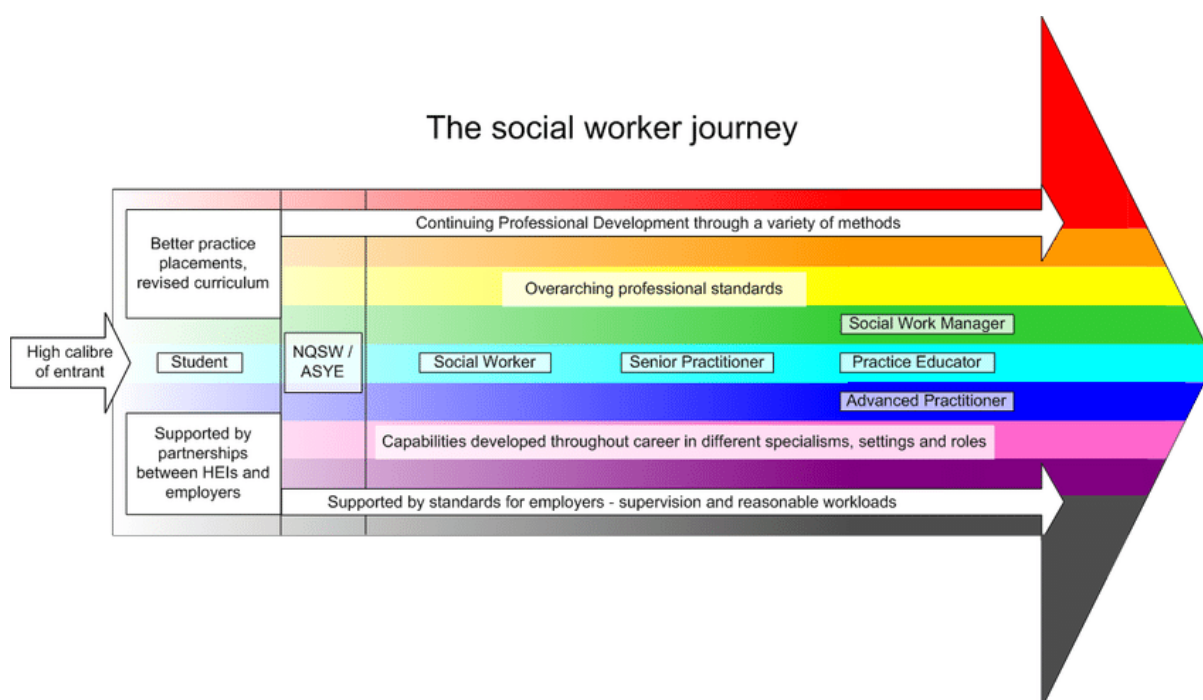


## Appendix D

### SELTP Vision and Theory of Change

#### Vision: Where we want to be

To have a pipeline of high quality, well trained, resilient, capable social workers who remain and develop their career in south-east London. We believe that effective employer-university collaboration in the recruitment, pre-and post-qualifying education and training and retention will lead to improved sustainable outcomes for more children, young people and adults.



#### Theory of Change: How we plan to get there

Our emerging theory of change relates to the way in which SELTP can contribute to the individual, organisational and wider systemic change that is at the heart of our vision and the wider social work reform agenda.

SELTP is a 'quality enhancement' initiative aimed at effective employer-university collaboration in the design and delivery of social work education, training, research and practice to bring about improved outcomes for children adults, families we serve. We see the recruitment, development and **retention** of capable, committed social workers (who mirror the diversity of our communities) as essential to our mission of improving outcomes. We think this will be achieved through building a more stable workforce, with less reliance on agency staff, and more consistency of social worker. Clearly defined career pathways, linked to high quality post qualifying/ CPD provision are seen as central to achieving this stability, whilst also fostering enhanced morale, job satisfaction, confidence and capability. We are looking to establish a critical mass of highly skilled, knowledgeable, relationship based, evidence- informed, outcomes focussed, practitioners (many of whom will be Goldsmiths alumni, PEs or Teaching Consultants) who build long and satisfying careers within SELTP. We envisage these individuals acting as catalysts for change, disseminating the partnership vision, embedding understanding the refreshed PCF and KSS, cascading learning (from the Teaching

Consultant role, Twilight seminars and CPD) to the benefit of teams, organisations and social work as a unified profession. We believe this quality enhancement initiative will be achieved by improving:

- The selection of entrants to the social work qualifying programmes to ensure that those offered a place have the academic ability, openness to learning, interpersonal skill and resilience for a long and influential career in social work. We will strengthen employers and expert by experience involvement in the process.
- The quality of practice learning on offer to students, through placements that are well planned and overseen by well trained, knowledgeable and skilled practice educators. We will introduce a new placement matching and PE endorsement policy.
- The transition from study to employment by offering an enhanced curriculum, collaboratively designed and delivered by academics, Teaching Consultants and experts by experience, which prepares NQSWs for a seamless transition to the ASYE programme for delivery of high quality practice. We will introduce a Careering Ahead programme for finalists which promotes the benefits of remaining within SELTP.
- The organisational context of the SELTP local authorities so that they promote the type of 'organisational learning culture' where social workers, particularly new recruits, feel welcomed, valued and can thrive. This will be brought about through well-trained and supported managers providing emotionally intelligent, research informed supervision that nurtures the development of the required knowledge, skills and resilience amongst practitioners, including preparation for NAAS.
- The quality of professional leadership, management and supervision provided, through the provision of high quality post-qualifying education and training/ CPD that is aligned to: national policy developments (Social Work England's requirements, the refreshed PCF and KSS), SELTP's Workforce development needs, appraisal and review processes.
- The relationship between the supply and demand for social workers (so we have the right number of social workers with right knowledge and skills) across SELTP and better collaborative workforce planning and development. There is a commitment to ongoing support the research and knowledge production that is fundamental to the development of social work as a world class profession, through the SELTP post qualifying programme /CPD offer.

### **Literature and concepts informing our theory of change**

Our vision and theory of change are informed by the Narey and Croisdale- Appleby reviews of social work education, Munro's review of child protection and the following concepts of leadership:

Distributed Leadership (Harris & Spillane, 2008; Bennet et al., 2003),  
Self-Leadership (McKitterick 2015) and  
Professional Leadership for Social Workers and Educators (Fairtlough 2017).

These approaches have guided our thinking in developing and valuing leadership in all areas of (practice) education, management and specialist advanced practice. Alongside the refreshed PCF and Chief Social Worker Knowledge and Skills statements, these approaches to leadership will inform the career pathways and post-qualifying programmes we develop.

### **Evaluation approach**

1. To ensure effective evaluation of the work streams within SELTP 2015-2018 we will adopt an action learning approach, the Plan, Do, Study, Act cycle as advocated by Langley et al., 2009.
2. To evaluate the outcomes of the changes we make to the qualifying and post-qualifying/ CPD programmes 2015-2018, we will make use of Carpenter's (2005) framework.

Levels of Outcomes of Educational Programmes (After Kirkpatrick, 1967 and Barr et al., 2000)

Level 1: Learners' Reaction – These outcomes relate to the participants' views of their learning experience and satisfaction with the training.

Level 2a: Modification in Attitudes and Perceptions – Outcomes here relate to changes in attitudes or perceptions towards service users and carers, their problems and needs, circumstances, care and treatment.

Level 2b: Acquisition of Knowledge and Skills – This relates to the concepts, procedures and principles of working with service users and carers. For skills this relates to the acquisition of thinking/problem solving, assessment and intervention skills.

Level 3: Changes in Behaviour - This level covers the implementation of learning from an educational programme in the workplace, prompted by modifications in attitudes or perceptions, or the application of newly acquired knowledge and skills.

Level 4a: Changes in Organisational Practice – This relates to wider changes in the organisation/delivery of care, attributable to an education programme.

Level 4b: Benefits to Users and Carers – This final level covers any improvements in the well-being and quality of life of people who are using services, and their carers, which may be attributed to an education programme.

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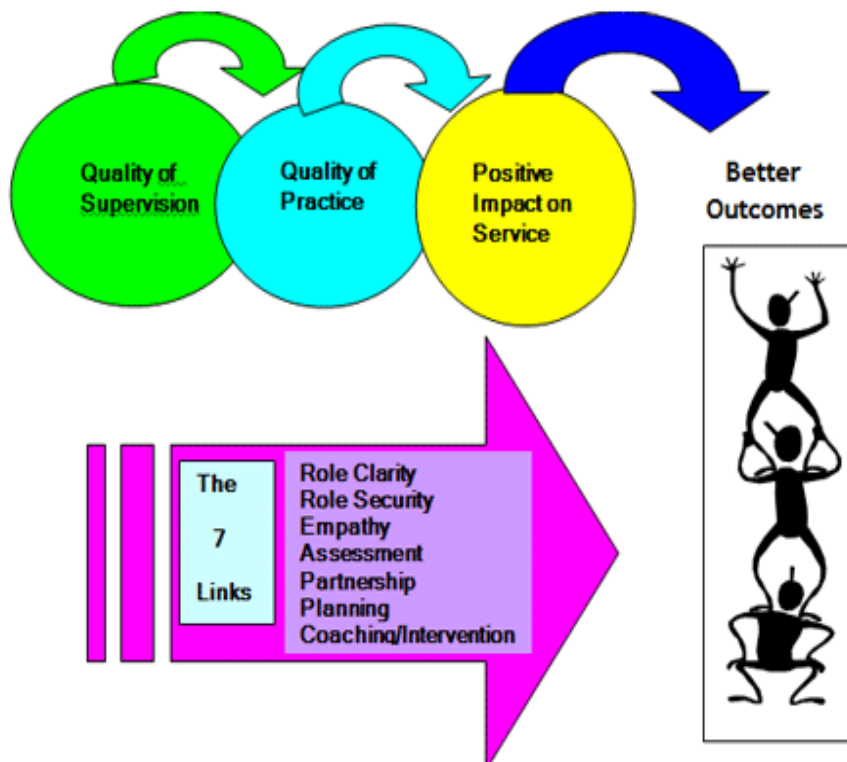
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**The following images that capture the quality enhancement (change) we are aiming for:**

Leadership, management and supervision



J Fletcher 02.07.2018