40	60.6	29	72.1	36	61.0

The survey collected information about the profile of the programme coordinators. Data were available for 36 programme coordinators at baseline, 26 at interim and 36 at the final survey. Approximately three quarters were 41 years of age or older (see Table A14.1 in the Appendix) and most, four out of five, were qualified in social work. Three out of four were women and nine out of ten were white. This profile is very similar to that of PCs for the NQSW programme and indeed many of them (46 out of 62) were carrying both roles (NQSW and EPD programme coordinator) at the start of the EPD Cohort 1 programme.

2.3.2 Social worker surveys

All social workers registered on the programme by the end of February 2010 were invited by email to complete the baseline survey in March/April 2010. These same respondents were then asked to complete the interim survey in January/February 2011 and final survey in October/November 2011. Respondents had opportunities to add free text comments to explain and elaborate their answers.

Unlike the NQSW programme, participation in the evaluation of the EPD programme was not a requirement for the social workers. In an effort to encourage a good response, social workers were offered the opportunity of taking part in a draw for a modest prize. This was approved by CWDC and the Department for Education. In accordance with research ethics requirements, reminders were also sent to non-respondents by email on three occasions.

The initial social workers' survey (Appendix 4) requested detailed demographic information, including the extent of their previous experience prior to and during their social work degree and level of social work qualification. They were asked whether they had changed jobs since they first started as an NQSW, and were invited to comment on whether the organisation's participation in the programme had influenced their decision to remain with their agency. They were also asked about their experiences of supervision, training and development, the extent of their involvement with the Post Qualifying in Child Care Social Work (PQ) programme and their views on the EPD outcome statements. These questions were asked again at T2 and at T3 (Appendices 5 and 6). Respondents had opportunities to add free text comments to explain and elaborate their answers.

2.3.2.1 Outcome measures

As noted in the introduction, the intended outcomes for social workers participating in the EPD programme included increased skills, competence, confidence and job satisfaction. All surveys (T1, T2 and T3) used standardised self-report measures to assess the social workers' role clarity and role conflict (Rizzo *et al.*, 1970), self-efficacy (Holden *et al.*, 2002), job satisfaction (Dyer and Hoffenberg, 1975), and stress (Goldberg and Williams, 1988).

2.3.2.1.1 Role Clarity

Role clarity (Rizzo *et al.* 1970) includes having clear, planned objectives and responsibilities in your job and being certain about how much authority you have. Role clarity is an important outcome for social workers at an early stage of their careers. It is measured by a standardised scale comprising six items:

- I am certain about how much authority I have;
- Clear, planned goals and objectives exist for my job;

- I know that I have divided my time properly;
- I know what my responsibilities are;
- I know exactly what is expected of me; and,
- Explanation is clear of what has to be done.

Respondents were asked to score each role clarity item using a seven point Likert scale, which ranged from 'very false' (=1) to 'very true' (=7). Role clarity scores could range from six to forty two.

The internal reliability of the scale in this study was assessed as 'good' at baseline (Cronbach's alpha= .89) and 'excellent' at interim and final surveys (Cronbach's alpha = .91).

2.3.2.1.2 Role Conflict

Role conflict on the other hand, may be considered a less positive outcome (Rizzo *et al.* 1970). It arises from competing demands, inadequate resources, incompatible requests, and disagreement at the level of management. Eight items comprise the scale:

- I have to do things that should be done differently;
- I receive an assignment without the staff to complete it;
- I have to bend or ignore a rule or policy in order to carry out an assignment;
- I work with two or more groups who operate quite differently;
- I receive incompatible requests from two or more people;
- I do things that are apt to be accepted by one person and not accepted by others;
- I receive an assignment without adequate resources to carry it out; and,
- I work on unnecessary things.

Like role conflict it is measured using a seven point Likert scale, which ranged from 'very false' (=1) to 'very true' (=7). Thus, role conflict scores could range from eight to fifty six.

The internal reliability of the scale in this study was assessed as 'good' at each time point (Cronbach's alpha = .88 at baseline, interim and final surveys).

2.3.2.1.3 Self-efficacy

A self-efficacy scale was developed and tested especially for the evaluation. This was inspired by the work of Holden *et al.* (2002), who developed an approach to measuring self-efficacy based on Bandura's social cognition theory (Bandura, 1989). Holden has explained that:

Self-efficacy is more than a self-perception of competency. It is an individual's assessment of his or her confidence in their ability (to) execute specific skills in a particular set of circumstances and thereby achieve a successful outcome (Holden et al., 2002, p. 116).

The EPD self-efficacy measure was developed specifically for this study. It assessed, using a ten-point scale, the social workers' confidence in their ability to

accomplish the tasks set out in six EPD “outcome statements” (see Box 1.1). The outcome statements stipulate what child and family social workers are expected to be able to know, understand and do by the end of their third year in practice (CWDC, 2009a).

The same methodology as employed in the evaluation of the NQSW programme was used, i.e. respondents were invited to rate their confidence in being able to achieve each outcome statement *at this point in time* using a ten point Likert scale: ‘not at all confident very false’ (=1); ‘moderately confident’ (=7); extremely confident (=10). Self-efficacy scores could range from a minimum of six to a maximum of 60.

The psychometric properties of the scale were reviewed using standard statistical procedures as reported below (A glossary of statistical terms used in this report can be found in Appendix 16).

The test-retest reliability of the baseline EPD self-efficacy scale was initially demonstrated using a cohort of social workers undertaking the Postqualifying Award/BSc in Child and Family Social Work at Bristol University; test-retest scores were strongly correlated ($r = .80, p < .05$).

The internal reliability of the scale was assessed as ‘excellent’ at each time (Cronbach’s alpha = .93 at T1 and T3, and .94 at T2). Finally, results of a Principal Components Analysis (PCA) confirmed that the EPD self-efficacy items could be considered as a scale with one factor, which accounted for 74 per cent of the item variance in the final survey, 77 per cent of the item variance in the interim survey and 76 per cent of the variance in the baseline survey (the scree plot for the baseline sample is shown in Figure A15.1 in Appendix 15).

Taken together, this means that the total scores on the items on the surveys can be taken as a summary measure of an underlying level of overall self-efficacy and employed in subsequent analyses.

2.3.2.1.4 Job satisfaction

Job satisfaction was assessed by the Job Satisfaction Scale (Dyer and Hoffenberg, 1975). This is a well-established scale used across a wide range of occupations. It comprises 17 items relating to intrinsic and extrinsic elements of job satisfaction. Job satisfaction was measured using a five-point scale; very dissatisfied=1, dissatisfied=2, don’t know=3, satisfied=4, very satisfied=5.

Intrinsic job satisfaction refers to satisfaction with the nature of the job itself, the nature and variety of tasks, your own accomplishments, opportunities to use your own initiative, having challenges to meet, and relationships with fellow workers. Intrinsic job satisfaction scores could range from a minimum of seven to a maximum of 35. The internal reliability of the scale was assessed using Cronbach’s alpha. One item, “public respect for the job that you do” was removed from the scale because responses were inconsistent with the other items. It is reported separately. The internal reliability of the remaining items in the scale were assessed as ‘good’ at each time point, ranging from $\alpha=0.82$ at interim to $\alpha=0.80$ at baseline and final surveys.

Extrinsic job satisfaction refers to pay and working conditions, flexibility and number of hours of work, ease of travel to work, the quality of management and supervision, opportunities for advancement, and job security. Extrinsic job satisfaction scores could range from a minimum of nine to a maximum of 45. The internal reliability of

the scale in this study was assessed as 'acceptable' at baseline ($\alpha=0.73$), but 'marginal' at interim ($\alpha=0.63$) and final ($\alpha=0.69$) surveys. This means that the analyses reported below which are based on total scale scores should be interpreted cautiously.

2.3.2.1.5 Stress

Stress was measured by means of the General Health Questionnaire (12 item version) (Goldberg and Williams, 1988). The GHQ is a standardised self-rating scale which asks whether the respondent has experienced a particular symptom or behaviour in the past month. Each item is rated on a four-point scale (less than usual, no more than usual, rather more than usual, or much more than usual). The GHQ-12 gives a total score of 36 (using Likert scoring: 0-1-2-3) or 12 (using bi-modal scoring: 0-0-1-1). The GHQ-12 is a brief, simple, easy to complete survey of mental health, and its application in research settings and different cultures as a screening tool is well documented. The internal reliability of the scale in this study was assessed as 'excellent' at final ($\alpha=.92$) and baseline ($\alpha=.90$) surveys, and 'good' at the interim survey ($\alpha=.88$).

GHQ responses can be analysed to give a mean rating that may be used to compare groups and to investigate the statistical predictors of stress. They may also be analysed to show the proportions of NQSWs who, according to scale norms, are above the clinical threshold for stress, in other words, where it would be appropriate to seek a professional consultation. This threshold is considered to be a score of four or more.

2.3.2.1.6 Personal commitment to social work

Research in the United States has indicated that personal commitment to the profession and indicators of 'human caring' are strong predictors of retention/intention to leave (Ellett, 2009). At baseline (only), social workers were asked to complete a standardised measure of personal commitment and values. A validated measure of human caring, the *Human Caring Inventory – Social Work* developed for use with social workers in the United States was anglicised and renamed the Personal Commitment and Behaviour Scale (PCBS) for use in the current evaluation. The PCBS consisted of twenty-one items, which measure respondents' attitudes towards their work, their personal characteristics and behaviour.

In order to test whether respondents maintained consistent attitudes when filling out the questionnaire, five items were designed as negative descriptions (Items 3, 6, 7, 8 and 15). Reversed coding was then applied to these items when calculating the PCBS summative scale. Reliability tests show that all the items in this scale maintained a good level of consistency (Cronbach's alpha = 0.82). However, results of a PCA showed that six factors accounted for only 58 per cent of the item variance in the baseline survey (the items were not asked in interim and final survey), suggesting that the scale items should not be used as a summary measure of personal commitment and behaviour in subsequent analyses.

2.3.2.1.7 Intention to leave

The social workers were asked whether they were likely to be looking for another job in the next year (a proxy measure of retention) and, if so, their intended destination. This method, which was also used in the NQSW evaluation, was taken from a Swedish study of child and family social workers (Tham, 2007). The response

options were: “not at all likely”, “not very likely”, “fairly likely” and “very likely”. If they stated that they were likely to leave, they were asked whether this would be for another job in children’s social work, a job in another area of social work or a job outside social work altogether. This measure has been used in previous studies as a proxy for retention/leaving (Webb and Carpenter, 2011). Findings from the NQSW evaluation were that the proportion of social workers saying that they were “very likely” to leave was generally matched by employers’ data on the proportion which actually did leave.

2.3.2.2 Social worker participants and response rates

The first EPD programme was open only to those 87 employers which had participated in the pilot of the NQSW programme. Sixty seven of these (77 per cent) signed up, although one withdrew shortly afterwards and a further four employers had withdrawn by the end of the first year (Table 2.2).

The 551 social workers who were originally registered on the EPD programme were therefore drawn from the group of around 800 who had completed the NQSW pilot programme in 2009.

Table 2.2 provides a breakdown of the total number of employers, participants in the programme, the number who withdrew (or were withdrawn from their employer), had a delayed start, and responded to the baseline (2010), interim (2010-11) and final (2011) surveys. Not all participants had begun the EPD programme at the time of the baseline survey (2010) but all had commenced by the time of the interim survey (2011). The response rates have been calculated in relation to information supplied by CWDC on the numbers registered on the programme at various time points (stocktakes).

TABLE 2.2: NUMBER OF EMPLOYERS, SOCIAL WORKERS AND RESPONSES AT BASELINE, INTERIM AND FINAL SURVEYS

	Baseline (2010)		Interim (2010-11)		Final (2011)	
	N	%	N	%	N	%
Number of employers	67		62		62	
Originally registered participants	551	100.0	551	100.0	551	100.0
Participants withdrawn (running total)	48*	8.7	105**	19.1	128***	23.2
Delayed start	36*	6.5	22**	4.0	26***	4.7
Participants eligible to respond to survey	503	91.3	424	76.6	416	75.5
Respondents and response rates	187	40.0	112	26.5	81	19.5

Note: * Based on CWDC Stocktake: August 2010

** Based on CWDC Stocktake: May 2011

*** Based on CWDC Stocktake: September 2011

CWDC had decided not to make participation in the evaluation a requirement for participants in the EPD programme (as had been the case for the NQSW programme). However, it was requested in the EPD programme handbook (p.9). As mentioned previously, in an effort to encourage a good response, social workers were offered the opportunity of taking part in a prize draw. This was approved by CWDC and the Department for Education. In addition, reminders were sent to non-respondents by email on three occasions.

The response rate at baseline (40 per cent) was good and higher than that achieved in the final NQSW programme survey of the same cohort of social workers (36 per cent). Considering that these social workers had been asked to complete an online survey on three previous occasions, this was a reasonable response.

However, the response rate at the interim stage was only a little over one in four and at the end of the programme it had dropped to less than one in five; disappointing,

although fairly typical of online surveys.¹¹ It should be noted however that the figures on registrations in year 2 (2010-11) may not be a reliable indicator of the number of social workers actually engaged with the programme at any one time since there was no requirement that organisations provided information about engagement. Organisations which were using EPD resources to support social workers' participation in PQ programmes could reasonably claim funding on the grounds that these social workers were working towards the EPD outcome statements. It is therefore likely that, in respect of those actively involved in the full EPD programme, the response rates are underestimated; nevertheless they are disappointingly low.

The particularly poor response at the end of the programme should be understood in the context of the response to the programme reported elsewhere in this report (Sec 5.1). Feedback from the case and organisational study sites identified that the volume and complexity of the social workers' caseloads had increased considerably since completion of the NQSW programme. Consequently they had less time to devote to the EPD programme, and also in an evaluation where participation was voluntary. Response fatigue is also likely to have been a significant factor: including the three questionnaires concerning the NQSW programme, this was the sixth quite similar survey which this group of social workers had received in three years.

Response rates to surveys are also affected by the extent to which potential respondents consider the content to be relevant. Unlike the first year after qualification when social workers identified themselves, and were identified by others, as "NQSWs", data presented in Sec 5 indicates that by year two and three these social workers no longer had any special status as learners. In many organisations they had become the more experienced team members to which their NQSW successors looked for advice. As suggested below, these factors may account to the lack of enthusiasm for participation in the programme and the evaluation. To these might be added the first-cohort implementation problems at local level discussed in Sec 3 below which meant that some organisations had not mounted a meaningful EPD programme. In this context, it would not be surprising if many social workers considered the interim and final surveys insufficiently relevant to them personally and declined to participate.

There are two consequences of these poor response rates at T2 and T3. First, that it was not possible to undertake the longitudinal and multivariate statistical analyses which had been planned as part of the evaluation. Eighty six respondents completed the survey at more than one time point and only 20 completed all three surveys. This means that it has not been possible to analyse changes over time as robustly as possible or to tease out statistically the influence of the various demographic and programme factors which may have influenced the outcomes reported. Second, it affects the confidence in the findings from the interim and final surveys because they are less likely to represent the views and outcomes of EPD participants overall. It is not possible to surmise that those social workers who responded tended to be more, or less, satisfied with the programme than those who did not respond.

¹¹ An experimental study targeting over 4,500 university students in the US found response rates varying between 11 per cent and 30 per cent, depending on mode of delivery/response and gender of respondents (Sax *et al.*, 2003).

2.3.2.2.1 Demographics of respondents

When completing the online survey, respondents were asked to provide a unique identifier (ID) based on part of their name and their day and month of birth. This was designed to ensure their anonymity while enabling the research team to match their responses at different survey time points. It was also designed so that respondents were not repeatedly asked for the same demographic information in the series of surveys.

A total of 274 individual respondents completed surveys at one or more of the three time points: 187 at Time 1, 112 at Time 2 and 81 at Time 3 (Table 2.2 above). This means that just over half (54 per cent) of the 503 social workers who were eligible to respond to the surveys did so on at least one occasion.

Demographic and employment characteristics of the EPD survey respondents were available for 155 of the 187 respondents (83 per cent) at baseline and for all 112 and 81 EPD respondents at interim and final surveys (see Tables A14.2-A14.4 in the Appendix for demographic figures and commentary).

Overall, demographic information was available for 242 out of the 274 respondents (88 per cent). The missing data arose because 30 respondents to the baseline survey mistakenly believed that they had previously submitted this information. The demographic profile of all participants in the EPD programme responding to the surveys is found in Table 2.3 below.

2.3.2.2.1.1 Age, gender and ethnicity

Just over a third of the respondents who provided demographic information were between 21 and 30 years of age (Table 2.3). The great majority, over eight out of ten, were women and a similar proportion was White. There were 22 Black and Black British respondents (approximately nine per cent of the sample), five Asian or Asian British, three self-defined as mixed race and five as “other”.

TABLE 2.3: DEMOGRAPHIC PROFILE OF RESPONDENTS PROVIDING BACKGROUND INFORMATION, POOLED SAMPLE (N=242)

		N	%
Age group	21-30	85	35.1
	31-40	77	31.8
	41+	80	33.1
Gender	Male	37	15.3
	Female	205	84.7
Ethnic group	White	207	85.5
	Black/Minority Ethnic	35	14.4

2.3.2.2.1.2 Authority type and region

Nearly half of respondents were based in county councils (Table 2.4). Just over a fifth were working in unitary authorities, similar numbers were based in metropolitan authorities as were in London boroughs (fifteen per cent). Seven were from voluntary organisations. The highest concentration of respondents was in the South West, representing nearly a quarter of those who responded.

TABLE 2.4: TYPE OF EMPLOYING ORGANISATION AND REGION OF EPD PROGRAMME SURVEY RESPONDENTS, POOLED SAMPLE (N=242)

		N	%
Type of authority	Unitary authority	54	22.3
	County authority	114	47.1
	Metropolitan authority	33	13.6
	London Borough	34	14.0
	Voluntary	7	2.9
Region	London	26	10.7
	Yorkshire	26	10.7
	East Midlands	21	8.7
	South East	33	13.6
	North West	12	5.0
	South West	57	23.6
	West Midlands	33	13.6
	North East	22	9.1
	East	12	5.0

2.3.2.2.1.3 Background qualifications and pre-qualification experience

Seventy per cent (N=170) of the survey respondents said that they got their social work degree at undergraduate level, with the remaining 30 per cent receiving theirs at post graduate level (PgDip/MSc) (Table 2.5). Nine (four per cent) said that they had got their social work qualification outside of the UK.

Respondents were asked about their pre-qualification experience of social work with children and families. Half of the respondents said that they had pre degree

experience of 6 months or longer. Half also said that they had had two or more practice placements whilst on their degree course. Just nine responded that they had no experience of social work with children and families before starting the NQSW programme.

TABLE 2.5: PRE-QUALIFICATION EXPERIENCE (N=242)

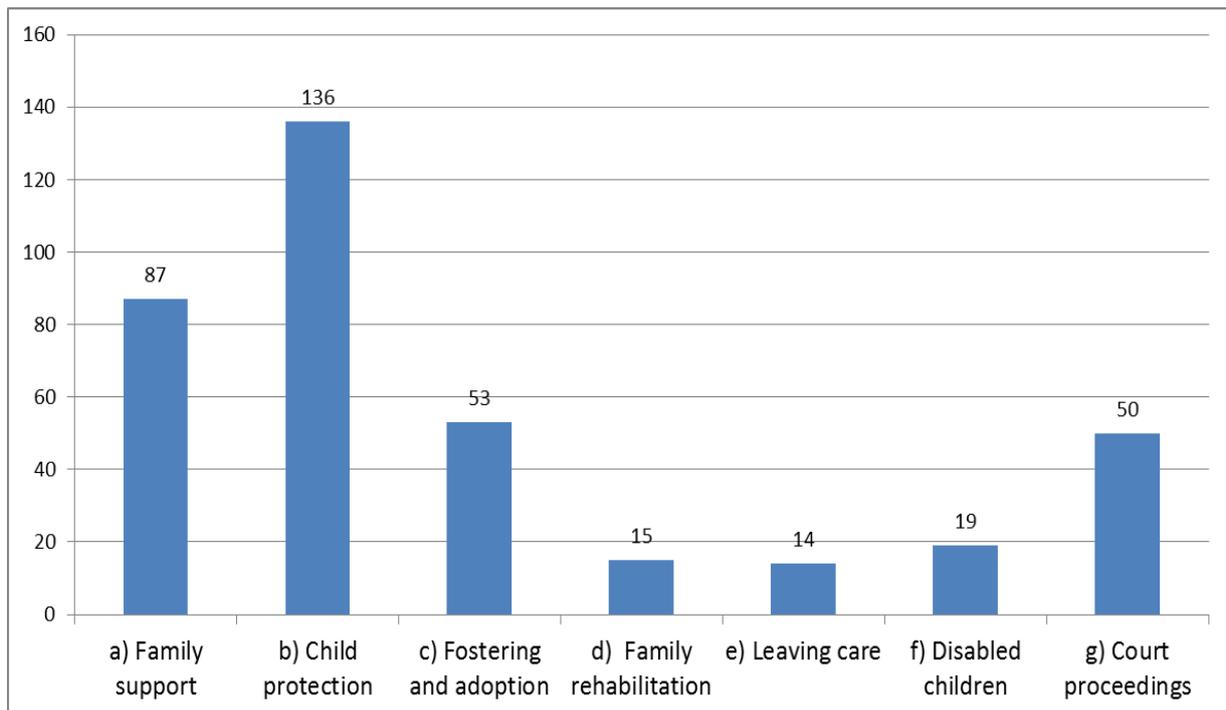
	N	%
Experience*		
Less than 6 months pre-degree experience	49	20.2
Pre-degree practice experience for 6 months or longer	122	50.4
One practice placement only whilst on degree course	70	28.9
Two or more practice placements whilst on degree course	123	50.8
No previous experience	9	3.7
Part time paid work in child and family social work whilst on degree course	44	18.2
Post-degree temporary/agency child and family social work social worker post	19	7.9

Note: *Respondents could provide multiple responses

2.3.2.2.1.4 Contexts for practice

Respondents were asked to identify the two most significant contexts for their practice. Over two thirds reported 'child protection' as one of their two contexts and four in ten chose 'family support' (see Figure 2.1 below and Table A14.5 in the Appendix). About a quarter indicated 'fostering and adoption' and a third were working with children and young people who are the subject of court proceedings. There were no statistically significant differences between surveys in the proportions working in these different contexts.

FIGURE 2.1: CONTEXTS FOR PRACTICE REPORTED BY SOCIAL WORKERS AT BASELINE (N=187)



Because participants in the EPD programme were drawn from the group of participants in the NQSW programme who registered in 2008-09, the EPD survey respondents were compared with the NQSW programme respondents' baseline data. There were no statistically significant differences between EPD and NQSW survey respondents in terms of age, gender and ethnicity. In other words, there were similar proportions of social workers in both programmes who were of a certain age group, gender and ethnic background. Seven out of ten social workers in both programmes were between 21 and 40 years of age, nine out of ten were female, more than eight out of ten were White (see Table A14.6 in Appendix). This means that it is possible to compare scores on key outcome measures between the various surveys in a longitudinal analysis (Sec 5.2.1).

2.3.3 Supervisors

In the baseline and interim surveys (Appendices 7-8), supervisors were identified by CWDC as those attending the supervisor training sessions. As such, the invitations at baseline and interim did not include all supervisors of social workers. In the final survey (Appendix 8), supervisors were identified by individual programme coordinators. Again, this meant that the invitations for the final survey did not include all supervisors of social workers participating in the EPD programme as not all the programme coordinators provided the information to identify their supervisors.

All identified supervisors were invited to give their opinions of the EPD programme, including the training that they received, and to rate their confidence in the self-efficacy of the social workers they supervise at baseline, interim and final surveys using a ten-point scale (ranging from extremely unconfident to extremely confident).

2.3.3.1 Survey participants and response rates

In total, 73 individual supervisors responded to the surveys across the three time points. Thirty supervisors (not necessarily the same individuals) completed the EPD survey at Time 1, thirty one at Time 2 and seventeen at Time 3. Only five respondents completed the EPD programme supervisor survey at more than one time point. Not all of those who completed the surveys completed the demographic information. The supervisors that responded to the survey were most likely to be aged forty one or older. Around three quarters were female.

The majority of supervisors at T1 and T2 were line managers of the social workers they were supervising (Table 2.6 below). At T3 this proportion was much lower, yet there were more who said they were training and development specialists in their agency.

TABLE 2.6: NUMBER OF SUPERVISOR RESPONDENTS BY ROLE AT T1, T2 AND T3

Are you:	T1	T2*	T3*
Line manager of the EPD social worker (s) you are supervising	13	13	5
A senior practitioner in the team	1	4	4
The EPD programme coordinator	7	3	1
A training and development specialist in the agency.	3	4	7
A freelance supervisor working under contract to the agency.	1	5	3
Other	0	5	1

Note: * At survey times 2 and 3, respondents were able to tick more than one box.

Those in the 'other' category described themselves in a number of different ways. One was a line manager of a social worker supervised by a senior practitioner. One was a locum manager, one was a Multi-Agency Support Team (MAST) manager, one was a social worker, and one was a supervising senior practitioner and equivalent to a duty team manager. It is not possible to calculate a response rate because there was no reliable data on the number in participating organisations acting as supervisors of EPD social workers. However, 175 supervisors and programme coordinators registered for the CWDC supervision training programme to support the EPD, with 148 actually attending. Taking the latter figure (on the grounds that those not attending were not involved in EPD supervision), the response rate may be estimated as being around 50 per cent. The findings reported below from the supervisors' survey should be treated cautiously in the light of this response rate.

2.4 Qualitative study and samples

2.4.1 Case and organisational studies

Studies of a sample of the organisations that have implemented the EPD programme were undertaken; these “case studies” provide an understanding of how the process of implementing the EPD programme occurred. The case studies were purposively selected to provide examples drawn both from different parts of the country and different types of organisation (in particular different types of local authority). A subset of these case studies was selected for more detailed study to capture the implementation of the EPD programme over time and to illustrate key features that have contributed to successful implementation. These have been designated as “organisational studies”.

In the original research design four local authorities had been selected as the sites for organisational studies. In two of these, the EPD programme had been successfully implemented and in a further two the implementation had been partially successful. An additional organisational study has been included here to illustrate an unsuccessful implementation. The local authority was originally a case study site. However, once the organisation had withdrawn from the EPD programme a detailed exploration of the reasons for the failure to implement the programme was undertaken. The findings were sufficiently interesting to merit inclusion in the report. The organisational studies are presented in section 4 of the report.

Members of the evaluation team visited, wherever possible, each case study and organisational study site during autumn 2010 and winter 2011-12 (Box 2.1) except the voluntary organisation where there was only one contact at the second time point. In each period, they attempted to interview the programme coordinator and the senior manager responsible for the programme, usually the assistant director of children’s services, using semi-structured interview schedules (Appendices 9 and 10). Evaluation team members then organised focus groups to which all the social workers participating in the EPD programme and their supervisors/team managers, respectively, were invited (Appendices 11 and 12). In the second round of data collection many of these interviews were conducted by phone because participants were unwell to take the time to attend in person. In addition, in respect of organisational studies the evaluator collected and analysed contextual information, for example OFSTED reports, Children’s Plans, local policies on training and development and supervision. A particular focus was on the learning from the NQSW programme for the implementation of the EPD programme.

In several of the case and organisational study sites it was not possible to collect a full set of data through face-to-face interviews, or focus groups. Where face-to-face contacts were not possible attempts were made to gather data from the various contacts (above) in each organisation. The collection of data for the case and organisational studies proved to be a challenging experience for the evaluation team particularly in the second year of implementation. Initially, there was a poor take-up by staff at all levels when asked to participate in the evaluation process. For example, on a number of occasions focus groups were arranged and none of those invited turned up. Members of the evaluation team made site visits but were unable to meet key staff. This led to a protracted process of seeking data and the original timescale for data collection was doubled. Extensive efforts were made to contact and arrange interviews with individuals and groups. Sometimes these were brief and

hasty and had to be conducted by phone rather than face to face. Consequently the data for the qualitative component is less detailed, rich and extensive than would be wished. This difficulty in accessing respondents may be attributable to two factors, the very business of staff at all levels of service delivery agencies and the lack of engagement by a substantial number of social workers and managers in the EPD programme – something that is documented in these pages.

The numbers of staff interviewed individually or who participated in focus groups are detailed in the Tables 2.7 and 2.8 below.

TABLE 2.7: NUMBERS AND DESIGNATIONS OF STAFF PARTICIPATING IN THE CASE AND ORGANISATIONAL STUDIES BY ORGANISATIONAL TYPE – YEAR 1

Type of employer	EPD Social workers	Team leader/ supervisor	Programme coordinator	Senior manager	Total
County Council (7)	14 (33)*	12	7	4	37
London Borough (2)	5 (11)	0	2	1	8
Metropolitan (3)	12 (17)	7	3	2	24
Unitary (1)	5 (23)	2	1	1	9
Voluntary (0)	0	0	0	0	0
Total (13)	36 (84)	21	13	8	78

Note: * the figure in brackets is the total number of social workers participating in the EPD programme in the sampled organisations.

TABLE 2.8: NUMBERS AND DESIGNATIONS OF STAFF PARTICIPATING IN THE CASE AND ORGANISATIONAL STUDIES BY ORGANISATIONAL TYPE – YEAR 2

Type of employer	EPD Social workers	Team leader/supervisor	Programme coordinator	Senior manager	Total
County Council (6)	22 (30)	9	6	5	42
London Borough (2)	3 (11)	2	1	2	8
Metropolitan (4)	7 (24)	2	5	2	16
Unitary (1)	4 (23)	1	1	1	7
Voluntary (1)	0	0	0	1	1
Total (14)	36 (88)	14	13	11	74

Note: * the figure in brackets is the total number of social workers participating in the EPD programme in the sampled organisations.

2.5 Recruitment and retention surveys

All employers participating in the programme were sent a request via the programme coordinators for the number of social workers who had completed the NQSW programme and were in their second or third year of employment (full- and part-time). They were also asked for the numbers who had left during this period. Requests were sent in January 2011 and November 2011. In both requests, employers were also asked to provide their overall vacancy rates for child and family social workers (see Appendix 13). Requests for data on NQSW (Cohort 3) participants were made at the same time.

In many organisations, the programme coordinator had such data available and completion of the proforma was a relatively straightforward process. In others, however, programme coordinators were not best placed to provide this information; in these instances, the programme coordinator sought assistance from relevant personnel in the organisation (in most cases, a request was made to human resources to provide this information).

The information returned on the proformas was entered into a spread sheet which was used to compile recruitment and retention data for participating employers.

Where incomplete information was provided, the project researcher confirmed this with the programme coordinator. Reminders were sent on three occasions in each year of the programme evaluation where proformas had not been returned by the specified date. Several requests for additional information about the project and data sought were followed up by phone.

2.5.1 Response rates

As at the end of November 2011, a total 28 out of 62 employers participating in the programme responded to the Cohort 1, Year 1 (2009-10) employment and retention data request and 27 out of 62 responded to the Cohort 1, Year 2 (2010-11) data request.

2.6 Data analysis

2.6.1 Quantitative data analysis

Analyses of the quantitative data from the online surveys began with descriptive statistics and cross-tabulation of demographic variables and responses to the standardised measures.

The second stage of the analysis employed these variables in a comparative analysis of changes over time in the ratings between the start of the programme (T1), the interim stage (T2) and end of the programme (T3). Analysis of variance was used to explore differences in ratings between groups for example, in different regions, different types of authority and different baseline characteristics of the participating social workers, such as educational background and previous experience.

Comparisons of findings between the beginning, interim and end of the programme were made in terms of the proportions of respondents scoring high or low in relation to each variable of interest. For example, the proportion of participants in the EPD programme satisfied with support from their employers at the end of the programme or the proportions reporting clinical levels of stress or intending to leave their post.

Unfortunately, as mentioned above, the poor response rates to the T2 and T3 surveys limits the explanatory power of the quantitative analyses. In general, where changes over time are reported and tested for statistical significance, for example in relation to self-efficacy ratings, these are based on matched samples of social workers who responded on both occasions. However, the proportions of social workers at each time point indicating that they are “very confident” is also of interest, so these data are also reported.

2.6.2 Qualitative data analysis

The interviews and focus groups followed structured formats (see Appendices 9-12) which were used by all members of the research team who took responsibility for data collection in the study sites (See Tables 2.7 and d 2.8 for details of qualitative study samples in Year 1 and Year 2). All focus groups and interviews were digitally recorded. The team then met for a day to code the data and review the main and subsidiary themes arising in the data from the different research sites. Given the structured nature of the data collection, the thematic content reflected the research topics and questions. Themes were identified and elaborated and a detailed framework for analysis developed. This framework was later transferred to an interactive Excel spreadsheet into which team members were able independently to add quotations, discussion points and observations based on their own review of the data which they had collected. Where necessary, the framework was developed through the introduction of new cells to encompass new subsidiary or contrasting

themes. This data set was then added to the qualitative data analysis programme (NVivo) and analysed thematically.

Following completion of the spreadsheet for each of the research sites the research team then met together again to check that the team had captured the range of themes, and identified the diversity of responses both within subject groups (e.g. social workers) and between subject groups (e.g. social workers and senior managers). The analysis was further developed through discussion using the constant comparative method. That is, the focus was on similarities and differences between the data and how these could be understood in terms of the key dimensions of the study.

Qualitative data in the form of written comments in the surveys were categorised, e.g. as positive vs. negative and the proportion of each calculated. Where appropriate, responses to questions were cross-tabulated by variables of interest. For example, by cross tabulating according to male vs. female or graduate vs. postgraduate level of social work qualification it was possible to examine patterns of responses to questions about satisfaction or dissatisfaction with the programme. Written comments were then selected to illustrate the different perspectives.

2.7 Conclusion

The mixed methods research methodology described above was modelled as far as possible on that developed to evaluate the NQSW programme. Like that evaluation, its strengths lay in the determination to seek the views and experiences of many stakeholders in the participating organisations, including programme coordinators, supervisors, team managers, and senior managers, as well as the participating social workers themselves. The online surveys were designed to reach all participants in the pilot programme. These surveys collected a substantial amount of both quantitative and qualitative data on their experiences of the programme, as well as measuring a comprehensive set of key outcomes using validated instruments, including a self-efficacy scale especially developed for this study. These measures were subjected to rigorous confirmatory psychometric review. The statistical analyses were undertaken using a combination of statistical procedures, including multivariate analyses designed to control for the simultaneous effects of variables on the outcomes measured.

The survey data were substantiated by in-depth qualitative case studies in a purposive sample of participating organisations, including a set of organisational studies.

The most obvious weakness of the study design was the lack of a control or comparison group. This means however that it is logically not possible to attribute changes in the outcome measure to the effects of the programme – they could have occurred anyway through increasing experience and familiarity with the work.

The second weakness was in the response rates of EPD social workers to the interim and final online surveys and to their limited engagement in the case and organisation studies. The response to the surveys of supervisors was very poor at all three time points. It is not possible to make any assumptions about the dispositions of the respondents versus the non-respondents and thus the extent to which the experiences and outcomes reported here are representative of the social workers and supervisors as a whole. Consequently, the findings should be treated cautiously.

3 Implementing the programme

As explained in Sec 1, CWDC developed the Early Professional Development programme with employers in the first half of 2009. The goal was a common framework to support the development of social workers in the two years following the NQSW year. The programme was intended to be sufficiently flexible so as to be used within their existing organisational policies and procedures.

In this report, the process of implementation refers to how the EPD programme was introduced and delivered by organisations during the first two years after the programme was made available at national level across England. The evaluation gathered the views of social workers from the first cohort of EPD participants (2009-11) through online surveys and focus groups as explained in Sec 2. However, the views expressed in the evaluation by senior managers, managers, supervisors and programme coordinators draw not only on their experience of this first cohort but also include observations from the second cohort.

This evaluation of implementation of the EPD programme was centrally concerned with different approaches taken by organisations with responsibility for children and family social work in England. In addition, the implementation process also refers to the way in which CWDC introduced and supported those organisations with the delivery of the programme across England. These aspects have been evaluated primarily through gathering the opinions of EPD social workers, their managers and supervisors, EPD programme coordinators and senior managers with responsibility for the EPD programme. Their opinions were collected through the surveys, case and organisational studies and also CWDC data about participation on the EPD programme. The exploration of the views of CWDC staff was beyond the scope of this evaluation.

3.1 Numbers of organisations and social workers

The EPD programme was planned as an extension of the NQSW programme: participants had to have completed the NQSW in order to be eligible for the EPD programme. Of the 87 organisations, 86 local authorities and one voluntary organisation, which had been involved in the NQSW programme, 67 elected to take part in the EPD programme. Those choosing not to participate cited organisational issues, notably the difficulty of launching the EPD programme at the same time as the second cohort of the NQSW programme. One employer withdrew before the programme started and five others withdrew during 2010, leaving 62 organisations participating at the end of the first year.

3.2 Numbers and proportions of withdrawals from the programme

In total, 551 social workers registered on the EPD programme out of around 800 who had completed the NQSW pilot programme in 2009. As noted in Table 2.2 above, 19 per cent of social workers who had originally registered on the EPD had withdrawn by the end of the first year and a total of 23 per cent had withdrawn by the time of the final survey. In total, 74 of the 503 social workers (15 per cent) registered on the programme in 2009 had apparently left their employer.

A summary of the reasons for withdrawal is presented in Table 3.1. The most frequent reasons cited for withdrawal are that the social worker left the authority and undisclosed personal reasons.

TABLE 3.1: REASONS FOR WITHDRAWALS (OVER TWO YEARS)

	N	%
Left Authority/employer (future job unspecified)	56	43.8
Declined to participate for personal reasons	16	12.5
Moved to another local authority	10	7.8
Left for a different social work position	8	6.3
Operational/management decision to stop participation on programme	8	6.3
Registered in error/did not meet criteria	7	5.5
Unknown/not provided	10	7.8
Other reasons	13	10.2
Total	128	100.0

Source: CWDC

Figures from the Department for Education (August 2012) indicated that it had been notified about 74 EPD social workers in Cohort 1 who had completed the programme. However, it was thought that employers had been focusing on projected completion dates and withdrawals rather than confirming completions. At this stage, there had been 133 confirmed withdrawals; over 400 completions were expected, but the Department noted that this might change as coordinators updated their information.

3.3 Implementation in organisations

Programme coordinators had the lead responsibility for local implementation of the EPD (and NQSW¹²) programmes and consequently their perspectives are considered first.

At the start of the EPD programme in 2009, half of the programme coordinators were able to draw on their previous experience of implementing the NQSW programme in setting up the EPD programme in their organisation. Reflecting this, more than eight out of ten programme coordinators responding to the baseline and interim surveys

¹² A number of programme coordinators for the EPD programme also had responsibility for coordinating the NQSW programme.

rated their own knowledge and skills an enabler to the implementation of the programme. By the end of the programme more than nine out of ten had done so.

Hence, drawing upon the survey data, several commented how their experience of the NQSW programme had helped them to plan better for the EPD programme, for example by providing a wide range of choice in respect of training options for participants (programme coordinator, organisational study). One coordinator explained:

“I have learnt to try and keep things as simple and straightforward as possible so as not to actually add to the stress levels of social workers. I have also learned that it is important to take the time to get everything set up and in place before starting the programme - even if that means starting it late.”
(Programme coordinator, baseline survey)

Several programme coordinators commented on the importance of involving managers at an early stage, for example:

“Our experience of the NQSW programme meant we engaged line managers and gave them responsibility from the outset as part of changing culture and up skilling them so they were fully conversant with the requirements.”
(Programme coordinator, interim survey)

One coordinator explained that having been a coordinator across the NQSW and EPD programmes meant that they had managed to build and maintain support among the managers and senior managers within their organisation. The strength of being a coordinator across both the NQSW and EPD programmes was also acknowledged as a means of enabling them to better support the social workers engaged in the programme. The following coordinator emphasised how it enabled them to be there as a constant and independent person whom new social workers trusted and felt confident to speak to when they felt that they needed support:

“Has been easier to work with people all the way through i.e. those who started as NQSWs in Sept 2010 I have now followed through and feel I will be able to offer them a better service as EPDs than those who came through before who I didn't know through the NQSW programme. There is something important in building up an independent relationship with NQSWs and EPDs so they feel they have someone external they can speak to about their experiences of SW.” (Programme coordinator, final survey)

However, shortage of time was a problem if these roles were combined. Reflecting on these issues at the time of the interim survey, one respondent noted that they had been struggling to implement both the EPD and the NQSW programmes at the same time. Given that the NQSW had been a much larger programme, for some coordinators this had taken priority leaving insufficient time to devote to the EPD programme, especially if the coordinator already had a large workload from other organisational commitments. By the time of the final survey, time was rated as less of a barrier. This may be because some found it easier to run the programme as they began to understand it more.

To manage the demands on their time, some coordinators had made arrangements to buy in extra support, for example consultants, to help them run the programme. However two coordinators responding to the survey reported that this had been a mistake, as the consultant had not had organisational knowledge, a connection with current practice or the appropriate facilitation and training skills. As a result each now

managed the programmes directly. One coordinator was facilitating sessions with EPD participants herself while the other was using senior practitioners from within the organisation.

By the second year of implementation, programme coordinators in the case and organisational studies reported a mixed picture of their role. Two broad themes emerged: the nature of link between the EPD requirements, internal training and development programmes and the nature of their relationships with managers. With regard to the first theme, in some organisations the training provided internally was deemed to meet the needs of the EPD social workers. In such organisations the coordinators' role was inward facing, as one coordinator commented about the tasks associated with the role:

“Initially, it (EPD) was widely identified as not very popular... we've tried to make it more practitioner-owned. We've asked them what would they like, what could we bring to the sessions that would improve their practice [...] current legislation, guest speakers to talk about various topics, (for example) serious case reviews, drugs and alcohol abuse and how it affects parenting, [...] recommendations of Munro report. Rather than just having designated sessions looking at reflective practice, or team/group meetings, we've looked at areas of practice that may help support the practitioners.” (Programme coordinator, case and organisational studies)

By contrast, in other organisations there was evidence of either fixed or developing relationships between the EPD programme and external training and development programmes, in particular the PQ programmes. Here the role of the coordinator was more outward facing, and required a range of negotiation and co-ordination skills. One coordinator highlighted that this situation was “becoming more and more complex” (*Programme coordinator, case and organisational study year 2*). The inward and outward facing roles of the coordinators were not mutually exclusive.

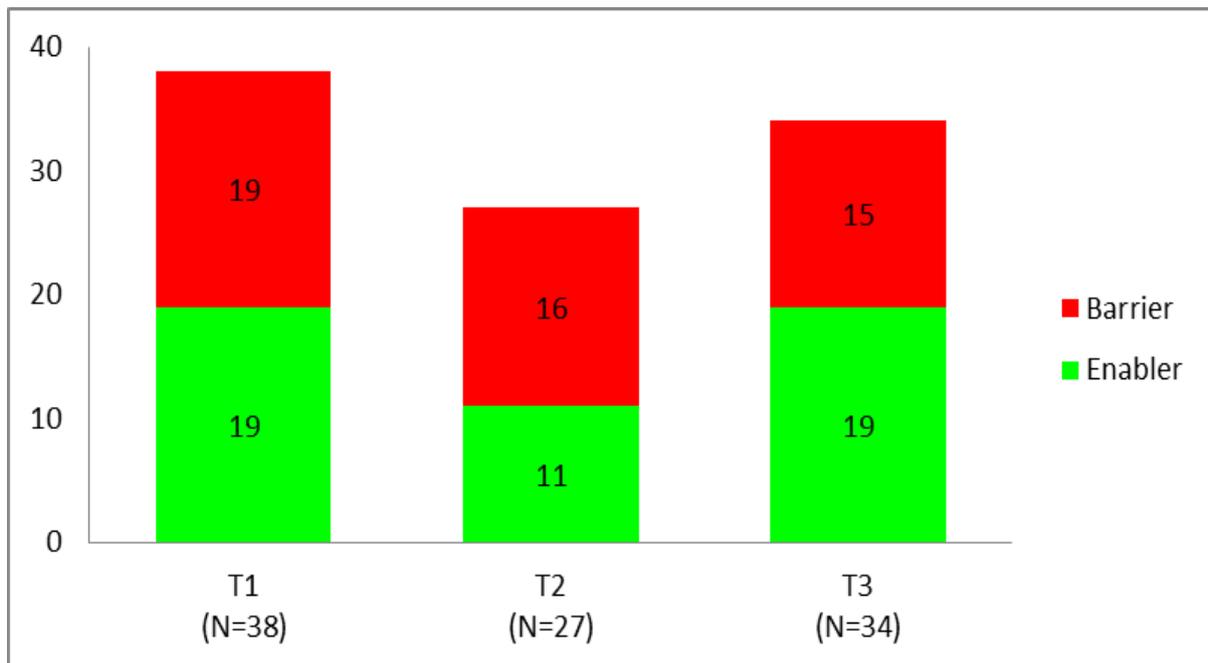
The second theme concerned the important role of coordinators in providing a channel of communication between social workers, team managers, senior managers and CWDC.

In some organisations, where the EPD programme was integrated with the PQ framework delivery, quality assurance was the responsibility of the university. The role of the programme coordinator was largely administrative. In others, the programme was delivered jointly through action learning and workshops and there was a more varied role for programme coordinators.

3.4 Social workers' commitment to the programme

At the time of the baseline survey, programme coordinators were equally divided between those who considered that the social workers' commitment to the programme was likely to be an enabler and those who thought it would be a barrier (see Figure 3.1 below). Eleven of the 38 respondents to this question anticipated that social workers' commitment would be a “strong” or moderate enabler; conversely, nine expected that this would be a strong or moderate barrier.

FIGURE 3.1 PROGRAMME COORDINATORS STATING “SOCIAL WORKERS’ COMMITMENT TO THE PROGRAMME” AS A BARRIER TO THE IMPLEMENTATION OF THE PROGRAMME



Note: Two respondents did not provide answers at each survey timepoint.

It is important to note that the social workers in the EPD pilot programme had also participated in the NQSW pilot (2008-09). Five programme coordinators felt that social workers were tired after having just completed the NQSW programme and were reluctant to engage straight away with another programme:

“Social workers are exhausted completing the NQSW level and unwilling to get going again quickly.” (Programme coordinator, baseline survey)

Several programme coordinators commented that managers as well as social workers were too busy to engage with the EPD programme:

“...trying to get supervisors and practitioners to engage, can be particularly difficult at times. Many of them have particularly busy caseloads where time management is essential. As a result a lot of practitioners and supervisors have to prioritise their own work, where unfortunately EPD is not highly ranked” (Programme coordinator, baseline survey)

Just over half the programme coordinators that responded to the interim survey reported that social workers’ commitment was more of a barrier than an ‘enabler’, with about six in ten responding assessing it to be a “strong” or “moderate barrier” (see Figure 3.1 above).

In December 2011, two years after the launch of the programme, more than half of the programme coordinators responded that social workers’ commitment to the programme was an enabler. It is possible that the coordinators had in mind subsequent cohorts of programme who, at the start of their programme, were more positive. It also reflected the fact that many local authorities had started to link the EPD programme to the PQ, which was particularly valued by social workers because it conferred academic credits from the awarding university and because formal consolidation was rewarded by a salary enhancement.

“EPD social workers are strongly encouraged to do the PQ Consolidation Module. I was involved regionally with our PQ university partner in mapping PQ learning outcomes to the EPD Outcomes in order to link the two”
(Programme coordinator, final survey).

Where social workers did not seem to be engaged with the programme, a variety of reasons was given. Some coordinators considered that social workers did not give it priority because it was a two-year programme and did not need urgent attention. Further, it was difficult to keep EPD social workers interested over a longer period of time and they were far less engaged with this programme than the NQSW programme.

In some organisations where social workers had been holding large and complex caseloads since they started as NQSWs, the EPD programme was considered unnecessary:

“The general feedback from practitioners was negative, repeatedly stressing that they were already working autonomously, holding bigger caseloads and had the competency to fulfil their social work roles. This has made sessions very difficult where the practitioners appear reluctant to engage.” (Programme coordinator, interim survey)

In the case and organisational studies, programme coordinators’ comments about social worker’s motivation in the first year were negative. About half of the programme coordinators indicated that motivation towards the programme amongst social workers was lacking.

In one organisation, which had registered around eight social workers following an apparently very successful NQSW programme, the EPD programme failed to get off the ground. The favoured explanation was that there had been too long a gap between the completion of NQSW by the social workers and the opportunity for them to commence the EPD programme. This had been caused by difficulties in appointing a coordinator. In effect the social workers voted with their feet: only four turned up at the first group meeting with the coordinator and only two to the second. Consequently, the organisation focused its energies and EPD resources on supporting the social workers through the PQ consolidation module.

Another coordinator summed up the reasons for poor engagement as follows:

“Level of enthusiasm and motivation for EPD not same for NQSW: enthusiasm wanes - most members of staff just want to get on with the job. They put their practice before [the additional] supervision sessions which were not seen as a priority as compared to NQSW.” (Programme coordinator, case and organisational study year 2)

This was echoed by a social worker who commented:

“...to be honest I must admit that by the time the EPD came along I had had enough. I mean you go through the degree and then you have to do the NQSW. Also it’s not as though there is much to EPD. Don’t get me wrong I enjoyed working with XX (mentor) but it felt like a bit of an optional extra especially as my caseload has really built up.” (Social worker, case and organisational studies)

In a number of organisations social workers who had been members of some teams for 18 months or more were *de facto* among the most experienced team members. New recruits were relying on them for informal support and supervision. This may have been the extreme cases but, in general, something changed for social workers on completion of the NQSW; that they were less willing to accept the identity and role of “learner” and wanted to adopt the role of “practitioner”. This observation was confirmed by some social workers during the case and organisation studies who expressed the view that they wanted to be seen as real “social workers” not “social workers in training”. As one social worker commented:

“I couldn’t wait to just do the job, have responsibility for a full caseload.”
(Social worker, case and organisational studies)

If this attitude is more widely applicable then there are significant implications for the development of professional education and training in the early years of professional practice.

In two of the organisations studied, the low level of enthusiasm for the programme amongst social workers led to two very different outcomes. In one, where the programme had not been very popular in its first year, the coordinator attempted to create a greater sense of ownership amongst participants through giving the participants a greater degree of influence over programme content. For example, participants were asked about the content of group sessions and whom they would like to invite as guest speakers. This approach led to a more enthusiastic response to the programme with a stronger level of engagement evident from practitioners in the second year. One senior manager commented, echoing these views:

“It’s quite important toward the end of that second year for people to see what the next steps are, and for us the next steps are PQ. So a specialist programme starting at the beginning of the second year, I think, has less impact than something at the start of the third year of practice where you might want to do some formal post-qualification development as part of a career plan.” (Senior Manager, case and organisational studies)

In the other organisation, the failure to engage social workers in the first year of the programme led to the organisation withdrawing from the EPD programme entirely in the second year of implementation. The reason for the failure to engage was judged to be that the social workers registered for the EPD programme resented being regarded as perpetual students and to have to undertake what seemed to them to be perennial assessment. The coordinator described how attempts were made to link the EPD programme to PQ but even this failed to generate motivation among the social workers and significant problems persisted with attendance at planned sessions to the extent that these were abandoned. As one coordinator commented:

“Initially the senior management team didn’t see how it [EPD] fitted”.

Expectations regarding social workers’ attendance varied. In one organisation where attendance was mandatory a team manager made the following comment about engagement by social workers:

“Well it’s happening, social workers are familiar with the fact that it is a priority for them to attend. They don’t always share that priority, but they know that they should be attending and that seems to be reinforced by the department.”
(Manager, case and organisational studies)

However, even where attendance at the EPD programme was mandatory, as another manager commented, there was a difference in attitude evident among EPD social workers towards participation on the EPD programme in the first and second year of their programme. As they demonstrated a greater propensity for participation in the first year:

"... making it mandatory means that people are going to attend, I think the second year [...] is hard, the first year was always protected but the second year (of EPD) is when people say 'right that's it now, get on with it.'" (Manager, case and organisational studies)

This is indicative of attitudes that are embedded within organisations about what social workers should legitimately be engaged on in their second and third year of professional practice. How the role of a social worker in their second and third year after qualification is perceived by social workers and their managers is central in obtaining their engagement with and commitment to programmes of professional development such as EPD.

3.5 Support from senior managers and team leaders

At the time of the baseline survey, the programme coordinators were more positive about the organisational support from managers for the EPD programme than at the time of the final survey. Some coordinators related this to positive attitudes towards learning and development within their organisations, and of its significance for the retention of staff:

"There is a recognition from senior management that EPD forms part of the retention issues within the workforce and that creating a seamless process from NQ to EPD towards Advanced Practitioner or line management is a positive way of shifting the culture of learning within the organisation, and provide a transparent programme to those entering the workforce and retaining them." (Programme coordinator, baseline survey)

One described how they realised the importance of line managers endorsing the programme because they found this helpful in the implementation of the NQSW programme and also because line managers help to shift and change organisational culture. In another organisation the senior manager had made the programme compulsory which secured social worker participation.

There were only a few negative comments in the baseline survey about the organisational support from senior managers, line managers and supervisors at the time of the baseline survey. These mainly related to the difficulties of completing the programme against work pressures:

"In principle, staff and managers are committed to the programme and believe in developing a career pathway for staff and competencies against which their performance and achievements can be measured. In reality staff are very hard pressed, recruitment and retention issues create additional pressures for line managers along with heavy workloads." (Programme coordinator, baseline survey)

By contrast, at the time of the final survey, only one programme coordinator commented positively about organisational support from senior managers, team

leaders and supervisors, saying that they felt there was equal commitment to both the NQSW and EPD programme:

“Some of the managers' are very committed to both programmes and have become very strong advocates, reporting that they have seen positive impacts e.g. on the quality of assessments and on recruitment and retention.”
(Programme coordinator, final survey)

The majority of comments were negative and encapsulated the following views.

“The [EPD] is a much more intangible programme to bed in. The way we have structured it in our organisation means it's left much more to lone managers and EPD social workers with some countywide group reflective supervision and audit visits. It's much more “hands off” than our robust NQSW programme. It is harder to judge how on board managers are with this.”
(Programme coordinator, interim survey).

This programme coordinator summed up the view that there was much less commitment to the EPD programme than the NQSW programme:

“The EPD programme is much less popular and therefore the commitment amongst the EPD social workers and line managers is lacking. This is why we want to involve them in creating a programme that is much more useful to them and using elements of the current EPD programme for this. I would say there is much more support from managers for the NQSW programme as it feels more tangible and necessary.” (Programme coordinator, final survey)

In the case and organisational studies managers identified gaps in training provision prior to the introduction of EPD; some considered that these deficits remained under the EPD programme, particularly in relation to opportunities for skill development. As one manager commented:

“I think they're (gaps) skills based, intervention type training for social workers, there's plenty of information based training available [...] but it doesn't teach them how to do any intervention with those families to bring about change.”
(Manager, case and organisational studies)

In general, programme coordinators felt that line managers were supportive of the general principle of the programme, but found it hard to provide the continued support required, as one manager commented which echoed this view:

“I don't know where I as a manager lost it with the programme. I really worry about how we keep and nurture and make our second and third year workers emotionally resilient [...]. How do we get them to a point of having self-confidence, but still being cautious? How do we give them the skills and abilities to face situations where people do horrible things to children and each other, and to be able to process that and make sense of that and then move on to the next thing that's waiting for them?” (Manager, case and organisational studies)

The quote suggests strong commitment in principle to the idea of EPD, despite a concern over the ability to put the programme into practice. The operational constraints on implementing the programme were left unstated, but were implied by the mixture of introspection and powerlessness in the tone of the comments. While the views of a senior manager in a different organisation seem to encapsulate the

very real difficulties of finding the appropriate balance between the development of staff and the provision of service:

“I think implementing the [EPD] Programme has been quite difficult. I think people do the NQSW Programme because they need it. I think what they need in their second year of practice is not really as the Programme laid out. And I think we need to have a think about what kinds of things people might want in their second year of practice, which can fit in around the work demands. The struggle people have had is around prioritising EPD over their other work demands.... I think the time constraints are the key barrier, really.”
(Senior Manager, case and organisational studies)

However, allocating work that enables EPD social workers to meet the outcome statements was not seen as problematic. As one manager indicated, there was so much work within the organisation that allocating appropriate work did not present “much of a challenge”. The pressure imposed by high workload on EPD social workers was seen as excessive by several managers. One supervisor indicated that EPD social workers were struggling to keep up with the volume of work when combined with the requirement to adhere to prescribed timescales imposed through computer systems. In two of the study sites where senior manager and supervisors were supportive of the programme, workload pressures meant that making that support tangible was challenging. Workers were released for the sessions that were part of the programme but that was the limit of the support, as one manager commented:

“In an ideal world we would of course like to offer real workload relief and more support. I try to talk about it in supervision but must admit it has not been a standing item like the NQSW was. XXXX (supervisee) is a pretty strong worker and so she’s got quite a heavy workload.” (Manager case and organisational studies)

These comments well illustrate the difficulties faced by managers in the implementation of the EPD programme and the tendency to reward competent social workers with a high workload in the second and third year of professional practice.

3.6 Supervisors’ views on implementing the programme

When drawing on the limited material from the survey data, supervisors’ opinions about the implementation of the programme were very divided. Some thought that the programme was very useful and its elements well implemented:

“So far it seems a very useful programme, the seminars offered by experienced practitioners are particularly good, promoting thought and reflection.” (Supervisor, baseline survey)

Some thought that if organisations commit properly to the programme, then it provided an important tool for ensuring the development of effective social work practice by providing opportunities for critical reflection.

Others, while agreeing with the general principle of providing support for social workers at this stage of their careers, felt that the current programme was too

complicated and should be simplified and made less repetitive of assessment tasks that had been completed for qualifying programmes or the NQSW programme:

“We have found the principles of EPD to be great but aspects of it are cumbersome and unrealistic in a busy work place. Our staff are gathering evidence but compiling yet another portfolio seems an unnecessary drudge and time consuming demand. The focus on evolving and developing skills is super and well worth retaining for this group of staff and to build on in CPD. It is about time we had this type of commitment from employers and it would not occur unless it were mandatory.” (Supervisor, final survey)

Some however, were critical of its implementation. This was more likely at the time of the baseline survey when some supervisors were apparently unclear about the requirements and their role. To some extent this lack of clarity may have been attributable at teething problems, for example difficulties in accessing handbooks from CWDC and printing forms and the CWDC supervisor training being rolled out later than anticipated. One supervisor commented:

“I found it a bit overwhelming at first as my organisation was doing a pilot and no one seemed sure of how to do it. However we have found our way and now can say that it is a useful programme which challenges social work and offers tools to enhance practice.” (Supervisor, interim survey)

By the time of the final survey, some of the key concerns had changed and were focussed around the provision of supervision. Several supervisors reported that often social workers were having to cancel sessions because of their heavy workloads and that given the nature of work undertaken in years two and three after qualification the demands of practice took priority over training. For some, it was the combination of social workers' busy workloads, a lack of commitment to the programme from managers, and concerns over the quality and utility of some elements of the programme such as workbooks that led them to feel dissatisfied with the programme:

“It [the EPD programme] was not thought out clearly enough. It did not take into account people's workloads. It was not given the priority within teams or by team managers. It just added to the stress of already overstretched workers. In its original form it was too prescriptive and those workbooks were awful - patronising and time consuming with little learning attached - however it was time consuming for supervisors and coordinators to change the programme to [become] a more useful tool.” (Supervisor, final survey)

There was more or less agreement across the managers and supervisors about social workers' workloads. By the time social workers were undertaking the EPD programme they had a more or less full workload.

Drawing upon the data from the case and organisational studies, the managers described the allocation of work to EPD social workers as a process which reflected the general organisational culture and therefore took a slightly different form in each organisation. There were common experiences for EPD social workers: that workloads increased rapidly, that they were expected to be able to undertake the full range of work and, most importantly, that the allocation of work was not generally tailored to their professional development needs. As one manager commented:

“In reality, we [team managers] allocate whatever cases come in. The demands of practice don't allow matching of cases to the developing skills of the EPD practitioner. They have managed a gradual transition to a full

workload, increasing it in size, at the same time as balancing the pressures on colleagues.” (Manager and supervisor, case and organisational studies)

In a stark reminder about the nature of these workloads, one manager commented that the level of work was more challenging now than five years ago, due both to the type of work that the social workers were required to deal with and also because the higher thresholds for services meant that the level of need for eligible service users was greater. Another commented that the EPD social worker seemed able to handle this workload and that she was one of the most competent in the team (for a similar point see sec 3.5):

“In my team the EPD worker is one of the strongest [...] a really good thinker and very “can do”. Even though she is relatively newly qualified she is one of the most experienced. I know it shouldn’t always work this way but I end up giving her a lot of the more complex cases.” (Manager, case and organisational studies)

3.7 Training plans

EPD social workers were expected to have agreed a training and development plan at the end of the NQSW programme. The EPD Handbook advised that this should be “...the starting point for planning your development during EPD” (p.13). CWDC stated that the training and development plan should be reviewed every three months and that at the end of the first year the social workers, line manager and supervisor (if this person is not also the line manager) should agree an end of year training and development plan that identified progress to date and areas for further development. At the end of the EPD these three were expected to complete an ‘end of programme’ training and development plan. As part of the online surveys, social workers were asked if they had developed a training and development plan at each time point.

Table 3.2 provides a summary of respondents reporting that they had developed a training and development plan as well as the response categories combined for purposes of comparison. At baseline fewer than half of respondents had a training and development plan but by the time of the final survey more than three quarters had done so.

TABLE 3.2: SOCIAL WORKERS' DEVELOPMENT OF A TRAINING AND DEVELOPMENT PLAN

	Baseline (2010)		Interim (2011)		Final (2012)	
	N	%	N	%	N	%
Yes (as part of NQSW/EPD programme)	72	38.5	38	33.9	26	32.1
Yes (but not linked to EPD/NQSW programme)	18	9.6	44	39.2	34	42.0
No	94	50.3	27	24.1	20	14.7
Missing	3	1.6	3	2.7	1	1.2
Total	187	100.0	112	100.0	81	

Social workers' expectations at baseline about the usefulness of developing a training and development plan and reviewing it on a three-monthly basis had largely been borne out. Seven respondents reported at the final survey that developing a plan had helped them to improve their practice ('to a great extent' or 'somewhat') out of the seven who reported at baseline that having this would be 'quite useful' or 'useful'.

There were very few written comments about the training and development plans. A couple were very positive saying that it had helped them focus on their professional development: One described how it was important in helping them keep their training needs in mind despite work pressures:

"It has helped me to stick to my training commitments even when it is very busy in the team." (Social worker, interim survey)

Yet for some EPD social workers, comments were less positive, with the training and development plans feeling just like a requirement rather than a useful exercise and completed as a requirement to include in the portfolio. One social worker described how the completion of the training and development plan appeared repetitive of the staff appraisal system they already had in place. The EPD training plan was dismissed as a

"Tick box exercise. Staff appraisal is the tool we actually use." (Social worker, interim survey)

From the comments of supervisors in the case and organisational studies, it would appear that they frequently had only a modest involvement with social workers' EPD training plans. The impression was that this was taken to be responsibility of the

EPD social worker and that the supervisor would respond when the plan was produced. There was less evidence that managers and supervisors were actively managing the development of the EPD social workers' training plans. This should not be taken to imply that the managers were not involved with the development of training for social workers for whom they were the supervisor or manager. Rather, that the organisations used their own in-house systems and paperwork to identify and review individual social workers training needs. One team manager commented that the NQSW plan was taken forward and used as the basis for the development of the social worker's training needs as part of EPD; but also observed that this was not a particularly robust process within the organisation. A similar comment was made by another manager:

"I don't know enough about what the organisation has done in terms of formal EPD (training plans). Separate to the programme, certainly what I have done is every year I do a training plan with a worker, to look at in terms of their experience, interests and needs... I try to cover all aspects of that. That's in terms of the formal training. In terms of informal training, we have a longer team meeting to look at specific topics...(All this is) completely separate to EPD." (Manager, case and organisational studies)

A variety of terms was used to describe the common professional development review process but the underlying approaches were similar. As one programme coordinator commented when asked if the CWDC approach to training plans was used she commented:

"...not officially, the manager discusses needs [...] managers tell us (staff development) what people need. We don't have a template but use a section of the supervision and appraisal forms". (Programme coordinator, case and organisational studies)

From comments made it would appear that by the time the social worker had completed the NQSW programme they were regarded as a full member of staff in many organisations and not one that required a distinctive approach to professional development planning on account of the length of time since qualification.

In some of the organisations there was a role for the programme coordinator to scrutinise and comment on the professional development planning documents once they had been completed by EPD social workers and their managers. One coordinator commented that she was actively involved with the EPD social workers' training plans:

"I try and have three ways with the EPD social workers and their managers and we discuss their plans. They vary a lot as some managers are pretty committed and clued up about CPD whereas others are a bit disengaged. However I find the three way (meeting) is a good way of making feel focused and accountable and that the plans actually mean something". (Programme coordinator, case and organisational studies)

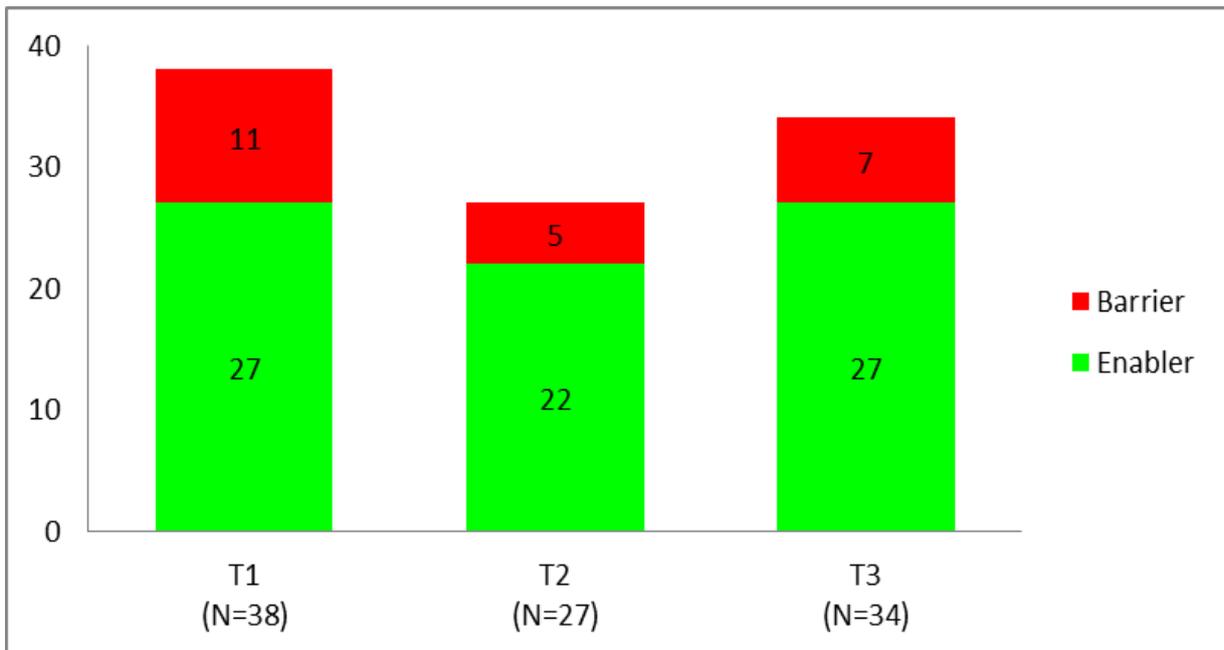
The comments made by programme coordinators in organisations where they had been involved with the training plans suggested that the operation of such scrutiny and comment systems could be best described as "patchy" in their implementation.

3.8 Programme implementation by CWDC

Support from CWDC was consistently seen by programme coordinators as an “enabler” to the implementation of the programme across all three surveys (see Figure 3.2 below), with seven out of ten rating it as an enabler at baseline and eight out of ten at the time of the interim and final surveys:

“Whenever I have required support from CWDC staff it has been quite quick and helpful.” (Programme coordinator, final survey)

FIGURE 3.2: PROGRAMME COORDINATORS STATING “QUALITY OF SUPPORT FROM CWDC” AS AN ENabler OR BARRIER TO IMPLEMENTATION OF THE PROGRAMME



Note: Two respondents did not provide answers at each survey timepoint.

One commented that support from CWDC was most important for organisations in the initial stages of implementation and suggested that support could subsequently be reduced:

“Once the programme is embedded, the level of support required from CWDC and the coordinator reduces proportionately and could be appropriately managed between line managers and EPDs [sic].” (Programme coordinator, interim survey)

However, a small minority was highly critical. One respondent at baseline considered that the programme had been poorly implemented with delays in the provision of materials. This coordinator also felt that the support advisors were unable to support the programme well because they had had little guidance from CWDC:

“The coordination of the EPD was a shambles from the centre e.g. training materials significantly delayed and notice of meetings very short, once under 12 days. The advisor (s) through no fault of their own, they worked hard, but had no good advice themselves from CWDC. You could tell the advisors had no clear advice from the centre! The award [sic] worked for us down to our

own innovation and commitment to social workers.” (Programme coordinator, baseline survey)

Although support from CWDC, when received, was considered to be positive, there was a sense that the support was less forthcoming for the EPD programme than for the NQSW programme, which perhaps led to a belief that the programme was less valued at a wider level. One coordinator thought that it would have been useful to have advice to discuss how to keep up enthusiasm for the programme over its two-year duration.

Drawing on the case and organisational studies, there was clear evidence that the support from CWDC was hampered by external events in the early stages of implementation as one coordinator commented:

“For a large period of time, prior to the general election and just after, they were incommunicado. That was just at the time when we had to sign people up and launch the programme. We were required to sign people up by the end of March, and confirm that we’d started the programme in March, and then they went into purdah.... We couldn’t get any information. The support contractors were told they couldn’t come and visit us. So we were, sort of, floundering that way.” (Programme coordinator, case and organisational studies)

However, these difficulties over timing of the initial phases of the EPD implementation passed; there was evidence that CWDC provided more support after the initial phase. However, as one coordinator commented:

“I don’t feel we’ve had as much support from them this time, in terms of contact etc. And I’m not sure whether that was a good thing or a bad thing, actually.” (Programme coordinator, case and organisational studies)

Several programme coordinators commented that the lower profile adopted by CWDC was welcomed, according to one it felt more like being supported and less like being micro-managed which had been a complaint about the NQSW programme for some coordinators, as one programme coordinator commented:

“CWDC gave us the outcomes and indicators of what they’d like us to meet, and then left us to implement the programme. This was positive for us as it has allowed us to change [aspects of the programme].” (Programme coordinator, case and organisational studies)

3.9 Support advisors

Satisfaction with the Cambridge Education support advisors was mixed. Only around four in ten rated this as “good” or “very good” at T1 and T3 compared with only one in four at T2. One programme coordinator indicated a lack of understanding about their role:

“The reason I have marked liaison with support advisor as “poor” is because I am not clear of their remit and what their support achieves or is really for.” (Programme coordinator, interim survey)

From the comments at the time of the interim survey in 2010 it seemed that there was little input from the support advisors on the running of the EPD programme. For example, one stated:

“I haven't had any contact with my Support Advisor since the start of the programme.” (Programme coordinator, interim survey)

And another commented:

“I thought the involvement of the support advisors had ended - I haven't heard from anyone regarding this for a while now.” (Programme coordinator, interim survey)

In fact, Cambridge Education's contract to supply support advisors did not end until the following year (September 2011). It was replaced by a team of “peer support advisors”. These were individuals from participating employers with extensive experience of delivering or managing the NQSW and/or EPD programmes. The aim was that they would provide support to other employers through the sharing of knowledge, good practice and the practical approaches to overcoming common challenges. It was anticipated that this support would be provided through visits, phone calls and group sessions. This system was introduced after the data collection for this evaluation had been completed and so no information is available.

Little data about the support advisors emerged from the case and organisational studies. Where comments were made, opinion was divided about their role. Some said they were supportive and interesting to talk to; others felt that conversations seemed to be dominated by completion of a monitoring form, which was not highly valued.

3.10 Handbook and outcome statements

The programme coordinators were asked further detailed questions about the handbooks and the usefulness of the six EPD outcome statements. Forty programme coordinators responded to these questions at baseline and 36 at the end of the programme.

The overall quality of the EPD Handbook, including the guidance it contained for employers and managers was rated ‘good’ or ‘very good’ by more than three quarters of survey respondents at all stages.

“The new version of the supervisors' handbook combining NQSW and EPD is helpful.” (Programme coordinator, interim survey)

Around six in ten programme coordinators (at all stages) thought the six EPD outcome statements very useful. One commented:

“We want our workers to develop well and the EPD process and outcomes (with some adaptations) can be used with any social worker at any level. With adaptation it can also be used with managers to help them see how they can support their staff with their development.” (Programme coordinator, interim survey)

The managers and supervisors interviewed in the case studies agreed about the record of achievement; according to their views it was not difficult, given the type of

workload that EPD social workers were undertaking, to satisfy the outcome statements. Some thought that they were not sufficiently demanding, based upon the views of their own EPD practitioners, but then as one observed if they were more demanding it would require more time on the part of the EPD social worker to complete them. By inference it would also require more time from the organisation.

The record of achievement, outcome statements and portfolio attracted comments from programme coordinators about two aspects: the academic and professional level and the relationship with other awards or award structures. There was general agreement among programme coordinators that the academic and professional level required by the outcome statements was not problematic for EPD social workers to reach, they were described by one programme coordinator as “manageable and achievable” and by another as the “bread and butter of social work”. There was a variety of practice about the completion of a portfolio of evidence. Several programme coordinators stated that this was not required in their organisation. Examples were given whereby the completion of work for other awards, for example PQ, was taken as evidence of the achievement of the EPD outcome statements. In one such example organisation this judgement about whether a social worker had passed their PQ requirements, and thereby met the EPD outcome statements, was taken by an academic institution. This procedure apparently left the organisation with a limited role in the determination of whether or not a social worker had met the EPD requirements.

The EPD social workers’ views on the outcome statements and the approach to evidencing their achievement were much less positive, however. Their opinions are presented in Sec. 8.

3.11 Training for programme coordinators and supervisors

Programme coordinators were provided with training about the EPD programme by CWDC and supervisors were offered the opportunity to attend training about supervision. Some organisations provided their own in house training for supervisors. Drawing upon the survey data, among the programme coordinators opinions varied about the training provided for them by CWDC. Some found it helpful because it supported the development of their understanding of the EPD process. Others commented on the value of the group processes, as is evident in the following comment

“Some support events are very good and sharing practice is helpful”
(Programme coordinator, final survey)

Others were not so positive, saying the events were repetitive and not particularly focussed or useful, among the reasons given were that the EPD programme was so similar to NQSW programme that additional training was not needed. In similar vein, some reported that the training provided little information that was new.

One respondent found it more helpful to develop their own support events in collaboration with other organisations locally:

“We are about to start collaborating with colleagues in other nearby authorities on the EPD programme to see if we can produce something that can be shared across the three boroughs. I find this approach more helpful than the

other support events that have been held.” (Programme coordinator, final survey)

In the case and organisation studies, programme coordinators provided their views about the training for supervisors. There was no consensus about the approach to providing support for supervisors on the NQSW and EPD programmes. Three days were provided to support NQSW supervisors and, once these had been completed, supervisors could undertake two days of training to support the EPD (see Sec 7.3) In some organisations the provision of 4 or 5 day training courses on supervision were well received by managers, especially according to one programme coordinator, by those that were new to management and supervision.

One programme coordinator had found that a four or five day block course was too long for managers to be able to take time away from their core tasks. Consequently in that organisation training for supervisors was provided in “bite-sized chunks”. Training was provided in various ways, by CWDC, by independent trainers, or by the organisation itself. There were no comments that indicated a preferred approach and it would seem that the nature and mode of provision was adapted according to local needs. Some organisations reported difficulties in engaging supervisors and managers in the training that was offered, in one case managers simply did not turn up for sessions.

The managers and supervisors commented favourably about the supervision training. For one supervisor, the training, which had been externally provided, was regarded as being good but corresponding support from within the organisation was lacking. Some managers and supervisors compared support for supervision for the EPD programme with that for the NQSW programme. For example that most of the training for supervisors had been connected with the start-up of the NQSW programme both in terms of time and content. This was captured by one supervisor’s comments:

“Supervision training was heavily weighted towards NQSW. There was not enough value placed on the EPD programme, but it was brilliant for NQSW.”
(Manager and supervisor, case and organisational studies)

Another supervisor made a similar point but with a slightly different emphasis, and suggested that supervisors needed more help to appreciate the difference between the expectations at EPD as compared to NQSW level and what the implications were for supervisors. In fact, the *EPD Supervisors’ Handbook* contains an extensive exposition of the differences between the two levels. Of course it is possible that this supervisor had not received a copy.

3.12 Peer group support and learning

There is little data from the surveys or case and organisational studies about peer group support. For example, in the case and organisational studies only one comment was made by a programme coordinator about the use of peer group supervision. One coordinator commented that as part of the organisation’s implementation of the EPD programme the use of peer supervision for early career social workers had been significantly reduced. Responsibility for all supervision (both reflective and case management) had been given to the line manager, the intention being to locate all forms of supervisory responsibility with one person.

In one of the organisational study sites the social workers commented very positively about a meeting with peers in sessions facilitated by two experienced senior social workers. They liked the connection with practice and indeed the organisation felt that using experienced workers in this way was helpful for their professional development and was therefore effective in “internal capacity building”

Only a few social workers mentioned peer group support in the survey comments. At the time of the baseline survey, a few mentioned continuing to have peer support as one of their expectations of being part of the EPD programme:

“I am looking forward to continuing to meet with colleagues on the EPD and expect to continue to receive peer support.” (Social worker, baseline survey)

Where peer support was mentioned in the survey comments, it was thought to be positive:

“Peer support was valuable in that it was a safe place to raise any issues / worries / anxieties and to learn from the experience of others.” (Social worker, final survey)

Similar positive comments were evident from the case and organisational studies, as one social worker stated:

“It’s good to meet with each other (colleagues on EPD programme) especially as we worked together with NQSW. It’s a bit like group supervision. My supervision isn’t great so it’s a place to do some reflection”. (Social worker, case and organisational studies)

In this example, peer reflection provided compensation for supervision that was not perceived by the EPD social worker to be satisfactory. In this example, peer reflection provided compensation for supervision that was not perceived by the EPD social worker to be satisfactory. A similar example was reported of peer group supervision providing additional opportunities for the development of professional practice informed by theory. As one participant social worker commented:

“...the sessions with XXX [experienced senior social workers] have been great. These are based on real practice and it is really interesting hear about their and other people’s practice...it helps you line up theoretical ideas with the day job.” (Social worker, case and organisational studies)

3.13 Conclusion

The EPD programme was implemented after the NQSW had been introduced. This provided a positive feature of the implementation. This gave an opportunity, as the programme coordinators in particular commented, to learn lessons from the way in which the NQSW had been implemented and, where possible, to improve on the process. Crucially, several coordinators recognised the importance of keeping the programme simple and accessible for the EPD social workers. Most importantly, they appreciated the need to secure and maintain senior managers’ support for the implementation of the programme across the organisation.

Through the implementation process, senior managers in particular recognised the symbolic meaning of the EPD programme. The introduction of the programme

emphasised the importance of a coherent and integrated approach to professional development, with clear and well understood stages, for social workers after they have gained their professional qualification. The existence of the EPD programme highlighted deficiencies for many in current approaches to training at this level, while for others it provided a set of loose structures that could be incorporated within existing staff development frameworks.

Many of the structures used by the EPD programme, for example high quality reflective supervision for professional development, had been requirements for the NQSW programme. In many organisations additional training for managers and supervisors had been introduced for the NQSW programme, if not completed by the point of EPD implementation. This allowed the EPD programme to use these structures. This laid the groundwork for an uncomplicated implementation of the EPD programme. However, paradoxically, this may have led to the impression that not much had changed with the implementation of the EPD programme as many of these structural requirements were already in place.

This use of prior organisational structures to encompass the EPD programme was more extensive and not reliant upon the NQSW structures. A number of organisations reported that the EPD programme requirements for training plans by EPD social workers had been incorporated into departmental wide PDR processes.

As the implementation of the programme progressed, a developing trend was linking the EPD with qualification structures, in particular the PQ consolidation module. This was well received by EPD participants, especially where completion of one body of work led to the completion of an award such as PQ consolidation and the satisfaction of the EPD outcome statements. Where this was the case, social workers were more appreciative of its merits than where such a linkage was not present.

One of the most difficult aspects of the implementation for organisations was engaging the social workers whom they had registered on the programme with CWDC. There are a number of factors that explain this, not all of which apply to any individual, but which in combination influenced the views and actions of a significant number of EPD participants.

1. In the first year of implementation of any programme, there are always teething problems. The implementation of the EPD programme was no different. A particular problem was the nature of the materials supplied by CWDC which some programme coordinators and social workers found to be unhelpful. These were amended in the second year but that fact has not influenced the views of social workers on this pilot programme. These social workers had also participated in the piloting of the NQSW programme, so perhaps tolerance of teething problems was low.
2. In some organisations the transfer experienced by social workers from NQSW programme to EPD was not smooth. Ideally the EPD programme should follow on from the completion of the NQSW, this was not the case in all organisations.
3. For some social workers the nature of the programme did not promote their engagement. For some it appeared to be less tangible than the NQSW

programme. In one sense this may be regarded as a positive strength of the programme, as it was highly individualised; for others, that did not help engagement.

4. Some respondents evidently did not wish to be seen as in need of more training but rather as “fully professional” and “fully qualified social workers”. By the end of the NQSW year they were already undertaking a caseload equivalent to other social workers in the organisation. This possibly reinforced the desire to be seen as experienced social workers in the organisation.
5. Additionally, some of the social workers registered on the programme were suffering from “training exhaustion”. A Master’s student will have completed a three-year undergraduate degree of some kind, a two-year Master’s degree, the NQSW programme and then the EPD programme. This adds up to eight years and for some EPD social workers this may have appeared to be too long to be in the position of being educated and trained, before achieving the status of being seen to be a fully-fledged professional by themselves and others.
6. Finally, the social workers, with implicit if not explicit encouragement from their team managers, prioritised professional practice over and above additional training, supervision and professional development.

The implementation of the EPD programme can be likened to a braided stream. Many complex factors are evident in interaction with each other. Implementation cannot be judged to have been entirely successful. However, lessons were learned and the programme developed at local level. The following organisational and case studies illustrate this process.

4 Organisational studies

Five organisational studies are presented below. In the original research design four organisations were selected as the sites for organisational studies (see section 2.4 above). These studies are not intended to be representative, but rather to illustrate the different experiences of implementation. In two, the EPD programme had been successfully implemented and in a further two the implementation had been partially successful. The final organisational study (4.5) is an additional item, which has been included because the implementation was unsuccessful and the organisation withdrew from the EPD programme. The material for organisational study 4.5 was originally intended as one of the case studies (see Secs. 2.2 and 2.4 for the distinction). However, the findings from this particular organisation were deemed by the evaluator to be of particular interest and included in this section of the report.

In these studies the comments of the senior managers and programme coordinators reflect their experience of the implementation of the programme over a two-year period, which included the start of cohort 2 of the programme in September 2010, whereas the comments provided by social workers about the programme come from the first cohort to experience the EPD programme.

The degree to which implementation was regarded as successful was determined by the extent to which the EPD programme was “embedded” within an organisation. The notion of “embedded” was understood in relation to a several dimensions. These were:

- The extent and nature of knowledge, commitment and engagement by senior managers to the EPD programme;
- The attitudes and commitment of line managers to enable the provision of quality supervision;
- The levels of engagement by EPD social workers;
- Ability of the organisation to deliver quality supervision and workloads that are appropriate to the levels of EPD professional development;
- Levels of activity in training programmes that were relevant for EPD social workers; and,
- The extent of organisational consistency (e.g. whether there had been changes of coordinators).

4.1 Ruralcounty - a successful implementation

“Ruralcounty” is a large County Council with a population close between one and two million. The county has two areas of child poverty between with most of the county experiencing much lower rates. Social Work services at the time of the evaluation were delivered by over 300 social workers within field social work teams organised within districts. Approximately 30 per cent of social workers were following the NQSW or EPD programmes.

Key factors in implementing success

A common theme that emerged from the interviews with managers and senior managers was the evidence of strong shared commitment to the training and professional development of social workers. This commitment was evident, according to comments provided by these managers, both before and during the implementation of the EPD programme. It was also clear that the managers responsible for workforce development had the full support of the Senior Management Team and moreover were responsive to social workers’ needs.

The EPD programme formed one part of a structured staff development process. Work that had been completed in the early part EPD programme was combined with work from the NQSW programme to meet the requirements of the Post Qualifying Consolidation Module (PQ1). This module was delivered in partnership with the local university and considered to be a successful programme by senior managers. The progression from NQSW to Specialist Child Care Award has been clearly set out by the organisation but a minority of social workers interviewed thought that participation in the EPD programme had prevented them from following other training of interest to them, for example Approved Mental Health Practitioner (AMHP) and practice educator programmes.

Changes were made to the EPD programme for year two which built upon experience of implementation in the first year. Thus, action learning sets were introduced which focussed on a prepared case discussion. The learning set facilitators circulated notes including references to relevant outcome statements that had been met within the discussion. These action learning sets were held at social workers’ work-sites. If EPD social workers could not attend the most local meeting they could attend elsewhere. This flexibility was commented upon positively by social workers. These social workers also commented that they found communication with the team responsible for workforce development team to be effective and supportive.

Arrangements for Reflective Supervision

Reflective supervision was embedded within the organisation at the time of interviews conducted with staff in year two. Training for supervisors on reflective supervision had been provided by an external agency. Team managers were required by their organisation to evidence that they had provided reflective supervision for their staff in their data reporting. Team managers commented that

they were supportive of reflective supervision but found the reporting mechanism time consuming.

All but one of the EPD social workers interviewed reported that they were receiving reflective supervision and even more significantly, that they valued the contribution that it provided to their working practice. In addition, EPD social workers identified that the case discussions that had taken place within action learning sets had a reflective supervision dimension. Team managers also commented that they were in the process of introducing group supervision and case discussions for their teams partly in response to positive comments made by EPD social workers.

Programme of group activities for EPD social workers

There was a well-publicised programme of group activities for social workers registered on the EPD programme. During the first and second years of the EPD programme social workers were expected to attend eight sessions per year, which are now part of the action learning sets. Previously these sessions took the form of taught sessions and reflective groups. Social workers also received taught sessions from the local university in respect of the PQ1 consolidation module. In addition social workers had five study days for the completion of written work.

The organisation had noted the requirements of the Learning Agreement, Training and Development Plans and Record of Achievement and either devised locally specific forms or integrated these requirements into existing processes for identifying, planning and monitoring staff development.

Any difficulties and how they were overcome

In the first year of implementation there had been problems with poor attendance at EPD events. This problem was addressed by taking the group work to the social workers' worksites as described above.

Team managers of social workers following the EPD programme were not central to the processes but were aware of the programme and supportive of staff taking part. However, two of the managers interviewed reported their social workers as stating that the EPD programme had not stretched them. One team manager strongly advocated for skills based training particularly in intervention strategies with social workers observed in practice. Team managers recognised the difficulties for social workers in managing demanding caseloads and their continuing professional development. Hence, there was evidence of a growing recognition of the need to develop further the EPD programme.

The senior manager interviewed was extremely positive about the EPD programme and its place in the structured professional development of social work staff. He considered that the implementation of the EPD programme had contributed to the department having achieved an evaluation of its provision in the most recent Ofsted report, which stated that the Children's Services were "good with outstanding features". The EPD programme had contributed to this evaluation as it provided one demonstration of the organisation's commitment to continuing professional development in particular for early career professional staff. In addition, the senior manager also commented that the organisation had achieved a low vacancy and good retention rate. By comparison three years prior to the implementation of the EPD programme the department was advertising for 20-30 social workers a quarter; this had reduced to two or three vacancies a quarter. While many factors may be

responsible for the increased retention evident, the manager attributed at least part of the improvement in retention to be to the implementation and impact of the EPD programme.

4.2 Metroville - a successful implementation

“Metroville” is a medium size metropolitan authority with a population close to the national average on a range of indicators. It has an integrated children’s workforce of between 1000 and 1500 staff. Social work teams were arranged by function e.g. family support and early intervention teams. It was assessed as *‘performing well’ in its last Ofsted annual report.*

Key factors in implementation success

In Metroville, central to the successful implementation of the EPD programme was the presence of a programme coordinator who was well respected by all the EPDs, their managers and senior management. Of particular importance was the integration of EPD with the Post Qualifying Consolidation Module (PQ1), as in the case of Ruralcounty presented above. The requirements of the PQ1 had been mapped to the outcome statements for the EPD programme. Team managers who provided the supervision for the NQSW and EPD candidates were actively involved in this mapping process.

Prior to the implementation of the EPD programme PQ1 was already established as an in-house programme. All social workers registered for the EPD programme and who completed the PQ1 programme would automatically have completed the EPD requirements. The programme coordinator took the view that the academic element of PQ1 made it a more effective programme than EPD alone. Success for those who gained the PQ1 and EPD was celebrated within the authority. Award winners shared a coffee with the senior management team and received a certificate from the Director.

Team managers expressed the view strongly that a critical element in the successful implementation of the EPD programme had been the support from the senior management for both NQSW and EPD, and which had reminded them that these workers were:

‘...not just extra bodies to allocate work to, but need to think of them as new workers who still needed to become more confident and develop. It reminds you that nurturing them is important.’ (Team manager – organisational study)

Transition from NQSW to EPD

The EPD social workers, their managers and the EPD programme coordinator all commented that the transition from NQSW to EPD had been smooth. This was due to the authority’s use of PQ1 which was already incorporated into the staff

development expectations for social workers and could be easily used for those that completed NQSW and then moved to the EPD programme.

Of more concern to the EPD social workers had been a recent restructuring of services with the loss of administration support, the introduction of “hot desking”, which was universally disliked and a rationalising of buildings which had resulted in the co-location of all children’s social workers in one central location except those located in schools or hospitals. A senior manager noted that the redesign of services had protected its front line social workers from redundancies. This factor, despite the changes in working conditions, seems to have promoted commitment and engagement with organisational goals for staff, which included the prioritisation of professional training and development such as the EPD programme.

Arrangements for reflective supervision

Reflective supervision was the responsibility of the EPD social worker’s line manager. The organisational policy specified that the key relationship for the development of confident and effective practitioners was between an NQSW or EPD social worker and their line manager. This meant that team managers could be supervising both NQSWs and EPD social workers at the same time.

The organisation provided mandatory in-house supervision training for all managers. Newer managers had also undertaken the CWDC supervisors’ training course. All managers were aware of the organisation’s supervision policy that was in line with the EPD requirements and was audited on a regular basis.

EPD social workers and team managers identified some remaining difficulties in ensuring that reflective practice was an integral part of supervision. The EPD social workers had differing experiences of reflective supervision with one stating that:

I’m very happy with my manager, she is reflective. [She says]... ‘Why are you making that decision? What have you learned from that case that you can take away to another case?’ I feel very comfortable with that.’ (EPD social worker – organisational study)

The commitment of managers to the EPD programme was of central importance to a successful implementation.

4.3 Newcounty - a moderately successful implementation

“Newcounty” is a medium size county council with a children’s social work department of around 200 social workers. Social work teams were being reorganised at the time of the evaluation. It was assessed as ‘performing well’ in its last Ofsted annual report in 2011.

Key factors in implementing success

In this organisation the nature and quality of the EPD programme is an important component to help understand the progress made with implementation. The organisation is part of a consortium, which works with a local university to deliver a programme of learning, and staff development that integrates both the EPD requirements and the Post Qualifying Curriculum. This is viewed as a cost effective use of resources by at least one senior manager in the organisation. The arrangement arose in response to the comments of the first cohort of EPD social workers. They had followed a stand-alone EPD programme and had expressed the view that they were not progressing with the completion of the Post-qualifying (PQ) Award.

The content of university programme was commented upon positively by EPD social workers and the programme coordinator. They were impressed with its orientation to exploring issues the social workers were meeting in practice. EPD social workers were also pleased to have been provided with copies of a social work textbook to read for discussion at a future group (although they identified that finding time for reading and reflection was an issue).

Arrangements for reflective supervision

The organisation required team managers to attend supervision training provided by an external organisation. This commitment was viewed by senior managers as a key component of the policy to promote a learning culture with the organisation.

Supervision for EPD social workers was generally provided by team managers or, for one social worker, an external provider. EPD social workers reported a mixed experience of the frequency and quality of supervision, especially in respect of reflective supervision. This mixed experience was largely due to practice commitments affecting time allocated for supervision. However, EPD social workers noted that the local authority had introduced a proforma, which included elements of reflective supervision; they hoped that this would ensure that reflective supervision was more fully embedded in organisational practice.

Programme of group activities for social workers following the EPD programme

Social workers attended the local university for two days per module. This learning was supported by three half-day groups per module, which were facilitated by the workforce development team and included discussion of casework and developing work for assessment.

A portfolio is not completed. The Outcome Statements have been mapped onto the PQ award and successful completion of the PQ confers completion of EPD.

Any difficulties and how they were overcome

The programme coordinator expressed the view that social workers were overwhelmed by the demands of practice. All too frequently, dates for group activities were planned but social workers found it difficult to attend. Social workers complained about the distance some had to travel to attend and that mileage for staff development activities was paid at a lower rate than for travel associated with service delivery. These factors acted as disincentives to attendance. Social workers suggested that group activities should be posted in their online calendars as a way of maximising attendance.

The integration of the EPD programme and the PQ had partly addressed concerns raised by social workers. They were now able to choose to follow the EPD and PQ programme simultaneously and those that did so were, in the opinion of the programme coordinator, the more dedicated social workers.

Views of senior managers and supervisors on the EPD programme

The combined impacts of the NQSW and EPD programmes were viewed as being central in helping the organisation create a learning culture. According to one senior manager workforce expectations about training and professional development had changed significantly for the better.

The role of CWDC to facilitate and encourage organisations to rethink their strategy about workforce development, provide financial support and produce helpful documents was spoken of positively by one senior manager. But the need for this type of support was not now thought to be as strong as it had been five years previously:

“We feel quite confident about what we do and how we do it.” (Senior manager, organisational study)

As a result the senior manager considered the organisation to be less dependent upon CWDC. The senior manager considered that there was a tension between what organisations may wish to do and the requirements of a nationally prescribed pathway such as the EPD programme. He suggested that a national system of benchmarks should exist but local conditions should dictate how these are addressed, possibly with some element of compulsion, which required organisations to comply.

4.4 Boroughville - a moderately successful implementation

“Boroughville” is a relatively small outer London borough with a population profile close to the national average on a range of indicators. Social work teams were arranged by area with each team unusually covering a mixture of both safeguarding and looked after children work. The most recent OFSTED inspection report found that children’s services were overall performing “adequately”

Key factors in implementation success

The commitment and contribution of the programme coordinator was the key factor in the implementation of the programme. She was well respected by all the EPD social workers and their managers, having moved to a workforce development role from being a senior practitioner in one of the teams. For the first (pilot) EPD cohort, the coordinator recruited an external consultant who acted as both trainer and mentor for the group. However in the context of negative feedback about this person she took on the role herself and this was very successful.

The cohort of social workers in the second, more successful year, was small (four) and this enabled her to provide individualised programmes of support. These involved a combination of individual meetings and group sessions. As the organisation’s training manager she ensured that the EPD social workers had priority for internal core training courses, in particular those that helped develop their analytical assessment skills and capacity for critical reasoning, both key objectives of the programme. The EPD social workers that were interviewed were extremely positive about this approach with one describing the coordinator as “inspiring” and a “professional role model”

Arrangements for reflective supervision

This authority was found to be performing only “adequately” by OFSTED in this period and there were issues with regard to its performance and staff morale. One of the areas that needed further development was the quality of professional supervision; it was recognised that there was not a strong culture of reflective supervision in the social work teams. This assessment was borne out in interviews with both staff EPD social workers and their managers. One of the EPD social workers reported that they had “given up” on getting reflective supervision from their manager and had come to rely upon the EPD programme for an opportunity to reflect. While these comments are a positive comment on the quality of the EPD programme that the coordinator was providing, the EPD programme clearly cannot act as, or indeed was not designed to replace, high quality reflective supervision within the line managerial supervisory relationship.

Ensuring a managed workload within teams

In contrast to the NQSW programme, the EPD programme was not designed to offer a workload reduction. Nevertheless, there is an expectation that caseloads would be managed and at least 15 days’ development time built into the EPD social workers’

timetable over the two years. In Boroughville EPD social workers were managing large complex caseloads; while they were able to attend training events this was not, according to the coordinator or the EPD social workers, facilitated by having lighter workloads. The respondents had come through employment based qualifying routes and had worked in the borough for several years in unqualified roles prior to qualification. As such they were not surprised by the workload issues and indeed were expecting it. While they reported feeling stressed at times they at least recognised that this was common to most front line social work roles.

Programme of group activities for EPDs

The EPD social workers had regular meetings with the programme coordinator. The meetings alternated between group sessions and individual mentoring. The group sessions did take account of the EPD outcome statements although the coordinator commented that these were a 'backdrop' to the programme rather than something, which set its curriculum. The outcome statements were judged to be appropriate but in the absence of a formal portfolio did not have a high profile.

The coordinator also attempted to add capacity to the programme by ensuring that she made best use of other core training activities such as the free standing short courses that the organisation had commissioned. These were facilitated by a highly regarded independent trainer whom the coordinator believed is up to date in terms of her knowledge of current policy and research.

Any difficulties and how they were overcome

The main difficulty was ensuring that with only a small cohort of EPD social workers, the programme sustained momentum and had a priority within the department. The coordinator was helped by the group being well motivated; attendance was not an issue, as has been reported elsewhere.

Raising the profile within the department was more challenging given the competing demands on first and middle managers' time. However the senior manager responsible for learning and development was very supportive and ensured the programme was regularly on the agenda of the senior management team. This leadership, the coordinator felt, was crucial not only to this programme but all learning and development activity.

Senior managers' views

The senior managers were positive about the role of the EPD programme and had welcomed the initiative as providing a pathway beyond NQSW, which they also greatly valued. They were less aware of the content and detail of the programme and there was a sense that the EPD programme had less status and was "lower key" than NQSW. There was however an acknowledgement that while formal taught programmes that used traditional classroom techniques might not always be possible the reflective, individualised style of the EPD was valued.

4.5 Oldshire – a programme that was not successfully implemented

“Oldshire” is a large rural county, which encompasses a mix of small cities, large towns and smaller rural settlements. It has moderate referral rates of vulnerable children and some particular areas of both rural and urban poverty.

Key factors in implementation

A significant challenge faced by this organisation for the implementation of the EPD programme was that implementation of the NQSW programme had been problematic. In particular, large distances and long travelling times made it difficult for social workers to meet for training sessions. In addition, there had been a lot of resistance from NQSWs and their managers, because the implementation was too rushed, CWDC timescales were perceived as too short, and there was insufficient time to cascade information to social work teams. Consequently, it proved very difficult to get staff to buy into the NQSW programme. There was particular resentment because the NQSW programme was made mandatory for all newly qualified workers, and the portfolio was seen to cause a good deal of worry and time-wasting. There was acknowledgment, however, that the principles of the NQSW scheme overall were sound.

It was against this backdrop that Oldshire decided to implement the EPD programme. The programme coordinator attended training arranged by CWDC but in interview commented that he had found it quite unhelpful, offering little more than could be learned from the website, and delivered by providers who were very nice, but had a poor understanding of the EPD requirements.

Managerial response to implementation difficulties within the organisation

Efforts were made to learn from the negative experience of the first year of the NQSW programme. More options in terms of professional development opportunities were offered to participants. The model of supervision was changed compared to that used in the NQSW programme where reflective supervision had been undertaken by an external consultant, to one where line managers took full responsibility for reflective supervision as well as case management accountability. A more focused programme of peer support was organised by means of action learning sets with greater flexibility of meeting dates. At the same time workload pressures on the training department were said to be increasing.

The challenge of embedding the programme

In the first year, only one third of the possible candidates had engaged with the EPD programme, and by the second year, this number had reduced even further. A decision was taken, by senior managers to withdraw from the programme mid-way through the second year. It should be borne in mind that the first cohort on the EPD programme was the same group as the first, somewhat disillusioned, cohort of NQSW participants. In the view of the programme coordinator, there were a number of reasons for closing the programme, the most important being that:

“We just failed to get both teams and practitioners engaged with it.” (Programme coordinator, organisational study)

It also seemed that these early career social workers were resistant to being perceived as ‘perpetual students’. By this they meant that they had undertaken two or three year qualifying courses, followed by one year NQSW programme, then two years on the EPD programme. This made a total of six years (for honours graduates) or five years (for master’s graduates) – eight if the undergraduate degree is included. Throughout this period, they were required to study and undertake formal assessments. The EPD programme was perceived to be an “NVQ” style programme, with too much emphasis on providing evidence, and not enough on promoting participants’ professional knowledge.

Coupled with the failure to engage participants were a number of other factors. The organisation was undergoing a programme of practice development in relation to the assessment of children and families. This initiative was taking up practitioners’ and managers’ time and energy, which might otherwise have been used for the EPD, programme. There was no obvious ‘fit’ between the EPD programme and the in-house practice development that might have led to a merging of processes and objectives.

Workload pressures remained high, in spite of a department-wide increase in social work staffing and staff retention remained a significant problem. The programme coordinator believed that culture change was essential. The organisation, in his opinion, needed to *“Invest in some good quality support and supervision early, and you might stop the turnover”* because, *“Some of the reasons they are leaving are because they don’t feel they are getting good supervision”*. (Programme coordinator, organisational study)

A fair amount of work and planning had gone into formalising a link between the in-house EPD programme and the local university-led PQ programme, but this also proved insufficient to attract staff commitment.

The coordinator thought that he had had less support from the CWDC over the EPD programme as compared with NQSW, but did not identify this as a problem: the support with the NQSW programme was experienced more as ‘policing’ than support. Regarding the future, his view was that the way forward in terms of continuing professional development was with the university based PQ programmes rather than an in-house EPD programme.

4.6 Conclusion

Reviewing these organisational studies, even those that had successfully embedded the programme faced difficulties either within their organisation, the context in which they delivered services or aspects of the programme. To a significant extent successful implementation is explained by how organisations responded to these challenges. In the case of the organisation that withdrew from the programme (Oldshire) there were significant local factors that influenced the outcome of implementation. The implementation of the NQSW programme had proved problematic due to geographical factors and low levels of staff engagement (across the organisation) with the programme; the coordinator did not find the support from CWDC helpful. Nonetheless managers in the organisation sought to introduce modifications to the EPD delivery in an effort to engage staff. These did not have a sufficiently strong impact to overcome the negative climate within the organisation about the EPD initiative.

In two of the organisational studies (Ruralcounty and Metroville) implementation has been characterised as successful: in two other organisations (Newcounty) and (Boroughville) implementation was characterised as moderately successful. One organisational study was presented of an unsuccessful implementation (Oldshire). In those organisations where the implementation was most successful (Ruralcounty and Metroville) there was evidence of a shared sense at all levels in the organisation of the importance of training and professional development. In both of those organisations this was expressed through a formal linkage between the EPD and PQ programme and in one case by formal commitment to a university in the region in the other through an in-house programme. In Boroughville success was linked to the provision of an individually tailored programme that was not linked to the EPD programme. Given that the experience of the EPD social workers was extremely positive in this organisation, it may be suggested that the value given by the organisation to post-graduate learning is central to successful implementation of programmes such as EPD. The link to PQ is one way in which this can be strongly evidenced and for many organisations may be a very attractive option to promote successful implementation.

The enablers for an implementation that lead to a well-embedded programme appear to be:

- a programme about which senior managers have a good level of knowledge, and to which they demonstrate their commitment and engagement;
- a programme that has a profile in the organisation, which is recognised by key staff as making a significant contribution to the achievement of organisational objectives and where there is a commitment within the organisation to professional development;
- a programme coordinator who is strongly motivated to achieve a successful implementation, has a high level of skill in organisational change and development and who attracts the support and respect of others within the organisation. This may on occasion go beyond normal occupational levels of competence provided by a coordinator to become charismatic leadership;

- in the organisations where implementation had been a full or partial success this was often not because a single path had been followed from the start of the implementation but because those responsible for the EPD programme in organisations had been prepared to be flexible and to be responsive to the comments of the early cohorts and to make changes for subsequent cohorts;
- several of the organisations that reported successful implementations had developed EPD programmes that were closely linked or integrated with the PQ framework. This appears to have enhanced the motivation of EPD social workers to participate, in that they could complete two training requirements simultaneously. There were also positive comments about the quality of the content of such programmes;
- accessibility of EPD training events was important. As workload increases in years two and three, the need for events to take place nearby or on the worksite increases; and,
- the commitment of line managers to enable the provision of regular and structured supervision.

No one element alone has been responsible for successful implementation leading to an embedded programme. Rather as the organisational studies have demonstrated it is the interplay of these factors.

5 Impact of the programme on social workers

5.1 Views on the EPD programme

Establishing a reliable understanding of the views of EPD social workers about the programme has proved to be a challenging process. The response rates to the interim and final online surveys (26 per cent and 19 per cent respectively) were disappointing considering the satisfactory 40 per cent response at baseline (Sec. 2.3.2.2). As is sometimes the case in survey research, one can only speculate about what the missing respondents might have said. The evaluators' attempts to engage EPD social workers in interviews or focus groups had only limited success: on many occasions they did not attend pre-arranged focus groups or only did so in small numbers. The programme coordinators' observations on social workers' lack of engagement with the programme (sec 3.4) are very relevant here. If social workers did not prioritise the EPD programme itself, they could hardly be expected to prioritise the evaluation, especially as there was no requirement that they participate.

Of the 81 EPD social workers who did respond to the final survey, over half of the responses were positive about the EPD programme. The key aspects of the programme about which the social workers provided positive comments were reflective practice, opportunities to attend training, the provision of a structure for continued professional development: this comment by one social worker expressed the value of the EPD programme and the impact that it generated.

"It has offered a structured progression to my career development and I have enjoyed attending the set programme sessions. It has boosted my confidence as my career progression has been mapped alongside my peers." (Social worker, final survey)

While another social worker commented on the value of continued professional development opportunities that are provided by a university and accessed with EPD funding.

"Within the EPD framework I have been supported to attend further university level training which has supported my professional development and has made a significant impact on my knowledge and skills within my role as a social worker." (Social worker, final survey)

This comment resonates with the findings from the organisational studies (Sec. 4) and advocated the promotion of more research-led and reflective practice.

Others did not consider the EPD programme necessary because they felt confident in identifying their own training requirements, without being on the programme.

"I do not feel it has greatly benefited my practice. I haven't attended any of the workshops as I feel able to identify my own training needs and I have also completed my PQ Consolidation which I found really useful. I would have chosen to do the PQ regardless of the EPD programme." (Social worker, final survey)

A few felt that the programme did not offer them any more day to day support than they would have had anyway, yet at the same time, there was some awareness that without the EPD programme they may not have had so many opportunities to access training and development. Several of the social workers did not really feel as though their employer had fulfilled the promises of the EPD programme:

“I found the first year (NQSW) supportive however I have not noticed any additional support, guidance or time during the last two years [EPD programme]” (Social worker, final survey).

In the case and organisational studies, social workers were asked to comment about their expectations as they entered the EPD programme. This would have been the point at which they completed their NQSW around the end of their first year as professional social workers. Expectations of the EPD programme for many of those that had recently completed the NQSW programme were initially negative as was expressed by the following social worker

“I think everyone felt so fed up after the first year, and after handing in that massive portfolio, we then got told you’ve got to do EPD for two years, and everyone was on a complete downer about it already, before it had even started. It was, like, we’ve got to go through all this again. But actually, it’s completely different, and I think it’s up to us whether we turn up to sessions, whether we get the most out of it.” (Social worker, in focus group, case and organisational studies)

However, as can be seen from this comment, the more open structure of the EPD programme as compared to the NQSW programme provided participants with increased opportunities to set their own level of engagement and participation.

There was an almost universal expectation at the completion of the first year as professional social workers that the volume and complexity of work would increase. This expectation was qualified for some social workers who expressed the view that before the end of the NQSW programme they were already undertaking a full caseload that might have been expected to be the responsibility of a more experienced social worker.

Several EPD social workers commented on how they thought they were seen by others, notably managers, as they made the transition to the EPD programme. They took the view that colleagues no longer regarded them as being ‘newly qualified’, but social workers employed within the organisation. One variant of this was described by an EPD social worker who worked within an adoption team, who commented that they were seen as a specialist social worker with particular knowledge about that area of practice just like any other adoption social worker in the team. Despite these expectations about the nature of social work practice in the current environment, one social worker described their emotional response to this situation:

“One of the things I found within a few weeks completing NQSW: I found people coming to ask me questions as one of the experienced members when I felt I was still an NQSW, even though you’ve become level 2 from level 1. It all seemed rather quick.” (Social worker, case and organisational study)

The social workers’ expectations regarding their workload had been met in that the complexity and volume of work had increased, but this had not been gradual. It appeared to many as if they had been undertaking the same type and amount of work as other more experienced social workers. In one focus group the members equated increased complexity with court work, out of district work, child protection, behaviourally challenging young people, managing multi-agency assessments on violence (Youth Offending Team (YOT), sexually problematic young people. One respondent commented that the complexity of work was more difficult to handle as an EPD social worker than its greater volume. The effect was captured in a focus

group discussion which was summarised by the facilitator and agreed by the participants as follows:

“Workloads have increased in complexity and in size. They are too high, but that’s the way it is at present. There is no relationship of this to the EPD programme, except through the personal development plan. Participants felt overwhelmed by the workload in the sense that it prevents them thinking, reflecting and attending EPD sessions. Staff have implemented the EPD programme as best as possible, but it doesn’t seem to offer any long term benefit, and it is difficult to prioritise it over work with real children.” (Summary of focus group – social workers)

Several other respondents commented similarly on a lack of connection between the daily practice of social work and the EPD programme; the latter takes priority. As one social worker commented:

“My workload had gone up in complexity... it depends on your managers, what they think you’re capable of doing, that (determines) what complexity you get. My caseload is far too high. But that’s less to do with NQSW and EPD than, just, the way it is at the moment... The workload’s the priority, not the programme... I could do a better job if I wasn’t so overwhelmed.” (Social worker, case and organisational study)

One worker described this as a “scattergun approach”:

“We take on too many numbers. We don’t think about them enough. (It’s a scattergun approach: have a go at them, without really thinking about what you’re doing, without (thinking about) what the implications are, and without a proper support programme in the second year.” (Social worker, case and organisational study)

Both of these comments illustrate the difficulties of providing a staff development programme in the context of a very busy work environment. Changes in the character of workload or the perceptions of others were not the only expectations confronting social workers as they completed the NQSW programme and moved to the EPD programme.

5.1.1 Access to learning and development opportunities

More than half the 112 respondents to the interim survey (61 per cent) reported that they had been able to access learning and development opportunities as part of the EPD programme or through funding available through the programme, and a further fifth expected this to happen.

“I am undertaking external training/course to further develop my skills working with Autism and Intellectual Disabilities. This has meant that I feel more competent and invested in as an employee.” (Social worker, interim survey)

More than eight out of ten respondents to the final survey (81 respondents) reported that they had been able to access learning and development opportunities as part of the EPD programme or through funding available through the programme and a further 10 respondents expected this to happen.

“I was able to enrol on a post-graduate certificate course to support me in my role working with disabled children and their families.” This has been a factor

in remaining in the team as I have more specialist knowledge to support me in this team.” (Social worker, final survey)

Both of these respondents indicated that being given the opportunity to develop a more specific area of expertise through training was an important factor in retaining them within their posts.

The social workers commented about their experience of the training that they had received as part of the EPD programme. It is difficult to provide a coherent picture of these views as the training components that they had undertaken were so very different. Some referred to reading the materials provided by CWDC (six books), some to individualised discussions with programme coordinators within their organisations, some to in-house training, some accessed through CWDC, others to training that was provided as part of other development programmes, for example the post-qualifying framework. The respondents appreciated training that was practical and dealt with real case work problems. They did not like training that was arranged at short notice, or when venues were changed.

The comments of one EPD social worker sum up the positive impact of the EPD programme for some social workers.

“That support in the first year (NQSW) is really important and then had the support through the EPD: we do need this type of arrangement to support us to develop, not just support in first year.” (Social worker, case and organisational study)

5.2 Outcomes for social workers

The outcomes of the programme were assessed in terms of the confidence of social workers in relation to the set of outcome statements devised by CWDC (see Box 1.1). This report includes a series of multivariate analyses to investigate the influence of a range of demographic and other variables on the outcomes reported below.

It is important to bear in mind the much lower response rates to the survey at T2 and T3 which are detailed in Sec. 2.3.2.2. From a 40 per cent response at T1, these dropped to 26 per cent at T2 and 19 per cent at T3. Consequently, the apparent differences reported in this section may be due to sampling.

As explained in Sec 2.3.2.2., there are two consequences of these poor response rates at T2 and T3. First, that it was not possible to undertake the longitudinal and multivariate statistical analyses which had been planned as part of the evaluation. Eighty six respondents completed the survey at more than one time point and only 20 completed all three surveys. This means that it has not been possible to analyse changes over time as robustly as possible or to tease out statistically the influence of the various demographic and programme factors which may have influenced the outcomes reported. Second, it affects the confidence in the findings from the interim and final surveys because they are less likely to represent the views and outcomes of EPD participants overall. It is not possible to surmise that those social workers who responded tended to be more, or less, satisfied with the programme than those who did not respond. Further, in the absence of a control group of social workers who did not participate in the programme, it is not possible to attribute the apparent changes to the effects of the programme itself.

5.2.1 Self-efficacy

EPD respondents rated their self-efficacy in relation to each of the EPD outcome statements at the beginning, middle and end of the programme. It was only possible to match 33 and 54 respondents in the different surveys. These ratings showed modest but statistically significant increases in mean total self-efficacy scores between baseline and interim, and between interim and final surveys (Table 5.1).

TABLE 5.1: SELF-EFFICACY OF SOCIAL WORKERS - TIME 1 VS. TIME 2 VS. TIME 3 PAIRED SAMPLES T-TEST

Paired samples	N	Mean1 (SD)	Mean 2 (SD)	Mean Diff.	<i>t</i>	<i>p</i>	Cohen's <i>d</i>	Effect size
Baseline v. Interim	54	43.65 (7.71)	45.50 (9.13)	1.85	2.32	0.02	0.22	Medium
Interim v. Final	33	43.48 (10.53)	45.73 (8.76)	2.24	2.13	0.04	0.24	Medium

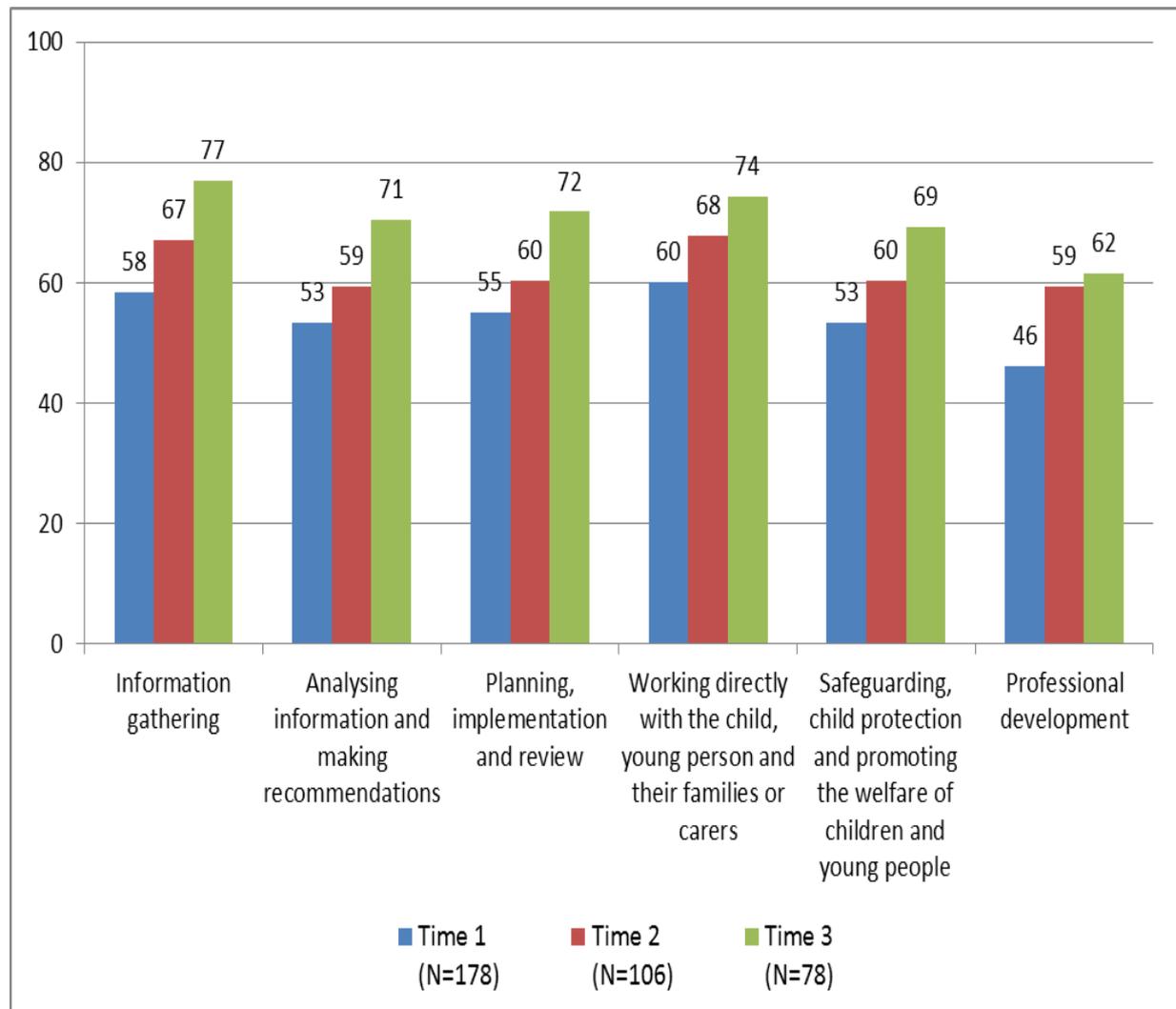
Note: A glossary of statistical terms used in this table can be found in Appendix 16.

5.2.2 Changes in self-efficacy for individual outcome statements

The responses to the 10-point EPD self-efficacy scale (1= not at all confident, 10=extremely confident) were recoded into three levels of confidence ratings: 1-3= 'low', 4-7= 'medium' and 8-10= 'high' confidence. The proportions at each time point with 'high', 'medium' and 'low' confidence' are shown in Table A14.10 in Appendix 14.

The proportions of social workers with 'high' confidence in relation to each of the six outcome statements at the time of the three surveys are shown in Figure 5.1. Comparing the start to the end of the programme, there was an increase from around 55 per cent to around 70 per cent in the proportion of highly confident EPD social workers. Further, by the end of the programme, around seven out of ten social workers were highly confident in five of the six outcomes. The exception was 'professional development' where the proportion was six in ten.

FIGURE 5.1: PROPORTION OF SOCIAL WORKERS WITH ‘HIGH’ CONFIDENCE FOR INDIVIDUAL EPD OUTCOME STATEMENTS AT T1, T2 AND T3 (INDEPENDENT SAMPLES)



Note: Nine respondents did not provide answers at Time 1, six respondents did not provide answers at Time 2 and three respondents did not provide answers at Time 3.

5.2.3 What predicts self-efficacy?

In order to understand whether social workers’ self-efficacy at the beginning and end of the programme was associated with their age, gender, ethnicity, level of qualification, previous experience or the type organisation in which the participants in the EPD programme were employed, multiple regression¹³ analyses were conducted separately on responses to the baseline and final survey.

Self-efficacy was strongly, and consistently, associated with role clarity at both the beginning and end of the programme (see Table 5.2). Having a UK degree was negatively related to self-efficacy at baseline. There was also some indication that

¹³ Multiple regression analysis takes into account the influence of all other variables and allows us to understand the effects of, for example, age on self-efficacy, controlling statistically for gender and the type of employer in which the social worker is working.

background experience played a positive role in predicting higher self-efficacy, particularly at the end of the programme. Social workers who had engaged in part time paid work in child and family social work whilst on their degree had higher self-efficacy scores. This finding is to be expected since greater experience is usually associated with greater confidence. It is not at all obvious why social workers with the least experience pre-degree should also report high self-confidence, however, the proportion of responding social workers in this category was very small in comparison to the experienced category which would mean that the finding is not reliable. This observation is even more pertinent to the very small group of respondents without a social work degree (nine). Other unknown factors may also have been involved because the regression equation accounted for only 30 per cent of the variance.

TABLE 5.2: KEY SIGNIFICANT PREDICTORS OF SOCIAL WORKERS' SELF-EFFICACY AT T1 AND T3 (LINEAR REGRESSION)

	Time 1	Time 3
N	140	74
(constant)	.002	.436
Experience		
Less than 6 months pre-degree experience		.274*
Part time paid work in child and family social work whilst on degree course		.495*
UK degree	-.214*	
Role clarity score	.402**	.593**
R-Square	.296	.390

Note: Figures represent the *Beta* values from linear regression analysis (the higher the figure, the stronger the effect).

* Significance at $p < .05$ level; ** Significance at $p < .001$ level. See Appendix 16 for additional information on significance levels.

5.2.4 Role clarity

Social workers respondents rated their role clarity at the beginning, middle and end of the programme (sec. 2.3.2.1.1). These ratings showed statistically significant increases in mean total role clarity scores between baseline and interim only (Table 5.3) but note that the final sample was only 32 so the numbers were probably too small to detect the relatively small effects statistically. Overall, these social workers

had high role clarity scores, which is encouraging at this stage of their careers. As will be reported later, role clarity is a statistically significant predictor of intrinsic job satisfaction.

TABLE 5.3: SOCIAL WORKERS' ROLE CLARITY - TIME 1 VS. TIME 2 VS. TIME 3 PAIRED SAMPLES T-TEST

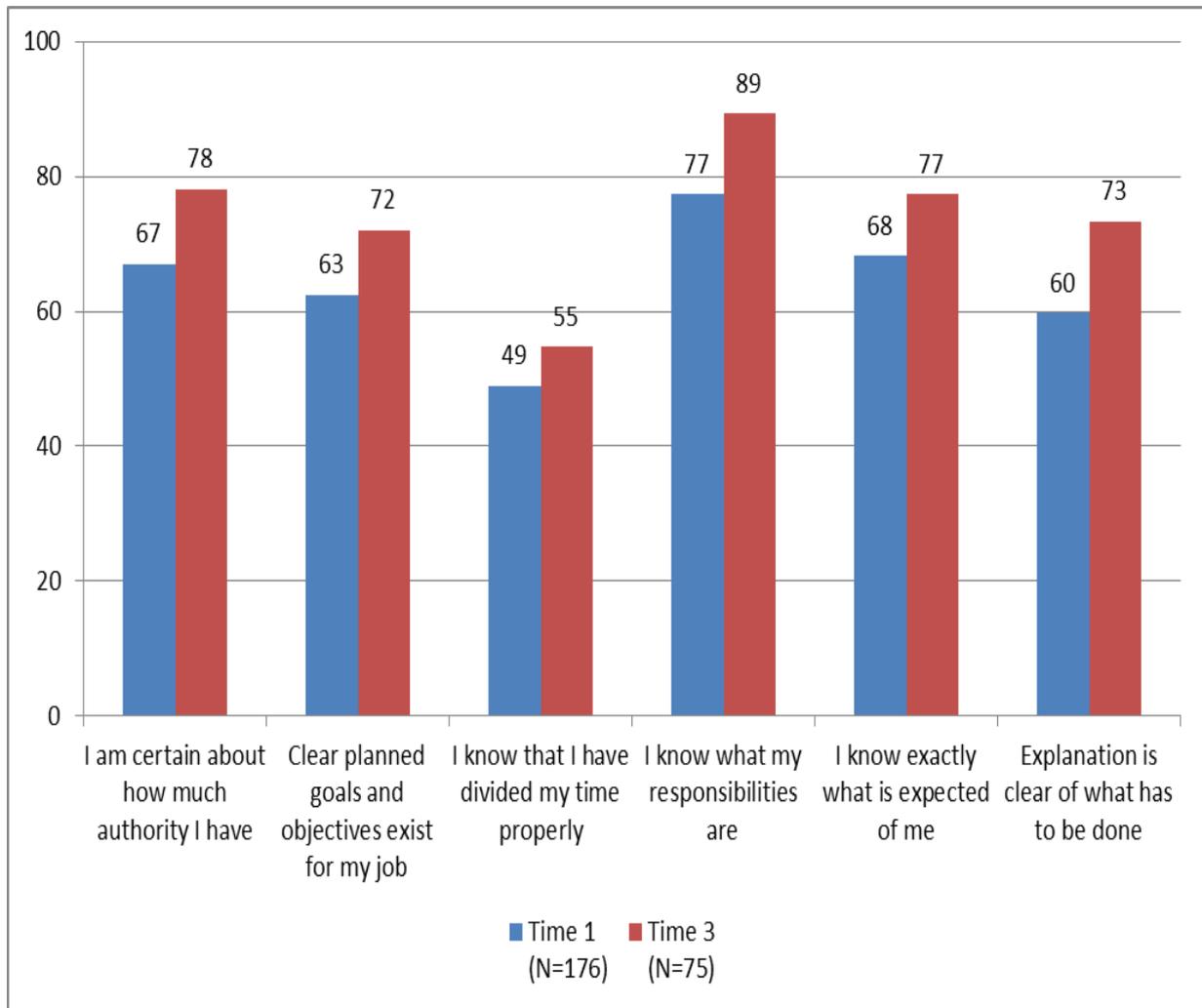
Paired samples	N	Mean 1 (SD)	Mean 2 (SD)	Mean Diff.	<i>T</i>	<i>P</i>	Cohen's <i>D</i>	Effect size
Baseline v. Interim	54	28.06 (6.00)	29.81 (7.17)	1.76	2.49	0.02	0.27	Medium
Interim v. Final	32	28.13 (7.49)	29.50 (7.31)	1.38	1.29	0.21	0.19	Small

5.2.5 Changes in role clarity for individual statements

The six role clarity items were originally scored on a scale of 1 to 7, where 1=very false and 7= very true. Responses were then recoded into 'false' (scores of 1 to 3), 'not sure' (score equals 4 - the mid-point on the scale), and 'true' (scores of 5 to 7).

At the end of the programme a greater proportion of respondents agreed with many of the individual role clarity statements compared to the baseline (see Figure 5.2 below) although the small sample size meant that there were statistically significant differences ($p < .05$ level) in regards to just two of the six statements: "explanation is clear of what has to be done" (+14 per cent) and "I know what my responsibilities are" (+12 per cent). It is an important finding that such a high proportion of social workers was clear in these respects. Conversely, it is not so encouraging to see that only around half agreed that they knew they had divided their time properly.

FIGURE 5.2: ROLE CLARITY - PROPORTIONS OF SOCIAL WORKERS STATING ‘TRUE’ FOR INDIVIDUAL STATEMENTS AT START AND END OF THE PROGRAMME, INDEPENDENT SAMPLES



Note: Eleven respondents did not provide answers at Time 1 and six respondents did not provide answers at Time 3.

5.2.6 Role conflict

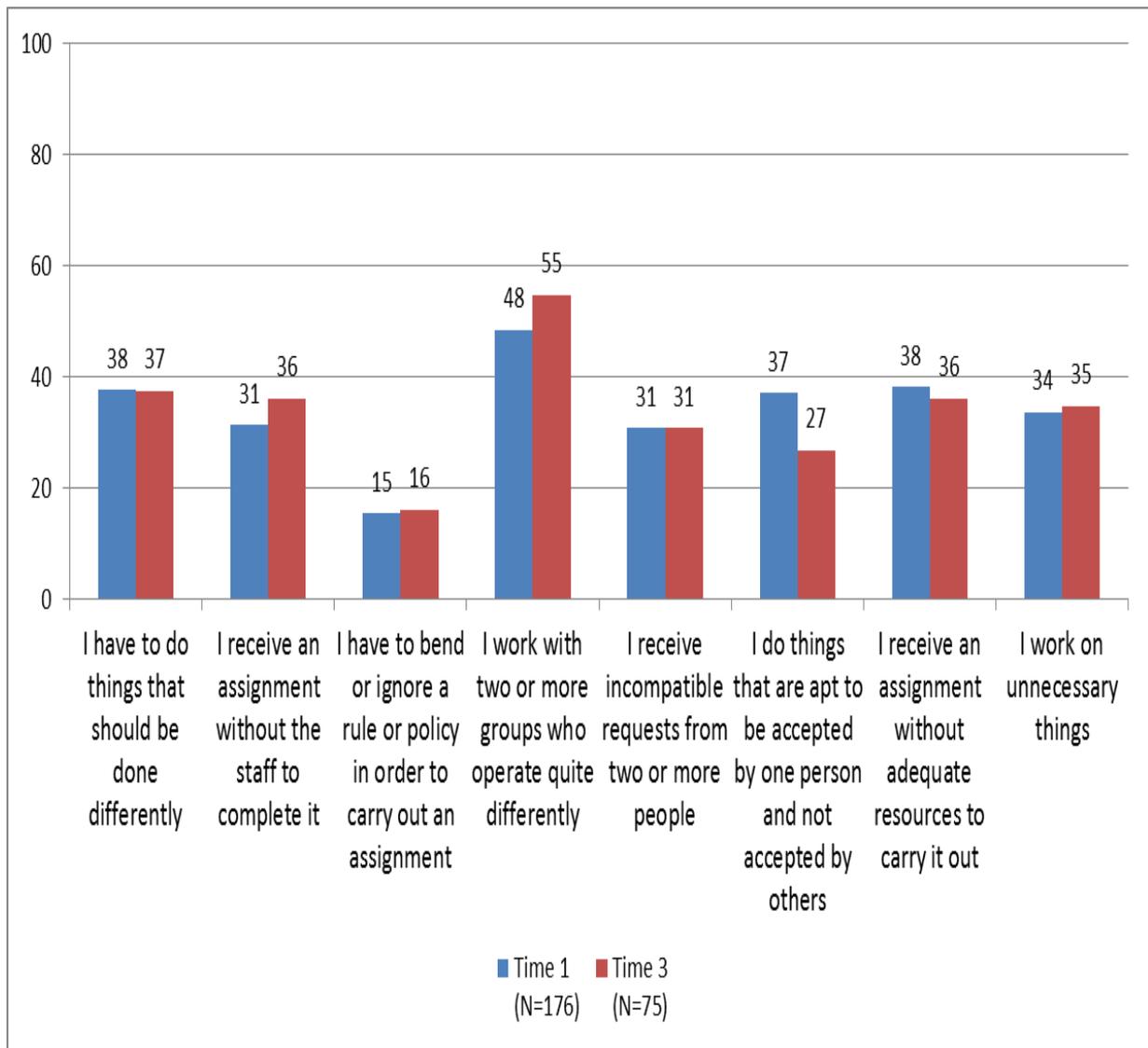
EPD respondents rated their role conflict at the beginning, middle and end of the programme (sec. 2.3.2.1.2). Mean scores were around four, equivalent to “not sure” the mid-point on the scale. No significant changes in mean total role conflict scores for matched respondents occurred between the survey time points (see Table A14.11 in Appendix).

5.2.7 Changes in role conflict for individual outcome statements

The eight role conflict items were originally scored on a scale of 1 to 7, where 1=very false and 7= very true. Responses were then recoded into ‘false’ (scores of 1 to 3), ‘not sure’ (score equals 4 - the mid-point on the scale), and ‘true’ (scores of 5 to 7).

Overall, around one third of social workers reported a degree of role conflict; this is important because, as will be shown later, it is a statistically significant predictor of extrinsic job satisfaction. At the end of the programme a greater proportion of respondents agreed with one role conflict statement, “I work with two or more groups who operate quite differently”(+7%), and fewer agreed with the statement “I do things that are apt to be accepted by one person and not accepted by others” (-10%) (see Figure 5.3 below). However, neither of these changes was statistically significant.

FIGURE 5.3: ROLE CONFLICT - PROPORTIONS OF SOCIAL WORKERS STATING ‘TRUE’ FOR INDIVIDUAL STATEMENTS AT START AND END OF THE PROGRAMME, INDEPENDENT SAMPLES



Note: Eleven respondents did not provide answers at Time 1 and six respondents did not provide answers at Time 3.

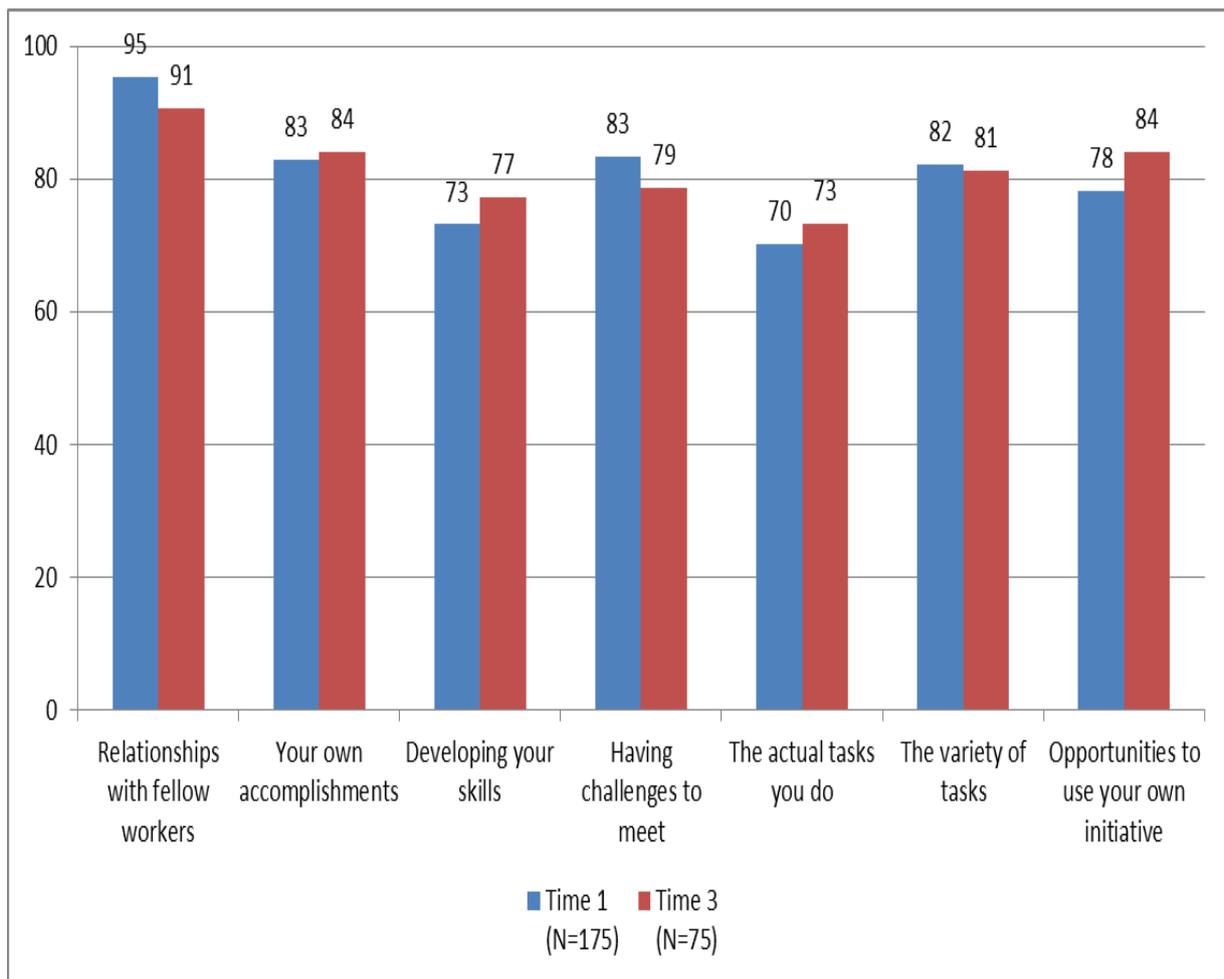
5.2.8 Intrinsic job satisfaction

Overall, respondents gave high ratings of satisfaction with the intrinsic aspects of their jobs in all three surveys. There were no significant differences in mean total intrinsic job satisfaction scores between the survey time points for the matched samples (see Table A14.12 in Appendix 14).

The following analyses are based on 75 final survey respondents, 105 interim survey respondents and 175 baseline survey respondents who answered the seven questions on intrinsic job satisfaction.

Across survey time points, more than seven out of ten social workers were satisfied with each component of intrinsic job satisfaction (see Figure 5.4 below). Highest levels of satisfaction were reported for relationship with fellow workers (more than nine out of ten at each time point), their own accomplishments and having challenges to meet (eight out of ten respectively) (Table A14.12 in Appendix 14). There were small variations in levels of satisfaction between the beginning and end of the programme but none were statistically significant.

FIGURE 5.4: INTRINSIC JOB SATISFACTION – PROPORTION OF SOCIAL WORKERS ‘SATISFIED’ AT START AND END OF THE PROGRAMME, INDEPENDENT SAMPLES



Note: Twelve respondents did not provide answers at Time 1 and six respondents did not provide answers at Time 3.

5.2.9 Extrinsic job satisfaction

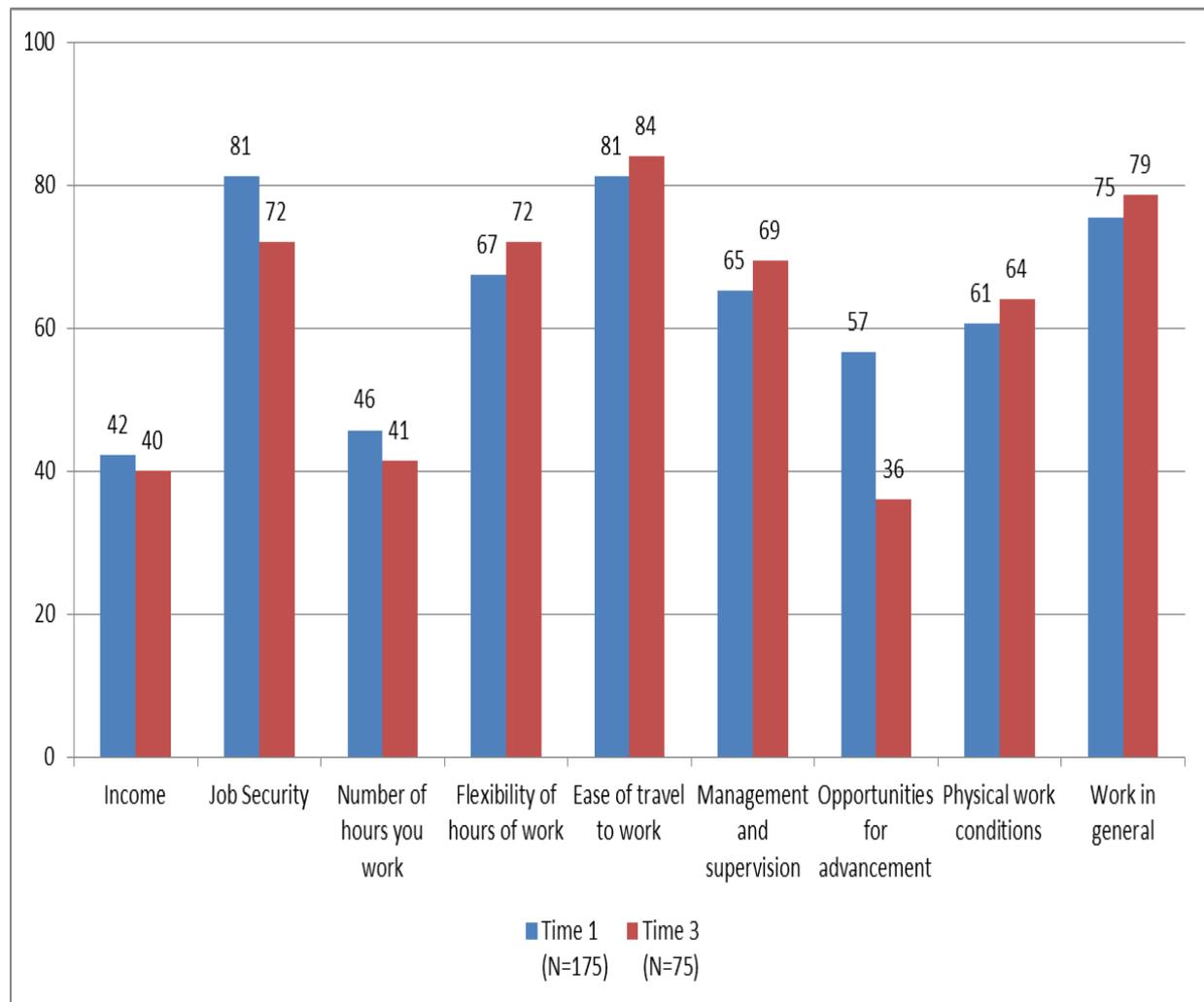
The summary scale was not statistically robust (Cronbach's alpha = 0.69 at final; Cronbach's alpha = 0.64 at interim; Cronbach's alpha = 0.73 at baseline) so we report only the analysis of changes in the individual items.

5.2.10 Changes in extrinsic job satisfaction individual items

The following analyses are based on 75 final survey respondents, 105 interim survey respondents and 175 baseline survey respondents who answered the eight questions on extrinsic job satisfaction.

Across survey time points, the highest levels of satisfaction were reported for ease of travel to work (more than eight out of ten), their work in general (three out of four) (see Figure 5.5 below).

FIGURE 5.5: EXTRINSIC JOB SATISFACTION – PROPORTION OF RESPONDENTS 'SATISFIED' AT START AND END OF THE PROGRAMME, INDEPENDENT SAMPLES



Note: Twelve respondents did not provide answers at Time 1 and six respondents did not provide answers at Time 3.

Lower levels of satisfaction were reported for income (four out of ten) and number of work hours (over four out of ten).

At the end of the programme only 36 per cent of respondents were satisfied with opportunities for advancement compared with 57 per cent at baseline; this difference was statistically significant ($p < .05$ level).

5.2.11 Dissatisfaction with public respect for social work

In all three surveys, nearly two thirds of respondents were “dissatisfied” or “very dissatisfied” with public respect for the sort of work they did (see Table 5.4 below). Very few were satisfied. There was no evidence of change between the surveys, which is disappointing in the context of recent efforts to promote the profession.

TABLE 5.4: SOCIAL WORKERS’ SATISFACTION WITH PUBLIC RESPECT FOR SOCIAL WORK AT BASELINE (N=187), INTERIM (N=112) AND FINAL (N=81) SURVEYS

	Baseline (2010)		Interim (2011)		Final (2011)	
	N	%	N	%	N	%
Very dissatisfied	40	21.4	28	25.0	13	16.0
Dissatisfied	79	42.2	45	40.2	38	46.9
Don’t know	27	14.4	16	14.3	16	19.8
Satisfied	28	15.0	15	13.4	8	9.9
Very satisfied	1	0.5	1	0.9	0	0.0
Missing	12	6.4	7	6.3	6	7.4
Total	187	100.0	112	100.0	81	100.0

5.2.12 What predicts job satisfaction at T1 and T3?

In order to understand whether social workers’ intrinsic and extrinsic job satisfaction at the beginning and end of the programme was associated with their age, gender, ethnicity, level of qualification, previous experience or the type of organisation in which the participants in the EPD programme were employed, role clarity and role conflict, and stress, multiple regression¹⁴ analyses were conducted separately on baseline and final survey.

¹⁴ Multiple regression analysis takes into account the influence of all other variables and allows us to understand the effects of, for example, age on self-efficacy, controlling statistically for gender and the type of employer in which the social worker is working.

5.2.12.1 Intrinsic job satisfaction

At baseline, high intrinsic job satisfaction was associated with high role clarity, high extrinsic job satisfaction and low stress (Table 5.5). There was also some evidence that social workers in London were less satisfied with the intrinsic aspects of their work. This model explained almost half of the variance, suggesting it has good explanatory value; it also appears to be very plausible. At the end of the programme, only one variable, high extrinsic job satisfaction, was statistically associated with intrinsic job satisfaction. However the sample size was only around half of that that T1 and probably too small to detect effects.

TABLE 5.5: KEY SIGNIFICANT PREDICTORS OF SOCIAL WORKERS' INTRINSIC JOB SATISFACTION AT T1 AND T3 (LINEAR REGRESSION)

	Time 1	Time 3
N	140	74
(constant)	<.001	.001
Working in London	-.154*	
Role clarity score	.276*	
Extrinsic job satisfaction score	.372**	.324*
Stress (GHQ score)	-.254*	
R-Square	.493	.444

Note: Figures represent *Beta* values from linear regression analysis (the higher the figure, the stronger the effect).

** Significance at $p < .001$ level; * Significance at $p < .05$ level.

5.2.12.2 Extrinsic job satisfaction

The regression model for extrinsic job satisfaction at baseline also had good predictive value, accounting for 41 per cent of the variance (Table 5.6). High extrinsic satisfaction was significantly associated high extrinsic job satisfaction. In addition, those social workers with lower role conflict scores at baseline were also likely to report higher extrinsic job satisfaction. This model is very plausible. Only high intrinsic job satisfaction predicted high extrinsic job satisfaction at the end of the programme.

TABLE 5.6: KEY SIGNIFICANT PREDICTORS OF SOCIAL WORKERS' EXTRINSIC JOB SATISFACTION AT T1 AND T3 (LINEAR REGRESSION)

	Time 1	Time 3
N	140	74
(constant)	.166	.001
Role conflict score	-.191*	
Intrinsic job satisfaction score	.435**	.371*
R-Square	.406	.363

Note: Figures represent *Beta* values from linear regression analysis (the higher the figure, the stronger the effect).

** Significance at $p < .001$ level; * Significance at $p < .05$ level.

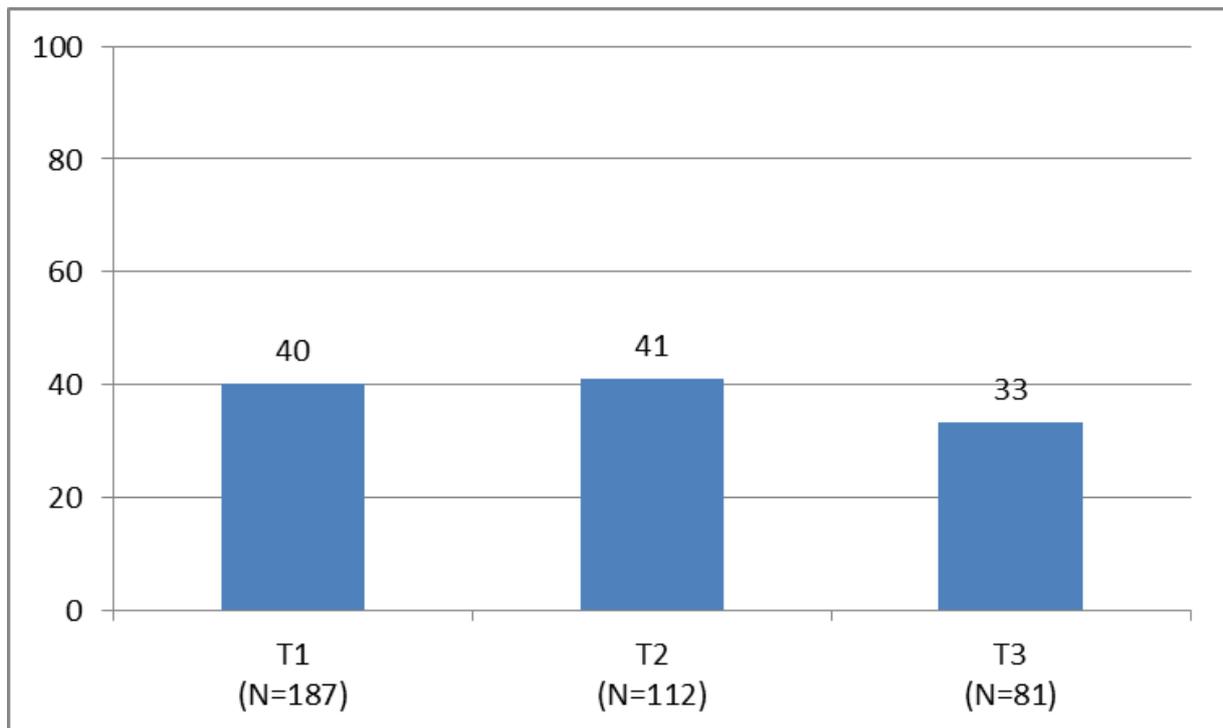
5.2.13 Stress

Stress was measured using the General Health Questionnaire (GHQ-12 item version).

Figure 5.6 provides a summary of stress thresholds for all three surveys. At both baseline and interim surveys, the proportion above the threshold was high – over four in ten social workers self-reported as being stressed. By the final survey, one in three self-reported as being stressed.

Results show that overall stress levels have not changed between baseline and interim surveys for social workers, but that reported stress levels were relatively lower by the end of the programme.

FIGURE 5.6: PROPORTION OF SOCIAL WORKERS ABOVE STRESS THRESHOLD AT BASELINE, INTERIM AND FINAL SURVEYS



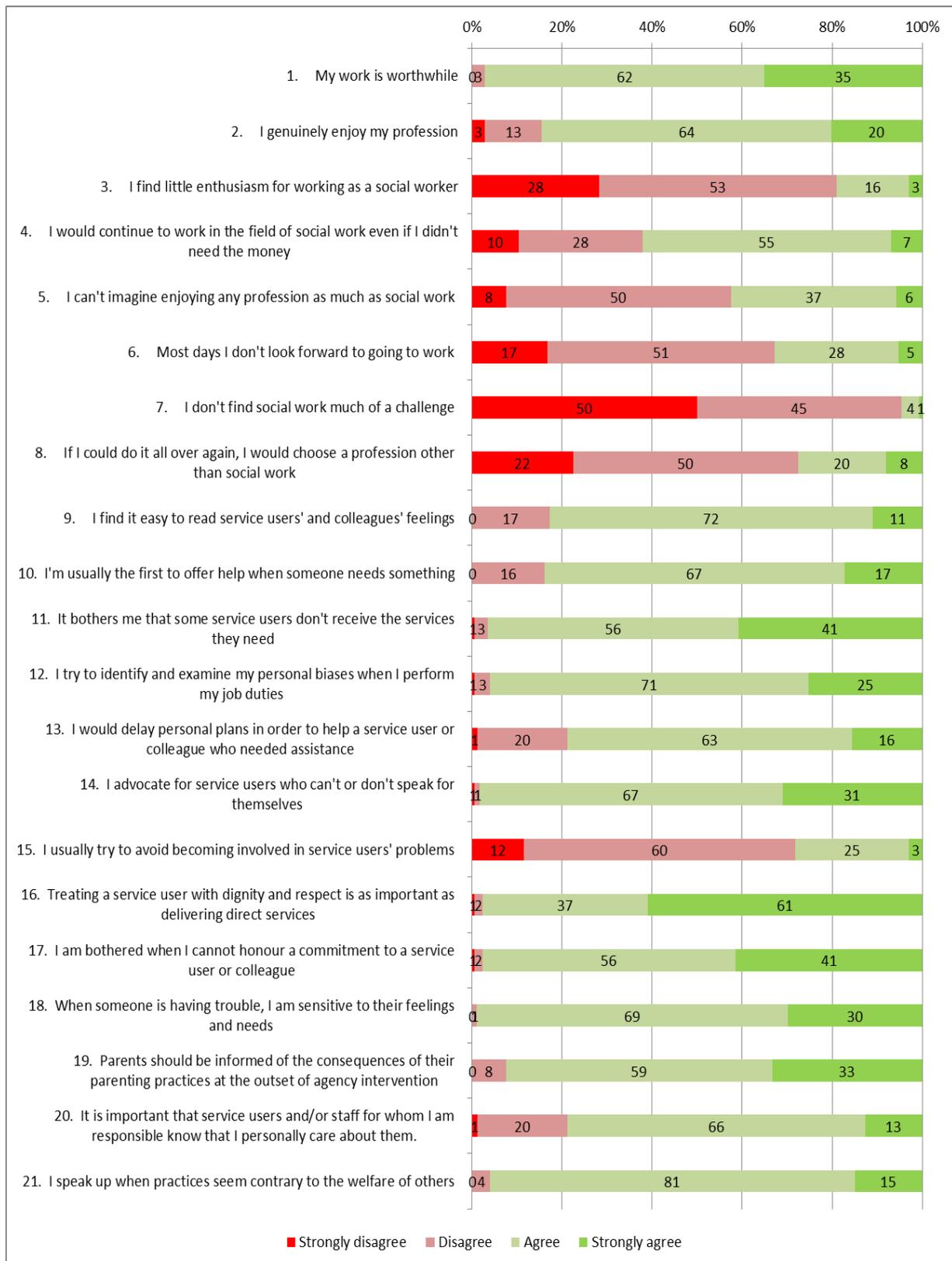
Although the proportions of EPD social workers reporting clinical levels of stress at each time point are high, they are comparable to other surveys of child and family social workers (Coffey *et al.*, 2004). As has been found in previous research (Carpenter *et al.*, 2003), stress was associated statistically with low role clarity, high role conflict and low job satisfaction. It was inconsistently associated with low levels of satisfaction with public respect for social work.

5.2.14 Personal commitment to social work

One hundred and seventy-four participants in the EPD programme (87 per cent) completed the Personal Commitment and Behaviour Scale (PCBS) at baseline (see Table A14.7 in Appendix).

The percentages of responses to each of the items are found in Figure 5.7 below. As the figure shows, the great majority of respondents “agree” or “strongly agree” that their ‘work is worthwhile’ and that they ‘genuinely enjoy social work’ as a profession. The human caring aspect of their job was also revealed, with a majority stating that it ‘bothers them that some service users don’t receive the services they need’; that they are ‘bothered when they cannot honour a commitment to a service user or colleague’, or ‘when someone is having trouble, they are sensitive to their feelings and needs’.

FIGURE 5.7: SOCIAL WORKER'S PERSONAL COMMITMENT AND BEHAVIOUR SCALE - ITEM PERCENTAGES AT BASELINE (N=174)



Note: Items 3, 6, 7, 8 and 15 were reverse scored in the online survey. Thirteen respondents did not provide answers at Time 1.

However, there also appeared to be a small proportion of disaffected social workers. For example, about one in five “agreed” or “strongly agreed” that they had ‘little enthusiasm for working as a social worker’, one-quarter “agreed” or “strongly agreed” that ‘if they had to do it all over again, they would choose a profession other than social work’, and almost one third “agreed” or “strongly agreed” that ‘most days they don’t look forward going to work’.

Analysis revealed that there were no statistically significant differences in the mean total PCBS scores associated with age group, gender or ethnicity (Table A14.8 in the Appendix). Similarly, there were no statistically significant differences associated with employment status, level of qualification, region or type of authority.

It is worth noting that the PCBS mean scores of the 19 respondents who had changed their job since taking part in the NQSW programme were roughly the same as those who still worked in the same organisation (Table A14.9 in the Appendix). However, the PCBS scores of those reporting that they would likely to be looking for a new job are lower than those who stated that they would not be (Table A14.9 in the Appendix). This difference is statistically significant, but not large.

5.2.15 Longitudinal comparison of outcomes

A total of 466 respondents completed outcome measures as part of the baseline NQSW survey in 2008-09 and 52 completed the same measures in the EPD T3 survey in 2011. Although only 39 individual social workers completed both surveys and the sample size to the last survey is very small, a longitudinal comparison has some interest.

Overall mean scores for role clarity and conflict, intrinsic and extrinsic job satisfaction, and stress are presented in Table 5.7 below. There were statistically significant differences between respondents at the beginning of the NQSW programme and respondents at the end of the EPD programme on all scores but for GHQ stress. Role clarity was slightly higher for participants and role conflict much higher (six points on the scale) at the end of the EPD programme compared to NQSWs at T1. Both intrinsic and extrinsic job satisfaction scores were slightly lower.

TABLE 5.7: DIFFERENCES IN SELECTED OUTCOME MEASURES BETWEEN SOCIAL WORKERS IN THE NQSW PROGRAMME AT TIME 1 (2008-09) AND SOCIAL WORKERS IN THE EPD PROGRAMME AT TIME 3 (2011), INDEPENDENT SAMPLES

	NQSW Time 1 (2008-09)			EPD Time 3 (2011)		
	Mean	SD	N	Mean	SD	N
Role clarity	28.3*	5.99	466	30.8*	5.94	52
Role conflict	24.3*	9.09	466	30.4*	9.81	52
Intrinsic job satisfaction	27.9*	3.26	465	26.6*	3.22	52
Extrinsic job satisfaction	33.4*	4.68	465	30.5*	4.72	52
GHQ stress score	2.6	3.08	461	3.4	3.96	52

Note: * Statistically significant difference in means using T-test for two independent samples at 95% confidence interval.

5.3 Conclusion: summary of key outcomes

The key outcomes of the programme for EPD social workers are summarised in Table 5.8 and the sources of these data in the report noted. As reported in Section 7.2 below, the proportion of social workers participating in the EPD programme receiving 2 hours per month of protected supervision focused on their professional development increased between beginning and end of the programme.

The number of respondents reporting high self-efficacy in relation to the six EPD outcome statements increased at each time point. There was a high proportion of social workers (around two-thirds) reporting moderate levels of role clarity at each stage of the programme. Conversely, one third reported a degree of role conflict at each stage.

The proportion of EPD social workers satisfied with the intrinsic aspects of their jobs was high and changed little, if at all, by the end of the programme. On the other hand, the levels of reported satisfaction with extrinsic aspects of the job were mixed at each of the survey time points.

The proportions self-rating with above clinical levels of stress were initially high (around four out of ten respondents), but fell by the end of the programme to one out of three respondents.

Finally, as reported in Section 9.2, below the proportion of social workers expressing an intention to look for another job in the following year decreased by the end of the programme.

TABLE 5.8: SUMMARY OF KEY OUTCOMES FOR EPD SOCIAL WORKERS OVER 2 YEARS

Impact/Outcome	Baseline	Interim	Final	Source in report
Received 2 hours per month of protected supervision focused on your professional development	29%	33%	38%	Sec 7.2
High overall self-efficacy in relation to outcome statements	54%	62%	71%	Sec 5.2.2
Role clarity	High	High	High	Sec 5.2.5
Role conflict	Low	Low	Low	Sec 5.2.7
Intrinsic job satisfaction (tasks, own accomplishments, opportunities to use initiative etc.)	High	High	High	Sec 5.2.8
Extrinsic job satisfaction (pay, job security, hours of work etc.)	Mixed	Mixed	Mixed	Sec 5.2.10
Stress (above clinical threshold)	40%	41%	33%	Sec 5.2.13
Intending to leave job in next year (“likely” or “very likely”)	45%	51%	28%	Sec 9.2

6 The impact of the programme on organisations

The impact of the EPD programme on organisations can best be understood from the perspective of the senior managers, as they are most likely to have an overview of strategic developments. Nineteen senior managers were interviewed as part of the case and organisational studies. They were invited to comment on the impact of the EPD programme on several aspects of their organisation. Although the evaluation was designed to explore the experience of the first cohort of EPD social workers only some of the senior managers interviewed drew on their experience of the first year of the second cohort (2010-12). Also, as the implementation of EPD programme followed the implementation of the NQSW programme it is likely that some of the comments made by managers reflected the cumulative impact of both programmes.

6.1 Impact on perceptions about recruitment and retention

Some of these senior managers claimed that the EPD programme had had a positive impact on the recruitment and retention of child and family social workers. Several of the managers reported that their recruitment and retention figures had improved. Several commented that previously they had recruited staff at the point of qualification, but it had become possible to recruit more experienced staff. This change may be a consequence of fewer job opportunities rather than something attributable to the EPD programme.

The managers also reported an impact on staff retention. Prior to the implementation of the EPD programme, a substantial proportion of those staff appointed at the point of qualification had left either during or at the end of their first year in employment after qualification. Towards the end of the evaluation period, some of these managers reported that those staff had stayed on after completion of the NQSW and were undertaking the EPD programme. According to those senior managers, some of this change was due to opportunities to access PQ training (within the context of the EPD programme and resources for training), some to the EPD programme overall, and some to the reputation of the organisation for the provision of support to social workers in their early career years after qualification. One manager took this view:

“I think it (the EPD programme) has, maybe, helped in terms of retention. But the reason I think retention rates are better are more economic factors than anything else, really. The work’s harder. That’s what people get burnt out with, really, the relentless nature of the complicated work that keeps coming through the door.” (Senior manager, case and organisational studies)

The extent to which these changes are directly if partially attributable to the impact of the EPD programme is difficult to determine. There is a clear difficulty here in interpreting figures, which suggest improved retention over the period of the evaluation, but may well have been affected by economic circumstances much more than the EPD programme. What is clear is that a significant number of managers in the sample believed that the EPD programme had had some positive impact on recruitment and retention.

6.2 Impact on skills of supervisors and managers

Senior managers expressed a range of views about the impact of the EPD programme on the skills of supervisors and managers. Most perceived a strong commitment to comprehensive training in supervision for the managers of social workers. They regarded this as a key required component for the delivery of the EPD programme. However, it is difficult to determine to what extent this commitment can be attributed to the EPD programme alone because the NQSW programme had already been a strong driver to enhance supervision skills. Once established for that programme, those skills were present and could be utilised for the EPD programme. Therefore, in commenting about the impact of the EPD programme on supervisory skills, managers may have been describing the cumulative impact of the NQSW and EPD programmes. Although, some managers considered that the EPD programme per se had had little impact on the skills of supervisors and managers. One senior manager indicated that managers would only be likely to know of the programme if they had a social worker in their team that was following the EPD programme. Therefore in this manager's view that the impact generally on managers and supervisors was limited. This contrasted with the view of one team manager towards the end of the implementation period,

“Some of that (training) has been quite positive... There's a big emphasis now within the organisation on a culture of learning and development.” (Manager, case and organisational studies)

Here the manager identified a shift in the organisational approach to learning and development. In the early phases of implementation such positive views of the training were less evident, where there had been various administrative muddles that affected people's views. None the less the attribution of such change to the EPD programme in some organisations must be made with considerable caution, given the prior impact of the NQSW programme on organisation culture in many sites.

6.3 Professional development

Senior managers were asked to comment on how well their organisations supported social workers in the second and third year after qualification prior to the implementation of the EPD programme. There was no clear majority view. In some organisations the EPD changed little, for example as one manager stated.

“I think it was probably the same. I don't see a difference. So in terms of what we offered workers in their second and third year, it would have been supervision, a training agenda, their (staff development reviews etc.), opportunities to carry or shadow work on a case or a situation that hadn't arisen before. So I think those, kind of, support mechanisms have always been in place...” (Team manager, case and organisational studies)

In some organisations senior managers were relatively satisfied with the support and provided to this group of staff by the provision for professional development supplied by the PQ consolidation module. In others the picture was less clear. For example, one senior manager commented that before the implementation of the EPD programme, professional development in years two and three after qualification had been more of a matter for the individual social worker. Now the organisation had

become more directly involved in the process of career development in the second and third years after qualification. This type of comment was echoed by others: there had been a commitment in the organisation to post qualifying training but there had been a lack of structure. Some stated that there were opportunities to provide professional development for this group but the organisation did not make good use of them. One senior manager commented that improving training and development opportunities for social workers working with children and families during their second and third year of employment was part of the general strategy of the organisation. Structures existed within the organisation to enable the realisation of this commitment to training and development through a Professional Development Review (PDR) process for everyone. The EPD was incorporated within that system. This type of approach was evident in several of the organisations.

6.4 Mainstreaming the EPD programme

In the previous section some senior managers commented that the EPD programme was incorporated within mainstream organisational practice, for example the PDR process. This is not so much an example of the practices embedded within the EPD programme being incorporated in the mainstream activities of the organisation but rather of the EPD programme fitting in with previous organisational practice. Some aspects of the EPD programme have similar components to the NQSW programme, in particular the emphasis on professional training for early career social workers and the importance of reflective supervision. As the NQSW programme had been introduced prior to the EPD programme it is difficult to determine its impact separately from that of the NQSW, or the degree to which the two programmes taken together had a cumulative impact. Nonetheless some senior managers gave some examples of the way in which the EPD programme had been mainstreamed, which included: the alignment of the EPD programme with the PDR process; and alignment with PQ consolidation and job progression. In several organisations EPD had been linked with existing staff development activity, for example individual training plans that focused on social work not just organisational needs; and, training for supervisors. Some senior managers stated clearly that the EPD programme had not been mainstreamed, whereas the NQSW programme had been.

Two of the senior managers expressed their gratitude to CWDC for promoting the discussion about professional development, which has led to a shift in culture in a number of organisations. This cannot be linked only with the EPD programme; it also applies to the NQSW programme. The consequences of this change in organisational culture was summed up by one of the senior managers as follows:

“CWDC have been brilliant – got local authorities talking about workforce development, financial support and helpful documents. The need is not now as strong as it was 5 years ago. We feel quite confident about what we do and how we do it. Not as dependent now on CWDC.” (Senior manager, case and organisational studies)

If this comment accurately represents the position of a significant number of other organisations then the developments that underpin EPD (high quality supervision, training and development plans, targeted training) may well have become embedded in employer practice. There was certainly evidence from the comments of senior managers that they intended to continue with NQSW in some form (most probably

the ASYE) but there was less certainty for many about the continuation of EPD in its current form. Nevertheless, there was a strong commitment to professional development following the NQSW programme, as illustrated in the following comment:

“A post-qualification accredited route is essential. I think you have to have that... What you need to have in the middle (between NQSW and PQ) is a sense in which people can get on and practise the things they’ve been taught in their first year. You have to have that bit in the middle, where people, you know, begin to work more complex cases, they’re in court, they’re doing child protection plans, and they’re building up their, sort of, confidence and learning through practising the stuff that they’ve been doing in ones, and they’re now doing in twos and threes, really. So, not just one child protection case, you’ve now got three child protection cases. You’re not just managing one set of proceedings, you might be managing two sets. So people need that year for consolidation, really.” (Senior manager, case and organisational studies)

6.5 Organisational changes

In the case and organisation studies there was little mention by senior managers of organisational change that had derived specifically from the EPD programme. However, there were two issues raised that were of note: one senior manager indicated that the organisation had, as a result of participation in the EPD programme developed a clearer recognition of the importance of “retention” of staff in their second, third and subsequent years after qualification

“I think as a result of the EPD programme specifically, we’ve got a clearer recognition that retention is an issue, and that we have to do things about retention. I think that the feedback from the EPD, when people begin to do it, is actually that we need to make sure there are proper progression routes.” (Senior manager, case and organisational studies)

This had led to recognition within the organisation of the need to develop “progression routes” for staff. The organisation had introduced an allowance for social workers who stayed in employment with the organisation, comprising a £500 responsibility allowance to social workers after one year of post-qualifying experience. In another organisation, the integration of EPD with the PQ consolidation year had enabled the organisation to support five times as many social workers to complete the PQ programme as previously.

6.6 Conclusion

The views of senior managers provide the most comprehensive overview of the impact of strategic developments on an organisation. Their views should be treated with some caution, as there may have been a tendency to over-emphasise the extent of change that has been achieved as a consequence of any particular initiative. Their role in an organisation is to achieve change. For example several managers commented positively on the impact of the EPD programme on recruitment and retention in their organisation. Changes in recruitment and retention

are likely to be the consequence of an interaction of a complex range of factors. Hence, caution must be exercised in the attribution of the direct impact of the EPD programme or indeed any other similar professional development initiative. This is particularly true when the current economic climate has made for more difficulties for many, not just social workers, to be able to easily move their employment from one organisation to another.

Some senior managers did identify a positive impact of the EPD programme on:

- Recruitment and retention
- Organisational culture around professional development
- Career planning and support

These impacts were limited in extent and in the number of organisations that reported such developments. There is a significant difficulty in determining the impact of the EPD programme on organisations, as opposed to the impact of the NQSW as it was preceded by the NQSW programme, which had some similar components. Similarly, the two programmes taken together had a cumulative impact. There was evidence in the Final Report that the NQSW programme had impacted upon organisational culture to influence many organisations to rethink their approach to supervision and professional development. As the NQSW programme was implemented before the EPD programme and has been responsible for some significant changes that have been mainstreamed in many organisations it is difficult to attribute similar effects to the EPD programme as changes have already occurred due to the NQSW programme.

The fact that the implementation of the EPD programme closely followed the implementation of the NQSW programme and used the structures that had been put in place in organisations for the delivery of the NQSW may be a key feature in understanding the impact of the EPD programme. Conversely, it may have reinforced the impact of the NQSW; and the two programmes may have jointly produced a greater impact than either would have done independently. Hence, to seek to identify a discrete impact for the EPD programme may be to miss the point. In some organisations the EPD programme continued to reinforce the need for an improved approach to the provision of staff development and training for social workers in their early years. It is therefore part of a process of change in the development of a greater awareness of the need to provide professional support and development opportunities for this group. One impact of the EPD programme had been to make responsibility for continued professional training and development a responsibility for the employer and social worker together and not the individual practitioner alone. This impact of the NQSW and EPD programmes combined on organisational culture may in the long run be the most significant outcome of the EPD and NQSW initiatives.

7 Supervision

The Munro review of child protection in England (2011) has stressed the importance of social workers having opportunities to reflect on and learn from their practice (Munro 2011, Sec. 7.32 - 7.34). Munro included as one of the characteristics of an effective local system:

arrangements for frequent case supervision for practitioners to reflect on service effectiveness and case decision-making, separate from arrangements for individual pastoral care and professional development (Munro 2011, Sec. 7.11, p.108).

As the introduction to the CWDC *Guide for Supervisors* explained:

Supervision is a pivotal activity, as well as a key relationship for the practitioner throughout their career. However, it is of particular importance during the early years of professional practice as newly qualified social workers (NQSW) and during the early professional development stage (EPD). It is over these first three years, or so, that the social worker develops the foundations of professional practice that will guide him/her for the rest of their career. The commitment, skills, knowledge and modelling of the supervisor during this formative period is the most significant external influence on the social worker's early progress. (CWDC, 2009b, p.8).

Various functions of supervision are identified in the literature. The CWDC guide for supervisors was developed by Morrison (2005) based on one well-known framework which distinguishes between 'managing service delivery', 'focusing on the practitioner's work and 'facilitating professional development' (Hughes and Pennell, 1997).

As in the NQSW evaluation report (Carpenter et al., 2012)¹⁵, the first function of supervision is referred to here as 'case management supervision': it aims to ensure the quality and quantity of work, and that priorities are assessed and decisions made in line with organisational policies and procedures. This includes discussion about the level of risk, the assessment, implementation of the worker's intervention plan and its review and evaluation.

The second function, 'focusing on the practitioner's work' allows the supervisor and social workers to reflect upon and explore the latter's work with service users. This function is referred to here as 'reflective supervision'. Reflective supervision is concerned with social workers learning from their experiences; being able to explain why they intervened in particular situations; what theories they used; what the experience told them about themselves, as a person and as a social worker; and how this could be used to help them become a more effective practitioner.

Reflective supervision and the third function, professional development, were the key aspects of the supervision provided with support from the NQSW and EPD programme. While both of these types of supervision are presented here as distinct, in practice they overlap. In an ideal situation both aspects of supervision are necessary for the effective development of new social workers who must not only

¹⁵ Available from:

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RR229>

become the competent practitioners of today, but must also be able to learn from their experience to become the expert practitioners of tomorrow.

Tony Morrison (2005) developed the Hughes and Pennell model, “mediation”, described as engaging the individual within the organisation, as a fourth function of supervision. He also explicitly identified service users, staff, the organisation and partner agencies as stakeholders.

Morrison, together with his colleagues Jane Wonnacott and Jeremy Frankel, wrote a *Guide for Supervisors: Early Professional Development* (2009). This guide begins by arguing that,

The EPD stage is a key milestone in becoming a skilled, critically reflective and authoritative social work professional who can make critical decisions and deal with complex issues, like assessment and management of risk. The commitment, skills, knowledge and modelling of the supervisor during this formative period is the most significant external influence on the social worker’s early progress (p.5).

The provision of supervision was one of the core components of the EPD programme (Sec 1.1). Specifically, social workers were entitled to two hours per month of additional protected supervision. In addition, employers were expected to support supervisors in continuing to improve their supervision practice.

7.1 CWDC support for supervision

In addition to the *Guide to Supervision* mentioned above, CWDC provided a two day training programme for EPD supervisors in the participating organisations. It was designed to build on the three day programme provided for supervisors who had participated in the NQSW pilot programme in 2008-09.

The *Guide* and the training programme began by focusing on the significance of the EPD stages in terms of developing a secure professional identity as an authoritative professional. They aimed to assist supervisors in recognising the higher level of work expected in years two and three of employment as a social worker. This requires reflection of the interaction between the family, inter-professional, organisational and supervisory systems and the development of critical thinking. A particular focus was on advanced assessment skills and the management of risk. Supervisors also received training on identifying and addressing concerns about performance and advice on supporting, sustaining and developing supervisors.

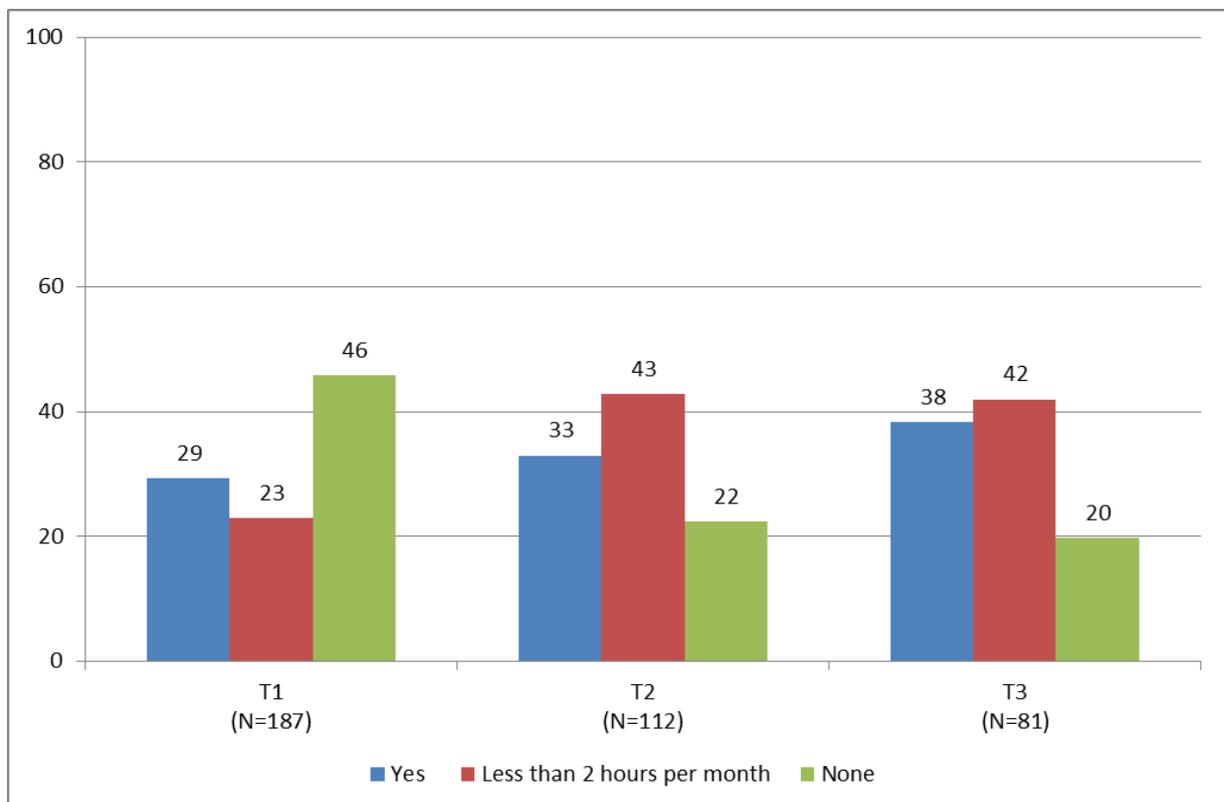
During the course of the pilot programme, training was delivered in a number of venues around the country to groups of between twelve and twenty four participants. CWDC received 175 registrants, with a total of 148 completing the two full days of the course.

7.2 Social workers' receipt of and satisfaction with supervision

Survey respondents were asked if they had been receiving their entitlement to two hours per month of protected supervision focused on their professional development since registering on the EPD programme.

There was a steady increase in the proportion of survey respondents reporting that they had been receiving two hours per month of protected supervision; but this was just over a third of respondents by the end of the programme (Figure 7.1). Over three quarters of social workers were receiving some reflective supervision by the time of the interim and final surveys, although for four in ten this was less than their full entitlement.

FIGURE 7.1: PROPORTION OF SOCIAL WORKERS RECEIVING PROTECTED SUPERVISION FOR PROFESSIONAL DEVELOPMENT AT BASELINE, INTERIM AND FINAL SURVEYS



The number of respondents reporting that they had not received any protected reflective supervision decreased from 46 per cent at baseline to 22 per cent at interim to 20 per cent at final (see Figure 7.1). The main reason for this decrease seems to be at the time of the baseline survey the EPD programme had not actually started in around one in five organisations. At the interim and final stages only a handful of respondents believed this to be the case.

Those who had not received reflective supervision tended to attribute this to time constraints, changes in manager and lack of supervisor training or commitment.

Most EPD social workers that participated in the second set of individual interviews or focus groups in year two of implementation expressed satisfaction with the frequency and the content of supervision which that they were receiving. Where EPD social workers were dissatisfied, they indicated either that their supervisors were not interested in the EPD programme, had little knowledge of it, or focussed entirely on case supervision and in one example the supervisor used the supervision session to express their own feelings.

Where a line manager did not have time to provide reflective supervision, it was considered important that this was provided by someone else, as one social worker explained:

“Our coordinator is very skilled at challenging and questioning practice and supporting us to develop these critical thinking skills. I have found this a useful addition to the case focussed supervision provided by my line manager. I feel that if the responsibility for this type of supervision was passed to my line manager it would be neglected in order to maintain focus on case based tasks.” (Social worker, interim survey)

A few mentioned that difficulties about professional development were more likely to be discussed through their staff appraisal systems, than in regular supervision sessions:

“I have very good regular case supervision but it does not really include professional development. This is looked at once a year in my appraisal” (Social worker, interim survey)

“The only supervision I have received relating to my professional development is once a year.” (Social worker, final survey)

In the final survey, a few social workers commented that they felt that they did not really need the additional supervision any more. This however, seemed to be more so the case where they felt as though the support would be available if they did need it.

“I receive regular supervision of 2 hours per month and my manager is available at all times to offer informal supervision and case discussion as and when necessary. It has not been practicable (or even necessary) to fit in another 2 hours each month in addition to this.” (Social worker, final survey)

Some felt that they did not need the EPD programme to ensure they received supervision as they felt that this was a routine aspect of their work anyway.

“The EPD however I feel now is excessive to my personal needs in my particular team where adequate and appropriate supervision takes place on a routine basis with all team members” (Social worker, final survey)

There was some evidence from the survey comments that although the social workers were receiving supervision, this was not particularly related to the EPD, and that the EPD was only discussed briefly during a supervision session:

“I have regular supervision every two weeks. This is mainly case and task focused, EPD is covered for perhaps a few minutes.” (Social worker, interim survey)

Several mentioned that whilst their line manager supervision remained case focussed, they were also receiving more reflective group supervision sessions:

“I do receive regular one to one supervision and within my agency we have monthly group supervision which includes NQSWs and EPDs.” (Social worker, interim survey)

“Most of the supervision that I received as an individual was based on my own case load and then the Group supervision was mostly based on training and reflective practice.” (Social Worker, final survey)

This is something that the practitioners seemed to appreciate and for some, more group sessions would have been appreciated:

“I would have preferred more group supervision.” (Social worker, final survey)

One social worker who commented on the source of supervision wrote that reflective supervision was provided successfully by their line manager and related this to their manager’s commitment to the EPD programme:

“My supervisor has worked hard to understand the EPD and what is expected. She has incorporated this in our supervisions and dedicates specific time towards it.” (Social worker, baseline survey)

Another however, felt that they received good quality reflective supervision from their line manager without the need of the EPD programme:

“I don’t feel my line managers are fully aware of the requirements of the EPD programme but I feel I get good quality supervision and the opportunity to reflect on my practice in supervision anyway.” (Social worker, final survey)

7.3 Arrangements for supervision

Social workers were asked to identify the specific source(s) of protected supervision, i.e. line manager, senior practitioner, and so on. Line managers played a major role in providing supervision to social workers at baseline, interim and final (see Table 7.1 below). By the end of the programme about eight out of ten respondents were receiving supervision from their line manager, compared with about two thirds at baseline and interim. Around one in seven respondents reported receiving reflective supervision from their programme coordinator at baseline and interim, but this decreased to one in thirteen by the end of the programme. A lower proportion of respondents in baseline and interim surveys received it from a training and development specialist from within the organisation, senior practitioners and external consultants; however, more received it from a training and development specialist from within the organisation by the end of the programme.

TABLE 7.1: SOURCE(S) OF SOCIAL WORKERS' SUPERVISION AT BASELINE (N=184), INTERIM (N=84) AND FINAL (N=65) SURVEYS

	Baseline (2010)		Interim (2011)		Final (2011)	
	N	% of Cases	N	% of Cases	N	% of Cases
Line manager	121	65.8	53	63.1	51	78.5
Training and development specialist from employer/organisation	14	7.6	13	15.5	9	13.8
A senior practitioner	13	7.1	4	4.8	7	10.8
An external (freelance) consultant	7	3.8	7	8.3	4	6.2
The EPD programme coordinator	30	16.3	11	13.1	5	7.7
No one	23	12.5	5	6.0	1	1.5
Missing respondents	3		28		16	
Total number of respondents	184		84		65	

Note: Column percentages add up to more than 100 per cent due to multiple responses.
Missing responses excluded from percentages.

From the survey comments it was clear that providing additional reflective supervision was simply not possible for some supervisors because of the high level of staff that they were supervising. In some of these cases, other resources were used to ensure that the social worker received this additional supervision:

“this is being done by our Workforce development unit doing joint supervisions. If it was up to me to do additional supervision for my 2 EPD workers it would be impossible to find the time as I have a further 10 workers to supervise.” (Supervisor, interim survey)

In several, more busy organisations, additional supervision was provided through more joint or group based reflective supervision sessions:

“As numbers of NQSW cohorts increase it gets more difficult to achieve individual supervision sessions we are moving to working with small groups of Social Workers.” (Supervisor, interim survey)

A couple of organisations had adapted the supervision requirement of the programme to fit more realistically within their organisation by providing ‘drop in’ group supervision sessions, attendance at which they monitored:

“To enable more social workers to attend our supervisory sessions we have moved from 2 hours per month to 3 hours every 8 weeks (group supervision). We have also introduced a ‘drop in’ method so that the social workers can

attend the most convenient with the proviso that they must attend 8 sessions per year minimum. To facilitate this we hold 3 sessions per month in different locations (24 per annum) and we monitor attendance.” (Supervisor, interim survey)

“We provide the 2 hours in the form of a group which focuses on reflective rather than case management, hence some of the previous answers. The group work is facilitated by a learning and development officer not line management.” (Supervisor, final survey)

Respondents receiving the full two hours protected supervision were asked to report the type of supervision they were receiving. Respondents could receive one-to-one supervision, group supervision with other participants in the EPD programme, or a combination. Just over half respondents at the interim and final stages were receiving one to one supervision alone, compared with over six in ten in the baseline (see Table 7.2 below). Roughly one third of respondents at all survey time points reported receiving both one-to-one and group supervision.

TABLE 7.2: TYPE OF SUPERVISION FOR THOSE SOCIAL WORKERS RECEIVING 2 HOURS OF REFLECTIVE SUPERVISION AT BASELINE (N=55), INTERIM (N=37) AND FINAL (N=31) SURVEYS

	Baseline (2010)	Interim (2011)	Final (2011)
	N	N	N
One to one supervision only	35	21	17
Group supervision only	3	3	4
BOTH one-to-one and group supervision	17	12	10
Missing	0	1	0
Total	55	37	31

Respondents receiving less than the two hours of protected supervision were also asked to report the type of supervision they were receiving. About two thirds were receiving one to one supervision at both baseline and interim, compared with about three quarters at final (see Table 7.3 below). One in ten respondents at baseline and interim was receiving group supervision only. More than one in five in the interim and final survey was receiving both one to one and group supervision, compared with less than one in seven of baseline survey respondents.

TABLE 7.3: TYPE OF SUPERVISION FOR THOSE SOCIAL WORKERS RECEIVING LESS THAN 2 HOURS OF PROTECTIVE SUPERVISION AT BASELINE (N=43), INTERIM (N=48) AND FINAL (N=34) SURVEYS

	Baseline (2010)	Interim (2011)	Final (2011)
	N	N	N
One to one supervision only	29	30	25
Group supervision only	4	6	1
BOTH one-to-one and group supervision	6	10	7
Missing	4	2	1
Total	43	48	34

7.4 Effects of supervision

Respondents were asked whether they considered that reflective supervision had improved their practice. Across all three surveys it was evident that social workers appreciated good quality supervision:

“I have enjoyed the extra time given to the supervisory session as they have afforded me the time to share positive and negative experiences and look at ways forward with the added support from my supervisor.” (Social worker, final survey)

Where social workers were receiving reflective supervision in addition to case management supervision, they valued its benefits. The opportunities to reflect gave them a chance to appreciate how they were developing as social workers, to take ownership of their professional development and to feel as though this was valued within their organisation:

“It has also helped me to reflect in supervision rather than just focusing on case management as there has been the need to do this. I am now able to appreciate the development and progress I have made which I would not have noted without the opportunity. I liked the fact that it has given me the opportunity to be responsible and accountable for my own professional development with the knowledge that my employer will support me through the process.” (Social worker, interim survey)

Reflective supervision was also recognised by many of the respondents as a key mechanism for managing the high levels of stress many experienced in the role

“Most useful part was a chance to acknowledge some of the stresses of social work which line manager supervision does not provide time for.” (Social Worker, interim survey)

7.5 Conclusion

As with the NQSW programme, the provision of additional supervision for social workers to promote their professional development and reflective practice was the key element of the EPD programme. CWDC provided a comprehensive guide for supervisors together with a high quality training programme delivered by an external organisation which was generally appreciated (see Sec. 3.11).

According to social workers responding to the surveys, it would appear that arrangements for the additional supervision took some time to get off the ground. Thus at the time of the baseline survey nearly half reported that they were not receiving additional supervision. This no doubt reflected the implementation difficulties faced by many of the participating organisations which are reported in Sec. 3 and illustrated in Sec 4. As the EPD programme became established, the situation improved so that by the time of the interim survey three-quarters of EPD social workers were receiving at least some additional supervision and this increased to 80 per cent in the final survey. In some organisations reflective group supervision was being used to support reflective practice, either on its own or in conjunction with individual supervision. This was envisaged in the EPD Handbook (2009), but it is possible that some respondents did not count this as part of reflective supervision in the surveys. Nevertheless, where offered it seems to have been appreciated.

The *EPD Handbook for Employers and Social Workers* (CWDC, 2009a) had advised that the additional personal development and reflective supervision could be carried out by anyone with suitable skills and experience and need not be the social worker's line manager. EPD social workers reported that, in practice, line managers were most commonly performing this role. However, senior practitioners, training and development specialists and the EPD programme coordinators were also noted as providing supervision. Nevertheless, providing additional reflective supervision was evidently difficult for some organisations because of workload pressures; conversely, the same pressures could make it difficult for some practitioners to find time to receive this supervision.

With few exceptions, social workers appreciated the additional supervision for personal development and reflection provided through the EPD programme, with some at least believing that this would not have happened if the programme had not existed.

8 Assessing Outcomes/Evidencing achievement

As part of the development of the programme CWDC, with consultation from employers, formulated a set of six 'outcome statements' (Box 1.1). They incorporated the NQSW outcomes as underlying principles. The purpose of the guidance was to help social workers understand what can be expected of them in the second and third years of their professional career. The six outcome statements had been developed in consultation with social workers, managers, and employers to guide thinking, professional behaviour, skills, knowledge and professional values at a higher level than would be expected for an NQSW. The statements covered: information gathering; analysing information and making recommendations; planning implementation and review; direct work with children, young people and their families and carers; child protection, safeguarding and promoting the welfare of children; and professional development.

CWDC's approach anticipated that taken in the Munro report. In its response to Munro, the government set a goal for a system which, among other things, places greater trust in professional judgment; where risk and uncertainty are managed more smartly; where continuous learning and improvement are the norm; and where children and young people's wishes, feelings and experiences are placed at the centre.

8.1 Portfolios and records of achievement

The NQSW pilot programme (2008-09) had required participants to complete a portfolio in order to evidence their achievement of the outcome statements. As they moved on to the EPD pilot programme, these social workers' expectations were generally low. This was related to negative experiences of portfolio completion for the NQSW programme:

"This (the portfolio) is not something that is remotely helpful to us and I hope there will be less paperwork this year." (Social worker, baseline survey)

The EPD Handbook (2009) actually stated that participants were not required to complete a portfolio, although they 'may choose to do so'. They were however required to complete an 'outcome statement evidence form' on an ongoing basis throughout the two years of the programme. The Handbook explained that this was designed to enable participants to identify where the evidence to show how they had met each of the outcomes could be found. The Handbook stated that the form would have to be fully completed by the end of the two years to evidence that all the outcomes had been achieved so their supervisor could 'sign it off'. A 'sign off form' was also included in the Handbook. It advised that this should be completed every six months so the social workers could monitor their own progress in conjunction with reviews with their supervisor. Both parties were expected to complete the form at the end of the two years. It appeared that participants and their supervisors construed the EPD Handbook's requirements as being a 'portfolio' and discussed them in these terms. Eleven social workers who responded to the interim survey commented on the 'portfolio'. Two of these found that in practice, their experience was more positive than when they completed the NQSW portfolio:

"It is good and the portfolio is not as demanding as the NQSW." (Social worker, interim survey)

However, the remaining nine who commented on this issue thought the portfolio a burden and considered it to be too complicated. The respondent quoted below agreed with programme coordinators who believed it was a mistake not to link the EPD programme with the PQ. This respondent asserted:

“Our programme is not linked with the PQ. So, I have completed it in the last 2 years, the NQSW scheme, 4 modules of the PQ and the EPD paperwork. All has the same aims of improving practice and developing reflective skills yet all requires different paperwork and 'proof' of learning. The continual portfolio demands are frustrating and feels like a 'tick box', the real support and development comes from the reflective space and supervision provided. The PQ essays are much more academic and focussed on developing practice and, next to this the EPD paperwork appears simplistic and unnecessary.”
(Social worker, interim survey)

There were only a few comments at the time of the final survey regarding the portfolio – these were all negative:

“The portfolio is however, over complicated. EPD does need to be more accessible, perhaps online in stages may be more user friendly. Please be more realistic about the expectations that social workers and team managers have and timescales in which to complete the portfolio. Online learning such as PQ would be more efficient.” (Social worker, final survey)

There was a variation between organisations as to whether the PQ was being completed as part of the EPD programme or whether this was something that social workers would have been completing regardless of the EPD programme:

“I have also completed my PQ Consolidation which I found really useful. I would of chosen to do the PQ regardless of the EPD programme.”
(Programme coordinator, final survey)

“I have completed two modules of the PQ programme within the authority for who I work. However I would have had this opportunity if the EPD programme had not been in place.” (Programme coordinator, final survey)

There was evidence from the comments made in the final survey, that a number of organisations had integrated the EPD programme with the PQ Award, to avoid duplication of work:

“It provided some support and a pathway for post qualifying awards.”
(Programme coordinator, final survey)

“We offer EPD programme mainly via in house PQ1 programme.” (Programme coordinator, final survey)

Thus in some organisations the EPD programme had provided a useful structural support to aid and encourage the completion of the PQ.

8.2 Outcome statements

As noted above, the *EPD Handbook for employers and social workers* (CWDC, 2009a) suggested that social workers should “self-review” against the EPD outcome statements and evidence requirements at the beginning, during (interim), and at the end of the EPD programme.

Almost half the respondents to the final survey reported that they had used the outcome statements to review their practice, compared with just over a third of respondents at the interim survey and just 16 per cent in the baseline survey (Table 8.1 below). However, respondents at the interim and final surveys were much more likely than respondents in the baseline survey to report that they did not expect to use the outcome statements to review their practice (38 per cent and 28 per cent respectively, compared with 18 per cent).

TABLE 8.1: SOCIAL WORKERS’ USE OF OUTCOME STATEMENTS TO REVIEW PRACTICE AT BASELINE (N=187), INTERIM (N=112) AN FINAL (N=81) SURVEYS

	Baseline (2010)		Interim (2011)		Final (2011)	
	N	%	N	%	N	%
Yes, with my supervisor	10	5.3	17	15.2	29	35.8
Yes, by myself	20	10.7	21	18.8	8	9.9
No, but I am expecting to do so with my supervisor	121	64.7	37	33.0	13	16.0
No, I do not expect to use the outcome statements	33	17.6	31	27.7	30	37.7
Missing	3	1.6	6	5.4	1	1.2
Total	187	100.0	112	100.0	81	100.0

Only six respondents to the final survey and seventeen respondents to the interim survey wrote comments on their use of the outcome statements. Three found them useful at the interim stage:

“It makes it easier to ‘check’ on yourself and your practice.” (Social worker, interim survey)

However, as can be seen in Table 8.1, only about a third of respondents to the interim survey had used the outcome statements in practice. Five respondents wrote that it was possible to reflect on practice without them. Seven intended to use them but struggled to find the time within supervision. Two believed that the outcome statements were a distraction; rather than talking about actual practice, the focus of

professional development supervision turned to trying to find evidence to fit the statements.

“I feel that this has not actually benefitted my future practice as it is about what I have done in the past just to find evidence to fit the boxes.” (Social worker, interim survey)

At the time of the final survey, one commented that they just added more work, without providing any use:

“the paperwork/outcome statements etc. seem to add more work and do not seem useful.” (Social worker, final survey)

One stressed that this was because it felt like replication of their degree:

“Outcome statements were reviewed at the beginning but were not useful, particularly as we had already completed a degree, NQSW and PQ.” (Social worker, final survey)

These observations are generally consistent with those reported from the case and organisational studies. While some participants were aware of the outcome statements and another perhaps slightly larger group that claimed to have little or no knowledge of them. Those aware of the statements indicated that they were set at “about the right level” and that they found them helpful. Some were of the opinion that they were not sufficiently different or advanced from what they had completed at NQSW level. One team manager commented that:

“...(practitioners say) they feel patronised by it. They feel it’s repetitive of what they’ve already done in NQSW.” (Team manager, case and organisational studies)

The larger proportion of EPD participants said that they had looked at the outcome statements initially but then not used them. Some erroneously believed that because there was no longer a requirement to complete a portfolio they were not required to evidence the outcome statements.

8.3 Conclusion

The EPD social workers held generally negative views of the usefulness of the outcome statements and of the requirement to evidence their achievement. This may be considered in relation to the opinions of the programme coordinators, managers and supervisors interviewed in the case and organisational studies and reported in Sec 3.10. Given the complexity of the work that EPD social workers were undertaking in the second and third year after qualification, satisfying the outcome statements was not an issue. However, the requirement to evidence them was a considered to be an unnecessary burden given the substantial workloads of both supervisors and social workers. It would seem that many organisations had not required the completion of a portfolio of evidence, particularly if the social workers were undertaking the PQ Award. In these cases, completion of the PQ consolidation module was taken as evidence of the achievement of the EPD outcome statements.

CWDC responded to these concerns in the pilot programme about evidencing achievement. In subsequent years the requirement for a portfolio was removed and replaced with a simplified matrix of evidence.

Further, CWDC guidance on the 2011-13 programme clarified that the social workers and their employer could decide that undertaking modules of the Post Qualifying (PQ) Award framework be part of the professional development activities encompassed by the EPD. It was suggested that elements of the PQ portfolio for the consolidation module be used as evidence of achievement of the EPD outcome statements.

The new Professional Capabilities Framework (PCF), a career-long framework for professional development owned by The College of Social Work, is now in place. It embodies a progressive approach to continuing professional development and will thus provide continuity between the Assessed and Supported Year in Employment (ASYE) and capabilities within the nine domains of the PCF expected at early professional development level.

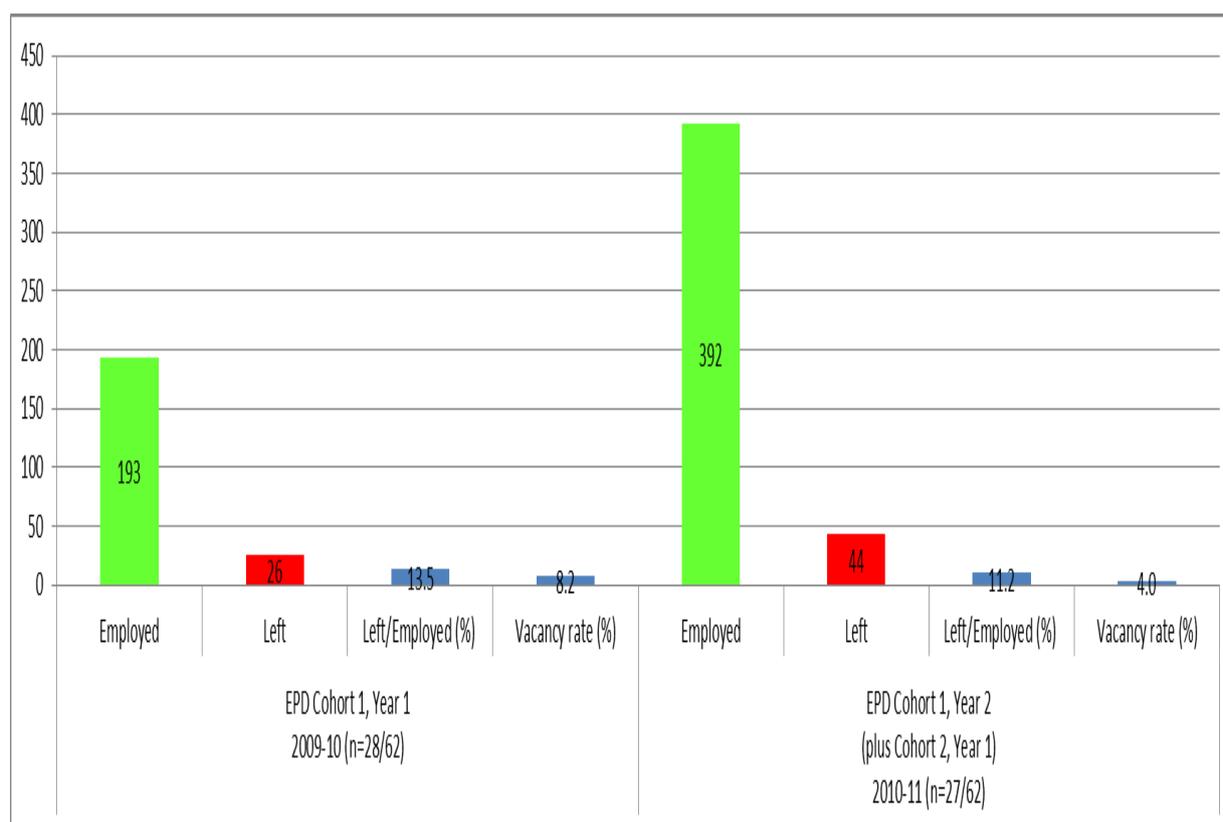
9 Employment and retention

9.1 Survey of employers

The summary figures for the employment and retention surveys are presented in Figure 9.1 below. Of the 193 full time and part time social workers in employment in Year 1 (2009-10), 26 left during the year, a retention rate of 86.5 per cent. For comparison, the retention rate for NQSWs in 58 local authorities in 2009-10 was slightly higher at 91 per cent. In the following year, retention rates for NQSW and EPD participants were very similar. Of the 392 employed in 2010-11, 43 left during the year, equivalent to a retention rate of 89 per cent; this compared to 91.5 per cent for NQSWs in the same year.

The overall vacancy rates for social workers were estimated as eight per cent in Year 1 (2009-10) (compared to a national figure of 11.3 per cent¹⁶) and four per cent in 2010-11 (national figure 8.0 per cent¹⁷).

FIGURE 9.1: NUMBER OF SOCIAL WORKERS EMPLOYED/LEFT DURING THE YEAR AND VACANCY RATES FOR SITES PARTICIPATING IN THE EPD PROGRAMME IN 2009-10 (N=28) AND 2010-11 (N=27)



Note that the explanation for the larger overall numbers in Year 2 is that many programme coordinators inadvertently included data from the second cohort of social workers as well. Consequently, it is not possible to estimate the impact of the

¹⁶ <http://www.communitycare.co.uk/static-pages/articles/social-worker-vacancy-rates/>

¹⁷ <http://www.communitycare.co.uk/Articles/20/09/2011/117476/social-worker-vacancy-rates-down-across-britain.htm>

programme on retention of social workers in their third year of employment (i.e. two years after completion of the NQSW programme).

Unfortunately a scoping study had established that employers were not able to supply historical data on the retention of social workers in the first three years of their careers. This is because electronic personnel records (where they existed) did not identify whether recruits to the organisation were newly qualified and hand searching of files was not feasible. Consequently it is not possible to make comparisons before and after the introduction of the EPD programmes in order to estimate its impact on retention.

In the case and organisational studies carried out as part of both the NQSW and EPD evaluations, there was anecdotal evidence of social workers planning their careers in child and family social work so that they would 'do their time' in child protection before moving into preferred jobs in social work. A recent qualitative study in Ireland identified a similar process (Burns, 2011). In this context, the retention rates reported here seem quite high.

9.2 Social workers' expressed 'intention to leave'

Respondents were asked in each survey how likely they were to be actively looking for a new job in the coming year. Forty five per cent of respondents at baseline stated that it was 'fairly likely' or 'very likely' that they would be looking for a new job in a year's time, compared to 51 per cent of respondents at the interim survey and one quarter (28 per cent) of respondents at the end of the programme (see Table 9.1 below).

TABLE 9.1: LIKELIHOOD OF SOCIAL WORKERS LOOKING FOR A NEW JOB AT BASELINE (N=187), INTERIM (N=112) AND FINAL (N=81) SURVEYS

	Baseline (2010)		Interim (2011)		Final (2011)	
	N	%	N	%	N	%
Not at all likely	27	14.4	11	9.8	5	6.2
Not very likely	64	34.2	37	33.0	39	48.2
Fairly likely	46	24.6	34	30.4	16	9.8
Very likely	38	20.3	23	20.5	15	18.5
Missing	12	6.4	7	6.3	6	7.4
Total	187	100.0	112	100.0	81	100.0

Those respondents reporting that they would be actively seeking a new job were then asked if this would be for another job in social work with children and families, a job in another area of social work or a job outside social work altogether. The proportion anticipating an alternative job in social work with children and families had decreased from more than six in ten at baseline to a half at interim and final (see Table 9.2). The proportion considering a move to another area of social work had increased from less than one in five to nearly a half between baseline and interim, and to a third by the end of the programme. However there had been a big reduction in the proportion considering a job outside social work altogether by the end of the programme (Table 9.2). It is possible that those who were less committed to social work had already left employment by the time of the final survey, which would account for the higher proportion of committed respondents remaining.

TABLE 9.2: DESTINATION FOR THOSE ‘LIKELY TO LEAVE’ AT BASELINE (N=84), INTERIM (N=57) AND FINAL (N=31) SURVEYS

	Baseline (2010)	Interim (2011)	Final (201)
Another job in social work with children and families	53	28	16
A job in another area of social work	15	26	10
A job outside social work altogether	14	2	5
Not stated	2	1	--
Total	84	57	31

9.3 What influences social workers’ intention to leave?

An analysis with the larger baseline sample showed that the likelihood¹⁸ of actively looking for a new job increased with higher stress levels and decreased with extrinsic job satisfaction (Table A14.15 in Appendix 14).

Across all three years of the survey, one of the main reasons given in the written comments for wanting to leave their post was the stress of the job because of the high caseloads, and a lack of support from management:

“I really enjoyed working in Children’s Services team, particularly court work and child protection. However, I felt I had a lack of support from management and my caseload was too high. I did enjoy the court work but when all 25 cases are in court it becomes very difficult to manage. Workers appeared then and appear more so now, to be criticised for not being able to manage workloads effectively enough and management appeared to take no responsibility for allocating too much. Workers, rightly so, should take

¹⁸ See Appendix 16 for further information.

responsibility for their own work, but the workloads are only manageable with effective support. I decided to apply for a new job when I realised that this was unlikely to change.” (Social worker, final survey)

At the time of the final survey, it is possible that budget cuts may have had an effect on increasing workloads and therefore social workers’ expressed intentions to leave. On the other hand, budget cuts would have an effect on the number of job opportunities available, which in turn would increase retention. The following EPD programme social worker suggested that because of redundancies and the resulting increase in caseloads, their practice began to feel unsafe influencing their decision to find a job in a new area of social work:

“Safeguarding unsafe level of cases, no supervision, working culture felt unsupported and unsafe. About to change current job (move to CAMHS/NHS) as redundancies mean caseload becoming unsustainable in current post.” (Social worker, final survey)

The following social worker said they thought they were likely to leave their post soon because of the difficulties faced by local authorities at the current time and the pressure this was having on staff:

“At this time working within a local authority is difficult and the management of children services is in turmoil. People are leaving and it is those who are left to try and manage the large workload put on us. I cannot make a difference, just continue to keep ICS up to date. This is not what I came into social work to do.” (Social worker, final survey)

It is important to note that the views expressed above were the exception and it is to be expected that some employers will be better resourced and more supportive of social workers than others. As the data on job satisfaction presented in Secs. 5.2.8 and 5.2.9 show, around seven in ten social workers surveyed were satisfied or very satisfied with the intrinsic aspects of their jobs, and “their work in general”.

9.4 What influences social workers’ intentions to stay?

Only a few social workers at baseline and interim surveys reported that their employer’s decision to participate in the EPD programme had influenced their decision to remain with their organisations. This rate was 18 per cent at the time of the final survey.

“Personally I want to complete the EPD programme prior to making any decision about moving agency. Working within the council has offered me this opportunity and I wish to stay with them to complete it.” (Social worker, interim survey)

At the time of the interim survey, one social worker expressed their dissatisfaction with their authority for not supporting the EPD programme and how this had influenced their decision to leave the local authority:

“There has been no experience as we have had no information and no support, therefore know little about it and have done absolutely nothing for it. My agency’s lack of support in this programme would influence my decision to leave the agency.” (Social worker, interim survey)

Yet also, at the same time, one social worker mentioned feeling 'disrespected' by their managers as they were not consulted about whether or not they wished to be part of the programme:

"We were not consulted about our registration with CWDC for this pilot. This may influence my decision to leave the authority, as they clearly have no respect for employees." (Social worker, interim survey)

It seemed that a key factor was feeling as though they were supported in their continuing professional development:

"Having the opportunity to have continued support for my professional development has influenced my decision to remain with the authority." (Social worker, final survey)

"It has been positive experience and enhanced my confidence knowing that the employer has an interest in my professional development." (Social worker, final survey)

Also, to have the opportunities to develop in areas that they wished to specialise in:

"I was able to enrol on a post-graduate certificate course to support me in my role working with disabled children and their families. This has been a factor in remaining in the team as I have more specialist knowledge to support me in this team." (Social worker, final survey)

As indicated by the following social worker, it was not necessarily the EPD programme that made the difference but working for a supportive local authority that made the difference in retention:

"I think that I work for a good local authority and therefore I have been happy to remain with them" (Social worker, final survey)

In the previous section it was evident that budget cuts can be an influencing factor for leaving their post, it is also possible that the budget cuts mean that they are more likely to stay within their post because of the lack of available jobs to move to, as stressed by the following social worker:

"probably if the budget cut was not so extreme I would have tried to explore other employment in other areas of social work." (Social worker, final survey)

For several, it was not the programme, but the fact that they worked for what they perceived to be a good LA, that was committed to their staff and their ongoing professional development that was influencing their decision to stay:

"I think that I work for a good local authority and therefore I have been happy to remain with them." (Social worker, final survey)

"I feel ongoing personal development is effective for all social workers and my local authority encourage this very much" (Social worker, final survey)

For others however it was the programme that was making them feel valued in terms of their professional development:

"It has been positive experience and enhanced my confidence knowing that the employer has an interest in my professional development." (Social worker, final survey)

9.5 Moving jobs

An improved level of retention of social workers in social work with children and families is one of the key aims of the EPD programme. Consequently it is important to understand how and why social workers change jobs. At baseline, 20 respondents reported that they had changed jobs since completing the NQSW programme; 16 had moved to a new area of work with the same employer, two moved to both a new area and new employer and two did not provide any further information. Of the 16 respondents who subsequently reported changing jobs in the interim survey, 10 moved to a new area within the organisation, one to a new employer and five did not provide any further information. At final survey, 16 reported changing jobs; 12 had moved to a new area of social work and one had moved to a new employer.

Reasons for changing jobs were divided fairly equally between three main concerns - stress, career development, and personal factors, and for some a combination of these.

Social workers who reported moving for reasons relating to stress described how they did not feel supported in their role and that their caseloads were too high. For example, one social worker who had moved from a long term child protection team to an adoption and permanence team commented that she was:

“Sick of child protection – Overworked, no caseload relief whilst on consolidation and specialist [Postqualifying] award, rubbish supervision, no reflective space, kids in unsafe situations, and a bullying manager.” (Social worker, baseline survey)

Some of the respondents within the qualitative sample highlighted the “Baby P” (Peter Connelly) factor; those in the referral and assessment teams in particular were acutely aware of a significant rise in referral rates. There was also repeated mention of organisational instability caused by restructuring and budget reductions.

Another respondent who moved to a new authority explained that this was because she felt unsupported:

“I decided to leave because I was feeling very stressed; for the last year I have received very little support as there has been a constant change of managers - I have had five different managers in the space of a year. I just want to work somewhere more settled where I can actually learn rather than feeling I am sinking in the deep end. If my new authority is no better; I will need to seriously rethink whether I want to be a statutory social worker at all, which is a shame, as essentially I love the job.” (Social worker, baseline survey)

Others had changed roles because they wanted to broaden their skills and experience as social workers and/ or for personal reasons such as a house move, childcare problems or difficulties with travel to work:

“To gain further experience in a different setting and develop assessment skills. Career development with the expectation that I will return to my previous post with same authority within 18 months. Also due to child care commitments.” (Social worker, baseline survey)

For one it was the high caseload load combined with the removal of financial support for car use:

“New position nearer to home and with petrol prices and essential car user allowance going due to cuts it was financially led in some aspects. Also previous post workload was too high for me to cope professionally.” (Social worker, interim survey)

9.6 Overall conclusions

At least some of the senior managers interviewed in the case and organisational study sites believed that the EPD programme had had a positive effect on both recruitment and retention of social workers in their second and third year after qualification (Sec. 6.1). They reported that prior to the implementation of EPD, a substantial proportion of social workers would leave during or at the end of their first year, but were now staying. There is evidence to support this in the report on the NQSW evaluation which found that retention rates had increased from 85 per cent in 2008-09 to 91 per cent in 2009-10 and 91.5 per cent in 2010-11.

The mean 86.5 per cent retention rate reported by the 28 responding local authorities for participants in the EPD pilot programme in 2009-10 was also high and this increased to 89 per cent in 2010-11. However, it is difficult to draw definitive conclusions about the effects of the EPD programme on retention of social workers. First, it was not possible to obtain longitudinal data from local authority employers so it is not possible to undertake an analysis of trends. Second, there were changes at a national level which may have affected recruitment and retention decisions, including the change in government in May 2010 and financial restraints on local authorities; uncertainties about the economy and employment situation more generally; and the implications of the reform of the social work profession led by the Social Work Task Force (2008-09) and the Social Work Reform Board (2010-12).

While there was clear evidence from the employers' surveys that retention was high, the proportion of social workers reporting that they were 'very likely' to leave in the following year was consistent between surveys at around one in five. Some social workers were evidently dissatisfied with their job and experiencing high levels of stress. However, the majority of those likely or very likely to leave were intending to remain in children's social work, but moving into more specialist roles, away from the 'front line'. As was emphasised in the report of the NQSW evaluation, recruitment and retention should not be considered just in terms of recruiting staff to a particular position and retaining them in it. Rather, as good employers will be aware, organisations can benefit from the movement of staff into new positions as part of their career development, so long as this does not come with high rates of turnover within front line teams.

10 Conclusions

The EPD pilot programme had anticipated key recommendations of the Social Work Task Force and the Munro report concerning support for social workers in the early stage of their careers. Specifically, it set clear expectations for supervision, particularly a minimum of two hours per month of additional supervision for reflective practice, in the second and third years after qualification. CWDC recognised that supervisors themselves required support if they were to provide high quality supervision. Consequently, it provided a comprehensive handbook for supervisors and commissioned a high quality training programme for supervisors. Again anticipating Munro's recommendations, it promoted a flexible approach to training and development and funding intended to support the equivalent of 15 days learning and development opportunities over the two years of the programme.

This report focuses on the two year pilot programme (2009-11). This programme was intended to build on the pilot NQSW programme which had been introduced in the previous year. It is important to recognise that participants in the EPD pilot programme were drawn from same group of employers and social workers who had experienced the NQSW pilot programme. There were some advantages to this arrangement, not least that organisations were able to apply lessons learned from the implementation of the NQSW programme to the implementation of the EPD programme. However, there were also disadvantages, notably that these organisations were at the same time launching a second cohort of NQSWs. This presented a major organisational challenge and the evidence is that the NQSW programme received priority and that the implementation of the EPD programme suffered accordingly. There were a number of reasons for this including the more obvious rationale for a programme which was supporting social workers in the crucial first year of their employment. As described in the NQSW evaluation report, the implementation of that programme had been hard fought, particularly in terms of creating the time and space for protected supervision and training within hard pressed child and family social work teams. It is understandable in this context that not many team managers were very responsive to the demands of another programme.

In many organisations the social workers completing the NQSW programme in 2009 were, in their second year of employment, among the more experienced members of front line social work teams. Even if this was not necessarily the case, it was evident that most wanted to be seen as such; they did not wish to be seen as learners any more, but rather to be getting on with the job. Consequently, the response to the EPD of a substantial proportion of social workers in this cohort was lukewarm at best. This lack of enthusiasm was reflected in a poor response to the online surveys at the end of the first year and at the end of the programme, as well as to participation on the case and organisational studies. It is not possible therefore to estimate the level of engagement with the formal elements of the programme accurately; at this stage data on the number of social workers to have completed the programme having evidenced all the outcome statements is limited.

It should be remembered that many of these same social workers experienced some of the implementation problems of the NQSW programme, with 41 per cent of respondents reporting dissatisfaction with the support they were receiving from their employer at the end of the first year. In subsequent years, as implementation problems were overcome and the NQSW programme became embedded within the

great majority of organisations, satisfaction improved significantly to 73 per cent in the third year. It would not be unreasonable to anticipate that social workers' engagement and satisfaction with the EPD programme will also improve significantly. Considering the evidence from the organisational studies, this is most likely if the programme is fully integrated with a committed approach to continuing professional development for all social workers, including the PQ Award and its anticipated successors such as postgraduate level education. Needless to say, this requires the commitment of team managers as well as senior managers.

One of the problems in the pilot was an apparent discrepancy between CWDC's expressed intention that the programme should be flexible and capable of integration with an organisation's existing employment processes such as arrangements for supervision, appraisal and training and development and how the programme was actually perceived. Thus, the evidence was that organisations and the participating social workers themselves perceived the requirements and guidance presented in the various handbooks as being overly complicated, bureaucratic and restrictive. Particular examples concerned how social workers were expected to evidence the achievement of the outcome statements and the relationship between the EPD programme and PQ (even though this had been clearly stated in the original guidance).

CWDC responded to feedback and in subsequent years made changes to the delivery of the programme. For example, the structure of the handbooks was refined through the cohorts in reflection of how EPDs preferred to record their progress against the outcome statements. In latter versions, the handbook for employers and social workers contained only guidance regarding the programme which was accessible to a range of audiences. The publication on outcome statements and guidance focused solely on the outcome statements and how to record progress against them.

The limitations of this evaluation and the need for caution in drawing conclusions from a pilot and from surveys with poor response rates and in the absence of a control or comparison group have been discussed in Sec. 2.7 above. Nevertheless, there is some evidence to support the view that participation in the EPD programme was associated with good outcomes in terms of increased confidence in the key areas of practice highlighted in the six outcome statements and the high proportion expressing role clarity. Findings on extrinsic satisfaction were mixed: while there was high satisfaction with job security, the proportions satisfied with pay, hours of work and opportunities for advancement at the end of the programme were well below 50 per cent. However, the levels intrinsic job satisfaction including with the nature of the job, the social workers' own accomplishments and opportunities to use their initiative were high throughout the programme. While it is difficult to draw definitive conclusions about the effects of the programme on retention for the reasons explained above, the actual rates of retention of EPD social workers were high.

To summarise, the EPD pilot programme made significant progress in its objectives of providing dedicated time for the professional development and supervision of participants in the EPD programme; formulating a set of outcome statements for social workers in their second and third year of practice, although further work was required on how these best be evidenced; and in providing supporting materials and comprehensive training for supervisors and programme coordinators.

Through the implementation of these mechanisms, there was plausible evidence that the programme had achieved the overall aims to at least some extent. Thus, anecdotal evidence from senior managers and data from employers indicated that the programme was associated with good rates of retention of child and family social workers; training and development opportunities for EPD social workers appeared to have improved; social workers' self-confidence in their practice in relation to the outcomes statements had increased and their role clarity was high (although the methodology does not provide direct evidence of practice); and finally, supervision had been promoted, although it had not yet been implemented fully in all organisations.

In autumn 2010, a second group of social workers from organisations which had participated in the second and subsequent years of the NQSW programme became eligible for the EPD. The number of employers more than doubled from 62 to 128 (122 local authorities and six voluntary sector organisations) and the number of social workers registered nearly trebled to 1464. The third cohort in 2011-13 involved 121 employers (112 local authorities and nine voluntary sector) and 1592 social workers were registered. At the time of writing the Department for Education has not yet announced whether there will be continued funding for the programme for 2012-14.

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12 Appendices

Appendix 1. Programme coordinator's survey Time 1

Introduction

Welcome. Thank you for choosing to respond to this questionnaire for coordinators of the Early Professional Development (EPD) pilot Programme. As you probably know, the Children's Workforce Development Council (CWDC) has commissioned a team from Salford and Bristol Universities and King's College, London to conduct the external evaluation of the programme. This survey is being carried out by the University of Bristol as part of this evaluation.

Please work through the survey question by question. If you miss one of the questions, a red note will appear above it telling you to complete that question before moving on to the next page. You may review and amend your answers before submitting if you wish. If you are interrupted, you will be able to leave the survey and return to it later by clicking on the link again. You should end up on the last page which you completed in full. However, this will only work if you have sole use of the computer and are not hot desking.

Please note that we do not ask for your name as we do not link responses to individuals. Instead, we begin by asking you three questions which will help us to match your responses to the questionnaires you complete over the course of the evaluation. If you have not answered these questions before, we will ask some supplementary about your background and experience.

The information about your personal details will be stored securely on a password protected server at the University and will be anonymously processed by the researchers.

1. Are/were you also the Programme coordinator for the NQSW Programme?

Yes, I have responsibility for both programmes.

I was responsible for the NQSW programme, but have now passed this on to a colleague while I coordinate the EPD programme.

No, I did not have responsibility for the NQSW pilot.

Please comment if you wish. Please tell us if you are now working for a different employer.

2. What are the FIRST two letters of your FIRST (given) name? e.g. If your name is JAne, you should write: JA.

3. What are the LAST two letters of your LAST name? e.g. if your last name is SmiTH, you should write: TH.

4. What is the day and month of your birthday? e.g. 19 (day) 04 (month).
Day Month

5. Have you previously completed an online questionnaire from the University of

Bristol as part of the external evaluation of the NQSW / EPD programme?

Yes

No

Not sure

Demographics

6. What gender are you?

Male

Female

7. What is your ethnicity?

White

Black

Mixed Race

Black British

Asian

Chinese

Asian British

Chinese British

Other (please specify)

8. What age are you?

21-30

31-40

41-50

51+

9. Was your qualification in Social Work at

Diploma level (DipHE)

Undergraduate level (BSc/BA)

Postgraduate level (PGDip/MSc)

N/A Do not have a social work qualification

10. How many years have you been working as a social worker since qualification?

I do not work as a social worker

Less than 1

1-2

3-5

6-10

11-15

16-20

More than 21

11. Do you work full time or part time?

Full time

Part time

12. If part time, how many days a week do you work?

13. If part time, how many hours of the week is that?

Please enter the number of hours per week to the nearest half hour. e.g. If you work days of 7.5 hours, put 22.5

14. What type of organisation do you work for?

If you are not sure, please open a new window in your web browser and paste in the following: <http://www.lga.gov.uk/lg/aio/118631> (Sorry, you will not be able to click this to open it. If cutting and pasting fails, you will find the link at the bottom of the covering email.) Here you will find a list of all the local authorities in England and their type identified.

Unitary Authority

County Authority

Metropolitan Authority

London Borough

Voluntary

15. In which region are you based?

If you are not sure, please open a new window in your web browser and paste in the following link: <http://www.gos.gov.uk/common/docs/239408/442543> (Sorry, you will not be able to click on this to open it. If cutting and pasting fails, you will find the link at the bottom of the covering email.)

London

Yorkshire

East Midlands

South East

North West

South West

West Midlands

North East

East

Training and support from CWDC

16. Have you attended the CWDC training for EPD programme coordinators?

Yes. (Please comment below.)

No. (Please explain below.)

Not aware of this training.

Please comment on the quality and usefulness of the training, or explain why you have not attended.

17. How do you rate the following elements of support for the EPD Programme?
 The EPD programme offers social workers two hours a month protected supervision focused on professional development, and 15 days learning and development opportunities, spread over the two years, to help them achieve the EPD outcome statements.

	Very good	Good	Not sure	Poor	Very poor	Not aware
Overall CWDC guidance for Employers and Managers (in EPD Handbook)						
The usefulness of the six EPD Outcome statements						
Overall quality of the EPD Handbook						
Liaison with CWDC staff						
Liaison with your support adviser						
Training for EPD supervisors						

Please comment on any of the above.

Implementing the EPD programme

The EPD programme offers social workers two hours a month protected supervision focused on professional development, and 15 days learning and development opportunities, spread over the two years, to help them achieve the EPD outcome statements.

18. How do you assess the following barriers and enablers to the implementation of the EPD Programme? (Please tick the appropriate box)

	Strong enabler	Moderate enabler	Slight enabler	Slight barrier	Moderate barrier	Strong/large barrier
My time						
My knowledge & skills						
Clarity about my role						
EPDs' commitment to the Programme						
Quality of Supervision for EPDs						
Line Managers' interest and support						
Senior Managers' interest and support						
Quality of Support from CWDC						

Please comment on any of the above.

19. Have you encountered any other barriers to the implementation of the EPD programme?

Yes

No

If yes, please explain

20. Have you encountered any other enablers to the implementation of the EPD programme?

21. If applicable, do you have any observations on how you have applied lessons from your experience of the NQSW pilot programme to the implementation of the EPD programme?

The EPD Programme and PQ/CPD for social workers

Social workers on the EPD programme might be working towards a postqualifying award at the same time. Although this is not a requirement of the programme, the process of working towards EPD outcome statements is intended to be flexible enough to accommodate this.

22. Do you expect the social workers engaged in the EPD pilot programme to be taking part in a formally accredited postqualifying programme?

Yes

No

Not yet decided

Please explain

Contact details

23. Would you be willing to elaborate on your answers by taking part in a confidential telephone interview with a member of the research team?

(Please note that we may not be able to interview everyone who volunteers)

Yes

No thanks

24. If you are willing please enter your email address (work or private) in the box so that we can contact you. Thankyou.

Close

That's it! Thank you very much for completing the questionnaire.

If you wish, you may review your answers and make changes before exiting the survey.

Early next year, we will ask you to complete the survey again so that we can see if your answers have changed.

Please remember that your answers are anonymous and that no one will be able to identify you personally.

Please now exit this survey and close your browser.

Thanks again for your help in this evaluation.

Appendix 2. Programme coordinator's survey Time 2

Introduction

Welcome. Thank you for choosing to respond to this second annual survey of Programme coordinators of the Early Professional Development (EPD) Programme. As you probably know, the Children's Workforce Development Council (CWDC) has commissioned a team from Salford and Bristol Universities and King's College, London to conduct the external evaluation of the programme. This survey is being carried out by the University of Bristol as part of this evaluation.

Please work through the survey question by question. If you miss one of the questions, a red note will appear above it telling you to complete that question before moving on to the next page. You may review and amend your answers before submitting if you wish. If you are interrupted, you will be able to leave the survey and return to it later by clicking on the link again. You should end up on the last page which you completed in full. However, this will only work if you have sole use of the computer and are not hot desking.

Please note that we do not ask for your name as we do not link responses to individuals. Instead, we begin by asking you three questions which will help us to match your responses to the questionnaires you complete over the course of the evaluation. If you have not answered these questions before, we will ask some supplementary questions about your background and experience.

The information about your personal details will be stored securely on a password protected server at the University and will be anonymously processed by the researchers.

1. Are/were you also the Programme coordinator for the NQSW Programme?

Yes, I have responsibility for both programmes.

I was responsible for the NQSW programme, but have now passed this on to a colleague while I coordinate the EPD programme.

No, I did not have responsibility for the NQSW pilot.

Please comment if you wish. Please tell us if you are now working for a different employer.

2. What are the FIRST two letters of your FIRST (given) name? e.g. If your name is JAne, you should write: JA.

3. What are the LAST two letters of your LAST name? e.g. if your last name is SmiTH, you should write: TH.

4. What is the day and month of your birthday? e.g. 19 (day) 04 (month).
Day Month

5. Have you previously completed an online questionnaire from the University of Bristol as part of the external evaluation of the NQSW programme?

Yes (you will not be asked to complete the section on demographics)

No

Not sure

Demographics

6. What gender are you?

Male

Female

7. What is your ethnicity?

White

Black

Mixed Race

Black British

Asian

Chinese

Asian British

Chinese British

Other (please specify)

8. What age are you?

21-30

31-40

41-50

51+

9. Was your qualification in Social Work at

Diploma level (DipHE)

Undergraduate level (BSc/BA)

Postgraduate level (PGDip/MSc)

N/A Do not have a social work qualification

10. How many years have you been working as a social worker since qualification?

I do not work as a social worker

Less than 1

1-2

3-5

6-10

11-15

16-20

More than 21

11. Do you work full time or part time?

Full time

Part time

12. If part time, how many days a week do you work?

13. If part time, how many hours of the week is that?

Please enter the number of hours per week to the nearest half hour. e.g. If you work days of 7.5 hours, put 22.5

14. What type of organisation do you work for?

If you are not sure, please open a new window in your web browser and paste in the following: (Sorry, you will not be able to click this to open it.

http://www.epolitix.com/fileadmin/epolitix/stakeholders/Factsheet_-_types_and_names_of_local_authorities_in_England_and_Wales_2010.pdf

If cutting and pasting fails, you will find the link at the bottom of the covering email.)

Here you will find a list of all the local authorities in England and their type identified.

Unitary Authority

County Authority

Metropolitan Authority

London Borough

Voluntary

15. In which region are you based?

If you are not sure, please open a new window in your web browser and paste in the following link: <http://www.gos.gov.uk/common/docs/239408/442543> (Sorry, you will not be able to click on this to open it. If cutting and pasting fails, you will find the link at the bottom of the covering email.)

London

Yorkshire

East Midlands

South East

North West

South West

West Midlands

North East

East

Training and support from CWDC

16. Have you attended the CWDC support events for EPD programme coordinators?

Yes, programme coordinator training

Yes, regional workshop

No

Not aware of any support events

Please comment on the quality and usefulness of the training, or explain why you have not attended.

17. How do you rate the following elements of support for the EPD Programme?

	Very good	Good	Not sure	Poor	Very poor	Not aware
Overall CWDC guidance for Employers and Managers (in EPD Handbook)						
The usefulness of the six EPD Outcome statements						
Overall quality of the EPD Handbook						
Liaison with CWDC staff						
Liaison with your support adviser						
Supervision training for EPD supervisors						
Support events for programme coordinators						

Please comment on any of the above.

Implementing the EPD programme

The EPD programme offers social workers two hours a month protected supervision focused on professional development, and 15 days learning and development opportunities, spread over the two years, to help them achieve the EPD outcome statements.

18. How do you assess the following barriers and enablers to the implementation of the EPD Programme? (Please tick the appropriate box)

	Strong enabler	Moderate enabler	Slight enabler	Slight barrier	Moderate barrier	Strong/large barrier
My time						
My knowledge & skills						
Clarity about my role						
EPDs' commitment to the Programme						
Quality of Supervision for EPDs						
Line Managers' interest and support						
Senior Managers' interest and support						
Quality of Support from CWDC						

Please comment on any of the above.

19. Have you encountered any other barriers to the implementation of the EPD programme?

Yes

No

If yes, please explain

20. Have you encountered any other enablers to the implementation of the EPD programme?

Yes

No

If yes, please explain

21. If applicable, do you have any observations on how you have applied lessons from your experience of the NQSW programme to the implementation of the EPD programme?

The EPD Programme and PQ/CPD for social workers

Social workers on the EPD programme might be working towards a postqualifying award at the same time. Although this is not a requirement of the programme, the process of working towards EPD outcome statements is intended to be flexible enough to accommodate this.

22. Do you expect the social workers engaged in the EPD pilot programme to be taking part in a formally accredited postqualifying programme?

Yes

No

Not yet decided

Please explain

Contact details

23. Would you be willing to elaborate on your answers by taking part in a confidential telephone interview with a member of the research team?

(Please note that we may not be able to interview everyone who volunteers)

Yes

No thanks

24. If you are willing please enter your email address (work or private) in the box so that we can contact you. Thankyou.

Close

That's it! Thank you very much for completing the questionnaire.

If you wish, you may review your answers and make changes before exiting the survey.

Early next year (January 2012), we will ask you to complete the survey one last time so that you can give your final opinions on the EPD programme.

Please remember that your answers are anonymous and that no one will be able to identify you personally.

Please now exit this survey and close your browser.

Thanks again for your help in this evaluation.

Appendix 3. Programme coordinator's survey Time 3

Introduction

Welcome. Thank you for choosing to respond to this third and final annual survey of Programme coordinators of the Early Professional Development (EPD) Programme. As you probably know, the Children's Workforce Development Council (CWDC) has commissioned a team from Salford and Bristol Universities and King's College, London to conduct the external evaluation of the programme. This survey is being carried out by the University of Bristol as part of this evaluation.

PLEASE COMPLETE THIS SURVEY EVEN IF YOU DID NOT DO SO ON THE PREVIOUS OCCASIONS AS YOUR RESPONSES ARE STILL VALUABLE.

Please work through the survey question by question. The survey should take around 10-15 minutes to complete. If you miss one of the questions, a red note will appear above it telling you to complete that question before moving on to the next page. You may review and amend your answers before submitting if you wish.

Please note that we do not ask for your name as we do not link responses to individuals. Instead, we begin by asking you three questions which will help us to match your responses to the questionnaires you complete over the course of the evaluation. If you have not answered these questions before, we will ask some supplementary questions about your background and experience.

The information about your personal details will be stored securely on a password protected server at the University and will be anonymously processed by the researchers.

1. Are/were you also the Programme coordinator for the NQSW Programme?

Yes, I have responsibility for both programmes.

I was responsible for the NQSW programme, but have now passed this on to a colleague while I coordinate the EPD programme.

No, I did not have responsibility for the NQSW programme.

Please comment if you wish. Please tell us if you are now working for a different employer.

2. What are the FIRST two letters of your FIRST (given) name? e.g. If your name is JAne, you should write: JA.

3. What are the LAST two letters of your LAST name? e.g. if your last name is SmiTH, you should write: TH.

Incidentally, if your name has changed since you first completed the survey around a year ago, please use the name you had at the time of the first survey so that we are able to match your responses correctly. Thanks.

4. What is the day and month of your birthday? e.g.19 (day) 04 (month).

Day Month

5. Are you:

A Programme coordinator for the first cohort of EPDs (2009-11) only.

A Programme coordinator for the second cohort of EPDs (2010 - 12) only.

A Programme coordinator for both cohorts of EPDs (2009-11 and 2010-12).

6. Have you previously completed an online questionnaire from the University of Bristol as part of the external evaluation of the NQSW / EPD programme?

Yes

No

Not sure

Demographics

7. What gender are you?

Male

Female

8. What is your ethnicity?

White

Black

Mixed Race

Black British

Asian

Chinese

Asian British

Chinese British

Other (please specify)

9. What age are you?

21-30

31-40

41-50

51+

10. Was your qualification in Social Work at

Diploma level (DipHE)

Undergraduate level (BSc/BA)

Postgraduate level (PGDip/MSc)

N/A Do not have a social work qualification

11. How many years have you been working as a social worker since qualification?

I do not work as a social worker

Less than 1

1-2

3-5

6-10

11-15

16-20

More than 21

12. Do you work full time or part time?

Full time

Part time

13. If part time, how many days a week do you work?

14. If part time, how many hours of the week is that?

Please enter the number of hours per week to the nearest half hour. e.g. If you work days of 7.5 hours, put 22.5

15. What type of organisation do you work for?

If you are not sure, please open a new window in your web browser and paste in the following: (Sorry, you will not be able to click this to open it.

http://www.epolitix.com/fileadmin/epolitix/stakeholders/Factsheet__types_and_names_of_local_authorities_in_England_and_Wales_2010.pdf

If cutting and pasting fails, you will find the link at the bottom of the covering email.)

Here you will find a list of all the local authorities in England and their type identified.

Unitary Authority

County Authority

Metropolitan Authority

London Borough

Voluntary

16. In which region are you based?

If you are not sure, please open a new window in your web browser and paste in the following link: <http://www.gos.gov.uk/common/docs/239408/442543> (Sorry, you will not be able to click on this to open it. If cutting and pasting fails, you will find the link at the bottom of the covering email.)

London

Yorkshire

East Midlands

South East

North West

South West

West Midlands

North East

East

Training and support from CWDC

17. Have you attended any of the CWDC support events for EPD programme coordinators?

Yes, programme coordinator training

Yes, regional workshop

No

Not aware of any support events

Please comment on the quality and usefulness of the training, or explain why you have not attended.

18. How do you rate the following elements of support for the EPD Programme? The EPD programme offers social workers two hours a month protected supervision focused on professional development, and 15 days learning and development opportunities, spread over the two years, to help them achieve the EPD outcome statements.

	Very good	Good	Not sure	Poor	Very poor	Not aware
Overall CWDC guidance for Employers and Managers (in EPD Handbook)						
The usefulness of the six EPD Outcome statements						
Overall quality of the EPD Handbook						
Liaison with CWDC staff						
Liaison with your support adviser						
Supervision training for EPD supervisors						
Support events for programme coordinators						

Please comment on any of the above.

Implementing the EPD programme

19. How do you assess the following barriers and enablers to the implementation of the EPD Programme? (Please tick the appropriate box)

	Strong enabler	Moderate enabler	Slight enabler	Slight barrier	Moderate barrier	Strong/large barrier
My time						
My knowledge & skills						
Clarity about my role						
EPDs' commitment to the Programme						
Quality of Supervision for EPDs						
Line Managers' interest and support						
Senior Managers' interest and support						
Quality of Support from CWDC						

Please comment on any of the above.

20. Have you encountered any other barriers to the implementation of the EPD programme?

Yes

No

If yes, please explain

21. Have you encountered any other enablers to the implementation of the EPD programme?

Yes

No

If yes, please explain

22. If applicable, do you have any observations on how you have applied lessons from your experience of the NQSW programme to the implementation of the EPD programme?

Yes

No

N/A

Please explain

The EPD Programme and PQ/CPD for social workers

Social workers on the EPD programme might be working towards a postqualifying award at the same time. Although this is not a requirement of the programme, the process of working towards EPD outcome statements is intended to be flexible enough to accommodate this.

23. Are the social workers engaged in the EPD programme within your organisation taking part in a formally accredited postqualifying programme?

Yes

No

Not yet decided

Please explain

Contact details

24. Would you be willing to elaborate on your answers by taking part in a confidential telephone interview with a member of the research team?

(Please note that we may not be able to interview everyone who volunteers)

Yes

No thanks

25. If you are willing please enter your email address (work or private) in the box so that we can contact you. Thankyou.

Close

That's it! Thank you very much for completing the questionnaire.

If you wish, you may review your answers and make changes before exiting the survey.

Please remember that your answers are anonymous and that no one will be able to identify you personally.

Please now exit this survey and close your browser.

Thanks again for your help in this evaluation.

Appendix 4. Social worker's survey Time 1

Introduction

Welcome. Thank you for choosing to respond to this questionnaire for social workers participating in the Early Professional Development (EPD) pilot programme. The Children's Workforce Development Council (CWDC) has commissioned a team from Salford and Bristol Universities and King's College, London to conduct the external evaluation of the EPD pilot programme. This survey is being carried out by the University of Bristol as part of this evaluation.

Please work through the survey question by question. If you miss one of the questions, a red note will appear above it telling you to complete that question before moving on to the next page. Also please note that you may review and amend your answers before submitting if you wish.

IMPORTANT: Unfortunately, unlike the last time you filled out the survey, you will not be able to leave or 'exit' the survey half-way through and return to it later to complete. This is because a number of you are hot-desking and using the same computer. This carries a risk to confidentiality if someone else logs on before you have completed your survey – they would go into your partially completed questionnaire. To prevent this risk, we have had to suspend the 'exit and return' to complete survey option. We do apologise for the inconvenience caused, so if at all possible please try to complete the survey in one go.

Please note that we do not ask for your name as we do not link responses to individuals. Instead, we begin by asking you three questions which will help us to match your responses on the three occasions you are asked to complete the questionnaire.

The information about your personal details will be stored securely on a password protected server at the University and will be anonymously processed by the researchers.

1. What are the FIRST two letters of your FIRST (given) name? e.g. If your first name is JAne, you should write JA.

2. What are the LAST two letters of your LAST name? e.g. If your last name is SmiTH, you should write: TH.

3. What is the day and month of your birthday? e.g. 19 (day) 04 (month).
Day Month

4. Have you answered the above three questions before as part of the NQSW evaluation? If NO or NOT SURE, this suggests that you did not take part in the external evaluation of the NQSW pilot programme. (You may however have responded to the brief CWDC monthly monitoring survey.) Please therefore answer the following background questions.

Yes

No
Not sure

Demographics

5. What gender are you?

Male
Female

6. What is your ethnicity?

White
Black
Mixed Race
Black British
Asian British
Asian
Chinese British
Chinese
Other (please specify)

7. What age are you?

21-30
31-40
41-50
51+

8. Was your social work degree at

Undergraduate level (BSc)
Postgraduate level (PGDip/MSc)

9. Did you get your social work qualification outside the UK?

Yes
No

10. What was the extent of your experience in CHILD CARE SOCIAL WORK prior to your first employment as an NQSW? (please tick all that apply)

Less than 6 months pre-degree experience
Pre-degree practice experience for 6 months or longer
One practice placement only whilst on degree course
Two or more practice placements whilst on degree course
No practice placement whilst on degree course
Part-time paid work in child care whilst on degree course
Post-degree temporary/agency child care social worker post

Current job

11. Have you changed your job since starting as an NQSW?

Yes
No

12. If Yes, what was your previous job and what is your current job?
Previous job title and focus (e.g. social worker, referrals and assessment team)
Current Job (e.g. social worker, youth offending team)

13. If you have changed jobs, is your current job with a new employer and/or a new area?

New Employer only

New area only

BOTH new employer and new area

14. If you have changed jobs, please explain why you changed your job?

15. Do you work full time or part time?

Full time

Part time

16. If part time, how many days a week do you work?

17. What type of agency do you work for now?

If you are not sure, please open a new window in your web browser and paste in the following link: <http://www.lga.gov.uk/lga/aio/118631> (Sorry, you will not be able to click on this to open it. If cutting and pasting fails, you will find the link at the bottom of the covering email). Here you will find a list of all the local authorities in England with their type identified.

Unitary Authority

Metropolitan Authority

Voluntary

County Authority

London Borough

Other

18. In which region are you based now?

If you are not sure, please open a new window in your web browser and paste in the following link: <http://www.gos.gov.uk/common/docs/239408/442543> (Sorry, you will not be able to click on this to open it. If cutting and pasting fails, you will find the link at the bottom of the covering email.)

London

South East

West Midlands

Yorkshire

North West

North East

East Midlands

South West

East

19. Contexts for your practice

PLEASE CHOOSE TWO OF THE FOLLOWING contexts in which you currently practice:

- a) Working with children and young people at risk of statutory intervention to safely address their needs while they remain with their parents, families and carers (family support);
- b) Working to protect children and young people from abuse, neglect, exploitation or significant harm (protection);
- c) Supporting children who have been placed with alternative carers (fostering and adoption);
- d) Working with children and young people who are being rehabilitated with their families and with their parents, families and foster carers;
- e) Supporting young people as they move into independent living;
- f) Working with disabled children and young people, their parents, families and carers;
- g) Working with children and young people who are the subject of court proceedings.

20. Please comment on your expectations of the Early Professional Development Programme in the light of your experience as a participant in the NQSW pilot programme:

21. Please rate the following elements of the EPD Programme in terms of how useful you expect them to be to you not at all useful not very useful don't know quite useful extremely useful

	Not at all useful	Not very useful	Don't know	Quite useful	Extremely useful
1. Two hours per month of protected supervision focussed on your professional development					
2. Using the EPD outcome statements to support the development of your skills, expertise and professional behaviour					
3. Developing a training and development plan and reviewing it on a three-monthly basis					
4. Access to 15 learning and development days over the two-year EPD programme.					

Please comment if you wish

22. Did your employer's decision to participate in the EPD programme influence your

decision to remain with your agency?

Yes

No

Please comment if you wish

EPD Supervision

23. Since registering on the EPD Programme, have you received your entitlement of 2 hours per month of protected supervision focused on your professional development?

Yes, I have received 2 hours per month (on average)

No, I have received some professional development supervision but less than 2 hours per month.

No, I have not received any supervision for my professional development.

No, I don't think the EPD Programme has started in my agency yet. I have not received any supervision for my professional

24. If yes, you have received 2 hours per month of supervision per month (on average), which of the following types of supervision have you had?

One-to-one supervision

Group supervision only

BOTH one-to-one and group supervision

25. If no, you have only received some professional supervision but less than 2 hours per month, what did this involve?

One-to-one supervision

Group supervision only

BOTH one-to-one and group supervision

26. If you wish, please comment on the amount of supervision you have received

27. Who is providing supervision for your professional development as an EPD social worker? (Please tick all that apply)

Your line manager

A training and development specialist from your agency

A senior practitioner

An external (freelance) consultant

The EPD programme coordinator

No one

Other (please specify)

28. How would you rate the quality of your EPD supervision?

Excellent

Very good

Good

Adequate

Poor

Very poor

29. Do you consider that you have adequate opportunities to reflect on your practice?

Yes

No

Please comment/elaborate if you wish

30. Have you developed a Training and Development Plan? (please tick all that apply)

Yes, at the end of the NQSW Pilot Programme.

Yes, at the start of the EPD Programme

Yes, this is required for all social workers in my agency and not linked to EPD or NQSW Programmes

No, not yet, but I am expecting to do so with my supervisor.

No, I do not expect to do this.

Please comment if you wish

31. Since registering on the EPD Programme, have you used the EPD "outcome statements" to review your practice?

Yes, with my supervisor.

Yes, by myself.

No, but I am expecting to do so with my supervisor.

No, I do not expect to use the outcome statements

Please comment if you wish

EPD Self Efficacy

The following six "outcome statements" are taken from the EPD OUTCOMES STATEMENTS AND GUIDANCE published by CWDC. For a full description of the areas which they are intended to cover, please refer to Appendix 1 of that document. How confident are you that, AT THIS POINT IN TIME, you can.....?

Please give a rating from 1 to 10 where 1 = "not at all confident"; 5 = "moderately confident"; 10 = "extremely confident".

32. Information gathering

Respond to the complex needs of children, young people, their families or carers by gathering information, summarising it and producing assessment reports.

33. Analysing information and making recommendations

Collate relevant information, critically analyse the findings and develop recommendations.

34. Planning, implementation and review

Make decisions and develop a plan to support children and young people and/or their families. Implement, review and change plan if needed.

35. Working directly with the child, young person and their families or carers
 Work directly, be an advocate for the child or young person and promote positive family functioning.

36. Safeguarding, child protection and promoting the welfare of children and young people
 Promote the welfare of children and young people, identify and respond to safeguarding and child protection concerns and manage risk of significant harm.

37. Professional development
 Use a variety of formal and informal learning and educational opportunities to improve your social work skills and knowledge.

Personal role clarity and conflicts

38. Role Clarity
 When answering the following questions, imagine a scale running from one to seven (the left-most side being VERY FALSE and the right-most side being VERY TRUE).

Click the button that measures how much you think each statement applies to your job. Try to think about the actual nature of your job.

	VERY FALSE						VERY TRUE
I am certain about how much authority I have							
Clear, planned goals and objectives exist for my job							
I know that I have divided my time properly							
I know what my responsibilities are							
I know exactly what is expected of me							
Explanation is clear of what has to be done							

39. Role conflict

As for the previous question, click the button that measures how much you think each statement applies to your job. Try to think about the actual nature of your job.

	VERY FALSE						VERY TRUE
I have to do things that should be done differently							
I receive an assignment without the staff to complete it							
I have to bend or ignore a rule or policy in order to carry out an assignment							
I work with two or more groups who operate quite differently							
I receive incompatible requests from two or more people							
I do things that are apt to be accepted by one person and not accepted by others							
I receive an assignment without adequate resources to carry it out							
I work on unnecessary things							

Job Satisfaction Scale

Please click the buttons to indicate how satisfied you are with the following aspects of your job.

40. Please indicate how satisfied or dissatisfied you are with:

	Very dissatisfied	Dissatisfied	Don't know	Satisfied	Very satisfied
Your Income					
Your Job Security					
The number of hours you work					
The flexibility of hours of work					
The ease of travel to work					
The management and supervision by your superiors					
Your relationship with fellow workers					
Opportunities for advancement					
Public respect for the sort of work you do					
Your own accomplishments					
The physical work conditions					
Developing your skills					
Having challenges to meet					
The actual tasks you do					
The variety of tasks					
Opportunities to use your own initiative					
Your work in general					

41. How likely is it that within a year you will be actively looking for a new job?
 not at all likely
 not very likely
 fairly likely
 very likely

42. If very or fairly likely to leave would this be for:
 Another job in children's social work
 A job in another area of social work
 A job outside social work altogether

Please comment if you wish

General Health Questionnaire (not included)

Personal characteristics and behaviour scale

55. This final part of the survey asks you to make a series of judgements about your attitudes to your work, your personal characteristics and behaviour. Please click the button that best corresponds to the strength of your disagreement or agreement.

	Strongly disagree	Disagree	Agree	Strongly Agree
I find little enthusiasm for working as a social worker				
My work is worthwhile				
I usually try to avoid becoming involved in service users' problems				
I can't imagine enjoying any profession as much as social work				
I speak up when practices seem contrary to the welfare of others				
I advocate for service users who can't or don't speak for themselves				
I don't find social work much of a challenge				
It bothers me that some service users don't receive the services they need				
If I could do it all over again, I would choose a profession other than social work				
I genuinely enjoy my profession				
I would continue to work in the field of social work even if I didn't need the money				
Most days I don't look forward to going to work				
I would delay personal plans in order to help a service user or colleague who needed assistance				
I try to identify and examine my personal biases when I perform my job duties				
Treating a service user with dignity and respect is as important as delivering direct services				
Parents should be informed of the consequences of their parenting practices at the outset of agency intervention				
I'm usually the first to offer help when someone needs something				
I find it easy to read service users' and colleagues' feelings				
When someone is having trouble, I am sensitive to their feelings and needs				

It is important that service users and/or staff for whom I am responsible know that I personally care about them.				
I am bothered when I cannot honour a commitment to a service user or colleague				

Close and prize draw

That's nearly it! Thank you very much for completing the questionnaire. If you wish, you may review your answers and make changes before exiting the survey.

In about nine months or so, we will be asking you to complete another short questionnaire which contains the outcome statements for the Early Professional Development Programme. This will give you another chance to win a book token! Please remember that your answers are anonymous and that no one will be able to identify you personally.

When you click 'done', your survey will be sent to us and a new web page will open giving you the opportunity to enter your email address if you wish to enter the prize draw.

If you do not wish to be part of the prize draw then simply click this option on the page. Please remember that you are entering your email address into a new survey which is not linked to this one so your answers remain confidential.

Thanks again for your help in this evaluation and good luck in the prize draw!

Appendix 5. Social worker's survey Time 2

Introduction

Welcome. Thank you for choosing to respond to this questionnaire for social workers participating in the Early Professional Development (EPD) Programme.

You should recognise this survey. We asked you to complete it when you first started the Early Professional Development (EPD) Programme in March last year. We are now asking you to complete the full survey again to see if your responses have changed. It's very important that you complete the full survey because this will enable us to assess the effects of the programme overall. Please complete this survey even if you did not do so on the previous occasions as your responses are still valuable.

Note: when you get to the end of this survey, you will find a link to full report on the first year of the NQSW programme, in which you participated.

Please work through this survey question by question. If you miss one of the questions, a red note will appear above it telling you to complete that question before moving on to the next page. Also please note that you may review and amend your answers before submitting if you wish, but you cannot 'exit' the survey and then return to complete it from the same point forward at a later time.

Please note that we do not ask for your name as we do not link responses to individuals. Instead, we begin by asking you three questions which will help us to match your responses on the three occasions you are asked to complete the questionnaire.

The information about your personal details will be stored securely on a password protected server at the University and will be anonymously processed by the researchers.

Note: The Children's Workforce Development Council (CWDC) has commissioned a team from Salford and Bristol Universities and King's College, London to conduct the external evaluation of the Early Professional Development (EPD) programme. This survey is being carried out by the University of Bristol as part of this evaluation.

1. What are the FIRST two letters of your FIRST (given) name? e.g. If your first name is JAne, you should write JA.
2. What are the LAST two letters of your LAST name? e.g. If your last name is SmiTH, you should write: TH.
3. What is the day and month of your birthday? e.g.19 (day) 04 (month).
Day Month
4. Did you complete this survey when we sent it at the start of the year?
(Please note that this time we are asking EVERYONE to provide answers to the

demographic questions again. This is because some of you have changed jobs and personal circumstances in the last two years. Thanks for your understanding.)

Yes

No

Not sure

Demographics

5. What gender are you?

Male

Female

6. What is your ethnicity?

White

Black

Mixed Race

Black British

Asian British

Asian

Chinese British

Chinese

Other (please specify)

7. What age are you?

21-30

31-40

41-50

51+

8. Was your social work degree at

Undergraduate level (BSc)

Postgraduate level (PGDip/MSc)

9. Did you get your social work qualification outside the UK?

Yes

No

10. What was the extent of your experience in CHILD CARE SOCIAL WORK prior to your first employment as an NQSW? (please tick all that apply)

Less than 6 months pre-degree experience

Pre-degree practice experience for 6 months or longer

One practice placement only whilst on degree course

Two or more practice placements whilst on degree course

No practice placement whilst on degree course

Part-time paid work in child care whilst on degree course

Post-degree temporary/agency child care social worker post

Current job

11. Have you changed your job since starting as an NQSW?

Yes
No

Current job follow-up

12. If Yes, what was your previous job and what is your current job?
Previous job title and focus (e.g. social worker, referrals and assessment team)
Current Job (e.g. social worker, youth offending team)

13. If you have changed jobs, is your current job with a new employer and/or a new area?

New Employer only
New area only
BOTH new employer and new area

14. If you have changed jobs, please explain why you changed your job?

15. Do you work full time or part time?

Full time
Part time

Employment status continued

16. If part time, how many days a week do you work?

17. What type of agency do you work for now?

If you are not sure, please open a new window in your web browser and paste in the following link: http://www.epolitix.com/fileadmin/epolitix/stakeholders/Factsheet_-_types_and_names_of_local_authorities_in_England_and_Wales_2010.pdf
(Sorry, you will not be able to click on this to open it. If cutting and pasting fails, you will find the link at the bottom of the covering email). Here you will find a list of all the local authorities in England with their type identified.

Unitary Authority
Metropolitan Authority
Voluntary
County Authority
London Borough

18. In which region are you based now?

If you are not sure, please open a new window in your web browser and paste in the following link: <http://www.gos.gov.uk/common/docs/239408/442543> (Sorry, you will not be able to click on this to open it. If cutting and pasting fails, you will find the link at the bottom of the covering email.)

London
South East
West Midlands
Yorkshire
North West
North East
East Midlands

South West
East

19. Contexts for your practice

PLEASE CHOOSE TWO OF THE FOLLOWING contexts in which you currently practice:

- a) Working with children and young people at risk of statutory intervention to safely address their needs while they remain with their parents, families and carers (family support);
- b) Working to protect children and young people from abuse, neglect, exploitation or significant harm (protection);
- c) Supporting children who have been placed with alternative carers (fostering and adoption);
- d) Working with children and young people who are being rehabilitated with their families and with their parents, families and foster carers;
- e) Supporting young people as they move into independent living;
- f) Working with disabled children and young people, their parents, families and carers;
- g) Working with children and young people who are the subject of court proceedings.

20. Please comment on your OVERALL experience of the Early Professional Development Programme to date.

21. Has your employer's decision to participate in the EPD programme influenced your decision to remain with your agency?

Yes

No

Please comment if you wish

EPD supervision

22. Since registering on the EPD Programme, have you received your entitlement of 2 hours per month of protected supervision focused on your professional development?

Yes, I have received 2 hours per month (on average)

No, I have received some professional development supervision but less than 2 hours per month.

No, I have not received any supervision for my professional development.

No, I don't think the EPD Programme has started in my agency yet. I have not received any supervision for my professional development.

EPD supervision follow-up

23. If Yes, (i.e you have received 2 hours per month of supervision on average), which of the following types of supervision have you had?

One-to-one supervision

Group supervision only

BOTH one-to-one and group supervision

24. If No, (and you have only received some professional supervision but less than 2 hours per month), what did this involve?

One-to-one supervision

Group supervision only

BOTH one-to-one and group supervision

25. If you wish, please comment on the amount of supervision you have received

26. Who is providing supervision for your professional development as an EPD social worker? (Please tick all that apply)

Your line manager

A training and development specialist from your agency

A senior practitioner

An external (freelance) consultant

The EPD programme coordinator

No one

Other (please specify)

27. To what extent has the supervision you have received on the EPD programme helped you improve your practice?

To a great extent

Somewhat

Very little

Not at all

Not applicable as I have not received any reflective supervision through the EPD programme

Please comment if you wish

Training and Development Plan follow-up

28. Do you have a training and development plan?

Yes, I developed this as part of the EPD Programme

Yes, this is required for all social workers in my organisation and not linked to the EPD Programme

No

Training and development opportunities

29. If you developed a Training and Development Plan through the EPD programme, to what extent has it helped you to improve your practice?

To a great extent

Somewhat

Very little

Not at all

Not applicable

Please comment if you wish

30. Have you had access to learning and development opportunities as part of the EPD programme?

Yes

No, not yet, but I expect to.

No, I do not expect this to happen.

Please comment if you wish.

31. Have you attended any of the EPD seminars organised by CWDC?

[These took place in 2010 on 18 February in Durham, 19 February in York, 25 February in London, 6 July in Birmingham and 8 July in Cambridge]

Yes

No, not yet, but I plan to attend a seminar in 2011

No, and I don't think I will attend any of the EPD seminars

I don't know what these are

32. Are you undertaking one or more elements of a PQ award as part of the EPD programme?

Yes

No

Elements of PQ award follow-up

33. If yes, what are you taking? (please tick all which apply)

Consolidation and preparation for specialist practice module

Specialist practice module. Please state which one(s) below.

Which specialist modules are you taking?

34. Since registering on the EPD Programme, have you used the EPD "outcome statements" to review your practice?

Yes, with my supervisor.

Yes, by myself.

No, but I am expecting to do so with my supervisor.

No, I do not expect to use the outcome statements

Please comment if you wish

EPD outcome statements follow-up

35. To what extent has using the EPD "outcome statements" helped you improve your practice?

To a great extent

Somewhat

Very little

Not at all

I have not used them

Please comment if you wish

EPD Self Efficacy

The following six "outcome statements" are taken from the EPD OUTCOMES STATEMENTS AND GUIDANCE published by CWDC. For a full description of the areas which they are intended to cover, please refer to Appendix 1 of that document.

How confident are you that, AT THIS POINT IN TIME, you can.....?

Please give a rating from 1 to 10 where 1 = "not at all confident"; 5 = "moderately confident"; 10 = "extremely confident".

36. Information gathering

Respond to the complex needs of children, young people, their families or carers by gathering information, summarising it and producing assessment reports.

37. Analysing information and making recommendations

Collate relevant information, critically analyse the findings and develop recommendations.

38. Planning, implementation and review

Make decisions and develop a plan to support children and young people and/or their families. Implement, review and change plan if needed.

39. Working directly with the child, young person and their families or carers

Work directly, be an advocate for the child or young person and promote positive family functioning.

40. Safeguarding, child protection and promoting the welfare of children and young people

Promote the welfare of children and young people, identify and respond to safeguarding and child protection concerns and manage risk of significant harm.

41. Professional development

Use a variety of formal and informal learning and educational opportunities to improve your social work skills and knowledge.

Personal role clarity and conflicts

42. Role Clarity

When answering the following questions, imagine a scale running from one to seven (the left-most side being VERY FALSE and the right-most side being VERY TRUE).

Click the button that measures how much you think each statement applies to your job. Try to think about the actual nature of your job.

	VERY FALSE						VERY TRUE
I am certain about how much authority I have							
Clear, planned goals and objectives exist for my job							
I know that I have divided my time properly							
I know what my responsibilities are							
I know exactly what is expected of me							
Explanation is clear of what has to be done							

43. Role conflict

As for the previous question, click the button that measures how much you think each statement applies to your job. Try to think about the actual nature of your job.

	VERY FALSE						VERY TRUE
I have to do things that should be done differently							
I receive an assignment without the staff to complete it							
I have to bend or ignore a rule or policy in order to carry out an assignment							
I work with two or more groups who operate quite differently							
I receive incompatible requests from two or more people							
I do things that are apt to be accepted by one person and not accepted by others							
I receive an assignment without adequate resources to carry it out							
I work on unnecessary things							

Job Satisfaction Scale

Please click the buttons to indicate how satisfied you are with the following aspects of your job.

44. Please indicate how satisfied or dissatisfied you are with:

	Very dissatisfied	Dissatisfied	Don't know	Satisfied	Very satisfied
Your Income					
Your Job Security					
The number of hours you work					
The flexibility of hours of work					
The ease of travel to work					
The management and supervision by your superiors					
Your relationship with fellow workers					
Opportunities for advancement					
Public respect for the sort of work you do					
Your own accomplishments					
The physical work conditions					
Developing your skills					
Having challenges to meet					
The actual tasks you do					
The variety of tasks					
Opportunities to use your own initiative					
Your work in general					

Likelihood of looking for a new job in the coming year

45. How likely is it that within a year you will be actively looking for a new job?
 not at all likely
 not very likely
 fairly likely
 very likely

Likelihood of looking for a new job follow-up

46. If "fairly" or "very likely" to leave would this be for:
Another job in children's social work
A job in another area of social work
A job outside social work altogether

Please comment if you wish

General Health Questionnaire (not included)

Close and prize draw

That's nearly it! Thank you very much for completing the questionnaire.

If you wish, you may review your answers and make changes before exiting the survey.

The final survey will be launched in October/November 2011. This will give you another chance to win a book token.

Please remember that your answers are anonymous and that no one will be able to identify you personally.

When you click 'done', your survey will be sent to us and a new web page will open giving you the opportunity to enter your email address if you wish to enter the prize draw.

If you do not wish to be part of the prize draw then simply click this option on the page. Please remember that you are entering your email address into a new survey which is not linked to this one so your answers remain confidential.

You will also find links to the report on Year 1 of the NQSW programme.

Thanks again for your help in this evaluation and good luck in the prize draw!

Appendix 6. Social worker's survey Time 3

Introduction

Welcome. Thank you for choosing to respond to this questionnaire for social workers participating in the Early Professional Development (EPD) Programme.

You should recognise this survey. We first asked you to complete it when you first started the Early Professional Development (EPD) programme, and then again after you completed the first year of the EPD programme. We are now asking you to complete at the end of the EPD programme so we can see if your responses have changed. It's very important that you complete the full survey because this will enable us to assess the effects of the programme overall. **PLEASE COMPLETE THIS SURVEY EVEN IF YOU DID NOT DO SO ON THE PREVIOUS OCCASIONS AS YOUR RESPONSES ARE STILL VALUABLE.**

Please work through this survey question by question. It should take around 20-30 minutes to complete. If you miss one of the questions, a red note will appear above it telling you to complete that question before moving on to the next page. Also please note that you may review and amend your answers before submitting if you wish, but you cannot 'exit' the survey and then return to complete it from the same point forward at a later time.

Please note that we do not ask for your name as we do not link responses to individuals. Instead, we begin by asking you three questions which will help us to match your responses on the three occasions you are asked to complete the questionnaire.

The information about your personal details will be stored securely on a password protected server at the University and will be anonymously processed by the researchers.

Note: The Children's Workforce Development Council (CWDC) has commissioned a team from Salford and Bristol Universities and King's College, London to conduct the external evaluation of the Early Professional Development (EPD) programme. This survey is being carried out by the University of Bristol as part of this evaluation.

1. What are the FIRST two letters of your FIRST (given) name? e.g. If your first name is JAne, you should write JA.
2. What are the LAST two letters of your LAST name? e.g. If your last name is SmiTH, you should write: TH.
3. What is the day and month of your birthday? e.g.19 (day) 04 (month).
Day Month
4. Did you complete this survey when we sent it at the start of the year?
(Please note that this time we are asking EVERYONE to provide answers to the

demographic questions again. This is because some of you have changed jobs and personal circumstances in the last two years. Thanks for your understanding.)

Yes

No

Not sure

Demographics

5. What gender are you?

Male

Female

6. What is your ethnicity?

White

Black

Mixed Race

Black British

Asian British

Asian

Chinese British

Chinese

Other (please specify)

7. What age are you?

21-30

31-40

41-50

51+

8. Was your social work degree at

Undergraduate level (BSc)

Postgraduate level (PGDip/MSc)

9. Did you get your social work qualification outside the UK?

Yes

No

10. What was the extent of your experience in CHILD CARE SOCIAL WORK prior to your first employment as an NQSW? (please tick all that apply)

Less than 6 months pre-degree experience

Pre-degree practice experience for 6 months or longer

One practice placement only whilst on degree course

Two or more practice placements whilst on degree course

No practice placement whilst on degree course

Part-time paid work in child care whilst on degree course

Post-degree temporary/agency child care social worker post

11. Have you changed your job since starting as an NQSW?

Yes

No

Current job follow-up

12. If Yes, what was your previous job and what is your current job?

Previous job title and focus (e.g. social worker, referrals and assessment team)

Current Job (e.g. social worker, youth offending team)

13. If you have changed jobs, is your current job with a new employer and/or a new area?

New Employer only

New area only

BOTH new employer and new area

14. If you have changed jobs, please explain why you changed your job?

15. Do you work full time or part time?

Full time

Part time

Employment status continued

16. If part time, how many days a week do you work?

17. What type of agency do you work for now?

If you are not sure, please open a new window in your web browser and paste in the following link: http://www.epolitix.com/fileadmin/epolitix/stakeholders/Factsheet_-_types_and_names_of_local_authorities_in_England_and_Wales_2010.pdf

(Sorry, you will not be able to click on this to open it. If cutting and pasting fails, you will find the link at the bottom of the covering email). Here you will find a list of all the local authorities in England with their type identified.

Unitary Authority

Metropolitan Authority

Voluntary

County Authority

London Borough

18. In which region are you based now?

If you are not sure, please open a new window in your web browser and paste in the following link: <http://www.gos.gov.uk/common/docs/239408/442543> (Sorry, you will not be able to click on this to open it. If cutting and pasting fails, you will find the link at the bottom of the covering email.)

London

South East

West Midlands

Yorkshire

North West

North East

East Midlands

South West

East

19. Contexts for your practice

PLEASE CHOOSE TWO OF THE FOLLOWING contexts in which you currently practice:

- a) Working with children and young people at risk of statutory intervention to safely address their needs while they remain with their parents, families and carers (family support);
- b) Working to protect children and young people from abuse, neglect, exploitation or significant harm (protection);
- c) Supporting children who have been placed with alternative carers (fostering and adoption);
- d) Working with children and young people who are being rehabilitated with their families and with their parents, families and foster carers;
- e) Supporting young people as they move into independent living;
- f) Working with disabled children and young people, their parents, families and carers;
- g) Working with children and young people who are the subject of court proceedings.

20. Please comment on your OVERALL experience of the Early Professional Development Programme to date.

21. Has your employer's decision to participate in the EPD programme influenced your decision to remain with your agency?

- Yes
- No

Please comment if you wish

EPD supervision

22. Since registering on the EPD Programme, have you received your entitlement of 2 hours per month of protected supervision focused on your professional development?

Yes, I have received 2 hours per month (on average)

No, I have received some professional development supervision but less than 2 hours per month.

No, I have not received any supervision for my professional development.

No, I don't think the EPD Programme has started in my agency yet. I have not received any supervision for my professional development.

EPD supervision follow-up

23. If Yes, (i.e you have received 2 hours per month of supervision on average), which of the following types of supervision have you had?

One-to-one supervision

Group supervision only

BOTH one-to-one and group supervision

24. If No, (and you have only received some professional supervision but less than 2 hours per month), what did this involve?

One-to-one supervision

Group supervision only

BOTH one-to-one and group supervision

25. If you wish, please comment on the amount of supervision you have received

26. Who provided supervision for your professional development as an EPD social worker? (Please tick all that apply)

Your line manager

A training and development specialist from your agency

A senior practitioner

An external (freelance) consultant

The EPD programme coordinator

No one

Other (please specify)

27. To what extent has the supervision you have received on the EPD programme helped you improve your practice?

To a great extent

Somewhat

Very little

Not at all

Not applicable as I have not received any reflective supervision through the EPD programme

Please comment if you wish

Training and Development Plan follow-up

28. Do you have a training and development plan?

Yes, I developed this as part of the EPD Programme

Yes, this is required for all social workers in my organisation and not linked to the EPD Programme

No

Training and development opportunities

29. If you developed a Training and Development Plan through the EPD programme, to what extent has it helped you to improve your practice?

To a great extent

Somewhat

Very little

Not at all

Not applicable

Please comment if you wish

30. Have you had access to learning and development opportunities as part of the EPD programme?

Yes

No, not yet, but I expect to.

No, I do not expect this to happen.

Please comment if you wish.

31. Have you attended any of the EPD seminars organised by CWDC?

[These took place in 2011 on 26 January and 21 June in London, on 15 February in Manchester, on 24 February in Bristol, on 2 March in Leeds, and 22 June in Nottingham]

Yes

No, not yet, but I plan to attend a seminar in 2011

No, and I don't think I will attend any of the EPD seminars

I don't know what these are

32. Are you undertaking one or more elements of a PQ award as part of the EPD programme?

Yes

No

Elements of PQ award follow-up

33. If yes, what did you undertake? (please tick all which apply)

Consolidation and preparation for specialist practice module

Specialist practice module. Please state which one(s) below.

Which specialist modules did you take?

34. Since registering on the EPD Programme, have you used the EPD "outcome statements" to review your practice?

Yes, with my supervisor.

Yes, by myself.

No, but I am expecting to do so with my supervisor.

No, I do not expect to use the outcome statements

Please comment if you wish

EPD outcome statements follow-up

35. To what extent has using the EPD "outcome statements" helped you improve your practice?

To a great extent

Somewhat

Very little

Not at all

I have not used them

Please comment if you wish

EPD Self Efficacy

The following six "outcome statements" are taken from the EPD OUTCOMES STATEMENTS AND GUIDANCE published by CWDC. For a full description of the areas which they are intended to cover, please refer to Appendix 1 of that document.

How confident are you that, AT THIS POINT IN TIME, you can.....?

Please give a rating from 1 to 10 where 1 = "not at all confident"; 5 = "moderately confident"; 10 = "extremely confident".

36. Information gathering

Respond to the complex needs of children, young people, their families or carers by gathering information, summarising it and producing assessment reports.

37. Analysing information and making recommendations

Collate relevant information, critically analyse the findings and develop recommendations.

38. Planning, implementation and review

Make decisions and develop a plan to support children and young people and/or their families. Implement, review and change plan if needed.

39. Working directly with the child, young person and their families or carers

Work directly, be an advocate for the child or young person and promote positive family functioning.

40. Safeguarding, child protection and promoting the welfare of children and young people

Promote the welfare of children and young people, identify and respond to safeguarding and child protection concerns and manage risk of significant harm.

41. Professional development

Use a variety of formal and informal learning and educational opportunities to improve your social work skills and knowledge.

Personal role clarity and conflicts

42. Role Clarity

When answering the following questions, imagine a scale running from one to seven (the left-most side being VERY FALSE and the right-most side being VERY TRUE).

Click the button that measures how much you think each statement applies to your job. Try to think about the actual nature of your job.

	VERY FALSE						VERY TRUE
I am certain about how much authority I have							
Clear, planned goals and objectives exist for my job							
I know that I have divided my time properly							
I know what my responsibilities are							
I know exactly what is expected of me							
Explanation is clear of what has to be done							

43. Role conflict

As for the previous question, click the button that measures how much you think each statement applies to your job. Try to think about the actual nature of your job.

	VERY FALSE						VERY TRUE
I have to do things that should be done differently							
I receive an assignment without the staff to complete it							
I have to bend or ignore a rule or policy in order to carry out an assignment							
I work with two or more groups who operate quite differently							
I receive incompatible requests from two or more people							
I do things that are apt to be accepted by one person and not accepted by others							
I receive an assignment without adequate resources to carry it out							
I work on unnecessary things							

Job Satisfaction Scale

Please click the buttons to indicate how satisfied you are with the following aspects of your job.

44. Please indicate how satisfied or dissatisfied you are with:

	Very dissatisfied	Dissatisfied	Don't know	Satisfied	Very satisfied
Your Income					
Your Job Security					
The number of hours you work					
The flexibility of hours of work					
The ease of travel to work					
The management and supervision by your superiors					
Your relationship with fellow workers					
Opportunities for advancement					
Public respect for the sort of work you do					
Your own accomplishments					
The physical work conditions					
Developing your skills					
Having challenges to meet					
The actual tasks you do					
The variety of tasks					
Opportunities to use your own initiative					
Your work in general					

Likelihood of looking for a new job in the coming year

45. How likely is it that within a year you will be actively looking for a new job?

Not at all likely

Not very likely

Fairly likely

Very likely

Likelihood of looking for a new job follow-up

46. If "fairly" or "very likely" to leave would this be for:
Another job in children's social work
A job in another area of social work
A job outside social work altogether

Please comment if you wish

General Health Questionnaire (not included)

Close and prize draw

That's nearly it! Thank you very much for completing the questionnaire.

If you wish, you may review your answers and make changes before exiting the survey.

Please remember that your answers are anonymous and that no one will be able to identify you personally.

When you click 'done', your survey will be sent to us and a new web page will open giving you the opportunity to enter your email address if you wish to enter the prize draw.

If you do not wish to be part of the prize draw then simply click this option on the page. Please remember that you are entering your email address into a new survey which is not linked to this one so your answers remain confidential.

You will also find links to the report on Year 1 of the NQSW programme.

Thanks again for your help in this evaluation and good luck in the prize draw!

Appendix 7. Supervisor's survey Time 1

1. Introduction

Welcome. Thank you for responding to this questionnaire for supervisors supporting the Early Professional Development (EPD) Pilot Programme.

The Children's Workforce Development Council (CWDC) has commissioned a team from Salford and Bristol Universities and King's College, London to conduct the external evaluation. This survey is being carried out by the University of Bristol as part of this evaluation.

Please answer the following questions, working through the survey question by question. If you miss one of the questions, a red note will appear above it telling you to complete that question before moving on to the next page. You will be able to review and amend your answers before submitting if you wish.

Please note that we do not ask for your name as we do not link responses to individuals. Instead, we begin by asking you two questions which will help us to identify and match your responses on the two occasions you are asked to complete the questionnaire. If you have not responded to one of these surveys before you will be asked some supplementary questions about your background.

Your responses will be stored securely on a password protected server at the University and any answers you provide will be anonymously processed by the researchers.

1. What are the first two letters of your first (given) name and that last two letters of your surname? e.g. If your name is JAne SmiTH, you should write: JATH.

2. What is the day and month of your birthday? e.g.19 (day) 04 (month).

3. Have you previously completed an online questionnaire from the University of Bristol as part of the external evaluation of the NQSW or EPD programmes?

Yes

No

Not sure

2. Demographics

1. What gender are you?

Male

Female

2. What is your ethnicity?

White

Black

Mixed Race

Black British

Asian
Chinese
Asian British
Chinese British
Other (please specify)

3. What age are you?

21-30
31-40
41-50
51+

4. What type of organisation do you work for?

If you are not sure, and work for a local authority, please open a new window in your web browser and paste in the following link: <http://www.lga.gov.uk/lga/aio/118631> (Sorry, you will not be able to click on this to open it. If cutting and pasting fails, you will find the link at the bottom of the covering email.) Here you will find a list of all the local authorities in England with their type identified.

Unitary Authority
County Authority
Metropolitan Authority
London Borough
Voluntary

5. In which region are you based?

If you are not sure, please open a new window in your web browser and paste in the following link: <http://www.gos.gov.uk/common/docs/239408/442543> (Sorry, you will not be able to click on this to open it. If cutting and pasting fails, you will find the link at the bottom of the covering email.)

London
Yorkshire
East Midlands
South East
North West
South West
West Midlands
North East
East

3. CWDC training and support for the EPD programme

CWDC has provided training for supervisors to support the EPD programme and EPD Handbooks. We would appreciate your views on these.

1. Have you completed the CWDC training for EPD supervisors?

Yes

No, I expect to undertake it next year

No, and I have no plans to undertake it

I have not heard about the EPD supervision training.

If applicable, please comment on the quality and usefulness of the training, or explain why you have not attended.

2. How do you rate the following elements of the support for the EPD Programme?

	Very good	Good	Not sure	Poor	Very Poor	Not aware
The usefulness of the six EPD Outcome statements						
Guidance and review questions for EPD social workers and their supervisors in the EPD handbook.						
Proforma for the training and development plan and review.						
EPD supervision and record forms						
Overall quality of the EPD Guide for Supervisors						

Please comment on any of the above.

4. Supervising Social Workers on the EPD programme

1. Are you

A line manager of the EPD social worker(s) you are supervising

A senior practitioner in the team.

The EPD programme coordinator.

A training and development specialist in the agency.

A freelance supervisor working under contract to the agency.

Other (please specify in the space provided below)

2. You may have supervised, and/or be currently supervising social workers, on the NQSW programme.

Please tell us how many participants on the NQSW and EPD programmes you are/you have supervised.

NQSWs who started from September 2008 up to the end of August 2009

NQSWs who started from September 2009 up to the end of August 2010

EPD social workers who started from September 2010 to the current day

EPD social workers who started from September 2009 up to the end of August 2010

NQSWs who started from September 2010 to the current day

3. When did the EPD programme start in your organisation?

Month (2 digits, eg. February=02)

Year (eg. 2010)

5. Self-efficacy in Supervision

Please respond to the following statements in relation to your work as a supervisor of social workers on the EPD pilot programme.

Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately

confident"; 10 "extremely confident".

1. Supervision systems - How confident are you that, AT THIS POINT IN TIME, you can:

Engage and maintain social workers in a purposeful and supportive supervisory working relationship?

2. Professional development and training - How confident are you that, AT THIS POINT IN TIME, you can:

Help identify social workers' strengths and learning needs and integrate them within development and training plans?

3. Supervisory interventions – How confident are you that, AT THIS POINT IN TIME, you can:

Plan, deliver and review supervisory interventions which assist social workers in achieving the 6 EPD Outcome Statements?

4. Identifying difficulties - How confident are you that, AT THIS POINT IN TIME, you can:

Help social workers identify and overcome any particular difficulties, such as work conflicts and other pressures?

5. Supporting – How confident are you that, AT THIS POINT IN TIME, you can:

Assist social workers to understand the emotional impact of their work and seek appropriate specialist support if needed?

6. Workload - How confident are you that, AT THIS POINT IN TIME, you can:

Ensure social workers' workloads are effectively allocated, managed and reviewed, with clarity about accountability?

7. Practice – How confident are you that, AT THIS POINT IN TIME, you can:

Facilitate reflective and analytical thinking and promote decision making by social workers based on careful evaluation of available evidence?

8. User-centred practice – How confident are you that, AT THIS POINT IN TIME, you can:

Help ensure that a social worker's work with service users is outcomes-focused and that users' views are taken into account in service design and delivery?

9. Feedback on practice - How confident are you that, AT THIS POINT IN TIME, you can:

Obtain and give timely feedback on a social worker's practice, including feedback from service users?

10. Feedback on Supervision – How confident are you that, AT THIS POINT IN TIME, you can:

Give and receive constructive feedback on the supervisory relationship and supervision practice?

6. Supervising NQSWs

1. How easy or difficult has it been for you to provide the two hours of reflective supervision per month for the EPD social workers you are supervising?

Very easy

Easy

Not sure

Difficult

Very difficult

Please explain.

7. Supervisor's Assessments of EPD SOCIAL WORKER 1

To complete the first part of the following section you will need to liaise with the social worker that you supervise to find out the unique code that they used when they completed their version of the questionnaire. You will probably already be able to establish their name code, but you may need to ask them for the day and month of their birth to complete question 2.

We do not use this information to identify individual supervisors or social workers, but rather so that we are able to match a supervisor's assessments of a social worker's efficacy to the social worker's assessments of their own efficacy.

PLEASE NOTE: If you supervise more than one EPD social worker, you will have the opportunity at the end of this questionnaire to complete it again in relation to each one that you supervise.

So that the research team can match the responses of EPD social workers and supervisors, please answer the following two questions about the EPD social workers you are supervising before completing the rating questions.

1. What are the first two letters of THE EPD SOCIAL WORKER THAT YOU SUPERVISE first (given) name and that last two letters of THEIR surname? e.g. If THEIR name is JAne SmiTH, you should write: JATH.

NB please check with them whether they have used their formal first/given name or a diminutive to answer this, (e.g. "Robert" or "Bob" would produce "RO" or "BO"). Please also make sure that you ask them for the name that they had at the time of the first survey, as some may have changed their names since this time.

2. What is the day and month of THE EPD SOCIAL WORKER'S birthday? e.g.19 (day) 04 (month).

The following six "outcome statements" are taken from the EPD OUTCOMES STATEMENTS AND GUIDANCE published by CWDC.

Please refer to this guidance and complete the rating scale for each statement. Please give each a rating from 1 to 10, where 1 = "not at all confident"; 5 = "Moderately confident"; 10 = "extremely confident".

3. Information gathering How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Respond to the complex needs of children, young people, their families or carers by gathering information, summarising it and producing assessment reports?

4. Analysing information and making recommendations How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Collate relevant information, critically analyse the findings and develop recommendations.

5. Planning, implementation and review How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Make decisions and develop a plan to support children and young people and/or their families. Implement, review and change plan if needed.

6. Working directly with the child, young person and their families or carers How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Work directly, be an advocate for the child or young person and promote positive family functioning.

7. Safeguarding, child protection and promoting the welfare of children and young people How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Promote the welfare of children and young people, identify and respond to safeguarding and child protection concerns and manage risk of significant harm.

8. Professional development How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Use a variety of formal and informal learning and educational opportunities to improve your social work skills and knowledge.

9. Do you supervise any other EPD social workers who have been working in the organisation for 3 months or longer?

Yes

No

8. Supervisor's Assessments of EPD SOCIAL WORKER 2

To complete the first part of the following section you will need to liaise with the social worker that you supervise to find out the unique code that they used when they completed their version of the questionnaire. You will probably already be able to establish their name code, but you may need to ask them for the day and month of their birth to complete question 2.

We do not use this information to identify individual supervisors or social workers, but rather so that we are able to match a supervisor's assessments of a social worker's efficacy to the social worker's assessments of their own efficacy.

PLEASE NOTE: If you supervise more than one EPD social worker, you will have the opportunity at the end of this questionnaire to complete it again in relation to each one that you supervise.

So that the research team can match the responses of EPD social workers and supervisors, please answer the following two questions about the EPD social workers you are supervising before completing the rating questions.

1. What are the first two letters of THE EPD SOCIAL WORKER THAT YOU SUPERVISE first (given) name and that last two letters of THEIR surname? e.g. If THEIR name is JAne SmiTH, you should write: JATH.

NB please check with them whether they have used their formal first/given name or a diminutive to answer this, (e.g. "Robert" or "Bob" would produce "RO" or "BO"). Please also make sure that you ask them for the name that they had at the time of the first survey, as some may have changed their names since this time.

2. What is the day and month of THE EPD SOCIAL WORKER'S birthday? e.g. 19 (day) 04 (month).

The following six "outcome statements" are taken from the EPD OUTCOMES STATEMENTS AND GUIDANCE published by CWDC.

Please refer to this guidance and complete the rating scale for each statement. Please give each a rating from 1 to 10, where 1 = "not at all confident"; 5 = "Moderately confident"; 10 = "extremely confident".

3. Information gathering How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Respond to the complex needs of children, young people, their families or carers by gathering information, summarising it and producing assessment reports?

4. Analysing information and making recommendations How

confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Collate relevant information, critically analyse the findings and develop recommendations.

5. Planning, implementation and review How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Make decisions and develop a plan to support children and young people and/or their families. Implement, review and change plan if needed.

6. Working directly with the child, young person and their families or carers How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Work directly, be an advocate for the child or young person and promote positive family functioning.

7. Safeguarding, child protection and promoting the welfare of children and young people How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Promote the welfare of children and young people, identify and respond to

safeguarding and child protection concerns and manage risk of significant harm.

8. Professional development How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Use a variety of formal and informal learning and educational opportunities to improve your social work skills and knowledge.

9. Do you supervise any other EPD social workers who have been working in the organisation for 3 months or longer?

Yes

No

9. Supervisor's Assessments of EPD SOCIAL WORKER 3

To complete the first part of the following section you will need to liaise with the social worker that you supervise to find out the unique code that they used when they completed their version of the questionnaire. You will probably already be able to establish their name code, but you may need to ask them for the day and month of their birth to complete question 2.

We do not use this information to identify individual supervisors or social workers, but rather so that we are able to match a supervisor's assessments of a social worker's efficacy to the social worker's assessments of their own efficacy.

PLEASE NOTE: If you supervise more than one EPD social worker, you will have the opportunity at the end of this questionnaire to complete it again in relation to each one that you supervise.

So that the research team can match the responses of EPD social workers and supervisors, please answer the following two questions about the EPD social workers you are supervising before completing the rating questions.

1. What are the first two letters of THE EPD SOCIAL WORKER THAT YOU SUPERVISE first (given) name and that last two letters of THEIR surname? e.g. If THEIR name is JAne SmiTH, you should write: JATH.

NB please check with them whether they have used their formal first/given name or a diminutive to answer this, (e.g. "Robert" or "Bob" would produce "RO" or "BO"). Please also make sure that you ask them for the name that they had at the time of the first survey, as some may have changed their names since this time.

2. What is the day and month of THE EPD SOCIAL WORKER'S birthday? e.g.19 (day) 04 (month).

The following six "outcome statements" are taken from the EPD OUTCOMES STATEMENTS AND GUIDANCE published by CWDC.

Please refer to this guidance and complete the rating scale for each statement. Please give each a rating from 1 to 10, where 1 = "not at all confident"; 5 = "Moderately confident"; 10 = "extremely confident".

3. Information gathering How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Respond to the complex needs of children, young people, their families or carers by gathering information, summarising it and producing assessment reports?

4. Analysing information and making recommendations How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Collate relevant information, critically analyse the findings and develop recommendations.

5. Planning, implementation and review How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Make decisions and develop a plan to support children and young people and/or their families. Implement, review and change plan if needed.

6. Working directly with the child, young person and their families or carers How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Work directly, be an advocate for the child or young person and promote positive family functioning.

7. Safeguarding, child protection and promoting the welfare of children and young people How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Promote the welfare of children and young people, identify and respond to safeguarding and child protection concerns and manage risk of significant harm.

8. Professional development How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Use a variety of formal and informal learning and educational opportunities to improve your social work skills and knowledge.

9. Do you supervise any other EPD social workers who have been working in the organisation for 3 months or longer?

Yes

No

10. Supervisor's Assessments of EPD SOCIAL WORKER 4

To complete the first part of the following section you will need to liaise with the social worker that you supervise to find out the unique code that they used when they completed their version of the questionnaire. You will probably already be able to establish their name code, but you may need to ask them for the day and month of their birth to complete question 2.

We do not use this information to identify individual supervisors or social workers, but rather so that we are able to match a supervisor's assessments of a social worker's efficacy to the social worker's assessments of their own efficacy.

PLEASE NOTE: If you supervise more than one EPD social worker, you will have the opportunity at the end of this questionnaire to complete it again in relation to each one that you supervise.

So that the research team can match the responses of EPD social workers and supervisors, please answer the following two questions about the EPD social workers you are supervising before completing the rating questions.

1. What are the first two letters of THE EPD SOCIAL WORKER THAT YOU SUPERVISE first (given) name and that last two letters of THEIR surname? e.g. If THEIR name is JAne SmiTH, you should write: JATH.

NB please check with them whether they have used their formal first/given name or a diminutive to answer this, (e.g. "Robert" or "Bob" would produce "RO" or "BO"). Please also make sure that you ask them for the name that they had at the time of the first survey, as some may have changed their names since this time.

2. What is the day and month of THE EPD SOCIAL WORKER'S birthday? e.g. 19 (day) 04 (month).

The following six "outcome statements" are taken from the EPD OUTCOMES STATEMENTS AND GUIDANCE published by CWDC.

Please refer to this guidance and complete the rating scale for each statement. Please give each a rating from 1 to 10, where 1 = "not at all confident"; 5 = "Moderately confident"; 10 = "extremely confident".

3. Information gathering How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Respond to the complex needs of children, young people, their families or carers by gathering information, summarising it and producing assessment reports?

4. Analysing information and making recommendations How confident are you that, AT THIS POINT IN TIME, the EPD social worker can: Collate relevant information, critically analyse the findings and develop recommendations.

5. Planning, implementation and review How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Make decisions and develop a plan to support children and young people and/or their families. Implement, review and change plan if needed.

6. Working directly with the child, young person and their families or carers How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Work directly, be an advocate for the child or young person and promote positive family functioning.

7. Safeguarding, child protection and promoting the welfare of children and young people How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Promote the welfare of children and young people, identify and respond to

safeguarding and child protection concerns and manage risk of significant harm.

8. Professional development How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Use a variety of formal and informal learning and educational opportunities to improve your social work skills and knowledge.

9. Do you supervise any other EPD social workers who have been working in the organisation for 3 months or longer?

Yes

No

11. Supervisor's Assessments of EPD SOCIAL WORKER 5

To complete the first part of the following section you will need to liaise with the social worker that you supervise to find out the unique code that they used when they completed their version of the questionnaire. You will probably already be able to establish their name code, but you may need to ask them for the day and month of their birth to complete question 2.

We do not use this information to identify individual supervisors or social workers, but rather so that we are able to match a supervisor's assessments of a social worker's efficacy to the social worker's assessments of their own efficacy.

PLEASE NOTE: If you supervise more than one EPD social worker, you will have the opportunity at the end of this questionnaire to complete it again in relation to each one that you supervise.

So that the research team can match the responses of EPD social workers and supervisors, please answer the following two questions about the EPD social workers you are supervising before completing the rating questions.

1. What are the first two letters of THE EPD SOCIAL WORKER THAT YOU SUPERVISE first (given) name and that last two letters of THEIR surname? e.g. If THEIR name is JAne SmiTH, you should write: JATH.

NB please check with them whether they have used their formal first/given name or a diminutive to answer this, (e.g. "Robert" or "Bob" would produce "RO" or "BO"). Please also make sure that you ask them for the name that they had at the time of the first survey, as some may have changed their names since this time.

2. What is the day and month of THE EPD SOCIAL WORKER'S birthday? e.g.19 (day) 04 (month).

The following six "outcome statements" are taken from the EPD OUTCOMES STATEMENTS AND GUIDANCE published by CWDC.

Please refer to this guidance and complete the rating scale for each statement. Please give each a rating from 1 to 10, where 1 = "not at all confident"; 5 = "Moderately confident"; 10 = "extremely confident".

3. Information gathering How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Respond to the complex needs of children, young people, their families or carers by gathering information, summarising it and producing assessment reports?

4. Analysing information and making recommendations How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Collate relevant information, critically analyse the findings and develop recommendations.

5. Planning, implementation and review How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Make decisions and develop a plan to support children and young people and/or their families. Implement, review and change plan if needed.

6. Working directly with the child, young person and their families or carers How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Work directly, be an advocate for the child or young person and promote positive family functioning.

7. Safeguarding, child protection and promoting the welfare of children and young people How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Promote the welfare of children and young people, identify and respond to safeguarding and child protection concerns and manage risk of significant harm.

8. Professional development How confident are you that, AT THIS POINT IN TIME, the EPD social worker can:

Use a variety of formal and informal learning and educational opportunities to improve your social work skills and knowledge.

9. Do you supervise any other EPD social workers who have been working in the organisation for 3 months or longer?

Yes

No

12. Comments

1. Do you have any reflections on your experience and learning from participating in the EPD Pilot Programme so far?

2. Do you have any comments on the implementation of the EPD pilot programme?

13. Close

That's it! Thank you very much for completing the questionnaire. If you wish, you may review your answers and make changes before exiting the survey by pressing the 'Prev' button.

We will ask you to complete a version of the survey once more at the end of the Pilot Programme. This will enable us to see if your answers have changed.

Please remember that your answers are anonymous and that no one will be able to identify you personally.

Please now exit this survey and close your browser.

Thanks again for your help in this evaluation.

Appendix 8. Supervisor's survey Time 2 and 3

1. Introduction

Welcome. Thank you for responding to this questionnaire for supervisors supporting the Early Professional Development (EPD) Programme.

You may recall that we sent you a similar questionnaire about the EPD social workers that you supervise at the start of the programme, and one again after the first year of the programme. Thank you very much to all those who responded. We are now asking you to complete the EPD survey one final time so that we can see how things have changed.

PLEASE COMPLETE THIS SURVEY EVEN IF YOU DID NOT DO SO ON THE PREVIOUS OCCASIONS AS YOUR RESPONSES ARE STILL VALUABLE.

If you also supervise any current NQSWs, then you will have also recently received a survey from us about that programme. Thank you for responding to that survey also. Please answer the following questions, working through the survey question by question. The survey should take around 10-15 minutes to complete. If you miss one of the questions, a red note will appear above it telling you to complete that question before moving on to the next page. You will be able to review and amend your answers before submitting if you wish.

Please note that we do not ask for your name as we do not link responses to individuals. Instead, we begin by asking you two questions which will help us to identify and match your responses on the two occasions you are asked to complete the questionnaire.

Your responses will be stored securely on a password protected server at the University and any answers you provide will be anonymously processed by the researchers.

Note: The Children's Workforce Development Council (CWDC) has commissioned a team from Salford and Bristol Universities and King's College, London to conduct the external evaluation. This survey is being carried out by the University of Bristol as part of this evaluation.

1. What are the first two letters of your FIRST (given) name? e.g. If your first name is JAne, you should write: JA.

2. What are the LAST two letters of your LAST name? e.g. If your LAST name is SmiTH, you should write TH.

Incidentally, if your name has changed since you first completed the survey around a year ago, please use the name you had at the time of the first survey so that we are able to match your responses correctly. Thanks.

3. What is the day and month of your birthday? e.g.19 (day) 04 (month).

4. Have you previously completed an online questionnaire from the University of Bristol as part of the external evaluation of the NQSW or EPD programmes?

Yes

No

Not sure

2. Demographics

5. What gender are you?

Male

Female

6. What is your ethnicity?

White

Black

Mixed Race

Black British

Asian

Chinese

Asian British

Chinese British

Other (please specify)

7. What age are you?

21-30

31-40

41-50

51+

8. What type of organisation do you work for?

If you are not sure, and work for a local authority, please open a new window in your web browser and paste in the following link:

http://www.epolitix.com/fileadmin/epolitix/stakeholders/Factsheet__types_and_names_of_local_authorities_in_England_and_Wales_2010.pdf (Sorry, you will not be able to click on this to open it. If cutting and pasting fails, you will find the link at the bottom of the covering email.) Here you will find a list of all the local authorities in England with their type identified.

Unitary Authority

County Authority

Metropolitan Authority

London Borough

Voluntary

9. In which region are you based?

If you are not sure, please open a new window in your web browser and paste in the

following link: <http://www.gos.gov.uk/common/docs/239408/442543> (Sorry, you will not be able to click on this to open it. If cutting and pasting fails, you will find the link at the bottom of the covering email.)

London (all London Boroughs)

Yorkshire

East Midlands

South East

North West

South West

West Midlands

North East

East

3. CWDC training and support for the EPD programme

CWDC has provided training for supervisors to support the EPD programme and EPD Handbooks. We would appreciate your views on these.

10. Have you completed the CWDC training for EPD supervisors?

Yes

No, but I would like to take it if offered again

No, and I have no plans to undertake it

I have not heard about the EPD supervision training.

If applicable, please comment on the quality and usefulness of the training, or explain why you have not attended.

11. How do you rate the following elements of the support for the EPD Programme?

	Very good	Good	Not sure	Poor	Very Poor	Not aware
The usefulness of the six EPD Outcome statements						
Guidance and review questions for EPD social workers and their supervisors in the EPD handbook.						
Proforma for the training and development plan and review.						
EPD supervision and record forms						
Overall quality of the EPD Guide for Supervisors						

Please comment on any of the above.

4. Supervising Social Workers on the EPD programme

12. Are you: (you may tick more than one response)

A line manager of the EPD social worker(s) you are supervising

A senior practitioner in the team.

The EPD programme coordinator.

A training and development specialist in the agency.
A freelance supervisor working under contract to the agency.
Other (please specify in the space provided below)

13. You may have supervised, and/or be currently supervising social workers, on the NQSW programme. Please tell us how many participants on the NQSW and EPD programmes you are/you have supervised.
EPD social workers who started from September 2009 up to the end of August 2010
EPD social workers who started from September 2010 to the current day
NQSWs who started from September 2008 up to the end of August 2009
NQSWs who started from September 2009 up to the end of August 2010
NQSWs who started from September 2010 to the current day

14 When did the EPD programme start in your organisation? (If you do not know the month, please just enter the year)
Month (2 digits, eg. February=02)
Year (eg. 2010)

5. Self-efficacy in Supervision

Please respond to the following statements in relation to your work as a supervisor of social workers on the EPD pilot programme.

Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 "extremely confident".

15. Supervision systems - How confident are you that, AT THIS POINT IN TIME, you can:
Engage and maintain social workers in a purposeful and supportive supervisory working relationship?

16. Professional development and training - How confident are you that, AT THIS POINT IN TIME, you can:
Help identify social workers' strengths and learning needs and integrate them within development and training plans?

17. Supervisory interventions – How confident are you that, AT THIS POINT IN TIME, you can:
Plan, deliver and review supervisory interventions which assist social workers in achieving the 6 EPD Outcome Statements?

18. Identifying difficulties - How confident are you that, AT THIS POINT IN TIME, you can:
Help social workers identify and overcome any particular difficulties, such as work conflicts and other pressures?

19. Supporting – How confident are you that, AT THIS POINT IN TIME, you can:
Assist social workers to understand the emotional impact of their work and seek appropriate specialist support if needed?

20. Workload - How confident are you that, AT THIS POINT IN TIME, you can: Ensure social workers' workloads are effectively allocated, managed and reviewed, with clarity about accountability?

21. Practice – How confident are you that, AT THIS POINT IN TIME, you can: Facilitate reflective and analytical thinking and promote decision making by social workers based on careful evaluation of available evidence?

22. User-centred practice – How confident are you that, AT THIS POINT IN TIME, you can: Help ensure that a social worker's work with service users is outcomes-focused and that users' views are taken into account in service design and delivery?

23. Feedback on practice - How confident are you that, AT THIS POINT IN TIME, you can: Obtain and give timely feedback on a social worker's practice, including feedback from service users?

24. Feedback on Supervision – How confident are you that, AT THIS POINT IN TIME, you can: Give and receive constructive feedback on the supervisory relationship and supervision practice?

6. Supervising EPD social workers

25. How easy or difficult has it been for you to provide the two hours of reflective supervision per month for the EPD social workers you are supervising?

Very easy

Easy

Not sure

Difficult

Very difficult

Please explain.

7. Overall EPD Social Worker Efficacy

26. Thinking specifically about the EPD social workers in your organisation who started the EPD programme from September 2009 up to the end of August 2010, on a scale of 1-10, how would you rate your confidence in their efficacy as children and families social workers?

	Extremely unconfident				Neither unconfident or confident				Extremely confident
At the start of the programme									
At this point in the programme									

Please comment

8. Comments

27. Do you have any reflections on your experience and learning from participating in the EPD Programme so far?

28. Do you have any comments on the implementation of the EPD programme?

9. Close

That's it! Thank you very much for completing the questionnaire. If you wish, you may review your answers and make changes before exiting the survey by pressing the 'Prev' button.

Please remember that your answers are anonymous and that no one will be able to identify you personally.

Please now exit this survey and close your browser.

Thanks again for your help in this evaluation.

Appendix 9. Telephone Interviews with Senior Managers

The following questions form the basis of a telephone interview, and will be supplied to participants in advance of the interview along with an information sheet concerning the evaluation.

Introduction

The purpose of these interviews is:

- To enable the most suitable person at managerial level to provide data for the research in the form of opinion, from a strategic perspective, of the value of the Early Professional Development (EPD) Programme.

Your knowledge of some areas covered below may be limited; please provide an answer if at all possible based upon your best available knowledge.

Section One: Organisational context

If this is the first contact with this organisation please ask questions 1&2 below:

- 1) How would you describe the main component of your work role?
 - a) Senior manager (e.g. Director/Assistant Director/Head of Service)
 - b) Operational Manager (e.g. Service Manager)
- 2) Size of organisation (no. of qualified social work employees in social work/care)
 - a) 10 or fewer
 - b) 11-50
 - c) 51-100
 - d) 101-200
 - e) 201+

If this is the second visit please ask questions 3&4 below

- 3) Has there been any change in the main component of your work role since the last time you were interviewed as part of this evaluation?
- 4) Has there been any change in the size of organisation (no. of qualified social work employees in social work/care) since the last time you were interviewed as part of this evaluation?
 - a) 10 or fewer
 - b) 11-50
 - c) 51-100
 - d) 101-200
 - e) 201+
- 5) What has been the extent and nature of your personal involvement, within your organisation, in the EPD programme, since its inception in 2009?
Prompt

- a) Has this changed during the period of involvement?
- 6) Have any changes been introduced within your organisation, that are a result of your organisation's experience of the EPD programme over the past two years?
Prompt
 - a) Changes supported by the experience of EPD
- 7) Has the external environment had an impact on staffing in your organisation in the past twelve months?
Prompts:
 - a) Freeze/reduction in recruitment
 - b) Impact on workload
 - c) Staffing to support EPD social workers
 - d) Impact of financial settlement

Section Two: Overall impact of the EPD programme in your organisation

- 8) How effectively do you think your organisation supported social workers in their second and third year after qualification prior to your organisation's involvement with the EPD programme?
- 9) Overall, how effectively do you believe your organisation has implemented the EPD programme?
Prompts:
- 10) Overall, how effectively do you believe CWDC has implemented the EPD programme?
- 11) How has the transition for social workers been managed between participation in the NQSW to the EPD programme?
- 12) What has been the overall impact of the EPD programme on your organisation?
 - a) in relation to:
 - i) benefits and/or costs
 - ii) the skills of supervisors and managers (e.g. impact on quality of supervision/supervisor confidence & capability)
 - iii) the expectations of the workforce about receiving and enabling professional development
 - iv) the way employers and the workforce think about and deliver support for social workers in their second and third year after qualification social workers
- 13) How successful/unsuccessful has the programme been in meeting the aims to:
 - a) Improve training and development opportunities for social workers working with children and families during their second and third year of employment?
 - b) Improve the practice of social workers?
 - c) Promote and improve effective supervision?
- 14) Can you offer any evidence about how successful/unsuccessful the programme has been in improving outcomes for:

- a) Social workers in their second and third year after qualification?
- b) Their clients?

Section Three: Recruitment and retention of social workers in your organisation

15) How has the EPD Programme affected your retention of social workers in the second and third year of employment?

Prompts:

- a) Experienced staff?
- b) Patterns of retention (e.g. have you retained more or less shortly after the first year in employment?)
- c) Specific problems with the retention of shortly after the first year in employment social workers compared with before you began the EPD programme?

16) How has the EPD Programme affected your recruitment of social workers in the second and third year of employment?

Prompts:

- a) Patterns of recruitment (e.g. have you recruited more or less shortly after the first year in employment rather than experienced staff?)
- b) Specific problems with the recruitment of shortly after the first year in employment compared with before you began the EPD programme?

Section Four: EPD Programme and the future

17) How has the EPD programme been mainstreamed, in terms of social workers in the second and third year after qualification in your organisation?

- a) If so, to what extent?
- b) Impact on other professional staff

Prompts:

- a. Individualised training and development programme
- b. Supervision of practice rather than managerial checking of performance
- c. Training for supervisors
- d. Mechanisms to validate achievement

18) What do you believe is required to support the professional development of social workers in their second and third year of employment?

Prompts

- a) To what extent will your organisation be able to meet these requirements in subsequent years?

19) What challenges will your organisation face to provide your desired level of professional development?

20) How, if at all do you think the EPD pilot programme could inform the development of the assessed year in employment?

Section Five: Conclusion

- 21) Is there anything you would like to add about the EPD Programme that you have not had an opportunity to discuss in answering the questions so far?
- 22) Would you like to correct, amend or withdraw any statements made earlier?

Statement: Thank you for participating in this study

Appendix 10. Personal Interview Schedule – Programme coordinators

Section one: Experience

- 1) What has been the extent and nature of your personal involvement, within your organisation, in the EPD programme, since its inception in 2009?
 - a) Are you a permanent member of staff, or freelance consultant?
- 2) What have you learned from this experience as coordinator of EPD Programme?

Section two: Impact on the wider organisation

- 3) How effectively do you think your organisation supported social workers in their second and third year after qualification prior to your organisation's involvement with the EPD programme?
- 4) Overall, how effectively do you believe your organisation has implemented the EPD programme?
Prompts:
Has it been different in the first and second years?
- 5) Overall, how effectively do you believe CWDC has implemented the EPD programme?
Prompts:
Has it been different in the first and second years?
- 6) How has the transition for social workers been managed between participation in the NQSW and participation in the EPD programme?
 - a) Areas to cover:
 - i) Have there been any changes from the first to the second year of involvement in the EPD programme? (if the organisation has been participating in the programme for two years)
- 7) What has been the overall impact of the EPD programme on your organisation? Have there been differences in the first and second years of implementation?
 - a) in relation to:
 - i) benefits and/or costs
 - ii) the skills of supervisors and managers (e.g. impact on quality of supervision/supervisor confidence & capability)
 - iii) the expectations of the workforce about receiving and enabling professional development
 - iv) the way employers and the workforce think about and deliver support for social workers in their second and third year after qualification social workers
- 8) How successful/unsuccessful has the programme been, over the two years, in meeting its aims to:

- a) Improve training and development opportunities for social workers working with children and families during their second and third year of employment?
 - b) Improve the practice of social workers?
 - c) Promote and improve effective supervision?
- 9) Can you offer any evidence about how successful/unsuccessful the programme has been in improving outcomes for:
- a) social workers in their second and third year after qualification?
 - b) their clients?

Section three: Training Plans

- 10) How has your organisation supported newly qualified social workers in developing and implementing their EPD training plans?
- a) Explore:
 - i) how you personally have supported social workers on the EPD Programme, and supervisors
 - ii) how the organisation has supported them
 - b) Areas to cover:
 - i) Process of developing EPD training plan
 - ii) If so, how have they been used to contribute to training plans?
 - iii) Have these been shared and contributed?
 - iv) Whether the training plan meets individual needs?
 - v) Extent to which plans have been implemented
 - vi) Completed copies of three monthly reviews

Section four: Workload

- 11) How, if at all, and to what extent, does your organisation differentiate the workloads of social workers in the second and third after qualification from those of other staff?
- a) Areas to cover:
 - i) Size and complexity of workloads
 - ii) Process of managing workloads, and barriers and enablers to achieving recommended levels
- 12) Can you offer any evidence about how successful/unsuccessful the programme has been in improving outcomes for
- a) social workers on the EPD Programme?
 - b) their clients?

Section five: Portfolio and record of achievement

- 13) How have you supported social workers on the EPD programme to develop their record of achievement?
- a) Explore both:
 - i) how you personally have supported social workers on the EPD Programme and their supervisors
 - ii) how the organisation has supported them
 - b) Areas to cover:

- i) Supported professional development of social workers on the EPD Programme and supervisors
 - ii) Ease /difficulty in which social workers on the EPD Programme have been able to meet outcome statements (explore views on whether the content/number of statements is appropriate, and whether they are set at the right level)
 - iii) Extent to which the record of achievement support the EPD Programme objective of improving the quality of training and skills for children's social workers
- c) Has EPD been linked to PQ? If so, why & how?

Section six: Support for supervisors

- 14) What have your experiences been of training and support for supervisors?
- a) Areas to cover:
 - i) Whether and how it has led to good quality, developmental supervision?
 - ii) Whether and how supervisors feel supported by the arrangements?
 - iii) Extent to which they feel CWDC training provided enough details of how the EPD Programme works
 - iv) Model to deliver supervision and rationale
 - v) Extent to which supervision promotes professional development
 - vi) Extent to which supervisors have had the opportunity to share experience.

Section seven: Future arrangements

- 23) What do you believe is required to support the professional development of social workers in the second and third year after qualification?
- 24) How, if at all, do you think the EPD pilot programme could inform the development of the assessed year in employment?

Section eight: Conclusion

- 15) Is there anything you would like to add about the EPD that you have not had an opportunity to discuss in answering the questions so far?
- 16) Would you like to correct, amend or withdraw any statements made earlier?
Statement: Thank you for participating in this study

Appendix 11. Group Interview Schedule – Early Professional Development (EPD) Social Worker groups

Section one: Expectations & Reality

For the purposes of building the group process, enabling participants to remind themselves of their expectations, and providing data for comparison, this section will explore hopes and fears of participants following completion of their NQSW year and beginning the EPD Programme.

- 1) How long have you been a participant on the EPD programme?
- 2) General question: What were your expectations of your role once you had completed the NQSW Programme?
- 3) What has been the experience of the transition between participation in the NQSW and the EPD Programme?
- 4) General question: How does the reality of your experience of working as a social worker in the second and third year after qualification with children and families compare with your expectations when completing your NQSW?
 - a) Areas to cover:
 - i) Positive features and challenges of working as a social worker on the EPD Programme with children and families
- 5) If you have been working as a social worker on the EPD Programme for more than one year, to what extent has the second year differed from the first year?
- 6) Have recent developments in social work policy had an impact on your perception of the challenges of working as a social worker on the EPD Programme? If so which developments have been the most significant?
 - a) explore whether this has impacted on their self worth / motivation / confidence, etc.

Section two: Training & Development

- 7) General question: What are your experiences of the EPD programme so far?
 - a) Areas to cover:
 - i) General perceptions of the programme
 - ii) Has your training and development plan been completed, reviewed and amended?
 - iii) Link to final EPD training and development plan
 - iv) 15 days learning and development opportunities (spread over the two years)
- 8) Overall, how effectively do you believe your organisation has implemented the EPD programme?

Prompts:

 - i) Differences between the first and second years of implementation

- 9) Overall, how effectively do you believe CWDC has implemented the EPD programme?
- 10) To what extent has the programme met, or is meeting, your training and professional development needs in the first year and second years after qualification as a social worker working with children and families?

Section three: Workload

- a) Areas to cover:
- i) Size and complexity of workloads (over one/two years as social worker on the EPD Programme)
 - ii) Gradual increase in numbers and complexity
 - iii) Link between workload and EPD Programme, including achieving the EPD outcome statements
 - iv) In what ways is your current workload contributing to your development as a social worker?
 - v) Managing workloads: processes used for allocation of work

Section four: Supervision

- 11) General question: What have your experiences been of supervision since participating on the EPD Programme?
- a) Areas to cover:
- i) Who provides supervision (Team Manager/Senior Practitioner/external person/other)?
 - ii) Degree of satisfaction with supervision (extent to which supervision is experienced as supportive)
 - iii) Frequency
 - iv) Content of supervision – balance between developmental supervision and managerial accountability (case supervision)
 - v) Extent used to discuss EPD Programme (e.g. for developing EPD training plan and outcome statements)
 - vi) Extent of supervisors' knowledge of the EPD Programme
 - vii) If supervisor is not the line manager ask how allocation of work is managed.

Section four: EPD outcome statements

- 12) General question: What have your experiences been of using the EPD outcome statements?
- a) Areas to cover:
- i) Extent to which these items have supported your professional development: contribution to EPD Programme objective of improving the practice of children's social workers.
 - ii) Do the outcome statements cover what you see as the key activities of a social worker in the second and third year after qualification (in terms of content and number of statements i.e. do they cover what a social worker in the second and third year after qualification should know, understand and be able to achieve)?

- iii) Ease/difficulty in which social workers on the EPD Programme have been able to meet outcome statements – are they set at the right level? Are any particular ones causing difficulties (if so note role of social worker in second and third year after qualification)
- iv) Is 2 years the right length of time?
- v) Process of completion; extent of help and support
- vi) Formal reviews of achievement - 6 and 12 months minimum
- vii) Supporting guidance document – *EPD Outcome Statements and Guidance*

6. Conclusion

- 13) Is there anything you would like to add about the EPD programme that you have not had an opportunity to discuss in answering the questions so far?
- 14) Would you like to correct, amend or withdraw any statements made earlier?

Statement: Thank you for participating in this study

Appendix 12. Group Interview Schedule – Supervisors’ and Managers’ Groups

Section one: Organisational context

- 1) What has been the extent and nature of your personal involvement, within your organisation, in the EPD programme, since its inception in 2009?
- 2) What have you learned from this experience?

Section two: Impact on the wider organisation

- 3) How effectively do you think your organisation supported social workers in their second and third year after qualification prior to your organisation’s involvement with the EPD programme?
- 4) Overall, how effectively do you believe your organisation has implemented the EPD programme?
Prompts:
- 5) Overall, how effectively do you believe CWDC has implemented the EPD programme?
- 6) How has the transition for social workers been managed between participation in the NQSW to the EPD programme?
- 7) What has been the overall impact of the EPD programme on your organisation in relation to:
 - i) benefits and/or costs?
 - ii) the skills of supervisors and managers (e.g. impact on quality of supervision/supervisor confidence & capability)?
 - iii) the expectations of the workforce about receiving and enabling professional development?
 - iv) the way employers and the workforce think about and deliver support for social workers in their second and third year after qualification social workers?
- 8) How successful/unsuccessful has the programme been in meeting the aims to:
 - i) Improve training and development opportunities for social workers working with children and families during their second and third year of employment?
 - ii) Improve the practice of social workers?
 - iii) Promote and improve effective supervision?
- 9) Can you offer any evidence about how successful/unsuccessful the programme has been in improving outcomes for
 - a) social workers in their second and third year after qualification?
 - b) their clients?

Section three: Training plans

- 10) General question: How has your organisation supported social workers on the EPD Programme to develop and implement their EPD training plans?
- a) Explore
 - i) how you personally have supported social workers on the EPD Programme
 - ii) how the organisation has supported them
 - b) Areas to cover:
 - i) Process of developing EPD training plan
 - ii) Extent to which training plan meets individual needs
 - iii) Extent to which plans have been implemented

Section four: Workload

- 11) General question: How would you describe the workloads of social workers on the EPD Programme?
- a) Areas to cover:
 - i) Size and complexity of workloads
 - ii) Process of managing workloads, and barriers and enablers to achieving recommended levels.

Section five: Supervision

- 12) General question: What has your experience been of supervising a social worker on the EPD programme as compared to a social worker on the Newly Qualified Social Worker Programme?
- a) Areas to cover:
 - i) Who provides supervision (Team Manager/Senior Practitioner/ external person/ other)
 - ii) Frequency and content of supervision: extent used to discuss EPD Programme (e.g. for developing EPD training plan)
 - iii) Supervision agreement/contract in place
 - iv) Extent to which supervision is experienced as supportive: balance between case discussion, organisational matters and personal development and training
 - v) Extent to which supervision promotes professional development

If supervisor is not the line manager check how supervision is linked to work allocation

Section six: Record of achievement

- 14) General Question: How have you supported social workers on the EPD Programme to develop their record of achievement?
- a) Explore both:
 - i) how you personally have supported social workers on the EPD Programme?
 - ii) how the organisation has supported them?
 - b) Areas to cover:

- i) Ease / difficulty with which social workers on the EPD Programme have been able to meet outcome statements (explore views on whether the content / number of statements is appropriate, and whether they are set at the right level)
- ii) Do the outcome statements cover what you see as the key activities of a social worker in the second and third year after qualification? Any missing?
- iii) Extent to which the record of achievement supports the EPD Programme objective of improving the quality of training and skills for children's social workers

Section seven: Support for supervisors

- 15) General question: What have your experiences been of training and support for supervisors?
- a) Areas to cover:
 - i) Training about the EPD Programme and manager/supervisor's role either by CWDC or employer – was this helpful, or not?
 - ii) Training in supervision by CWDC and whether and how it has led to good quality, developmental supervision?
 - iii) Whether and how supervisors feel supported by the arrangements?
 - iv) Other supervision training in your agency
 - v) Any wider impact of EPD Programme in your organisation

Section eight: Future arrangements

- 16) What do you believe is required to support the professional development of social workers in the second and third year after qualification?
- a) Prompts
 - i) To what extent will your organisation be able to meet these requirements in subsequent years?
- 17) What challenges will your organisation face to provide your desired level of professional development?

Section Nine: Conclusion

- 18) Is there anything you would like to add about the EPD Programme that you have not had an opportunity to discuss in answering the questions so far?
- 19) Would you like to correct, amend or withdraw any statements made earlier?

Statement: Thank you for participating in this study

Appendix 13. Recruitment and Retention survey cover letter, cover email and proformas

Cover letter (2009-10)

Dear Colleague,

Re: **Evaluation of the Newly Qualified Social Worker (NQS) (2008-2011) and Early Professional Development (EPD) Programmes (2009-2011) – Recruitment and Retention Data Survey**

As you know, the Children's Workforce Development Council (CWDC) has appointed the School for Policy Studies (University of Bristol), together with Salford University and King's College London to evaluate the NQS and EPD Programmes.

One of the objectives of these evaluations is to compare earlier recruitment/retention of social workers to your organisation with social workers participating in the NQS and EPD programmes in order to assess any impact of the programmes on recruitment and retention.

You might already be familiar with this request for data, as the first request for recruitment and retention data on social workers 'in their first job' was sent to you (or your organisation) in October/November 2009. This time around, however, we are asking you to provide data on two specific - yet distinct - groups of child and family social workers:

- **Participants in the NQS programme who *“are registered as a social worker with the GSCC and employed in their first job as a social worker in your authority/organisation”*.**
- **Participants in the EPD programme who *“have completed the NQS programme and are in years two and three of employment in your authority/organisation”*.**

The period of investigation for the NQS programme is for the three-year period between 2008-09 and 2010-11. The period of investigation for the EPD programme is for a two-year period between 2009-10 and 2010-11.

At this point, however, we only need information for the previous **Calendar** (Jan 2009 – Dec 2009) or **Fiscal** year (Apr 2009 – Mar 2010) for each programme. Whether you return Calendar or Fiscal data will depend on the budgeting/planning practices used in your organisation. We will contact you again in October 2011 asking you to update your figures for newly qualified social workers and those in their 'second or third year of employment'.

The instructions for completing the proforma appear at the end of this letter. If there is anything that is unclear in what we are asking you to provide, you need any assistance completing the proforma, or if in fact you will be unable to provide the information as requested, please feel free to contact me by email or phone (contact details below).

We really do appreciate your assistance in this research and look forward to hearing from you.

Yours sincerely,



Dr Demi Patsios (on behalf of the research team)
Project Researcher

CONTACT DETAILS / HELPLINE

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INSTRUCTIONS AND DEFINITIONS

- 1) Please only fill out each of the shaded areas in the proforma below.
- 2) For the purposes of this data gathering exercise a,

newly qualified social worker (NQSWS) is:

*...any front line child and family social worker registered as a social worker with the GSCC **and** employed in their first job as a social worker in your authority/organisation.*

second or third year social worker (EPD) is:

...any front line child and family social worker who has completed the NQSWS programme and are in their second or third year of employment in your authority/organisation.

- 3) **Current** headcount figures in Section 2 (NQSWSs) and Section 3 (EPDs) are calculated by adding up the total number of full- or part-time 'newly qualified' and 'second/third year' social workers who were hired and who left during the year (defined in calendar or fiscal year terms, as relevant to your organisation).

Note: Please **do not** provide figures for both calendar and fiscal years – use only the year which applies to your particular authority/organisation.

- 4) **Vacancy rates** for children and family social workers are calculated by dividing the number of unfilled children social worker posts by the total number of posts available in the authority/organisation. For example, if there are 30 unfilled children social worker posts out of a total of 120 children social worker posts, the vacancy

rate would be $30/120 = 25\%$ for that particular year. We are asking you to do this in terms of Full- (FTE) or Whole-Time Equivalents (WTE) for both NQSWs and EPDs and not a headcount figure as described above. By having WTEs, we can then compare figures with available social care workforce information.

Recruitment and Retention Proforma (2009-10)

SECTION 1. SITE, CONTACT AND PROGRAMME INFORMATION	
Name of authority/organisation	
Contact person's name	
Title/position of contact person	
Year used by authority/organisation for budgeting/planning [please enter Calendar or Fiscal]	
Month/year <i>proforma</i> completed [eg. January 2011]	
SECTION 2. NEWLY QUALIFIED SOCIAL WORKERS (NQSWS)	
Background	
Between which months did the NQSW programme run in your authority/organisation? [eg. Sept - Aug, Apr - Mar]	
a) Hired during the year (headcount figures)	
Number of NQSWSs hired/recruited in 2009-10 *?	
Number which were hired Full-time ?	
Number which were hired Part-time ?	
b) Left during the year (headcount figures)	
Number of NQSWSs who left post in 2009-10 *?	
Number which were Full-time ?	
Number which were Part-time ?	
c) Vacancy rates (% Full or Whole-Time Equivalent posts not filled)	
Vacancy rate in 2009-10 *?	%
SECTION 3. EARLY PROFESSIONAL DEVELOPMENT SOCIAL WORKERS (EPDs)	
Background	
Between which months did the EPD programme run in your authority/organisation? [eg. Sept - Aug, Apr - Mar]	
a) Hired during the year (headcount figures)	
Number of EPDs hired/recruited in 2009-10 *?	
Number which were hired Full-time ?	
Number which were hired Part-time ?	
b) Left during the year (headcount figures)	
Number of EPDs who left post in 2009-10 *?	
Number which were Full-time ?	
Number which were Part-time ?	
c) Vacancy rates (% Full or Whole-Time Equivalent posts not filled)	
Vacancy rate in 2009-10 *?	%

* Between **Jan-Dec 2009** or **Apr 2009-Mar 2010** depending on which is used by your organisation

Cover email (2010-11)

Dear XXXXXXXX,

As per the recent email sent by CWDC to Programme Coordinators on the NQSW and EPD Programmes, please find below additional information regarding the 'Recruitment and Retention' data survey element of the evaluations.

As you know, the Children's Workforce Development Council (CWDC) has appointed the School for Policy Studies (University of Bristol), together with Salford University and King's College London to evaluate the NQSW and EPD Programmes.

One of the objectives of these evaluations is to compare earlier recruitment/retention of social workers to your organisation with social workers participating in the NQSW and EPD programmes in order to assess any impact of the programmes on recruitment and retention.

You might already be familiar with these requests for data, as requests for recruitment and retention data on 1) social workers 'in their first job' and 2) social workers who have completed the NQSW programme and are 'in years two and three of employment' in your authority/organisation were sent to you (or your organisation) in October/November 2009 and again in October/November 2010.

In this final request for data, we only need information for the previous Calendar (Jan 2010 – Dec 2010) or Fiscal year (Apr 2010 – Mar 2011) for both NQSW and EPD Programmes. Whether you return Calendar or Fiscal data will depend on the budgeting/planning practices used in your organisation.

The instructions for completing the proforma appear at the end of this email.

We kindly ask that you complete and return this proforma as an electronic (e-mail) attachment by close of business on FRIDAY DECEMBER 2ND 2011.

If there is anything that is unclear in what we are asking you to provide, you need any assistance completing the proforma, or if in fact you will be unable to provide the information as requested, please feel free to contact me by email or phone (contact details at bottom of email).

I will follow up on this email with an offer of support to help closer to the submission date.

We really do appreciate your assistance in this research and look forward to hearing from you.

Yours sincerely,
Dr Demi Patsios (on behalf of the research team)
Project Researcher

=====
Instructions and definitions:

1) Please only fill out each of the 'shaded' areas in the attached proforma.

2) For the purposes of this data gathering exercise a,

newly qualified social worker (NQSW) is:

*...any front line child and family social worker registered as a social worker with the GSCC **and** employed in their first job as a social worker in your authority/organisation.*

second or third year social worker (EPD) is:

...any front line child and family social worker who has completed the NQSW programme and are in their second or third year of employment in your authority/organisation.

3) **Current** headcount figures in Section 2 (NQSWs) and Section 3 (EPDs) are calculated by adding up the total number of full- or part-time 'newly qualified' and 'second/third year' social workers who were hired and who left during the year (defined in calendar or fiscal year terms, as relevant to your organisation).

Note: Please **do not** provide figures for both calendar and fiscal years – use only the year which applies to your particular authority/organisation.

4) **Vacancy rates** for children and family social workers are calculated by dividing the number of unfilled children social worker posts by the total number of posts available in the authority/organisation. For example, if there are 30 unfilled children social worker posts out of a total of 120 children social worker posts, the vacancy rate would be $30/120 = 25\%$ for that particular year. We are asking you to do this in terms of Full- (FTE) or Whole-Time Equivalent (WTE) for both NQSWs and EPDs and not a headcount figure as described above. By having WTEs, we can then compare figures with available social care workforce information.

Recruitment and Retention Proforma (2010-11)

SECTION 1. SITE, CONTACT AND PROGRAMME INFORMATION	
Name of authority/organisation	
1) NQSW programme contact person's name	
Title/position of NQSW programme contact person	
2) EPD contact person's name (if same, please indicate)	
Title/position of EPD programme contact person	
Year used by authority/organisation for budgeting/planning [please enter Calendar or Fiscal]	
Month/year <i>proforma</i> completed [eg. November 2011]	
SECTION 2. NEWLY QUALIFIED SOCIAL WORKERS (NQSWs)	
Background	
Between which months did the NQSW programme run in your authority/organisation? [eg. Sept 10-Aug 11, Apr 10-Mar 11]	
a) Hired during the year (headcount figures)	
Number of NQSWs hired/recruited in 2010-11*?	
Number which were hired Full-time?	
Number which were hired Part-time?	
b) Left during the year (headcount figures)	
Number of NQSWs who left post in 2010-11*?	
Number which were Full-time?	
Number which were Part-time?	
c) Vacancy rates (% Full or Whole-Time Equivalent posts not filled)	
Vacancy rate in 2010-11*?	%
SECTION 3. EARLY PROFESSIONAL DEVELOPMENT SOCIAL WORKERS (EPDs)	
Background	
Between which months did the EPD programme run in your authority/organisation? [eg. Sept 10-Aug 10, Apr 10-Mar 11]	
a) Hired during the year (headcount figures)	
Number of EPDs hired/recruited in 2010-11*?	
Number which were hired Full-time?	
Number which were hired Part-time?	
b) Left during the year (headcount figures)	
Number of EPDs who left post in 2010-11*?	
Number which were Full-time?	
Number which were Part-time?	
c) Vacancy rates (% Full or Whole-Time Equivalent posts not filled)	
Vacancy rate in 2010-11*?	%

* Between **Jan-Dec 2010** or **Apr 2010-Mar 2011** depending on which is used by your organisation

Appendix 14. Additional tables for report

TABLE A14.1: DEMOGRAPHIC PROFILE OF PROGRAMME COORDINATORS RESPONDING TO THE SURVEYS

		T1	T2	T3
		N=36	N=26	N=36
Age group	21-30	0	1	0
	31-40	9	6	8
	41+	27	19	28
Gender	Male	8	7	8
	Female	28	19	28
	Total	36	26	36
Ethnic group	White	34	25	32
	Black/Minority Ethnic	2	1	4
Qualification	NA - Do not have social work qualification	8	8	10
	Diploma level - DipHE	18	14	18
	Undergraduate level - BSc	3	0	3
	Postgraduate level - PGDip-MSc	7	4	5
Type of authority	Unitary Authority	16	12	12
	County Authority	7	8	10
	Metropolitan Authority	7	2	7
	London Borough	6	4	5
	Voluntary	0	0	2
Region	London	6	4	5
	Yorkshire	3	1	3

	T1	T2	T3
	N=36	N=26	N=36
East Midlands	3	2	3
South East	5	3	4
North West	4	1	2
South West	4	5	7
West Midlands	6	4	7
North East	4	2	3
East	1	4	2

TABLE A14.2: AGE, GENDER AND ETHNIC GROUP OF SOCIAL WORKERS AT BASELINE (N=187), INTERIM (N=112) AND FINAL (N=81) SURVEYS (INDEPENDENT SAMPLES)

		Time 1		Time 2		Time 3	
			%		%		%
Age group	21-30	61	32.6	38	33.9	27	33.3
	31-40	46	24.6	38	33.9	22	27.2
	41+	48	25.7	36	32.1	32	39.5
	Missing	32	17.1	--	--	--	--
Gender	Male	20	10.7	20	17.9	20	24.7
	Female	135	72.2	92	82.1	61	75.3*
	Missing	32	17.1	--	--	--	--
Ethnic group	White	135	72.2	94	83.9	73	90.1
	Black/Minority Ethnic	20	10.7	15	13.4	8	9.9
	Missing	32	17.1	3	2.7	--	--

Note: * Significant at $p < .05$ value.

Age, gender and ethnicity

At final survey, 33 per cent were aged between 21 and 30; 27 per cent were between 31 and 40; and 40 per cent were over 41 years of age. Seventy five per cent were women; additional analysis showed that men were significantly more likely to respond at the final survey. Ten per cent indicated that they were from a Black or minority ethnic group.

At interim, 34 per cent were aged between 21 and 30; 34 per cent were between 31 and 40; and 32 per cent were over 41 years of age. Eighty two per cent were women and 13 per cent indicated that they were from a Black or minority ethnic group.

At baseline, 33 per cent of respondents were aged between 21 and 30; 25 per cent were between 31 and 40; and 26 per cent were over 41 years. Seventy two per cent were women. Eleven per cent indicated that they were from a Black or minority ethnic group.

TABLE A14.3: TYPE OF EMPLOYING ORGANISATION AND REGION OF SOCIAL WORKERS AT BASELINE (N=187), INTERIM (N=112) AND FINAL (N=81) SURVEYS (INDEPENDENT SAMPLES)

		Time 1		Time 2		Time 3	
		N	%	N	%	N	%
Type of authority	Unitary authority	44	23.5	29	25.9	19	23.5
	County authority	80	42.8	53	47.3	37	45.7
	Metropolitan authority	32	17.1	14	12.5	12	14.8
	London Borough	27	14.4	14	12.5	11	13.6
	Voluntary/Other	4	2.1	2	1.8	2	2.5
Region	London	21	11.2	11	9.8	8	9.9
	Yorkshire	23	12.3	9	8.0	10	12.3
	East Midlands	17	19.1	8	7.1	4	4.9
	South East	26	13.9	17	15.2	7	8.6
	North West	12	6.4	6	5.4	7	8.6
	South West	38	20.3	30	26.8	15	18.5
	West Midlands	26	13.9	16	14.3	15	18.5
	North East	14	17.5	10	8.9	9	11.1
	East	10	5.3	5	4.5	6	7.4
	Total (=N)	187	100.0	112	100	81	100.0

Authority type and region

At all surveys, more than four out of ten respondents were from county authorities and about one in four were from unitary authorities.

TABLE A14.4: BACKGROUND QUALIFICATIONS AND PRE-QUALIFICATION EXPERIENCE OF SOCIAL WORKERS AT BASELINE (N=187), INTERIM (N=112) AND FINAL (N=81) SURVEYS

		Baseline (2010)		Interim (2011)		Final (2011)	
		N	%	N	%	N	%
Degree level	Undergraduate	104	55.6	85	75.9	58	71.6
	Postgraduate	51	27.3	27	24.1	23	28.4
	Missing	32	17.1	--	--	--	--
Qualification outside UK	Yes	3	1.6	6	5.4	1	1.2
	No	152	81.3	106	94.6	80	98.8
	Missing	32	17.1	--	--	--	--
Experience*							
a) No previous experience of child's social care		3	1.6	5	4.5	6	7.4
b) Less than 6 months pre-degree experience		22	11.8	27	24.1	20	24.7
c) Pre-degree practice experience for 6 months or longer		79	42.2	56	50.0	47	58.0
d) One practice placement only whilst on degree course		44	23.5	28	25.0	28	34.6
e) Two or more practice placements whilst on degree course		83	44.4	58	51.8	37	45.7
f) Part time paid work in child and family social work whilst on degree course		31	16.6	16	14.3	16	19.8
g) Post-degree temporary/agency child and family social work social worker post		12	6.4	9	8.0	11	13.6

Note: *Multiple response question. Missing values included in the percentages.

Background qualifications and pre-qualification experience

At final survey, 72 per cent of EPD respondents had an undergraduate degree. One had qualified outside the UK. At interim, more than three quarters (75.9 per cent) of EPD respondents had an undergraduate degree. Seven (6.3 per cent) had qualified

outside the UK. If missing values are excluded, these proportions were quite similar to those responding at baseline.

Respondents were asked to provide information on the extent of their experience in children's social care prior to their first employment as an NQSW. Overall, it can be seen that a little under half had over six months pre-degree experiences of children's social care. A similar proportion had had two or more practice placements in children's social care services and part time paid work whilst on their degree course.

TABLE A14.5: CONTEXTS FOR PRACTICE OF SOCIAL WORKERS AT BASELINE (N=187), INTERIM (N=112) AND FINAL (N=81) SURVEYS

	Baseline (2010)		Interim (2011)		Final (2011)	
	N	%	N	%	N	%
a) Children and young people at risk of statutory intervention remaining with their parents, families and carers (family support)	87	46.5	45	40.5	34	42.0
b) Safeguarding children and young people from abuse, neglect or exploitation (child protection)	136	72.7	76	68.5	60	74.1
c) Supporting children who have been placed with alternative carers (fostering and adoption)	53	28.3	28	25.2	19	23.5
d) Children, young people, their parents, families and carers who are being and have been rehabilitated with their families.	15	8.0	11	9.9	6	7.4
e) Young people moving into independent living	14	7.5	14	12.6	7	8.6
f) Disabled children and young people, their parents, families and carers	19	10.2	11	9.9	11	13.6
g) Children and young people who are the subject of court proceedings	50	26.7	37	33.3	25	30.9
Missing	0		1		0	
Total N	187		112		81	

Note: Multiple response question. Missing values not included in the percentages.

TABLE A14.6: DEMOGRAPHIC PROFILE OF SOCIAL WORKERS IN NQSW 2008-09 (TIME 1) VERSUS EPD (TIME 1)

		NQSW T1/T3MR (N=677)		EPD T1 (N=155)	
		N	%	N	%
Age group	21-30	305	45.1	61	39.4
	31-40	198	29.2	46	29.7
	41+	174	25.7	48	31.0
Gender	Male	92	13.6	20	12.9
	Female	585	86.4	135	87.1
Ethnic group	White	557	82.3	135	87.1
	Black/Minority Ethnic	108	16.0	20	12.9
	Not given	22	3.2	--	--
Degree level	Undergraduate	471	69.6	104	67.1
	Postgraduate	206	30.4	51	32.9
Degree outside UK	Yes	27	4.0	3	1.9
	No	650	96.0	152	98.1
Type of authority	Unitary	139	20.5	34	21.9
	County	308	45.5	71	45.8
	Metropolitan	112	16.5	25	16.1
	London Borough	95	14.0	21	13.5
	Voluntary/Other	23	3.4	4	2.6
Region	London	85	12.6	15	9.7
	Yorkshire	73	10.8	18	11.6
	East Midlands	53	7.8	14	9.0
	South East	99	14.6	22	14.2

	NQSW T1/T3MR (N=677)		EPD T1 (N=155)	
	N	%	N	%
North West	61	9.0	9	5.8
South West	116	17.1	34	21.9
West Midlands	89	13.1	21	13.5
North East	51	7.5	13	8.4
East	50	7.4	9	5.8

TABLE A14.7: SOCIAL WORKER'S PERSONAL COMMITMENT AND BEHAVIOUR SCALE ITEMS FREQUENCIES AND PERCENTAGES AT BASELINE (N=174)

	Strongly disagree		Disagree		Agree		Strongly agree	
	N	%	N	%	N	%	N	%
1. My work is worthwhile	0	.0	5	2.9	108	62.1	61	35.1
2. I genuinely enjoy my profession	5	2.9	22	12.6	112	64.4	35	20.1
3. I find little enthusiasm for working as a social worker	49	28.2	92	52.9	28	16.1	5	2.9
4. I would continue to work in the field of social work even if I didn't need the money	18	10.3	48	27.6	96	55.2	12	6.9
5. I can't imagine enjoying any profession as much as social work	13	7.5	87	50.0	64	36.8	10	5.7
6. Most days I don't look forward to going to work	29	16.7	88	50.6	48	27.6	9	5.2
7. I don't find social work much of a challenge	87	50.0	79	45.4	7	4.0	1	.6
8. If I could do it all over again, I would choose a profession other than social work	39	22.4	87	50.0	34	19.5	14	8.0
9. I find it easy to read service users' and colleagues' feelings	0	.0	30	17.2	125	71.8	19	10.9
10. I'm usually the first to offer help when someone needs something	0	.0	28	16.1	116	66.7	30	17.2
11. It bothers me that some service users don't receive the services they need	1	.6	5	2.9	97	55.7	71	40.8
12. I try to identify and examine my personal biases when I perform my job duties	1	.6	6	3.4	123	70.7	44	25.3

	Strongly disagree		Disagree		Agree		Strongly agree	
	N	%	N	%	N	%	N	%
13. I would delay personal plans in order to help a service user or colleague who needed assistance	2	1.1	35	20.1	110	63.2	27	15.5
14. I advocate for service users who can't or don't speak for themselves	1	.6	2	1.1	117	67.2	54	31.0
15. I usually try to avoid becoming involved in service users' problems	20	11.5	105	60.3	44	25.3	5	2.9
16. Treating a service user with dignity and respect is as important as delivering direct services	1	.6	3	1.7	64	36.8	106	60.9
17. I am bothered when I cannot honour a commitment to a service user or colleague	1	.6	3	1.7	98	56.3	72	41.4
18. When someone is having trouble, I am sensitive to their feelings and needs	0	.0	2	1.1	120	69.0	52	29.9
19. Parents should be informed of the consequences of their parenting practices at the outset of agency intervention	0	.0	13	7.5	103	59.2	58	33.3
20. It is important that service users and/or staff for whom I am responsible know that I personally care about them.	2	1.1	35	20.1	115	66.1	22	12.6
21. I speak up when practices seem contrary to the welfare of others	0	.0	7	4.0	141	81.0	26	14.9

Note: Items 3, 6, 7, 8 and 15 reverse scored in the online survey.

Table A14.8: SOCIAL WORKER'S PERSONAL COMMITMENT AND BEHAVIOUR SCALE mean score by demographics

	N	Mean	SD	F	Sig.
Age					
21-30	56	65.0	5.7		
31-40	33	64.6	4.2		
41+	38	66	6.7		
Total	127	65.2	5.6	0.584	0.559
Gender					
Male	15	62.6	4.1		
Female	112	65.5	5.7		
Total	127	65.2	5.6	3.679	0.57
Ethnic group					
White	109	65.0	5.3		
Black/Minority Ethnic	16	67.1	7.5		
Total	125	65.2	5.7	1.894	0.171

TABLE A14.9: SOCIAL WORKER'S PERSONAL COMMITMENT AND BEHAVIOUR SCALE MEAN SCORE BY CHANGED JOB SINCE STARTING AS AN NQSW AND LIKELY TO LOOK FOR A NEW JOB AT BASELINE (N=174)

	N	Mean	SD	F	Sig.
Have changed job since NQSW					
Yes	19	65.0	8.53		
No	155	64.5	5.70		
Total	174	64.6	6.04	.108	.743
Likely to be looking for a new job					
Not likely	91	65.4	5.97		
Likely	83	63.6	6.02		
Total	174	64.7	6.04	3.927	.049

TABLE A14.10: SELF EFFICACY – PROPORTION OF SOCIAL WORKERS WITH ‘HIGH’, ‘MEDIUM’ AND ‘LOW’ CONFIDENCE’ FOR INDIVIDUAL OUTCOME STATEMENTS AT T1, T2 AND T3, INDEPENDENT SAMPLES

	T1 %	T2 %	T3 %	T1-T3, Sig. <i>p</i> = *
N	178	106	78	
Information gathering				
High	58.4	67.0	76.9	18.5, <i>p</i> =.004
Medium	41.0	31.1	21.8	
Low	0.6	1.9	1.3	
Analysing information and making recommendations				
High	53.4	59.4	70.5	17.1, <i>p</i> =.010
Medium	46.1	38.7	28.2	
Low	0.6	1.9	1.3	
Planning, implementation and review				
High	55.1	60.4	71.8	16.7, <i>p</i> =.011
Medium	44.4	36.8	26.9	
Low	0.6	2.8	1.3	
Working directly with the child, young person and their families or carers				
High	60.1	67.9	74.4	14.2, <i>p</i> =.028
Medium	39.9	30.2	23.1	
Low	0.0	1.9	2.6	
Safeguarding, child protection and promoting the welfare of children and young people				
High	53.4	60.4	69.2	15.9, <i>p</i> =.018
Medium	46.1	37.7	28.2	

	T1 %	T2 %	T3 %	T1-T3, Sig. $p=$ *
Low	0.6	1.9	2.6	
Professional development				
High	46.1	59.4	61.5	15.5, $p=.023$
Medium	53.4	35.8	37.2	
Low	0.6	4.7	1.3	

Note: *Based on significance test for two population proportions (Time 1 and Time 3).

TABLE A14.11: SOCIAL WORKERS' ROLE CONFLICT - TIME 1 VS. TIME 2 VS. TIME 3 PAIRED SAMPLES T-TEST

Paired samples	N	Mean 1 (SD)	Mean 2 (SD)	Mean Diff.	<i>t</i>	<i>p</i>	Cohen's <i>d</i>	Effect size
Baseline v. Interim	54	31.31 (9.31)	33.24 (9.71)	1.93	1.83	0.07	0.20	Medium
Interim v. Final	32	32.34 (8.54)	32.16 (10.45)	-0.19	-0.12	0.91	0.02	Negligible
Baseline v. Final	32	30.63 (10.28)	31.88 (10.34)	1.25	0.95	0.35	0.12	Small

TABLE A14.12: SOCIAL WORKERS' INTRINSIC JOB SATISFACTION - TIME 1 VS. TIME 2 VS. TIME 3 PAIRED SAMPLES T-TEST

Paired samples	N	Mean 1 (SD)	Mean 2 (SD)	Mean Diff.	<i>t</i>	<i>p</i>	Cohen's <i>d</i>	Effect size
Baseline v. Interim	54	26.80 (3.73)	26.39 (4.39)	-0.41	-0.88	0.38	0.10	Small
Interim v. Final	32	25.59 (5.34)	26.16 (3.64)	0.56	0.82	0.42	0.13	Small
Baseline v. Final	32	26.56 (3.97)	26.09 (3.65)	-0.47	-0.87	0.39	0.12	Small

TABLE A14.13: INTRINSIC JOB SATISFACTION – PROPORTION OF SOCIAL WORKERS ‘SATISFIED’ WITH INDIVIDUAL ITEMS AT T1, T2 AND T3, INDEPENDENT SAMPLES

	T1	T2	T3	T1-T3
Relationships with fellow workers	95.4	93.3	90.7	-4.8
Your own accomplishments	82.9	79.0	84.0	1.1
Developing your skills	73.1	71.4	77.3	4.2
Having challenges to meet	83.4	76.2	78.7	-4.8
The actual tasks you do	70.3	71.4	73.3	3.0
The variety of tasks	82.3	76.2	81.3	-1.0
Opportunities to use your own initiative	78.3	72.4	84.0	5.7
Total (=N)	175	105	75	

TABLE A14.4: EXTRINSIC JOB SATISFACTION – PROPORTION OF SOCIAL WORKERS ‘SATISFIED’ WITH INDIVIDUAL ITEMS AT T1, T2 AND T3, INDEPENDENT SAMPLES

	T1	T2	T3	T1-T3
Income	42.3	44.8	40.0	-2.3
Job Security	81.1	57.1	72.0	-9.1
Number of hours you work	45.7	54.3	41.3	-4.4
Flexibility of hours of work	67.4	68.6	72.0	4.6
Ease of travel to work	81.1	77.1	84.0	2.9
Management and supervision	65.1	60.0	69.3	4.2
Opportunities for advancement	56.6	53.3	36.0	-20.6*
Physical work conditions	60.6	61.0	64.0	3.4
Work in general	75.4	70.5	78.7	3.2
Total (=N)	175	105	75	

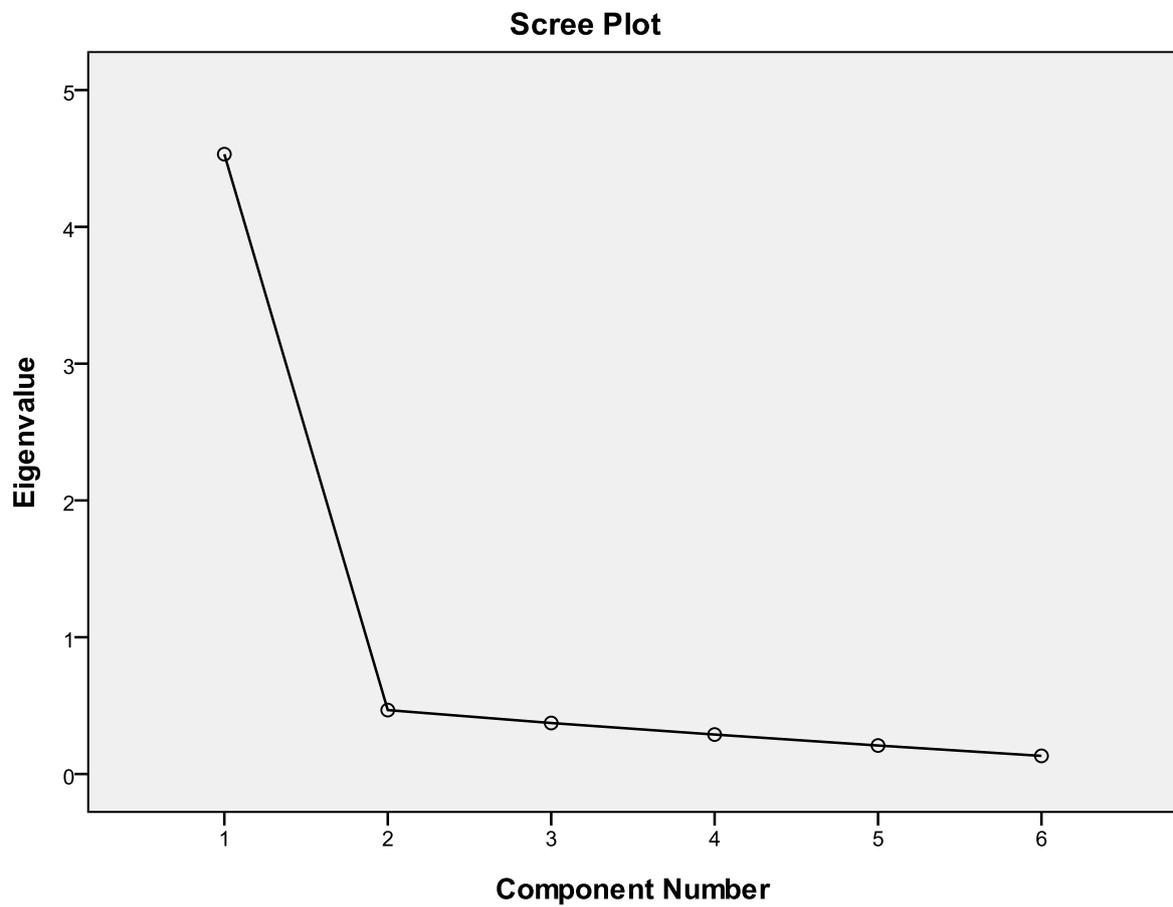
TABLE A14.15: SIGNIFICANT PREDICTORS OF SOCIAL WORKERS' INTENTION TO LEAVE AT T1 (BINARY LOGISTIC REGRESSION)

	T1
N	144
Extrinsic job satisfaction	.874*
Stress (GHQ)	1.262*
R-Square	.459

Note: A glossary of statistical terms used in this report can be found in Appendix 16.

Appendix 15. Additional figures for report

FIGURE A15.1: PRINCIPAL COMPONENTS ANALYSIS OF SOCIAL WORKERS' SELF-EFFICACY SCALE AT BASELINE (T1)



Appendix 16. Glossary of statistical terms used in the report

Cohen's *d* - The difference between two means divided by a standard deviation for the data.

Effect size - By convention, Cohen's *d* effect sizes of 0.02, 0.15, and 0.35 are termed *small*, *medium*, and *large*, respectively.

Likelihood - The likelihood or 'odds' of actively looking for a new job in the coming was calculated using binary logistic regression, which predicts of the probability of occurrence of an event by fitting data to a logic function logistic curve. Like linear regression analysis, it makes use of several predictor variables that may be either numerical or categorical.

Mean - Also known as the 'average', which is simply taken as the sum of the numbers divided by the size number of responses.

***p*-value** - Also known as the level of significance. If the significance value is less than .05, there is a significant difference. If the significance value is greater than .05, there is no significant difference.

Statistical significance - Significance levels show you how likely a result is due to chance. The most common level is .05, which means that finding has a 95% chance of being true. In contrast, very high significance levels (.001 or 99.9%) indicates there is almost certainly a true difference in the in the population from which the sample was drawn.

Principal Components Analysis (PCA) - Involves a statistical procedure that transforms a number of possibly correlated variables into a smaller number of uncorrelated variables called principal components. The first principal component accounts for as much of the variability in the data as possible, and each succeeding component accounts for as much of the remaining variability as possible (http://www.fon.hum.uva.nl/praat/manual/Principal_component_analysis.html).

***t*-value** - The Paired Samples T Test compares the means of two variables. It computes the difference between the two variables for each case, and tests to see if the average difference is significantly different from zero.

Test-Retest reliability - The test-retest reliability of a scale is estimated by giving the same survey to the same respondents at different moments of time. The closer the results (measured by the correlation coefficient between such two sets of responses), the greater the test-retest reliability of the scale.

Appendix 17. EPD Advisory Group members and number of days served

A research advisory group had been established for the evaluation of the NQSW pilot programme. At its third meeting it assumed advisory responsibility for the EPD programme as well, since both evaluations shared the same methodology. Members and their participation as show below. Endellion Sharpe joined the group towards the end of the project because Prof. Stevenson was indisposed. Melanie Pace replaced Enid Hendry who retired.

Advisory group member	Organisation	No of days served*
Professor Mike Fisher	Social Care Institute for Excellence (SCIE)	13
Professor Olive Stevenson CBE	Ann Craft Trust	11
Enid Hendry	NSPCC	7
Graham Ixer	General Social Care Council (GSCC)	7
Dr Cathy Murray	University of Southampton	7
Laura Critcher	Social Worker, Leeds City Council	5
Ros Cheetham	Social Work Manager, Leeds City Council	5
Melanie Pace	NSPCC	3
Peter Castleton	University of Sheffield	2
Endellion Sharpe	Sharpe Consultancy	2

*Number of days served comprises attendance at advisory group meetings and reviewing of reports.

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