Newly Qualified Social Worker Programme: final evaluation report (2008 to 2011)

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Contents

1. Executive summary

Introduction to the programme and aims of the report

The Newly Qualified Social Worker (NQSW) programme was originally established in 2008 as a three year project involving the Children's Workforce Development Council (CWDC) working with employers to deliver a comprehensive programme of support to newly qualified social workers (NQSWs). At the time of writing, the programme is in its fourth year. The programme was designed to ensure that NQSWs receive consistent, high quality support and that those supervising them are confident in their skills to provide support. It aimed to contribute to increasing the number of people who continue their long-term career within social work with children and families.

It had the specific objectives of:

- helping NQSWs improve their skills, competence and confidence as child and family social workers in a systematic manner during their first year of practice.

- enabling employers to provide focused supervision, support and guidance.

- contributing towards NQSWs' post-registration training and learning; and

- improving job satisfaction and promoting retention within the children's social worker workforce.

This report presents findings from the national evaluation of the first three years of the programme 2008-2011, covering three cohorts of NQSWs. It includes a summary of the policy and practice context of the NQSW programme; summative findings on participation in the programme, its implementation and the outcomes for NQSWs, making comparisons between the three cohorts; a set of organisational case 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 recruitment and retention of NQSWs.

Programme evaluation

The programme was independently evaluated by a consortium of three universities, Bristol, Salford, and King's College London. The evaluation methodology comprised online surveys of each cohort of social workers participating in the programmes at three time points, and surveys at two time points of their supervisors, and the local programme co-ordinators.

Focus groups and interviews were conducted with social workers, team leaders, supervisors, programme coordinators and senior managers in a sample of 23 participating local authorities and voluntary organisations in the first two years of the programme evaluation. These included seven organisational case studies of the implementation and impact of the programme over three years. In Summer 2011, 30 senior managers in a sample of local authorities and voluntary organisations were interviewed about the implementation and impact of the programme. Finally, recruitment and retention data concerning social workers in participating authorities were collated and analysed.

Key findings

Implementation of the programme:

- Implementing the programme in organisations was a considerable challenge, especially in the first year. However, programme co-ordinators reported that barriers to implementation, including the NQSWs' commitment to the programme and managers' interest and support, decreased significantly over the course of the three years. Support from CWDC was an important enabler to implementation (Sec. 4.4.2).

- The number of local authorities and voluntary organisations participating in the programme increased from 90 in 2008-09 to 152 in 2011, including 95 per cent of local authorities with social service responsibilities in England (Sec. 4.2).

- Over 5,000 NQSWs have participated in the one-year programme, with a completion rate of around 78 per cent (Sec. 4.2).

- Interviews with senior managers found that fewer than a quarter considered that their organisation had an "adequate or better" system of support for NQSWs prior to the introduction of the NQSW programme (Sec. 4.4.1).

- Almost all senior managers were generally satisfied with the way in which it had been implemented by their organisation. Around half commented favourably on CWDC's work supporting implementation and almost three quarters confirmed that the key components of the NQSW programme were now part of the core approach within their organisation and that the programme was embedded. Senior managers indicated that there had been a positive impact upon: recruitment and retention; the enhancement of supervisory skills; perceptions about what was required to support the professional development of NQSWs and that the programme was appreciated by the NQSWs (Sec. 4.4.1).

- Those components of the programme, provided by CWDC that were most highly praised by senior managers were the high quality supervision training and additional funding (Sec. 4.3).

- There were significant improvements over time in respect of the perceived level of support provided by senior managers for the programme, as seen by programme co-ordinators and subsequently reported by the senior managers themselves; by the third year of implementation most senior managers were convinced of the value of the programme, aware of its impact upon the organisation and engaged with the delivery (Sec. 4.5).

- Managing NQSWs' workloads, in particular to achieve the expected 90 per cent reduction in relation to experienced workers in the teams as well as attending to the complexity of cases, was problematic (Secs. 4.5.1, 4.5.2).

- Organisational case studies demonstrated key contextual factors in the varying levels of success in programme implementation, including previous commitment to training and development, general organisational performance, the commitment of senior managers and the effective engagement of the programme co-ordinator within the organisation (Sec. 5).

Impact of the programme on NQSWs:

- NQSWs' overall satisfaction rates with support they were receiving from employers at the end of the programme had increased from 59 per cent in 2008-09 to 73 per cent in 2010-11 (Sec. 6.1).

- Receiving regular, structured supervision to reflect on their practice was ranked as the greatest benefit of the programme by 30 per cent or more by each cohort of NQSWs, followed by having a reduced caseload and peer support groups (Sec. 6.2.2).

- The proportion of NQSWs who reported having received their full entitlement of supervision increased from just over half in 2008-09 to over three quarters in 2010-11 (Sec. 6.2.2).

- There was a statistically significant increase in each cohort from around 36 per cent to around 60 per cent in the proportions of NQSWs reporting "high confidence" in relation to a set of NQSW Outcome Statements (Sec. 6.3.1).

- NQSWs in each cohort reported small increases in both role clarity and role conflict between the start and end of the programme (Secs. 6.3.5-6).

- At the end of the programme, over 80 per cent of NQSWs in each cohort were satisfied or very satisfied with the 'intrinsic' aspects of their work; however, only half were satisfied with their pay and only slightly more with the number of hours they were working and opportunities for advancement. Between seven and eight out of ten social workers in each cohort were dissatisfied with the public respect for social work (Secs. 6.3.7-9).

- The overall proportion of NQSWs in each cohort reporting clinically significant stress on a standardised measure increased each year from around 31 per cent at the start of the programme to between 40 per cent and 33 per cent at the end (Sec. 6.3.11).

Impact of the programme on participating organisations:

- Two thirds of senior managers interviewed in the third year believed that the programme had led to an increase in skills and confidence in providing quality supervision (Sec. 7.1).

- Most senior managers interviewed in the third year believed that the core components of the NQSW programme were embedded in their organisation's policies and procedures (Sec. 7.4).

- There was also evidence of organisational developments specifically to support NQSWs and the programme was seen as a catalyst for change (Sec 7.5).

- There was support among senior managers for a continuation of a programme of structured support for NQSWs, but considerable concern about the availability of resources once the existing programme had ceased (Sec. 7.6).

Supervision:

- Enabling employers to provide structured, reflective supervision was a core objective of the programme. Nearly all the supervisors who had attended the CWDC commissioned training programme considered it useful in improving their own practice as well as in supporting the NQSW programme (Sec. 8.3).

- Overall, seven in ten supervisors were the NQSWs' line managers, but this proportion varied between regions. In some organisations reflective supervision was provided by a senior practitioner, the programme co-ordinator or an external consultant (Sec. 8.5).

- There was some evidence from case studies that the approach adopted by the NQSW programme to supervision had strengthened the working relationships between managers and NQSWs (Sec. 8.7.1).

- A comparison of NQSWs reporting having received at least their full entitlement of two-weekly structured supervision meetings in the first three months, reducing to monthly meetings thereafter with those who reported receiving less than this, suggested that supervision was associated with better outcomes at the end of the programme. Taking into account differences in baseline scores, NQSWs receiving full supervision had on average greater role clarity higher extrinsic job satisfaction and lower role conflict than those receiving partial supervision (Sec. 8.7.2).

- There was a marked effect of supervision on ameliorating stress: those NQSWs who received full supervision were largely protected from the increases in stress experienced by those who received only partial supervision (Sec. 8.7.2).

Assessing Outcomes/Evidencing achievement:

- CWDC, in consultation from employers, formulated a set of eleven 'outcome statements' which described what NQSWs were expected to know, understand and be able to do by the end of their first year. NQSWs were required to evidence their achievement in respect of each of the outcome statements (Sec. 3.3.2.1.3).

- In the first two years the means for evidencing achievement was through the development of a portfolio. This requirement was the most unpopular aspect of the programme, with both NQSWs and supervisors. The expectations for the volume and complexity of the work required were subsequently reduced both by CWDC and by local programme co-ordinators. The most successful arrangements involved linking the portfolio to the PQ award, progression and pay (Sec. 9.1).

- The outcome statements themselves provided a valid and reliable basis for measuring achievement. The experience of the NQSW programme will be useful for the development of the Assessed and Supported Year in Employment (Sec. 9.2).

Recruitment and Retention:

- Retention rates for NQSWs in local authorities increased from 85 per cent in 2008-09 to 91.5 per cent in 2010-11. Employers' vacancy rates reduced from 12.6 per cent in 2008-09 to 11.3 per cent in 2009-10 and 8.0 per cent in 2010-11 (Sec. 10.1).

- Most senior managers who were interviewed believed that the programme had had a positive effect on recruitment and retention (Sec. 10.6).

- At the beginning of the programme, between 29 per cent and 35 per cent of NQSWs in each cohort indicated that it was "likely", or "very likely" that they would be looking for a new job in the next year. This increased for each cohort to between 47 per cent and 35 per cent by the end of the programme. However, around 60 per cent of those in each cohort planning to move on anticipated remained in children's social work and the numbers actually leaving were very much smaller (Sec. 10.2-3).

- NQSWs' likelihood of actively looking for a new job increased with higher stress levels and with low satisfaction with pay, conditions, hours and flexibility of work and the support of management. No other factors, such as gender, ethnicity, age, self-efficacy and receipt of supervision were consistently associated with expressed intention to leave (Sec. 10.4).

- Conversely, it was clear that where support was provided for NQSWs, they were more likely to want to stay within their posts (Sec. 10.4).

Conclusions

In terms of the specific objectives of the programme:

- There was good evidence that the programme had been helping NQSWs improve their skills, competence and confidence as child and family social workers in a systematic manner during their first year of practice.

- There was strong evidence that the support and training in reflective supervision provided by CWDC had enabled employers to provide focused supervision, support and guidance to NQSWs, and that this was appreciated by an increasingly large majority of NQSWs.

- The programme had contributed towards NQSWs' learning, but the links with post-qualifying training had not been developed by most participating organisations. This omission, and the initial requirement to evidence achievement through a portfolio or record of achievement, was a source of dissatisfaction for many.

- Finally, there was no evidence from the validated questionnaire used in the surveys that the programme has improved job satisfaction, although it should be noted that the proportion of satisfied NQSWs was high, and remained so. There may have been a positive effect on recruitment and retention of NQSWs within the children's social worker workforce, but this is difficult to prove because other factors may be involved.

In terms of the development of support for social workers in their first year in practice:

- The arrangements developed by the Social Work Reform Board for the support of newly qualified social workers from September 2012, have been strongly influenced by the model developed by CWDC for children's social work and, subsequently, applied by Skills for Care in adult services.

- The new Assessed and Supported Year in Employment (ASYE) will include: a personal development plan and protected time for personal development and an entitlement to reflective supervision equivalent to that provided on the NQSW programme as well as a reduced workload.

- These requirements are likely to be seem by employers as a continuation of a successful package of support for the first year in social work which, in most instances, has already become embedded in the workings of their organisation. The NQSW programme in the children's sector is likely to be well recognised in the future for its contribution to the building for the social work profession of the safe and confident future envisaged by the Social Work Reform Board, in spite of concerns about financial resources in respect of future programmes.

2. Introduction

2.1 Policy and practice context

The Newly Qualified Social Worker (NQSW) programme was originally established in 2008 as a three year project involving the Children's Workforce Development Council (CWDC) working with employers to deliver a structured programme of supervision, training and development to newly qualified social workers (NQSWs) in their first year of employment in children's social care services. It had been developed as a response to a growing concern that the transition from social work student to post qualified practice was, in many instances problematic for both agencies and individual practitioners. This has particularly been the case in children's services where a combination of a high demand for services and high thresholds meant that newly qualified staff were often carrying large complex caseloads.

The programme was designed following considerable consultation with, and significant input from, employers in the children's services sector, newly qualified social workers and those working in higher education. The aim was to develop a programme which would ensure that NQSWs received consistent, high quality support and that those supervising them were confident in their skills to provide supervision. It aimed to contribute to increasing the number of social workers who continue their long-term career within social work with children and families (CWDC, 2008).

The broader context for this programme included the establishment in January 2009 by the then Labour government, with all party support, of Social Work Task Force (SWTF). The Taskforce had the remit of identifying ways that the social work profession could be strengthened and made more effective, presenting its final report in December 2009[1]. The Taskforce, which drew together stakeholders from across both the sector and social work profession, reported on the very challenging environment for social work practice. It highlighted the high demand for services and that many practitioners felt that they were operating in a highly bureaucratised system that limited their opportunities for working directly with children, young people and their families.

The report argued that:

> *…the current mix of practical and professional support to frontline social workers is inconsistent and sometimes inadequate. To be effective, social workers need appropriate technology and equipment, secure access to supervision and robust sources of research and information – and enough time to make good use of all of these resources.* (SWTF, 2009, p.4)

The report of the Task Force identified the role that frontline managers play in improving the quality of support for practitioners in general and NQSWs in particular, which is also a feature of the NQSW programme. The report argued that there should be clearer standards for supervision and workload for NQSWs. However it

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[1] https://www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-01114-2009

also recognised that managers themselves needed more robust support if they are to deliver both a more managed workload and higher quality supervision. These aspects were already key elements of the NQSW programme. A further recommendation was that the NQSW programme should be superseded by a formal Assessed and Supported Year in Employment (ASYE).

The recommendations of the Social Work Task Force were broadly welcomed by the last government and the Social Work Reform Board (SWRB) was established in December 2009 to take forward its work. The Coalition Government, following the election in May 2010, reiterated its support for the Reform Board and has continued to express commitment to reform of the social work profession.

The Social Work Reform Board endorsed the recommendation concerning the Assessed and Supported Year in employment for NQSWs and in March 2012 agreed the arrangements for the ASYE, which will be introduced from September 2012.

The NQSW programme has been implemented in the context of wider social work reform, including the work of the Social Work Task Force, the Social Work Reform Board and the Munro Review. The Task Force report argued that there should be clearer standards around supervision and workload for NQSWs. It also recognised that managers themselves needed more robust support if they are to deliver both a more managed workload and higher quality supervision.

The most recent and, in many ways, most significant recent policy development has been the publication of the Review of Child Protection undertaken by Professor Eileen Munro[2]. While she was given a remit of looking at inter-agency child protection processes she was specifically asked to focus on how social workers confidence and expertise can be promoted. Professor Munro's critique of the children's social care system was that it was risk averse, over-proceduralised and undermining of individual expertise. Although the Munro Review makes no specific reference to NQSWs the analysis and recommendations in the reports are consistent with the recommendations with regard to NQSWs made by the SWRB.

The last three years have seen a substantial increase in demands for children's social care services, particularly child protection. At the same time, high vacancy rates and retention problems have been reported by some employers. The Coalition government has stated that despite the challenging budgetary constraints, services should be focused on the most vulnerable families. The implications for social work in general and NQSWs in particular is that this is not a period when the sector can expect large scale national programmes with prescribed, target driven detailed procedures. Instead government is setting out a framework within which local policy makers and managers will be expected to implement using their own judgement as to what fits local circumstances most appropriately. A less procedural system which will make greater demands in terms of social workers using their discretion and judgement.

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[2]https://www.education.gov.uk/publications/standard/AllPublicationsNoRsg/Page1/CM%208062

The year 2012 is when many of the reforms proposed by Government will come to fruition. The regulatory functions of the General Social Care Council will pass to the Health and Care Professions Council (HCPC), with the basis of registration changing from the Codes of Practice for Social Care Workers to the *Standards of Proficiency for Social Workers*. The standards are based upon the Professional Capabilities Framework (PCF)[3]. The PCF was proposed by the SWRB as a conceptual framework that would help facilitate coherent consistent pathways for social workers throughout their careers including those who are newly qualified. CWDC worked with Skills for Care (which is responsible for adult social care services) to support the SWRB in developing proposals for the Assessed and Supported Year in Employment (ASYE) for newly qualified social workers. The programme will commence in September 2012 and will succeed the existing NQSW programmes.

The standards for the ASYE are fully integrated into the PCF, which is owned by The College of Social Work. With the support of their employers, NQSWs will need to show that they have met the capability statements at ASYE level as set out in the PCF.

Thus, 2012/13 has been described as a transitional year for the ASYE. Within children's services, arrangements for supporting NQSWs remain in place until the ASYE begins in September 2012; employers are expected to continue to support NQSWs through their own programmes until the start of the ASYE.

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[3] http://www.education.gov.uk/swrb/a0074240/professional-standards-for-social-workers-in-england

2.2 The NQSW programme

The NQSW programme was piloted in 2008-09 with 87 employers before being extended to all local authorities and voluntary organisations working with children and young people in 2009.

The NQSW programme was designed by CWDC to help employers give participants in the programme structured and systematic support. The programme aimed to ensure that NQSWs received consistent, high quality support and that those supervising them were confident in their skills to provide support. It aimed to contribute to increasing the number of people who continue their long-term career within social work with children and families (CWDC, 2008).

It had the specific objectives of:

- helping NQSWs improve their skills, competence and confidence as child and family social workers in a systematic manner during their first year of practice;

- enabling employers to provide focused supervision, support and guidance;

- contributing towards NQSWs' post-registration training and learning;

- improving job satisfaction and promoting retention of child and family social workers.

  The key features of the NQSW programme can be found in the NQSW handbooks for employers and social workers, which were published for each cohort of social workers. The handbooks set out the programme structures, explained who is eligible, set out key roles and responsibilities and summarised the support provided by CWDC.

CWDC's intention was to allow employers to use existing processes and arrangements to deliver this support and to select an approach that best meets the needs of participants in the NQSW programme. To enable employers to meet their commitments to the programme, CWDC provided:

- funding to employers;[4]

- training, support and advice for individuals nominated by employers to co-ordinate the programme in their organisation (programme co-ordinators);

- a set of written guidance materials for all participants in the NQSW programme and their supervisors; and

- training for those supervising participants in the NQSW programme, to help them in this role.

Each participating employer was required to appoint a programme co-ordinator. The identified programme co-ordinators 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 NQSWs' individual training and

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[4] Funding consists of: £4,000 for each newly qualified social worker; an average of £15,000 per employer to contribute to the support and development of supervisors; £10,000 capacity funding for employers who support 10 or more newly qualified social workers per annum.

development plans and checking that NQSWs are receiving supervision and a reduced caseload. Programme co-ordinators 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 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 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 were recruited from existing employers to take over the activities of the CE support advisors. Between October 2011 and March 2012 these peer support advisors provided support to employers in their region by sharing their knowledge and providing practical approaches to overcoming common challenges.

The support expected to be provided to NQSWs through the programme is explained in Box 2.1, taken from the NQSW handbook 2008-09.

BOX 2.1: THE NQSW PROGRAMME

Participants in the NQSW Programme were entitled to:

- ten per cent of their time being ring fenced for undertaking training and development activities and collating evidence in a portfolio;
- access through their employer to additional funds to support their development;
- two-weekly supervision meetings as a minimum (reducing to monthly meetings after three months as appropriate), which included time to focus explicitly on demonstrating their achievement against a set of NQSW outcome statements; and
- involvement in the Early Professional Development (EPD) pilot programme to support them in their second and third years post qualification.

In addition, their caseload was to be carefully managed. The intention was that they be assigned work at a level of complexity and risk that fitted their experience to date and with which they felt comfortable. It was expected that the participants would be looking to take on 90 per cent of the work that a confident second or third year social worker would undertake in their organisation. This reduction in caseload was in addition to the ten per cent protected time for training and development needs allocated as part of the programme.

Source: NQSW Handbook (2008)

The programme was designed so that NQSWs would develop their skills, knowledge and understanding over the course of a year in order to meet a set of 11 'outcome statements' (Appendix 1). The *NQSW Outcome Statements and Guidance*, developed through consultation with employers, set out the core tasks of child and

family social workers, together with the required knowledge and associated legislation and policy documents, a set of detailed evidence requirements.

The key elements in the programme are illustrated below in a diagram taken from the NQSW handbook 2009-10.

DIAGRAM 2.1: NQSW PROGRAMME - KEY FEATURES

NQSW

is managed by

Line Manager

is supported by

The Programme Co-ordinator

The Supervisor

NQSW ↔ Supervisor
Regular Professional Development Meetings

Objective in training & development plans agreed using the NQSW outcome statements

Achievement of NQSW outcome statements

Progression to Early Professional Development in years two and three of social work practice

Source: *NQSW handbook 2009-10*

The NQSWs were supported by a supervisor, who could be staff development specialist, an independent consultant or their line manager. Regular professional development meetings clarified an NQSW's training and development needs and agreed a plan for meeting them.

The first cohort of NQSWs was expected to compile a portfolio showing progress towards these outcome statements. This portfolio was intended to include:

- the training and development plan that was revised following a review at the end of the first three months and at the end of the programme;
- a record of activities, achievements and reflections;
- supervision records; and
- evidence to show how they have met the outcome statements, summarised in a 'Record of Achievement' monitored by programme co-ordinators.

Initially in year 1, programme co-ordinators liaised with CWDC to register NQSWs. However, following the establishment of an electronic system in year 1 registration was via an online portal. Organisations wishing to arrange training for supervisors did so by contacting the contractors appointed by CWDC to deliver the training. In order to enhance the quality of supervision within participating organisations, CWDC commissioned a handbook for supervisors and short courses in supervision; these both were based on a model which emphasises reflection and professional development in addition to case management.

CWDC responded to employers' and NQSWs' feedback on the programme and the findings emerging from the evaluation and made some changes to the handbooks and guidelines over the three years.

3. Programme evaluation

The programme was independently evaluated by a consortium of three universities, Bristol, Salford and King's College London, for three years between 2008-and 2012.

The purpose of the evaluation was to assess the impact of the programme on the social workers participating in the NQSW programme and their supervisors and to advise CWDC and the Department for Children, Schools and Families (subsequently from 2011 Department for Education) on the extent to which the programme was sustainable and 'fit for purpose'.

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 NQSWs, programme co-ordinators and supervisors which were administered and analysed by Dr Demi Patsios and Marsha Wood (University of Bristol). Dr Hugh McLaughlin (Salford University) led a set of case and organisational studies in the first year of the evaluation and was then succeeded by Prof. Steven Shardlow. 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). James Blewett collaborated with advocacy projects for young people (Sunderland Participation Project) and carers (ATD 4th World) to gain their perspectives through a review of portfolios in the first year. James Blewett and Prof. Jane Tunstill (Kings) contributed to an analysis of the developing policy context. John Carpenter took the lead in writing the evaluation reports, with substantial contributions from Demi Patsios, Marsha Wood on the survey data and from Hugh McLaughlin and 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 18).

The evaluation team produced a series of reports which informed the development of the programme. Substantial summative reports on each of the first two years of the programme were published on the former CWDC www site. Copies may be downloaded from the www site of the School for Policy Studies, University of Bristol[5]. The final reports on the NQSW and EPD programmes are expected to be published by the Department for Education in the Summer of 2012.

The present report however has been written so that it can be read without reference to the previous reports.

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[5] http://www.bris.ac.uk/sps/research/projects/current/rk7035/

3.1   Aims of this report

This report is based on the independent external evaluation of the first three years of the programme comprising three cohorts (annual intakes) of NQSWs (2008-11). The programme has continued and at the time of writing, is in its fourth year.

The aims of this report are to present:

- a summary of the policy and practice context of the NQSW 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 four different organisations with different results;

- findings about the impact of the programme on NQSWs, including their views on the programme and the outcomes in terms of their confidence, role clarity, role conflict, job satisfaction and stress, drawing data from all three cohorts of social workers;

- an analysis of the impact more broadly on the participating organisations, the mainstreaming of the programme and the sustainability of support for NQSWs;

- a focused study of the implementation of protected, reflective supervision, including training for supervisors, NQSWs' 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 NQSWs' achievement through portfolios and 'records of achievement';

- an analysis over the three years of the programme of recruitment and retention of NQSWs in the participating authorities, of the social workers' expressed intentions and senior managers' perspectives on the effects of the programme on retention of NQSWs; and

- conclusions on the extent to which the programme achieved its objectives.

3.2 Methodology - overview

The evaluation commission required the research address the following topics:

- the implementation of the programme;
- the outcomes of the programme for newly qualified social workers and supervisors; and
- the impact on the retention and recruitment of child and family social workers.

The evaluation methodology combined quantitative and qualitative social research methods. It is summarised in Box 3.1 below and described in more detail in the relevant sections which follow.

A series of national online surveys of all participants in the programme was conducted in each of the three years of the evaluation. These surveys asked about the implementation and perceived benefits of the programme and employed validated measures to assess outcomes. The surveys also included open questions to allow respondents to elaborate and explain their answers. The surveys were designed:

1. to provide a broad picture of the programme nationally and 'hard' evidence of outcomes which could also be analysed statistically to reveal any differences in outcomes between groups of respondents; and
2. to investigate the statistical predictors of these outcomes.

The qualitative studies were designed to gather in-depth information about the implementation and effects of the programme. In the first two years, they comprised case studies in a representative sample of 15 local authorities and one voluntary organisation[6]. In addition, more detailed organisational studies, that provided a picture of the implementation were carried out in seven additional organisations. (See Box 3.1). In the third year, senior managers in a representative sample of 30 local authorities and voluntary organisations were interviewed about the implementation of the programme and its impact.

Finally, the impact on the retention and recruitment of child and family social workers was investigated through the collation and analysis of data from all the participating local authorities over the three years.

The evaluation methods were reviewed and approved by the University of Salford Research Ethics Committee, the then Department for Children, Schools and Families (DCSF) and CWDC, who along with the advisory group members, also reviewed all the quantitative and qualitative research instruments.

This is one of the largest and most complex evaluations of a programme for social workers ever to have been undertaken in this country. As Professor Olive Stevenson (2010) wrote in her forward to the first year evaluation report:

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[6] It had been planned to include more voluntary organisations, but in 2008-09 only one participated. In the following two years, the small numbers of NQSWs registered by voluntary organisations meant that the intended organisational case study was not feasible. An additional local authority was substituted instead.

It should be recognised that the evaluative research on which the report is based is a very considerable achievement. It required a combination of quantitative and qualitative methods and statistical analysis to assess the impact of the various elements of the programme. What made it particularly difficult were the range and diversity of the organisations involved and the constantly changing circumstances of the parties under scrutiny (CWDC, 2010a, p.ii).

This final report is yet more complex in that it aims to draw together the findings from three years of the programme during which time the programme itself changed and developed.

BOX 3.1: SUMMARY OF EVALUATION METHODS

- ***Online surveys*** of three cohorts of newly qualified social workers participating in the programmes, 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.

- ***Qualitative studies***, a total of 23 organisations were studied; of these 16 (including one voluntary organisation) were case studies and seven were organisational studies (Appendix 17).

  - ***Case studies - 16*** (8 in the first year (2008-09) only, six in the second year only (2009-10) and two in both years). These involved focus groups and interviews with social workers, supervisors and team managers, programme coordinators and senior managers.

  - ***Detailed organisational studies – seven*** (four local authorities participated in the 2008-09; one of these was unable to continue in the second year (2009-10) and was replaced). Two additional local authorities were recruited as part of a planned extension to the evaluation.

- ***Collation and analysis of recruitment and retention data*** concerning social workers in all participating local authorities over three years.

- ***Interviews with senior managers*** in a sample of 30 local authorities and voluntary organisations in the third year about the implementation and impact of the programme.

- ***A review in the first year of NQSWs' portfolios*** by an expert panel including service users, practitioners and managers.

3.3   Surveys

This component of the evaluation included a series of online surveys of programme co-ordinators, NQSWs and supervisors. The timings of the various surveys for the three years of the NQSW programme evaluation can be found in Box 3.2 below. Also included are the three periods of qualitative data collection for the evaluation.

BOX 3.2: DATA COLLECTION TIMETABLE FOR THREE YEARS OF THE NQSW PROGRAMME EVALUATION
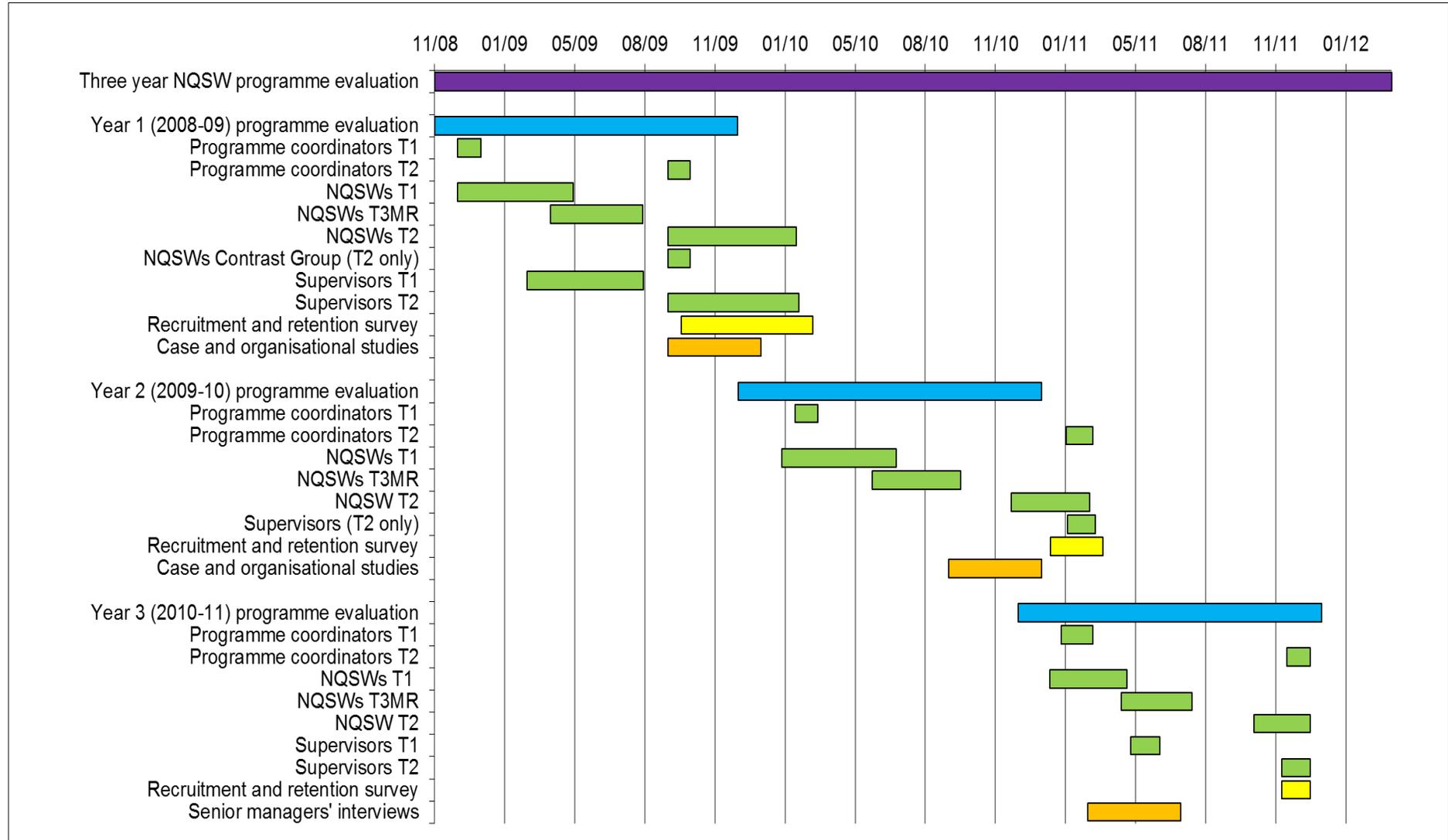
Note: T1=baseline; T3MR=3 month review; T2=end of programme.

3.3.1 Programme co-ordinators' surveys

NQSW programme co-ordinators had the lead responsibility for local implementation. They were surveyed at the beginning of their engagement with the programme (T1) at the end of their first year (T2) and again at the end of the three years (T3). In the second year, programme co-ordinators from organisations who joined the programme in the second year (n=56) in addition to programme co-ordinators who were new to their post (n=48) were surveyed.

The programme co-ordinators' survey included a standardised measure designed to assess 'barriers to implementation' for programme interventions (Corrigan *et al.*, 2002). This measure, which was adapted for the NQSW programme, assessed barriers to the implementation of programmes in terms of: "managers' interest and support for the programme", their own time, knowledge and skills, and clarity about their role; the NQSWs "commitment to the programme", the "quality of supervision available to NQSWs" and the "quality of support from CWDC".

Ratings are made on a scale of 0 = "no barrier" to 5 = "insurmountable barrier". Respondents were invited to make free text comments on the issues raised and to identify facilitators to implementation.

The programme co-ordinator surveys also asked for demographic information about the programme co-ordinators. It also asked a series of open questions, to identify and comment on further barriers and facilitators to the implementation of the programme, and on the support received from CWDC. (The surveys are attached as Appendices 2 and 3).

3.3.1.1 Survey participants and response rates

In the first year, the survey was sent to all 79 programme co-ordinators at the start (T1) and end (T2) of the first year of the programme. Eighty nine per cent responded at T1 and 82 per cent at T2[7]. These high response rates may relate to the novelty of the programme, with many keen to comment on the teething issues associated with implementing a new programme. In the second year, the survey was sent to programme co-ordinators from new organisations who had joined the programme in the second year (n=56) and those who had taken over the role of programme co-ordinator from the year one co-ordinator (n=48). Forty five per cent responded to the T1 survey rising to 57 per cent for the T2 survey. In the third year, the T1 survey was sent to any new programme co-ordinators who had recently assumed their position. Thirty eight responded to this survey. The final survey was sent to all programme co-ordinators to get a final picture of how co-ordinators felt about the implementation of the programme. Just over half (54 per cent) responded to this final survey.

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[7] Percentages on numbers below 100 are not usually reported but these have been included to facilitate understanding.

TABLE 3.1: PROGRAMME CO-ORDINATORS' SURVEY RESPONSE RATES FOR THREE YEARS OF THE NQSW PROGRAMME, BY SURVEY TIME PERIOD

	2008-09		2009-10		2010-11	
	T1	T2	T1	T2	T1	T2
N	79	72	47	63	16	50
Response rate %	88.8	82.0	45.2	57.3	38.1	54.3

Demographic data were available for 79 programme co-ordinators in the first year, 87 in the second year and 63 in the third year. Around three quarters of those that responded were over the age of 41. Similar proportions were female. Nine out of ten were white. Around a quarter had no social work qualification. There were slightly more from Unitary and County authorities than from other authorities. Ten were from voluntary organisations (see table A14.1 in the Appendix for more details, including the regions in which they were based).

3.3.2 Newly qualified social workers' surveys

NQSWs in each cohort were emailed a link to a confidential online survey on three occasions: shortly after their registration on the programme (T1), at the time of their formal three month review with their supervisor (T3MR) and around the time of the end of the programme, nine months later (T2) (see Appendices 4-6).

The initial survey asked for detailed demographic information, including the extent of their previous experience prior to and during their social work degree and the academic level of their social work degree (undergraduate or postgraduate). They were invited to comment on whether their employer's participation in the NQSW programme had influenced their decision to apply for their job in the organisation and to rank the components of the programme in terms of their perceived usefulness to them as NQSWs. Respondents were asked whether, overall, they were satisfied or dissatisfied with the support they were receiving as an NQSW from their employer[8]. These questions were asked again at T3MR if they had not previously responded, and at T2. Respondents had opportunities to add free text comments to explain and elaborate their answers.

As noted in the introduction, the intended outcomes of the programme for NQSWs included increased skills, competence, confidence and job satisfaction. These outcomes were assessed through online surveys of all participating NQSWs at three time points. The surveys used standardised self-report measures to assess the social workers' role clarity and role conflict, job satisfaction and stress. A measure of self-efficacy was developed for the study. These are described below.

In the first year of the programme only the T2 survey was also sent to NQSWs in a sample of authorities which had not taken part in the NQSW programme. The recruitment of this "contrast group" enabled a comparison, at T2, of the

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[8] This question was an addition to the survey questionnaire and only asked at Time 2 for the first cohort.

circumstances, self-efficacy, job satisfaction, role clarity and conflict of NQSWs who had participated in the programme and those who had not. It was not possible to repeat this in subsequent years because almost all employers had joined the programme.

3.3.2.1 Outcome measures

3.3.2.1.1 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 has been 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
- 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 at baseline for each cohort of NQSWs as 'good' (Cronbach's alpha at baseline ranged between 0.88 in 2008-09 to 0.87 in 2010-11).

3.3.2.1.2 Role conflict

Role conflict (Rizzo *et al.*, 1970) on the other hand, may be considered a less positive outcome. It arises from competing demands, inadequate resources, incompatible requests, and disagreement at the level of management. Like role conflict it is measured using a seven point Likert scale, which ranged from 'very false' (=1) to 'very true' (=7)[11]. There are eight items:

- 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

Respondents were asked to score each role conflict item using a seven point Likert scale, which ranged from 'very false' (=1) to 'very true' (=7). Role conflict scores could range from six to fifty six. The internal reliability of the scale in this study was assessed at baseline for each cohort of NQSWs as 'good' (Cronbach's alpha at baseline ranged between 0.86 in 2008-09 to 0.82 in 2009-10).

3.3.2.1.3 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 have developed an approach to measuring self-efficacy based on Bandura's Social Cognitive Theory. 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 measure developed for this study assessed, using a ten-point scale, the NQSWs' confidence in their ability to accomplish the tasks set out in 11 NQSW "outcome statements" (Appendix 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 first year in practice (CWDC, 2008). They cover three key areas: direct work with children, young people, their families and carers; working with others to provide co-ordinated services; and professional development. Professional development and accountability were presented in the surveys as two separate items, so that the scale comprises 12 items in all.

Respondents were asked to score each self-efficacy item using a ten point Likert scale: 'not at all confident' (=1); 'moderately confident' (=7); extremely confident (=10).   Thus, self-efficacy scores could range from a minimum of 10 to a maximum of 120.The internal reliability of the scale in this study was assessed at baseline for each cohort of NQSWs as 'excellent' (Cronbach's alpha at baseline ranged between 0.961 in 2008-09 to 0.950 in 2009-10).

Test-retest reliability[9] was initially demonstrated with a sample of qualifying social work students at the University of Bristol; test-retest scores were strongly correlated (r= .80, p < .05).

Principal Components Analysis[10] carried out on the baseline for the first cohort of social workers in the programme evaluation demonstrated that the items could be considered as a scale with one factor which accounted for 70 per cent of the variance (The scree plot is shown in Figure A15.1 in Appendix 15).

Taken together, there is strong justification for treating the self-efficacy items as a scale, adding the responses together to create a total self-efficacy score for use in further analysis.

NQSWs were asked to complete this measure at baseline and again after three months (T3MR) when the NQSWs and their supervisors were expected to undertake a review of progress. At this point, they were also asked to include a retrospective rating of their baseline self-efficacy ("If you knew then what you know now…"). This rating was introduced because the originators of this method of assessing outcomes in social work had predicted the possibility of 'response shift bias' (Holden *et al.*, 2008). It was anticipated that some NQSWs may, with the benefit of experience, reflect that they may have overestimated their self-efficacy at baseline. Finally, at the

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[9] See Appendix 16 for further explanation.
[10] See Appendix 16 for further explanation.

end of the programme (T2), they repeated the ratings.

3.3.2.1.4 *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.

The original scale contains one item asking respondents to rate their satisfaction with 'public respect for the job you do'. Analysis of the internal reliability of the scale in 2008-09 showed that responses to this item were out of line with the responses to the other items: in general, while social workers were 'satisfied' or 'very satisfied' with almost all aspects of their jobs, they were *dis*satisfied with the public's respect for their work. Inclusion of this item rendered the scale internally inconsistent; also, because perceptions of public respect for social work is an interesting topic in its own right, this item was removed from the scale analysis and is reported separately.

In other respects, job satisfaction has two main components: 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 sub-scale in this study was assessed at baseline for each cohort, which ranged from 'good' in 2008-09 (α=0.81) to 'acceptable' in 2009-10 (α=0.79).

The other component, 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 this sub-scale was assessed at baseline for each cohort of NQSWs as 'acceptable', ranging from α= 0.73 in 2008-09 to α=.71 in 2010-11.

3.3.2.1.5 *Stress*

Stress was measured by means of the General Health Questionnaire (GHQ) (12 item version) (Goldberg and Williams, 1988). The GHQ is a standardised self-rating scale which is very widely used to measure stress in the general population and in research on occupations. The scale asks whether the respondent has experienced a particular symptom or behaviour recently. 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 using Cronbach's alpha at baseline for each cohort of NQSWs as 'good', ranging from α=.89 in 2009-10 to α=.88 in 2008-09.

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.

3.3.2.1.6 Intention to leave

Finally, NQSWs were asked about the likelihood of their leaving the organisation within the next year. This method 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.

3.3.2.2 NQSW survey participants and response rates

The number of organisations participating in the programme increased from 88 in 2008-09, the pilot programme, to 143 in 2010-11. Consequently, the number of NQSWs doubled. Participants in the year of the programme were classified by CWDC as either 'early starters' or 'late starters', reflecting the period in which they were registered on the programme by their employers.

TABLE 3.2: NQSWS' SURVEY RESPONSE RATES FOR THREE YEARS OF THE NQSW PROGRAMME, BY SURVEY TIME PERIOD

	2008-09			2009-10			2010-11		
	T1	**T3MR**	**T2**	**T1**	**T3MR**	**T2**	**T1**	**T3MR**	**T2**
	N	**N**	**N**	**N**	**N**	**N**	**N**	**N**	**N**
	(%)	**(%)**	**(%)**	**(%)**	**(%)**	**(%)**	**(%)**	**(%)**	**(%)**
Registered participants	1035	1000	1000	2020	2020	2013	2185	2185	2185
Eligible to respond / (adjusted response rate)	1000 (96.6)	1000 (96.6)	838 80.1)	1933 (95.7)	1933 (95.7)	1919 (95.3)	2002 (91.6)	2053 (94.0)	2035 (93.1)
Respondents / (adjusted response rate)	505 (50.5)	420 (42.0)	274 (32.7)	705 (36.5)	478 (24.7)	581 (30.3)	881 (44.0)	495 (24.1)	511 (25.1)

NQSWs eligible to respond at the various survey time points over the three years of the NQSW evaluation are presented in Table 3.2 above. The response rates are adjusted to take into account the number of participants eligible to respond at each time point. This takes into account the numbers who, having been registered, did not actually start the programme and those who subsequently dropped out at various stages. As the table shows, adjusted response rates at baseline (T1) fluctuated. In

2008-09, the adjusted response rate for the early starters was lower than for the late starters (32 per cent vs. 40 per cent). Evidence from the case study sites indicated that in many cases employers had not been able to start the programme as promptly as in other years because they were also launching the new Early Professional Development programme at the same time.

The adjusted response rate at T2 dropped significantly compared to T1 in each cohort. The findings need to be considered in the light of these response rates. It is not possible to say whether the responses of those who completed the survey were representative of the NQSWs as a whole.

3.3.2.2.1 *Demographics of respondents*

The three cohorts of NQSWs responding to the online surveys had very similar demographic profiles (see Table A14.2 in Appendix 14 for full results). Approximately one half of respondents were in the youngest age group (21-30), about nine out of ten were women. Between 17 and 21 per cent were from a black and minority ethnic group. Nearly one third had a post-graduate degree in social work.

Comparing the cohorts, there was some evidence that NQSWs in the pilot programme (2008-09) were more likely to have had pre-degree practice experience of children's social care work lasting six or more months (19 per cent) compared with 2009-10 (15 per cent) and 2010-11 (12 per cent).

3.3.3 Supervisors

All those staff who had been identified by their employers as the supervisors of NQSWs were invited to complete an online questionnaire (see Appendices 7 and 8). In addition to demographic information, the supervisors were asked to rate their own self-efficacy in supervision using a set of outcome statements. This scale was developed by the evaluation team from the competence statements (performance criteria) in Section 3 of the joint CWDC/Skills for Care workforce development tool *Providing Effective Supervision* (CWDC and Skills for Care, 2007).

Using the same methodology as the NQSW self-efficacy scale, this questionnaire asked supervisors to rate their confidence in relation to ten key aspects of supervision (supervision systems, professional development and training, supervisory interventions, identifying difficulties, supporting, workload, practice, user-centred practice, feedback on practice and feedback on supervision).

Supervisors were asked whether they had participated in the CWDC training programme for supervisors and, if not, whether they planned to do so in future. They were invited to give their views on the supervision training and on the programme as a whole.

Supervisors were also asked to rate the efficacy of the NQSWs they were supervising in relation to the NQSW outcome statements. This efficacy scale was equivalent to the NQSWs' efficacy scale in that it asked for a judgement to be made concerning the same key outcomes of the programme. The survey link was emailed to supervisors at the time of the NQSW's three month review, by which time they were expected to have got to know the NQSWs, and again at the end of the

programme. The intention was that the NQSWs' and the supervisors' ratings at these two time points be matched[11]. In order to achieve this, the supervisors had to ask the NQSWs for their personal identification number which they had generated for their own survey[12].

3.3.3.1 Supervisors' response rates

The number of respondents to the supervisors' surveys is shown in Table 3.3. It can be seen that the number responding to the first survey in 2008-09 was very much greater than in subsequent surveys. Some of the supervisors approached replied to the evaluation team and others to CWDC, saying that they were not in fact supervising NQSWs. In some authorities, NQSWs were being supervised by both line managers and by training and development staff; in some cases neither assumed responsibility for responding. Consequently, it is not possible to estimate the number of potential respondents and calculate a response rate.

TABLE 3.3: SUPERVISORS' SURVEY RESPONSE RATES FOR THREE YEARS OF THE NQSW PROGRAMME, BY SURVEY TIME PERIOD

	2008-09		2009-10		2010-11	
	T1	**T2**	**T1**	**T2**	**T1**	**T2**
N	264	128	-	50	76	50

The T1 survey in 2008-09 was in two parts: the first collected baseline demographic on the supervisors and their self-efficacy as supervisors; the second part asked for their ratings of the efficacy of the NQSWs they were supervising. Almost all respondents completed part one. However, the response rate to the supervisors' NQSW efficacy scale was very poor. Anecdotal reports suggested that this was a combination of supervisors being "too busy" and "embarrassed" about asking the NQSWs for personal information and having to reveal the reason for their request. Consequently, for cohorts 2 and 3, supervisors were also asked to give an overall rating of NQSWs, "in general".

The survey was not administered at T1 in 2009-10 because it would have occurred during the General Election period, when contact with local authorities was prohibited.

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[11] T1 supervisor surveys were matched with T3MR surveys for NQSWs; T2 was the same for both groups.

[12] The NQSWs generated their own ID from the first two letters of their given name, the last two letters of their surname and the day and month of their birthday. In most cases this meant that the supervisor had only to ask the NQSW for the date of their birthday.

3.3.4 Qualitative study and samples

3.3.4.1 Case and organisational studies

Case studies were undertaken during the first two years of the evaluation. The case study sites were selected to represent the different types of local authority (county, unitary, metropolitan and London borough) and the different regions of England. The case studies took place in fourteen local authorities and one voluntary organisation (see Table 3.4).

TABLE 3.4: NUMBERS AND DESIGNATIONS OF STAFF PARTICIPATING IN THE CASE AND ORGANISATIONAL STUDIES BY ORGANISATIONAL TYPE 2008-09 AND 2009-10

Type of employer	NQSWs	Team leader	Supervisor	Programme coordinator	Senior manager	Total
County Council	23 (107)	19	2	8	5	57
London Borough	15 (35)	1	3	2	1	22
Metropolitan	15 (40)	5	0	3	0	23
Unitary	17 (42)	2	0	2	2	23
Voluntary	0	1	0	1	0	2
Total	70	28	5	16	8	127

Note: * the numbers of NQSWs in the organisations by type at the time of data collection are given in brackets

In each **case study** site, a member of the evaluation team interviewed the programme co-ordinator 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 conducted two focus groups to which all the NQSWs and supervisors, respectively, were invited (Appendices 11 and 12).

Further, an additional seven local authorities were the focus of an **organisational study**. The aim of these organisational studies was to develop a systemic view of the implementation of the programme and of how the components fit together in making it more or less effective. These pictures were built up through interviews and focus groups with NQSWs, their supervisors and managers, workplace colleagues and senior managers in the authority or voluntary organisation. In addition, the evaluator collected and analysed contextual information, for example OFSTED reports, Children's Plans, local policies on training and development and supervision.

The case and organisational studies took place in each of the first two years of the programme (2008-09 and 2009-10). In year three, contacts were made with programme coordinators in the organisational study sites. This provided an opportunity to establish if trends evident in the first two years had been maintained. In year three, at the request of CWDC the organisational studies were replaced by interviews with senior managers in a different sample of employers in order to obtain a wider set of organisational perspectives at a strategic level.

3.3.4.2 Senior managers' interviews

Between June and September 2011, 30 senior managers representing 25 local authorities and five voluntary organisations were interviewed by telephone. None of those interviewed had taken part in the case and organisational studies mentioned above.

Participants were interviewed about their perceptions of the programme, on its impact on recruitment and retention of NQSWs and on improving outcomes for social workers and service users (Appendix 10).

The sample comprised local authorities and voluntary organisations that had implemented the NQSW programme. An attempt was made to construct a sample that both represented the geographical spread of organisations across England and also the different types of organisations (types of local authority and voluntary organisations).

Table 3.5 includes details of organisation by type. Organisations included in the sample were invited to nominate a senior manager that had strategic oversight of the NQSW in the organisation to be interviewed by one of the research team.

TABLE 3.5: SENIOR MANAGERS AND DESIGNATIONS BY ORGANISATIONAL TYPE (2011)

Type of employer and number	Head of service	Director or Assistant Direct.	Training & development manager	Head of planning and resources	HR manager	Social work practice consultant	Team manager	Supervisor	Total
County Council (6)	2		3				1		6
London Borough (4)	1	1	1	1					4
Metropolitan (6)	1	1	2	1		1			6
Unitary (7)	2	1	2	1	1	1	1		9
Voluntary (5)		1			1	1		2	5
Total	6	4	8	3	2	3	2	2	30

3.4 Recruitment and retention surveys

Organisations participating in the NQSW programme were sent a request via the programme co-ordinators for the number of NQSWs (full and part-time) hired and who left during the year (Appendix 13). Programme co-ordinators were also asked to provide overall vacancy rates for child and family social workers in their organisation.

Requests for recruitment and retention data were sent on three separate occasions: Sept 2009 – March 2010 (Year 1 cohort); Jan – March 2011 (Year 2 cohort); and Nov – Dec 2011 (Year 3 cohort). Requests were via an email, which included a cover letter outlining the type of data sought and instructions for completing the proforma, as well as including definitions of what constitutes a newly qualified social worker.

In many organisations, the programme co-ordinator had such data available and completion of the proforma was a relatively straightforward process. In other organisations, however, programme co-ordinators were not best placed to provide this information; in these instances, the programme co-ordinator 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 spreadsheet template which was used to compile recruitment and retention data for participating employers over the three years of the NQSW programme.

Where incomplete information was provided, the project researcher confirmed this with the programme co-ordinator. 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.

3.4.1 Response rates

In 2008-09, 58 of the 87 employers participating in the NQSW programme provided recruitment and retention data (67 per cent). In 2009-10, 71 of the 144 local authorities and voluntary organisations participating in the NQSW programme provided data (49 per cent). In 2010-11, 73 of the 152 local authorities and voluntary organisations participating in the NQSW programme provided data (48 per cent). The findings from the second and third years reported below need to be understood in the context of these lower response rates.

3.5   Data analysis

3.5.1   Quantitative data analysis

Quantitative data analysis began with descriptive statistics and cross-tabulation of demographic variables and responses to the outcome measures. The second stage of the analysis reported in detail below employed these variables in a comparative analysis of outcomes (measured as the difference in T2 versus T1 scores). Analysis of variance was used to explore differences in outcomes between groups (e.g. in different regions, different types of authority and different baseline characteristics of the participating NQSWs, such as educational background and previous experience). Multivariate regression analyses, controlling for baseline scores, were employed to explore the statistical predictors of the various outcomes.

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

3.5.2   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 Appendix 16 for detail of qualitative study sample). 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. NQSWs) and between subject groups (e.g. NQSWs 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.

3.6   Conclusion

The mixed methods research methodology developed in order to evaluate the NQSW programme was necessarily complex and demanding. Its strengths lay in the determination to seeks the views and experiences of many stakeholders in the participating organisations, including supervisors, team managers, and senior managers, as well as the NQSWs themselves. The online surveys were designed to reach all participants in each of the three years of the programme, not just a sample. The surveys of NQSWS 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 studies in a large purposive sample of participating organisations, including a set of organisational studies and a separate phone survey of senior managers who had not been involved in the first two years of the programme.

The most obvious weakness of the study design was the lack of a control or comparison group, except for the small 'contrast' group which was used to compare outcomes at the end of the year with those for the first cohort of participants on the programme. As explained, this was because all employers of child and family social workers were invited and encouraged to join the programme in the second and third years so no 'non-intervention' comparison group was possible. 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. To some extent it was possible to compensate for this weakness with the use of multivariate analyses which examined the statistical predictors of the outcomes of interest and by making comparisons of outcomes for participants who, by their account, received full or partial exposure to the programme components, such as reflective supervision.

The second weakness was in the response rates to the online surveys, notably in the final year of the programme, when participation was poor. Although the response rates were generally high by comparison with previous online or postal surveys, the conclusions which can be drawn with respect to each cohort of NQSWs at the end of year are necessarily limited.

Conversely, the fact that the study investigated three successive cohorts of NQSWs strengthened the conclusions in two respects. First, because findings which are consistent between the cohorts (which were themselves all very large) can be considered to be more reliable, i.e. not likely to have occurred by chance. Second, the longitudinal aspect allowed comparisons to be made overtime, which was particularly valuable in relation to participants' experiences of the implementation of the programme which were expected to change as the programme itself developed.

4. Implementation of the programme

4.1 Implementation – the context

This section of the report provides details of the how the NQSW programme was implemented across the first three cohorts. The term "implementation" is taken here to refer to how the programme was introduced and executed across the three cohorts, noting particularly changes in functioning over the evaluation period. Implementation was evaluated at programme (national) level and at the level of the organisation that had delivered the programme. The intention was to identify those factors that enabled successful implementation and those that were barriers or hindered implementation.

A number of sources of evidence have been used to examine the implementation of the programme during the first three years. These sources include the online surveys of programme co-ordinators and supervisors in each year of the evaluation, the case and organisational studies in 2008-09 and 2009-10, the interviews with senior managers in 2011, and the surveys of NQSWs and some textual documents consulted as part of the organisational studies. The opinions represented in this data are at the organisational level: newly qualified social workers, NQSW programme co-ordinators (organisational level) senior managers, supervisors (i.e. those that did not have managerial responsibility for NQSWs but who provided supervision) and team leaders.

CWDC launched the NQSW programme in 2008, which was developed in collaboration with employers and social workers who had informed them that a structured professional development package (comprising enhanced supervision and tailored training) was key to enable new social workers to become effective professionals.

The implementation of the programme has been undertaken at a difficult time for children and young people's services, in which major organisational changes have been made, at local and national level (Sec 2.1). By the end of the implementation period, it was reported, particularly strongly in the accounts of senior managers, that the NQSW programme had been well embedded in the organisations studied. There was a strong appetite for its continuance and moreover, that there had been impacts upon the overall approach of many organisations to the way in which supervision was provided for all staff and the desired approach to professional development.

If the senior managers have been able to provide a strategic view of the change over time in the impact of the NQSW programme on their organisations, then the co-ordinators, managers, supervisors and NQSWs themselves have been able to provide through their experiences an account of how the implementation of the programme occurred and developed over the implementation period. There was recognition from programme co-ordinators of the difficulties at both organisational level and those faced by CWDC in the implementation of such a large national programme, in which the major components were delivered through local organisations.

4.2   Numbers of organisations and NQSWs

The NQSW programme was launched in 2008 with an invitation to employers to participate in a pilot programme. Since then, over 5,000 NQSWs, in over 150 statutory and voluntary sector organisations have taken part in the programme.

The NQSW pilot programme (2008-09) involved 87 local authorities with social services responsibilities and two voluntary sector organisations, with over 1,000 social workers. In 2009, the programme was made available to all organisations employing child and family social workers. In total, 135 out of 151 local authorities (89 per cent) registered and an additional six voluntary organisations joined; the number of NQSWs that participated in the second year almost doubled when compared to the first year (Table 4.1). In the third year of the programme a further eight local authorities and one voluntary organisation participated. Hence by 201095 per cent of local authorities were engaged in the programme.

TABLE 4.1: NUMBER OF ORGANISATIONS AND NQSWS PARTICIPATING

	2008-09	2009-10	2010-11
Local authority employers	88[13]	135	143
NQSWs	1016	1992	2132
Voluntary sector employers	2	8	9
NQSWs	7	28	53
Total registrants	**1035[14]**	**2020**	**2185**
Completing the programme (%)	**797 (77%)**	**1576 (78%)**	Not yet available

Source: CWDC

According to employers' returns to CWDC, nearly eight out of ten registrants successfully completed the programme in both 2008-09 and 2009-10 (comparative figures for 2010-11 are not yet available).

4.2.1 Numbers and proportion of withdrawals from programme

Almost a quarter of those registered on the pilot programme (2008-09) withdrew, or were withdrawn by their employer (Table 4.2). This reduced to less than 12 per cent in 2009-10 and to less than seven per cent in 2010-11.

Various reasons were given to CWDC for these withdrawals at each year, but it was difficult to ascertain any patterns in the reasons given because the reasons were not categorised consistently. Reasons for withdrawal ranged from leaving one's post for another position in social work, leaving social work altogether, being withdrawn by

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[13] One local authority did not register any NQSWs and is not included in the analysis.
[14] 1,126 NQSWs were initially registered but some were agency workers and thus ineligible.

their employer, personal and professional reasons, delayed starts and those who registered but never started. Getting a clearer idea of the main reasons for withdrawing from the programme was also hindered because some employers in 2008-09 did not provide information. However, it is probable that the lower proportion of withdrawals in subsequent years is attributable to a greater understanding of the requirements of the programme on the part of both organisations and NQSWs.

TABLE 4.2: NUMBER AND PROPORTION OF WITHDRAWALS FROM NQSW PROGRAMME

	2008-09	**2009-10**	**2010-11**
Total withdrawals	253	236	143
Withdrawals as a proportion of total registrants	24.7%	11.7%	6.9%
Reason not provided	51 (20%)	8 (3%)	13 (9%)

Source: CWDC

The ingredients of the programme are described in Sec. 2.2. But it is important to recognise that the programme itself developed over the course of the three years of the evaluation. For example, in response to feedback from the participants in the evaluation CWDC simplified the programme documentation. In the second year, the number of handbooks was reduced and following positive feedback, the guidance documents were further streamlined for the third year of the programme.

CWDC emphasised in its comments on the first year evaluation report that the NQSW programme had been designed:

> *… so that employers could use it to enhance or support their current arrangements for supporting continuing professional development, where these were well established. We think it is important that employers are able to choose the training and development opportunities that best meet the needs of their NQSWs* (CWDC, 2010a, p.65)*.*

In particular, CWDC sought to provide greater clarity concerning the use of portfolios and how NQSWs achievement of the outcome statements could be evidenced.

At a local level also, employers adapted their existing practices to the induction and support of newly qualified social workers to the demands of the programme.

4.3   Programme implementation by CWDC at national level

The details of the components of the NQSW programme provided by CWDC at national level are explained above (Sec. 2.2). Those components of the programme, provided by CWDC that were most highly praised by senior managers were the high quality supervision training and additional funding. Fundamental to the successful implementation had been the financial support to enable delivery of the NQSW programme in organisations.

Overall, few negative comments were made by managers about the implementation of the NQSW programme by CWDC; there was a general concern about the ability of organisations to continue to provide the programme without funding in subsequent years. Comparing the results from organisations with greater or fewer NQSWs, nearly half of the organisations with higher than the median number of NQSWs reported positive views towards the implementation by CWDC: only about one fifth of the organisations with less than 33 NQSWs did so. Implementation may have been easier in large organisations.

The other important perspective on CWDC's contribution to the implementation and support from the programme was that of the programme coordinators; this group of course had most direct contact with CWDC staff and support advisors. In the first year of the programme (the pilot) there were understandable teething troubles which were reflected in the programme co-ordinators' ratings on the 'barriers to implementation' scale; thus, the majority considered CWDC to be a "modest" barrier to implementation and a few considered that CWDC actually presented a "large" barrier to implementation (Figure 4.1) At the time of data collection in 2010 and 2011 there were very few strongly negative ratings of the support which they had received from CWDC compared with the first three surveys.

Figure 4.1: Programme co-ordinators stating "Quality of support from CWDC" as a barrier to implementation of the programme
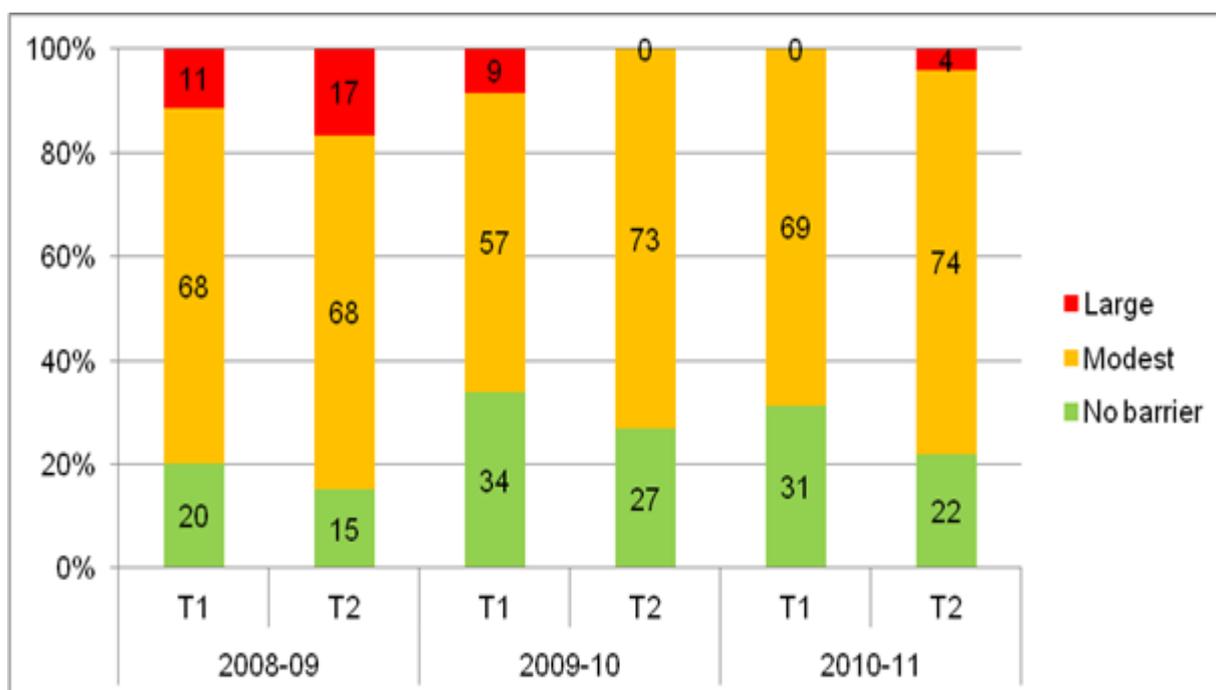
Nevertheless, it is important to emphasise that support from CWDC was one of the enablers' to implementation most commonly mentioned by programme co-ordinators in their written responses to the surveys. Thus, nearly all the programme co-ordinators who made written comments in the 2010-11 T2 survey were very positive about the support they received from CWDC. Problems in this area which had been highlighted by programme co-ordinators in the first year of the programme had apparently been successfully addressed. These had included a lack of knowledge about children's services, the delivery and length of the handbooks and the delivery of training. As one programme co-ordinator wrote:

> "If I've ever needed support or advice from CWDC it's always been readily available either from the website or by speaking to somebody. The support I've received has been invaluable." (Programme co-ordinator, year 3, time 2 survey)

4.3.1 Materials and handbooks

CWDC provided a range of materials to support the delivery of the programme. In the three years of implementation the evaluation revealed significant changes in the levels of satisfaction with these materials. This reflects the changes that were made to simplify the format and integrate the content, for example to reduce five handbooks to one.

In the first year of implementation the handbooks provoked a mixed response, both from respondents to the surveys and also those interviewed as part of the case and organisational studies. In the first year of implementation some expressed satisfaction; some were concerned about delays in provision -- an issue only in the first year - while some found them helpful. The majority view, however, was that the handbooks were too lengthy and overly complicated, in the words of one programme co-ordinator:

> "…were repetitive and cumbersome. One handbook and the Record of Achievement is all that is required. I know some LAs are now producing their own materials to try and make the NQSW more digestible and easier to understand. NQSWs, like all social workers, are already incredibly pushed for time, so providing them with five handbooks for the scheme was a mistake from the beginning." (Programme co-ordinator, T1 survey)

What was feedback from surveys in subsequent years?

In the second year of implementation, half the programme co-ordinators interviewed as part of the case and organisational studies, commented about changes to make the programme work more effectively. Since the original material from CWDC was thought to be too complicated, in some of the organizations the handbooks were rewritten and templates designed for summaries and observations.

CWDC revised the materials in response to this feedback and this was welcomed by some programme co-ordinators:

> "The materials are very helpful, and they have been responsive in making changes where feedback from participating organisations have identified that improvements could be made." (Programme co-ordinator, year 2, time 2 survey)

However, several other programme co-ordinators still found in the second year that the materials were too repetitive and inconsistent, and that one clear simple handbook would be preferred. CWDC again addressed these issues and in the final year three survey, materials and handbooks were barely mentioned in the programme co-ordinator comments which most likely indicates that there was less dissatisfaction. One programme co-ordinator commented very positively about the supervision handbook:

> *"The supervision handbook was excellent as was the training that went with it"*
> *(Programme co-ordinator, year 2, time 2 survey)*

4.3.2 Training for programme co-ordinators and supervisors

CWDC provided a programme of training for both supervisors and programme co-ordinators. In all three years of the programme, supervisors in the survey commented very positively, describing it as thought provoking and good balance of theory and practice:

> *"I found the training to be relevant, enjoyable and extremely useful"*
> *(Supervisor, year 1, time 2 survey)*

Some supervisors commented specifically that it was extremely useful to help them develop their supervision skills and that it brought the NQSW handbook 'alive':

> *"It was an eye opening session wherein I learned about the needs of a NQSW and how to understand their learning style and the support them by an understanding of the learning cycle. I also learned other tools and techniques to support my worker whilst in supervision." (Supervisor, year 3, time 1 survey).*

In all years of the survey, a few supervisors commented that, regretfully, they were unable to attend the training dates that were made available due to work commitments and heavy workloads.

However there were few comments from programme co-ordinators about the training they had been on themselves. Those that did comment were positive about their experiences:

> *"I have enjoyed the training and events I have been to (Programme Co-ordinator, year 3, time 2 survey)."*

4.3.3 Support advisors

During the first three years of the programme, support for the implementation of the programme was provided by Cambridge Education, an independent organisation commissioned by CWDC. Their role is described in Section 2.2.

Most programme co-ordinators found these support advisors helpful and valued their contribution. However, some programme co-ordinators were looking for more support from CWDC or a different kind of support than that actually provided. Over the evaluation period the numbers of programme co-ordinators that expressed

concerns about the nature and level of support provided by CWDC through the support advisors declined considerably.

In the first year of the programme, according to survey data, some programme co-ordinators had found it problematic that they did not have a specific support advisor, and found that when they did speak to an advisor, the advisor did not necessarily understand relevant social work issues. In part some of the concerns expressed by programme co-ordinators derived from a perceived lack of role clarity among support advisors. In the first year, many programme co-ordinators commented that they felt like they were being audited by their support advisors:

> *"Our so-called "support" visits are distinctly uncomfortable experiences, and I would say that the inter-personal skills of our particular "supporter" need to be very closely scrutinised" (Programme co-ordinator, year 1, time 1 survey)*

This was less of an issue in the second year, and did not seem to be an issue at all in the third year of the programme. None of the programme co-ordinators in the third year commented that they felt as though they were being audited by their support advisors.

General comments about support advisors were still mixed in the second year, whereas in the third year survey, comments about the support advisors were very positive. Several now commented on the useful support they received from their advisor, stating how meeting their advisor and receiving a quick response to queries were extremely valuable:

> *"The support received from [support advisor 1] was invaluable in the early days. Since then [support advisor 2] has been brilliant in his support and quick turnaround of answers for any queries and others have been just as helpful." (Programme co-ordinator, year 3, time 2 survey)*

4.4 Implementation in organisations

4.4.1 Support for NQSWs prior to implementation of NQSW programme

Interviews with senior managers demonstrated that prior to the introduction of the NQSW programme, few organisations had an approach to training and development in the first year following professional qualification that provided adequate support to NQSWs. Commenting about the situation prior to the introduction of the NQSW programme, about a third of managers were positive about their own organisation's prior support or development programme for NQSWs. No discernible differences were observed between voluntary organisations and local authorities in this respect. However, comparing the comments of respondents from organisations with more NQSWs and those with less than the median number of NQSWs, it seems that organisations with less than the median number of NQSWs provided less support or training for their NQSWs than their counterparts prior to the NQSW programme. Three of these small organisations had not provided any kind of support or programme for their NQSWs, whereas almost half of the large organisations had provided some support prior to the introduction of the NQSW programme.

However, there was general acknowledgement from the large majority of managers that those programmes that did exist were not as structured as the NQSW programme. Among those organisations that did have such a programme, only five managers stated that they had previously provided a structured training programme in which there were achievement requirements for participants that were in any sense comparable to the NQSW programme. These managers were particularly positive about their programmes. Two other managers commented on the existence of development and training plans in their organisations prior to the implementation of the NQSW programme. In one of these organisations, a protected caseload was provided; in the other a substantial induction programme was provided, which had been designed to help NQSWs to understand their support needs and future training and development plans. The positive comments below were typical:

> *"I mean there certainly were some things in place so there were some induction programmes there. We had already started and members of my team had been involved in developing it […] actually learning sets for those who are newly qualified and we brought those into the NQSW programme because they were already up and running and had been piloted I think about three years before the programme started." (Senior manager, year 3 interviews)*

4.4.2 Views of key respondents about implementation

Programme co-ordinators had the lead responsibility for local implementation of the NQSW (and EPD[15]) programmes and consequently their perspectives are considered first.

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[15] A number of NQSW programme coordinators also had responsibility for coordinating the EPD programme in many of the sites participating in the programme evaluation.

The programme co-ordinators' survey included a standardised measure designed to assess 'barriers to implementation' for programme interventions (Sec. 3.3.1). Ratings were grouped into three categories: no barrier ('not applicable', 'no barrier'); modest ('slight', 'small', 'modest') and large ('large', 'insurmountable'). Full results for the three years of the NQSW evaluation can be found in Table A14.3 (Appendix 14).

Three barriers showed notable, statistically significant, changes over time. The programme co-ordinator's shortage of time became less of a barrier because they became more familiar with the requirements of managing the programme. Next, it is clear that the majority of programme co-ordinators felt that the NQSWs' commitment to the programme was a modest barrier to its implementation (Figure 4.2). The proportion concerned about NQSWs' resistance to the programme clearly decreased over the course of the three years. However, there was a tendency in each cohort for resistance to have increased a little by the end of the programme. This may be attributable to programme co-ordinators having to persuade some NQSWs to complete work on their portfolios.

FIGURE 4.2 PROGRAMME CO-ORDINATORS STATING "NQSWS' COMMITMENT TO THE PROGRAMME" AS A BARRIER TO THE IMPLEMENTATION OF THE NQSW PROGRAMME
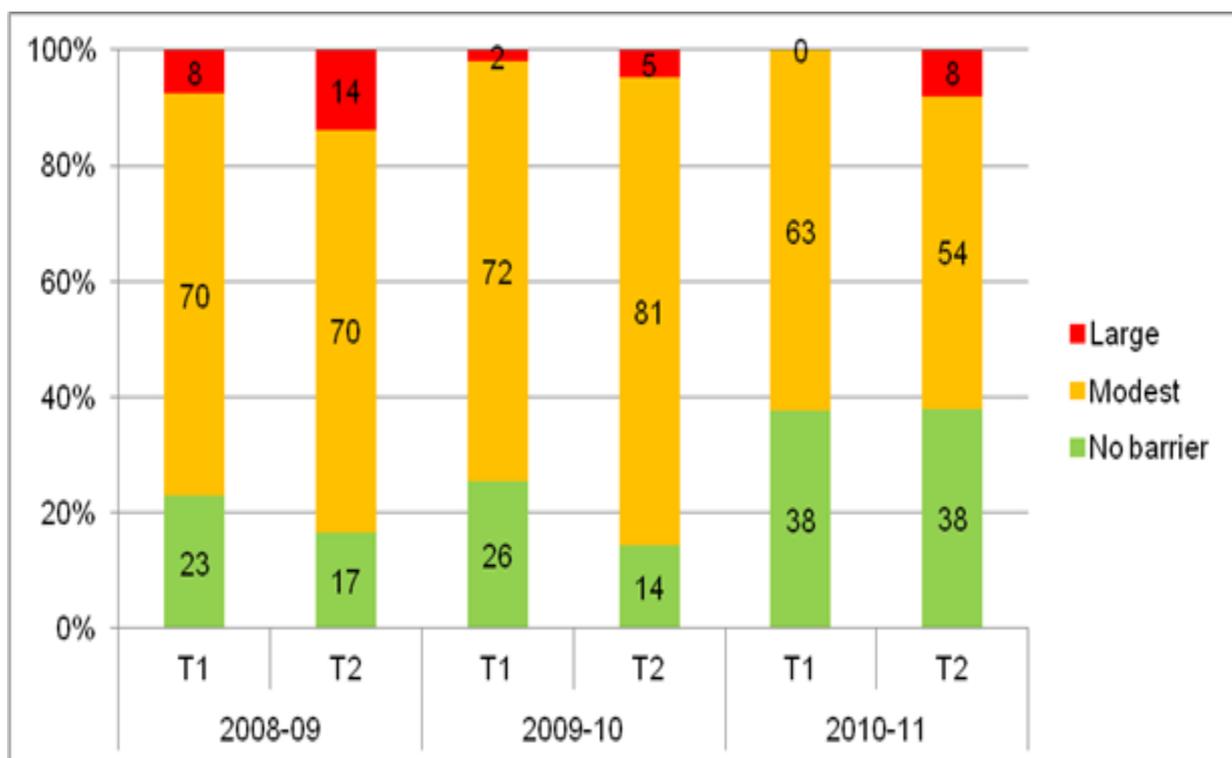
Finally, managers' lack of support and interest in the programme was apparently less of a barrier, particularly in the third year (2010-11), although it was still seen as a barrier by over half the co-ordinators (Figure 4.3).
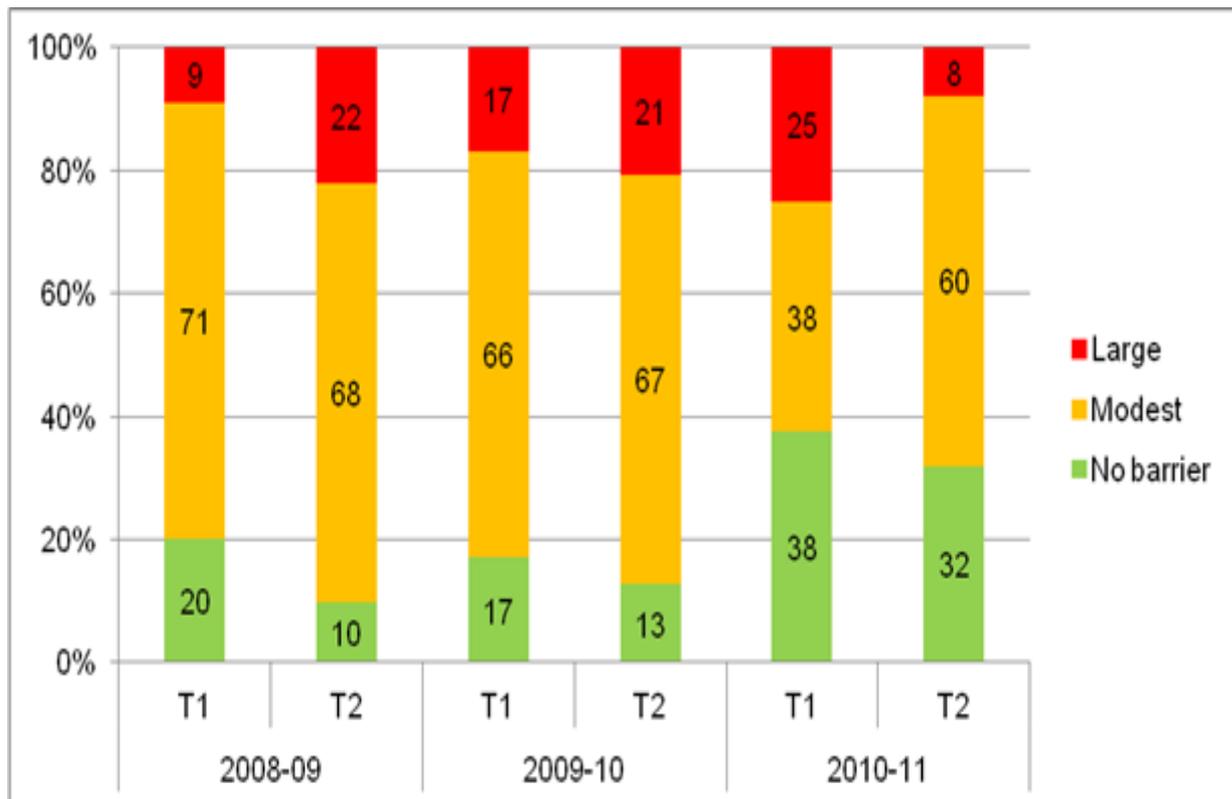
The majority of senior managers expressed satisfaction with the implementation of the NQSW programme within their organisation and commented that this had been very or quite effective; very few reported negatively about the implementation of the NQSW programme within their organisation. Over two thirds commented that the NQSW programme had a profile within the organisation and was visible to staff. A key factor associated with successful implementation at the organisational level related to the support of key staff, both at strategic and operational levels within the organisation.

At strategic levels, the majority of respondents stated that the senior managers in their organisation were engaged with the programme and had contributed to its implementation. A consistent reason given for senior management commitment was that they had always wanted to encourage continued learning and development, and now they had the funding to support it. This comment illustrated the level of engagement, active involvement, commitment to success and thereby importance for the organisation:

> *"I mean definitely actually because the head of service of fieldwork says he wants to know about any NQSW who's not progressing well. And he will deal with them. He'll talk to them – units they're not attending or what the problem is. And he says very clearly he doesn't want to lose any NQSWs. I suppose it was nearly a year ago now to reiterate their (senior managers) commitment to the NQSW programme and that was very high priority for them." (Senior manager, year 3 interviews)*

37

At operational level most of the respondents reported moderate to high commitment by team managers to the NQSW programme by the end of the second year of implementation: a common reason given for managers' commitment was that they were aware of the impact of the NQSW programme. Where the levels of commitment were moderate, respondents reported different levels of engagement by team managers. According to senior managers, the major difficulty faced by operational managers in making a commitment to the NQSW programme was the need to ensure that the day-to-day tasks of the organisation were undertaken. These took priority over medium term staff development and reflect a concern with large workloads and consequent difficulties in the provision of required supervision by managers. All of which impacted upon their commitment to the implementation of the NQSW programme.

If the engagement of strategic and operational managers was found to be key in ensuring effective implementation at an organisational level, where partial success in implementation was reported some other factors were described that impacted on successful implementation. The reasons given to explain partial success in implementation were focussed upon the effective utilisation of resources: for example one reason given was due to a continuous change of staff and supervisors for NQSWs, another was the need for peer support for NQSWs.

4.5 Support from senior managers and team leaders

The evaluation revealed significant changes over time in respect of the perceived level of support provided by senior managers for the programme, as seen from the viewpoint of programme co-ordinators. This perception is evidenced from the survey data across the three years of the evaluation. There is also strong corroboration from the evidence of the qualitative study of mangers conducted in the third year. From that component of the evaluation it is clear that by the third year of implementation most senior managers were convinced of the value of the programme, aware of its impact upon the organisation and engaged with the delivery.

In the first year of the programme, in the survey data some programme co-ordinators expressed concerns about the level of support from senior management for the programme for example. Concerns about the level of senior management commitment to the programme were less evident in the second year.

Co-ordinators were, however, concerned about the level of commitment from line managers, who they thought were worried about the demands of the programme on NQSW time:

> *"Top management is committed to the programme, but first line management find it difficult to find the time to focus on it in supervision or attend briefings on the requirements of the programme" (Programme co-ordinator, year 2, time 2 survey)*

By the third year of the programme, these concerns had mostly dissipated and co-ordinators generally seemed more positive about managers' support for the programme, as one commented:

> *"The knowledge and understanding of managers regarding the NQSW programme is becoming well embedded within the authority" (Programme co-ordinator, year 3, time 2 survey)*

Even where there had been previous issues in trying to get managers and supervisors to engage with the programme, progress was being made:

> *"It has been a very difficult process trying to change the mind-set of managers and supervisors, however, we are now making the changes" (Programme co-ordinators, year 3, time 2 survey)*

There was still a sense however that to ensure on-going managerial support for the programme was an important issue as several programme co-ordinators mentioned the variability evident in manager support for new staff. This concern was particularly important in relation to the priority attached to supervision by managers, which was seen to be a key element of the programme, and linked to the quality of the portfolios produce. Some managers were enthusiastic about the programme and provided excellent and well planned supervision, for others the commitment was seen by co-ordinators as grudging. One supervisor commented:

> *"Main barrier is getting Team Leaders and senior managers to prioritise the supervision needs of new staff. Some do this well and others don't. There is a clear correlation between quality of portfolios of those who receive regular reflective supervision and those who don't. I still feel cultural change is needed in Children's Social Care to move away from crisis management to reflective practice" (Programme co-ordinator, year 3, time 2 survey).*

Several programme co-ordinators reported structural reorganisations within their local organisations and were concerned about what this may imply for the future of their support for the programme. Some found that their roles had expanded and that they were unable to give so much time to the NQSW programme. They were concerned that this had an effect on their ability to make sure managers continued to engage well with the programme.

4.5.1 Workload management

Across all three years of the programme data from the surveys revealed that the ability to achieve the required ten per cent reduction in caseload was a significant issue for NQSWs. Almost all that commented on this issue stated that it was not possible to achieve a ten per cent caseload reduction in the then current organisational climate. The main reason given for this state of affairs was the high caseloads held by social workers and pressures on teams. A few described how they started with a reduced caseload but that this quickly changed due to the pressure on teams:

> *"I started with a 90% case load but this changed as more cases came into the service" (NQSW year 3, time 2 survey)*

Data from interviews with NQSWs and focus groups with NQSWs resonated with comments made by their managers and during the first year of implementation with comments from the surveys. Both groups were asked to confirm whether organisations had provided a 10 per cent reduction in caseload. Overall NQSWs were sceptical as to whether caseloads were reduced and many believed this had not been the case. Interestingly, most of the NQSWs asked were unaware of any existence or nature of a formal workload measurement scheme in their organisations. Where these were in use, they were not necessarily perceived to be fair. These comments indicated the need to be able to demonstrate workload through transparent workload management systems; this is an important issue for professional development programmes that include an element of workload reduction.

In the case and organisational studies in the first year of implementation, individual interviews and focus groups revealed two types of expectations about workload. Category one NQSWs: those social workers that had been part of a 'grow your own scheme' or had been employed by the organisation in which they had a placement, expressed the view that they had a good idea of what to expect as they had previously worked for the organisation (in some case for many years). Category two NQSWs: those who had had no previous experience of the organisation but who had expected to be 'busy, stretched and stressed'. Generally, the experience of the first year as a qualified social worker had been more busy and pressured, for both categories, than had been anticipated by the majority of NQSWs. One supervisor explained:

> *"For many of them (NQSWs) I've had tears, stress, issues of time management, being overloaded. It is an inordinately stressful time – your first year of practice […] one of the things that strikes me is the discrepancy between what they think social work is going to be, and what the reality of social work is in a large welfare bureaucracy. Some of them were very surprised about what social workers did, and how much of their time was actually spent writing reports, sitting in front of a computer*

> *[…]. Many were taking significant child protection cases in their first month."* (Team manager, case and organisational studies)

A minority of the category one group found the experience as expected. Among this group there was support for the idea that they should be allowed to complete the programme in a shorter timescale. They, and some of their managers, felt that as they were already familiar with the organisation, its policy and procedures and were able to 'hit the ground running' they should be able to complete the NQSW more quickly. Team managers also had mixed views as to whether the NQSW programme could be shortened for some social workers. The majority concluded that a year's programme for everyone was probably the best way forward.

NQSWs in general recognised that they were allocated more cases as they became more experienced. Other NQSWs also acknowledged that they wanted more cases to be seen as 'doing their share' or to be seen to be like a 'real social worker'. One NQSW who reflected on the position of being an NQSW commented that:

> *"I liked being the 'new one' but it is funny how some people feel it undermines them."* (NQSW, case and organisational studies)

In the second year of the programme there were signs in the comments made by the NQSWs in the surveys that some managers were being more supportive in trying to protect the NQSWs caseloads, with one in five NQSWs commenting specifically that their managers were proactive in protecting their time and space

> *"Thanks to a good manager – very protective of NQSW".* (NQSW, year 2, time 2 survey)

This, however, no longer seemed to be evident in the comments in the third year of the programme. This may relate to financial constraints on local authorities and the increased pressures on teams and managers with regards to case allocation. Many mentioned having to cancel their training courses because of workload pressures. The following NQSW felt that more should be done by local authorities to ensure that caseloads are protected:

> *"I have been advised that whilst there are clear recommendations within NQSW practice guidelines that these are merely guidelines. When this was queried in regard to my caseload which it is my understanding should be around 16 cases but was nearly 40 I was advised that this caseload was not unmanageable. I feel that these should not be guidelines and something which must be enforced by local authorities. I have cancelled most training due to my workload which is disappointing. I was advised to prioritise training however caseload and accountability regarding this make it difficult if not impossible".* (NQSW, year 3, time 2 survey)

Competing interests were reflected where team managers saw themselves as stuck between senior management who wanted all cases to be allocated and the NQSWs who were expected to have a 10 per cent reduction in their workload. NQSWs did not blame their managers for the high workload levels whether they were in duty and assessment teams or other teams in their organisation, if anything they felt sympathy for the manager. This also had implications for their workloads in that being a member of a pressurized team meant it was very difficult not to be seen as taking your fair share of the pressure. NQSWs wanted to be accepted as valued team

members by their colleagues and the appeal of this on occasions outweighed the need to have a protected caseload.

Co-ordinators thought that team mangers wanted to provide the 10 per cent reduction but that some were better at it than others. The senior managers all confirmed that it was their intention to provide the 10 per cent reduction but accepted that this was not always possible to achieve and sometimes depended as much on the team manager and their commitment to the NQSW Programme as it did to increased referrals and workloads.

From the team managers' perspectives most commented that they had tried to provide NQSWs with a reduced workload, but not all were able to say whether this was a 10 per cent reduction, or not. Many team managers noted that they did not have a workload measurement system and where used they provided at best approximations. The team managers also discussed the difficulty of protecting the NQSW whilst everyone else was under pressure due to the amount of work they already had to undertake as well as having to cover 10 per cent NQSW workload reduction.

4.5.2   The complexity of NQSWs' workloads

Across all three years of the survey a key issue was the complexity of NQSWs' workloads. NQSWs generally recognised that to effect a measurable reduction in workloads was difficult because each case was unique and level of complexity was not fixed. Supervisors commented that it was difficult to protect NQSWs from more complex cases in their first year because the cases allocated can turn into more complex cases very quickly:

> *"The professional practice moves faster than the NQSW. My workers have all had child protection cases and have been involved in [court] proceedings before they are meant to according to the NQSW guidelines". (NQSW Supervisor, year 2, time 2 survey)*

From the case and organisational studies there was an acceptance by NQSWs that the cases should also become more complex as they gained experience. This was seen as a deliberate strategy by team managers who wanted to develop their NQSWs at a pace they could manage. However, one NQSW commented that whilst she could see how she had developed that year, she also felt she was never allowed to get comfortable in her role as the next challenge was always slightly more complex than the one before.

4.5.3   Peer group support and learning

Data from the surveys demonstrated across all three years of the programme that peer support was considered a valuable aspect of the programme (Sec. 6.2.1). NQSWs welcomed the opportunity to share their experience of being an NQSW with others in the same position. One NQSW commented:

> *"the best part of the programme has been the peer support groups" (NQSW, year 3, time 2)*

For another, peer support was viewed as particularly useful because they were not working alongside other NQSWs:

"As an NQSW I truly valued the experience of meeting up with my peers in the statutory sector for NQSW training events – this allowed me to feel far less isolated within the voluntary sector". (NQSW, year 1, time 2 survey)

These findings were echoed in the case and organisational studies where in year two NQSWs in ten of the 14 sites found their peer groups to be supportive. They valued meeting other NQSWs with whom they were able to share experiences and anxieties. This generated a sense for NQSWs of being supported and it engendered confidence in their ability to perform work tasks and left them feeling refreshed.

Peer sessions were viewed to work well when there were a number of NQSWs within a team, as the following Supervisor commented:

"Facilitated peer reflective sessions have a been an effective way of working when there are a number of NQSWs attached to the same team". (NQSW Supervisor, year 3, time 1 survey)

4.6   Conclusion

The size of the task faced by organisations in respect of the implementation of a major innovation in the professional development of NQSWs was very evident from the case and organisational studies undertaken in years one and two as well in the interviews with senior managers carried out in 2011. Senior managers were able to provide good evidence in the case and organisational studies about the changes in overall approaches to the training and development of NQSWs made through the introduction of the programme.

It was not surprising that in the first year of implementation some problems were identified. The following comment from a senior manager well expresses the implementation journey and that a significant number of improvements had been made during the implementation period.

> *"I think [the implementation of the NQSW went] fairly well. It certainly started off fairly patchy. I think that over the three years we've become better at it. We've understood better what works. We have been able to […] increase the expectation of staff at various levels about what this programme is about, its benefits and how it should be implemented and I think that there's now a clear expectation for those who come into the authority from training courses that this will be in place for them." (Senior manager, year 3 interviews)*

Similarly, the volume and extent of dissatisfaction expressed through the co-ordinators' surveys and case and organisational studies was considerably reduced in the second year of implementation. Some of the key themes that arose through the implementation of the programme are considered below.

The programme was also described as mature and complementary to other programmes run by CWDC:

> *"What we're doing now is really encouraging our practice educators and our internal staff to take up the role of training and development for our staff and it's just coordinating that and managing the bookings and all that sort of stuff. So it's really making us sustainable […] the legacy that will be left by the CWDC will be there for years to come. I think they've done a grand job…." (Senior manager, year 3 interviews)*

So far the implementation of the NQSW programme has been explored in relation to particular themes. In the next section, several organisational studies are presented in which implementation is explored in particular organisations where the interplay of these themes can be understood in relation to each other.

5. Organisational case studies

The organisational studies were designed to capture the implementation of the NQSW programme over time and to illustrate key features that have contributed to its success (Sec. 3.3.4.1). They were additional to the case studies. Four organisational studies are presented below. These studies are not intended to be representative, but rather to illustrate the different experiences of implementation. In two, the NQSW programme had been successfully implemented and in the other two it had only been partially embedded. In both organisations where the NQSW programme had been embedded there was still potential for further development.

The nature and extent to which the NQSW programme was embedded within an organisation was understood in relation to a several dimensions. These were:
- The extent and nature of knowledge, commitment and engagement by senior managers to the NQSW programme;
- The attitudes and commitment of line managers to enable the provision of quality supervision;
- The levels of engagement by NQSWs;
- Ability of the organisation to deliver quality supervision and workloads that are appropriate to the levels of NQSW professional development;
- Levels of activity in training programmes;
- The extent of organisational consistency (e.g. whether there had been changes of co-ordinators).

The organisations were selected on the basis that in the opinion of the evaluation team they provided exemplars from which other organisations may be able to draw lessons.

5.1 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

The commitment and contribution of the programme co-ordinator was a key factor in the implementation of the programme. She was well respected by all the NQSWs and their managers with whom she met regularly as a group. In the first year pilot programme, these meetings were initially process oriented in the pilot programme with NQSWs, team mangers and the programme co-ordinator 'making it up as they went along'. In year two, meetings were more structured as they learned the lessons from the first year particularly around expectations for a portfolio and the evidence requirements.

Senior manager support was evident from the start. At the end of first year the Director presented each NQSW with their certificate at an award ceremony. This symbolised how the programme was embedded. Both NQSW and Early Professional Development programmes were linked to career progression and pay.

Learning from the experience of the pilot, Metroville aligned the programme more closely with their own processes and workforce development plans. The programme has a clear structure and processes to support NQSWs and their managers in the successful completion of the programme.

Arrangements for reflective supervision

The programme co-ordinator and team managers were very aware of the importance of the supervisory relationship for the development of practice. Metroville had organised mandatory supervision training and ensured that managers understood its supervision policy, which was in line with NQSW requirements and audited regularly. Reflective supervision was the responsibility of the NQSW's line manager. Metroville had decided that "*real learning takes place within the team manager-NQSW relationship" (Senior Manager).* However, there were difficulties in ensuring that reflective practice was an integral part of supervision. Team managers acknowledged that they did not always have the time they wished for reflective supervision, but they observed that 'informal' supervision, which was reflective in nature, often went unrecognised by the organisation.

Managing a reduced workload within teams

NQSW work was allocated by team managers. There was no workload measurement system, but a notional maximum of 20 cases. Most NQSWs commented that their workloads were appropriately protected initially and increased

46

in volume and complexity as they became more experienced; for a few NQSWs this increase was too fast. NQSWs considered that it was important to be seen to taking their share of the workload when the team were under pressure. Nevertheless, according to team managers some used their NQSW status to refuse extra work.

Programme of group activities for NQSWs

NQSWs had regular meetings with the programme co-ordinator which became more task focussed in year two. Metroville's Personal Development Planning (PDP) exercise enabled each NQSW to identify their learning needs with their team manager. This turned into a programme of activities including shadowing, speakers and the commissioning of specialist courses like court report writing, managing difficult and evasive behaviour and child sexual exploitation. Combined information derived from the PDP exercise and managers' and the co-ordinator's understandings of NQSWs' experiences led to revision of mandatory training requirements for NQSWs. As a consequence NQSWs were given priority on Metroville training, over and above other staff which did cause some friction at times.

Difficulties and how they were overcome

A major difficulty in the first year was the portfolio – both in terms of process and content. The co-ordinator developed a streamlined version for year two, identifying the 'portfolio journey' and encouraging NQSWs to start completing it from the outset rather than waiting until the end.

In the first year, managers' lack of awareness of the NQSW programme was a problem. However, as more have now supervised NQSWs and participated in the managers' NQSW programme group this difficulty lessened.

In the first year of the programme, the completion of the programme and portfolio was seen as 'desirable' rather than essential; there was an assumption that NQSWs could have many opportunities to complete it. This view changed in subsequent years; successful completion was seen as an indicator of an NQSW's competence. Some NQSWs had been moved to other 'more suitable' posts and failure to complete was seen as potential basis for fitness to practice proceedings in preparation for the Assessed and Supported Year in Employment.

Metroville's programme co-ordinator and senior manager were critical of the non-alignment of the NQSW and EPD programmes with the Postqualifying (PQ) framework and they have now been able to link the EPD programme to their in-house PQ.

One unresolved difficulty at the end of second year was the increased workload following the baby Peter case (an issue, faced by all similar organisations across England); thresholds for referrals were raised, as a consequence of this policy change NQSWs had to take on more complex cases too soon for their professional development needs Metroville is currently 'refocusing' services to meet the increased workload that the organisation has to deal with combined with , the impact of the reduction in government funding for local authorities which has resulted in less funding for children and families social work in this organisation.

Senior managers' views

The senior managers viewed the NQSW programme as an investment for the future well-being of their organisation. They believed that Metroville was an attractive

organisation to work for, with a well-known commitment to worker development and supervision. The NQSW programme had in many ways made this support '*more systematic, formalised and improved what was already there'*. Feedback suggested that NQSWs were now *'better supported, get better feedback, practice is more scrutinised, they're more professional and therefore there will be better outcomes.'* *(Senior manager).*

5.2   Lonborough - a successful implementation

"Lonborough" is an inner London Borough with a diverse
population including areas of significant deprivation.
Lonborough has had recent positive Ofsted inspections and is
recognised for having a high level of commitment to training
and development.

Key factors in implementation success

From the outset a high level of "buy in" was evident from interviews with the
programme co-ordinator and senior managers and this has continued throughout the
three years. The drivers for this support were twofold. First, it fitted with the general
concern of Lonborough to present itself as a "learning organisation" and second, it
was seen as crucial to recruitment, development and retention of social workers.
Historically, Lonborough had no problem in attracting staff and had been quite
unprepared for significant recruitment difficulties which arose in the mid-2000s. The
NQSW programme was a key component of their response to this problem.

For the first year, Lonborough appointed an external consultant to coordinate the
programme with the support of the training manager. This helped establish the
process at a time when there were multiple demands upon the workforce
development section. Subsequently this role was brought back "in house" in order to
be "joined up" with other developmental activities. This also provided a useful
developmental opportunity for an internal secondee. This new programme co-
ordinator was a very experienced senior practitioner with considerable personal
credibility. This gave her authority with both the NQSWs and the supervisors,
reinforcing the message that Lonborough took the programme very seriously.

Another factor in the programme's success was giving completion of the programme
added value by negotiating with a local university to accredit as prior learning (APEL)
the NQSW portfolio against an assignment of the consolidation module within the
Specialist Award in the PQ framework.

Arrangements for reflective supervision

Lonborough had invested significantly in supervision over the last five years. An
external audit concluded that standards were generally high although there was
some unevenness in the regular provision of supervision to a high standard.

Supervision training is provided for all managers and these have been augmented by
"managers learning sets". The co-ordinator met individually with NQSWs, operating
an "open door policy" as well as holding more formal three-way meetings with line
managers and NQSWs. There is an expectation that all managers provide reflective
supervision to all staff, particularly less experienced practitioners. Thus, the
requirements of the NQSW programme were congruent with Lonborough's
expectations.

Managing a reduced workload within teams

Inevitably many of the NQSWs found the transition to post qualifying practice demanding especially in the increase in both the quantity and nature of their caseloads. Some NQSWs in the pilot year had not had a statutory placement on their degree course and found this transition particularly difficult. The managers provided evidence that the NQSWs did indeed have a protected caseload. They mentioned that this was often at a cost to both themselves and more experienced members of the team. However the general view was that it was counterproductive to overload inexperienced workers, both in terms of the services to children and families and to staff development. Hence, the NQSW programme was supported and also helped to establish good practice.

Programme of group activities for NQSWs

During the first two years of the NQSW programme there were monthly workshops for NQSWs. These have acted as support groups, a reflective space and a place where the formal requirements (i.e. the portfolio) could be addressed. In the first year, the NQSWs reported that these could be rather mechanical and views varied as to their helpfulness. However when an experienced practitioner took responsibility she provided a much sharper focus on practice and the feedback was much more positive.

Difficulties and how they were overcome

In the first year there were some difficulties associated with the use of an external consultant. There was a danger that the programme felt semi-detached from the department and this was reinforced by what appeared to be a rather procedural approach to the programme. However this greatly improved with the appointment of the internal secondee.

The portfolio has remained an unpopular element of the programme. NQSWs complained that it was a considerable commitment in the context of increasing workloads and that it felt like an unnecessary extension of their qualifying course. To a degree this was addressed by reducing the requirements of the portfolio, focusing on the reflective elements and linking it to the local PQ programme.

In the pilot year, Lonborough experimented by placing a number of NQSWs together in a new team with an experienced manager. It was thought that this would offer a helpful support system. However it proved unsuccessful: there were no more experienced role models for NQSWs to work with, limited scope for the manager to allocate work and at times a team culture in which the NQSWs reinforced each other's insecurities and anxieties. As a result Lonborough has reverted to placing NQSWs in teams of mixed experience.

Views of senior manager and supervisors on the programme

The level of awareness of the NQSW programme among senior managers varied. However even those who did not know about the detail of the programme were very positive. All agreed that it gave value to and supported a key stage in a practitioner's career and was a key part of the department's workforce strategy. Encouragingly, despite the increasing external challenges in terms of demands of services and pressure on budgets this view has remained consistent throughout the evaluation.

5.3 Cityborough - a partially embedded programme

"Cityborough" is a relatively self-contained urban authority with wide-ranging social problems and high referral rates of vulnerable children to children's social work services. In the year preceding implementation of the NQSW programme, it was experiencing vacancy rates for children's social workers of around 20 per cent.

Key factors in implementation

When the programme was introduced, there were a variety of pressures to establish and deliver a complex programme within the short deadlines of CWDC funding. These difficulties were mirrored by participants. In that first year, the NQSWs, with the exception of one or two, stated that they had not received the reduction in workload promised for participants. Many experienced feelings of not being supported, of being seriously overwhelmed, and, for some, a loss of confidence in their own professional abilities. Questions about centralised training and support received a mixed response from participants; there was little evidence of reflective supervision being achieved at the required levels, and views of the portfolio and record of achievement were overwhelmingly negative. One interviewee, who was in a position to have an overview of the programme, said after this first year, that in his view the first cohort of NQSWs felt:

"…they had stepped into a profession which does not suitably value them to provide a training programme which reflects their expertise…The underlying message is that this is another good idea which hasn't been rolled out in a timely, joined up fashion… they deserve better." [Some of them] *"...will begin to feel ground down by that, will feel that they are being patronised..."*

Managerial response to implementation difficulties within the organization

Managers recognised that there were problems in the first year and they revised many of their practices on the basis of this experience. In the second year, they were more confident about interpreting and implementing the demands of the NQSW programme. Team managers were able to manage NQSWs' workloads more effectively; NQSWs that had participated in focus groups reported that they had had a lower workload at the start and that it built up gradually. Although most NQSWs were carrying a full workload by part-way through the year, team managers said that they were responding to individual's needs and phasing the build-up according to the NQSW's development and capacity.

Expectations on NQSWs with regard to completing the portfolio and the record of achievement were slimmed down and presented in a way that appeared much more realistic in the context of pressurised workloads. In the second year, NQSWs and most supervisors saw it as an unwelcome chore, rather than the entirely negative experience of year one.

Good quality reflective supervision was developing, although it was not occurring consistently for all NQSWs, often because of workload pressures for either the

NQSW or the supervisor. Individual supervision was supplemented by group based reflective practice sessions and learning sets led by experienced practitioners. Management recognised that this was an on-going project, and continued over a longer period with internal developmental work aimed at promoting reflection and critical thinking.

The beginnings of an embedded approach

One of the key determinants of this changing approach appeared to be that the NQSW programme was becoming embedded within the culture of the organisation. The protected and supported first year in practice was coming to be seen as essential to retention of staff, and as a 'right' for NQSWs. Early indications were that retention of social workers in their first year had improved. There was some evidence of a 'virtuous spiral', whereby senior practitioners who had given reflective supervision to NQSWs in a previous year were subsequently promoted to team manager roles. Having experienced at close quarters the struggles of NQSWs, particularly in the first cohort, these new managers were in a good position to insist on more adequate levels of protection and support for new workers coming into their teams. The team manager role was highly significant in achieving good implementation of the programme. Nevertheless, the pressures of rising numbers of children at risk of abuse and neglect continued in this authority, and there remained some way to go before the levels of workload protection, to which the NQSW programme aspires, could be achieved.

5.4   Unitown - a less well embedded programme

"Unitown" is a unitary authority serving a mixed population in rural and urban communities. Historically the authority has experienced high vacancy rates in Children's Services and regularly lost qualified staff during their first year of employment. The NQSW programme was welcomed as a means of attracting and retaining staff for the future. Implementation of the programme began in 2009.

Key factors in implementation

Staff who contributed to the organisational study all mentioned high staff turnover, and the challenges faced by Unitown following an unfavourable inspection of referral and assessment services as key factors influencing the implementation of the NQSW programme for the first cohort.

An OFSTED inspection in early 2010 assessed the Unitown's safeguarding services as 'inadequate'. Although the quality of work in longer term child protection teams was rated as good, the inspection report noted a high turnover of agency and interim staff in referral and assessment, including at service manager level; staff capability issues, and a build-up of unallocated cases. This was consistent with accounts from NQSWs of their first year in practice in referral and assessment teams; one NQSW reported having had sixteen managers in fifteen months.

Unitown appointed an external consultant as NQSW Support Manager, managed by Human Resources rather than Children's Services, in order to enable her to retain an independent perspective and 'stand outside' (external consultant) the existing culture. The Support Manager's role was to develop the NQSW programme, and to 'nurture, coach and mentor' NQSWs. There was a suggestion that the first holder of this post encountered '*some blocks with management'* and implementation of the programme was adversely affected by her departure at around the same time as the publication of the OFSTED report, although a replacement was appointed within three months.

All contributors to the evaluation suggested that Unitown had not so far succeeded in embedding the programme, in the sense that programme components were not seen to be a core element of the organisations practice at the final contact, although there was a commitment to improving and developing the programme.

Arrangements for reflective supervision

Reflective supervision was provided by the NQSW Support Manager, and was intended to complement the case supervision provided by the team manager. It was acknowledged that the level and quality of case supervision had been inconsistent during the second year of national implementation (i.e. this organisation's first year) with high numbers of inexperienced team managers and managers 'acting up', and in need of support themselves. Managers felt that ideally all support would be through the team manager, but at the time of the organisational study this was not feasible. Some NQSWs felt that they had received insufficient case supervision,

which they recognised as essential, even though they clearly valued the reflective, developmental supervision provided by the Support Manager. However they had experienced a slow start to reflective supervision.

Managing a reduced workload within teams

Workload reduction for NQSWs was a challenge for this authority during the first year of the programme. One NQSW said that their manager 'refused' to protect the 10 per cent workload reduction and while there was some variation according to the teams in which they worked, several NQSWs said that they had similar workloads to those carried by colleagues with two or three years' experience. A senior manager acknowledged that 'some NQSWs have had t*oo 'much on their plates'.* According to one of the team managers, attempts to develop a caseload analysis tool to inform workload management had been unsuccessful, and the pressure to deal with unallocated cases and meet timescales following the Ofsted report had been the priority.

Programme of group activities for NQSWs

Most NQSWs said that training and development plans were completed at the beginning of the programme and were mentioned in supervision, although in varying degrees of detail. Plans were not always implemented and reviews not always completed on time; this was identified by the new Support Manager identified as a priority*.* Group supervision sessions with the Support Manager had been introduced and this was seen as a positive development by NQSWs*.*

Unitown was working with a local HEI to develop a PQ award integrating the NQSW outcomes, as the first part of a clear progression route over a period of four years, linked with increases in salary*.* Although this required the submission of assignments, the intention was that NQSWs would be producing this material in any event and it should not involve additional work. Some NQSWs saw this as an additional pressure however, and described it as 'very stressful'.

Views of senior manager and supervisors on the programme

The senior managers and those involved in supervision of NQSWs who contributed to the evaluation acknowledged the difficulties of implementing the programme in challenging circumstances and recognised many of the issues identified by NQSWs.

Had these external circumstances been more favourable then implementation may have been more successful. There was a commitment to the principles of the programme and a desire to take this opportunity to make support for NQSWs' a top priority and to promote, a culture of learning within Unitown. However, further work was needed.

5.5   Conclusion

Reviewing these organisational studies, even those that had successfully embedded the programme faced difficulties either within their organisation, the context in which they deliver services or aspects of the programme. To a significant extent successful implementation is explained by how organisations responded to these challenges.

From the analysis presented in section 4 and this section, the enablers for an implementation that leads to a well embedded programme appear to be:

- a programme that has a profile in the organisation, which is recognised by key staff as a programme that makes a significant contribution to the achievement or organisational objectives;
- a programme about which senior managers have a good level of knowledge, and to which they demonstrate their commitment and engagement;
- the commitment of line managers to enable the provision of regular and structured supervision;
- the levels of engagement by NQSWs, which are influenced by ability of the organisation to deliver quality supervision and workloads that are appropriate to the levels of NQSW professional development;
- a good level of activity in the provision of and access to training programmes; and
- organisational consistency (e.g. continuity of programme co-ordinators).

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.

6. Impact of the programme on NQSWs

6.1 Overall satisfaction with support from employers

The proportion of NQSWs' stating at the end of the programme that they were satisfied with the overall package of work, support and training they received from their employers increased year on year from 59 per cent in 2008-09 to 73 per cent in 2010-11 (Figure 6.1). This figure also shows the proportions satisfied at the start of the programme for 2009-10 and 2010-11 (this question was not asked at baseline in 2008-09). In both years there was a modest reduction in satisfaction rates between baseline and final surveys.

FIGURE 6.1: PERCENTAGE OF NQSWs 'SATISFIED' WITH OVERALL PACKAGE OF WORK, SUPPORT AND TRAINING RECEIVED FROM EMPLOYERS AT T1 AND T2, BY PROGRAMME YEAR
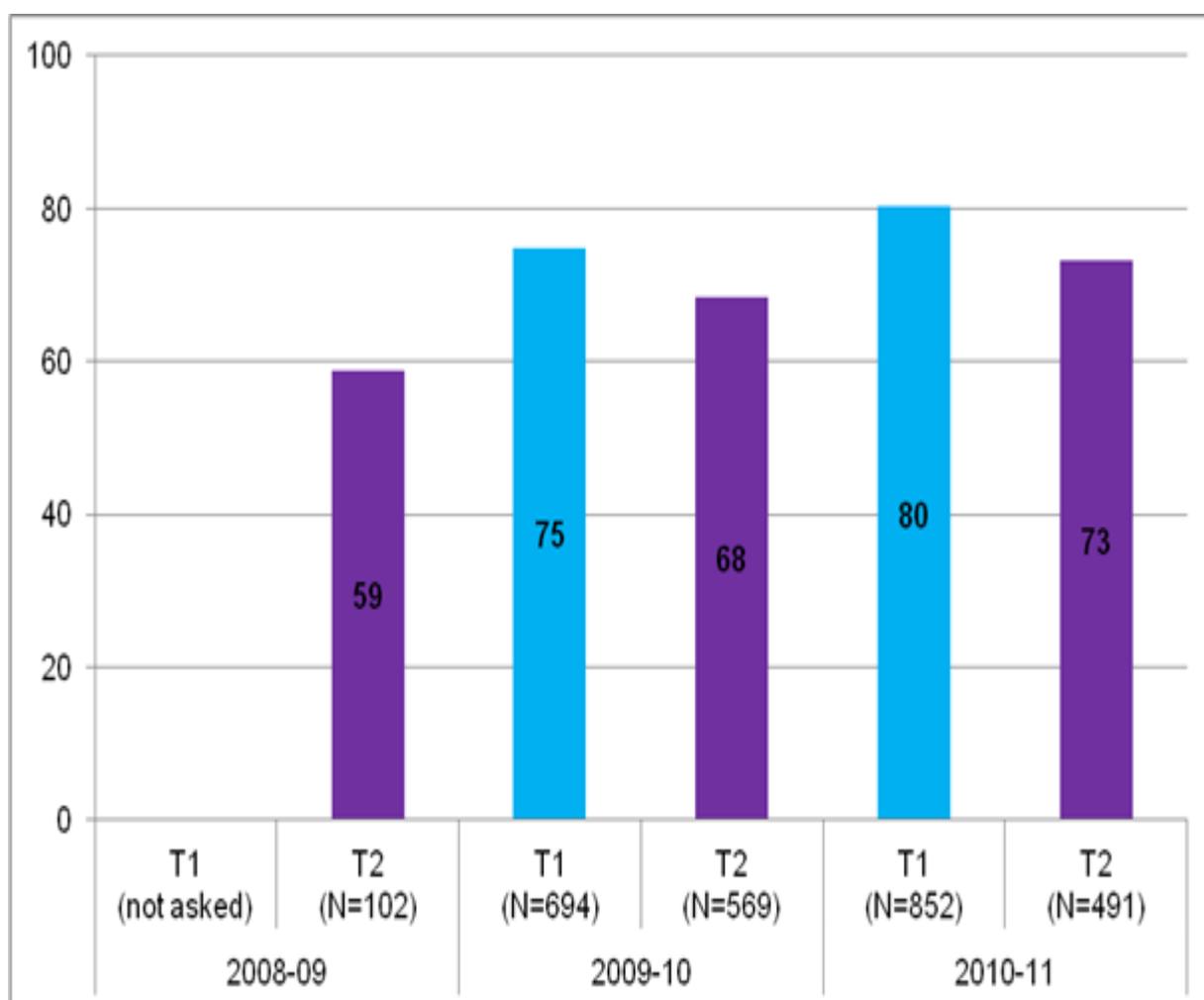
6.2 NQSWs' views on the programme

6.2.1 Perceived benefits of the programme components

At the end of each programme, NQSWs were asked to rank the benefits of the various aspects of the programme.

Regular, structured supervision was ranked as the greatest benefit by 30 per cent or more of each cohort, followed by having a reduced caseload and peer support (Figure 6.2).
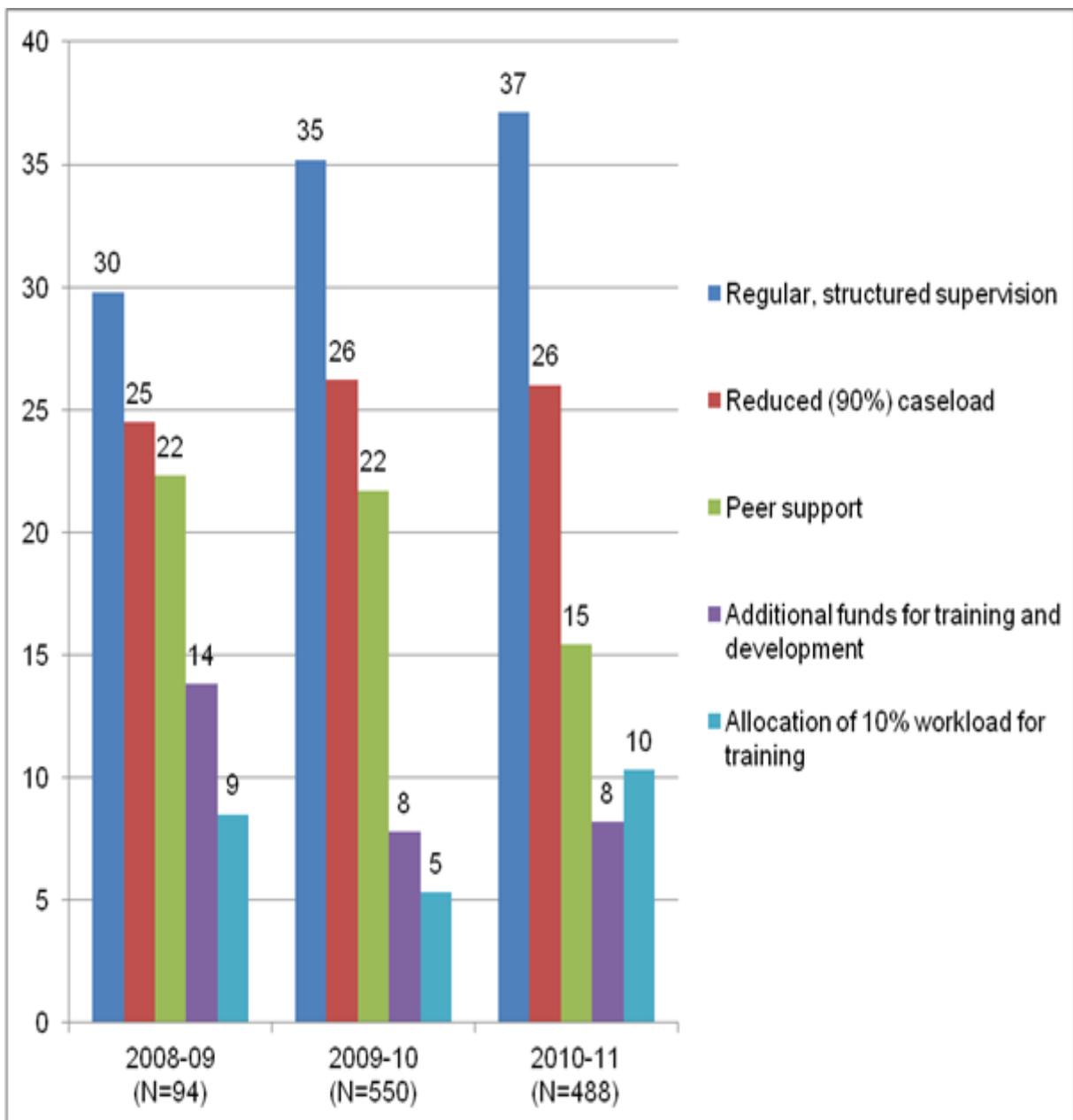
6.2.2 Receipt of supervision

As reported above, regular, structured supervision was rated by NQSWs as the most beneficial component of the programme. According to the programme requirements they were entitled to fortnightly supervision meetings of around 90 minutes during the first three months, reducing to monthly meetings thereafter. The proportion of NQSWs who reported having received their full entitlement at the time of the end of programme survey increased from just over half in 2008-09 to over three quarters in 2010-11 (Figure 6.3).

FIGURE 6.3: PERCENTAGE OF NQSWS IN RECEIPT OF SUPERVISION AT TIME 1 AND TIME 2, BY PROGRAMME YEAR

58
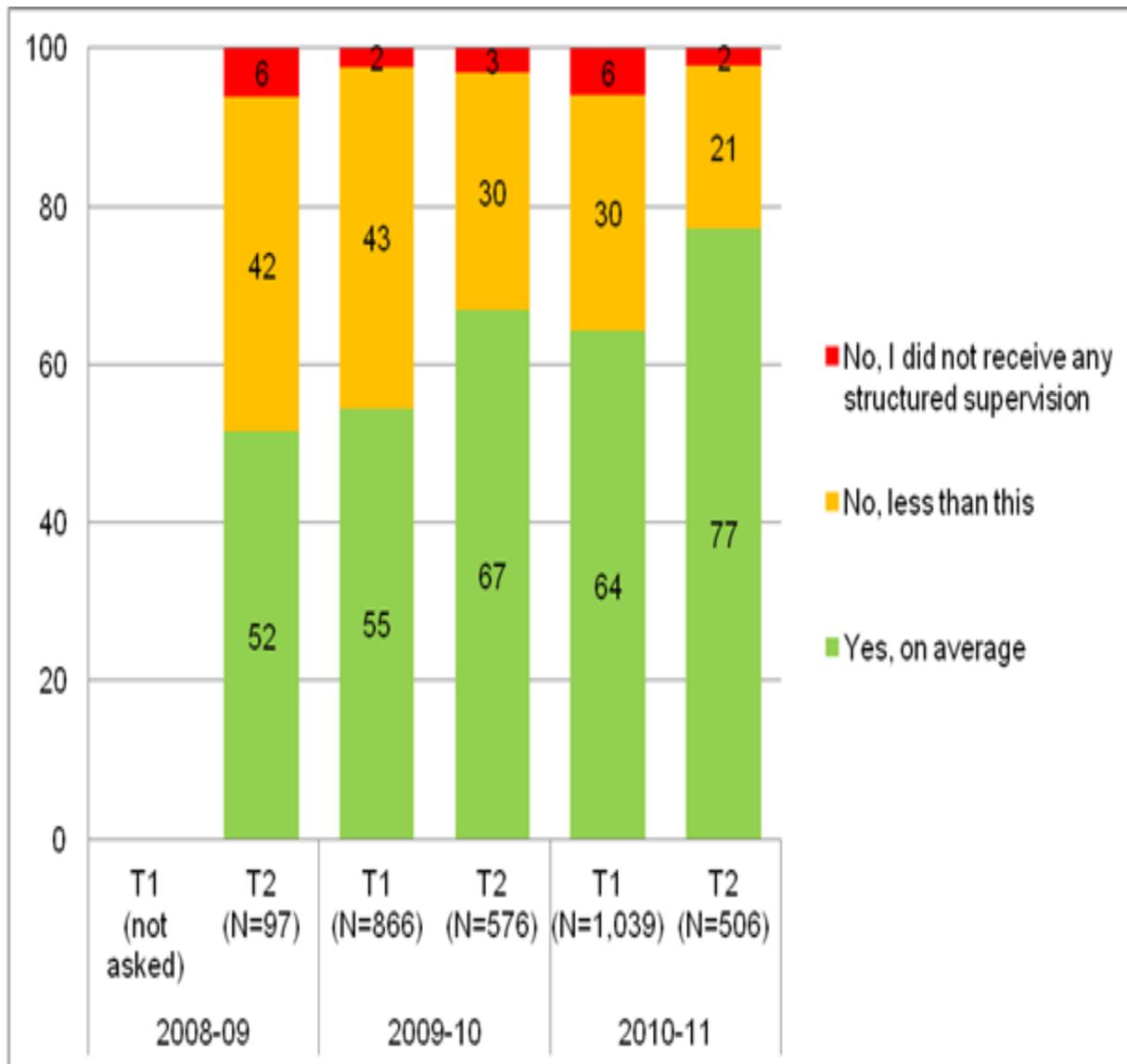
6.3 Outcomes for NQSWs

6.3.1 Self-efficacy ratings

NQSWs rated their self-efficacy in relation to each of the NQSW outcome statements at the beginning and end of the programme. The mean ratings at T1 and T2 are shown in Table 6.1 for each cohort together with the mean differences (increase). These ratings showed statistically significant increases (p<.001) in mean total self-efficacy scores. The pattern was very similar between cohorts, representing a mean gain of ten points (statistically, a "large" or "very large" effect size as measured by Cohen's *d*).

TABLE 6.1: NQSWS' SELF-EFFICACY - TIME 1 VS. TIME 2 PAIRED SAMPLES *T*-TEST

Paired samples	N	Mean 1 (SD)	Mean 2 (SD)	Mean Diff.	*t*	*p*	Cohen's *d*	Effect size
2008-09	127	80.7 (15.73)	92.9 (14.26)	12.2	9.29	<.001	0.82	Very large
2009-10	184	83.9 (13.77)	94.5 (13.82)	10.6	10.72	<.001	0.77	Large
2010-11	219	81.9 (15.06)	92.1 (12.68)	10.1	11.76	<.001	0.73	Large

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

The box plots (Figure 6.4 below) show the distribution of NQSWs' self-efficacy ratings for each programme year at the beginning and end of the programme[16]. A total rating of 96 out of 120 may be interpreted as "high confidence" (overall average of 80 per cent on the total scale). The figure indicates that while around a quarter of NQSWs in each cohort at Time 1 were "highly confident"; this had increased to around over a half at Time 2. However, as the length of the 'whiskers' show, there was quite a wide range of scores.

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[16] The shaded area shows the 50 per cent of ratings around the median (black line). The "whiskers" indicate the top and bottom 25 per cent. The numbers are individual "outliers"

FIGURE 6.4: BOXPLOT OF NQSWs' TIME 1 AND TIME 2 TOTAL SELF-EFFICACY SCORES, PAIRED SAMPLES, BY PROGRAMME YEAR (MAX 120, MIN 24)
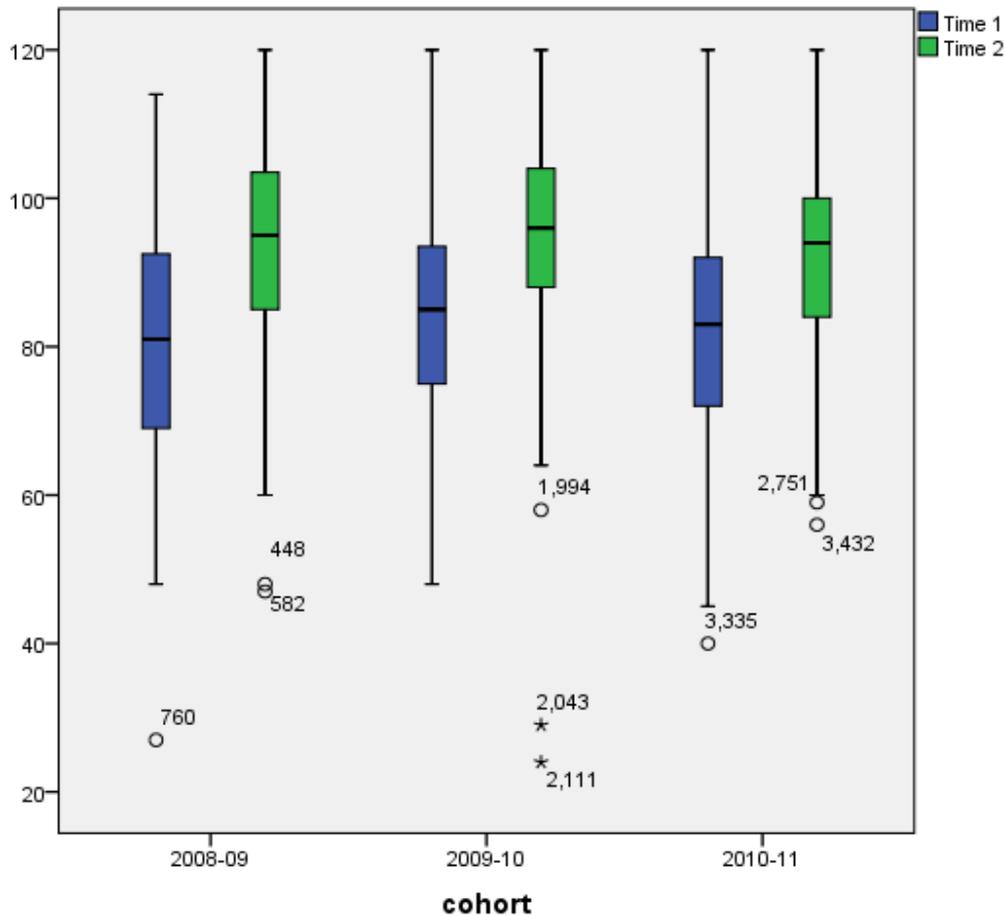
6.3.2 Changes in self-efficacy for individual outcome statements

There were substantial and statistically significant increases between baseline (T1) and end of the programme (T2) in the proportion of respondents who reported "high confidence" in relation to all the individual outcome statements (Table 6.2). The pattern of increases was very similar between cohorts; this adds credibility to the key findings.

TABLE 6.2: NQSWs' SELF-EFFICACY - PROPORTIONS WITH 'HIGH CONFIDENCE' FOR INDIVIDUAL OUTCOME STATEMENTS AT T1 AND T2 IN NQSW PROGRAMME YEARS, INDEPENDENT SAMPLES, BY PROGRAMME YEAR

	2008-09		2009-10		2010-11	
	T1	**T2**	**T1**	**T2**	**T1**	**T2**
	%	%	%	%	%	%
Managing referrals	34	68	35	67	31	62
Assessment	31	64	31	63	32	59
Planning	24	51	23	49	19	43
Review	24	56	23	51	20	46
Formal meetings	38	66	35	60	32	58
Recording	45	69	42	63	40	61
Communication	44	66	44	63	38	60
Relationships with service users	52	74	48	70	46	65
Multi-Agency working	44	69	45	67	39	62
Disadvantaged groups	30	56	31	57	27	53
Professional development	39	60	41	53	37	56
Professional accountability	58	73	52	71	55	67
Total sample (=N)	**465**	**241**	**633**	**520**	**783**	**452**

By the end of the programme, around six in ten NQSWs reported high confidence in the key outcomes of managing referrals, undertaking assessments, participating in formal meetings, case recording and communicating and maintaining relationships with children, young people and their families/carers. The same proportion was highly confident in formal meetings and multi-agency working. In contrast, only around half of respondents considered themselves highly confident in planning and coordinating support and interventions in two named contexts for practice and in reviewing the outcomes of such interventions.

Over half the NQSWs responding at the end of the programme considered that they were highly confident in using self-reflection, supervision and development activities to improve their knowledge and skills. At least two thirds were highly confident that they were professionally accountable. These figures represent substantial increases in the proportions of highly confident social workers compared to baseline ratings.

The proportion of social workers reporting high confidence in managing referrals, making assessments and conducting reviews had increased by around 30 per cent. There was a 26 per cent increase in the proportion of NQSWs highly confident in working with children and families from diverse and disadvantaged communities.

Further, there was a greater than 20 per cent increase in relation to communication skills, relationships, multiagency working (Table 6.2).

6.3.3 What predicts self-efficacy?

In order to understand whether the NQSWs' self-efficacy at the start and end of the programme was associated with their age, gender, ethnicity, level of qualification, previous experience or the type organisation in which the NQSWS were employed, further analyses were conducted separately on each cohort[17].

Self-efficacy was strongly, and consistently, associated with role clarity at both the beginning and end of the programme (see Table A14.4 in Appendix). Role conflict was also associated with self-efficacy at all but one survey time point. This indicates that high self-efficacy was not dependent on the constraints of the team or organisation in accomplishing the work.

Intrinsic job satisfaction was positively related to self-efficacy, particularly at the end of the programme; it is likely that each builds on the other. Conversely, low self-efficacy was associated with high stress and low extrinsic job satisfaction.

There was some evidence that a greater degree of practice experience in children's social work was associated with greater self-efficacy at the start of the programme, but this effect had largely disappeared by the end. In other words, there was at that stage little difference evident between NQSWs with or without a lot of prior practice experience.

Greater age had a modest effect on NQSWs' self-efficacy in two cohorts. However there was little or no evidence that gender, ethnicity, level of degree (undergraduate or postgraduate) or overseas vs. UK qualifications had any consistent effect on self-efficacy.

6.3.4 Ratings of NQSWs' efficacy

In years 2009-10 and 2010-11, supervisors, and in 2009-10, programme co-ordinators, were asked to rate their confidence in NQSWs who had participated in the programme, comparing them retrospectively at baseline and at the end of the programme.

In both programme years, the supervisors' median retrospective rating of five ("neither confident nor unconfident") increased to a median rating of eight (very confident") at the end of the programme. Although the number of supervisors responding was only 40 and 45 respectively, these results support the NQSWs self-efficacy ratings. The response rate for programme co-ordinators in 2009-10, 57 per cent, was much higher than for the supervisors but their median ratings were very similar increasing from five to eight also. These results provide some external validation for the accuracy of the NQSWs' assessment of their self-efficacy.

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[17]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 NQSW is working.

6.3.5 Role clarity

Role clarity 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.

The mean ratings at T1 and T2 are shown in Table 6.3 for each cohort together with the mean differences (increase). There was a modest, statistically significant increase in mean total role clarity scores for NQSWs in all three cohorts.

Examination of the individual scale items showed that this was attributable to an increase in clarity concerning how much authority NQSWs felt they had in their job. At the end of the programme around seven out of ten NQSWs were clear about how much authority they had, their roles and responsibilities and exactly what was expected of them as well as considering that clear planned goals and objectives existed for their jobs. On the other hand, only just over half considered that they had divided their time properly (see Table A14.5 in Appendix).

TABLE 6.3: NQSWs' ROLE CLARITY – TIME 1 VS. TIME 2 PAIRED SAMPLES *T*-TEST

Paired samples	N	Mean 1 (SD)	Mean 2 (SD)	Mean Diff.	*t*	*p*	Cohen's *d*	Effect size
2008-09	167	27.9 (5.91)	29.1 (6.36)	1.23	2.79	.006	0.20	Medium
2009-10	229	29.3 (5.70)	30.3 (6.35)	1.00	2.49	.014	0.17	Small
2010-11	278	28.8 (5.73)	30.2 (5.74)	1.41	4.29	<.001	0.25	Medium

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

6.3.6 Role conflict

Role conflict may be considered a less positive outcome. It arises from competing demands, inadequate resources, incompatible requests, and disagreement at the level of management.

The mean ratings at T1 and T2 are shown in Table 6.4 for each cohort together with the mean differences (increase). There was a statistically significant increase in mean total role conflict scores for NQSWs in each year of the programme (Table 6.4). The large standard deviations indicate substantial variation in scores across the samples. These are illustrated by the length of the "whiskers" in the box plots (Figure 6.5). It is possible that an increase in role conflict is experienced to some extent by many social workers, as a consequence of taking on more complex work towards the end of their first year in employment.

TABLE 6.4: NQSWs' ROLE CONFLICT – TIME 1 VS. TIME 2 PAIRED SAMPLES *T*-TEST

Paired samples	N	Mean 1 (SD)	Mean 2 (SD)	Mean Diff.	*t*	*p*	Cohen's *d*	Effect size
2008-09	167	26.1 (10.14)	29.5 (9.64)	3.46	5.35	<.001	0.35	Medium
2009-10	229	26.8 (8.46)	29.4 (10.54)	2.62	3.98	<.001	0.27	Medium
2010-11	278	25.5 (9.74)	27.6 (10.45)	2.01	3.79	<.001	0.20	Medium

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

FIGURE 6.5: BOXPLOTS OF NQSWs' TIME 1 AND TIME 2 MEAN ROLE CONFLICT SCORES, MATCHED SAMPLES, BY PROGRAMME YEAR
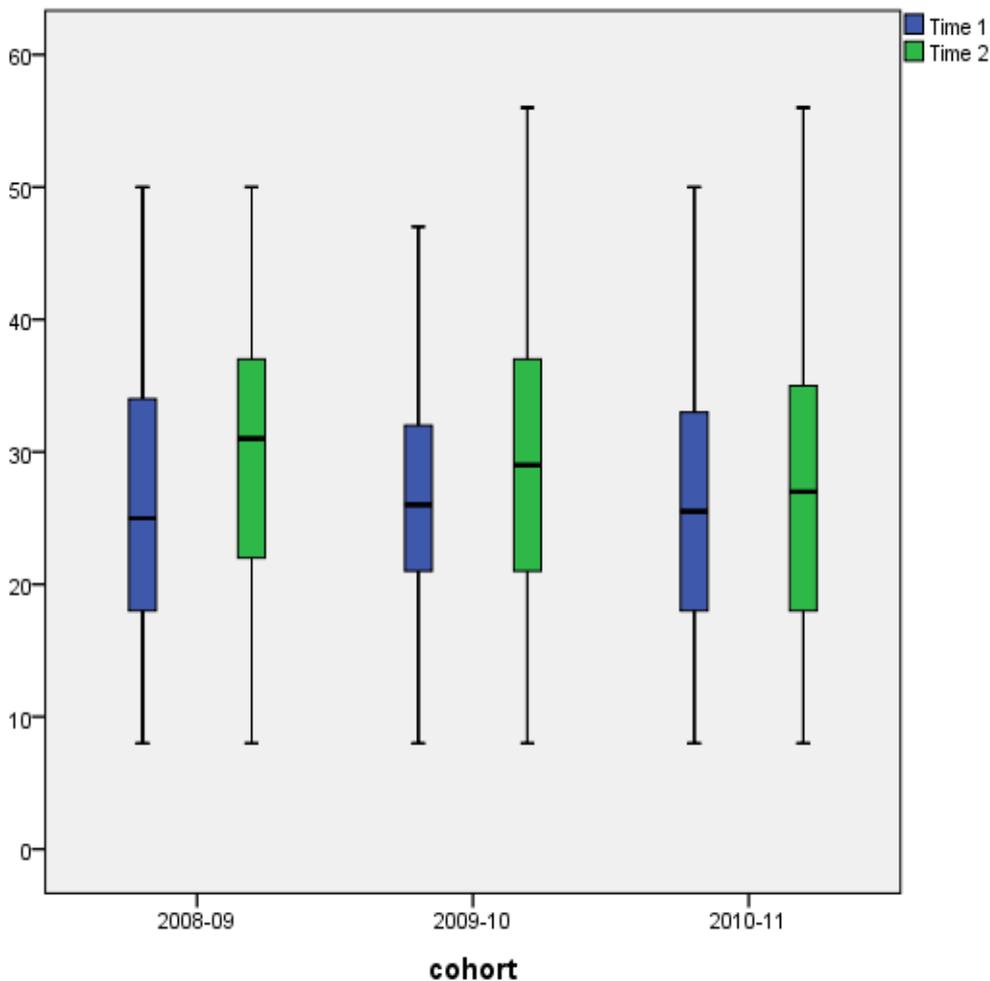
The nature of role conflicts experienced by respondents is indicated by considering responses to the individual statements at Time 2 in each survey. Between a third

and a half of respondents agreed with the following statements: "I have to do things that should be done differently"; "I receive an assignment without adequate resources to carry it out", and "I work with two or more groups who operate quite differently" and "I work on unnecessary things" (see Table A14.6 in Appendix 14).

6.3.7   Intrinsic job satisfaction

Intrinsic job satisfaction refers to satisfaction with the nature of the job itself, the variety of tasks, opportunities to use initiative and relationships with fellow workers. The programme aimed to improve job satisfaction and NQSWs' enthusiasm to continue working as a child and family social worker.

Overall, there was a very small (and statistically non-significant) decrease in mean total intrinsic job satisfaction ratings in all three cohorts' responses. What is striking is the generally high levels of satisfaction. This is illustrated in Figure 6.6 which shows the pooled results for all three cohorts of NQSWs at the end of the programme.

FIGURE 6.6: INTRINSIC JOB SATISFACTION – PERCENTAGE OF NQSWS 'SATISFIED' WITH INDIVIDUAL ITEMS AT T2, POOLED SAMPLE (N=1,184)
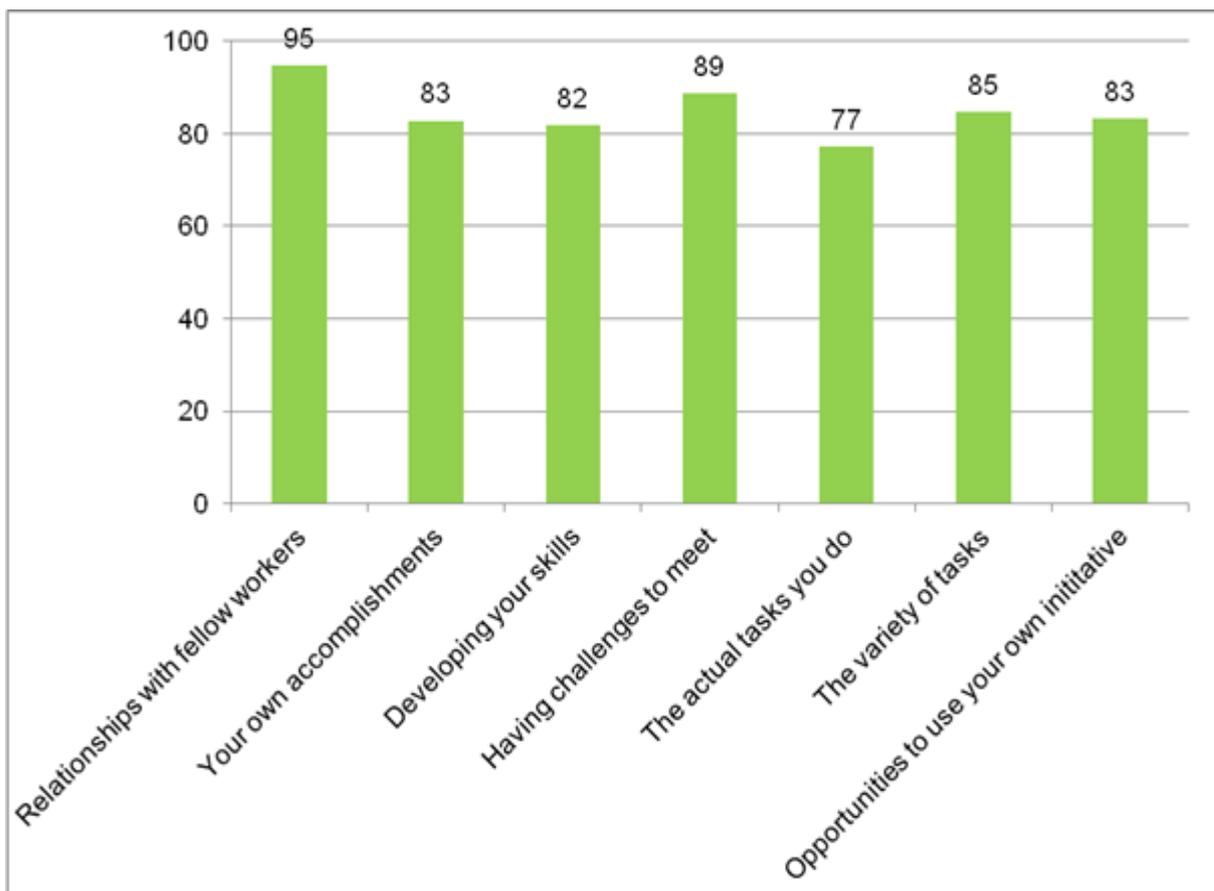
As noted above, levels of intrinsic job satisfaction at the end of the year were positively associated with higher self-efficacy ratings (see Table A14.7 in Appendix). It was also associated with high role clarity and, strongly, with high levels of extrinsic

job satisfaction (pay and conditions), and (the second and third cohorts) with lower levels of stress. There was also some evidence that, at the end of the programme, UK-qualified NQSWs had higher intrinsic job satisfaction compared to those who had qualified overseas (see Table A14.7 in Appendix).

6.3.8 Extrinsic job satisfaction

Extrinsic job satisfaction refers to pay and conditions, the quality of management and supervision, ease of travel to work and job security.

Overall, like intrinsic job satisfaction, ratings were quite stable. The mean ratings at T1 and T2 are shown in Table 6.5 for each cohort together with the mean differences. There was a moderate, statistically significant decrease in extrinsic job satisfaction between the start and end of the programme in 2008-09, but this was balanced by a small significant increase in the 2010-11 cohort.

TABLE 6.5: NQSWs' EXTRINSIC JOB SATISFACTION – TIME 1 VS. TIME 2 PAIRED SAMPLES *T*-TEST

Paired Samples	N	Mean 1 (SD)	Mean 2 (SD)	Mean Diff.	*t*	*p*	Cohen's *d*	Effect size
2008-09	166	33.20 (4.66)	31.45 (5.27)	-1.75	-5.08	<0.001	0.35	Medium
2009-10	226	31.96 (5.25)	32.15 (4.80)	0.20	0.61	0.542	0.04	Negligible
2010-11	278	31.09 (3.13)	31.84 (4.39)	0.76	2.66	0.008	0.16	Small

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

At the end of the programme pooled results showed that a substantial 80 per cent of respondents were satisfied or very satisfied with their work "in general" (Figure 6.7). However, only a half were satisfied with their pay and only slightly more with the number of hours they were working and opportunities for advancement. Nevertheless, high proportions of NQSW were satisfied with their job security, flexibility of hours and the management and supervisor provided by their employers.

FIGURE 6.7: EXTRINSIC JOB SATISFACTION – PERCENTAGE OF NQSWS 'SATISFIED' WITH INDIVIDUAL ITEMS AT T2, POOLED SAMPLE (N=1,184)
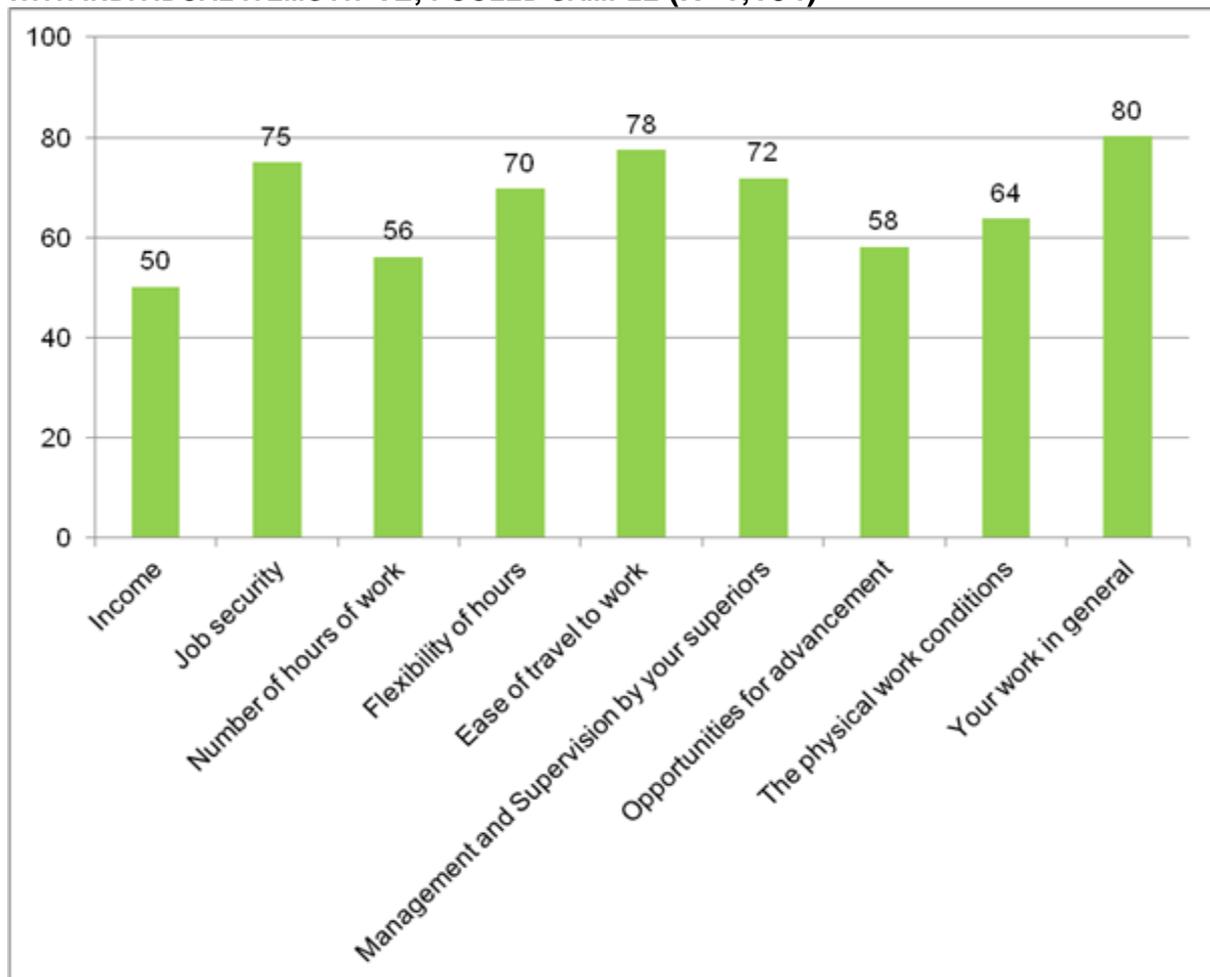
6.3.9 Satisfaction with public respect for social work

Respondents were asked to report their level of satisfaction with the public's respect for social work as a profession. Public respect is an important aspect of job satisfaction but while job satisfaction was generally high, satisfaction with public respect for social work was low. Overall, between seven and eight out of ten social workers in each year were dissatisfied with the public respect of social work (see Figure 6.8 below).

There was some evidence that in years two and three at the start of their careers in social work, the proportion of social workers satisfied with public respect was higher than in the first year. This may be associated with publicity campaigns promoting social work at the time. However, by the end of the first year, the proportion satisfied had dropped very little.

FIGURE 6.8: SATISFACTION WITH PUBLIC RESPECT FOR SOCIAL WORK - PERCENTAGE OF NQSWS' 'DISSATISFIED' AT TIME 1 AND TIME 2, INDEPENDENT SAMPLES, BY PROGRAMME YEAR
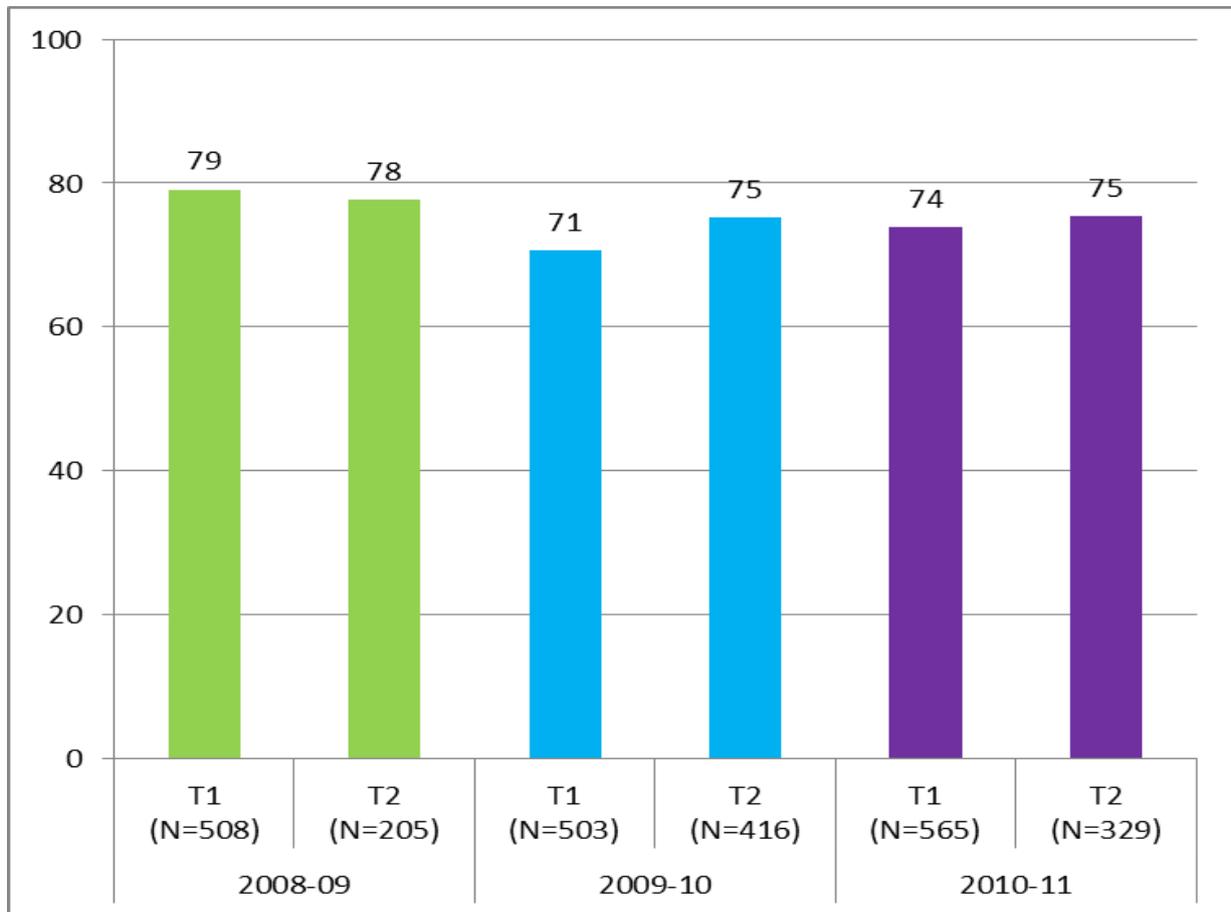
6.3.10 Predictors of extrinsic job satisfaction

As might be expected, a feeling of positive public respect for social work was associated with high extrinsic job satisfaction (see Table A14.8 in Appendix). Similarly, as noted above, high extrinsic job satisfaction was strongly associated with high intrinsic job satisfaction.

There was some evidence that older NQSWs (41 and over) were less satisfied with their pay and conditions than younger ones. There was some evidence that BME social workers were less satisfied than their white counterparts at the start of the programme, but not at the end. NQSWs educated in the UK tended to be more satisfied with the extrinsic aspects of their job at the start of the programme than those educated overseas.

Finally, high extrinsic job satisfaction was also predicted by higher role clarity scores. Lower extrinsic job satisfaction, on the other hand, was associated with higher role conflict scores and, for cohorts two and three, having high stress levels. These findings are not surprising and are consistent with those reported in previous research.

6.3.11 Stress

The overall proportion of NQSWs above the stress threshold[18] at the beginning of the programme was consistently around 32 per cent for each cohort. At the end of the programme in 2008-09 this proportion had increased to around 40 per cent, and in 2009-10 and 2010-11 these had increased to 36 per cent and 33 per cent respectively (see Figure 6.9 below). These increases were statistically significant in all three cohorts (see Table A14.9 in Appendix 14).

FIGURE 6.9: PERCENTAGE OF NQSWS ABOVE CLINICAL THRESHOLD FOR STRESS AT TIME 1 AND TIME 2, BY PROGRAMME YEAR
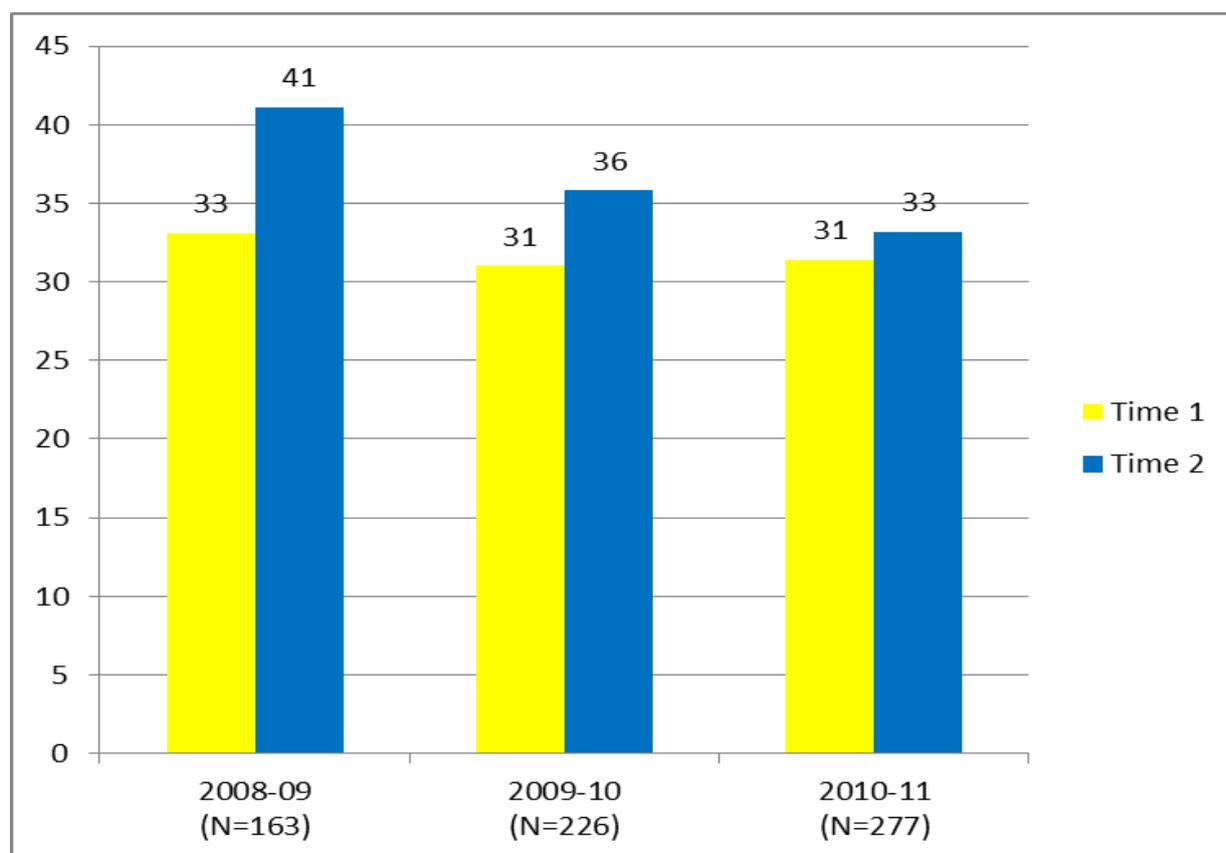
Although the proportion of NQSWs reporting clinical levels of stress is high, particularly at the end of the programme, they are comparable to other surveys of child and family social workers (Coffey *et al.*, 2004). As has been found in previous research (Carpenter *et al.*, 2003), stress was associated 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.

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[18] Clinical threshold for stress, in other words, where it would be appropriate to seek a professional consultation.

6.4   Comparison with 'contrast' group (2008-09)

To what extent is it possible to attribute these outcomes to the effects of the NQSW programme? For practical reasons, it was not possible to evaluate the programme using an experimental research design with a control group. Nevertheless, as explained in Sec 3.3.2, in the first year of the programme only, the T2 survey was also sent to NQSWs in a sample of authorities which had not taken part in the NQSW programme. The recruitment of this "contrast group" enabled a comparison, at T2, of the circumstances, self-efficacy, job satisfaction, role clarity and conflict, and stress of NQSWs who had participated in the programme and those who had not.

The contrast group (n = 47) was much smaller than the NQSW programme group in the first year but then the two samples were compared in terms of gender, age group and previous experience; there were no statistically significant differences between them, in other words, comparing the two samples was valid.

6.4.1   Self-efficacy

The mean self-efficacy ratings at T2 for both groups are shown in Table 6.6. NQSWs who had participated in the programme in general gave statistically significant higher self-efficacy ratings for the self-efficacy outcome statements than members of the contrast group (Table 6.6).

TABLE 6.6: MEAN TOTAL SELF-EFFICACY RATINGS FOR PROGRAMME AND CONTRAST GROUP (INDEPENDENT SAMPLES T-TEST)

Group	N	Mean	SD	t	p
NQSW programme	241	92.0	15.61	2.594	.01
Contrast group	47	85.3	14.75		

The box plots (Figure 6.10) indicate that while three-quarters of the NQSW sample rated themselves 85 or above (i.e. "very confident"), only just over half the contrast group did so. This suggests added value for the programme, but a word of caution should be introduced. Those involved in the programme would inevitably be more familiar with both the outcome statements and the rating scale and this may account for some of the difference observed.

FIGURE 6.10: BOXPLOTS OF TIME 2 SELF-EFFICACY TOTAL SCORES
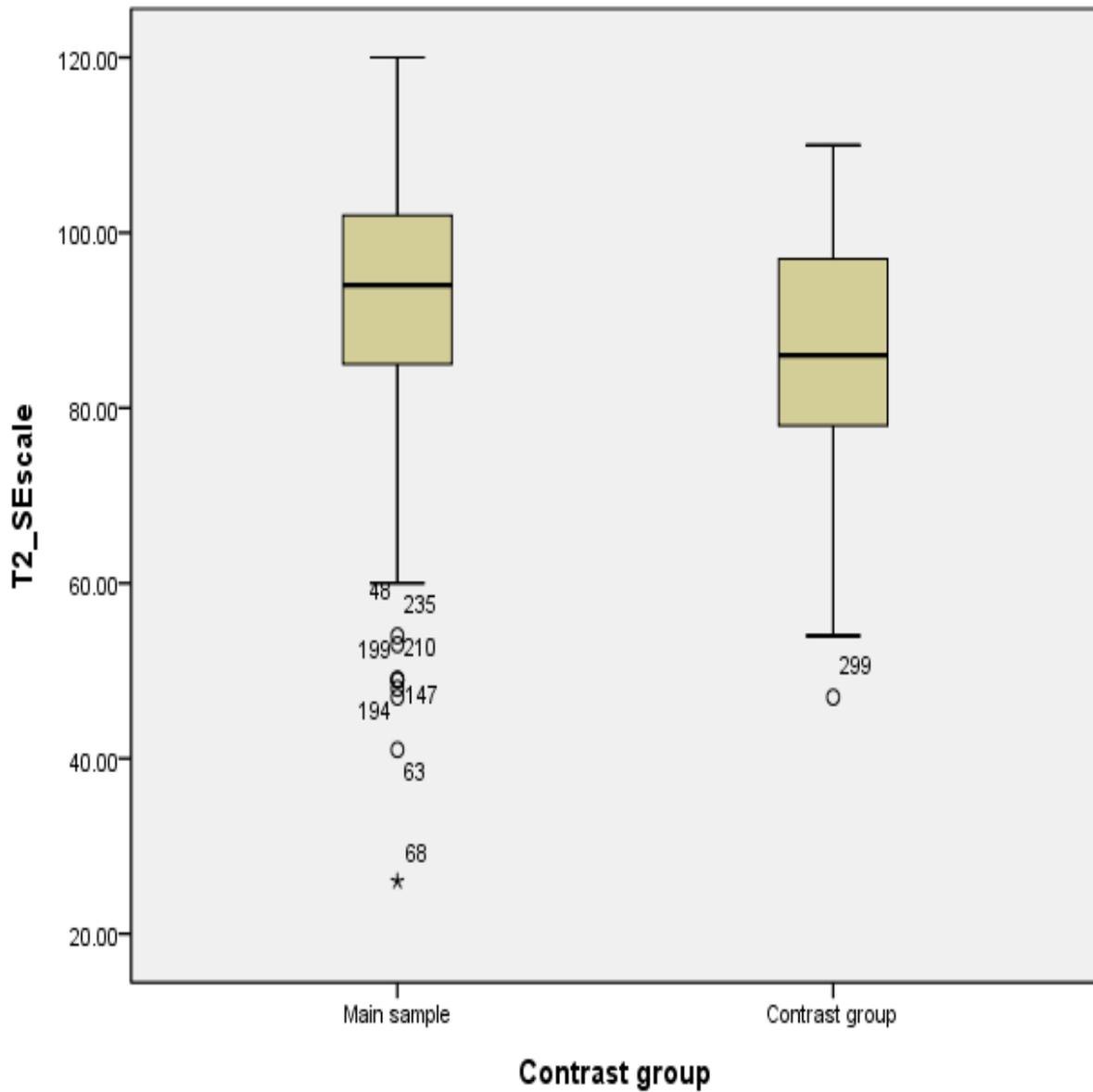
Table 6.7 (below) shows that the NQSW and contrast groups differed on their ratings of several items, particularly in terms of review, assessment, and referral confidence.

TABLE 6.7: COMPARISON OF NQSWs' T2 SELF-EFFICACY RATINGS OF MAIN SAMPLE VERSUS CONTRAST GROUP

	NQSW programme sample		Contrast group	
	Mean	SD	Mean	SD
	N=274		N=47	
Referral	7.8	1.55	7.1	1.39
Assessment	7.6	1.49	6.9	1.64
Planning	7.2	1.56	6.7	1.51
Review	7.4	1.49	6.4	1.64
Formal meetings	7.7	1.56	7.3	1.43
Recording	7.8	1.54	7.3	1.75
Communication	7.8	1.41	7.3	1.46
Relationships	7.9	1.33	7.5	1.28
Multi-Employer Working	7.8	1.44	7.5	1.24
Disadvantaged groups	7.4	1.45	6.8	1.46
Professional Development	7.5	1.59	7.0	1.56
Professional Accountability	8.0	1.44	7.6	1.85
TOTAL	**92.0**	**15.61**	**85.3**	**14.74**

6.4.2 Role clarity and conflict

The ratings for role clarity made by members of the contrast group at T2 (Mean 30.4, SD 6.45) were not significantly different from the programme participants. This indicates that although role clarity had improved for the NQSW programme participants over the course of the year, this could not be attributed to the programme alone. Similarly, the ratings of role conflict given by members of the contrast group (Mean 27.7, SD 10.34) were not significantly different from the NQSW programme participants at the end of the year. This suggests that participation in the NQSW programme did not increase role conflict.

6.4.3   Intrinsic and extrinsic job satisfaction

The mean total ratings of intrinsic job satisfaction made by the contrast group were very similar (27.0 [SD 4.01] to 27.4 [SD 4.71] for the programme group) as were those for extrinsic job satisfaction: (31.7 [SD 5.68] compared to 31.5 [SD 5.50] for the programme group). These differences were not statistically significant. This suggests that the programme did not have the effect of increasing job satisfaction among NQSWs.

6.4.4   Stress

Finally, 19 of the 47 members of the contrast group had GHQ scores above the threshold for stress. The difference between the two groups in the proportions above the threshold was not statistically significant. This suggests that the increase in stress reported above could not be attributed to participation in the programme.

6.5   Conclusion: summary of key outcomes

The key outcomes of the programme for NQSWs are summarised in Table 6.8 and the sources of these data in the report noted. It can be seen that the proportion of NQSWs expressing overall satisfaction with the support from employers at the end of the programme increased year on year, as did the proportion receiving supervision for 90 minutes once a fortnight. Role clarity was generally high at the start of the programme and increased a little by the end. There were moderate levels of role conflict, with small increases by the end of the programme. The proportions of NQSWs satisfied with both the intrinsic and extrinsic aspects of their jobs were high and changed little, if at all. The proportions self-rating with above clinical levels of stress were also high, with statistically significant evidence of an increase over the course of the programme in the first two cohorts. Finally, as reported Section 10, the proportion of social workers expressing an intention to look for another job in the following year also increased by the end of the programme.

TABLE 6.8: SUMMARY OF KEY OUTCOMES FOR NQSWS OVER 3 YEARS

Impact/Outcome	2008-09	2009-10	20010-11	Source in report
Overall satisfaction with support from employer at T1 and T2	T2 (only): 59%	75% → 68%	80% → 73%	Sec 6.1
Receiving supervision for 90 minutes once a fortnight	52%	67%	77%	Sec 6.2.2
High self-efficacy in relation to outcome statements (beginning to end of programme)	38.5%→ 64%	37.5%→ 61%	34.7%→ 57.7%	Sec 6.3.1
Role clarity	High: small increase	High: small increase	High: small increase	Sec 6.3.5
Role conflict	Moderate: small increase	Moderate: small increase	Moderate: small increase	Sec 6.3.6
Intrinsic job satisfaction (tasks, own accomplishments, opportunities to use initiative etc.)	High: no change	High: no change	High: no change	Sec 6.3.7
Extrinsic job satisfaction (pay, job security, hours of work etc.)	High: moderate decrease	High: no change	High: small increase	Sec 6.3.8.
Stress (above clinical threshold)	31%→ 41%	31%→ 36%	31%→ 33%	Sec 6.3.11
Intending to leave job in next year ("likely")	32%→ 47%	35%→ 44%	29%→ 35%	Sec 10.3

7. The impact of the programme on participating organisations

This section of the report provides details of the nature and extent to which the NQSW programme has made an impact on organisations that participated in the programme. The term "impact" refers to how the programme has been significant in changing organisational policy and practice.

The primary sources of evidence used to examine the impact of the programme during the first three years were, the case and organisational studies in 2008-09 and 2009-10, online surveys of supervisors and programme coordinators in each year, and the interviews with senior managers in 2011. The latter source is given the most attention because the senior managers' opinions are of particular importance in gauging the impact of the programme on a particular organisation.

Overall senior managers were supportive of the NQSW programme and indicated that there had been positive impacts on: recruitment and retention (see Sec. 10.6); the enhancement of supervisory skills; perceptions about what was required to support the professional development of NQSWs and that the NQSW programme was appreciated by the NQSWs.

Almost all managers commented positively on the overall benefits and costs of participation in the NQSW programme. The benefit most commonly identified by managers was that following implementation of the programme, they had seen a significant improvement in staff retention which generated a more stable staffing environment with consequent improvements in service delivery.

The second most commonly identified benefit of the programme was the improved skills, confidence and performance of the NQSWs: NQSWs were better equipped for practice and this had improved the quality of service delivered. Other reported impacts were that: NQSWs felt better supported and safer due to the structural support and reflective supervision provided through the programme; a learning and development culture had been created within organisations; the NQSW programme helped organisations to plan and identify training to better meet individual needs; and this had enabled significant savings, due to the availability of funding to develop training.

Although most of the senior managers reported positive impacts, some of them also reported negative impacts. In respect of costs, a few of the managers believed that the protected caseloads required by the programme imposed costs to their organisations, but they were willing to accept the costs because it helped the NQSWs to develop their professional competence.

7.1 Impact on skills of supervisors and managers

Some two thirds of senior managers mentioned the positive impacts on the skills of their supervisors and managers. Most thought that the NQSW programme had led to an increase in skills, ability and confidence among supervisors, due both to participation in supervision training and also the experience of providing supervision in line with the NQSW programme requirements. A small number of organisations had begun to organise management or mentoring programmes for the managers, above and beyond the development opportunities offered through the NQSW programme. However, around one third of the respondents were uncertain about the skill improvement of their managers. Finally, respondents from a small number of organisations stated there had been no impact on the skills of managers, either because managers were not involved in the training programme or because of managers' negative attitudes towards the NQSW programme.

7.2   Expectations of receiving professional development

Most senior managers believed that their workforce appreciated the current opportunities for training and development and what they offered was congruent with the staff expectations.

According to the managers, as a result of the introduction of the NQSW and Early Professional Development (EPD) programme, many NQSWs perceived the programme and the training opportunities as a contractual requirement: they were clear about what to expect and their entitlements. Most NQSWs liked the current support arrangements and were committed to the programme. Some of the organisations had provided a certain level of support and trainings for their NQSWs prior the introduction of the NQSW programme: the programme had made the support more structural and embedded into day-to-day routines.

Only two negative comments were recorded about workforce expectations of training and development. Both of the managers in these organisations reported overwhelming workloads and that staff lacked capacity to get all their required work done. Thus, one stated that it was difficult to build a learning culture across the workforce. In the other organisation, workers had even commented there was too much training.

7.3   Delivering support for NQSWs

Many of the managers interviewed stated that team managers and other members of senior management were engaged with the programme and were committed to giving support to their NQSWs, on account of perceived benefits of the programme. The importance of team managers' engagement is emphasised in the quote below.

> *"It's really dependent upon team managers […]. Good team managers really do have a positive impact on the programme. If we can have consistency in those team management practices then we'd have much more demonstrable success […]. We've had others that have been perhaps a little bit more difficult to tie down […] because perhaps they've not been quite as robust in their management of the programme as they perhaps could have been."* (senior manager, year 3 interviews)

Moreover, there was recognition of the need to support and protect NQSWs from too great a degree of work pressure. One of the managers stated that there were plans for the organisation to work cooperatively with other authorities to support NQSWs, for example by sharing training.

Despite the positive views of the majority, a few senior managers reported some negative aspects of the perception of employers and the workforce about support provided to NQSWs because the need for training and support for the NQSWs was not evident; the additional work caused by the programme and the protected caseload of the NQSWs.

7.4 Mainstreaming the NQSW programme

In 2011, thirty senior managers were asked to comment on the extent to which the elements of the NQSW programme were then accepted, in the third year of implementation as part of the mainstream activity within the organisation in respect of the professional development and support provided to NQSWs. There were five specific aspects about which responses were invited. These were caseload limits; individual training and development plans; the nature and quality of supervision; training for supervisors; and mechanisms to validate achievement. Twenty-four out of 30 senior managers expressed the view that core components of the NQSW programme were embedded within the organisational structure. Many were confident that the programme had become embedded in their organisational practice and they expected that it would continue in the same or very similar format. They stated that their intention would be to continue with provision of support for NQSWs in line with the CWDC programme. This implied that the "idea" of the NQSW programme has been accepted and incorporated into organisational practice. This view was encapsulated in the following comment by a senior manager:

> "*I would say it's totally mainstreamed now - it's just something we do. It's just something we'll do every year. The benefits have far outweighed any sort of like cost in terms of time. In the sense of up and running it I think we see it as really important and we have no plans to change it. As I say we plan to improve it but not to sort of change the idea and notion of having a newly qualified programme." (senior manager, year 3 interviews)*

Six managers indicated that the NQSW programme had become embedded in a more extended sense. They indicated that that the approach taken to the development of NQSWs had had an impact on the organisation more generally. The NQSW programme had influenced approaches to staff support, development and training beyond newly qualified workers and that these approaches had become embedded in organisational practice. As one senior manager commented:

> "*…it was the NQSW programme that was the catalyst for the learning and development change that we've experienced" (senior manager, year 3 interviews)*

Given the positive nature of the comments about the extent to which the NQSW programme had become embedded in many organisations it was not surprising that several senior managers in these organisations took this opportunity to express the view that they hoped that the NQSW programme would continue. In addition, they suggested that if funding for the programme was reduced or withdrawn, or other external pressures arose, leading to changes in organisational priorities, they might not be in a position to maintain all elements of the programme. For senior managers in organisations where implementation of the programme was still a challenge, external funding for the programme was equally important; if funding was to be withdrawn at this stage the programme might never be properly embedded.

7.5   Organisational changes

The NQSW programme seems to have influenced changes in all organisations in the sample of the case and organisational studies. In addition, all the other managers interviewed in the third year of the programme (2010-11) mentioned organisational changes that had resulted from the participation in the NQSW programme. Among these, the most common change identified was organisational restructuring, although the form and degree of change was different across organisations. Of these, some had designed separate pay grades such that NQSWs could progress to a different appointment scale once they had completed the programme. Some mentioned better cooperation and more meetings between the senior management group, heads of service and managers. The second most commonly reported change was the provision of additional posts to support and supervise newly qualified social workers, for example learning and development officers, advanced practitioners, and so on. That the programme had provided a catalyst for the development of a culture of learning within organisations was also frequently mentioned by the senior managers;

> *"I would say it was the NQSW programme that probably was the catalyst for learning and development culture change that we've experienced. You know, more than any other programme that CWDC has run as a pilot, I would say that one was key to the changes we're now experiencing." (senior manager, year 3 interviews)*

This impact on culture did not solely apply to NQSWs, but also had affected the supervision skills of mangers and other staff groups. Senior managers also reported increased levels of supervision and increased consciousness of case management and improvements in staff retention. Participation in the NQSW programme also helped with the shift in attitude in treating NQSWs, providing good support systems for them and speeded up their learning into consolidation and practice awards.

7.6 The future of support for NQSWs in children's social work

There were many comments from programme co-ordinators, supervisors and NQSWs in support of the continuation of the programme:

> *"NQSWs remain very enthusiastic and committed to the scheme and are disappointed the CWDC support is ending" (Programme co-ordinator, year 3, time 2 survey)*

> *"It is important that CWDC continue to oversee the pilot in order that there is some degree of uniformity for NQSWs. It is also important that authorities accept that they need to invest in NQSWs and EPD as without this commitment there will be further recruitment and retention problems in a few years' time" (Programme co-ordinator, year 3, time 1 survey)*

> *"This is a very good programme and my NQSWs have benefitted from this experience. It must continue" (NQSW Supervisor, year 3, time 2 survey)*

When asked to comment on the factors that were most important to support the development of NQSWs, unsurprisingly a significant number of senior managers commented that resources and financial support ("money"; "funding"; "resources") were the most important elements. For all these respondents the provision of specific funding to support NQSW development had been significant and would remain significant in the continuation of the strategies to support the professional development of NQSWs. One manager in a local authority expressed concern about the possibility that in future this money may be distributed via the Department for Education and may not be 'ring fenced', which might mean internally it would not be distributed in a way that would allow it to be used for other purposes than to support the development of NQSWs.

> *"Okay, the issue for us, one of them has really got to be funding, because we've spent every penny that we've had to make this work and we think we've spent it well, but to have that programme linked to the post-qualification and to have our external NQSWs supervised and all of that costs money." (Senior manager, year 3 interviews)*

There was support for the continuation of the NQSW programme or something similar. A range of views was expressed by managers about which elements were the most important for the future. Eight senior managers stated that a programme similar to the one they had been delivering under the NQSW scheme was necessary in order to support the development of newly qualified staff. Three stated that they were satisfied with the arrangements they had developed within the programme framework and wanted to continue in the same way; one stated that their organisation would want to continue with this initiative 'whether it is formally in existence or not'. Several senior managers mentioned one or more of the specific elements of the programme (i.e. protected caseload; individualised training and development plans; supervision; training for supervisors; mechanisms to validate achievement) as being of particular importance for supporting NQSW development. The comments made by managers about particular elements of the programme are presented below.

As was seen in section 7.4, there is good evidence of the extent to which the NQSW programme has become embedded in organisational practice. Yet, despite a strong desire to do so only two senior managers were confident that they would continue to meet the development needs of NQSWs in the future due to uncertainties over the availability of financial support for this or a similar programme. Hence, eight out of 14 responses are classified as 'negative' in that senior managers were cautious about the likelihood of continuing to meet the requirements of NQSWs without continued funding, although all expressed a desire to do so. One stated that this depended on *'what's done with Munro'* and commented that social work was *'at a crossroads'* (London borough G).

The managers were asked to identify the challenges that their organisations would face to deliver the desired level of professional development for NQSWs in the future. The most frequently reported concern by managers was regarding the availability of funding to continue the support for the NQSW programme. This was regarded as the largest challenge to continuation of the NQSW programme or something similar in the future. More of the larger organisations mentioned increasing workloads; balancing workload demands and development time and challenges of ensuring capacity for supervision/management of NQSWs.

Unsurprisingly, the external financial climate was cited as a challenge by 19 senior managers. Reference was made to 'tough budgets'; 'cuts across the piece' (London borough G) and to money being 'one of the biggest challenges'. Some respondents expanded on their views by talking about the particular ways in which they expected budgetary constraints to affect professional development for NQSWS. Five senior managers mentioned increased workloads or the volume of work as a challenge. One of these linked this increase to the increased demand for services from the public during and after a period of recession.

Linked to the previous point, some senior managers stated that releasing staff for training and personal development was likely to be a challenge for them, again in the face of financial pressures faced by the organisation. Four senior managers also raised the capacity of the organisation to provide effective supervision and management of NQSWs as a potential challenge. This was sometimes linked to funding cuts mentioned above, but ensuring the capacity of supervisors/team managers to support the professional development of NQSWs was seen as an area of challenge.

7.7   Conclusion

Overall, it was clear that the NQSW programme had had a generally positive impact on the participating organisations. According to the senior managers in particular, it had an impact on recruitment of good quality social workers and on retaining them in the service; support for social workers in the critical first year after qualification was increasingly seen as a right as well as good organisational practice. The skills of supervisors and team managers had been enhanced. There was a much greater focus on providing reflective supervision for all staff, not just NQSWs. Finally, there was general support among managers for the continuation the NQSW programme or something similar.

8. Supervision

8.1 Introduction: the importance of supervision

The *Munro review of child protection* in England (Munro, 2011) stressed the importance of social workers having opportunities to reflective 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, 2009, p.8).

A meta-analytical review of 27 research studies (Mor Barak *et al.*, 2009), almost all in the USA, supported the importance of supervision for practitioners. Good quality supervision was associated with a range of positive outcomes, including job satisfaction, role clarity and organisational commitment, and a reduction in negative outcomes such as stress, burnout and intention to leave.

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 previous programme evaluation reports, the first function 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 the NQSWs 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 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 become the competent practitioners of today, but must also be able to learn from their experience to become the expert practitioners of tomorrow.

The provision of supervision was one of the core components of the NQSW programme. Specifically, NQSWs were entitled to fortnightly supervision meeting as a minimum for the first three months, reducing to monthly meetings thereafter. It was expected that these meetings would include time to focus explicitly on progress in achieving the NQSW outcome statements.

8.2 CWDC support for supervision

Over the course of three years, CWDC provided a training programme for supervisors in the participating organisations. The training was in two parts: an initial two day block, followed by a third day approximately four weeks later; 1,160 supervisors attended at least one day of the programme.

The training was based on the integrated '4 x 4 x 4' model of supervision with three domains (Morrison, 2005). As explained above (Sec 8.1) most models of supervision describe three functions of supervision: 'managing service delivery', 'focusing on the practitioner's work and 'facilitating professional development'. This model adds a fourth function, 'mediation', described as engaging the individual within the organisation. It also explicitly identifies four groups of stakeholders: service users, staff, the organisation and partner agencies as stakeholders. The third domain concerns the main processes of supervision; this emphasises the interaction between experience, reflection, analysis and plans and action. Hence four functions, four groups of stakeholders and four processes combine in the "4x4x4" model.

The CWDC *Guidelines for Supervisors* presented the 4 x 4 x 4 model. It also considered how supervision can assist the NQSW's transition from student to professional. A section examined the supervision of assessment practice and offers an 'assessment cycle'. The final section focused on the impact of emotions on practice, professional/power relationships and the practitioner's health and welfare.

8.3   Supervisors' opinions of training

Supervisors were asked for their comments on the training in each year of the programme. In the first year of the programme 2008-09, 256 supervisors completed the online survey (44% response rate). Nearly all the supervisors who had attended the CWDC commissioned training programme considered it useful in improving their own practice as well as in supporting the NQSW programme:

> *"Undertaking the training has made me reflect upon the responsibility of taking on a NQSW, what this means in terms of time management and work load, but also in terms of the emotional and professional pull." (NQSW Supervisor, year 1, time 1 survey)*

But around half of those who commented wrote that that there were too many materials provided and that they were confusing and that there was little clarity on how they should be used. A few commented that the programme resources would have been better if provided in the form of a single booklet, and that some of the training time, or additional training should have focussed on how to use the materials. CWDC responded to this feedback, which was derived from the project evaluation and published a comprehensive *Guide for Supervisors* (CWDC, 2009) in the following year.

During the three years of the NQSW programme, CWDC figures indicated that 1,160 supervisors attended at least one day of the three day programme. The positive assessment of the training noted above was repeated in responses to the two subsequent surveys in 2009-10 and 2010-11. A few respondents however were disappointed that they had not been able to attend, either because there were too few places or because of administrative difficulties. For example, one explained:

> *"During the first year of the programme I worked for another local authority - the supervisors training was not offered until May of the following year and then we were only given 2 days' notice so I could not attend. The training has not been offered to me since that point so it does not seem as I will be doing it now as I am embarking on my fourth year of supervising NQSWs." (NQSW Supervisor, year 2, time 2 survey).*

Some other respondents who appreciated the training nevertheless expressed difficulty in putting it into practice:

> *"I enjoyed the training - found it helpful – [the] biggest frustration is pressure of work does not allow as much reflective practice consideration in supervision as I would like to do." (NQSW Supervisor, year 2, time 2 survey).*

Similarly, in the focus groups it was evident that the training was viewed by the great majority of team managers as being of high quality and providing an ideal supervision model. However, once back in the workplace this ideal version was not felt always to be sustainable due to the day to day demands of managing a service. A number of team managers also thought that undertaking the supervision of NQSWs and other staff according to the model would require:

> *"…spending an hour and a half on every case and that was just not going to happen". (Team manager, focus group)*

Nevertheless, one of the case study authorities was determined to adopt the model service-wide and had arranged additional training to support its

implementation. Team managers elsewhere commented that they used parts of the model with their other team members.

8.4 Supervisors' self-efficacy

Using the same methodology as the NQSW self-efficacy scale, the survey asked respondents to rate their confidence in relation to ten key aspects of supervision (see Appendices 9 and 10).

Each of the ten items comprising the supervisors' self-efficacy scale was recoded into three rating bands: low confidence (1-3), medium confidence (4-7), high confidence (8-10).

As can be seen from Figure 8.1 below, very few supervisors at baseline in 2008-09 reported that their confidence level as 'low' for any of the scale items. Taken together, most supervisors reported 'medium' (45 per cent) or 'high' (50 per cent) confidence for all items. They were less likely, however, to report 'high' confidence for providing "feedback on practice" and "supporting interventions" (40 per cent) compared to the other items.

FIGURE 8.1: SUPERVISORS' SELF EFFICACY RATINGS AT BASELINE IN 2008-09 (N=251)
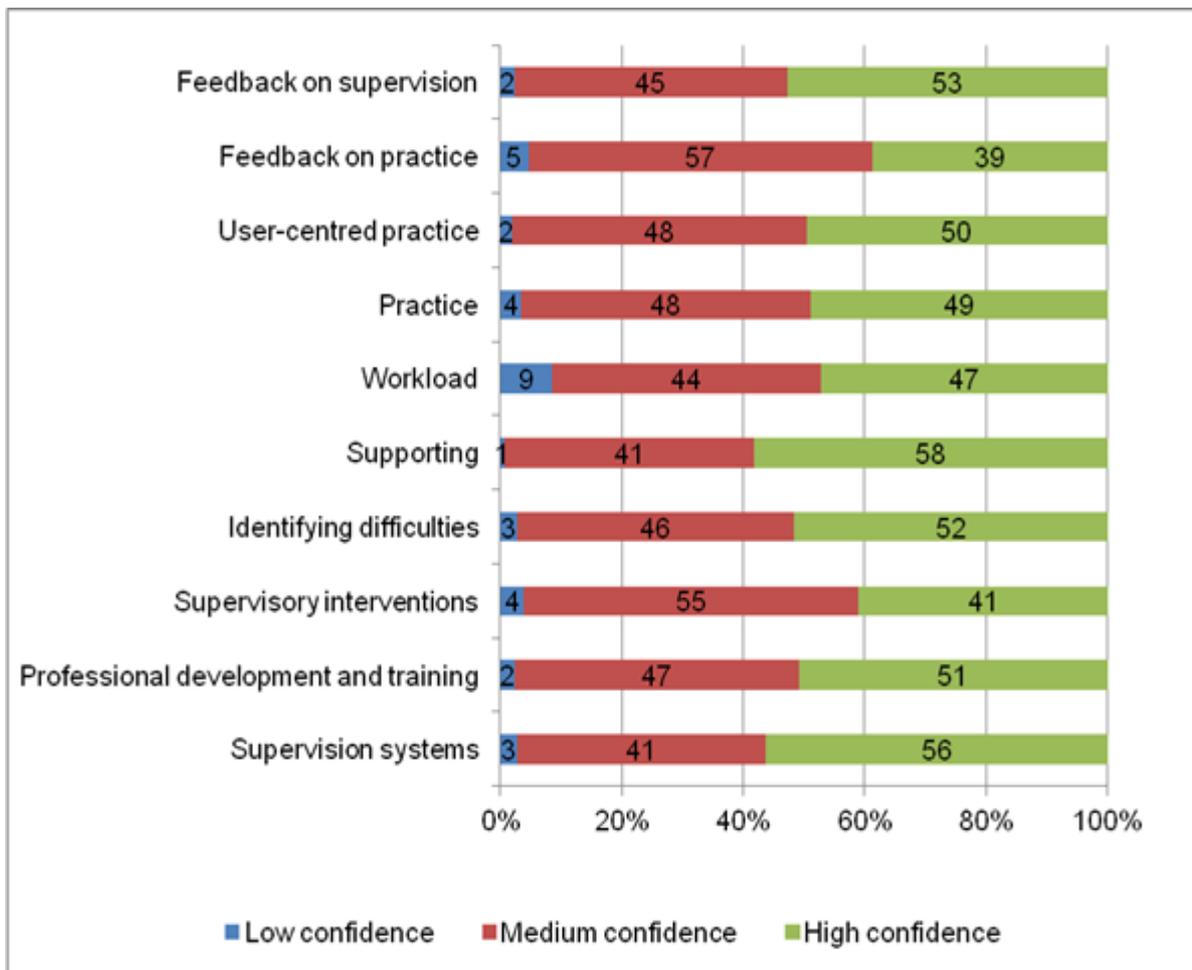
At the time these ratings were made, half the supervisors had undertaken at least some CWDC training. Those supervisors who were not intending to complete the CWDC training reported the highest scores on self-efficacy, which may suggest that

they felt they did not need it. In general, those who had attended the first two days of training reported higher self-confidence than those who were waiting to go on the course and those who were unaware of the training programme. Line managers (n = 185) reported significantly higher mean self-efficacy scores than freelance supervisors and those who were not line managers (n = 60).

8.5   Arrangements for supervision

The supervisors' baseline survey 2008-09 revealed that overall, seven in ten supervisors were the NQSWs' line managers, but this proportion varied between regions. The reasons for this difference are not clear. Overall, 23 per cent of the supervisors indicated that they were not line managers; a very small number were freelance.

The case and organisational studies determined the modes of supervision being used in the 14 organisations in year one (Table 8.1). For the majority (nine) of employers, both aspects of supervision were undertaken by the team manager. In two other organisations the reflective supervision of the NQSW was undertaken by the programme co-ordinator, and in a further two employers, by an assistant team manager or senior practitioner. Three other employers commissioned external providers to undertake this role. The decision to use external providers was made partly as it was seen as the best way to deliver the programme, whilst in another employing organisation the programme co-ordinator chose this approach to protect their already busy team managers from the extra workload. One employer started with the team manager undertaking both tasks and then after a period of time commissioned independent consultants to undertake the reflective supervision.

An analysis of supervision arrangements in the 14 year one case and organisational study sites showed that in six organisations team managers (TMs) provided both case management and reflective supervision. In a further five organisations, the team manager provided case management supervision only, with a senior practitioner or assistant team manager providing the reflective supervision. Two organisations had engaged freelance (external) supervisors to provide reflective supervision and in a third this task was performed by the programme co-ordinator.

There was no evidence across the two years of the case and organisational studies (see table 8.1) that any particular arrangement for supervision was more successful than any other. It would appear that what works best for one organisation may not work in another. If the team manager has insufficient time to be able to undertake both aspects of the supervision process they are probably best split up. However, the use of external supervisors was not universally welcomed. For example, while one NQSW explained that they appreciated 'being taken out of the office' and 'having time to really critique their practice', colleagues from the same organisation felt her independent supervisor was 'out of touch with practice'. Even in cases where the external supervisor was more positively regarded, dangers of "out sourcing reflection" were identified and there was a view from a small number NQSWs that roles could become confused.

One difficulty for NQSWs who had their reflective supervision conducted externally was the issue of workload allocation. These NQSWs welcomed the regularity of this approach but noted that it was their manager who allocated their work. This was seen as an added complexity for those having external reflective supervision as the supervisor was unable to adjust caseloads as appropriate. Those who were critical of this separation were also concerned that their managers would not understand the NQSW properly or be able to engage with it fully.

TABLE 8.1: TYPES OF SUPERVISION DELIVERY BY TYPES OF EMPLOYING ORGANISATION (CASE AND ORGANISATIONAL STUDIES)

Type of Authority	TM Both	TM case plus Programme Co-ordinator Reflective	TM case plus Senior Practitioner/ Asst. TM reflective	TM case plus External Reflective	Total
County Council	4	1	2	2	9
London Borough	1	0	1	1	3
Metropolitan	5	0	2	0	7
Unitary	2	0	1	0	3
Voluntary	1	0	0	0	1
Total	13	1	6	3	23

Notes: **TM both** *– Team manager both case management responsibilities and NQSW responsibilities including reflective supervision responsibilities.*

TM case plus Programme Co-ordinator reflective *– Team Manager retained case management responsibilities but NQSWs received main support from programme co-ordinators including reflective supervision.*

TM case plus Senior Practitioner/Assistant TM reflective *– Team Manager case management responsibilities with a Senior Practitioner or an Assistant Team Manager undertaking NQSW responsibilities and reflective supervision.*

TM case plus External reflective *– Team Manager retained case management responsibilities but NQSW responsibilities and reflective supervision undertaken by an external person bought in by the organisation to undertake these tasks.*

In a small number of organisations more than one model was found: for simplicity the table shows the most numerically significant model.

Team managers expressed concern about the amount of time that was required to provide the requisite NQSW support although they accepted that such support was required to ensure that future social workers were given the opportunity to become skilled practitioners. In some organisations there was also a view that giving so much time to NQSWs was detracting from the time that team managers were able to spend with the rest of their team. In those organisations which had split the role of supervision, between the team managers and either another internal supervisor, such as a senior practitioner, or external source, the co-ordinators confirmed that this was done primarily because the team managers were so busy.

8.6   Receipt of, and satisfaction with, supervision

As reported in Sec. 6.2.2 there was a year on year increase in the proportion of NQSWs responding to the T2 survey who said that, on average, they received supervision for 90 minutes every two weeks; this was the requirement for the first three months of the programme, after which it could be reduced to monthly supervision.

Data from the case and organisational studies confirmed that the majority of NQSWs interviewed were receiving regular supervision. Time for supervision varied between 30 minutes and two hours; most NQSWs reported receiving up to two hours for each supervision session.

In ten of the 14 case and organisational study sites in year one, the NQSW focus groups reported positive experiences of supervision. In seven sites they said that supervision was suitably timed with an adequate amount of reflective supervision. Supervision also covered case management, sickness/annual leave, team issues and training and development.

In five focus groups there was a shared appreciation by NQSWs of their supervisors' ability to enable them to work towards their own decisions, giving advice on how to handle situations, and providing emotional support. These supervisors were commended for challenging the NQSWs to think both about how they made decisions and also the perspectives that they adopted in relation to their cases. Reflective supervision provided opportunities to think creatively, unravel the complexity of cases, to explore the impact of the self on others and to plan.

In addition to formal supervision, social workers in two of the sites mentioned receiving informal supervision as their supervisors adopted an open door policy, which was greatly appreciated.

However, in seven of the 14 organisations in year one, one or more of the NQSWs complained that they did not receive adequate reflective supervision. Sessions had apparently been cancelled or delayed sessions because their supervisors were too busy or had long-term sick leave.

In one organisation this was very regular with only one respondent reporting disruption due to the manager being sick. In another organisation, where generally the situation appeared more stressed, time for supervision was under more pressure:

> *"It does happen but is often cut short because of crisis. We try to get on to the non- case bits…things about me and training and they always asked about the NQSW but it did feel very pressurised." (NQSW case study)*

Another reported that she and her supervisor

> *" …often sit in front of a computer making sure everything is on the system…ICS…which is helpful but it does mean we don't have much time to really talk through the cases in any deep way." (NQSW case study)*

However, the majority of survey respondents reported very positive supervision experiences:

"I had excellent, structured and fully committed supervision from my supervisor." (NQSW, year 2, time 2 survey)

Another NQSW elaborated:

"I enjoyed having the extra [reflective] *supervision which was carried out by an external independent person which made the sessions seem like practice teaching sessions. The supervisor and I discussed theory, how to overcome the stress and how to get the best out of myself. There was space to reflect upon my work which was great."* (NQSW, year 3, time 2 survey)

8.7   Effects of supervision

8.7.1   Case study data

In the case and organisational studies during the second year, there was evidence that the approach adopted by the NQSW programme to supervision had strengthened the working relationships between managers and NQSWs. In five of the focus groups there was a shared appreciation by NQSWs of their supervisors' ability to enable them to work towards their own decisions, giving advice on how to handle situations, safely and accountably, and providing emotional support and containment. These supervisors were commended by the NQSWs for challenging them to think both about how they made decisions and also the perspectives that they adopted in relation to their cases. Reflective supervision provided opportunities to think creatively, unravel the complexity of cases, to explore the impact of the self on others and to plan. Finally, it provided a forum for supporting and integrating the other developmental work as part of the programme, for example 'shadowing' more experienced practitioners, working with mentors and participating in training courses.

8.7.2   Outcomes of supervision

In order to assess the value of supervision, the outcomes for NQSWs reporting having received at least their full entitlement of supervision at T2 were compared to those who reported receiving less than this ("none/partial" receipt[19]). The mean scores for each group in each cohort are shown in Table 8.2 below). The numbers in the partial supervision group are smaller as shown. The results for the full supervision group are shaded. Statistically significant test results are shown in bold.

In general, mean total self-efficacy ratings and role clarity scores were higher at Time 2 for NQSWs receiving full supervision than for those receiving only partial entitlement. This difference was statistically significant for 2009-10 and 2010-11. This suggests that more supervision may be associated with greater self-efficacy and role clarity.

In contrast, the mean total role conflict scores at T2 were lower for NQSWs receiving full supervision compared to those receiving only a partial entitlement. This difference was statistically significant in each year. This may suggest that supervision had some effect in helping NQSWs deal with role conflict in their work. This conclusion should be qualified; it may also be that organisations which are able to provide full supervision are also those in which role conflict is less evident for all staff. In other words, the priority given to supervision in an employer organisation is likely to be a sign of the general climate of support and care for staff in that organisation, including NQSWs. Such a conclusion about the effects of the organisational climate is supported by the finding that NQSWs receiving full supervision reported significantly higher extrinsic job satisfaction than those receiving only a partial entitlement.

Similarly, the effects of supervision and the organisational climate are likely to interact in relation to the NQSWs' intrinsic job satisfaction scores, which are

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[19] The proportions receiving full, partial and no supervision are shown in Sec. 6.2.2. Between two and three per cent of NQSWs reported receiving no supervision.

generally a little higher for social workers receiving full vs. partial supervision, and their stress (GHQ) scores, which are significantly lower for the NQSWs in Year 2 and Year 3 of the programme.

TABLE 8.2: NQSWS' MEAN (SD) OUTCOME SCORES AT TIME 2 ACCORDING TO FULL OR PARTIAL SUPERVISION, BY PROGRAMME YEAR

		N	Self-efficacy	N	Role clarity	N	Role conflict	N	Intrinsic job satisfaction	N	Extrinsic job satisfaction	N	Stress (GHQ)
2008-09	Partial	36	90.9 (16.54)	35	29.5 (5.96)	35	32.3 (8.84)	35	27.5 (4.02)	35	30.4 (5.29)	15	3.9 (3.85)
	Full	42	93.8 (12.78)	41	31.1 (6.51)	41	24.6 (8.40)	40	27.7 (4.94)	40	33.2 (5.72)	15	3.0 (3.38)
	ANOVA	*F*=.760, *p*=.386		*F*=1.289, *p*=.260		**F=15.120, p=<.001**		*F*=.024, *p*=.876		**F=4.987, p=.029**		*F*=1.467, *p*=.236	
2009-10	Partial	167	91.3 (14.28)	166	28.0 (6.56)	166	31.5 (10.15)	165	26.6 (3.86)	165	29.4 (5.17)	77	4.6 (3.55)
	Full	348	94.4 (13.02)	340	30.9 (5.43)	340	27.5 (9.90)	337	28.3 (2.95)	337	32.8 (4.22)	165	2.8 (3.05)
	ANOVA	**F=6.338, p=.012**		**F=27.578, p=<.001**		**F=17.589, p=<.001**		**F=28.950, p=<.001**		**F=63.009, p=<.001**		**F=6.759, p=.010**	
2010-11	Partial	100	88.1 (14.97)	95	28.9 (7.01)	95	30.5 (10.09)	95	26.8 (3.63)	95	30.1 (5.04)	59	4.0 (3.78)
	Full	352	91.7 (13.75)	346	30.6 (5.97)	346	26.8 (9.95)	344	27.5 (3.59)	344	31.8 (4.60)	234	2.8 (3.19)
	ANOVA	**F=5.131, p=.024**		**F=5.342, p=.021**		**F=10.347, p=.001**		*F*=2.893, *p*=.090		**F=10.636, p=.001**		**F=7.223, p=.008**	

Note: Significance test carried out using Analysis of Variance (ANOVA) (see Appendix 16 for further information).

In order to investigate further, an analysis of covariance (ANCOVA) was performed. This analysis partials out (controls for) the effects of the baseline score on each outcome measure. In other words, this enables us to take into account the possibility that scores on the measures were higher or lower for one of the groups at the start of the programme. Because we were able to match fewer respondents at both time points, the cohorts were pooled to create a single sample for analysis. The numbers in the combined groups and the mean scores on each measure together with the results of the statistical analyses are shown in Table 8.3. (The numbers in the analyses vary because the number of respondents varied on the measures.)

TABLE 8.3: NQSWs' MEAN (SD) OUTCOME SCORES AT TIME 1 AND TIME 2 ACCORDING TO FULL OR PARTIAL SUPERVISION AT TIME 2, MATCHED SAMPLE (ANCOVA)

	Time 1		Time 2		ANCOVA[20]	
	None/ Partial	Full	None/ Partial	Full	F	p
N	112	310	112	310		
Self-efficacy	84.6 (14.94)	82.3 (14.37)	93.1 (12.91)	93.4 (13.39)	1.43	.233
N	141	394	141	394		
Role clarity	27.5 (6.31)	29.5 (5.44)	28.7 (6.89)	30.8 (5.52)	4.71	.030
Role conflict	29.5 (9.47)	24.9 (9.02)	31.8 (10.55)	27.2 (10.25)	4.11	.043
N	140	391	140	391		
Intrinsic job satisfaction	27.1 (3.11)	28.2 (2.70)	27.1 (3.61)	28.0 (3.17)	1.24	.266
Extrinsic job satisfaction	29.9 (5.73)	32.2 (4.84)	29.9 (4.69)	32.8 (4.29)	24.30	<.001
N	139	390	139	390		
Stress	3.6 (3.38)	2.4 (2.74)	4.2 (3.71)	2.7 (3.15)	12.65	<.001

Notes: 1. Full factorial model only (no interaction effects)
2. In all instances, the baseline scores were very significantly associated with the scores at T2 (p < .001). The F-values are not shown.

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[20] See Appendix 16 for further information.

In general, those NQSWs receiving only partial supervision at T2 had started off a little more confident (higher mean total self-efficacy ratings) than those receiving full supervision. However, at this point they had lower mean total role clarity scores and higher role conflict, lower job satisfaction and higher mean stress ratings compared to those receiving full supervision. This may indicate that their organisations were not functioning so well, for example providing less effective induction and support to NQSWs.

At the end of the year, self-efficacy had increased substantially in both groups; the difference between the two groups was not statistically significant.

Role clarity had also increased in both groups; there was statistical evidence that the increase had been greater for those receiving full supervision, although the effect was not strong. Role clarity at T2 remained higher for those receiving full supervision compared to those receiving partial supervision.

Role conflict was generally lower for those receiving full supervision compared to those receiving partial supervision at both time points (Figure 8.2 below). In both groups, role conflict had increased a little at T2, but it had increased less in the full supervision group. This suggests that receiving full supervision had an ameliorating effect on role conflict, although statistically this effect was not strong.

FIGURE 8.2: NQSWS' ROLE CONFLICT TOTAL SCORES AT BASELINE AND TIME 2 FOR FULL VS. NONE/PARTIAL SUPERVISION (MATCHED SAMPLE, N=531)
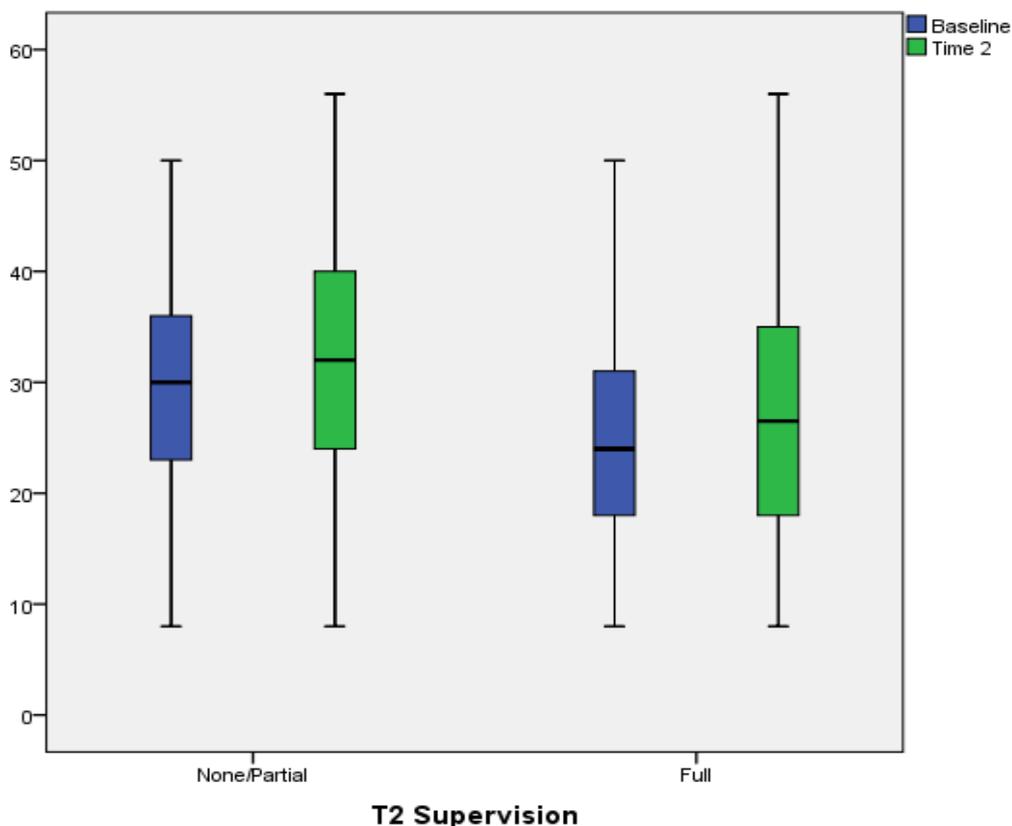
NQSWs receiving full supervision had marginally higher intrinsic job satisfaction scores at both the beginning and end of the programme, but there was no evidence

of change over time in this outcome. In contrast, NQSWs in the full supervision group had higher extrinsic job satisfaction at both time points. The test result for extrinsic job satisfaction, which indicates a statistically significant difference between the groups in ratings over time, is unreliable. Further investigation showed that the distribution of scores in the partial supervision group was bi-modal and this violates the test assumptions.

FIGURE 8.3: NQSWS' STRESS (GHQ) SCORES AT BASELINE AND TIME 2 FOR FULL VS. NONE/PARTIAL SUPERVISION (MATCHED SAMPLE, N=531)
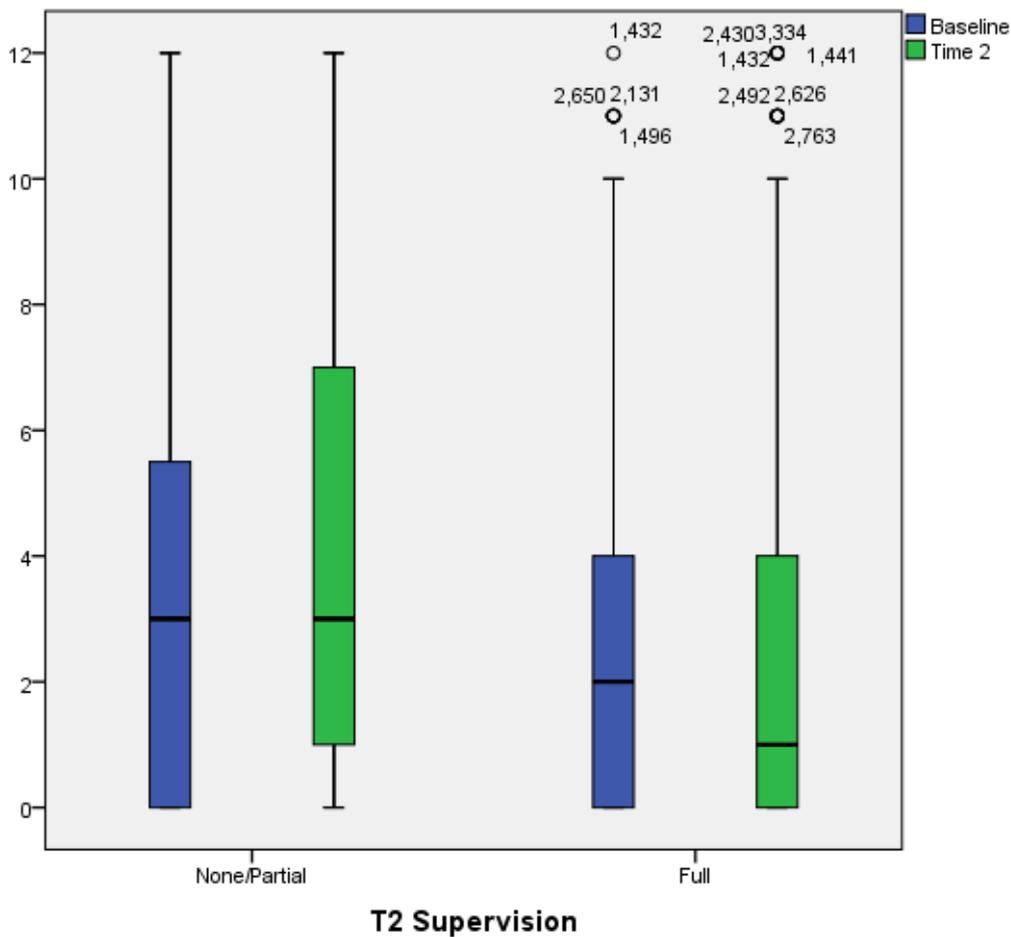
The clearest difference between the NQSWs who received their full entitlement to supervision and those who received only partial supervision was in relation to stress. As the box plot (Figure 8.3) indicates, at baseline, a greater proportion of those in the partial supervision group had high stress scores than those in the full supervision group. At T2, the scores in the partial supervision group had generally increased, although the median (black line) remained the same. For the full supervision group however, the median had decreased and thus the overall stress levels had decreased. This suggests that receiving a full entitlement of supervision had an ameliorating effect on stress. This conclusion is substantiated by the results of the statistical test (Table 8.3) which shows a significant difference between the groups at T2, taking into account the lower level stress in the full supervision group at baseline.

Finally, it is worth noting that the other effect on supervision reported in the US research on child welfare is on retention/intention to leave. These cross-sectional studies (data collected at one time point) measure 'satisfaction' with supervision rather than receipt of supervision. In this study, the quantity of supervision (full vs. partial) did not predict intention to leave. This analysis is reported in Sec.10.4 below.

8.8   Conclusion

The stimulus which the NQSW programme has provided to the implementation and development of supervision in organisations has been a significant achievement.

This conclusion is borne out by the comparison of outcomes in terms of self-efficacy, role clarity, role conflict, job satisfaction and stress between those NQSWs who received their full entitlement to supervision and those who received only partial supervision. Organisation factors are likely to have an influence however and, taking into account differences in baseline scores on the outcome measures, it would seem that the strongest measured effect of supervision is to ameliorate stress.

It is important to note however that these quantitative analyses concerned the *quantity* of supervision received rather than its perceived *quality*, which was not measured in this study. However, the qualitative data from the surveys showed that supervision sessions were viewed much more positively where they encouraged reflective practice:

> *"I have had good quality, reflective supervision which has not been solely about casework, but has included discussions around my personal and professional development" (NQSW, year 3, time 2 survey).*

From the perspective of NQSWs, supervision was the first-ranked benefit of the programme (Sec. 6.2.1); reflective supervision was considered to be a key element of being able to succeed as an NQSW. As one social worker emphasised:

> *"This (supervision) has been invaluable to my learning and development" (NQSW, year 3, time 2 survey).*

9. Assessing outcomes/evidencing achievement

As part of the development of the programme CWDC, in consultation with employers, formulated a set of eleven 'outcome statements'. These were intended to describe what NQSWs were expected to know, understand and be able to do by the end of their first year in employment (or pro-rata equivalent for part-time workers). The handbook explained that:

> *The outcome statements and guidance will help you. They set out the progression and characteristics expected of you as you start to build on your initial social work training and begin to work more confidently and independently as a social worker.*

The outcome statements covered three key social work responsibilities:

- Working directly with children, young people, their parents, families and carers at differing levels of complexity and need.

- Working with others to provide co-ordinated services for children, young people, their parents, families and carers.

- Developing your professional competence (CWDC, 2010-11).

The statements themselves are included as Appendix 1.

9.1 Portfolios and records of achievement

In order to successfully complete the programme, NQSWs were required to evidence their achievement in respect of each of the outcome statements. Supervision sessions over the course of the year were seen as an important mechanism to assist in the identification of NQSW's progress. It was expected that NQSWs would identify and discuss with their supervisors evidence to show that they were progressing towards the achievement of the outcome statements. However, many supervisors and NQSWs commented that they found no obvious sense of progression between level of competence expected at the end of the social work degree (based on National Occupational Standards) and that required by the outcome statements. Moreover each set of requirements was based on a different framework. One supervisor emphasised how this lack of a clear sense of progression generated additional work, as supervisors were required to learn and apply the new set of requirements in addition to those of which they were already aware:

> *"The requirements are not in line with the requirements for SW degrees or Post Qualifying Awards, so the NQSWs and their supervisors have had to learn yet another collection of requirements". (NQSW Supervisor, year 1, time 2 survey)*

Initial guidance provided for the pilot programme 2008-09, suggested evidence of achievement was demonstrated to be in the form of a portfolio. This requirement was the largest source of dissatisfaction expressed in the follow up survey of NQSWs. There were four main reasons:

- a perceived lack of clarity with the requirements of portfolio completion; a view shared by supervisors and programme co-ordinators;
- complaints about the additional work required;
- a feeling that the portfolio was repetitious of and devalued NQSW's achievements at the end of their social work degree (The practice component of the degree, the NQSW programme and the PQ 'consolidation' module all required the completion of portfolios of evidence. A majority of NQSWs considered this apparent repetition frustrating); and
- complaints about the lack of integration with the post-qualifying (PQ) framework; i.e. that the portfolio was a "stand-alone document" that was not formally recognised and accredited. (The guidance provided by CWDC stressed that decisions on how the portfolios should be completed and links with the social work PQ framework should lie at the local level).

At the end of the first year of implementation (2008-09), an expert panel reviewed a sample of portfolios selected from the case study sites. This panel comprised young people, carers, practitioners, managers, a health visitor and members of the evaluation team. While the panel considered that some portfolios were impressive in both the range and depth of the evidence produced there was evidence of considerable variation in the approach taken to portfolio completion. Others consisted mainly consisted of the record of achievement and were therefore primarily managers' verification of evidence that they had demonstrated the outcomes.

The majority of NQSWs did not report any difficulties in identifying evidence to support their achievement of the NQSW outcome statements. A few in specialist posts, such as education social work and or those in intake and assessment teams had experienced difficulties because they had not had the full range of learning

opportunities required. The expert panel found that material included in the sample portfolios generally provided good evidence that the NQSWs had achieved the outcome statements, even in those, which had adopted a "lighter touch" approach, as mentioned in the organisation studies of Metroville, Lonborough and Cityborough (Sec 5.1 – 5.3). However, it should be noted that this sample was selected by programme co-ordinators and may not have been representative of range of standards and types of portfolios as a whole. In the surveys and focus groups in the first year concern was expressed that the expectations of the portfolio were unclear and in some organisations it had ended up being unwieldy and unnecessarily bureaucratic.

During the course of the first year pilot programme, CWDC modified the guidance to make it less prescriptive. Subsequently, in 2009-10, data from the case and organisational studies indicated that most programme co-ordinators and supervisors thought that the portfolio requirements were clearer, less onerous and better understood as compared to the first year. In addition, some organisations had changed their guidelines to assist with portfolio completion. For example, one organisation had provided guidelines about *minimum* requirements, so that NQSWs could use a more flexible and less time consuming approach. By the second year of implementation most case study organisations reported that they had taken a "light touch" approach to their expectations regarding the portfolio. However, while the portfolio requirements have consequently decreased in most areas, the portfolio has remained a key output from the programme. In many agencies it has been accredited by local universities against the consolidation module of the specialist Award within the PQ framework. In these organisations, the portfolio has continued to be a significant piece of work.

According to the senior managers interviewed in summer 2011, the programme materials were more condensed and easier to follow for both the NQSWs and managers. Supervisors were more confident compared with the first year about what needed to go into the portfolios. Moreover, portfolios completed during the second year of the programme were thought to be of better quality.

The way in which one employer had adapted the process was summed up by the programme co-ordinator:

> *"I think that the whole thing has gone much more smoothly this year, especially with regard to the portfolios. Last year the NQSWs were very unhappy and found them a real chore. However I think we learnt from this and …used our own initiative and made the portfolio less bureaucratic. I think the CWDC guidance helped but it is not the finished article yet… it is work in progress."* (Programme co-ordinator, organisational study, year 2)

In general in 2009-10, NQSWs indicated that they were clearer about expectations for the portfolios than their colleagues had been in the first year. In two case and organisational study focus groups NQSWs expressed positive views about the portfolio. One considered that some of the portfolio was useful, (e.g. the exercise on interviewing a child) as it encouraged reflection. Another NQSW commented that the portfolio provided a helpful mechanism to link practice to legislation, and to some

extent theory. Others said that they liked the "notepad[21]" tool and noted that the requirements from CWDC were less prescriptive than the previous year, in response to employers' feedback.

Despite increased clarity of expectations, the portfolio task remained unpopular for many NQSWs. The views expressed about this requirement in subsequent years were consistent with those reported in the first year of the programme. The following comment was typical:

> *"With regards to the portfolio - it was another total waste of time in which I did not benefit from." (NQSW, year 2, time 2 survey)*

The majority of NQSWs making written comments in response to the Time 2 survey in 2008-9 and 2009-10 could not see the value or practicality of the portfolios. Even the few who said it may be a good idea, still believed that completion of portfolios was impractical and difficult to realise. Very few of the NQSWs claimed to have received support from managers to complete the portfolio; most had relied on their own efforts. Further, many survey respondents complained that they struggled to find the time to complete their portfolio, and had no choice but to do it in their own time. This made it feel like an additional burden and repetitive of the social work degree:

> *"I found the completion of a (another) portfolio the least effective or useful part of the NQSW course and a repetition of the two previous portfolios completed during training." (NQSW, year 2, time 2 survey)*

In addition, a number of postgraduate NQSWs remarked unfavourably on the academic level expected:

> *"I felt the level was much below that at which I qualified (Masters Level)." (NQSW, year 2, time 2 survey)*

In general, the less prescriptive approach to recording achievement introduced in Year 2 was, in the opinion of the great majority of respondents, a move in the right direction. Evidence from the case and organisational studies was that a number of co-ordinators reported that they had developed portfolio proformas for the second intake.

In the third year (2010-11), CWDC further reduced the formal evidence requirements and the handbook giving guidance on outcome statements no longer mentioned a portfolio. Instead, the handbook offered a 'Record of Achievement'. It explained that:

> *The evidence that you use to demonstrate you have met the evidence requirements for each outcome statement will include your training and development plan, records of supervision and your own records of your activity, experience and training. You will also work with your supervisor to identify other evidence that helps to demonstrate progress towards, and achievement of, the outcome statements…This may include case records, reports or other documents you have prepared as part of your day-to-day professional activities. You may also want to include feedback from colleagues*

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[21] The notepad was provided to help NQSWs keep a regular record of their activity, experience and training, it could be used to help demonstrate achievement of the outcome statements.

or service users. You will need to note the nature of the supporting evidence (e.g. the case record number) in the handbook. (CWDC, 2010b, pp. 4-5)

The handbook offered extensive guidance on the kinds of evidence which might be appropriate for each outcome statement and a check list for each which can be signed off by the supervisor.

However, although the use of the Record of Achievement instead of a full blown portfolio may have reduced the burden, NQSWs questioned its value:

"The work requires you to cross reference outcome statements - it is a portfolio that is full of things to tick box - it does not make you feel more prepared in any way for the role - it is just another unnecessary task to do." (NQSW, year 3, time 2 survey)

Responses to the survey at the end of 2010-11 indicated that the portfolio was still very much alive – and continued to be resented by most NQSWs. Across all years, these negative feelings were related to having recently completed a portfolio during their degree. The fact that the portfolio (or record of achievement) did not count towards any form of any qualification felt for many NQSWS like a means of monitoring practice, rather than an aspect of support:

"I do think that the purpose of the portfolio is pointless - NQSWs have not long finished university where they have already completed several portfolios. To then have to complete another one, that is not marked, does not count as a qualification and is recognised as post qualifying work, is extremely disappointing. It also makes NQSWs feel as if they have to prove that they are able to do the job. I know that I am not alone in this view." (NQSW, year 3, time 2 survey)

Evidence from the case and organisational studies was that where the completion of portfolios was linked to progression (and pay) within the organisation and/or where it had been accredited for the first consolidation module of the Post Qualifying Specialist Award in Childcare there was a greater impetus for portfolios to be completed in a diligent manner. This also gave strong evidence of the desirability of linking the portfolio to other awards.

9.2 Outcome statements as a measure of change

One of the intentions of the outcome statements was that they could be used in supervision as tool to measure progress towards the goal of attaining a sound level of social work practice at the end of the first year. This possibility is now considered through a detailed examination of the ratings made by NQSWs at different time points. This analysis elaborates that presented in Section 6 where the focus was on the outcomes themselves.

As explained in Sec. 3.3.2.1.3, the outcome statements were used in the evaluation of the programme by framing them as twelve self-efficacy statements which the participants were asked to rate using a 1-10 Likert-type scale. Ratings were made at the beginning and end programme and also at the time of a formal three month review when the NQSWs and their supervisors are expected to undertake a review of progress. At this point (T3MR), they were also asked to include a retrospective rating of their baseline self-efficacy ("If you knew then what you know now…"). This rating was introduced because the originators of this method of assessing outcomes in social work had predicted the possibility of 'response shift bias' (Holden *et al.*, 2008).

A full comparison of mean total scores on the self-efficacy measure did indeed show statistically significant differences between ratings made at baseline (T1) and at the three month review (T3MR). As shown in Table 9.1, the NQSWs gave themselves significantly higher mean total self-efficacy ratings at T3MR compared to their baseline ratings. However, their mean total retrospective ratings at this time point were also significantly lower than those they had made at baseline. In other words, with the benefit of experience, NQSWs in general appear to have reflected that they overestimated their self-efficacy at baseline: they now realised that they knew less than they thought they did at the start of the programme.

In general, the results presented in Table 9.1 below provide strong support for the utility of this approach to measuring outcomes. The results are strongly significant ($p<.001$), with medium to very large effect sizes, and are consistent across the three cohorts of NQSWs.

TABLE 9.1: NQSWS' SELF-EFFICACY – COMPARISON OF T1 RATINGS WITH T3MR AND T2 BY COHORT, PAIRED SAMPLES *T*-TEST

	T1 versus	N	Mean T1 (SD)	Mean 2 (SD)	Mean Diff.	*t*	*p*	Cohen's *D*	Effect size
2008-09	T3MR (current)	243	81.32 (15.24)	86.75 (14.07)	5.43	5.98	<.001	0.37	Medium
	T3MR (retro)	200	81.83 (15.25)	75.38 (17.91)	-6.46	-5.90	<.001	0.39	Medium
	T2	127	80.72 (15.73)	92.92 (14.26)	12.20	9.29	<.001	0.82	Very large
2009-10	T3MR (current)	182	85.32 (14.53)	91.32 (13.40)	6.00	7.07	<.001	0.43	Medium
	T3MR (retro)	182	85.32 (14.53)	75.80 (17.65)	-9.52	-8.28	<.001	0.59	Large
	T2	184	83.93 (13.77)	94.50 (13.82)	10.57	10.72	<.001	0.77	Large
2010-11	T3MR (current)	271	80.75 (15.54)	88.47 (14.58)	7.72	10.06	<.001	0.51	Large
	T3MR (retro)	271	80.75 (15.54)	70.54 (19.08)	-10.21	-9.51	<.001	0.59	Large
	T2	219	81.94 (15.06)	92.05 (12.68)	10.11	11.76	<.001	0.73	Large

108

9.3 Conclusion: observations on assessment and the Assessed and Supported Year in Employment

During 2011-12, CWDC collaborated with Skills for Care (which is the employer representative organisation responsible for social work and social care with adults in England) to support make proposals for the Social Work Reform Board in developing the Assessed and Supported Year in Employment (ASYE) for newly qualified social workers. This conclusion considers observations on assessment from the experience of the NQSW programme which may be useful for the ASYE.

The Social Work Reform Board, following the Social Work Task Force recommended that the ASYE should build on learning from the existing NQSW programmes and, among other components, introduce a more consistent sector-wide approach to assessment. As explained above, CWDC's efforts to use a prescribed system (the portfolio) were not popular and the voluntary system (the record of achievement) has not been appreciated either.

While organisations participating in this evaluation have appreciated the opportunities for local flexibility there are potentially significant advantages to such a sector wide approach for employers, NQSWs and universities. A consistent expectation concerning ASYE could, in terms of quality assurance, provide reassurances for employers around the standard and quality of NQSWs. This is especially important given the mobility of the children's social work workforce.

Assessment is by definition, an essential part of the Assessed and Supported Year in Employment. This evaluation found that the requirement to produce a portfolio was unpopular, but this was partly because, in many organisations, they did not receive recognition in the form of an academic award, or an increase in pay. Those employers which had provided recognition in this way were more successful in persuading NQSWs to produce the evidence of their practice competence.

It was agreed in April 2012 by The College of Social Work's Transitional Professional Assembly that the draft capability statements for the ASYE should be confirmed as part of the final Professional Capabilities Framework (PCF). This will address the complaints about the inconsistency between the current National Occupational Standards and the outcome statements for NQSW and the Early Professional Development programme.

NQSWs will need to show that they have met the capability statements at ASYE level as set out in the PCF. There will not be a single end-of-year assessment. Following the model of the NQSW programme, social workers, with the support of their managers and supervisors will over the course of the year (or equivalent for part-time workers) build up evidence to demonstrate that they have attained the expected levels of skills, knowledge and values that cover the whole of the PCF at ASYE level.

In line with the NQSW model, the assessment process should be designed to demonstrate progression throughout the year and include formative assessments in the form of structured interim reviews; these reviews are recommended to be carried out at three and six months with a final assessment decision around the end of the first year.

Advice for employers published by Skills for Care and CWDC in March 2012 explained that:

> *The key principle for assessment is that evidence gathered from a range of work must be sufficient to demonstrate how the NQSW has met the nine PCF domains at ASYE level. This can be achieved through submitting a range of evidence, with pieces of direct practice supplying evidence which can meet requirements across a number of those domains, thus reducing burdens for both NQSW and employer* (CWDC and Skills for Care, 2012, p.3)*.*

At the time of writing this report, it remains to be seen what types of evidence will be proposed for assessment and the level of attainment expected. It is possible that some employers may wish to continue using methods established for the NQSW programme, such as portfolios or records of achievement, although if these are not to be burdensome they would need to be less prescriptive than that which was required in the first two years of the NQSW programme.

'Indicative guidance' has been promised to illustrate the level of achievement expected for the ASYE in relation to the PCF; this guidance is expected to be available before September 2012. In theory, the great advantage of having a single framework of capabilities for the profession is that allows practitioners and their employers to strive for and attain higher levels of accomplishment. The difficulty is that in practice it may not be so easy to distinguish between adjoining levels. For example, the description of the 'critical reflection and analysis' capability at ASYE level of not very different in content from that at 'end of last placement'[22]. Indeed, those NQSWs who complained about the level required, particularly those who had graduated at Master's level (Sec 9.1) might consider that they could already evidence ASYE level of critical reflection and analysis at the point of qualification. This raises a question about the possibility of measuring capabilities.

As presented above (Sec 9.2), the use of outcome statements as a measure was proven as a sensitive approach to measuring achievement and change in confidence, including retrospective assessments of self-efficacy. Could such an approach be employed with professional capabilities? There are two issues to consider which derive from the difference between a competence and a capability approach to assessment (CSW, 2012).

A competency based approach, exemplified in the National Occupational Standards[23], involves defining competencies at a given level, each one of which must be evidenced; the NQSW Outcome Statements may be seen as another version of this approach. A capabilities based approach claims to be 'holistic'. The explanation on The College of Social Work www site states that:

> *It is important that all such assessments should be made holistically within each capability: whilst there will be several expectations specified within each capability at a given level, these should not be evaluated in isolation from each other. The*

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[22] http://www.collegeofsocialwork.org/pcf.aspx
[23] National Occupational Standards (UK) http://nos.ukces.org.uk/Pages/index.aspx

essence of the capabilities framework is to support judgments about readiness to progress in a holistic way for each capability (CSW, 2012, p.4)*.*

The suggestion is that '…judgements about overall capability may get lost where there is a micro focus on competence' (CSW, 2012, p.4)*.*

In principle, it would not be difficult to formulate an approach to measuring social workers' (and their supervisors' and managers') confidence in relation to the descriptions of the professional capabilities at different levels, through generating a set of (self-) efficacy statements. However, although this could potentially promise precision in measurement the danger would be that it would lead to a reversion to a 'tick box' method of assessment. This would be undesirable and the use of another set of measures, even if derived from the PCF, would also be confusing.

The College of Social Work's characterisation (narrative level descriptor) of social workers' capabilities at the end of the first year of employment does offer a holistic description. This suggests not only that the assessment of capabilities be made holistically, but that the all nine capabilities, taken together, should inform the overall assessment of whether a social work has reached the appropriate level:

> *By the end of the ASYE social workers should have consistently demonstrated practice in a wider range of tasks and roles, and have become more effective in their interventions, thus building their own confidence, and earning the confidence of others. They will have more experience and skills in relation to a particular setting and user group, and have demonstrated ability to work effectively on more complex situations. They will seek support in supervision appropriately, whilst starting to exercise initiative and evaluate their own practice* (CSW, 2012, p.4)*.*

The ASYE shares with the NQSW programme its concern for supporting social workers in their professional development though access to regular structured supervision, a reduced workload, a personal professional development plan and protected time for its implementation. The most significant difference between the NQSW programme and the ASYE is that the latter will include assessment in relation to the achievement of the PCF at the appropriate level.

Under the ASYE, the employer will be required to make a judgement about whether as social worker is performing at this level. As the CWDC/Skills for Care ASYE briefing explained:

> *The ASYE will be carried out in the employment context and is a measure of professional capability. Employers will therefore be responsible and accountable for their assessment decisions and the outcomes. They will also need to make arrangements for resolving appeals and complaints. Guidance will be available to support employers in making decisions* (CWDC and Skills for Care, 2012, p.4)*.*

The Social Work Reform Board decided there would be no direct link between registration as a social worker, regulation and the ASYE. This gives considerable responsibility, and power, to the employers because there will not be an opportunity to 're-take' the ASYE at a later stage and secure alternative employment as a registered social worker.

What are the lessons from the NQSW programme for the ASYE? First, we suggest that the collation of evidence in a portfolio or record of achievement, if that is adopted, may be more successful in relation to the ASYE that it was to the NQSW programme. This would be on the assumption that, in due course, social workers saw ASYE as a stage in career progression defined within the overall Professional Capabilities Framework. In other words, it will be a continuation rather than a repetition of degree work or an entirely new task with a new set of boxes to tick. This certainly seems to be the intention.

Second, evidencing achievement of the PCF should contribute to Continuing Professional Development (CPD). The evidence is that when the NQSW was seen as part of the postqualifying award from a university or college the work undertaken for assessment and evidencing was more highly valued.

Third, the matter of assessing capability as opposed to measuring competence is not straightforward, but it is possible. Guidance is promised for employers and NQSWs.

10. Recruitment and retention

The NQSW programme aimed to contribute to increasing the number of people who continue their long-term career within social work with children and families (CWDC, 2008). Consequently, the evaluation sought to determine the impacts of the programme on both recruitment and retention.

There are long-standing concerns in many developed countries about high workforce turnover within social work, and the associated negative impact on service users and agencies. While much research has focused on establishing the antecedents to turnover and retention, less attention has been given to establishing the effectiveness of interventions designed to reduce undesirable turnover. A recent systematic review of research (Webb and Carpenter, 2011) found that interventions addressing organisational and administrative factors (rather than individual employee factors) produced stronger effects. All the studies included in the review took place in the USA, but the conclusions of the review reinforced the thinking behind the NQSW programme with explicit aims to improve the retention of social workers by training supervisors to provide reflective supervision, increase workers' self-confidence and job satisfaction and provide a supported introduction to the profession, including a reduced caseload and access to extra training.

Recruiting newly qualified social workers into children's social work is self-evidently a two-sided process: employers must see the attractiveness of social work graduates and the social workers themselves need to feel attracted to the jobs available. Similarly, there is much that employers can do to sustain NQSWs' intrinsic job satisfaction and develop their enthusiasm and commitment, as well as to reward them with good pay and conditions so that they are satisfied with the extrinsic aspects of their job.

10.1 Surveys of employers

The total number of NQSWs hired by the local authorities who responded to the surveys in each year is shown in Figure 10.1 below. The numbers of employers responding varied; the mean number hired by these employers was 15.4 in 2008-09, 14.6 in 2009-10 and 15.9 in 2010-11.

Retention rates, measured as the ratio of those remaining to those hired, increased from 85 per cent in 2008-09 to 91 per cent in 2009-10 and 91.5 per cent in 2010-11.

Overall vacancy rates for all child and family social workers, reduced from 12.6 per cent in 2008-09 to 11.3 per cent in 2009-10 and 8.0 per cent in 2010-11 of the programme. These reported vacancy rates correspond almost exactly with national figures for vacancy rates in social work in England for 2009 (13.0 per cent[24]), 2010 (11.3 per cent[25]) and 2011 (8.0 per cent[26]).

Additional analyses revealed that the turnover rate (the proportion of those who left their post to those hired) showed regional differences in the programme years. In 2008-09, the highest turnover rates were reported from employers in the South West (mean = 34 per cent), London based employers (mean = 28 per cent) and employers in the South East (mean = 26 per cent) (see Table A14.10 in Appendix 14). In 2009-10, highest average turnover was reported in East England (mean = 13 per cent) and West Midland employers (mean = 11 per cent). Finally, in 2010-11, highest average turnover was reported by employers in the voluntary sector (mean = 32 per cent) and employers in Yorkshire (mean = 22 per cent). Retention rates (the inverse of the turnover rates) were highest in the North West in 2008-09 (mean = 91 per cent), in Yorkshire in 2009-10 (mean = 98 per cent), and in East England in 2010-11 (mean = 97 per cent).

Turnover rates also varied by type of employer, which were highest for county authorities in 2008-09 (mean = 34 per cent) and for voluntary sector employers in both 2009-10 (mean = 11 per cent) and 2010-11 (mean = 32 per cent) (see Table A14.11 in Appendix 14). Retention rates were highest for metropolitan authorities in 2008-09 (mean = 90 per cent) and in unitary authorities in both 2009-10 (mean = 93 per cent) and 2010-11 (mean = 95 per cent).

London (inner and outer combined) showed the highest vacancy rates across all three programme years, both in terms of region and type of employer.

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[24]http://www.communitycare.co.uk/Articles/18/04/2009/111285/vacancy-rates-the-figures-in-full.htm

[25]http://www.communitycare.co.uk/static-pages/articles/social-worker-vacancy-rates/

[26]http://www.communitycare.co.uk/Articles/20/09/2011/117476/social-worker-vacancy-rates-down-across-britain.htm

FIGURE 10.1: NUMBER OF NQSWS HIRED/LEFT DURING AND VACANCY RATES FOR SITES PARTICIPATING IN THE THREE YEARS OF THE NQSW PROGRAMME
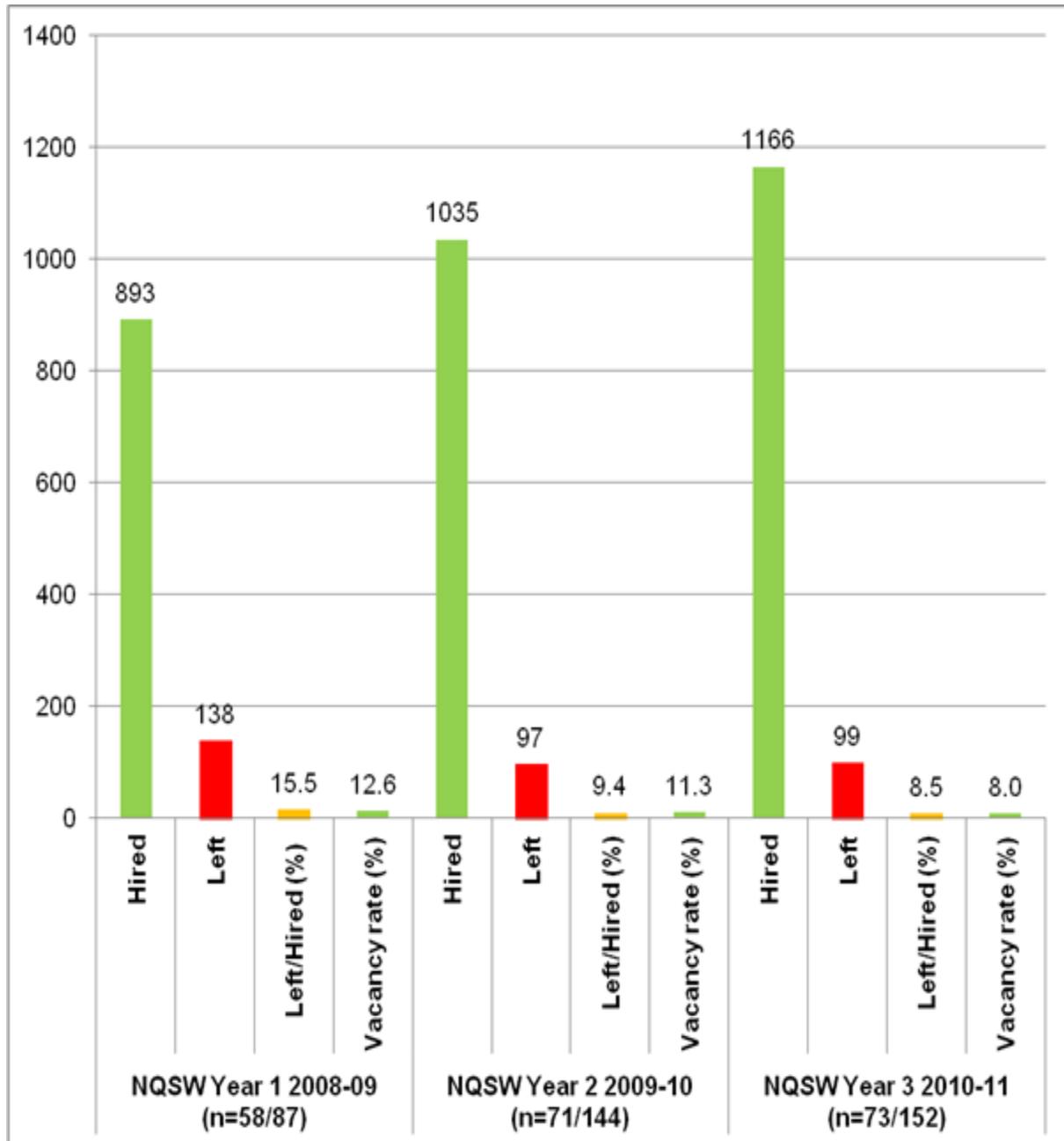
10.2 NQSWs' expressed 'intention to leave'

NQSW were asked how likely they were to be actively looking for a new job in the coming year. Results are shown in Figure 10.2 below.

FIGURE 10.2: PERCENTAGE OF NQSWs "FAIRLY" OR "VERY" LIKELY TO BE ACTIVELY LOOKING FOR NEW JOB IN NEXT YEAR AT TIME 1 AND T2 SURVEYS, BY PROGRAMME YEAR
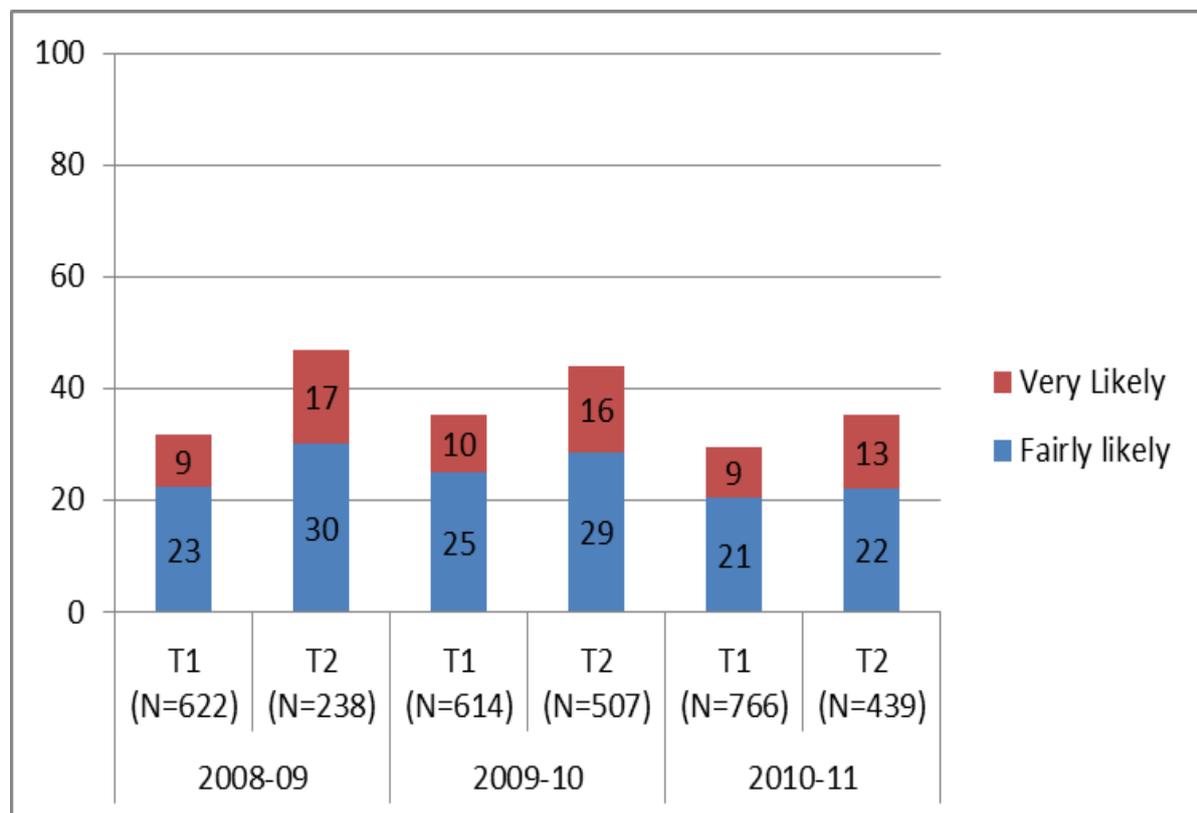
At the beginning of the programme in 2008-09, 32 per cent of NQSWs responding indicated that they were "fairly likely", or "very likely" to be looking for a new job in the next year. This proportion increased to 35 per cent in 2009-10 but reduced to 29 per cent in 2010-11.

By the end of each year of the programme, the proportions of NQSWs "fairly likely", or "very likely" to be looking for a new job in the next year had increased. In 2008-09 and 2009-10, this proportion had increased by the end of the programme to 47 per cent and 44 per cent respectively (see Table A14.12 in Appendix). However, in the most recent survey, 2010-11, the proportion "fairly likely" or "very likely" to be looking for a new job had reduced to 35 per cent; this probably reflects fewer alternative job opportunities.

It is important to note that the actual rate of leaving over the course of the year as reported by the employers was considerably less than that suggested by the NQSWs' responses to the question about intention to leave reported above. In practice, it was only the proportion "very likely" to look for another job which corresponded to the actual figures.

116

Those respondents indicating that they would be actively seeking a new job were asked if 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 (see Figure 10.3 below). The key finding here is that more than six out of ten social workers intending to leave their current post intended to remain in children's social work. In 2008-09 and 2009-10, around a quarter were likely to consider a position in another area of social work, whereas in 2010-11 this figure had reduced to less than one in five, with a proportional increase in those stating that they would seek a job outside social work altogether.

FIGURE 10.3: DESTINATION OF NQSWS 'LIKELY' TO LEAVE JOB AT BASELINE AND INTERIM SURVEYS, BY PROGRAMME YEAR
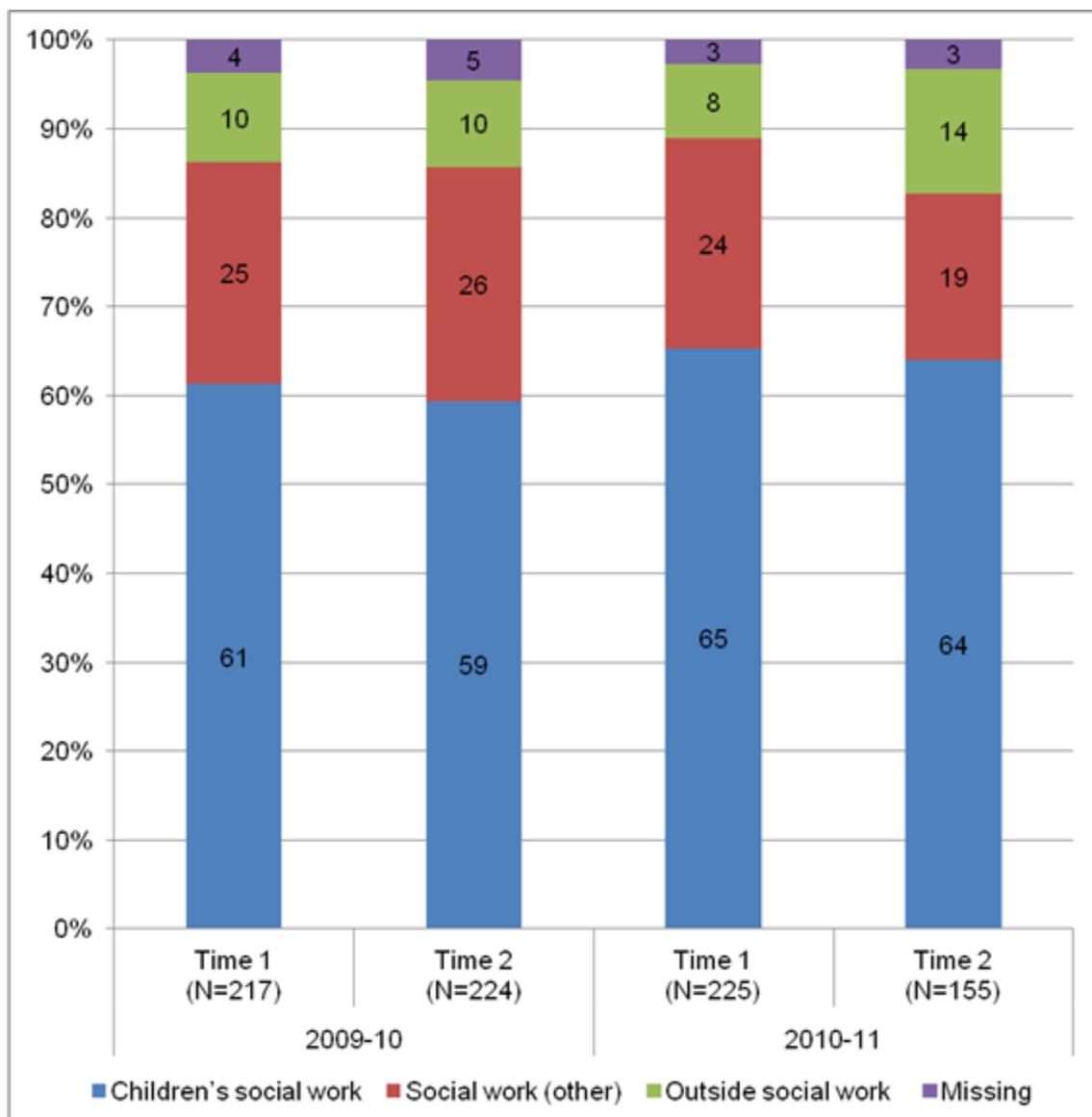
Note: Data on likely destination of NQSWs not collected in 2008-09.

There was an understanding by many NQSWs in the focus groups of a career pathway in children's social work in England which involved gaining experience in

front line family support and child protection in one's first post for a couple of years before seeking a more attractive, specialist position in fostering and adoption, leaving care teams, disabled children's teams and child and adolescent mental health services. Written comments in response to an open question in the survey lent some support to this finding. It is also important to note that around two thirds of those who were expressing an intention to leave had another job in children's social work in mind. So they were not likely to be 'lost' to children's social work altogether. In any case, the actual rate of leaving over the course of the year as reported by the employers was considerably less, as reported above.

Responses to the survey of the third cohort at the end of 2011 were beginning to indicate the impact of reductions in local authority expenditure. For example, one NQSW mentioned that financial pressures on employers made it more likely that they would be looking for a new post as they felt that their job was becoming more risky:

> *"Government cuts are effecting front line services and making things feel dangerous" (NQSW, year 3, time 2 survey).*

And another social worker explained:

> *"I applied for a permanent post, appointed and was sent a permanent contract only to be sent a fixed term contract a week after. I was devastated because I don't know whether I will be able to get the job given the current economic climate" (NQSW, year 3, time 2 survey).*

It is not possible to confirm whether or not there are fewer available jobs available to go to. However, it was reported in August 2011 that of the 4,082 newly qualified social workers (NQSWs) who registered with the GSCC after graduating in 2010, 27 per cent remained unemployed[27]. Consequently, one would expect many staff in employment to be motivated to hold on to their positions.

10.3 What influences NQSWs' intention to stay?

In Sec 10.2 data on the proportions of NQSWs reporting that they were likely to be looking for a new job in the following year were presented. Of particular interest to the evaluation was any evidence that the NQSW programme had had an effect in encouraging NQSWs to remain in children's social work. The programme was mentioned by some NQSWs, for example:

> *"I do not believe that I was prepared adequately for a front line social work post during my training. Without the NQSW course and the support offered by the supervisor and my colleagues on the course I doubt that I would still be with the local authority" (NQSW, year 3, time 2 survey).*

It was clear that where support was provided for NQSWs, they were more likely to want to stay within their posts, and hopefully this support is something that has become more common with the introduction of the NQSW programme. The following example shows that despite working under the pressure of being in an authority under 'special measures', the fact that there is an atmosphere of mutual support

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[27]www.communitycare.co.uk/Articles/18/08/2011/117315/quarter-of-new-social-workers-in-england-remain-jobless.htm

amongst staff meant that the NQSW had no intention to leave their post. It is unclear however whether this supportive environment was already in existence or is something that was enhanced by the NQSW programme:

> *"I work for an authority that has provided me with excellent levels of support for me, I have a great team and am able to work flexibly so have a great work/life balance. The authority is in special measures and sometimes this means that it can feel quite pressured but I have an amazing manager and team and we all support each other. I have no intentions of leaving and want to progress my way through this authority to more senior positions. I feel really fortunate to have got a job here" (NQSW, year 3, time 2 survey).*

It was evident that for some NQSWs work had not been easy, but that with an appropriate response from managers, the situation could be improved:

> *"I have been off work with stress for 3 and a half weeks. Prior to going off work I felt very unsupported. Since returning to work, management has remained stable and a package of support has been put in place" (NQSW, year 3, time 2 survey).*

10.4 Why do NQSWs leave?

The NQSW programme evidently did not work for every dissatisfied NQSW, as one explained:

> *"I am already leaving the child protection team that I have been working in. I found the NQSW programme no help in my development and learning, and it did not provide any additional support"* (NQSW, year 3, time 2 survey).

The results of the statistical analysis of the factors influencing NQSWs' intention to leave at T2 are shown in Table 10.1 below. This analysis is based on pooled data for 1,000 NQSWs from three years of the programme were a full set of responses from NQSWs was available.

The most important finding is that the likelihood[28] of actively looking for a new job increased two-fold for those stating that they are not satisfied with the overall package of work, training and support they were receiving from their employers. In other words, NQSWs who were receiving support through the programme were more likely to stay.

Intention to leave also increased with higher stress levels and decreased with both intrinsic and extrinsic job satisfaction. In short, the more stressed you are, the less satisfied you are with your relationship with fellow workers, having challenges to meet and the variety of tasks you carry out, and pay, conditions, hours and flexibility of work and the support of management, the more likely you are to be thinking of leaving.

Women NQSWs and those who had qualified in social work outside the UK were less likely to state that they intended to leave; the reasons behind this are likely to be personal. Black and minority ethnic NQSWs were no more or less likely to leave than white NQSWs.

NQSWs' self-efficacy ratings were not associated statistically with expressed intention to leave and neither was the receipt of supervision (full or partial).

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[28] 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.

TABLE 10.1: SIGNIFICANT PREDICTORS OF NQSWs' INTENTION TO LEAVE AT T2 (BINARY LOGISTIC REGRESSION), POOLED SAMPLE (N=1,001)

	B	S.E.	Wald	df	Sig.	Odds Ratio	95 % CI Lower	95% CI Upper
Female (Male)	-.665	.220	9.162	1	.002	.514	.334	.791
Non-UK degree (UK degree)	-.668	.322	4.312	1	.038	.513	.273	.963
Not satisfied with overall package of work, training and support (Satisfied)	.654	.192	11.639	1	.001	1.923	1.321	2.800
Intrinsic job satisfaction	-.066	.032	4.235	1	.040	.936	.878	.997
Extrinsic job satisfaction	-.158	.024	43.444	1	<.001	.854	.815	.895
GHQ stress	.169	.028	37.600	1	<.001	1.184	1.122	1.250
Constant	6.625	1.353	23.965	1	<.001	754.038		
	Nagelkerke R Square= .379							

Notes: Reference categories in parentheses (odds ratio = 1.00)

In the next section of the report, recruitment and retention are explored further from the perspectives of the 30 senior managers who were interviewed in summer 2011.

10.5 Senior managers' perspectives on recruitment and retention

During the interviews carried out in summer 2011, 17 of the 30 senior managers interviewed discussed the specific problems of recruitment and retention of NQSWs in their organisations and how these had changed since the implementation of the programme. Six respondents had noticed a distinct improvement as compared to previously. For one of these, the standard of training expected as part of the programme, and expectations about the development of NQSWs' effectiveness, had resulted in a change in attitude towards their recruitment – *'an internal shift about the attractiveness of NQSWs'.* A respondent from one organisation stated that one consequence of being involved in the programme was that they had '*refined [their] recruitment techniques*'. They had learnt how to distinguish between candidates more effectively, and to identify those who would need higher levels of support. Such candidates would not be appointed if there was 'a healthy supply of others'.

Managers from four organisations commented on retention rates. One stated that previously they had lost around 19 per cent of their NQSWs each year. Now there was much more clarity about what was required to support these new staff in terms of caseload reduction, supervision and support: *'All of those things are so much clearer as a result of the NQSW programme'.*

A number of other senior managers reported no significant differences between their experiences pre and post introduction of the NQSW programme. One voluntary organisation manager explained that the majority of their 15 NQSWs were internal trainees. The others claimed that that recruiting newly qualified staff had never been difficult for them, although one commented that their impression was that a lot of new staff left local authority work because of high stress levels, and that they anticipated that *"once the programme is bedded in we can retain much more"*.

The majority of senior managers reported that since the introduction of the NQSW programme they had recruited a greater number of newly qualified social workers than experienced staff to social work vacancies; in most cases this was because there were few experienced social workers available - in effect, many felt that they had little choice. Some commented on the movement of experienced staff away from front line social work into more specialised roles for example, Independent Reviewing Officer; or to work for social work agencies, making it more expensive for employers to acquire their skills.

However, others reported seeing a recent increase in the availability of experienced staff, and three out of 25 suggested that this was due to agency social workers beginning to look for the relative security of permanent positions as the cost of employing agency staff combined with the reduction in local authority budgets meant that employers were reducing their use of agencies.

Four senior managers reported recent changes in their approach to recruitment, with particular reference to NQSWs. One stated that prior to the scheme's introduction they would have concentrated on the recruitment of experienced social workers, but that the support that came with the NQSW programme resulted in '*NQSWs actually becoming attractive to recruit'.* Elsewhere, the NQSW scheme itself is being seen as the basis for a *Grow Your Own* strategy. Another respondent described a change in favour of employing NQSWs who appeared to have '*the potential to do a really good*

job' in positions which previously would have been filled by non-social work qualified staff; and a fourth explained that when choosing between experienced and newly qualified candidates, the preference would be for a newly qualified worker '*who's starting from our value base',* rather than trying to change the approach of an experienced worker who is '*set in their ways'* (city council Z).

Two senior managers stated that they were able to achieve a satisfactory balance between newly qualified and experienced social workers, in one instance because they had *'a very steady workforce'* with a low turnover rate. Another stated that there had been no change in their pattern of recruitment since the introduction of the NQSW programme. There were some senior managers who were keen to recruit experienced rather than newly qualified staff, and who had adopted particular strategies in order to do so.

10.6 Patterns of retention

Overall, senior managers stated that they had retained most of the NQSWs that had been registered with the programme; and that since the introduction of the programme, retention rates for NQSWs had improved. Some provided no further information or comment to support this view, and several of the positive responses were based on impressions rather than actual evidence.

One small organisation had employed three staff under the NQSW programme, and the manager considered that without the scheme, they would certainly have lost these NQSWs: *"two members of our staff, if it wasn't for this programme I question whether they'd still be doing social work now".* This was attributed to the opportunity provided by the programme for professional support and development. Some senior managers did not offer any evidence to support their positive assertions, while others indicated that good quality information about recruitment and retention was not available.

A further small group responded positively irrespective of whether they were in possession of statistical evidence that they had now retained more NQSWs than before the inception of the NQSW programme. Several managers commented that there had been no change or that they had insufficient statistical evidence to enable them to comment. These 'neutral' responses were from participants who stated that retention had not been a particular issue for them prior to the NQSW programme starting.

The majority of managers commented that the NQSW programme had had a positive impact on staff retention. Three senior managers out of the 24 responding in this section were from the voluntary sector. Two of these stated that they had no problems regarding retention of staff and one stated explicitly that improving retention was not one of the reasons why they had become involved in the programme. Regional characteristics sometimes play a part in respect of retention. A significant factor mentioned in two regions related to competition from neighbouring authorities in areas of high population density and good travel networks, where staff are easily able to move from one local authority employer to another.

10.7 Conclusion

It is difficult to draw definitive conclusions about the effects of the NQSW programme on recruitment and retention. First, after the initial pilot year, this was a national programme so it was not possible to compare the effects in organisations which had implemented the programme with organisations which had not. 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).

Nevertheless, there was a belief among managers and many NQSWs themselves that the programme had provided additional support to NQSWs than had been available previously; there was clear evidence from the surveys of intention to leave that those NQSWs who were not satisfied with the support they were receiving from their employers were twice as likely to be planning to leave.

Finally, while there was clear evidence from the employers' surveys that retention at the end of the first year was high, at least a third of NQSWs were thinking about changing jobs. Most of these were intending to remain in children's social work, but moving into more specialist roles, away from the 'front line'. Recruitment and retention, in other words, should not be considered just in terms of recruiting staff to a particular position and retaining them in it.

11. Conclusions

The Newly Qualified Social Worker Pilot programme was developed by CWDC and at time of major change in social work in general, and children's social work in particular. As the report on the first year of the programme explained, launching the NQSW programme in 2008 with 89 employers, over one thousand NQSWs and hundreds of supervisors was a huge undertaking. As might have been anticipated, there were a number of problems in the implementation of the programme. At a local level, these were associated mainly with the lack of interest and support from managers and supervisors in some of the authorities. There were also significant difficulties in many organisations in ensuring that NQSWs had sufficient workload relief and time to undertake the programme. In addition, some NQSWs were reluctant to engage with at least some aspects of the programme, such as the portfolio. Nevertheless, there was evidence that the barriers had reduced over the course of the year.

As the current report describes, in the last two years the NQSW programme has become increasingly embedded in the organisation and practices of the great majority of local authorities in England. The number of voluntary organisations employing child and family social workers who are participating in the programme has also increased. There is clear evidence of support for the programme from senior managers, team managers and supervisors. Perhaps most importantly, the proportion of NQSWs at the end of the programme expressing satisfaction with the overall package of work, support and training they received from their employers increased significantly from a half in 2008-09 to nearly three quarters in 2010-11. Of course, that means that around a quarter were dissatisfied and thus that there is still much work to be done in many organisations.

Elements of the programme have been adapted by employers locally and by CWDC in the light of feedback from participants and the findings of the longitudinal evaluation. There are some issues which have remained difficult, notably the requirement to evidence achievements and the relationship between the programme and postqualifying education for social workers. As the Social Work Reform Board explicitly recommended, the forthcoming Assessed and Supported Year in Employment for social workers should build on learning from the existing NQSW programmes and introduce a more consistent sector-wide approach to assessment.

The training of supervisors and the implementation of regular, structured and reflective supervision for NQSWs has been a considerable achievement. In her preface to the first year report, Professor Olive Stevenson suggested that, "… in some ways [supervision] represents the very heart of social work." The evidence in this final report for the benefits of reflective supervision is very important for the profession.

In terms of the specific objectives of the programme:

- There was good evidence that the programme had been helping NQSWs improve their skills, competence and confidence as child and family social workers in a systematic manner during their first year of practice.

- There was strong evidence that the support and training in reflective supervision provided by CWDC had enabled employers to provide focused supervision, support and guidance to NQSWs, and that this was appreciated by an increasingly large majority of NQSWs.

- The programme had contributed towards NQSWs' learning, but the links with post-qualifying training had not been developed by most participating organisations. This omission, and the requirement to evidence achievement through a portfolio or record of achievement, was a source of dissatisfaction for many.

- There was no real evidence that the programme has improved job satisfaction, although it should be noted that the proportion of satisfied NQSWs was high, and remained so. There may have been a positive effect on recruitment and retention of NQSWs within the child and family social worker workforce, but this is difficult to prove because other factors may be involved.

Finally, it is clear that, as advised by the Social Work Reform Board, arrangements for the support of newly qualified social workers from September 2012, have been strongly influenced by the model developed by CWDC for children's social work and, subsequently, applied by Skills for Care in adult services.

Thus, the new Assessed and Supported Year in Employment (ASYE) will include the employer and the NQSW completing a learning agreement involving:

- a personal development plan and protected time for personal development equivalent to 10 per cent over the course of the year.

- reflective supervision - at least weekly for the first six weeks of employment, then at least fortnightly for the remainder of the first six months, and a minimum of monthly thereafter;

- a reduced workload, defined as 90 per cent of what is expected of a confident social worker in the same role in their second or third year of employment, weighted over the course of the year by things such as case complexity, risk and growing proficiency.

In addition, the learning agreement will also clarify the professional and managerial roles in supervision and assessment.

None of these requirements will have surprised employers; indeed they are likely to see them as an obvious continuation of a successful package of support for the first year in social work which in most instances, has already become embedded in the workings of their organisation. If there is a concern, it will probably be around the financial resources available to continue to provide this support. Nonetheless, the NQSW programme is likely to be well recognised in the future for its contribution to the building for the social work profession of the safe and confident future envisaged by the Reform Board.

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13. Appendices

Appendix 1. The outcome statements

The following 11 "outcome statements" are set out in full in CWDC's [2011 NQSW outcome statements and guidance](#). Participants are referred to this guidance and then asked to complete the rating scale for each statement, giving a rating from 1 to 10 where 1 = "not at all confident"; 5 = "moderately confident"; 10 = "extremely confident".

1: Referral

Collect, accurately record and critically analyse all relevant information at the point when a referral is received or you assume responsibility for an existing case within your organisation, and take appropriate actions that fulfil statutory responsibilities to safeguard and promote the welfare of specific children, young people, their families and carers.

2: Assessment

Obtain and critically analyse all necessary information to complete assessments that comply with statutory, organisational and local multi-agency requirements, and that respond to the needs of specific children and young people and any current or emerging safeguarding issues.

3: Planning

Based on a critical analysis of all the evidence, plan and co-ordinate the support and types of intervention required for children and young people and their families in two of the following contexts. Work with others and within statutory, organisational and multi-agency systems to put develop and agree plans that ensure:

a) Children and young people living in their families can have their needs addressed while being brought up by their parents, families and carers.

b) Children and young people who are in need of protection from abuse, neglect or exploitation are kept safe from harm.

c) Personalised support is provided that results in improved outcomes for individual children and young people where they are being looked after by the local authority or on remand.

d) There are sustained and improved outcomes for children and young people who have been looked after by the local authority or reunited with their families.

e) The needs of care leavers are supported when they move into independent living.

f) There are improved outcomes for disabled children and young people.

g) There are improved outcomes for children and young people who are the subject of court proceedings.

4: Review

Critically review all information against planned outcomes for the child in order to evaluate achievements and outcomes and identify required changes in accordance with statutory, organisational and local multi-agency requirements.

5: Formal meetings

Work with children, young people, families and other professionals to develop a plan to respond to the assessed needs of specific children or young people; take part in statutory and other reviews and decision making forums, providing information, based on the plan, about children's and families' needs. This may include representing their views.

6: Recording

Record, report and communicate using accurate, up-to-date, evidence based information that differentiates between fact, views of those involved and professional judgements, ensuring that the information is expressed in plain English, and taking account of requirements to respect service user confidentiality and statutory, organisational and local multi-agency requirements.

7: Communication

Identify the communication needs of children, young people, their parents, families and carers, and use appropriate communication methods and techniques to engage them, ensuring the wishes and feelings of the child or young person are ascertained and taken into consideration before decisions are taken.

8: Relationships

Create and maintain effective relationships with children, young people, their parents, families and carers that comply with statutory, organisational and local multi-agency requirements, using information about their life experiences, needs and expectations.

9: Multi-agency working

When contributing to the work of multi-agency teams, apply your skills, knowledge and professional judgement within statutory, organisational and local multi-agency requirements, seeking appropriate direction from line managers/supervisors in situations of uncertainty.

10: Disadvantaged groups

Identify and work with others to review the needs of and the support for specific children and young people from diverse and disadvantaged communities to improve their life chances, in accordance with statutory, organisational and local multi-agency requirements.

11: Professional development and accountability

Use self-reflection, supervision and development activities to improve your social work skills and knowledge. Be accountable for your behaviour and the quality of your work ensuring that you comply with the GSCC2 Codes of Practice and your employer's requirements for conduct, performance and behaviour.

Note: For the purposes of the programme Evaluation, professional development and accountability have been split into two questions: Professional Development and Professional Accountability.

Appendix 2. Programme coordinator's survey Time 1

1. INTRODUCTION

Welcome. Thank you for choosing to respond to this questionnaire for coordinators of the NQSW programme.

This is the first of two surveys which we will be asking you to complete concerning your opinions of the implementation of the third year of the NQSW programme in your organisation. We are monitoring changes over time in the barriers and enablers to the implementation of the programme. We will invite you to fill out a second survey in a years time to seek your final views on the programme.

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.

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.

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.

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 NQSW 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 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. Are you:
The Programme Coordinator for the NQSW programme in your organisation/employer?
The nominated CWDC social work lead for your organisation?
Both of the above?

*5. Is this the first online survey you have been asked to complete concerning the implementation of the NQSW programme in your organisation?
Yes
No
Not sure

2. Demographics

*1. What gender are you?
Male
Female

*2. What is your ethnicity?
White
Black British
Asian British
Black
Asian
Chinese British
Mixed Race
Chinese
Other (please specify)

*3. What age are you?
21-30
31-40
41-50
51+

*4. Was your qualification in Social Work at
Diploma level (DipHE)
Postgraduate level (PGDip/MSc)
Undergraduate level (BSc)
Not applicable / Do not have a social work qualification

*5. When did you take on the position of Programme Coordinator for the NQSW Pilot programme?
Before 31 September 2010
After 1 October 2010

*6. How many years have you been working as a social worker since qualification?
Less than 1
1-2
3-5
6-10
11-15
16-20
More than 21
Not applicable / Do not work as a social worker

*7. Do you work full time or part time?
Full time
Part time

3. Part-time employment follow-up
1. If part time, how many days a week do you work?
2. 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 3 days of 7.5 hours, put 22.5

4. Agency type and Region

*1. What type of agency 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.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 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
Metropolitan Authority
Voluntary
County Authority
London Borough

*2. 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 boroughs)
South East
West Midlands
Yorkshire
North West
North East
East Midlands
South West
East

5. Barriers and Enablers to Implementation

1. How do you assess the following ENABLERS and BARRIERS to the implementation of the NQSW Programme? (Please tick the appropriate box)

	Strong enabler	Moderate enabler	Slight enabler	Slight barrier	Moderate barrier	Strong/ large barrier	N/A
My time							
My knowledge & skills							
Clarity about my role							
NQSWs' commitment to the Programme							
Quality of Supervision for NQSWs							
Managers' interest and support							

Quality of support from CWDC						
Quality of support from your support adviser (if you have one)						

Please comment

2. Do you have any comments on the quality of support received from CWDC?

3. Have you encountered any other enablers or barriers?
Yes
No

If yes, please explain

*4. Would you be willing to elaborate 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

6. Confidential interview e-mail

1. If you are willing please enter your email address (work or private) in the box so that we can contact you. Thank you.

7. 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 by clicking 'Done' and close your browser. Thanks again for your help in this evaluation.

Appendix 3. Programme coordinator's survey Time 2

1. INTRODUCTION

Welcome. Thank you for responding to this questionnaire for coordinators of the NQSW programme.

You may recall that we sent you a survey at the start of the year, concerning your opinions on the implementation of the third year of the NQSW programme in your organisation (or for organisations who joined the programme in its second year – this will be the second year of the programme in your organisation). We are monitoring changes over time in the barriers and enablers to the implementation of the programme. We are now inviting you to fill out a second survey so that we can hear your final views on the programme. 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. 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. The survey should take you around ten minutes to complete. 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.

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 NQSW 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 name is JAne, you should write: JA.

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.

*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. Are you:
The Programme Coordinator for the NQSW programme in your organisation?
The nominated CWDC social work lead for your organisation?
Both of the above?

*5. Is this the first online survey you have been asked to complete concerning the implementation of the NQSW programme in your organisation?
Yes
No
Not sure

2. Demographics

*6. What gender are you?
Male
Female

*7. What is your ethnicity?
White
Black British
Asian British
Black
Asian
Chinese British
Mixed Race
Chinese
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)
Postgraduate level (PGDip/MSc)
Undergraduate level (BSc/BA)
Not applicable / Do not have a social work qualification

*10. When did you take on the position of Programme Coordinator for the NQSW programme?
Before 30 September 2010
After 1 October 2010

*11. How many years have you been working as a social worker since qualification?
Less than 1
1-2
3-5

6-10
11-15
16-20
More than 21
Not applicable / Do not work as a social worker

*12. Do you work full time or part time?
Full time
Part time

3. Part-time employment follow-up

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 3 days of 7.5 hours, put 22.5

4. Agency type and Region

*15. What type of agency 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.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 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
Metropolitan Authority
Voluntary
County Authority
London Borough

*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 (all boroughs)
South East
West Midlands
Yorkshire
North West
North East
East Midlands
South West
East

5. Barriers and Enablers to Implementation

17. How do you assess the following ENABLERS and BARRIERS to the implementationof the NQSW Programme? (Please tick the appropriate box)

	Strong enabler	Moderate enabler	Slight enabler	Slight barrier	Moderate barrier	Strong/ large barrier	N/A
My time							
My knowledge & skills							
Clarity about my role							
NQSWs' commitment to the Programme							
Quality of Supervision for NQSWs							
Managers' interest and support							
Quality of support from CWDC							
Quality of support from your support adviser (if you have one)							

Please comment

18. Do you have any comments on the quality of support received from CWDC?

19. Have you encountered any other enablers or barriers?
Yes
No
If yes, please explain

*20. Would you be willing to elaborate 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

6. Confidential interview e-mail

21. If you are willing please enter your email address (work or private) in the box so that we can contact you. Thank you.

7. 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 by clicking 'Done' and close your browser.

Thanks again for your help in this evaluation.

Appendix 4. NQSW's survey Time 1

1. INTRODUCTION

Welcome. Thank you for choosing to respond to this questionnaire for newly qualified social workers (NQSWs). 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 NQSW 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, 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 occassions 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

2. Demographics

*1. What gender are you?
Male
Female

*2. What is your ethnicity?
White
Black British
Asian British
Black
Asian
Chinese British
Mixed Race

Chinese
Other (please specify)

*3. What age are you?
21-30
31-40
41-50
51+

*4. Was your social work degree at
Undergraduate level (BSc)
Postgraduate level (PGDip/MSc)

*5. Did you get your social work qualification outside the UK?
Yes
No

*6. What is the extent of your experience in CHILDREN'S SOCIAL WORK prior to your current post? (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

*7. Have you changed jobs since starting as an NQSW?
Yes
No

3. Current job follow up

1. If yes, what was your previous job?
Previous job title and focus (e.g.social worker, referrals and assessment team)

Current job (e.g. social worker, youth offending team)

2. If you have changed jobs, is your current job with a new employer and/or a new area of social work?
new employer only
new area only
BOTH new employer and new area

3. If you have changed jobs, please explain why you changed your job

*4. Do you work full time or part time?
Full time
Part time

4. Employment status follow up

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

*2. What type of agency do you work for?
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
Here you will find a list of all the local authorities in Engalnd with their type identified. 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.
Unitary Authority
Metropolitan Authority
Voluntary
County Authority
London Borough

*3. 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
South East
West Midlands
Yorkshire
North West
North East
East Midlands
South West
East

*4. Were you aware of the Newly Qualified Social Worker Programme when you applied for your current post?
Yes
No

5. Awareness of programme follow up

*1. Did this influence your decision in applying for your post?
Not at all
a little
a lot
it was crucial
Not applicable

Optional comment

*2. While on the NQSW Programme, do you receive regular and structured supervision of at least 90 minutes every two weeks?
Yes, on average
No, less than this
No, I do not receive any structured supervision

Please comment of you wish

3. As an NQSW, are you satisfied with the overall package of work, support and training you are receiving from your employer?

Yes
No

Please comment if you wish

4. Which of the following do you perceive as the greatest POTENTIAL benefit to you as an NQSW? (Please rank from 1 to 5 with "1" being the greatest benefit and "5" being the least benefit.) (Note the questionnaire does not allow you to give two options equal ranking.)
A reduced caseload (90%) of an experienced colleague's caseload)
Regular, structured supervision
Peer support from other NQSWs
An allocation of 10% of your time for training and development
Access to additional funds for training and development

5. If you are not receiving these benefits, which are the core elements of the NQSW programme, please comment here.

6. Self Efficacy Rating Scale

The following "Outcome Statements" are set out in full in CWDC's "Newly Qualified Social Worker (NQSW) - Programme outcome statements and guidance."

Please refer to this guidance and complete the rating scale for each statement. Please give a rating from 1 to 10 where 1 = "not at all confident"; 5 = "moderately confident"; 10 = "extremely confident"

*1. Referral - How confident are you that, AT THIS POINT IN TIME, you can:

Collect, accurately record and critically analyse all relevant information at the point when a referral is received or you assume responsibility for an existing case within your organisation, and take appropriate actions that fulfil statutory responsibilities to safeguard and promote the welfare of specific children, young people, their families and carers.

*2. Assessment - How confident are you that, AT THIS POINT IN TIME, you can:

Critically analyse all necessary information to produce assessments that comply with statutory, organisational and local multi-agency requirements, and that respond to the needs of specific children and young people and any current or emerging safeguarding issues.

*3. Planning (part 1)

First, please identify TWO practice contexts (ONLY)in which you have the following goals. These should be the ones you are working towards as part of your "Record of Achievement".

a) children and young people at risk of statutory intervention can safely have their needs addressed while remaining with their parents, families and carers;
b) children and young people who are in need of protection from abuse, neglect, exploitation or significant harm are kept safe;
c) personalised support is provided that improves outcomes for specific children and young people where statutory requirements and powers have been used to place the child/young person with alternative carers;
d) there are sustained and improved outcomes for the children, young people, their parents, families and carers who are being and have been rehabilitated with their families;
e) young people's needs are supported when they move into independent living;
f) there are improved outcomes for disabled children and young people, their parents, families and carers;
g) there are improved outcomes for children and young people who are the subject of court proceedings.

*4. Planning (Part 2)- How confident are you that, AT THIS POINT IN TIME, you can:

Based on a critical analysis of all evidence, plan and co-ordinate the support and intervention required for children and young people in the two contexts you chose above. (Please give an overall rating for both.)

*5. Review - How confident are you that, AT THIS POINT IN TIME, you can:

Critically review all information against plans in order to evaluate achievements and outcomes and identify required changes in accordance with statutory, organisational and local multi-agency requirements.

*6. Formal Meetings - How confident are you that, AT THIS POINT IN TIME, you can:

Work with children, families and other professionals to develop a plan to respond to the assessed needs of specific children or young people; take part in statutory and other reviews and decision making forums, providing information, based on the plan, about children and families' needs. This may include representing their views.

*7. Recording - How confident are you that, AT THIS POINT IN TIME, you can:

Record, report and communicate using accurate, up-to-date, evidence based information, which differentiates between fact, views of those involved and professional judgements; ensuring that the information is expressed in plain English, taking account of requirements to respect service user confidentiality and statutory, organisational and local multi-agency requirements.

*8. Communication - How confident are you that, AT THIS POINT IN TIME, you can:

Identify the communication needs of children, young people, their parents, families and carers, and use appropriate communication methods and techniques to engage them, ensuring the wishes and feelings of the child or young person are ascertained and taken into consideration before decisions are taken.

*9. Relationships - How confident are you that, AT THIS POINT IN TIME, you can:

Create and maintain effective relationships with children, young people their parents, families and carers that comply with statutory, organisational and local multi-agency requirements, using information about their life experiences, needs and expectations.

*10. Multi-Agency working - How confident are you that, AT THIS POINT IN TIME, you can:

When contributing to the work of multi-agency teams, apply your skills, knowledge and professional judgement within statutory, organisational and local multi-agency requirements, seeking appropriate direction from line managers/supervisors in situations of uncertainty.

*11. Disadvantaged groups - How confident are you that, AT THIS POINT IN TIME, you can:

Identify and work with others to review the needs of and the support for specific children and young people from diverse and disadvantaged communities to improve their life chances, in accordance with statutory, organisational and local multi-agency requirements.

*12. Professional Development - How confident are you that, AT THIS POINT IN TIME, you can:

Use self-reflection, supervision and development activities to improve your social work skills and knowledge.

*13. Professional Accountability - How confident are you that, AT THIS POINT IN TIME, you can:

Be accountable for your behaviour and the quality of your work ensuring that you comply with the GSCC Codes of Practice and your employer's requirements for conduct, performance and behaviour.

7. Personal role clarity and conflicts

*1. When answering the following questions, try to 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							
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							

8. Job Satisfaction Scale

Please click the buttons to indicate how satisfied you are with the following aspects of your job.

*1. Please indicate how satisfied or dissatisfied you are with your:

	Very dissatis fied	Dissatis fied	Don't know	Satisfie d	Very satisfie d
Income					
Job Security					
Number of hours of work					
Flexibility of hours of work					
Ease of travel to work					
Management and supervision by your superiors					
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					

*2. 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

Other (please specify)

9. New job follow up

1. If you are "fairly likely" or "very likely" to be looking for a new job in the next year, do you think this will be:
within children's social work
within another area of social work
outside social work altogether
Other (please specify)

10. General Health Questionnaire

We would like to know if you have had any medical complaints and how your health has been in general OVER THE LAST FEW WEEKS. Please answer ALL the following questions by clicking the option you think applies to you.

Remember that we want to know about present and recent complaints, not those you had in the past.

Have you recently:

*1. Been able to concentrate on whatever you're doing?
Better than usual
Same as usual
Less than usual
Much less than usual

*2. Lost much sleep over worry?
Not at all
No more than usual
Rather more than usual
Much more than usual

*3. Felt that you are playing a useful part in things?
More so than usual
Same as usual
Less useful than usual
Much less than usual

*4. Felt capable of making decisions about things?
More so than usual
Same as usual
Less capable than usual
Much less capable than usual

*5. Felt constantly under strain?
Not at all
No more than usual
Rather more than usual
Much more than usual

*6. Felt you couldn't overcome your difficulties?
Not at all
No more than usual
Rather more than usual
Much more than usual

*7. Been able to enjoy your normal day-to-day activities
More so than usual
Same as usual

Less so than usual
Much less than usual

*8. Been able to face up to your problems?
More so than usual
Same as usual
Less able than usual
Much less able than usual

*9. Been feeling unhappy and depressed?
Not at all
No more than usual
Rather more than usual
Much more than usual

*10. Been losing confidence in yourself?
Not at all
No more than usual
Rather more than usual
Much more than usual

*11. Been thinking of yourself as a worthless person?
Not at all
No more than usual
Rather more than usual
Much more than usual

*12. Been feeling reasonably happy, all things considered?
More so than usual
About the same as usual
Less so than usual
Much less than usual

If in answering these questions you have come to realise that your health is poor
and/or that you are feeling quite stressed, then you might consider talking to a friend,
colleague or the occupational health department of your employer.

11. 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.

We will be asking you to complete another version of the Self-efficacy scale (Section
3) in three months time. We will not be asking the other questions on that occasion.

At the end of your participation in the NQSW Programme we will ask you to complete
a full version of the survey once more 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 5. NQSW's survey Time 3 month review

1. INTRODUCTION

Welcome. Thank you for choosing to respond to this questionnaire for newly qualified social workers (NQSWs).

We first asked you to complete a survey in January, so you may recognise this web page. If you completed it before, we are asking you to complete the section on your self-confidence in relation to the Outcome Statements again so that we can see if your responses have changed. This should take you around 5 minutes.

For those who did not complete the survey before or are not sure if you did so, the survey should take you 10 to 15 minutes.

Because we did not want to add unduly to your workload, we planned to keep this follow up questionnaire as short as possible. However, we appreciate that you may like to add some written comments on your experience of the NQSW programme to date. You will therefore find an optional comment box at the end of the questionnaire. Note, at the end of the programme, there will an opportunity for an extensive review of your experiences in the final survey.

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 at different points in time.

*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 surname? e.g. If your LAST name is SmiTH, you should write: TH.

Incidentally, if your name has changed since you first completed the survey a few months 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).
Day   Month

2. Self Efficacy Rating Scale

PLEASE COMPLETE THESE RATINGS WHETHER OR NOT YOU HAVE DONE SO BEFORE.

The following "Outcome Statements" are set out in full in CWDC's "Newly Qualified Social Worker (NQSW) - Programme outcome statements and guidance." Please refer to this guidance and complete the rating scale for each statement.

You may have completed these ratings in January after you started the Programme. If so, thank you. We are asking you to complete them again so that we can see if your views have changed.

If you have not completed them before, that's OK. Your responses are still really important. In either case, we are asking you to complete the ratings giving
a) a CURRENT rating of how you feel TODAY and

b) a RETROSPECTIVE rating of how confident you think you would have been at the START OF THE PROGRAMME, if you had known THEN
what you know NOW about the tasks involved.

Please give a rating from 1 to 10 where 1 = "not at all confident"; 5 = "moderately confident"; 10 = "extremely confident".

*4. Referral - How confident are you that you can:

Collect, accurately record and critically analyse all relevant information at the point when a referral is received or you assume responsibility for an existing case within your organisation, and take appropriate actions that fulfill statutory responsibilities to safeguard and promote the welfare of specific children, young people, their families and carers.
CURRENT RATING
RETROSPECTIVE RATING

*5. Assessment - How confident are you that you can:

Critically analyse all necessary information to produce assessments that comply with statutory, organisational and local multi-agency requirements, and that respond to the needs of specific children and young people and any current or emerging safeguarding issues.
CURRENT RATING
RETROSPECTIVE RATING

*6. Planning (part 1)

First, please identify TWO practice contexts (ONLY) in which you have the following goals. These should be the ones you are working towards as part of your "Record of Achievement".
a) children and young people at risk of statutory intervention can safely have their needs addressed while remaining with their parents, families and carers;
b) children and young people who are in need of protection from abuse, neglect, exploitation or significant harm are kept safe;
c) personalised support is provided that improves outcomes for specific children and young people where statutory requirements and
powers have been used to place the child/young person with alternative carers;
d) there are sustained and improved outcomes for the children, young people, their parents, families and carers who are being and have been rehabilitated with their families;
e) young people's needs are supported when they move into independent living;

153

f) there are improved outcomes for disabled children and young people, their parents, families and carers;

g) there are improved outcomes for children and young people who are the subject of court proceedings.

*7. Planning (Part 2)- How confident are you that you can:

Based on a critical analysis of all evidence, plan and co-ordinate the support and intervention required for children and young people in the two contexts you chose above. (Please give an overall rating for both.)

Please give a rating from 1 to 10 where 1= "not at all confident"; 5 = "moderately confident"; 10 = "extremely confident".

CURRENT RATING
RETROSPECTIVE RATING

*8. Review - How confident are you that you can:

Critically review all information against plans in order to evaluate achievements and outcomes and identify required changes in accordance with statutory, organisational and local multi-agency requirements.
CURRENT RATING
RETROSPECTIVE RATING

*9. Formal Meetings - How confident are you that you can:
Work with children, families and other professionals to develop a plan to respond to the assessed needs of specific children or young people; take part in statutory and other reviews and decision making forums, providing information, based on the plan, about children and families' needs. This may include representing their views.
CURRENT RATING
RETROSPECTIVE RATING

*10. Recording - How confident are you that you can:

Record, report and communicate using accurate, up-to-date, evidence based information, which differentiates between fact, views of those involved and professional judgements; ensuring that the information is expressed in plain English, taking account of requirements to respect service user confidentiality and statutory, organisational and local multi-agency requirements.
CURRENT RATING
RETROSPECTIVE RATING

*11. Communication - How confident are you that you can:

Identify the communication needs of children, young people, their parents, families and carers, and use appropriate communication methods and techniques to engage them, ensuring the wishes and feelings of the child or young person are ascertained and taken into consideration before decisions are taken.

CURRENT RATING
RETROSPECTIVE RATING

*12. Relationships - How confident are you that you can:

Create and maintain effective relationships with children, young people their parents, families and carers that comply with statutory, organisational and local multi-agency requirements, using information about their life experiences, needs and expectations.
CURRENT RATING
RETROSPECTIVE RATING

*13. Multi-Agency working - How confident are you that you can:

When contributing to the work of multi-agency teams, apply your skills, knowledge and professional judgement within statutory, organisational and local multi-agency requirements, seeking appropriate direction from line managers/supervisors in situations of uncertainty.
CURRENT RATING
RETROSPECTIVE RATING

*14. Disadvantaged groups - How confident are you that you can:

Identify and work with others to review the needs of and the support for specific children and young people from diverse and disadvantaged communities to improve their life chances, in accordance with statutory, organisational and local multi-agency requirements.
CURRENT RATING
RETROSPECTIVE RATING

*15. Professional Development - How confident are you that you can:

Use self-reflection, supervision and development activities to improve your social work skills and knowledge.
CURRENT RATING
RETROSPECTIVE RATING

*16. Professional Accountability - How confident are you that you can:

Be accountable for your behaviour and the quality of your work ensuring that you comply with the GSCC Codes of Practice and your employer's requirements for conduct, performance and behaviour.
CURRENT RATING
RETROSPECTIVE RATING

*17. Did you complete a questionnaire for us before a few months ago?
Yes
No
Not sure

3. Demographics

*18. What gender are you?
Male
Female

*19. What is your ethnicity?
White
Black British
Asian British
Black
Asian
Chinese British
Mixed Race
Chinese
Other (please specify)

*20. What age are you?
21-30
31-40
41-50
51+

*21. Was your social work degree at
Undergraduate level (BSc)
Postgraduate level (PGDip/MSc)

*22. Did you get your social work qualification outside the UK?
Yes
No

*23. What is the extent of your experience in CHILDREN'S SOCIAL WORK prior to your current post? (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 placements whilst on degree course
Part-time paid work in child care whilst on degree course
Post-degree temporary/agency child care social worker post

24. Have you changed jobs since starting as an NQSW?
Yes
No

4. Changed jobs follow-up

25. If yes, what was your previous job?
Previous job title and focus (e.g. social worker, referrals and assessment team)

Current job (e.g. social worker, youth offending team)

26. If you have changed jobs, is your current job with a new employer and/or a new area of social work?
new employer only
new area of social work only
BOTH new employer and new area of social work

27. If you have changed jobs, please explain why you have changed your job

*28. Do you work full time or part time?
Full time
Part time

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

*30. For what type of agency do you work?
If you are not sure, please open a new window in your web browser and past 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

*31. In which region are you based?
If you are not sure, please open a new window in your web browser and past 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

5. Programme awareness

*32. Were you aware of the Newly Qualified Social Worker Programme when you applied for your current post?
Yes
No

6. Programme influence

33. Did this influence your decision in applying for your post?
Not at all
A little
A lot
It was crucial
Not applicable

optional comment

7. Three-Month Review and Receipt of Supervision

34. Have you had a formal Three-Month Review with your supervisor?
Yes
No, but this is planned.
No, this has not been mentioned to me.

Please comment if you wish

*35. Following your Three Month Review, you should be receiving regular and structured supervision of at least 90 minutes every month. Have you been getting this?
Yes, on average
Yes, (more than once a month)
No, less than this
No, I do not receive any structured supervision

optional comment

8. Programme satisfaction and benefits

*36. As an NQSW, are you satisfied with the overall package of work, supervision and training you are receiving from your employer?
Yes
No

optional comment

*37. Which of the following do you perceive as the greatest benefit to you as an NQSW? (Please rank from 1 to 5 with "1" being the greatest benefit and "5" being the least benefit). (Note, you must rank each item and two cannot be given equal ranking).
A reduced caseload
Regular, structured supervision
Peer support from other NQSWs
An allocation of 10% of your time for training and development
Access to additional funds for training and development

38. If you are not receiving these benefits, which are the core elements of the NQSW programme, please comment here

9. Personal role clarity and conflicts

*39. When answering the following questions, try to 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							
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							

10. 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 your:

	Very dissatisfied	Dissatisfied	Don't know	Satisfied	Very satisfied
Income					
Job Security					
Number of hours of work					
Flexibility of hours of work					
Ease of travel to work					
Management and supervision by your superiors					
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

Please comment

11. Look for a new job follow-up

42. If you are "fairly likely" or "very likely" to be looking for a new job in the next year, do you think this will be:
within children's social work
within another area of social work
outside social work altogether

Please comment if you wish

12. General Health Questionnaire

We would like to know if you have had any medical complaints and how your health has been in general OVER THE LAST FEW WEEKS. Please answer ALL the following questions by clicking the option you think applies to you.

Remember that we want to know about present and recent complaints, not those you had in the past.

Have you recently:

*43. Been able to concentrate on whatever you're doing?
Better than usual
Same as usual
Less than usual
Much less than usual

*44. Lost much sleep over worry?
Not at all
No more than usual
Rather more than usual
Much more than usual

*45. Felt that you are playing a useful part in things?
More so than usual
Same as usual
Less useful than usual
Much less than usual

*46. Felt capable of making decisions about things?
More so than usual
Same as usual
Less capable than usual
Much less capable than usual

*47. Felt constantly under strain?
Not at all
No more than usual
Rather more than usual
Much more than usual

*48. Felt you couldn't overcome your difficulties?
Not at all
No more than usual
Rather more than usual
Much more than usual

*49. Been able to enjoy your normal day-to-day activities
More so than usual
Same as usual

Less so than usual
Much less than usual

*50. Been able to face up to your problems?
More so than usual
Same as usual
Less able than usual
Much less able than usual

*51. Been feeling unhappy and depressed?
Not at all
No more than usual
Rather more than usual
Much more than usual

*52. Been losing confidence in yourself?
Not at all
No more than usual
Rather more than usual
Much more than usual

*53. Been thinking of yourself as a worthless person?
Not at all
No more than usual
Rather more than usual
Much more than usual

*54. Been feeling reasonably happy, all things considered?
More so than usual
About the same as usual
Less so than usual
Much less than usual

If in answering these questions you have come to realise that your health is poor
and/or that you are feeling quite stressed, then you might consider talking to a friend,
colleague or the occupational health department of your employer

13. Comments on your experience of the NQSW programme to date

55. If you would like to comment on your experience of the NQSW programme so
far, please use the space below. Comments will be treated anonymously.

14. 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.

We will invite you to complete the survey one more time at the end of your participation in the NQSW 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 6. NQSW's survey Time 2

1. INTRODUCTION

Welcome. Thank you for responding to this questionnaire for newly qualified social workers (NQSWs). This is part of the independent external evaluation of the programme.

You should recognise this survey. We asked you to complete it when you first started the NQSW programme last year. We also asked you to complete the self efficacy ratings again after 3 months. 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 OCCASSIONS AS YOUR RESPONSES ARE STILL VALUABLE.

Please work through the 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.

Remember 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 match your responses.

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: CWDC commissioned a team from Salford and Bristol Universities and King's College, London to conduct the external evaluation of the NQSW 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.

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).

Day   Month

*4. Did you complete this survey on either of the previous occasions we sent it?
Yes
No
Not sure

2. Demographics

*5. What gender are you?
Male
Female

*6. What is your ethnicity?
White
Black British
Asian British
Black
Asian
Chinese British
Mixed Race
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/BA)
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 CHILDREN'S SOCIAL WORK prior to your current post? (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 jobs since starting as an NQSW?
Yes
No

3. Current job follow up

12. If yes, what was your previous 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 of social work?
new employer only
new area of social work only
BOTH new employer and new area of social work

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

4. Employment status follow up

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

*17. What type of agency do you work for?
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 Engalnd with their type identified.
Unitary Authority
Metropolitan Authority
Voluntary
County Authority
London Borough

*18. 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)
South East
West Midlands
Yorkshire
North West
North East
East Midlands
South West
East

*19. Were you aware of the Newly Qualified Social Worker Programme when you applied for your current post?
Yes
No

5. Awareness of programme follow up

*20. Did this influence your decision in applying for your post?
Not at all
a little
a lot
it was crucial
Not applicable

Optional comment

6. Three Month Review and Receipt of Supervision

*21. Did you have a formal 3 month review with your supervisor?
Yes
No, but a review is planned
No, this has not been mentioned to me

Please comment if you wish

22. While on the NQSW programme, have you received regular and structured supervision of at least 90 minutes every month?
Yes, on average
No, less than this
No, I did not receive any structured supervision
No, I don't think the NQSW programme has started in my organisation yet, I have not received any supervision for my professional development

Please comment if you wish

7. Programme satisfaction and benefits

*23. As an NQSW, are you satisfied with the overall package of work, support and training you have received from your employer?
Yes
No

Please comment if you wish

*24. Which of the following have you perceived as the greatest POTENTIAL benefit to you as an NQSW? (Please rank from 1 to 5 with "1" being the greatest benefit and "5" being the least benefit.) (Please note, you must give a ranking for each option and the questionnaire does not allow you to give two options equal ranking.)
A reduced caseload (90% of an experienced colleague's caseload)
Regular, structured supervision

Peer support from other NQSWs
An allocation of 10% of your time for training and development
Access to additional funds for training and development

25. If you have not received any of these benefits, which were the core elements of the NQSW programme, please comment here.

8. Self Efficacy Rating Scale

The following "Outcome Statements" are set out in full in CWDC's "Newly Qualified Social Worker (NQSW) - Programme outcome statements and guidance."

Please refer to this guidance and complete the rating scale for each statement. Please give a rating from 1 to 10 where 1 = "not at all confident"; 5 = "moderately confident"; 10 = "extremely confident"

*26. Referral - How confident are you that, AT THIS POINT IN TIME, you can:

Collect, accurately record and critically analyse all relevant information at the point when a referral is received or you assume responsibility for an existing case within your organisation, and take appropriate actions that fulfil statutory responsibilities to safeguard and promote the welfare of specific children, young people, their families and carers.

*27. Assessment - How confident are you that, AT THIS POINT IN TIME, you can:

Critically analyse all necessary information to produce assessments that comply with statutory, organisational and local multi-agency requirements, and that respond to the needs of specific children and young people and any current or emerging safeguarding issues.

*28. Planning (part 1)

First, please identify TWO practice contexts (ONLY) in which you have the following goals. These should be the ones you are working towards as part of your "Record of Achievement".
a) children and young people at risk of statutory intervention can safely have their needs addressed while remaining with their parents, families and carers;
b) children and young people who are in need of protection from abuse, neglect, exploitation or significant harm are kept safe;
c) personalised support is provided that improves outcomes for specific children and young people where statutory requirements and powers have been used to place the child/young person with alternative carers;
d) there are sustained and improved outcomes for the children, young people, their parents, families and carers who are being and have been rehabilitated with their families;
e) young people's needs are supported when they move into independent living;
f) there are improved outcomes for disabled children and young people, their parents, families and carers;

g) there are improved outcomes for children and young people who are the subject of court proceedings.

*29. Planning (Part 2)- How confident are you that, AT THIS POINT IN TIME, you can:

Based on a critical analysis of all evidence, plan and co-ordinate the support and intervention required for children and young people in the two contexts you chose above. (Please give an overall rating for both.)

*30. Review - How confident are you that, AT THIS POINT IN TIME, you can:

Critically review all information against plans in order to evaluate achievements and outcomes and identify required changes in accordance with statutory, organisational and local multi-agency requirements.

*31. Formal Meetings - How confident are you that, AT THIS POINT IN TIME, you can:

Work with children, families and other professionals to develop a plan to respond to the assessed needs of specific children or young people; take part in statutory and other reviews and decision making forums, providing information, based on the plan, about children and families' needs. This may include representing their views.

*32. Recording - How confident are you that, AT THIS POINT IN TIME, you can:

Record, report and communicate using accurate, up-to-date, evidence based information, which differentiates between fact, views of those involved and professional judgements; ensuring that the information is expressed in plain English, taking account of requirements to respect service user confidentiality and statutory, organisational and local multi-agency requirements.

*33. Communication - How confident are you that, AT THIS POINT IN TIME, you can:

Identify the communication needs of children, young people, their parents, families and carers, and use appropriate communication methods and techniques to engage them, ensuring the wishes and feelings of the child or young person are ascertained and taken into consideration before decisions are taken.

*34. Relationships - How confident are you that, AT THIS POINT IN TIME, you can:

Create and maintain effective relationships with children, young people their parents, families and carers that comply with statutory, organisational and local multi-agency requirements, using information about their life experiences, needs and expectations.

*35. Multi-Agency working - How confident are you that, AT THIS POINT IN TIME, you can:

When contributing to the work of multi-agency teams, apply your skills, knowledge and professional judgement within statutory, organisational and local multi-agency requirements, seeking appropriate direction from line managers/supervisors in situations of uncertainty.

*36. Disadvantaged groups - How confident are you that, AT THIS POINT IN TIME, you can:

Identify and work with others to review the needs of and the support for specific children and young people from diverse and disadvantaged communities to improve their life chances, in accordance with statutory, organisational and local multi-agency requirements.

*37. Professional Development - How confident are you that, AT THIS POINT IN TIME, you can:

Use self-reflection, supervision and development activities to improve your social work skills and knowledge.

*38. Professional Accountability - How confident are you that, AT THIS POINT IN TIME, you can:

Be accountable for your behaviour and the quality of your work ensuring that you comply with the GSCC Codes of Practice and your employer's requirements for conduct, performance and behaviour.

9. Personal role clarity and conflicts

*39. When answering the following questions, try to 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							
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							

10. 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 your:

	Very dissatisfied	Dissatisfied	Don't know	Satisfied	Very satisfied
Income					
Job Security					
Number of hours of work					
Flexibility of hours of work					
Ease of travel to work					
Management and supervision by your superiors					
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

Other (please specify)

11. Looking for a new job follow-up

42. If you are "fairly likely" or "very likely" to be looking for a new job in the next year, do you think this will be:
within children's social work
within another area of social work
outside social work altogether

Please explain your reasons. Thanks.

12. General Health Questionnaire

We would like to know how your health has been in general OVER THE LAST FEW WEEKS. Please answer ALL the following questions by clicking the option you think applies to you.

Remember that we want to know about present and recent complaints, not those you had in the past.

Have you recently:

*43. Been able to concentrate on whatever you're doing?
Better than usual
Same as usual
Less than usual
Much less than usual

*44. Lost much sleep over worry?
Not at all
No more than usual
Rather more than usual
Much more than usual

*45. Felt that you are playing a useful part in things?
More so than usual
Same as usual
Less useful than usual
Much less than usual

*46. Felt capable of making decisions about things?
More so than usual
Same as usual

Less capable than usual
Much less capable than usual

*47. Felt constantly under strain?
Not at all
No more than usual
Rather more than usual
Much more than usual

*48. Felt you couldn't overcome your difficulties?
Not at all
No more than usual
Rather more than usual
Much more than usual

*49. Been able to enjoy your normal day-to-day activities
More so than usual
Same as usual
Less so than usual
Much less than usual

*50. Been able to face up to your problems?
More so than usual
Same as usual
Less able than usual
Much less able than usual

*51. Been feeling unhappy and depressed?
Not at all
No more than usual
Rather more than usual
Much more than usual

*52. Been losing confidence in yourself?
Not at all
No more than usual
Rather more than usual
Much more than usual

*53. Been thinking of yourself as a worthless person?
Not at all
No more than usual
Rather more than usual
Much more than usual

*54. Been feeling reasonably happy, all things considered?
More so than usual
About the same as usual
Less so than usual
Much less than usual

If in answering these questions you have come to realise that your health is poor and/or that you are feeling quite stressed, then you might consider talking to a friend, colleague or the occupational health department of your employer.

13. Comments on your experience of the NQSW programme to date

55. If you would like to comment on your experience of the NQSW programme so far, please use the space below. Comments will be treated anonymously.

14. 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 7. Supervisor's survey Time 1

1. INTRODUCTION

Welcome. Thank you for choosing to respond to this questionnaire for the supervisors of newly qualified social workers (NQSWs). 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 NQSW programme. This survey is being carried out by the University of Bristol as part of this evaluation.

Some of you may recall a previous questionnaire that we sent about NQSWs that you may have supervised in the first and/or second year of the NQSW Programme. Some of those social workers will now be participating in the Early Professional Development (EPD) Programme and you will also have received a separate survey regarding that Programme. For others, this may be the first survey you have seen from us.

For this survey - we would like you all to answer questions regarding the NQSWs that you are supervising in the third year of the programme
(September 2010 - February 2012).

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.

The survey will take approximately 5-15 minutes depending on the number of NQSWs you supervise.

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 different occasions you are asked to complete the questionnaire.

The personal information which you provide in the first section of this survey 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? e.g. If your 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. Do you supervise any NQSWs in the third year of the Newly Qualified Social Worker Programme (i.e. who started after 1 September 2010)
Yes
No

2. DEMOGRAPHICS

*1. What gender are you?
Male
Female

*2. What is your ethnicity?
White
Black British
Asian British
Black
Asian
Chinese British
Mixed Race
Chinese
Other (please specify)

*3. What age are you?
21-30
31-40
41-50
51+

*4. What type of agency do you work for?
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

*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
South East
West Midlands
Yorkshire

North West
North East
East Midlands
South West
East

*6. Are you
A Line manager of the NQSW(s) you are supervising
Not a line manager of the NQSW(s) you are supervising
A Freelance supervisor working under contract to the authority
Other (please specify in the space provided below)

*7. Please tell us your status with regard to the CWDC supervisors' training:
I have attended the first two-day block of training
I have attended the first two-day block and the final third day of training
I will not be completing the CWDC supervisory training programme
I have not heard about the CWDC supervisory training programme

Please comment if you wish

3. Overall NQSW Efficacy

1. Thinking specifically about the NQSWs in your organisation who started the NQSW programme since 1 September 2010, on a scale of 1-10, how would you rate your confidence in their efficacy as children and family social workers:

4. Self Efficacy in Supervision

The following statements are derived from both the CWDC Supervisors' Handbook and the "Unit of Competence" section in the Skills for Care and CWDC's publication 'Providing Effective supervision: a workforce development tool' (2007) (www.skillsforcare.org.uk).

*1. Supervision systems - How confident are you that, AT THIS POINT IN TIME, you can:

Engage and maintain the NQSW(s) in a purposeful and supportive supervisory working relationship.

Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 "extremely confident".

*2. Professional development and training - How confident are you that, AT THIS POINT IN TIME, you can:

Help identify NQSWs' strengths and learning needs and integrate them within development and training plans.

Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 "extremely confident".

*3. Supervisory interventions - How confident are you that, AT THIS POINT IN TIME, you can:

Plan, deliver and review supervisory interventions which assist NQSWs in achieving the 11 Outcome Statements.

Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 "extremely confident".

*4. Identifying difficulties - How confident are you that, AT THIS POINT IN TIME, you can:

Help NQSWs identify and overcome any particular difficulties, such as work conflicts and other pressures.

Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 "extremely confident".

*5. Supporting - How confident are you that, AT THIS POINT IN TIME, you can:

Assist NQSWs to understand the emotional impact of their work and seek appropriate specialist support if needed.

Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 "extremely confident".

*6. Workload - How confident are you that, AT THIS POINT IN TIME, you can:

Ensure NQSWs' workload is effectively allocated, managed and reviewed, with clarity about accountability.

Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 "extremely confident".

*7. Practice - How confident are you that, AT THIS POINT IN TIME, you can:

Facilitate reflective and analytical thinking and promote decision making by NQSWs based on careful evaluation of available evidence.

Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 "extremely confident".

*8. User-centred practice - How confident are you that, AT THIS POINT IN TIME, you can:

Help ensure that a NQSW's work with service users is outcomes-focused and that users' views are taken into account in service design and delivery.

Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 "extremely confident".

*9. Feedback on practice - How confident are you that, AT THIS POINT IN TIME, you can:

Obtain and give timely feedback on a NQSW's practice, including feedback from service users.

Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 "extremely confident".

*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.

Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 "extremely confident".

5. Efficacy - Supervisor's Assessment of NQSW 1

To complete the first part of the following section you will need to liaise with the NQSW 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 three.

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.

If you supervise more than one NQSW, you will have the opportunity at the end of this questionnaire to complete it again in relation to each
NQSW that you supervise.

So that the research team can match the responses of NQSWs and supervisors, please answer the following two questions about the NQSW you are supervising before completing the rating questions

*1. What are the FIRST two letters of THE NQSW THAT YOU SUPERVISE FIRST (given) name? e.g. If THEIR name is JAne, you should write: JA.

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").

*2. What are the LAST two letters of THE NQSW THAT YOU SUPERVISE LAST name? e.g. If THEIR last name is SmiTH, you should write TH.

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.

*3. What is the day and month of THE NQSW THAT YOU SUPERVISE birthday? e.g.19 (day) 04 (month).

Day   Month

*4. Is this NQSW an early starter or a late starter?
Nb. Early starters are those who commenced the programme before 1 December 2010, late starters are those who commenced the programme after this date.
Early starter
Late starter

The following "Outcome Statements" are set out in full in CWDC's "Newly Qualified Social Worker Programme: Outcome Statements and Guidance."

Please refer to this guidance and complete the rating scale for each statement. Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "Moderately confident"; 10 = "extremely confident".

*5. Referral - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Collect, accurately record and critically analyse all relevant information at the point when a referral is received or they assume responsibility for an existing case within their organisation, and take appropriate actions that fulfil statutory responsibilities to safeguard and promote the welfare of specific children, young people, their families and carers.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*6. Assessment - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Critically analyse all necessary information to produce assessments that comply with statutory, organisational and local multi-agency requirements, and that respond to the needs of specific children and young people and any current or emerging safeguarding issues.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*7. Planning (part 1)

First, in consultation with the NQSW, please identify TWO practice contexts (ONLY): These should be the ones they are working towards as part of their "Record of Achievement".
a) children and young people at risk of statutory intervention can safely have their needs addressed while remaining with their parents, families and carers

180

b) children and young people who are in need of protection from abuse, neglect, exploitation or significant harm are kept safe;

c) personalised support is provided that improves outcomes for specific children and young people where statutory requirements and powers have been used to place the child/young person with alternative carers;

d) there are sustained and improved outcomes for the children, young people, their parents, families and carers who are being and have been rehabilitated with their families;

e) young people's needs are supported when they move into independent living;

f) there are improved outcomes for disabled children and young people, their parents, families and carers;

g) there are improved outcomes for children and young people who are the subject of court proceedings.

*8. Planning (part 2) - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Based on a critical analysis of all evidence, plan and co-ordinate the support and intervention required for children and young people in the two contexts you chose above. (Please give an overall rating for both.)

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*9. Review - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Critically review all information against plans in order to evaluate achievements and outcomes and identify required changes in accordance with statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*10. Formal Meetings - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Work with children, families and other professionals to develop a plan to respond to the assessed needs of specific children or young people; take part in statutory and other reviews and decision making forums, providing information, based on the plan, about children and families' needs. This may include representing their views.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*11. Recording - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Record, report and communicate using accurate, up-to-date, evidence based information, which differentiates between fact, views of those involved and professional judgements; ensuring that the information is expressed in plain English,

taking account of requirements to respect service user confidentiality and statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*12. Communication - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Identify the communication needs of children, young people, their parents, families and carers, and use appropriate communication methods and techniques to engage them, ensuring the wishes and feelings of the child or young person are ascertained and taken into consideration before decisions are taken.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*13. Relationships - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Create and maintain effective relationships with children, young people their parents, families and carers that comply with statutory, organisational and local multi-agency requirements, using information about their life experiences, needs and expectations.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*14. Multi-Agency Working - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

When contributing to the work of multi-agency teams, apply their skills, knowledge and professional judgement within statutory, organisational and local multi-agency requirements, seeking appropriate direction from line managers/supervisors in situations of uncertainty.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*15. Disadvantaged Groups - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Identify and work with others to review the needs of and the support for specific children and young people from diverse and disadvantaged communities to improve their life chances, in accordance with statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*16. Professional Development - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Use self-reflection, supervision and development activities to improve your social work skills and knowledge.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*17. Professional Accountability - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Be accountable for their own behaviour and the quality of their work ensuring that they comply with GSCC Codes of Practice and the authority's requirements for conduct, performance and behaviour.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*18. Do you supervise any other NQSWs for whom you did not complete an efficacy rating for when we first sent the survey in May?

Yes
No

6. Efficacy - Supervisor Assessment of NQSW 2

So that the research team can match the responses of NQSWs and supervisors, please answer the following two questions about the NQSW you are supervising before completing the rating questions

*1. What are the FIRST two letters of THE NQSW THAT YOU SUPERVISE FIRST (given) name? e.g. If THEIR name is JAne, you should write: JA.

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").

*2. What are the LAST two letters of THE NQSW THAT YOU SUPERVISE LAST name? e.g. If THEIR last name is SmiTH, you should write TH.

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.

*3. What is the day and month of THE NQSW THAT YOU SUPERVISE birthday? e.g.19 (day) 04 (month).
Day   Month

*4. Is this NQSW an early starter or a late starter?

Nb. Early starters are those who commenced the programme before 1 December 2010, late starters are those who commenced the programme after this date.
Early starter
Late starter

The following "Outcome Statements" are set out in full in CWDC's "Newly Qualified Social Worker Programme: Outcome Statements and Guidance."

Please refer to this guidance and complete the rating scale for each statement. Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "Moderately confident"; 10 = "extremely confident".

*5. Referral - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Collect, accurately record and critically analyse all relevant information at the point when a referral is received or they assume responsibility for an existing case within their organisation, and take appropriate actions that fulfil statutory responsibilities to safeguard and promote the welfare of specific children, young people, their families and carers.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*6. Assessment - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Critically analyse all necessary information to produce assessments that comply with statutory, organisational and local multi-agency requirements, and that respond to the needs of specific children and young people and any current or emerging safeguarding issues.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*7. Planning (part 1)

First, in consultation with the NQSW, please identify TWO practice contexts (ONLY): These should be the ones they are working towards as part of their "Record of Achievement".
a) children and young people at risk of statutory intervention can safely have their needs addressed while remaining with their parents, families and carers
b) children and young people who are in need of protection from abuse, neglect, exploitation or significant harm are kept safe;
c) personalised support is provided that improves outcomes for specific children and young people where statutory requirements and powers have been used to place the child/young person with alternative carers;
d) there are sustained and improved outcomes for the children, young people, their parents, families and carers who are being and have been rehabilitated with their families;
e) young people's needs are supported when they move into independent living;

184

f) there are improved outcomes for disabled children and young people, their parents, families and carers;

g) there are improved outcomes for children and young people who are the subject of court proceedings.

*8. Planning (part 2) - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Based on a critical analysis of all evidence, plan and co-ordinate the support and intervention required for children and young people in the two contexts you chose above. (Please give an overall rating for both.)

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*9. Review - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Critically review all information against plans in order to evaluate achievements and outcomes and identify required changes in accordance with statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*10. Formal Meetings - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Work with children, families and other professionals to develop a plan to respond to the assessed needs of specific children or young people; take part in statutory and other reviews and decision making forums, providing information, based on the plan, about children and families' needs. This may include representing their views.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*11. Recording - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Record, report and communicate using accurate, up-to-date, evidence based information, which differentiates between fact, views of those involved and professional judgements; ensuring that the information is expressed in plain English, taking account of requirements to respect service user confidentiality and statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*12. Communication - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Identify the communication needs of children, young people, their parents, families and carers, and use appropriate communication methods and techniques to engage them, ensuring the wishes and feelings of the child or young person are ascertained and taken into consideration before decisions are taken.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*13. Relationships - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Create and maintain effective relationships with children, young people their parents, families and carers that comply with statutory, organisational and local multi-agency requirements, using information about their life experiences, needs and expectations.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*14. Multi-Agency Working - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

When contributing to the work of multi-agency teams, apply their skills, knowledge and professional judgement within statutory, organisational and local multi-agency requirements, seeking appropriate direction from line managers/supervisors in situations of uncertainty.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*15. Disadvantaged Groups - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Identify and work with others to review the needs of and the support for specific children and young people from diverse and disadvantaged communities to improve their life chances, in accordance with statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*16. Professional Development - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Use self-reflection, supervision and development activities to improve your social work skills and knowledge.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*17. Professional Accountability - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Be accountable for their own behaviour and the quality of their work ensuring that they comply with GSCC Codes of Practice and the authority's requirements for conduct, performance and behaviour.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*18. Do you supervise any other NQSWs for whom you did not complete an efficacy rating for when we first sent the survey in May?

Yes
No

7. Efficacy - Supervisor Assessment of NQSW 3

So that the research team can match the responses of NQSWs and supervisors, please answer the following two questions about the NQSW you are supervising before completing the rating questions

*1. What are the FIRST two letters of THE NQSW THAT YOU SUPERVISE FIRST (given) name? e.g. If THEIR name is JAne, you should write: JA.

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").

*2. What are the LAST two letters of THE NQSW THAT YOU SUPERVISE LAST name? e.g. If THEIR last name is SmiTH, you should write TH.

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.

*3. What is the day and month of THE NQSW THAT YOU SUPERVISE birthday? e.g.19 (day) 04 (month).
Day   Month

*4. Is this NQSW an early starter or a late starter?
Nb. Early starters are those who commenced the programme before 1 December 2010, late starters are those who commenced the programme after this date.
Early starter
Late starter

The following "Outcome Statements" are set out in full in CWDC's "Newly Qualified Social Worker Programme: Outcome Statements and Guidance."

Please refer to this guidance and complete the rating scale for each statement. Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "Moderately confident"; 10 = "extremely confident".

*5. Referral - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Collect, accurately record and critically analyse all relevant information at the point when a referral is received or they assume responsibility for an existing case within their organisation, and take appropriate actions that fulfil statutory responsibilities to safeguard and promote the welfare of specific children, young people, their families and carers.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*6. Assessment - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Critically analyse all necessary information to produce assessments that comply with statutory, organisational and local multi-agency requirements, and that respond to the needs of specific children and young people and any current or emerging safeguarding issues.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*7. Planning (part 1)

First, in consultation with the NQSW, please identify TWO practice contexts (ONLY): These should be the ones they are working towards as part of their "Record of Achievement".
a) children and young people at risk of statutory intervention can safely have their needs addressed while remaining with their parents, families and carers
b) children and young people who are in need of protection from abuse, neglect, exploitation or significant harm are kept safe;
c) personalised support is provided that improves outcomes for specific children and young people where statutory requirements and powers have been used to place the child/young person with alternative carers;
d) there are sustained and improved outcomes for the children, young people, their parents, families and carers who are being and have been rehabilitated with their families;
e) young people's needs are supported when they move into independent living;
f) there are improved outcomes for disabled children and young people, their parents, families and carers;
g) there are improved outcomes for children and young people who are the subject of court proceedings.

*8. Planning (part 2) - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Based on a critical analysis of all evidence, plan and co-ordinate the support and intervention required for children and young people in the two contexts you chose above. (Please give an overall rating for both.)

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*9. Review - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Critically review all information against plans in order to evaluate achievements and outcomes and identify required changes in accordance with statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*10. Formal Meetings - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Work with children, families and other professionals to develop a plan to respond to the assessed needs of specific children or young people; take part in statutory and other reviews and decision making forums, providing information, based on the plan, about children and families' needs. This may include representing their views.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*11. Recording - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Record, report and communicate using accurate, up-to-date, evidence based information, which differentiates between fact, views of those involved and professional judgements; ensuring that the information is expressed in plain English, taking account of requirements to respect service user confidentiality and statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*12. Communication - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Identify the communication needs of children, young people, their parents, families and carers, and use appropriate communication methods and techniques to engage them, ensuring the wishes and feelings of the child or young person are ascertained and taken into consideration before decisions are taken.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*13. Relationships - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Create and maintain effective relationships with children, young people their parents, families and carers that comply with statutory, organisational and local multi-agency requirements, using information about their life experiences, needs and expectations.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*14. Multi-Agency Working - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

When contributing to the work of multi-agency teams, apply their skills, knowledge and professional judgement within statutory, organisational and local multi-agency requirements, seeking appropriate direction from line managers/supervisors in situations of uncertainty.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*15. Disadvantaged Groups - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Identify and work with others to review the needs of and the support for specific children and young people from diverse and disadvantaged communities to improve their life chances, in accordance with statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*16. Professional Development - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Use self-reflection, supervision and development activities to improve your social work skills and knowledge.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*17. Professional Accountability - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Be accountable for their own behaviour and the quality of their work ensuring that they comply with GSCC Codes of Practice and the authority's requirements for conduct, performance and behaviour.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*18. Do you supervise any other NQSWs for whom you did not complete an efficacy rating for when we first sent the survey in May?

Yes
No

8. Efficacy - Supervisor Assessment of NQSW 4

So that the research team can match the responses of NQSWs and supervisors, please answer the following two questions about the NQSW you are supervising before completing the rating questions

*1. What are the FIRST two letters of THE NQSW THAT YOU SUPERVISE FIRST (given) name? e.g. If THEIR name is JAne, you should write: JA.

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").

*2. What are the LAST two letters of THE NQSW THAT YOU SUPERVISE LAST name? e.g. If THEIR last name is SmiTH, you should write TH.

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.

*3. What is the day and month of THE NQSW THAT YOU SUPERVISE birthday? e.g.19 (day) 04 (month).
Day   Month

*4. Is this NQSW an early starter or a late starter?
Nb. Early starters are those who commenced the programme before 1 December 2010, late starters are those who commenced the programme after this date.
Early starter
Late starter

The following "Outcome Statements" are set out in full in CWDC's "Newly Qualified Social Worker Programme: Outcome Statements and Guidance."

Please refer to this guidance and complete the rating scale for each statement. Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "Moderately confident"; 10 = "extremely confident".

*5. Referral - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Collect, accurately record and critically analyse all relevant information at the point when a referral is received or they assume responsibility for an existing case within their organisation, and take appropriate actions that fulfil statutory responsibilities to

safeguard and promote the welfare of specific children, young people, their families and carers.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*6. Assessment - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Critically analyse all necessary information to produce assessments that comply with statutory, organisational and local multi-agency requirements, and that respond to the needs of specific children and young people and any current or emerging safeguarding issues.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*7. Planning (part 1)

First, in consultation with the NQSW, please identify TWO practice contexts (ONLY): These should be the ones they are working towards as part of their "Record of Achievement".
a) children and young people at risk of statutory intervention can safely have their needs addressed while remaining with their parents, families and carers
b) children and young people who are in need of protection from abuse, neglect, exploitation or significant harm are kept safe;
c) personalised support is provided that improves outcomes for specific children and young people where statutory requirements and powers have been used to place the child/young person with alternative carers;
d) there are sustained and improved outcomes for the children, young people, their parents, families and carers who are being and have been rehabilitated with their families;
e) young people's needs are supported when they move into independent living;
f) there are improved outcomes for disabled children and young people, their parents, families and carers;
g) there are improved outcomes for children and young people who are the subject of court proceedings.

*8. Planning (part 2) - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Based on a critical analysis of all evidence, plan and co-ordinate the support and intervention required for children and young people in the two contexts you chose above. (Please give an overall rating for both.)

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*9. Review - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Critically review all information against plans in order to evaluate achievements and outcomes and identify required changes in accordance with statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*10. Formal Meetings - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Work with children, families and other professionals to develop a plan to respond to the assessed needs of specific children or young people; take part in statutory and other reviews and decision making forums, providing information, based on the plan, about children and families' needs. This may include representing their views.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*11. Recording - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Record, report and communicate using accurate, up-to-date, evidence based information, which differentiates between fact, views of those involved and professional judgements; ensuring that the information is expressed in plain English, taking account of requirements to respect service user confidentiality and statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*12. Communication - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Identify the communication needs of children, young people, their parents, families and carers, and use appropriate communication methods and techniques to engage them, ensuring the wishes and feelings of the child or young person are ascertained and taken into consideration before decisions are taken.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*13. Relationships - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Create and maintain effective relationships with children, young people their parents, families and carers that comply with statutory, organisational and local multi-agency requirements, using information about their life experiences, needs and expectations.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*14. Multi-Agency Working - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

When contributing to the work of multi-agency teams, apply their skills, knowledge and professional judgement within statutory, organisational and local multi-agency requirements, seeking appropriate direction from line managers/supervisors in situations of uncertainty.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*15. Disadvantaged Groups - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Identify and work with others to review the needs of and the support for specific children and young people from diverse and disadvantaged communities to improve their life chances, in accordance with statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*16. Professional Development - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Use self-reflection, supervision and development activities to improve your social work skills and knowledge.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*17. Professional Accountability - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Be accountable for their own behaviour and the quality of their work ensuring that they comply with GSCC Codes of Practice and the authority's requirements for conduct, performance and behaviour.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*18. Do you supervise any other NQSWs for whom you did not complete an efficacy rating for when we first sent the survey in May?
Yes
No

9. Efficacy - Supervisor Assessment of NQSW 5

So that the research team can match the responses of NQSWs and supervisors, please answer the following two questions about the NQSW you are supervising before completing the rating questions

*1. What are the FIRST two letters of THE NQSW THAT YOU SUPERVISE FIRST (given) name? e.g. If THEIR name is JAne, you should write: JA.

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").

*2. What are the LAST two letters of THE NQSW THAT YOU SUPERVISE LAST name? e.g. If THEIR last name is SmiTH, you should write TH.

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.

*3. What is the day and month of THE NQSW THAT YOU SUPERVISE birthday? e.g.19 (day) 04 (month).
Day   Month

*4. Is this NQSW an early starter or a late starter?
Nb. Early starters are those who commenced the programme before 1 December 2010, late starters are those who commenced the programme after this date.
Early starter
Late starter

The following "Outcome Statements" are set out in full in CWDC's "Newly Qualified Social Worker Programme: Outcome Statements and Guidance."

Please refer to this guidance and complete the rating scale for each statement. Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "Moderately confident"; 10 = "extremely confident".

*5. Referral - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Collect, accurately record and critically analyse all relevant information at the point when a referral is received or they assume responsibility for an existing case within their organisation, and take appropriate actions that fulfil statutory responsibilities to safeguard and promote the welfare of specific children, young people, their families and carers.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*6. Assessment - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Critically analyse all necessary information to produce assessments that comply with statutory, organisational and local multi-agency requirements, and that respond to the needs of specific children and young people and any current or emerging safeguarding issues.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*7. Planning (part 1)

First, in consultation with the NQSW, please identify TWO practice contexts (ONLY): These should be the ones they are working towards as part of their "Record of Achievement".
a) children and young people at risk of statutory intervention can safely have their needs addressed while remaining with their parents, families and carers
b) children and young people who are in need of protection from abuse, neglect, exploitation or significant harm are kept safe;
c) personalised support is provided that improves outcomes for specific children and young people where statutory requirements and powers have been used to place the child/young person with alternative carers;
d) there are sustained and improved outcomes for the children, young people, their parents, families and carers who are being and have been rehabilitated with their families;
e) young people's needs are supported when they move into independent living;
f) there are improved outcomes for disabled children and young people, their parents, families and carers;
g) there are improved outcomes for children and young people who are the subject of court proceedings.

*8. Planning (part 2) - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Based on a critical analysis of all evidence, plan and co-ordinate the support and intervention required for children and young people in the two contexts you chose above. (Please give an overall rating for both.)

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*9. Review - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Critically review all information against plans in order to evaluate achievements and outcomes and identify required changes in accordance with statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*10. Formal Meetings - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Work with children, families and other professionals to develop a plan to respond to the assessed needs of specific children or young people; take part in statutory and other reviews and decision making forums, providing information, based on the plan, about children and families' needs. This may include representing their views.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*11. Recording - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Record, report and communicate using accurate, up-to-date, evidence based information, which differentiates between fact, views of those involved and professional judgements; ensuring that the information is expressed in plain English, taking account of requirements to respect service user confidentiality and statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*12. Communication - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Identify the communication needs of children, young people, their parents, families and carers, and use appropriate communication methods and techniques to engage them, ensuring the wishes and feelings of the child or young person are ascertained and taken into consideration before decisions are taken.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*13. Relationships - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Create and maintain effective relationships with children, young people their parents, families and carers that comply with statutory, organisational and local multi-agency requirements, using information about their life experiences, needs and expectations.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*14. Multi-Agency Working - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

When contributing to the work of multi-agency teams, apply their skills, knowledge and professional judgement within statutory, organisational and local multi-agency requirements, seeking appropriate direction from line managers/supervisors in situations of uncertainty.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*15. Disadvantaged Groups - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Identify and work with others to review the needs of and the support for specific children and young people from diverse and disadvantaged communities to improve their life chances, in accordance with statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*16. Professional Development - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Use self-reflection, supervision and development activities to improve your social work skills and knowledge.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*17. Professional Accountability - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Be accountable for their own behaviour and the quality of their work ensuring that they comply with GSCC Codes of Practice and the authority's requirements for conduct, performance and behaviour.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

10. Comments

1. Do you have any reflections on your experience and learning from participating in the NQSW Programme so far?

11. 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.

If you supervise any social workers who are participating in the Early Professional Development (EPD) Programme then we will also be asking you shortly to complete a survey regarding those social workers.

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

1. INTRODUCTION

Welcome. Thank you for responding to this questionnaire for the supervisors of newly qualified social workers (NQSWs). 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 NQSW programme. This survey is being carried out by the University of Bristol as part of this evaluation.

You may recall that we sent you a questionnaire back in May 2011 asking you about the NQSWs who started the programme in its third year (between September 2010 and Febraury 2011). We are now asking you to complete the survey again about the same NQSWs so that we can see if your responses have changed. PLEASE COMPLETE THIS SURVEY EVEN IF YOU DID NOT DO SO ON THE PREVIOUS OCCASSIONS AS YOUR RESPONSES ARE STILL VALUABLE.

Some of you may also recall a previous questionnaire that we sent about NQSWs that you may have supervised in the first and second year of the NQSW Programme, and about social workers who are participating in the first year of the Early Professional Development (EPD) Programme. THIS SURVEY HOWEVER, RELATES SPECIFICALLY TO NQSWS WHO STARTED THE PROGRAMME IN ITS THIRD YEAR (BETWEEN SEPTEMBER 2010 AND FEBRAURY 2011).

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.

The survey will take approximately 10-20 minutes depending on the number of NQSWs you supervised.

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 different occasions you are asked to complete the questionnaire.

The personal information which you provide in the first section of this survey 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? e.g. If your 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 about 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).
Day   Month

4. Did you Supervise any NQSWs in the third year of the programme (i.e. who started after 1 September 2010)
Yes
No

2. DEMOGRAPHICS

*5. What gender are you?
Male
Female

*6. What is your ethnicity?
White
Black British
Asian British
Black
Asian
Chinese British
Mixed Race
Chinese
Other (please specify)

*7. What age are you?
21-30
31-40
41-50
51+

*8. What type of agency do you work for?
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

*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)
South East
West Midlands
Yorkshire
North West
North East
East Midlands
South West
East

*10. Are you
A line manager of the NQSW(s) you are supervising
Not a line manager of the NQSW(s) you are supervising
A freelance supervisor working under contract to the authority
Other (please specify in the space provided below)

*11. Please tell us your status with regard to the CWDC supervisors' training:
I have attended the first two-day block of training
I have attended the first two-day block of training and the final third day of training
I will not be completing the CWDC supervisory training
I have not heard about the CWDC supervisory training programme

Please comment if you wish

3. Overall NQSW Efficacy

12. Thinking specifically about the NQSWs in your organisation who started the NQSW programme since September 2010, on a scale of 1-10, how would you rate your confidence in their efficacy as children and families social workers
1 Extremely unconfident, 5 Neither confident or unconfident, 10 Extremely confident
At the start of the programme
At the end of the programme

4. Self Efficacy in Supervision

The following statements are derived from both the CWDC Supervisors' Handbook and the "Unit of Competence" section in the Skills for Care and CWDC's publication 'Providing Effective supervision: a workforce development tool' (2007) (www.skillsforcare.org.uk).

*13. Supervision systems - How confident are you that, AT THIS POINT IN TIME, you can:

Engage and maintain the NQSW(s) in a purposeful and supportive supervisory working relationship.

Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 "extremely confident".

*14. Professional development and training - How confident are you that, AT THIS POINT IN TIME, you can:

Help identify NQSWs' strengths and learning needs and integrate them within development and training plans.

Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 "extremely confident".

*15. Supervisory interventions - How confident are you that, AT THIS POINT IN TIME, you can:

Plan, deliver and review supervisory interventions which assist NQSWs in achieving the 11 Outcome Statements.

Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 "extremely confident".

*16. Identifying difficulties - How confident are you that, AT THIS POINT IN TIME, you can:

Help NQSWs identify and overcome any particular difficulties, such as work conflicts and other pressures.

Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 "extremely confident".

*17. Supporting - How confident are you that, AT THIS POINT IN TIME, you can:

Assist NQSWs to understand the emotional impact of their work and seek appropriate specialist support if needed.

Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 "extremely confident".

*18. Workload - How confident are you that, AT THIS POINT IN TIME, you can:

Ensure NQSWs' workload is effectively allocated, managed and reviewed, with clarity about accountability.

Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 "extremely confident".

*19. Practice - How confident are you that, AT THIS POINT IN TIME, you can:

Facilitate reflective and analytical thinking and promote decision making by NQSWs based on careful evaluation of available evidence.

Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 "extremely confident".

*20. User-centred practice - How confident are you that, AT THIS POINT IN TIME, you can:

Help ensure that a NQSW's work with service users is outcomes-focused and that users' views are taken into account in service design and delivery.

Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 "extremely confident".

*21. Feedback on practice - How confident are you that, AT THIS POINT IN TIME, you can:

Obtain and give timely feedback on a NQSW's practice, including feedback from service users.

Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 "extremely confident".

*22. 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.

Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 "extremely confident".

5. Efficacy - Supervisor's Assessment of NQSW

To complete the first part of the following section you will need to liaise with the NQSW 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 three.

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.

If you supervise more than one NQSW, you will have the opportunity at the end of this questionnaire to complete it again in relation to each NQSW that you supervise.

So that the research team can match the responses of NQSWs and supervisors, please answer the following two questions about the NQSW you are supervising before completing the rating questions

*23. What are the FIRST two letters of THE NQSW THAT YOU SUPERVISE FIRST (given) name? e.g. If THEIR name is JAne, you should write: JA.

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").

*24. What are the LAST two letters of THE NQSW THAT YOU SUPERVISE LAST name? e.g. If THEIR last name is SmiTH, you should write TH.

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.

*25. What is the day and month of THE NQSW THAT YOU SUPERVISE birthday? e.g.19 (day) 04 (month).
Day   Month

*26. Did this NQSW start between September 2010 and November 2010 or between December 2010 and February 2011?
September 2010 to November 2010
December 2010 to February 2011

The following "Outcome Statements" are set out in full in CWDC's "Newly Qualified Social Worker Programme: Outcome Statements and
Guidance."

Please refer to this guidance and complete the rating scale for each statement. Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 = "extremely confident".

*27. Referral - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Collect, accurately record and critically analyse all relevant information at the point when a referral is received or they assume responsibility for an existing case within their organisation, and take appropriate actions that fulfil statutory responsibilities to safeguard and promote the welfare of specific children, young people, their families and carers.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*28. Assessment - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Critically analyse all necessary information to produce assessments that comply with statutory, organisational and local multi-agency requirements, and that respond to the needs of specific children and young people and any current or emerging safeguarding issues.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*29. Planning (part 1)

First, in consultation with the NQSW, please identify TWO practice contexts (ONLY): These should be the ones they are working towards as part of their "Record of Achievement".
a) children and young people at risk of statutory intervention can safely have their needs addressed while remaining with their parents, families and carers
b) children and young people who are in need of protection from abuse, neglect, exploitation or significant harm are kept safe;
c) personalised support is provided that improves outcomes for specific children and young people where statutory requirements and powers have been used to place the child/young person with alternative carers;
d) there are sustained and improved outcomes for the children, young people, their parents, families and carers who are being and have been rehabilitated with their families;
e) young people's needs are supported when they move into independent living;
f) there are improved outcomes for disabled children and young people, their parents, families and carers;
g) there are improved outcomes for children and young people who are the subject of court proceedings.

*30. Planning (part 2) - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Based on a critical analysis of all evidence, plan and co-ordinate the support and intervention required for children and young people in the two contexts you chose above. (Please give an overall rating for both.)

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*31. Review - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Critically review all information against plans in order to evaluate achievements and outcomes and identify required changes in accordance with statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*32. Formal Meetings - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Work with children, families and other professionals to develop a plan to respond to the assessed needs of specific children or young people; take part in statutory and other reviews and decision making forums, providing information, based on the plan, about children and families' needs. This may include representing their views.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*33. Recording - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Record, report and communicate using accurate, up-to-date, evidence based information, which differentiates between fact, views of those involved and professional judgements; ensuring that the information is expressed in plain English, taking account of requirements to respect service user confidentiality and statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*34. Communication - How confident are you that, AT THIS POINT IN TIME, the NQSW
can:

Identify the communication needs of children, young people, their parents, families and carers, and use appropriate communication methods and techniques to engage them, ensuring the wishes and feelings of the child or young person are ascertained and taken into consideration before decisions are taken.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*35. Relationships - How confident are you that, AT THIS POINT IN TIME, the NQSW
can:

Create and maintain effective relationships with children, young people their parents, families and carers that comply with statutory, organisational and local multi-agency requirements, using information about their life experiences, needs and expectations.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*36. Multi-Agency Working - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

When contributing to the work of multi-agency teams, apply their skills, knowledge and professional judgement within statutory, organisational and local multi-agency requirements, seeking appropriate direction from line managers/supervisors in situations of uncertainty.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*37. Disadvantaged Groups - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Identify and work with others to review the needs of and the support for specific children and young people from diverse and disadvantaged communities to improve their life chances, in accordance with statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*38. Professional Development - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Use self-reflection, supervision and development activities to improve your social work skills and knowledge.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*39. Professional Accountability - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Be accountable for their own behaviour and the quality of their work ensuring that they comply with GSCC Codes of Practice and the authority's requirements for conduct, performance and behaviour.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*40. Do you supervise any other NQSWs who started the NQSW programe since September 2010?

Yes
No

6. Efficacy - Supervisor Assessment of NQSW 2

So that the research team can match the responses of NQSWs and supervisors, please answer the following two questions about the NQSW you are supervising before completing the rating questions

*41. What are the FIRST two letters of THE NQSW THAT YOU SUPERVISE FIRST (given) name? e.g. If THEIR name is JAne, you should write: JA.

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").

*42. What are the LAST two letters of THE NQSW THAT YOU SUPERVISE LAST name? e.g. If THEIR last name is SmiTH, you should write TH.

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.

*43. What is the day and month of THE NQSW THAT YOU SUPERVISE birthday? e.g.19 (day) 04 (month).

Day   Month

*44. Did this NQSW start between September 2010 and November 2010 or between December 2010 and February 2011?
September 2010 to November 2010
December 2010 to February 2011

The following "Outcome Statements" are set out in full in CWDC's "Newly Qualified Social Worker Programme: Outcome Statements and Guidance."

Please refer to this guidance and complete the rating scale for each statement. Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 = "extremely confident".

*45. Referral - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Collect, accurately record and critically analyse all relevant information at the point when a referral is received or they assume responsibility for an existing case within their organisation, and take appropriate actions that fulfil statutory responsibilities to safeguard and promote the welfare of specific children, young people, their families and carers.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*46. Assessment - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Critically analyse all necessary information to produce assessments that comply with statutory, organisational and local multi-agency requirements, and that respond to the needs of specific children and young people and any current or emerging safeguarding issues.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

    1

*47. Planning (part 1)

First, in consultation with the NQSW, please identify TWO practice contexts (ONLY): These should be the ones they are working towards as part of their "Record of Achievement".
a) children and young people at risk of statutory intervention can safely have their needs addressed while remaining with their parents, families and carers

b) children and young people who are in need of protection from abuse, neglect, exploitation or significant harm are kept safe;
c) personalised support is provided that improves outcomes for specific children and young people where statutory requirements and powers have been used to place the child/young person with alternative carers;
d) there are sustained and improved outcomes for the children, young people, their parents, families and carers who are being and have been rehabilitated with their families;
e) young people's needs are supported when they move into independent living;
f) there are improved outcomes for disabled children and young people, their parents, families and carers;
g) there are improved outcomes for children and young people who are the subject of court proceedings.

*48. Planning (part 2) - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Based on a critical analysis of all evidence, plan and co-ordinate the support and intervention required for children and young people in the two contexts you chose above. (Please give an overall rating for both.)

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*49. Review - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Critically review all information against plans in order to evaluate achievements and outcomes and identify required changes in accordance with statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*50. Formal Meetings - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Work with children, families and other professionals to develop a plan to respond to the assessed needs of specific children or young people; take part in statutory and other reviews and decision making forums, providing information, based on the plan, about children and families' needs. This may include representing their views.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*51. Recording - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Record, report and communicate using accurate, up-to-date, evidence based information, which differentiates between fact, views of those involved and professional judgements; ensuring that the information is expressed in plain English,

taking account of requirements to respect service user confidentiality and statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*52. Communication - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Identify the communication needs of children, young people, their parents, families and carers, and use appropriate communication methods and techniques to engage them, ensuring the wishes and feelings of the child or young person are ascertained and taken into consideration before decisions are taken.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*53. Relationships - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Create and maintain effective relationships with children, young people their parents, families and carers that comply with statutory, organisational and local multi-agency requirements, using information about their life experiences, needs and expectations.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*54. Multi-Agency Working - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

When contributing to the work of multi-agency teams, apply their skills, knowledge and professional judgement within statutory, organisational and local multi-agency requirements, seeking appropriate direction from line managers/supervisors in situations of uncertainty.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*55. Disadvantaged Groups - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Identify and work with others to review the needs of and the support for specific children and young people from diverse and disadvantaged communities to improve their life chances, in accordance with statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*56. Professional Development - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Use self-reflection, supervision and development activities to improve your social work skills and knowledge.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*57. Professional Accountability - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Be accountable for their own behaviour and the quality of their work ensuring that they comply with GSCC Codes of Practice and the authority's requirements for conduct, performance and behaviour.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*58. Do you supervise any other NQSWs who started the programme since September 2010?
Yes
No

7. Efficacy - Supervisor Assessment of NQSW 3

So that the research team can match the responses of NQSWs and supervisors, please answer the following two questions about the NQSW you are supervising before completing the rating questions
*59. What are the FIRST two letters of THE NQSW THAT YOU SUPERVISE FIRST (given) name? e.g. If THEIR name is JAne, you should write: JA.

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").

*60. What are the LAST two letters of THE NQSW THAT YOU SUPERVISE LAST name? e.g. If THEIR last name is SmiTH, you should write TH.

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.

*61. What is the day and month of THE NQSW THAT YOU SUPERVISE birthday? e.g.19 (day) 04 (month).
Day   Month

*62. Did this NQSW start between September 2010 and November 2010 or between December 2010 and February 2011?
September 2010 to November 2010
December 2010 to February 2011

The following "Outcome Statements" are set out in full in CWDC's "Newly Qualified Social Worker Programme: Outcome Statements and Guidance."

Please refer to this guidance and complete the rating scale for each statement. Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "Moderately confident"; 10 = "extremely confident".

*63. Referral - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Collect, accurately record and critically analyse all relevant information at the point when a referral is received or they assume responsibility for an existing case within their organisation, and take appropriate actions that fulfil statutory responsibilities to safeguard and promote the welfare of specific children, young people, their families and carers.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*64. Assessment - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Critically analyse all necessary information to produce assessments that comply with statutory, organisational and local multi-agency requirements, and that respond to the needs of specific children and young people and any current or emerging safeguarding issues.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*65. Planning (part 1)

First, in consultation with the NQSW, please identify TWO practice contexts (ONLY): These should be the ones they are working towards as part of their "Record of Achievement".
a) children and young people at risk of statutory intervention can safely have their needs addressed while remaining with their parents, families and carers
b) children and young people who are in need of protection from abuse, neglect, exploitation or significant harm are kept safe;
c) personalised support is provided that improves outcomes for specific children and young people where statutory requirements and powers have been used to place the child/young person with alternative carers;
d) there are sustained and improved outcomes for the children, young people, their parents, families and carers who are being and have been rehabilitated with their families;
e) young people's needs are supported when they move into independent living;
f) there are improved outcomes for disabled children and young people, their parents, families and carers;
g) there are improved outcomes for children and young people who are the subject of court proceedings.

66. Planning (part 2) - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Based on a critical analysis of all evidence, plan and co-ordinate the support and intervention required for children and young people in the two contexts you chose above. (Please give an overall rating for both.)

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

67. Review - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Critically review all information against plans in order to evaluate achievements and outcomes and identify required changes in accordance with statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*68. Formal Meetings - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Work with children, families and other professionals to develop a plan to respond to the assessed needs of specific children or young people; take part in statutory and other reviews and decision making forums, providing information, based on the plan, about children and families' needs. This may include representing their views.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*69. Recording - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Record, report and communicate using accurate, up-to-date, evidence based information, which differentiates between fact, views of those involved and professional judgements; ensuring that the information is expressed in plain English, taking account of requirements to respect service user confidentiality and statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

70. Communication - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Identify the communication needs of children, young people, their parents, families and carers, and use appropriate communication methods and techniques to engage them, ensuring the wishes and feelings of the child or young person are ascertained and taken into consideration before decisions are taken.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

71. Relationships - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Create and maintain effective relationships with children, young people their parents, families and carers that comply with statutory, organisational and local multi-agency requirements, using information about their life experiences, needs and expectations.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*72. Multi-Agency Working - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

When contributing to the work of multi-agency teams, apply their skills, knowledge and professional judgement within statutory, organisational and local multi-agency requirements, seeking appropriate direction from line managers/supervisors in situations of uncertainty.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

73. Disadvantaged Groups - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Identify and work with others to review the needs of and the support for specific children and young people from diverse and disadvantaged communities to improve their life chances, in accordance with statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*74. Professional Development - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Use self-reflection, supervision and development activities to improve your social work skills and knowledge.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*75. Professional Accountability - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Be accountable for their own behaviour and the quality of their work ensuring that they comply with GSCC Codes of Practice and the authority's requirements for conduct, performance and behaviour.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*76. Do you supervise any other NQSWs who started the programme since September 2010?
Yes
No

8. Efficacy - Supervisor Assessment of NQSW 4

So that the research team can match the responses of NQSWs and supervisors, please answer the following two questions about the NQSW you are supervising before completing the rating questions

*77. What are the FIRST two letters of THE NQSW THAT YOU SUPERVISE FIRST (given) name? e.g. If THEIR name is JAne, you should write: JA.

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").

*78. What are the LAST two letters of THE NQSW THAT YOU SUPERVISE LAST name? e.g. If THEIR last name is SmiTH, you should write TH.

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.

*79. What is the day and month of THE NQSW THAT YOU SUPERVISE birthday? e.g.19 (day) 04 (month).
Day   Month

*80. Did this NQSW start between September 2010 and November 2010 or between December 2010 and February 2011?
September 2010 to November 2010
December 2010 to February 2011

The following "Outcome Statements" are set out in full in CWDC's "Newly Qualified Social Worker Programme: Outcome Statements and Guidance."

Please refer to this guidance and complete the rating scale for each statement. Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 = "extremely confident".

*81. Referral - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Collect, accurately record and critically analyse all relevant information at the point when a referral is received or they assume responsibility for an existing case within their organisation, and take appropriate actions that fulfil statutory responsibilities to safeguard and promote the welfare of specific children, young people, their families and carers.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*82. Assessment - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Critically analyse all necessary information to produce assessments that comply with statutory, organisational and local multi-agency requirements, and that respond to the needs of specific children and young people and any current or emerging safeguarding issues.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*83. Planning (part 1)

First, in consultation with the NQSW, please identify TWO practice contexts (ONLY): These should be the ones they are working towards as part of their "Record of Achievement".
a) children and young people at risk of statutory intervention can safely have their needs addressed while remaining with their parents, families and carers
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d) there are sustained and improved outcomes for the children, young people, their parents, families and carers who are being and have been rehabilitated with their families;
e) young people's needs are supported when they move into independent living;
f) there are improved outcomes for disabled children and young people, their parents, families and carers;
g) there are improved outcomes for children and young people who are the subject of court proceedings.

*84. Planning (part 2) - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Based on a critical analysis of all evidence, plan and co-ordinate the support and intervention required for children and young people in the two contexts you chose above. (Please give an overall rating for both.)

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*85. Review - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Critically review all information against plans in order to evaluate achievements and outcomes and identify required changes in accordance with statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*86. Formal Meetings - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Work with children, families and other professionals to develop a plan to respond to the assessed needs of specific children or young people; take part in statutory and other reviews and decision making forums, providing information, based on the plan, about children and families' needs. This may include representing their views.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*87. Recording - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Record, report and communicate using accurate, up-to-date, evidence based information, which differentiates between fact, views of those involved and professional judgements; ensuring that the information is expressed in plain English, taking account of requirements to respect service user confidentiality and statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*88. Communication - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Identify the communication needs of children, young people, their parents, families and carers, and use appropriate communication methods and techniques to engage them, ensuring the wishes and feelings of the child or young person are ascertained and taken into consideration before decisions are taken.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*89. Relationships - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Create and maintain effective relationships with children, young people their parents, families and carers that comply with statutory, organisational and local multi-agency requirements, using information about their life experiences, needs and expectations.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*90. Multi-Agency Working - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

When contributing to the work of multi-agency teams, apply their skills, knowledge and professional judgement within statutory, organisational and local multi-agency requirements, seeking appropriate direction from line managers/supervisors in situations of uncertainty.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*91. Disadvantaged Groups - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Identify and work with others to review the needs of and the support for specific children and young people from diverse and disadvantaged communities to improve their life chances, in accordance with statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*92. Professional Development - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Use self-reflection, supervision and development activities to improve your social work skills and knowledge.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*93. Professional Accountability - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Be accountable for their own behaviour and the quality of their work ensuring that they comply with GSCC Codes of Practice and the authority's requirements for conduct, performance and behaviour.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*94. Do you supervise any other NQSWs who started the programme since September 2010?
Yes
No

9. Efficacy - Supervisor Assessment of NQSW 5

So that the research team can match the responses of NQSWs and supervisors, please answer the following two questions about the NQSW you are supervising before completing the rating questions
*95. What are the FIRST two letters of THE NQSW THAT YOU SUPERVISE FIRST (given) name? e.g. If THEIR name is JAne, you should write: JA.

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").

*96. What are the LAST two letters of THE NQSW THAT YOU SUPERVISE LAST name? e.g. If THEIR last name is SmiTH, you should write TH.

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.

*97. What is the day and month of THE NQSW THAT YOU SUPERVISE birthday? e.g.19 (day) 04 (month).
Day   Month

*98. Did this NQSW start between September 2010 and November 2010 or between December 2010 and February 2011?
September 2010 to November 2010
December 2010 to February 2011

The following "Outcome Statements" are set out in full in CWDC's "Newly Qualified Social Worker Programme: Outcome Statements and Guidance."

Please refer to this guidance and complete the rating scale for each statement. Please give a rating from 1 to 10, where 1 = "not at all confident"; 5 = "moderately confident"; 10 = "extremely confident".

*99. Referral - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Collect, accurately record and critically analyse all relevant information at the point when a referral is received or they assume responsibility for an existing case within their organisation, and take appropriate actions that fulfil statutory responsibilities to safeguard and promote the welfare of specific children, young people, their families and carers.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*100. Assessment - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Critically analyse all necessary information to produce assessments that comply with statutory, organisational and local multi-agency requirements, and that respond to

the needs of specific children and young people and any current or emerging safeguarding issues.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*101. Planning (part 1)

First, in consultation with the NQSW, please identify TWO practice contexts (ONLY): These should be the ones they are working towards as part of their "Record of Achievement".
a) children and young people at risk of statutory intervention can safely have their needs addressed while remaining with their parents, families and carers
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c) personalised support is provided that improves outcomes for specific children and young people where statutory requirements and powers have been used to place the child/young person with alternative carers;
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e) young people's needs are supported when they move into independent living;
f) there are improved outcomes for disabled children and young people, their parents, families and carers;
g) there are improved outcomes for children and young people who are the subject of court proceedings.

*102. Planning (part 2) - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Based on a critical analysis of all evidence, plan and co-ordinate the support and intervention required for children and young people in the two contexts you chose above. (Please give an overall rating for both.)

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*103. Review - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Critically review all information against plans in order to evaluate achievements and outcomes and identify required changes in accordance with statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*104. Formal Meetings - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Work with children, families and other professionals to develop a plan to respond to the assessed needs of specific children or young people; take part in statutory and other reviews and decision making forums, providing information, based on the plan, about children and families' needs. This may include representing their views.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*105. Recording - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Record, report and communicate using accurate, up-to-date, evidence based information, which differentiates between fact, views of those involved and professional judgements; ensuring that the information is expressed in plain English, taking account of requirements to respect service user confidentiality and statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*106. Communication - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Identify the communication needs of children, young people, their parents, families and carers, and use appropriate communication methods and techniques to engage them, ensuring the wishes and feelings of the child or young person are ascertained and taken into consideration before decisions are taken.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*107. Relationships - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Create and maintain effective relationships with children, young people their parents, families and carers that comply with statutory, organisational and local multi-agency requirements, using information about their life experiences, needs and expectations.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*108. Multi-Agency Working - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

When contributing to the work of multi-agency teams, apply their skills, knowledge and professional judgement within statutory, organisational and local multi-agency requirements, seeking appropriate direction from line managers/supervisors in situations of uncertainty.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*109. Disadvantaged Groups - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Identify and work with others to review the needs of and the support for specific children and young people from diverse and disadvantaged communities to improve their life chances, in accordance with statutory, organisational and local multi-agency requirements.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*110. Professional Development - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Use self-reflection, supervision and development activities to improve your social work skills and knowledge.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

*111. Professional Accountability - How confident are you that, AT THIS POINT IN TIME, the NQSW can:

Be accountable for their own behaviour and the quality of their work ensuring that they comply with GSCC Codes of Practice and the authority's requirements for conduct, performance and behaviour.

Please give a rating from 0 to 10 where 0 = "not at all confident"; 5 = "moderately confident"; 10 = 'extremely confident"

10. Comments

112. Do you have any reflections on your experience and learning from participating in the NQSW Programme so far?

11. 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.

If you supervise any social workers who are participating in the Early Professional Development (EPD) Programme then we will also be asking you shortly to complete a survey regarding those social workers.

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. Personal interview schedule – programme co-ordinators

1. Experience of programme co-ordinator of NQSW Pilot programme

Are you a permanent member of staff, or freelance consultant?
Have you been involved with the NQSW Pilot programme previously?

If yes – What did you learn from your previous experience?
Have you approached your role within the pilot programme differently, if so, how?

If no – go to question below

Are you involved in the EPD Pilot programme in your organisation?

2. Impact on the wider organisation
General question: Overall, from your perspective, how has the NQSW Pilot impacted on your organisation to date?

Areas to cover:
- General perception of the programme
- Visibility of the programme
- Costs (resources; staff time; capacity to undertake core tasks etc.) of the programme to the wider organisation
- Benefits to the wider organisation
- Overall, which aspects of the programme have made the most difference
- In your view how well has the programme has been implemented in (a) your organisation and (b) by CWDC
- Recruitment and retention of social workers, in general, and NQSWs, in particular

3. Training Plans

General question: How has your organisation supported newly qualified social workers in developing and implementing their NQSW training plans?

Explore:
a) how you personally have supported NQSWs, and supervisors
b) how the organisation has supported them

Areas to cover:
- Process of developing NQSW training plan
- Did NQSWs come with a copy of their final placement report and Personal Development Plan from their HEIs?
- If so, how have they been used to contribute to training plans?
- Have these been shared and contributed
- Whether the training plan meets individual needs
- Extent to which plans have been implemented

225

– Completed copies of three monthly reviews

4. Workload
As a preamble to this question the facilitator will provide a brief statement of the workload expectations of the NQSW Pilot programme.

General question: How and to what extent do your NQSWs' workloads meet the expectations of the NQSW pilot programme?

Areas to cover:
– Size and complexity of workloads compared with 90 per cent recommendation for social workers in their second or third year of practice
– Extent to which participants achieve the recommended 10 per cent protected time
– Process of managing workloads, and barriers and enablers to achieving recommended levels

5. Portfolio and record of achievement

How have you supported NQSWs to develop their record of achievement and supporting portfolio of evidence?

Explore both:
a) how you personally have supported NQSWs and supervisors
b) how the organisation has supported them

Areas to cover:
– Supported professional development of NQSWs and supervisors
– Ease /difficulty in which NQSWs 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)
– Extent to which the record of achievement and portfolio support the NQSW Pilot Programme objective of improving the quality of training and skills for child and family social workers
– Has NQSW been linked to PQ? If so, why?

6. Support for supervisors

General question: What have your experiences been of training and support for supervisors?

Areas to cover:
– Whether and how it has led to good quality, developmental supervision?
– Whether and how supervisors feel supported by the arrangements?
– Extent to which they feel CWDC training provided enough details of how the NQSW Pilot programme works
– Model to deliver supervision and rationale?
– Extent to which supervision promotes professional development
– Extent to which supervisors have had the opportunity to share experience.

7. Assessed year in employment

<u>How, if at all do you think the NQSW pilot programme could inform the development of the assessed year in employment?</u>

Areas to cover
- Elements for inclusion or exclusion

8. Conclusion

<u>Is there anything you would like to add about the NQSW pilot that you have not had an opportunity to discuss in answering the questions so far?</u>

Would you like to correct, amend or withdraw any statements made earlier?

Statement: Thank you for participating in this study

Appendix 10. 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.

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 NQSW Pilot 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

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/Team Manager)
   c) Staff Development Manager
   d) Other (please specify)

2) What type of social work/care employer is your organisation?
   a) Local Authority
   b) Charity/Not for Profit

3) Size of organisation (no. of paid employees in social work/care)
   a) 10 or fewer
   b) 11-50
   c) 51-100
   d) 101-200
   e) 201+

4) To what extent are you aware of the NQSW Pilot programme, and what is the extent and nature of your involvement in the programme?

5) Was your organisation involved with the NQSW Pilot programme last year? If so, have you introduced any changes as a result of last year's experience?

6) Are you also involved in an EPD pilot programme in your organisation?

Section Two: Recruitment and retention of social workers in your organisation

7) Prior to September 2008 (or when your organisation joined the NQSW Pilot programme what, if any, difficulties has your organisation experienced with recruitment and retention of children and family social workers?

a) In general
b) Specifically in respect of NQSWs

8) Has the NQSW Pilot programme affected your recruitment and / or retention strategies? If so, how?

a) Have you recruited more or less NQSWs or more experienced staff? If so please discuss reasoning behind this.
b) Have you had any specific problems with recruiting NQSWs

Section Three: Support to newly qualified social workers in your organisation

9) How effectively do you think your organisation supported NQSWs prior to the introduction of the NQSWs Pilot programme in September 2008 (or 2009 for new organisations)?

10) Has this support changed as a result of the introduction of the NQSW Pilot programme? If so, how?

Section Four: Implementation of the NQSWs Pilot programme in your organisation

11) Overall, how effectively do you believe your organisation has implemented the NQSW pilot programme?

Prompts:
a) General perception of the programme
b) How visible is the programme in your organisation?
c) Which elements have been successful/ unsuccessful? (e.g. workload relief both for NQSWs and cover arrangements; supervision; training plans, record of achievement, portfolios)
d) Models of supervision and rationale
e) How successful/unsuccessful has the programme been in improving outcomes (for NQSWs and their clients)?
f) Which aspects of the programme have had the biggest impact on NQSWs and the organisation
g) Any general issues around training and development in your organisation at present?

12) Have there been benefits and / or costs to your organisation that have occurred as a result of the introduction of the NQSW Pilot programme? If so, please discuss.

Section Five: NQSW Pilot programme and the assessed year in employment

13) How, if at all do you think the NQSW pilot programme could inform the development of the assessed year in employment?

Areas to cover
  – Elements for inclusion or exclusion –

Section 6 Conclusion

14) Is there anything you would like to add about the NQSW Pilot programme that you have not had an opportunity to discuss in answering the questions so far?

15) 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 – NQSW groups

1. Introduction

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 prior to undertaking their first social work role.

<u>General question: What were your expectations of social work with children and families when you took up your post as a NQSW?</u>

Areas to cover:
- Positive features and anticipated challenges. What shaped these expectations?

<u>Then</u>

<u>General question: How does the reality of your experience of working as a NQSW with children and families compare with your expectations?</u>

Areas to cover:
- Positive features and challenges of working as a newly qualified social worker with children and families
- Have recent developments in social work policy had an impact on your perception of the challenges of working as a NQSW? (Also explore whether this has impacted on their self-worth / motivation / confidence, etc.)

(Note: group leaders should try to take discussion of positives after the difficulties have been dealt with, in order to help create a constructive working climate for discussion of more difficult issues subsequently)

2. Training

What were your training and development needs when you took up your post as NQSW?

<u>Then</u>

<u>General question: What are your experiences of the Newly Qualified Social Workers Pilot programme? (Need to distinguish between NQSWs general perception of the programme and specific implementation issues faced within their organisation).</u>

Areas to cover:
- Strengths and weaknesses
- Did you share a copy of your final placement report and Personal Development Plan with your line manager?
- If so, have they been used to contribute to training plans?

– Extent to which the programme has met, or is meeting, individual's training and professional development needs in the first year as a NQSW working with children and families
– Understanding of which elements of the programme are felt to have made the most difference

3. Workload

General question: To what extent do your workloads meet the expectations of the NQSW pilot programme?

Areas to cover:
– Size and complexity of workloads compared with 90 per cent recommendation of the workload for an experienced social worker
– Use made of the recommended 10 per cent protected time in comparison to a social worker in their second or third year of employment
– Who ensures that this time is protected
– Organisational arrangements to ensure time is protected
– Managing workloads: processes used

4. Supervision

General question: What have your experiences been of supervision since taking up your post as a newly qualified social worker?

Areas to cover:
– Who provides supervision (Team Manager/Senior Practitioner/ external person/ other)?
– Degree of satisfaction
– Frequency and content of supervision: extent used to discuss NQSW Pilot programme (e.g. for developing NQSW training plan)
– Supervision agreement/contract in place
– Extent to which supervision is experienced as supportive: (Morrisson's four headings management, development, support and mediation) Example of reflective discussion
– Extent of supervisors knowledge of the NQSW Pilot programme
– Time for reflection?
– Extent to which supervision promotes professional development
– If supervisor is not the line manager check how supervision is linked to work allocation

5. Portfolio and record of achievement

General question: What have your experiences been of developing your record of achievement and supporting portfolio of evidence?

Areas to cover:
- Extent to which these items have supported your professional development: contribution to NQSW Pilot programme objective of improving the quality of training and skills for child and family social workers.
- Usefulness of outcome statements
- Do the outcome statements cover what you see as the key activities of a NQSW?
  - Are they appropriate in terms of content and number i.e. do they cover what a NQSW should know, understand and be able to achieve?
  - Are they set at the right level?
  - Ease in which NQSWs have been able to meet outcome statements – any particular ones causing difficulties (if so note role of NQSW)
  - Rewarding or a burden to complete
  - Process of completion; extent of help and support
- Has NQSW PP been linked to PQ? If so has this helped with completion of portfolio and professional/personal development

6.   Conclusion

Overall, which aspect(s) of the NQSW pilot programme do you feel have made the most difference to you in terms of improving your skills, competence and confidence as a children's social worker?

Any comments re assessed year in employment?

Is there anything you would like to add about the NQSW pilot that you have not had an opportunity to discuss in answering the questions so far?

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

1. Experience of supervisor/manager of NQSW Pilot programme

<u>Were you involved with the 2008 NQSW Pilot programme?</u>

<u>If yes</u> – What did you learn from your previous experience?
Have you approached this experience differently, if so, how?

<u>If no – go to question below</u>

Are you involved in the EPD Pilot programme in your organisation?

2. Impact on the wider organisation
<u>General question: Overall, from your perspective in the organisation, has the NQSW Pilot programme impacted on your organisation to date</u>?

Areas to cover:
- General perception of the programme
- Costs (resources; staff time; capacity to undertake core tasks etc.) of the programme to the wider organisation
- Benefits to the wider organisation
- Overall, which aspects of the programme have made the most difference
- In your view, how well the programme is implemented (a) in your organisation and (b) by CWDC
- Recruitment and retention of social workers generally and NQSWs in particular
- Managers' role in supporting NQSWs

3. Training Plans

<u>General question: How has your organisation supported newly qualified social workers in developing and implementing their NQSW training plans?</u>

<u>Explore:</u>
c) <u>how you personally have supported NQSWs</u>
d) <u>how the organisation has supported them</u>

Areas to cover:
- Process of developing NQSW training plan
- Did NQSWs come with a copy of their final placement report and Personal Development Plan from their HEIs?
- If so, how have these been used to contribute to training plans?
- Whether the training plan meets individual needs
- Extent to which plans have been implemented
- completed copies of three monthly reviews

4. Workload

As a preamble to this question the facilitator will provide a brief statement of the workload expectations of the NQSW programme.

General question: How and to what extent do your NQSWs' workloads meet the expectations of the NQSW Pilot programme?

Areas to cover:
- Size and complexity of workloads compared with 90 per cent recommendation of a social worker in their second or third year of employment
- Extent to which participants achieve the recommended 10 per cent protected time
- Process of managing workloads, and barriers and enablers to achieving recommended levels.
- Impact on other members of team / service
- Managers'/supervisors' role in achieving this

5. Supervision

General question: What has your experience been of supervising a NQSW on the Newly Qualified Social Worker Pilot programme?

Areas to cover:
- Who provides supervision (Team Manager/Senior Practitioner/ external person/ other)
- Frequency and content of supervision: extent used to discuss NQSW Pilot programme (e.g. for developing NQSW training plan)
- Supervision agreement/contract in place
- Extent to which supervision is experienced as supportive: balance between case discussion, organisational matters and personal development and training
- Extent to which supervision promotes professional development

If supervisor is not the line manager check how supervision is linked to work allocation

6. Portfolio and record of achievement

How have you supported NQSWs to develop their record of achievement and supporting portfolio of evidence?

Explore both:
c) how you personally have supported NQSWs
d) how the organisation has supported them

Areas to cover:
- Supported professional development of NQSWs and supervisors

- Ease / difficulty in which NQSWs 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)
- Do the outcome statements cover what you see as the key activities of a NQSW – any missing
- Extent to which the record of achievement and portfolio support the NQSW Pilot programme objective of improving the quality of training and skills for child and family social workers

7. Support for supervisors

General question: What have your experiences been of training and support for supervisors?

Areas to cover:

- Training about the NQSW Pilot programme and manager/supervisor's role either by CWDC or employer – was this helpful, or not
- Training in supervision by CWDC and whether and how it has led to good quality, developmental supervision?
- Whether and how supervisors feel supported by the arrangements?
- Other supervision training in your agency
- Any wider impact of NQSW Pilot programme in your organisation

8. Assessed year in employment

How, if at all do you think the NQSW pilot programme could inform the development of the assessed year in employment?

Areas to cover
- Elements for inclusion or exclusion –

9. Conclusion

Is there anything you would like to add about the NQSW pilot that you have not had an opportunity to discuss in answering the questions so far?

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 proforma

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 *proforma* completed [e.g. November 2011]	

SECTION 2. NEWLY QUALIFIED SOCIAL WORKERS (NQSWs)	
Background	
Between which months did the NQSW programme run in your authority/organisation? [e.g. 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? [e.g. 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

TABLE A14.1: DEMOGRAPHIC PROFILE OF PROGRAMME CO-ORDINATORS RESPONDING TO THE SURVEYS, BY PROGRAMME YEAR

		2008-09		2009-10		2010-11	
		N=79	%	N=87	%	N=63	%
Age group	21-40	19	24.1	22	25.3	11	17.5
	41-50	24	30.4	34	39.1	22	34.9
	51+	36	45.6	31	35.6	30	47.6
Gender	Male	20	25.3	14	16.1	15	23.8
	Female	59	74.7	73	83.9	48	76.2
Ethnic group	White	71	89.9	80	92.0	57	90.5
	Black/Minority Ethnic	8	10.1	7	8.0	6	9.5
Degree level	Diploma level (DipHE)	31	39.2	25	28.7	25	39.7
	Undergraduate level (BSc)	10	12.7	11	12.6	10	15.9
	Postgraduate level PGDip/MSc	20	25.3	21	24.1	12	19.0
	N/A Do not have a social work qualification	18	22.8	30	34.5	16	25.4
Type of authority	Unitary authority	24	30.4	26	29.9	20	31.7
	County authority	20	25.3	22	25.3	18	28.6
	Metropolitan authority	17	21.5	18	20.7	12	19.0
	London Borough	16	20.3	15	17.2	11	17.5
	Voluntary	2	2.5	6	6.9	2	3.2

		2008-09		2009-10		2010-11	
		N=79	%	N=87	%	N=63	%
Region	London	16	20.3	12	13.8	11	17.5
	Yorkshire	4	5.1	15	17.2	6	9.5
	East Midlands	4	5.1	5	5.7	4	6.3
	South East	11	13.9	9	10.3	8	12.7
	North West	9	11.4	16	18.4	7	11.1
	South West	12	15.2	11	12.6	12	19.0
	West Midlands	9	11.4	5	5.7	7	11.1
	North East	8	10.1	6	6.9	6	9.5
	East	6	7.6	8	9.2	2	3.2

TABLE A14.2: DEMOGRAPHICS OF NQSWS RESPONDING IN PROGRAMME YEARS

		2008-09		2009-10		2010-11	
		N	%	N	%	N	%
	N	**759**		**1187**		**1255**	
	Response rate %	**87.9**	**(100.0)**	**92.7**	**(100.0)**	**97.0**	**(100.0)**
Age group	21-30	355	46.8	583	49.1	638	50.8
	31-40	214	28.2	300	25.3	332	26.5
	41+	190	25.0	304	25.6	285	22.7
Gender	Male	102	13.4	189	15.9	159	12.7
	Female	657	86.6	998	84.1	1096	87.3
Ethnic group	White	627	82.6	964	81.2	995	79.3
	Black/Minority Ethnic	132	17.4	223	18.8	260	20.7
Experience	No previous placement experience	14	1.8	61	5.1	74	5.9
	< 6 months pre-degree practice experience	67	8.8	114	9.6	112	8.9
	Pre-degree practice experience 6+ months	145	19.1	180	15.2	154	12.3
	1 practice placement while on degree course	145	19.1	223	18.8	242	19.3
	2+ practice placements while on degree course	223	29.4	341	28.7	433	34.5
	Part-time paid work in child care while on degree course	116	15.3	177	14.9	153	12.2
	Post-degree temp/agency child care SW post	49	6.5	91	7.7	87	6.9
Degree	Undergraduate	520	68.5	786	66.2	831	68.5

		2008-09		2009-10		2010-11	
		N	**%**	**N**	**%**	**N**	**%**
level	Postgraduate	239	31.5	401	33.8	424	31.5
Type of authority	Unitary authority	163	21.5	153	12.9	178	14.2
	County authority	344	45.3	637	53.7	644	51.3
	Metropolitan authority	117	15.4	199	16.8	221	17.6
	London Borough	107	14.1	167	14.1	179	14.3
	Voluntary	26	3.4	31	2.6	32	2.5
	Missing	2	0.3	0	0.0	1	0.1
Region	London	98	12.9	153	12.9	173	13.8
	Yorkshire	79	10.4	103	8.7	145	11.6
	East Midlands	64	8.4	109	9.2	97	7.7
	South East	106	14.0	242	20.4	245	19.5
	North West	69	9.1	154	13.0	154	12.3
	South West	133	17.5	141	11.9	121	9.6
	West Midlands	98	12.9	119	10.0	142	11.3
	North East	54	7.1	81	6.8	91	7.3
	East	56	7.4	85	7.2	86	6.9
	Missing	2	0.3	0	0.0	1	0.1

TABLE A14.3: PROGRAMME CO-ORDINATORS' ASSESSMENTS OF BARRIERS TO THE IMPLEMENTATION OF THE NQSW PROGRAMME AT TIME 1 AND TIME 2, BY PROGRAMME YEAR

		2008-09		2009-10		2010-11	
		T1	T2	T1	T2	T1	T2
	N	79	72	47	63	16	50
	Response rate %	88.8	82.0	45.2	57.3	38.1	54.3
My time	N/Aª	--	--	--	--	0.0	0.0
	No barrier	20.3	13.9	19.1	23.8	31.3	36.0
	Slight	19.0	18.1	17.0	14.3	31.3	24.0
	Small	20.3	16.7	19.1	11.1	12.5	10.0
	Modest	26.6	29.2	29.8	33.3	12.5	16.0
	Large	11.4	22.2	14.9	17.5	12.5	10.0
	Insurmountable barrier	2.5	0.0	.0	.0	0.0	4.0
	Total (N=)	79	72	47	63	16	50
My knowledge & skills	N/A	--	--	--	--	0.0	0.0
	No barrier	44.3	33.3	40.4	50.8	56.3	44.0
	Slight	30.4	29.2	23.4	27.0	31.3	48.0
	Small	16.5	27.8	10.6	11.1	6.3	4.0
	Modest	8.9	9.7	23.4	9.5	0.0	4.0
	Large	0.0	0.0	2.1	1.6	6.3	0.0
	Insurmountable barrier	0.0	0.0	.0	.0	0.0	0.0
	Total (N=)	79	72	47	63	16	50
Clarity about my role	N/A	--	--	--	--	0.0	0.0
	No barrier	45.6	43.1	46.8	41.3	31.3	44.0
	Slight	19.0	23.6	17.0	28.6	56.3	48.0
	Small	25.3	18.1	19.1	20.6	0.0	4.0
	Modest	6.3	13.9	12.8	6.3	12.5	2.0

		2008-09		2009-10		2010-11	
		T1	T2	T1	T2	T1	T2
	Large	3.8	1.4	4.3	3.2	0.0	0.0
	Insurmountable barrier	0.0	0.0	.0	.0	0.0	2.0
	Total (N=)	79	72	47	63	16	50
NQSWs commitment to the Programme	N/A	--	--	--	--	0.0	0.0
	No barrier	22.8	16.7	25.5	14.3	37.5	38.0
	Slight	17.7	15.3	36.2	19.0	50.0	36.0
	Small	32.9	18.1	23.4	34.9	0.0	4.0
	Modest	19.0	36.1	12.8	27.0	12.5	14.0
	Large	6.3	13.9	2.1	4.8	0.0	8.0
	Insurmountable barrier	1.3	0.0	.0	.0	0.0	0.0
	Total (N=)	79	72	47	63	16	50
Quality of supervision for NQSWs	N/A	--	--	--	--	0.0	0.0
	No barrier	16.5	12.5	21.3	17.5	56.3	42.0
	Slight	19.0	18.1	25.5	22.2	12.5	30.0
	Small	30.4	19.4	17.0	14.3	6.3	10.0
	Modest	24.1	40.3	25.5	33.3	12.5	10.0
	Large	10.1	9.7	10.6	12.7	6.3	2.0
	Insurmountable barrier	0.0	0.0	.0	.0	6.3	4.0
	Missing	--	--	--	--	--	2.0**
	Total (N=)	79	72	47	63	16	50
Managers interest and support	N/A	--	--	--	--	0.0	0.0
	No barrier	20.3	9.7	17.0	12.7	37.5	32.0
	Slight	16.5	19.4	25.5	11.1	6.3	34.0
	Small	27.8	13.9	14.9	23.8	18.8	10.0
	Modest	26.6	34.7	25.5	31.7	12.5	16.0

		2008-09		2009-10		2010-11	
		T1	**T2**	**T1**	**T2**	**T1**	**T2**
	Large	7.6	22.2	17.0	20.6	25.0	4.0
	Insurmountable barrier	1.3	0.0	.0	.0	0.0	4.0
	Total (N=)	79	72	47	63	16	50
Quality of support from CWDC	N/A	--	--	--	--	0.0	4.0
	No barrier	20.3	15.3	34.0	27.0	31.3	18.0
	Slight	22.8	20.8	25.5	23.8	43.8	34.0
	Small	17.7	26.4	21.3	19.0	25.0	38.0
	Modest	27.8	20.8	10.6	30.2	0.0	2.0
	Large	11.4	15.3	8.5	.0	0.0	0.0
	Insurmountable barrier	0.0	1.4	.0	.0	0.0	4.0
	Total (N=)	79	72	47	63	16	50

Note: [a] N/A (not applicable) was added as response option in 2010-11.

* Quality of support from support adviser not asked in 2008-09 or 2009-10.

** Missing values included in the calculation of percentages.

TABLE A14.4: KEY SIGNIFICANT PREDICTORS OF NQSWs' SELF-EFFICACY AT TIME 1 AND TIME 2 (LINEAR REGRESSION), BY PROGRAMME YEAR

	2008-09		2009-10		2010-11	
	T1	**T2**	**T1**	**T2**	**T1**	**T2**
N	439	228	591	492	743	423
(constant)	<.001	.243	<.001	<.001	<.001	<.001
Age 31-40	.113*	.149*	-	-	-	-
Age 41 or over	.095*	-	-	-	.076*	.112*
Pre-degree practice experience for 6 months or longer	-	-	.152*	.139*	.237**	-
Post-degree temporary/agency child care social worker post	-	-	.173*	-	.187**	-
Role clarity score	.610**	.623**	.545**	.414**	.419**	.587**
Role conflict score	.135**	.137*	-	.109*	.081*	.210**
Intrinsic job satisfaction score	-	.184*	-	.180*	.168**	.144*
Extrinsic job satisfaction score	-	-	-.113*	-.110*	-	-
R-Square	.373	.472	.355	.280	.243	.388

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.

TABLE A14.5: PROPORTION OF NQSWS WITH ROLE CLARITY STATEMENTS AT TIME 1 AND TIME 2, BY PROGRAMME YEAR

	2008-09		2009-10		2010-11	
	T1	T2	T1	T2	T1	T2
I am certain about how much authority I have	53	67	53	67	54	69
Clear planned goals and objectives exist for my job	68	68	66	70	67	72
I know that I have divided my time properly	50	54	46	55	49	60
I know what my responsibilities are	75	78	76	84	75	82
I know exactly what is expected of me	62	68	63	74	64	74
Explanation is clear of what has to be done	58	58	54	65	59	66
Total (=N)	**623**	**239**	**663**	**511**	**829**	**441**

TABLE A14.6: PROPORTION OF NQSWS AGREEING WITH ROLE CONFLICT STATEMENTS AT TIME 1 AND TIME 2, BY PROGRAMME YEAR

	2008-09		2009-10		2010-11	
	T1	**T2**	**T1**	**T2**	**T1**	**T2**
I have to do things that should be done differently	26	41	26	42	26	33
I receive an assignment without the staff to complete it	19	33	23	31	20	27
I have to bend or ignore a rule or policy in order to carry out an assignment	6	9	9	13	10	11
I work with two or more groups who operate quite differently	35	49	39	49	37	46
I receive incompatible requests from two or more people	21	33	24	32	23	28
I do things that are apt to be accepted by one person and not accepted by others	25	34	31	34	26	32
I receive an assignment without adequate resources to carry it out	31	43	32	37	30	34
I work on unnecessary things	21	30	24	33	21	29
Total (=N)	**623**	**239**	**663**	**511**	**829**	**441**

TABLE A14.7: SIGNIFICANT PREDICTORS OF NQSWS' INTRINSIC JOB SATISFACTION AT TIME 1 AND TIME 2 (LINEAR REGRESSION), BY PROGRAMME YEAR

	2008-09		2009-10		2010-11	
	T1	T2	T1	T2	T1	T2
N	439	228	591	492	743	423
(constant)	<.001	<.05	<.001	<.001	<.001	<.001
UK based degree		.095*				.093*
Self-efficacy score		.144*		.129*	.127**	.131*
Role clarity score	.189**	.236*	.198**	.222*	.211**	
Extrinsic job satisfaction score	.474**	.459**	.418**	.438**	.437**	.488**
Stress score (GHQ-12)	-.189**	-.120*	-.146**	-.086*		
R-Square	.491	.587	.431	.483	.428	.443

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.

TABLE A14.8: SIGNIFICANT PREDICTORS OF NQSWs' EXTRINSIC JOB SATISFACTION AT TIME 1 AND TIME 2 (LINEAR REGRESSION), BY PROGRAMME YEAR

	2008-09		2009-10		2010-11	
	T1	**T2**	**T1**	**T2**	**T1**	**T2**
N	439	228	591	492	743	423
(constant)	<.001	<.001	<.001	<.001	<.001	<.001
Age 41 or over	-.156**		-.110*		-.108**	-.124*
Black/Minority Ethnic	-.106*				-.064*	
UK based degree			.065*		.081*	
Satisfaction with public respect for social work	.152**	.124*	.149**	.162**	.181**	.129*
Self-efficacy score			-.086*	-.079*		
Role clarity score	.147*		.153**	.106*	.097*	.139*
Role conflict score	-.145**	-.128*	-.209**	-.131**	-.098*	-.101*
Intrinsic job satisfaction score	.482**	.561**	.359**	.434**	.395**	.443**
Stress score (GHQ-12)			-.184**	-.178**	-.222**	-.138*
R-Square	.482	.496	.511	.487	.482	.495

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.

TABLE A14.9: NQSWs ABOVE STRESS THRESHOLDS AT TIME 1 AND T2 SURVEYS, MATCHED SAMPLES, BY PROGRAMME YEAR

		Time 1		Time 2	
		N	%	N	%
2008-09	Below threshold	109	66.9	96	58.9
	Above threshold	54	33.1	67	41.1
	Pearson Chi-square	χ^2 (1, N=163)= 32.300, p= <.001			
2009-10	Below threshold	156	69.0	145	64.2
	Above threshold	70	31.0	81	35.8
	Pearson Chi-square	χ^2(1, N=226)= 10.716, p= .001			
2010-11	Below threshold	190	68.6	185	66.8
	Above threshold	87	31.4	92	33.2
	Pearson Chi-square	χ^2(1, N=277)= 15.029, p= <.001			

TABLE A14.10: MEAN NUMBER OF NQSWS HIRED/LEFT DURING AND VACANCY RATES FOR SITES PARTICIPATING IN THE THREE YEARS OF THE NQSW PROGRAMME, BY REGION

	Hired 08-09	Left 08-09	Turnover Rate 08-09	Vacancy Rate 08-09	Hired 09-10	Left 09-10	Turnover Rate 09-10	Vacancy Rate 09-10	Hired 10-11	Left 10-11	Turnover Rate 10-11	Vacancy Rate 10-11
East England (=11)	17.6	1.7	11.4	14.2	30.7	3.7	13.3	18.3	29.5	1.2	3.1	11.8
East Midlands (=9)	13.5	1.5	11.5	10.0	20.0	1.0	7.0	5.0	21.3	2.0	7.7	3.0
London – Inner (=12)	14.5	4.0	27.9	32.0	10.6	1.0	8.0	13.0	8.3	0.7	14.1	10.0
London – Outer (=18)	8.2	1.4	13.0	19.8	7.5	0.8	9.9	18.6	11.6	0.7	6.4	10.1
North East (=12)	10.7	1.7	18.0	16.0	16.0	1.2	7.4	8.3	16.2	0.8	5.3	0.0
North West (=23)	11.8	1.4	8.7	6.0	10.8	0.9	7.0	6.6	11.7	0.9	7.4	2.8
South East (=17)	18.8	5.7	25.6	17.0	22.0	2.2	8.3	14.8	21.5	1.5	7.7	8.0
South West (=15)	11.9	2.6	34.2	9.7	12.0	0.9	6.7	15.8	16.6	1.3	8.4	9.7
Voluntary (=11)	3.8	0.5	16.7	0.0	6.0	0.7	11.1	8.3	5.0	1.5	31.7	0.0
West Midlands (=14)	23.3	2.8	11.9	17.5	17.5	2.5	11.5	9.5	18.3	1.3	6.8	14.3
Yorkshire (=15)	24.7	1.8	9.4	3.7	9.5	0.3	2.3	9.4	15.6	4.2	21.8	8.2
Total (=157)	**14.9**	**2.3**	**18.0**	**12.4**	**14.6**	**1.4**	**8.1**	**11.4**	**16.0**	**1.4**	**9.7**	**7.9**

251

TABLE A14.11: MEAN NUMBER OF NQSWS HIRED/LEFT DURING AND VACANCY RATES FOR SITES PARTICIPATING IN THE THREE YEARS OF THE NQSW PROGRAMME, BY AUTHORITY TYPE

|	Hired 08-09	Left 08-09	Turnover Rate 08-09	Vacancy Rate 08-09	Hired 09-10	Left 09-10	Turnover Rate 09-10	Vacancy Rate 09-10	Hired 10-11	Left 10-11	Turnover Rate 10-11	Vacancy Rate 10-11
County (=27)	26.8	5.5	33.7	17.1	27.5	2.8	9.0	11.8	29.8	2.0	7.0	7.4
London Borough (=30)	10.0	2.1	17.3	21.8	8.9	0.9	9.0	17.0	10.7	0.7	8.1	10.1
Metropolitan (=36)	16.9	1.7	9.9	10.0	13.0	1.2	7.8	8.5	15.1	2.2	12.9	9.0
Unitary (=53)	10.7	1.3	13.7	9.5	11.1	0.8	6.6	11.6	14.1	0.7	5.3	7.9
Voluntary (=11)	3.8	0.5	16.7	0.0	6.0	0.7	11.1	8.3	5.0	1.5	31.7	0.0
Total (=157)	**14.9**	**2.3**	**18.0**	**12.4**	**14.6**	**1.4**	**8.1**	**11.4**	**16.0**	**1.4**	**9.7**	**7.9**

TABLE A14.12: NQSWS' LIKELINESS OF ACTIVELY LOOKING FOR NEW JOB IN A YEAR AT TIME 1 AND T2 SURVEYS, MATCHED SAMPLES, BY PROGRAMME YEAR

		2008-09		2009-10		2010-11	
		N	%	N	%	N	%
Time 1	Not at all likely	131	21.1	126	20.5	147	19.2
	Not very likely	294	47.3	271	44.1	394	51.4
	Fairly likely	140	22.5	154	25.1	158	20.6
	Very likely	57	9.2	63	10.3	67	8.7
	Total	622	100.0	614	100.0	766	100.0
	Pearson Chi-square	χ^2 (6, N=2002)= 8.377, p= .212					
Time 2	Not at all likely	31	13.0	80	15.8	87	19.8
	Not very likely	95	39.9	203	40.0	197	44.9
	Fairly likely	72	30.3	145	28.6	97	22.1
	Very likely	40	16.8	79	15.6	58	13.2
	Total	238	100.0	507	100.0	439	100.0
	Pearson Chi-square	**χ^2 (6, N=1184)= 13.190, p= <.05**					

253

Appendix 15: Additional figures

FIGURE A15.1: PRINCIPAL COMPONENTS ANALYSIS OF SELF-EFFICACY SCALE AT BASELINE, 2008-09 COHORT

Scree Plot
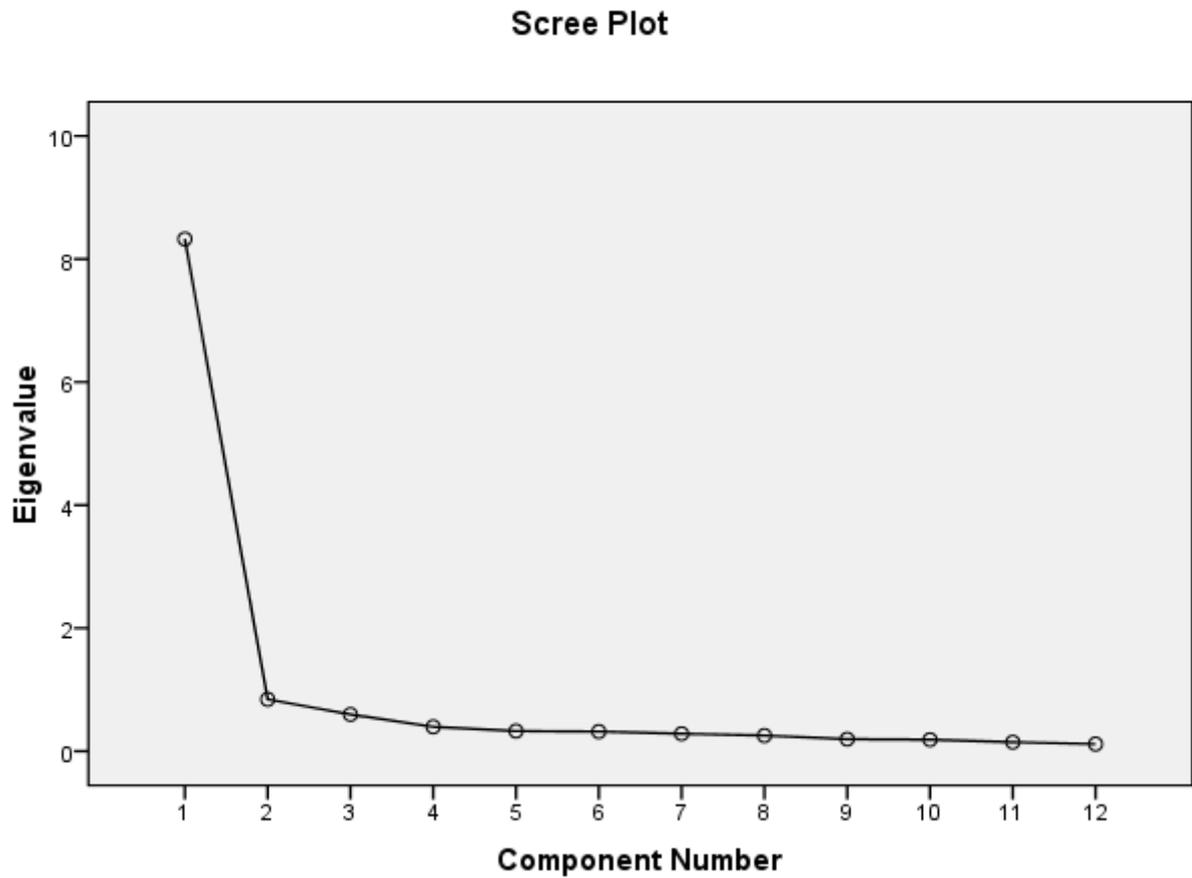
Appendix 16: Glossary of statistical terms used in the report

Analysis of covariance (ANCOVA) - A general linear model which blends ANOVA and regression. It evaluates whether means of a dependent variable (e.g. self-efficacy) are equal across levels of a categorical independent variable (e.g. age and gender), while statistically controlling for the effects of other continuous variables that are not of primary interest, known as covariates.

Analysis of variance (ANOVA) - Provides a statistical test of whether or not the means of several groups are all equal, and therefore generalizes *t*-test (see below) to more than two groups.

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.

F-test (ANCOVA) - is computed by dividing the explained variance between groups (e.g., age/gender difference) by the unexplained variance within the groups.

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.

***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.

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).

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: Qualitative study sample by NQSW programme year[29]

Authority	Type	NQSW (2008-09)	NQSW (2009-10)
London Boroughs			
A	Borough	organisational study	organisational study
B	Borough	case study	
C	Borough		case study
South East			
E	County	case study	case study
F	Unitary	case study	
South West			
J	Unitary	organisational study	organisational study
K	County	case study	
L	County		case study
North East			
M	Metropolitan	case study	case study
O	County		case study
R	Metropolitan	case study	
Yorkshire			
T	Metropolitan		case study
U	Metropolitan		organisational study
North West			
V	Metropolitan	organisational	organisational study

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[29] Note the sample comprised fourteen organisations in total for the qualitative components of the 2009-10 evaluation. .

Authority	Type	NQSW (2008-09)	NQSW (2009-10)
		study	
W	Metropolitan	case study	
Z	County		case study
West Midlands			
AB	County	organisational study	
AC	Metropolitan	case study	
AD	County		organisational study
East			
AF	County	case study	
AG	County		organisational study
AH	Unitary		case study
East Midlands			
None			
Voluntary			
AK	National NGO	case study	
Total number of sites (case + organisational) in each year		10+4=14	8+6=14
Total number of sites		23	

Appendix 18: NQSW Advisory Group members and number of days served

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	13
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.

**Melanie Pace replaced Enid Hendry after Enid retired.