

# HAMPSHIRE COUNTY COUNCIL

## Report

<b>Panel:</b>	Children and Families Advisory Panel
<b>Date:</b>	7 February 2024
<b>Title:</b>	Graduate Entry Training Scheme
<b>Report From:</b>	Director of Children's Services

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### Purpose of this Report

1. The purpose of this report is to provide the Children and Families Advisory Panel with an updated outline of the two-year Graduate Entry Training Scheme (GETS) for newly qualified social workers joining Children's Services and to highlight a change in the allocation of shadowing days required given recent new initiatives in the service.

### Recommendation

2. That the Children and Families Advisory Panel note the contents of this report.

### Executive Summary

3. This report seeks to present an update on the first two years of learning and development for newly qualified social workers joining Children's Services as part of the Graduate Entry Training Scheme (GETS).
4. Given the recent changes in the development of the service including the move towards the Family Help model and a greater desire for awareness and integration between all elements of the service there have been changes to the programme to ensure awareness of all service areas is covered during the two year training programme.

### Contextual information

5. The Assessed and Supported Year in Employment (ASYE) is an employer-led induction programme for Newly Qualified Social Workers during their first year of employment. It is a Department of Education programme which is currently overseen by Skills for Care.
6. In Hampshire Childrens Services, the programme was launched as the Graduate Entry Training Scheme (GETS) and has been in place since August

2017. During the past six years, 374 newly qualified social workers (NQSW's) have successfully completed the programme. Between March 2022 to August 2023, we received 393 applications and interviewed 169 NQSWs, with 75% of applications coming from regional universities.

7. Following the introduction of GETS in August 2017, the Consolidation and Reflection Programme (CRP) was developed and implemented in 2018 as the second year of GETS, commencing once a Social Worker has completed their ASYE. Although CRP was updated throughout its four years, in August 2022 the programme was revamped and rebranded to become the Professional Development Year (PDY) with an approach centred around a more individualised learning plan with a deliberate strategy of placing more of the ownership for their own learning on the individual and marking a change in the amount and level of support provided by Learning & Development and their Practice Educator.
8. The GETS is now a two-year programme designed to support NQSW's joining Hampshire Childrens Services. It aims to build the skills and knowledge required to successfully complete the Assessed and Supported Year in Employment (ASYE) during the first year and the PDY during the second year.
9. The Year 1 programme comprises a four-week induction of blended learning activities (see Appendix 1) followed by an induction into the District, controlled case load numbers, regular supervision from both Team Managers and Practice Educators, development days, direct observations and shadowing experiences. Each NQSW is required to complete a portfolio of evidence which is then assessed at the 12-month period leading to a final assessment of pass/fail.
10. When the NQSW transfers to the District following their initial induction with Learning & Development, the first six month period is regarded as a secondment phase with the NQSW. Management responsibility falls to the Team Manager of the NQSW's allocated team. During secondment the NQSW's position is supernumerary to the team which allows the NQSW to have protected caseloads and learning and development time.
11. Following successful completion of the first six-month period, and at the point where the post becomes substantive, there had previously been an opportunity for the NQSW to change teams (usually only happening because of exceptional circumstances). This 'unique selling point' had previously been advertised in the recruitment and marketing materials targeting NQSW's.
12. The six-month secondment phase had also provided the opportunity for Districts to go over-establishment with GETS workers prior to them gaining a permanent post at the six month point.
13. Recently a decision was taken to withdraw the opportunity for a NQSW to change teams at the six-month point. As from September 1<sup>st</sup> 2023, the NQSW remains in the same team for the completion of the ASYE following the shift

from extra to establishment to permanent.

14. The consequence of this means that unless a District has vacancies at the point at which the NQSW worker is first appointed, a District will not be able to take a GETS worker.
15. During the first two weeks in District, an induction period should be planned by the TM/ATM/buddy in conjunction with the NQSW. During this period, it is not expected that the NQSW solo works or has an allocated case load.
16. Following the two-week induction period into the District, NQSW's will have a protected case load of up to 10 cases (children) until the three-month review and 15 cases (children) up to the 6 month review.
17. For the remainder of the ASYE, the NQSW will be allocated up to 18 cases (children) which may go up to 20 during intake week.
18. In the first 12 months, the NQSW is provided with 11 study days (protected time) to ensure completion of the portfolio. Further development days are provided over the course of the ASYE year including Court Skills Training (see Appendix 2 for full list) and there is an expectation that an ASYE must attend this training.
19. During the ASYE, there is a requirement to undertake 5 shadowing days with other agencies and teams to include a day with MASH.
20. Recently, it has been agreed to add a 6<sup>th</sup> shadowing experience with a requirement that the NQSW spends a day in a residential children's home.
21. A recent requirement from the Modernising Placements Programme work was also to require all NQSW's undertake a shadowing day in Swanwick Lodge and one in the fostering service.
22. Therefore, we will require NQSW's to take their 6 shadowing days as follows:
  - 1 Day: MASH
  - 1 Day: Residential Children's Home
  - 1 Day: Swanwick Lodge
  - 1 Day: Fostering Service
  - 2 Days: NQSW Free Choice (they can choose and organise where they spend this day; may include Police, Adoption, PCT, Willow, Refugee, CAST/CIC/DCT, YOT etc)
23. Upon successful completion of the ASYE year, NQSW's will progress onto the Professional Development Year (PDY). During this phase, they will complete Personal Development Plans (PDP) and undertake more in-depth consideration of key issues via peer groups and reflective circles. In year 2, during the first six months, caseloads should not exceed 20 and will be expected to increase to a maximum of 25 (in line with the expected caseload of other social workers) by the end of year 2.

24. As with year 1, there is a requirement for social workers in their PDY year to attend specific pieces of training (please see Appendix 3).
25. At the end of year 2, a professional development plan is agreed between the Social Worker, Line Manager and Practice Educator which ensures ongoing continual professional development (CPD) into the workers third year in practice in line with Social Work England requirement.
26. The GETS programme ends with a face to face Celebration Session to mark the achievements of the individuals and talk about their future career aspirations and development. Depending on their team they also receive a retention payment.
27. Both parts of the programme (ASYE and PDY) are constantly being reviewed and updated in line with feedback to ensure the content meets the needs of the service.

### **Finance**

28. There are no direct finance implications for this report.

### **Performance**

29. By allocating some of the shadowing days to specific teams/services this will provide the NQSW's with a greater understanding and alignment with those services and help improve the culture of working across Children & Families in line with our strategic objectives.

### **Consultation and Equalities**

30. The GETS programme is inclusive and takes a bespoke approach to individual's needs including advice and support on access to work, accessing staff networks.

### **Climate Change Impact Assessment**

31. The carbon mitigation tool and/or climate change adaptation tool were not applicable because this report outlines a programme which is strategic/administrative in nature.

### **Conclusions**

32. In conclusion, this paper explains the history of and current two-year GETS programme for NQSW's coming into the service.
33. It outlines that from the current 6 shadowing days 4 days are allocated to MASH, a Residential Children's Home, Swanwick Lodge and the Fostering Service with the NQSW deciding where the remaining 2 days are spent. This balances the requirements of the organisation with some flexibility depending on the individual and their learning needs.

## Appendix 1 – Example timetable for first 4-week Induction period

Date	Location	
15 <sup>th</sup> January	Castle Ave: 0.01	Welcome to Hampshire & the Graduate Entry Training Scheme
16 <sup>th</sup> January	Castle Ave: 1.07 &1.08	ASYE Introduction
		Toolkit for Resilience: Session 1
17 <sup>th</sup> January	Castle Ave: 1.07 &1.08	Home Visits & Analysis within Assessment
18 <sup>th</sup> January		eLearning – Safeguarding in the Childrens Workforce
		Intensive Team Worker briefing
		eLearning – Safeguarding in the Childrens Workforce
19 <sup>th</sup> January	Castle Ave: 1.07 &1.08	Community Care Inform Orientation
		eLearning – Conflict & Challenging Behaviour
		Introduction to the Hampshire Approach
		eLearning – Introduction to the Hampshire Approach
22 <sup>nd</sup> January		The Hampshire Approach Q&A
		Community Care Inform Habit of Learning : briefing
23 <sup>rd</sup> January	Castle Ave: 1.07 &1.08	Contextual Safeguarding
		CCI Habit of Learning: personal research
24 <sup>th</sup> January		Personal Safety at Work
		CCI Habit of Learning: personal research
		Neglect Strategy & Toolkit
25 <sup>th</sup> January	Castle Ave: 1.07 &1.08	eLearning - MOSAIC
		CCI Habit of Learning: personal research
26 <sup>th</sup> January		Attachment Trauma & Resilience mapping
		Attending to Identity
29 <sup>th</sup> January		CCI Habit of Learning: Quiz
		Undertaking Pre-birth Assessments
		eLearning - MOSAIC
29 <sup>th</sup> January		CCI Habit of Learning : briefing
		Staff Networks briefing – various
		eLearning – MOSAIC & GDPR
		Working in Partnership briefings

	<ul style="list-style-type: none"> <li>• Police – 13:30 – 14:30</li> <li>• Willow – 14:40 – 15:40</li> <li>• YOT – 15:50 – 16:50</li> </ul>
30 <sup>th</sup> January Castle Ave: 1.07 &1.08	CCI Habit of Learning: personal research Voice of the Child: A Virtual Reality Experience
31 <sup>st</sup> January	CCI Habit of Learning: personal research eLearning – Children Services Supervision GDPR briefing eLearning – The CARE Act Adult Safeguarding briefing
1 <sup>st</sup> February Castle Ave: 1.07 &1.08	CCI Habit of Learning: personal research Communicating & Engaging with Children and Young People
2 <sup>nd</sup> February	CCI Habit of Learning: Quiz Understanding Section 47 Working in Partnership briefings <ul style="list-style-type: none"> <li>• Children in Care – 13:30 – 14:30</li> <li>• Fostering Service – 14:40 – 15:40</li> <li>• Residential Service – 15:50 – 16:50</li> </ul>
5 <sup>th</sup> February	CCI Habit of Learning : briefing Preparation for the Deputy Director Q&A Welcome to Hampshire with Deputy Director Q&A
6 <sup>th</sup> February Castle Ave: 1.07 &1.08	CCI Habit of Learning: personal research Preparation for Practice
7 <sup>th</sup> February	CCI Habit of Learning: personal research MOSAIC trainer led: session 1 Research in Practice briefing (RIP) eLearning – Baby Bruising Protocol
8 <sup>th</sup> February	CCI Habit of Learning: personal research Family Connection Service briefing eLearning MOSAIC trainer led: session 2
9 <sup>th</sup> February	CCI Habit of Learning: Quiz MASH briefing Innovations volunteer briefing Induction evaluation

## **Appendix 2**

### **Additional Training required during the ASYE Year (Year 1)**

- Introduction to Legal Processes
- Engaging Fathers
- Toolkit for Resilience: Session 2
- Principle Social Worker Talk & Resilience session
- Competency in Court Training; a blended module, with two development days, to be diarised by the NQSW which is for preparation of their SWET statement for mock court
- Children in Care: Education - Making a difference

## **Appendix 3**

### **Additional Training required during the Professional Development Year (Year 2)**

- Introduction to the Professional Development Year – SWAY
- Identity and the Child's Voice – Face to Face
- The Impact of the Digital World - webinar
- Supporting Children in Care – SWAY
- Working with Resistance and Disguised Compliance – webinar
- HSCP - An introduction to recognising and responding to perpetrators of domestic abuse – eLearning
- Peer Group Sessions – webinar
- Other Training/Learning Opportunities
- Celebration Session

**REQUIRED CORPORATE AND LEGAL INFORMATION:**

**Links to the Strategic Plan**

<b>Hampshire maintains strong and sustainable economic growth and prosperity:</b>	Yes
<b>People in Hampshire live safe, healthy and independent lives:</b>	Yes
<b>People in Hampshire enjoy a rich and diverse environment:</b>	No
<b>People in Hampshire enjoy being part of strong, inclusive communities:</b>	Yes

**Section 100 D - Local Government Act 1972 - background documents**

**The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)**

Document

Location

None



## **EQUALITIES IMPACT ASSESSMENT:**

### **Equality Duty**

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- The need to remove or minimise disadvantages suffered by persons sharing a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons sharing a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

### **Equalities Impact Assessment:**