Grow Your Own Social Workers: A Toolkit

A best practice guide of initiatives by local authorities and the independent sector to support their employees, or potential employees, to qualify as social workers
Grow Your Own Toolkit

Janet Noble, Jess Harris & Jill Manthorpe
Social Care Workforce Research Unit, King’s College London

This toolkit has been designed to be divided, copied and distributed to three main groups:

- Employers of social care and social work staff including local authorities and voluntary and independent sector organisations

- Staff employed in social care who might be considering whether to apply to social work qualifying courses

- University and college staff working on social work training programmes, including course planners, teaching staff, personal tutors and placement co-ordinators.
The Project Team thank the Grow Your Own Project Board members for their contributions throughout every stage of this project.

We also thank the Department for Innovation, Universities and Skills (DIUS), previously the Department for Education and Skills (DfES) for funding this work and the other organisations that contributed to the project. The project was overseen by the Office for Public Management (OPM).

We particularly thank all the students and professionals who gave their time generously to be interviewed for this project, and additionally all those individuals and organisations that provided written submissions and publications, especially those that have allowed us to reproduce them for the benefit of all. Our colleagues at the Social Care Workforce Research Unit gave valuable support and advice throughout the project.

**Project Board members:**
Helen Wenman  
General Social Care Council (Chair)  
Ann Harrison  
Children's Workforce Development Council (CWDC)  
Vic Citarella  
Local Government Association (LGA)  
Kathryn Kelly  
Improvement and Development Agency (IDeA)  
Professor Monica Dowling  
Open University  
Anne Mercer  
Department of Health  
Georgie Pomfrey and Richard Parsons  
Department for Innovation, Universities and Skills  
Michael Preston-Shoot  
Joint Universities Council Social Work Education Committee (JUC SWEC)  
Paul Simpson  
UNISON  
Cheryl Wall  
Skills for Care (formerly Coventry City Council)  
Joanna Mackie  
Department for Children, Schools and Families

**Associate Members:**
John Wallace  
Learn to Care and Association of Directors of Adult Social Services (ADASS)  
Eve Jaguesiewicz  
Universities UK  
Ruth Cartwright  
British Association of Social Workers (BASW)  
Sherry Malik/Claudia Crawley  
Children and Family Court Advisory and Support Services (CAFCASS)

**In attendance:**
Colin Sumpter  
Office for Public Management
Contents

Acknowledgements 2
Abbreviations used in this toolkit 6
GYO report at a glance 7
Introduction to the GYO toolkit 8

Section 1: employers 9
1 Policy and procedures 9
1.1 Defining GYO 9
2 GYO and modes of study 9
3 Funding for GYO 10
4 The learning organisation 11
5 Promoting GYO 12
6 Recruiting GYO candidates 13
7 Addressing diversity 13
  7.1 Widening access to the profession 13
  7.2 Tackling the question of gender 14
  7.3 Tackling the question of ethnicity 14
  7.4 The law – a brief outline 14
  7.5 Tackling the question of disability 15
  7.6 The law – a brief outline 15
  7.7 Supporting students without previous educational attainment 15
  7.8 Equalities impact assessment 16
8 Supporting students 17
  8.1 Primary support 17
  8.2 Peer support 18
  8.3 Financial support 18
  8.4 Study skills support 18
  8.5 Study leave 19
  8.6 Placements 19
  8.7 Replacement staffing (backfill) 19
  8.8 Choice of university and college 20
  8.9 Data protection waivers and information sharing 20
  8.10 Contracts 20
  8.11 Job allocation on completion of study 21
9 Working with universities and colleges 21
  9.1 Developing reciprocal relationships 21
  9.2 Targeting students without previous educational attainment 22
  9.3 Contracts 22
    9.3.1 Numbers of GYO students 22
    9.3.2 Placements 23
    9.3.3 Information sharing and data protection waivers 24
10 Recommendations 24
11 Checklist - issues to consider 25
**Appendices**

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td>An example of a workforce development strategy</td>
<td>49</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>An example of a GYO student handbook</td>
<td>59</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>An example of a guide for managers</td>
<td>70</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>An example of a diversity monitoring form for GYO students</td>
<td>73</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>An example of a GYO student evaluation form</td>
<td>74</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>An example of a GYO student contract</td>
<td>79</td>
</tr>
</tbody>
</table>
### Abbreviations used in this toolkit

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BME</td>
<td>Black and minority ethnic</td>
</tr>
</tbody>
</table>
| CBR          | College Based Route  
A standard social work qualifying route for undergraduate and postgraduate students. This route can also be taken by students funded by an employer  
(Note: students receiving funding from their employers are not eligible to receive the national bursary - see [www.nhsbsa.nhs.uk/Students/1717.aspx](http://www.nhsbsa.nhs.uk/Students/1717.aspx) on page 16) |
| CPD          | Continuing Professional Development |
| CRB          | Criminal Records Bureau |
| DCSF         | Department for Children, Schools and Families |
| DH           | Department of Health |
| DipSW        | Diploma in Social Work |
| EBR          | Employment based route  
A social work qualifying route registered with the GSCC for GYO students funded by their employer organisation. Students on EBRs are not eligible to receive the national bursary. |
| GSCC         | General Social Care Council |
| GYO          | Grow Your Own  
Approaches by local authorities and the independent sector to support their employees, or potential employees, to qualify as social workers |
| HEI          | Higher Education Institution (university or college of higher education) |
| LA           | Local authority |
| NVQ          | National Vocational Qualification |
| UCAS         | Universities and Colleges Admissions Service |
| VIPs         | Voluntary and Independent Sector Organisations (voluntary generally means third sector and non-profit making while independent may mean private and profit-making) |
This toolkit was developed as a companion to the *What works in ‘Grow Your Own’ Initiatives for Social Work?* report written by Jess Harris, Jill Manthorpe and Shereen Hussein.

The definition of GYO initiatives used in the report is:

“Approaches by local authorities and the independent sector to support their employees, or potential employees, to qualify as social workers”

**GYO Report at a glance**

GYO is widely valued by employers and students for recruiting social workers who can ‘hit the ground running’, both due to familiarity with the organisation sponsoring their studies and greater confidence and experience in combining learning with practice.

GYO schemes are reported to have a successful impact on increased staff retention rates. Social workers are said to be less likely to move, with ties to the local area positively linked to higher retention rates.

Increasingly, GYO schemes are becoming integrated into workforce development strategies, fostering an organisational culture that promotes staff development opportunities as part of a wider learning organisation.

GYO schemes may be part of a visible commitment to continuing professional development for existing staff.

GYO schemes can be used to promote workforce diversity by widening access to the profession.

Most GYO students say that they would not have gained access to qualifying training without the opportunity offered by GYO.

GYO activity secures universities and colleges guaranteed practice placements, expands student numbers and strengthens partnerships with employers, which can generate additional teaching resources.

GYO students bring high attendance and progression rates, greater diversity in age, gender, and valued social care experience to the classroom.

The report was one of the first to be supported by the Department for Innovation, Universities and Skills (DIUS) in response to the recommendations in the ‘Gateways to the Professions’ Langland’s report (published in November 2005).

It was developed, co-funded and overseen by a wide group of stakeholders involved in social work and social work education and led by the General Social Care Council (GSCC).

The Social Care Workforce Research Unit at King’s College London undertook the research project to examine the nature and impact of ‘Grow Your Own’ (GYO) schemes, with particular focus on their role in widening access to the social work profession.
Introduction to the GYO Toolkit

This toolkit is aimed at people working in the field of social work, social work education and human resources and training. It provides practical advice and guidance as well as examples of good practice. The guidance in this toolkit is based upon 75 interviews across the nine English regions with employers including local authorities and voluntary and independent sector organisations, social work academic staff and current or recently graduated GYO students. Wider input has come from national and regional consultation events, written submissions and statistical data.

The guide is divided up into the following sections, each aimed at a different readership:

**Section 1: Employers**
This section of the toolkit focuses on information and advice for employers of social care and social work staff including local authorities and voluntary and independent sector organisations (VIPs).

The section covers a number of key areas that are relevant to employers in developing and delivering GYO schemes, including:

- Policy and procedures
- Promoting diversity
- Supporting students
- Funding
- Working with universities and colleges

**Section 2: Students**
This section of the toolkit has been written for people employed in social care and elsewhere who might be considering whether to apply for social work qualifying courses and outlines the benefits and obligations of GYO schemes. The key areas explored in this section are:

- Continuing Professional Development
- Funding issues
- Contracts
- Working while studying

**Section 3: Universities and Colleges**
This section of the guide is for people working on social work training programmes, including course planners, teaching staff, managers, personal tutors and placement co-ordinators. We focus on the key issues that they need to address if offering a GYO scheme. These themes are:

- Supporting students
- Data sharing and confidentiality
- Managing tensions
- Working with employers

The final part of each section provides recommendations on good practice and a checklist.

To complete the toolkit, a list of publications and links to websites providing information on further resources and advice relevant to this toolkit are supplied.

In addition, a number of appendices conclude this document. These relate to different sections of the guide:

1) An example of a Workforce Development Strategy from a local authority
2) An example of a GYO trainee student handbook
3) An example of a Guide for Managers
4) An example of a Diversity Monitoring Form for GYO Students
5) An example of a GYO Student Evaluation Form
6) An example of a GYO Student Contract
Section 1: Employers
Section 1: Employers

This section of the toolkit focuses on information and advice for strategic and operational managers across Adults’ and Children’s departments and in VIPs wishing to develop and deliver GYO schemes.

1 Policy and procedures

When considering a GYO scheme, or planning to change an existing scheme, employers need to be clear about the requirements and outcomes of the different models of schemes that might be constructed. Any scheme needs to be integrated into an employer’s workforce development strategy if an employer intends their GYO scheme to fulfil its potential objectives of perhaps addressing recruitment problems; promoting staff development opportunities and impacting positively on the diversity of the local social work profession.

1.1 Defining GYO

According to one employer:

“We have used the term ‘secondment’ in the past but that isn’t the term the local authorities are using any more, and they talk about ‘sponsorship’ instead... they talk about ‘traineeships’ as well, so it is a bit confusing... it is interchangeable... I don’t think we get too tied up about the terms.”

No two GYO schemes are the same, but the main types are:

1. Secondments

Traditionally, GYO students have been existing social care staff seconded from their workplace. Training budgets cover the costs of course fees and additional expenses, and their line management and salary remain unaltered throughout the course of study.

However, the term sponsorship is increasingly used to refer to this model of GYO. Here, an employer usually expects a GYO student to work part-time in term time and when on placement and full-time during university or college holidays. There is an expectation that the GYO student signs an agreement to return to a particular team or organisation once qualified for a minimum agreed period.

2. Traineeships

The other broad category of GYO is that of trainees, usually recruited externally and supported centrally by Workforce Development staff or by managers within Children’s or Adults’ departments.

Trainees are paid a salary out of Workforce Development training budgets or operational budgets which is often lower than an experienced seconded colleague would receive, but higher than the student bursary. They are provided with social care work experience, placements may be guaranteed and there is usually greater flexibility around job allocation on graduation compared to sponsored students.

We recommend that employers define terms carefully since the choice of terms will raise expectations and can be confusing if it seems to be different from others that have been tried in the past or are available in the local area.

2 GYO and Modes of Study

Social work qualifications are offered as full time, part time and distance learning courses at degree level. The General Social Care Council (GSCC) and Higher Education Institutions (HEIs) (universities and colleges) classify social work training programmes as:

• Employment Based Route (EBR) – this refers to a social work qualifying route registered with the GSCC for GYO students funded by their employer. Students on EBRs are not eligible to receive the national bursary.
Or
• **College Based Route (CBR)** – this refers to a standard social work qualifying route. These routes can also be used by students funded by their employer but if they receive such funding they are not eligible for the national bursary.

Either term can refer to study at undergraduate or postgraduate level.

Employers are responsible for publicising and administering such schemes, identifying potential students (although the HEI makes the selection) and will need to consider what placements it will offer and expect of such students and what exactly it wishes to cover in its financial and other support.

### 3 Funding GYO

Employers need to establish the cost of fees within HEIs. These may vary and some HEIs will be willing to negotiate over the level of fees. Similarly, they will need to establish what part of salary or wages they will pay, and set out the terms and conditions carefully. Other possible costs need to be addressed, such as mileage allowances for travel while on placement, use of staff facilities such as car parking or canteens, any restrictions on uses of IT, any extra resources - for books or printing, and so on. There is no set pattern and employers have generally built up a tradition of what they will and will not pay for. Being clear about this from the start may be helpful to all.

Funding for training of the social care workforce is divided between Children’s and Adults’ services in local authorities; each sector receives a single grant. The funding is neither ring-fenced nor subject to reporting conditions and is distributed to other agencies by the local authority. The objective of the training budget is to support the development of the Adults’ and Children’s social care workforces in the statutory, independent and voluntary sectors.

The funding allocation over the three years 2008-11 has been split between Children’s Social Care and Adult Social Care by a ratio of 13% to 87% roughly reflecting the staffing numbers in each sector.

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Social Care Workforce</td>
<td>£139m</td>
<td>£143m</td>
<td>£147m</td>
</tr>
<tr>
<td>Children’s Social Care Workforce</td>
<td>£18.2m</td>
<td>£18.2m</td>
<td>£18.2m</td>
</tr>
</tbody>
</table>

A further GYO funding source available to VIPs in England are GSCC grants for voluntary organisations. The current budget for the fund is £321,000 per annum, with individual grants divided into a maximum of £10,000 per year for full time GYO secondments and £5,500 per year for part time. Organisations can only receive a single grant at any one time. Applications by individuals from groups that are currently under-represented amongst trained social workers are encouraged by the GSCC.

Employers’ GYO costs range from £20k to £35k per student per year of study, covering fees and salaries. However, this excludes cover for the absent staff member, and central Workforce Development management and administrative costs. Fees for HEI study are relatively standard, at roughly £3k per annum but, some may charge more and, as noted above, some HEIs may be flexible (give a discount) if more than one student is being funded at a HEI.

Costs can be offset by receipt of the Daily Placement Fee for the assessment of practice, paid by GSCC to HEIs at £18 per placement day to public sector employers and £28 to independent and voluntary sector employers.
However, the cost of recruitment and administrative costs of GYO may be set against the standard cost of recruiting to a basic grade social worker post, which is estimated at around £4,000. Other savings might be possible as the quote below indicates:

“We have gone to senior management teams and said... ‘You are going to save on agency costs, you are going to save on recruitment from abroad, you’re “developing your own” in the way that you want to do’.” (employer)

4 The Learning Organisation

One workforce manager told the GYO project:

“I’m responsible for recruitment... I will always say that there are opportunities to go away and get qualifications... They (our staff) want to hear that... There is a lot of training... The government inspectors called us ‘a learning environment’.”

We heard from local authority staff that, through its promoting of staff development opportunities, GYO contributes towards the building of a learning organisation. It demonstrates that an organisation values continuing professional development (CPD). The endorsement of CPD can be a valuable incentive when recruiting staff at all levels and helps maintain the morale of existing staff. Local authority staff say that schemes are often viewed favourably in Government inspections, because ensuring that staff can train on the job is integral to the concept of a learning organisation.

Employers need to ensure that GYO is genuinely integrated into a workplace culture that supports workforce development, possibly as part of a wider recruitment and retention strategy, in order to gain support across the organisation. This approach encourages individual managers to accept students on placement, to support their own staff to access training, and to make a broader investment in practice teaching and learning.

One local authority employer said:

“The scheme should not also be seen in isolation to other things the council is concerned with... GYO has set a model for developing groups of people within the community for professional careers, so we can use the systems that we have set up to help other groups.”

See Appendix 1 for an example of a Workforce Development Strategy

Best practice in securing a broader organisational commitment to GYO is through strong ownership from the top. This ensures that any change in key senior management does not jeopardize continued operational and financial investments.

Another local authority manager commented:

“The Director of Social Services, he was 100% behind this scheme, which means that he made it very clear to everybody that they had to be behind the scheme... Led from the top down in that kind of way, backed by the money to enable the scheme to take off, for the infrastructure to be there... You have to be supported properly and you have to get top line commitment for something.”

One visible commitment of an employer’s investment in GYO is through the post of a GYO coordinator. This member of staff can invest time and support in the GYO students, can liaise between students, operational managers, HEIs, and senior management, and usually organises students’ placements. GYO coordinators can be full time or part time and may be based in Workforce Development sections or departments, or elsewhere, and their role may
be spread over more than one person. However, the reality for organisations supporting only one or two GYO students is that there may be no GYO infrastructure in place. In these instances, the GYO coordinating role is absorbed into a line management or training role.

Continuity and dedication to the role of GYO coordinators are important in establishing their success. They can build relationships with and support individual students, as well as all the other stakeholders.

A coordinator said:

“It does reflect the importance the organisation gives to GYO... that they’ve created a post dedicated to keeping an eye on... and to develop it... It started as a one-year secondment, was seen as hugely successful and made permanent.”

In keeping with a whole-organisation approach to GYO, Adults’ and Children’s departments may wish to maximise coordination of GYO activity. This will help to reduce administrative duplication and enhances practice learning exchanges. Coordination might also extend to reciprocal arrangements to enable GYO graduates to seek employment in other settings if they find that this is what they would prefer.

5 Promoting GYO

Another GYO coordinator said:

“I run information sessions... people who might be interested... come along and I talk to them about what we offer, what the university expects, about our criteria... there is a guidance booklet for those people as well with an application form, so we go through all that.”

The change in status from worker to student and embarking on study can be onerous, particularly for people who have been away from education for a long time. Receiving support and advice in the application stages of a GYO scheme can help ensure that candidates feel adequately prepared for their course of study.

Assistance for potential GYO candidates should be provided through liaison between operational managers and the Workforce Development Team.

Inviting HEIs to information sessions is very a successful mechanism for presenting an honest discussion about the challenges of a GYO scheme. It can bring together prospective candidates, current students, employers and academic staff.

Information sessions seem to work best when they contain a mix of one-to-one surgeries and group meetings to:

- Disseminate information, such as a GYO Application or Student Handbook which should contain detailed information about the entry requirements for the scheme, include the nature of commitment needed when studying at degree level, and discussion of the role of the qualified social worker compared to other social care or children’s workforce roles
- Give advice in preparation for internal and HEI application processes and their timing
- Give advice about preparation for study if a GYO place is secured.

See Appendix 2 for an example of a GYO Student Handbook
6 Recruiting GYO Candidates

One manager explained:

“Our recruitment process... it’s extremely detailed and thorough, and probably more demanding than it is of qualified staff... the reason for that is that we’re taking a huge risk because... the theory is they’re not coming with any prior qualifications, and perhaps very little work experience, or maybe only voluntary experience so it’s about making sure that the people we get will succeed...”

Whether GYO schemes recruit candidates internally or externally to the organisation, or are open to both, the successes of GYO schemes seem strongly linked to rigorous selection processes.

Criteria for selection should include an examination of each candidate’s:

- Values
- Motivation
- Analytical and communication skills
- Educational attainment
- Social care experience
- Commitment to the organisation
- Ability to combine work with study

Each HEI sets out its precise requirements and employers should be familiar with those of local HEIs to ensure that people who wish to apply for social work training are fully able to meet them or their equivalents. For example, a person who did not have the required examination passes in Maths, might be advised to seek evidence of numeracy that is acceptable to the particular HEI or to undertake a course that would meet this requirement (see section 7.7). In the past, a year’s social care experience has generally been a standard requirement for GYO schemes. This may not be the case with traineeships when people are recruited from outside social care backgrounds. Close liaison with local HEIs or those operating distance leaning programmes is essential to ensure that candidates receive clear messages about requirements.

Approval of managers for internal GYO applications where they will have to arrange cover for the absent staff member is also an essential criterion.

A minority of employers and HEIs has completely integrated GYO recruitment. They jointly carry out short listing of applicants and interviewing. More commonly, joint recruitment processes involve employers in short listing and only then interview jointly with HEI staff. The involvement of people with experiences of using services and carers in the selection process varies but has to occur to meet the DH requirements for the social work degree.

See Appendix 3 for an example of a Guide for Managers

7 Addressing Diversity

GYO schemes can be a positive tool in addressing gaps in workforce diversity by:

7.1 Widening access to the profession
GYO enables social care staff who would not be able to afford to study independently to qualify, including mature students. Most, 80 percent of students interviewed in the GYO study, said that they would not have taken up social work qualifying study without the support of a GYO scheme.

For example, a GYO student said:

“At the time I was about 36 years old and had wanted to become a social worker probably since I was about 17. This was a great opportunity for me... I have financial responsibilities so I needed to be employed whilst I was studying.”
7.2 Tackling the question of gender
Women are overrepresented in social work education in general, with the total number of male social work students decreasing yearly from 22 percent in 1998 to 15 percent in 2006. However, the proportion of men studying when taking part in GYO schemes has been consistently higher.

In the four first years of the new social work degree, from 2004 – 2008, the proportion of men taking part on GYO schemes ranged between 20 and 22 percent, whilst levels of men amongst non-GYO students declined slightly from 16 to 14 percent.

One manager said:

“I did some research about talking to men about why they did apply for funded routes... men that did apply said ‘Because we are still seen as the bread winner’... They felt very much that they couldn’t reduce... their income to go off and study... so GYO actually helps, to some degree, balance out that.”

7.3 Tackling the question of ethnicity
GYO may help increase the match between the ethnic profile of the qualified workforce and the communities with whom it works.

A local authority employer reported that GYO:

“...has enabled the council to plan its workforce so that, for example, most social work teams would know that they could have a bi-lingual speaker from the local community... So that’s not just having a workforce reflect the community in a cosmetic sense but a workforce who could deliver services for local people because they are from that community.”

7.4 The Law – A Brief Outline

The Race Relations (Amendment) Act 2000
The Race Relations (Amendment) Act 2000 places a duty on public sector authorities to: eliminate unlawful racial discrimination; promote equality of opportunity; and promote good relations between people of different racial groups. All public authorities are also legally required to monitor, by racial group, key indices, including those that record which staff receive training.

Positive Action
Positive action can play a significant part in both developing existing Black and Minority Ethnic (BME) staff and improving levels of retention. Positive Action is:

“A range of lawful actions which seek to address an imbalance in employment opportunities among targeted groups which have previously experienced disadvantage, which have been subject to discriminatory policies and practices, or which are under-represented in the workplace.” (National Health Service, 2007)

The lawful actions include targeted training, provision of facilities and encouragement to apply for specific posts.

‘Positive Discrimination’, as opposed to Positive Action, involves preferential recruitment or promotion regardless of competencies, skills and experience, and is unlawful.
The Equalities Bill

In April 2009 the Government published ‘A Fairer Future’, an Equality Bill which extends the scope to use Positive Action. When selecting between two equally qualified candidates employers can take into account the under-representation of disadvantaged groups. The Bill, which applies to England, Wales and Scotland, is designed to simplify equality law, and will replace eight pieces of legislation covering discrimination on the grounds of sex, race, disability, age, sexual orientation and religion or belief. See www.equalities.gov.uk

7.5 Tackling the balance of people with disabilities

GYO can help ensure that staff with disabilities are positively valued and that the wealth of knowledge, skills and experience that they possess is embedded into the profession.

7.6 The Law – a brief outline

The Disability Discrimination Act 2005 (DDA) applies to all employers and everyone who provides a service to the public, except the Armed Forces.

The DDA builds on and extends earlier disability discrimination legislation, and defines a person as having a disability:

“...where they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.”

The DDA is designed to end discrimination against disabled people and imposes a positive duty to eliminate discrimination and harassment, and to promote equity of opportunity by moving away from risk-avoidance activities to developing and implementing practices that actively promote the inclusion of disabled people.

Equipment and support for disabled students can usually be funded through the Disabled Students’ Allowance via the student’s Local Education Authority (for undergraduates) or the GSCC (for postgraduates). See www.dwp.gov.uk/employers/dda

7.7 Supporting students without previous educational attainment

GYO enables experienced workers who lack the qualifications and confidence to access qualifying study if they receive support.

A manager said:

“Our care workers, huge potential...have got a wealth of experience but...the last experience that they had of the classroom was probably when they left school... They know the job inside out, have taken on responsibilities that probably they shouldn’t have, been used as social workers when they shouldn’t have been, but lack the ability to write an essay or more basic than that... We do assessments of their learning needs right at the beginning... the level of support is incredible... We believe that’s part of why our students are still there at the end.”

Where internal candidates lack the academic qualifications for degree-level study an employer can offer the opportunity to access pre-GYO preparation. There are a range of approaches such as NVQ 4; Access Courses; Foundation degrees or Certificates; Open University’s K100 course, or maths and English courses.

Employers should work in partnership with HEIs to ensure that Access, Foundation or Certificate qualifications can be accepted, if appropriate, as evidence of ability to study at professional level through Accreditation of Prior Learning (APL). These can be used wholly or substantially by employers to develop the skills of their staff, both as end qualifications in themselves, and to select potential candidates for a full GYO
scheme. Employers need to establish with HEIs their specific rules and procedures for APL acceptances. It is important to note that there is no accreditation for practice experience (known as Accreditation of Prior Experiential Learning (APEL)) or exemption from the 200 days of assessed practice.

See Appendix 4 for an example of a Diversity Monitoring Form for GYO Students

7.8 Equality impact assessment
An equality impact assessment (EqIA) is a tool for identifying the potential impact of a GYO on an employer's workforce and on service users. EqIAs can also ensure that a GYO scheme fulfils the requirements of anti-discrimination legislation and places equality at the centre of policy development and review, as well as service delivery.

The equality impact assessment process focuses on:

Initial screening
• Helps to build enthusiasm and confidence so that all staff involved are seen as key players in GYO and that their views are highly regarded
• Ensures that employers understand their communities and service users and can plan around their needs
• Disseminates background detail on equalities issues and some basic material on EqIAs so that everyone feels at a similar level of knowledge at the start of the process.

Scoping and defining
• Employers must build capacity within their organisation, rather than relying on others for ‘expert’ advice
• Use the process as a ‘health check’; a way of consolidating knowledge of GYO
• Develop a network of EqIA ‘champions’ within the social care workforce, who can assist with the process and build it into their work programmes to ensure sustainability
• EqIAs must be part of good project management and scoped into a project at the outset.

Information gathering
• Satisfy stakeholders, both internally and externally, that the process has been sufficiently rigorous
• Use qualitative data, focus groups or informal consultation and statutory and voluntary networks to gather intelligence about local equalities issues.

Making a judgement
• Use a variety of methods such as group and one-to-one sessions, workshops and presentations to spread the message
• Focus on improving GYO schemes and not just mitigating adverse impact – see the impact assessment as an opportunity to deliver better outcomes for disadvantaged equalities groups within the social care workforce
• Develop an EqIA tool or plans for EqIA training modelled on a mentoring approach; develop a steering group or small project team.

Action planning
• Focus on outcomes and tangible improvements to GYO
• Use the process to get team ‘buy in’ to GYO – be clear about what will be done differently at the end of the assessment. If no changes or improvements are planned, the EqIA probably hasn’t fulfilled its purpose
• A good EqIA should result in ‘allocative efficiency’: in GYO schemes being targeted where they are needed
• Use clear examples of EqIA outcomes to support the process.
Publication and review
• Use the most appropriate and effective means to communicate the message and the outcomes of the EqIA for GYO, both within the social care workforce and to wider partners and service users
• Establish the process within the council’s or organisation’s wider review and decision-making processes
• Link the process, including the review, to service planning and risk management, so that it becomes embedded into the culture of the organisation
• Securing the support of an equalities impact assessment ‘champion’ from legal services is recommended. Not only will the legal representative be able to support service managers in meeting the public duties but they may be able to help lawyers check formal reports for evidence of impact assessments.

See: www.idea.gov.uk/idk/core/page.do?pageId=9016493 to access information and guidance on conducting an Equalities Impact Assessment.

8 Supporting Students

Employers should develop a broad array of complementary sources of support for GYO students within the workplace, ranging from individual, group, financial, emotional and practical help.

8.1 Primary support
Primary support can be provided by Workforce Development staff, a line manager and/or a GYO coordinator. Together with support drawn from their HEI and their home lives, this may help GYO students complete their qualification.

A GYO student reported:

“It was very important that my manager understood the need for study time and allowed me to take this flexibly; also that my caseload was reduced when on placement. Other GYO students and staff development staff provided a network of formal and informal support. I had the same tutor throughout the course and this proved invaluable as she came to know me... My main concern was about balancing work and home life... the only way I overcame this was with support of my husband and family.”

The different modes of study offered under GYO schemes (i.e. college or employment based; undergraduate or postgraduate; or full time, part time or through distance learning) should not reduce the type and level of support offered to GYO students by their employer. In particular, the distance learning routes model of GYO sometimes leaves a student having to maintain their former working status and full case load in addition to taking on study activities.

Students can feel that their managers and colleagues are not taking into account their changed status within the team, and may doubt if their colleagues accept the reasons for their absences from the workplace.

An employer said:

“There was some resentment, people seemed to be never in work... Some teams were absolutely superb, the managers taking that on and making it clear that it would be of benefit to everybody in the service... There were other places where... it went unmanaged and the students became quite isolated within their workplace.”
Conversely, GYO students studying full time should not be seen by employers as requiring less emotional support and intervention, just because they are less likely to be juggling the roles of worker and student.

Employers need to help all GYO students feel valued by, and connected to, the organisation whilst they are absent for significant periods.

An employer illustrated what happens in one authority:

“They are invited to the Christmas ‘do’... whether they are at university or not... and just little things like that; having email accounts which we have to pay for. So they are very much, from the beginning, part of the organisation even if they are at university... They do value that.”

See Appendix 5 for an example of a GYO Student Evaluation Form

8.2 Peer support
Peer support is a key contributing factor to the successful progression (qualification) of GYO students. Employers can promote this through providing initial opportunities for ‘bonding’ and then helping with ongoing group sessions, either monthly or once a term. These groups are important opportunities for formally disseminating information, and are equally seen as an opportunity for students to ‘let off steam’. Keeping the group at a manageable size and bringing together people with comparable experiences of GYO maintain its effectiveness:

A coordinator said:

“I get them together three times a year as a group... if they miss coming to my group I phone them up to find out how things are going... The purpose of those meetings is an information session, it is about me catching up with what is happening with them and it is for me to pass on information, but it is also for me to pick up where there are issues... About getting that peer support right from the start... they are good at supporting each other... get them together at first, get them to know each other.”

However, employers need to be aware that for part time GYO students, the opportunities for developing a peer support network are restricted. For GYO students who have family and/or caring responsibilities, this further undermines the likelihood of peer support networks evolving, without vigorous support and investment.

8.3 Financial support
On top of the payment of course fees and salaries, employers might consider the following payments:

- A travel allowance
- A book allowance

One GYO student said:

“Crucial really, especially the book allowance, because with it being an MA (post-graduate course) we had to write a dissertation, and with it being a quite specialist area the books weren’t actually in the University library so we had to purchase them. So without that I probably wouldn’t have got my dissertation done.”

8.4 Study skills support
The provision of support to develop study skills is usually the responsibility of the HEI once the course is under way.

However, a possible gap in IT skills amongst some GYO candidates is something employers may need to address before students commence study.

A lecturer said:

“The IT gap is there... for lots of more mature people it is a massive gap...and it might be that people... shy away from it until they get on the course and then they realise they have got to do it.”
8.5 Study Leave
The study leave allocation GYO students receive can be another important element of their feeling supported on their course. Study leave is commonly between a half-day and a day a week, with the level agreed by HEI depending upon the course. Students may particularly appreciate the understanding to enable them to take study leave at critical points, such as exams or dissertation deadlines.

A GYO student said:

“On this particular placement I have had lots of support and flexibility regarding taking additional study days, to get an essay done or whatever.”

8.6 Placements
Employers should ensure that students’ placements provide enough variety and quality of experience to meet their learning needs and the outcome requirements of degree qualifying courses. Some HEIs expect students to have at least one internal (in the seconding or home authority) and external placement (with another employer) during their course of study. Learning about the work of another agency may be a very important part of a student’s experiences - and it can benefit their employing agency as the student may learn new skills and systems. Equally, there can be advantages of both placements taking place in the employer’s own organisation, as students will be familiar with colleagues, managers, systems, locations and work processes.

A GYO student said:

“(a placement) within your own organisation is fine. The advantage is that you don't have to do so much initial networking as you know the processes, so you can learn the new skills without having to learn absolutely everything.”

However, the GYO student identity can be blurred when on placement in their own organisation, with managers and colleagues sometimes failing to adjust their approach and to recognise that an established colleague is now a student.

Nevertheless, within a supportive placement setting, experienced staff can feel that their student identity is sufficiently protected, and that their previous experience is appreciated rather than exploited. Practical arrangements might be moving desks, considering how rotas and duty are organised, thinking about the messages that are given to the public or to service users, changing the nature, timing and place of supervision. How should students be treated in terms of team away days? What about their relationships with administrative support? These practical issues need to be clarified. It is for the employer to decide what they want because they are paying for the GYO scheme. We have no clear evidence of what is ‘best’.

Placements can be challenging to organise and to undertake, and whether GYO students are placed internally or externally, the host team needs to be prepared and enthusiastic.

8.7 Replacement staffing (backfill)
Replacement for staff out of the workplace, or backfill, due to GYO study commitments, can be the most controversial element of GYO funding because it is so expensive.

Where backfill for seconded staff is not fully available, it can leave managers covering staffing gaps, often resulting in higher workloads for colleagues. This may affect managers’ enthusiasm for supporting staff to access GYO.
An employer said:

“Backfill replacement costs are the main cost... the hardest to find, and that obviously varies according to the kind of role the people are in... We would have the team cover... but where they’re doing 80 day placements... you can’t do that... So the mechanisms that we’re developing really is... bring people in on a temporary, even if it’s a 2-year temporary basis, to cover... part-time or full-time depending on the pace of the programme.”

Employers can explore securing backfill allocation from any salary underspend within organisational budgets and from the government social care training allocation.

8.8 Choice of university or college

Employers can give a single option of HEI or give prospective GYO students a choice, facilitating a match between the mode of study, the student’s preferences, and geographical convenience. Information about HEIs is, of course, available on their websites. We found no evidence that it is better for employers to have links with one HEI or with several, other than the possibility that a HEI may reduce fees if there are a number of GYO students and the possibility that relationships will be closer if there is only one partnership.

8.9 Data Protection Waiver and information sharing

GYO students should be encouraged to sign a Data Protection waiver to enable employers and HEIs to share information about their progress. This is primarily as a back-up if students fail to inform their employer if problems arise during their course of study.

One employer’s procedure is:

“We ask students when they enter programmes to sign an Agreement, Data Protection Act really, so that they are prepared for the Universities to release these results direct to us... I would expect if there was a student in danger of failing the course that the student would come to see me first of all, but they don’t always, so sometimes I have been approached by a concerned tutor... It does work.”

8.10 Contracts

The contracts that GYO students sign at the outset of a scheme are integral to employers’ attempts to secure high retention rates and a return on their investment. Contracts usually stipulate the payback of fees and of other GYO costs such as travel and book allowances on a proportional basis if the GYO graduate leaves the organisation before the period of contractual employment is completed. There is usually a commitment of two years to the employer after qualifying.

If a GYO student leaves a scheme, but remains working within the organisation, employers may wish to recoup payment via direct deductions from salary. This method can also be used to deduct payment from the final payments of salary if they resign before the completion of their contractual period.

Organisations needed to have a system in place for Payroll Departments to recoup these payments immediately upon notice being served by the student, therefore GYO students should be asked to sign an agreement for the arrangement to be put in place at the outset of the scheme.

Employers should use their discretion, and not pursue people who leave the organisation unavoidably, for example, due to ill health.

The majority of GYO students describe these contractual obligations as a fair return on the investment their employer had made in them. There is recognition that the positive element of the contract is that it is a sign of guaranteed employment, and that the standard two-year employment period is a reasonable phase of post-qualifying experience before possibly exploring new career opportunities.
8.11 Job allocation on graduation

Employers should attempt to match student and organisation preferences before the point of graduation. Students should be asked for their first, second and third choices of client group or work setting. These should be matched to existing vacancies and the position confirmed via an informal interview.

However, this arrangement may not always be possible as the separation of Adults’ and Children’s departments, and budgets, may reduce employers’ flexibility in matching student preferences to social work vacancies.

GYO students seem more likely to accept a tie to a specific work setting if it has been an explicit part of the GYO scheme recruitment conditions and contractual agreement. Choosing to maintain the primary contact and support links between the GYO student and the employer organisation via a team manager, rather than through a central Workforce Development contact, can be a mechanism for promoting team loyalty and encouraging a return to that work setting on qualifying.

An employer said:

“It is made very clear in the contract and through the whole selection process that the expectation is that that individual will return to a particular service and that it will be in a particular district, and they have a manager who they will contact and who should be providing them with support whilst they are at University...The hope is that that will help the individual to feel part of that team and to return to that team, rather than chose not to.”

If employers do not wish to insist that a GYO student takes a particular post unwillingly, they may wish to consider schemes that top-slice budgets to fund and manage GYO students centrally.

See Appendix 6 for an example of a GYO Student Contract

9 Working with Universities and Colleges

HEIs welcome GYO students as they are a boost to their overall student numbers and are an important way to maintain positive relationships with local employers.

9.1 Developing reciprocal relationships

Working together to develop and maintain GYO schemes can ensure that employers and HEIs cement significant reciprocal relationships.

Maintaining positive links requires an investment of time and should be facilitated by the development of forums, such as regular meetings and informal contact. These can generate greater trust, mutual assistance and problem-solving capacity around the training social workers.

A lecturer said:

“We have... termly or six monthly at least meetings and give them lunch... Local authorities quite like that... We have a stronger relationship as a consequence of GYO. We can name people in each authority that we can go to and talk to. I’m sure there are almost invisible spin offs from that in terms of sorting out problems... It develops more trust.”

Other resources that HEIs are eager to accept through these closer relationships are free guest lecturing and tutoring, as well as representatives for interview and practice assessment panels. These provide interest and new experiences for many staff and help develop their skills. It is, of course, a requirement that HEIs engage with and involve local employers in all aspects of their social work programme; this includes
course design, assessment and management as well as those areas described above. The GSCC sees this as important for the quality of programme as a whole, for the provision of placements; and as a way of ensuring teaching is up to date. Working together on GYO courses helps strengthen partnership arrangements and may foster continuing professional development opportunities for all staff.

9.2 Targeting students without previous educational attainment

Employers and HEIs can draw on GYO schemes to widen educational and professional opportunities for staff who have historically been excluded from them. GYO is a successful mechanism for tapping into this existing human resource within the workforce, but it may require high levels of tailored support for these staff to achieve academic success.

As noted in section 7.7, employers should work jointly with HEIs and Further Education Colleges to explore which Foundation or Certificate qualifications might be accredited onto the social work degree course though Accreditation of Prior Learning (AP(E)L). These may be used completely or partially by employers to develop the skills of their staff, both as qualifications in themselves, and to pinpoint potential candidates for a GYO scheme. It is important to remember that AP(E)L does not apply to prior practice experience.

A lecturer said:

“We run a Foundation degree... it allows them to transfer credit... Quite a lot of students come through that route... It was worked up in partnership with the local authorities... for people who may not want to become social workers but who had potential and wanted further training... Maybe they do go on to be decent social workers... they have been working in the service for a long time... they want to qualify.”

9.3 Contracts

HEIs and employers should develop written agreements about collaborating over GYO activity. Agreements should focus on:

9.3.1 Number of GYO students

HEIs usually ask for an estimate of GYO places to assist in the planning of their courses. As the student selection cycle is typically completed before local authority budgets are agreed, these places are generally reserved in the hope of later confirmation of GYO funding.

HEIs therefore tend to interview and offer places to an excess of candidates of whom only a proportion are able to subsequently take them up. Some believe this to be inevitable, but others see it as a waste of their resources.

A lecturer said:

“In most authorities you have to get the HEI place and then apply for the GYO funding... Students in January/February are told, ‘Yes, you’ve got a place’. We can still be waiting in August for the agency to say, ‘Yes, you can have the money’... What agencies will say is, ‘Well, we can’t really do it any other way’... a bit of a panic for the lecturer who currently does it.”

HEIs are thus often open to exploring alternatives with employers, including moving away from a reservation system to a joint recruitment process in an attempt to improve their annual planning cycle. This helps HEIs in planning their own staffing levels and resources.

Another lecturer commented:

“The uncertainty would be in terms of future planning. If we are not going to get students in the future then that will be a sizeable chunk of our work which will disappear. Once that starts happening then you start losing staff as well, it’s difficult to gear up again... The more solid GYO arrangements are, then the more able they
are to plan for it and the better provision we’ll be able to make as a consequence, and the more stability we’ll have.”

HEIs can sometimes be flexible in combining EBRs with CBRs in order to reduce this uncertainty, so that variations in levels of GYO students can be countered by adjusting the recruitment of college-based candidates.

9.3.2 Placements
Placements account for 50 percent of a student’s time in study and are essential for preparing them for working as a qualified social worker. As such, the provision of sufficient and high quality placements is of primary importance to employers, students and HEIs alike.

HEIs restrict their student numbers when they are not able to secure sufficient placements. The guaranteed placements integral to GYO schemes are therefore a crucial resource.

A lecturer commented:
“Placements are found by the agencies and that’s a great boon to the universities and one of the incentives for getting into the GYO route... probably the greatest one... At a time when many of the statutory authorities are getting smaller you need their placements more... it’s very, very competitive and you’ve got to find ways of working closely with them.”

Employers usually expect students to have at least one placement in their previous work setting, not necessarily in their former team or unit. This placement can be viewed as both a selling point to managers who are funding GYO, and as a tool for preparation for the student for practice after qualifying.

An employer said:
“... We stipulate that they have to have placements within that local authority, half will be in their own workplace... If they are going to meet our needs we want to know that they can actually do it, but we also know that we can guarantee good statutory placements...”

However, HEIs may strongly recommend that employers allow one placement in another agency, particularly if someone’s previous work experience has all been acquired within one organisation (see section 6.3).

A lecturer said:
“We have two placements on the course: we would certainly not give them (GYO students) more than one placement in their employing agency... What is the point? Go and get some ideas from elsewhere, see what other people are doing.”

Reciprocal arrangements for placements between local authority and VIPs employer organisations may be one way that students can gain experience outside their normal work setting. This is particularly important for smaller VIP organisations that generally cannot offer staff a range of practice learning opportunities. They may feel the loss of a staff member to a GYO scheme keenly so may benefit from the contribution of another student on placement.

Another lecturer outlined how such exchanges may work to the benefit of all concerned:
“Independent sector GYO students need statutory experience which generally means going outside of their own organisation... we do encourage local authorities to pair up and teamwork with local voluntary organisations and that generally works quite well... because they get students in exchange.”
The final placement is a key element of the preparation for return to the workplace and therefore often takes place in the future work setting.

An employer explained:

“Our students needed to be prepared to come back to work to the local authority standard and the best way to give them that is to have them back here for their final year... Then they get geared up to local authority policies and the way it does its work and they don’t have all that to do when they come back and they start as qualified workers.”

This policy can be in the interests of students. Where their GYO schemes require students to apply for a job on graduation, the choice of their final placement can enable them to compete effectively for the post they prefer.

Another employer confirmed this point:

“Trainees should have their last placement in where they are going or a related area... If you have two candidates going for one job (in Children’s services), and one has just been in a Children’s Services placement, they are going to have more insight to sell themselves.”

**9.3.3 Information sharing and data protection waivers**

As outlined in section 8.9, the signing of a Data Protection waiver by GYO students enables employers and HEIs to share problems concerning students, such as significant periods of absence, failed placements or coursework, or disciplinary procedures.

A lecturer outlined the local agreement process:

“The information exchange has been a difficult one and we have now got a paragraph about that in the contracts... We hit the buffers in discovering, solely by chance, that one of our students was undergoing disciplinary procedures in a local authority while we blithely had them off on placement.”

**10 Recommendations for employers**

- GYO schemes require high-level endorsement of their priorities to be successful.
- Decisions for GYO planning need to be clear about the different requirements and outcomes of schemes, and the likely impact on the age, gender, disability, previous educational attainment and ethnicity of students and the workforce. Plans to establish or re-model GYO could usefully include an Equalities Impact Assessment. This should assist employers to establish the profile of their GYO candidates and the potential impact of targeted GYO recruitment or any alterations to scheme support or funding.
- GYO schemes have the potential for fostering an organisational culture that promotes staff development opportunities, including practice learning, as part of a wider ‘learning organisation’. GYO schemes need to be integrated into an employer’s workforce development, or recruitment and retention strategies, and succession planning if they are to be clear about their objectives and desired outcomes.

Good practice in supporting GYO students is best disseminated if made explicit in contractual arrangements between employers, students and HEIs that include:

- Payment of fees, salaries and additional costs
- Consideration and agreements over study leave allowance and flexibility
- Caseloads and other responsibilities throughout study
- Breadth or constraints of practice learning opportunities
• Availability of consistent and dedicated coordination/mentoring outside operational line management and practice supervision, potentially within a GYO Coordinator role
• Provision of preparatory study skills support if required
• Information sharing, including consideration of Data Protection Waivers
• Redeployment or alternative mechanisms for students failing to complete schemes
• Job allocation procedures on graduation
• Student tie-ins to employers, to particular work settings, and payback of costs
• The promotion of a comprehensive learning experience for students.

Additionally, feedback on the application process to unsuccessful internal candidates and their line managers can assist these individuals to achieve the necessary qualifications or experience to be successful with a subsequent application, or to be directed to an alternative source of training and development.

• As part of a whole-organisation approach to GYO, Adults' and Children's departments may find it helpful to maximise their coordination of GYO activities, in order to reduce administrative duplication and to benefit from practice learning exchange, as well as the possible need for reciprocal arrangements to accommodate GYO graduates seeking employment in other settings.
• Employers should maintain data on the comparative retention rates and profiles of GYO and non-GYO recruits in their workforce, and on the relative success of different GYO models, as part of the evaluation of GYO investment. This may also include exit interviews on experiences of GYO; reasons for leaving the scheme or the organisation; and subsequent employment plans. This will establish if GYO is generating recruits for the sponsoring organisation; for the wider locality; for the social work profession as a whole; or whether people are leaving the profession and why.

• Reciprocal arrangements for placements between employer organisations are successful mechanisms for ensuring that VIP students gain experience outside their normal work setting. This is particularly important for smaller organisations that cannot offer staff a range of placement settings and are vulnerable to the loss of staff from the workplace.

11 Checklist – issues for consideration

By way of concluding the employers’ section of the toolkit, a checklist is provided, listing the key issues which need to be considered when developing and delivering GYO schemes. The relevant section of the toolkit that provides information on each issue is listed.
<table>
<thead>
<tr>
<th>Issues to be considered</th>
<th>Section of toolkit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy and procedures</td>
<td></td>
</tr>
<tr>
<td>What are the main types of GYO schemes?</td>
<td>1.1</td>
</tr>
<tr>
<td>What are the GYO modes of study?</td>
<td>2</td>
</tr>
<tr>
<td>How is GYO social care workforce training funded?</td>
<td>3</td>
</tr>
<tr>
<td>Are there additional sources of funding for VIPs?</td>
<td>3</td>
</tr>
<tr>
<td>What is the annual cost of training a GYO student?</td>
<td>3</td>
</tr>
<tr>
<td>How does GYO contribute towards building a learning organisation?</td>
<td>4</td>
</tr>
<tr>
<td>What should an information session for potential GYO students include?</td>
<td>5</td>
</tr>
<tr>
<td>What should the selection criteria for potential GYO students include?</td>
<td>6</td>
</tr>
<tr>
<td>How does GYO widen access to the social care profession?</td>
<td>7.1</td>
</tr>
<tr>
<td>How does GYO tackle the equality of opportunities around gender in the social work profession?</td>
<td>7.2</td>
</tr>
<tr>
<td>How does GYO tackle equality of opportunities around ethnicity in the social work profession?</td>
<td>7.3</td>
</tr>
<tr>
<td>What legal obligations do employers have in promoting equality of opportunity?</td>
<td>7.4</td>
</tr>
<tr>
<td>How does GYO tackle equality of opportunities for disabled people in the social work profession?</td>
<td>7.5</td>
</tr>
<tr>
<td>What legal obligations do employers have under the Disability Discrimination Act?</td>
<td>7.6</td>
</tr>
<tr>
<td>How does GYO support students without previous educational attainment?</td>
<td>7.7</td>
</tr>
<tr>
<td>How does an EqIA identify the potential impact of a GYO scheme?</td>
<td>7.8</td>
</tr>
<tr>
<td>What should an EqIA process focus on?</td>
<td>7.8</td>
</tr>
<tr>
<td>Issues to be considered</td>
<td>Section of toolkit</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Supporting students</strong></td>
<td></td>
</tr>
<tr>
<td>How can employers deliver primary support to a GYO student?</td>
<td>8</td>
</tr>
<tr>
<td>Do GYO students on distance learning courses need more or different types of support from full time GYO students?</td>
<td>8.1</td>
</tr>
<tr>
<td>Why are ongoing group sessions important for peer support?</td>
<td>8.2</td>
</tr>
<tr>
<td>What types of financial support should employers offer to GYO students?</td>
<td>8.3</td>
</tr>
<tr>
<td>Are employers responsible for developing study skills with GYO students?</td>
<td>8.4</td>
</tr>
<tr>
<td>How much study leave is commonly allocated to GYO students?</td>
<td>8.5</td>
</tr>
<tr>
<td>How should employers ensure placements meet the learning needs of GYO students?</td>
<td>8.6</td>
</tr>
<tr>
<td>How should employers cover the backfill costs for GYO students?</td>
<td>8.7</td>
</tr>
<tr>
<td>Can employers give GYO students a choice of where to study?</td>
<td>8.8</td>
</tr>
<tr>
<td>Should GYO students be asked to sign Data Protection waivers?</td>
<td>8.9</td>
</tr>
<tr>
<td>Can employers always recoup the cost if GYO students fail to complete the scheme?</td>
<td>8.10</td>
</tr>
<tr>
<td>When should employers allocate jobs to GYO students?</td>
<td>8.11</td>
</tr>
<tr>
<td><strong>Working with universities and colleges (HEIs)</strong></td>
<td></td>
</tr>
<tr>
<td>How can employers maintain links with HEIs?</td>
<td>9.1</td>
</tr>
<tr>
<td>How can employers work with HEIs to widen access to the social care profession?</td>
<td>9.2</td>
</tr>
<tr>
<td>How many GYO students should universities agree to place on courses?</td>
<td>9.3.2</td>
</tr>
<tr>
<td>Can a placement take place in a GYO student’s previous workplace?</td>
<td>9.3.2</td>
</tr>
<tr>
<td>Could local authority employers organise reciprocal placements with VIPs?</td>
<td>9.3.2</td>
</tr>
<tr>
<td>How can employers find out what is happening in respect of a student they are funding on a social work programme?</td>
<td>9.3.3</td>
</tr>
</tbody>
</table>
Section 2: Students
Section 2: Students

This section of the toolkit is for people working in Adults’ and Children’s services and allied areas who are considering undertaking qualifying social work training. It highlights the decision-making processes and risks of applying for and following a GYO-funded programme of study.

Many of the reports from students about GYO routes are highly positive.

A GYO student said:

“It’s great because for people like me... there is no way I would be able to fund this myself. It’s a brilliant way to get a qualification that I never dreamed I’d ever really get.”

1 Types of GYO

When choosing a course of qualifying study, students need to explore the terms and conditions of a GYO scheme carefully to ascertain the benefits and obligations on offer.

1.1 Secondments

Customarily, GYO students are existing social care and children’s services staff seconded from their place of work. Training budgets cover the costs of course fees and additional expenses, and their line management and salary remain unchanged during the course of study. Careful checking that this is so is advised in light of the variations between employers.

However, the term ‘sponsorship’ increasingly refers to this type of GYO scheme. Here an employer commonly expects a GYO student to work part-time throughout the course and full-time when there are academic holidays. There is an expectation that the GYO student continues working in the organisation on graduation for a minimum agreed period. Prospective students need to make sure they understand what is meant by the term ‘sponsorship’ and what are the expectations of the employer.

1.2 Traineeships

The other category of GYO is that of trainees, usually recruited from outside the organisation and supported centrally by Workforce Development staff or within Children’s or Adults’ departments. Trainees are paid a salary out of Workforce Development training budgets or operational budgets which may be often lower than the salaries of seconded colleagues.

They are provided with work experience; placements may be guaranteed and there is usually greater flexibility around job allocation on graduation compared to sponsored students. Again, the terms and conditions of this role need to be formally agreed on both sides.

An employer said:

“Traineeships are not for current staff although you can’t stop current staff applying... We have had one internal applicant applying for the traineeship successfully, but actually the terms and conditions stopped being attractive to her once she understood those, she withdrew, because the salary’s often not the same as somebody who’s accrued increments over years... Trainees might lose their job if they don’t pass... and they’re on salaries which aren’t comparable.”

See Appendix 2 for an example of a GYO Student Handbook

2 GYO and Modes of Study

Social work qualifications are offered as full time, part time and distance learning courses at degree level. The General Social Care Council (GSCC) and Higher Education Institutions (HEIs) (universities and colleges) classify social work training programmes as:
• **Employment Based Route (EBR)** – this refers to a social work qualifying route registered with the GSCC for GYO students funded by their employer. Students on EBRs are not eligible to receive the national bursary.

Or

• **College Based Route (CBR)** – this refers to a standard social work qualifying route. These routes can also be used by students funded by their employer but if they receive such funding they are not eligible for the national bursary.

Either term can refer to study at undergraduate or postgraduate level.

We discuss below some of the ways in which students should be receiving support on either type of route.

### 3 Continuing Professional Development (CPD)

An employer said:

“*Some of the best people working are not qualified... How can an organisation which claims to be suffering from a lack of resources just overlook this vast group?”*

GYO is a key method for ensuring that existing social care staff are positively valued and that the wealth of knowledge, skills and experience that they possess is embedded into the profession through qualifying study. By promoting staff development opportunities, GYO contributes toward the building of a learning organisation and shows that the employer values CPD. If you are thinking about becoming a GYO student, you may wish to enquire if any CPD points you have gained can be accredited by an education body. If you have taken part in many CPD opportunities, then you may find this is helpful evidence of your commitment to the organisation, to personal and professional development, and will help in interviews by enabling you to show that you are up to date and possess intellectual curiosity.

#### 3.1 Familiarity with the organisation

Internally recruited GYO students often have a good understanding of the organisation and need less induction and support on qualifying as they are already familiar with its structures, systems and working practices. Students may like to argue that this means that they are a sound investment for their employer.

A GYO student said:

“It’s like an extended two-year probation period where you can shape them into your company’s way of working and the procedures and IT systems.”

#### 3.2 Linking theory and practice

GYO has the potential to generate newly qualified social workers with substantial experience of applying learning to the realities of daily practice.

A lecturer said:

“The fantastic value of GYO is... when they are not in university, they are in work, they should be integrating their academic study to that work base and learning as it goes. So, in a sense, they are doubling up on their learning.”

A GYO student recalled:

“Being a trainee actually helped me more... because I was working it allowed me to make sense of things very quickly. I think a lot of my colleagues were struggling to get their heads around the legal side of things... whereas, for me it was like, ‘I understand that because I do that every day’... I was able to draw it together a lot easier.”
In the case of trainees, the integration of theory and practice can be experienced across a range of workplace settings, providing the additional advantage of helping students make the links across the different strands of social work practice. In order to maximise these advantages, students may need to be able to convince employers that they are flexible; willing to try new experiences and are not reluctant to embark on areas of work that are unpopular or unknown to them.

A GYO student said:

“I have noticed as well, even though I’ve been working in very different departments, they all fit together... all the information which that I’d picked up about domestic violence from the alcohol team was so significant to me practising in the advice and assessment team because I was able to have lots of information around it, which I would never of known about if I hadn’t had those other placements.”

3.3 Gaining a realistic picture of social work

Through combining work and study, GYO students can gain additional confidence in their readiness to practice on qualifying by gaining authentic insights into the role of the social worker. This is an important point for employers but it may mean that there are high levels of expectation placed on GYO graduates. GYO graduates may benefit from the greater formal support for newly qualified social workers coming on stream in many organisations.

A GYO student said:

“It’s excellent because you’re getting people that once they are qualified it is not a shock, because they know what is required and what it is like out on the front line. I think if you come in as a student with no experience and then have your placements and you can be very protected on your placements and then once you’re qualified you go in there and I think that is possibly why there is such a high turnover of staff... GYO gives a far more realistic picture and I think you get social workers that will have more staying power.”

4 Contracts

GYO students are expected to sign a contract at the outset of a scheme with their employer. This needs to be scrutinised for an individual’s circumstances. What does the small print say about maternity/paternity/adoption leave? What about carers’ leaves and breaks? Or exit strategies? How will the financial support affect any other household income? What is the tax implication? Independent advice about this will be available from Citizen Advice, local tax offices and, possibly, trade unions such as UNISON.

Contracts usually include the following stipulations:

- The payback of fees and of other GYO sums, such as travel and book allowances, if the GYO student or graduate leaves the organisation before the period of contractual employment is completed
- A Data Protection waiver to enable employers and HEIs to share information about the student's progression
- Either, a single option of HEI at which to study
  Or
  A choice of HEI, to assist a match between the type of study and the student’s preferences
- Study leave to be agreed by HEI depending upon the course, at between half a day and one day a week
- At least one internal and external placement during the GYO student’s course of study
- Either, the GYO student to be employed in a specific work setting on graduation
  Or
  A choice of work setting on graduation, matched to the employer's current vacancies
• The GYO student to remain in the employment of the organisation for two years after qualifying.

See Appendix 6 for an example of a GYO Student Contract

5 Funding

GYO costs for employers range from £20k to £35k per student per year of study, covering fees and salaries.

There are significant variations in salaries for GYO students which reflect:

• Local pay disparities
•Retention of the GYO student’s salary or receipt of a lower trainee wage
• Custom and practice of the employer.

An employer said:

“We have two schemes... People that weren’t employed by us but as trainees we do take them on at a lower salary, and the others are people who already work for us and we second them and pay their full salary...”

On top of the payment of course fees and salary, GYO students generally receive additional financial support from their employer for:

• A travel allowance (this needs to be checked to see what it covers, e.g. travel to university, travel to placements, travel while on placement, is it taxable, and so on)
• A book allowance (in some cases this may be very small).

As mentioned in Section 4, the fees and other GYO costs such as travel and book allowances are expected to be paid back if the GYO student leaves the organisation before the end of their contract of employment.

6 Working while studying

A student said:

“The first year was very difficult... three days at University and I had to go back to my substantive post and work two days a week and carry a full caseload and that almost killed me...”

The change in status from worker to student and the demands of qualifying study can be arduous. Receiving clear guidance and comprehensive support whilst studying can help with successful completion of a course of study. If a student is finding that the support offered at the start of the programme does not materialise or is inadequate, then they should keep a log and record what is happening (or not) and take it up with the employer’s named contact.

6.1 Support from employers

GYO students should receive a wide range of complementary sources of individual and group support within the workplace.

A GYO student said:

“Whilst on the course I had a staff development officer, who I could go to for any support needs or anything like that, as well as my academic tutor and practice teacher. I had an on-site supervisor on my placement as well. Then I had the other trainees as well and, of course, mates are also a source of support... I felt if I needed help or advice there was somebody I could turn to.”

The different types of study available under GYO schemes should not unfairly determine the type and level of support GYO students receive. Distance learning GYO students should not be expected to maintain their former full caseload and duties in addition to taking on academic work. Conversely, GYO students studying full time should not feel they deserve less intervention, just because they are not so likely to be juggling the roles of a worker and a
student. This area may be difficult to manage and when applying for a GYO programme it is important to have details of the person responsible for any difficulties or complaints. Discussion with students in other years or graduates will usually give a full and frank picture of the support that is available.

A lecturer said:

“Thedifficultybetweenthe...work/study/life balance, which they are all battling with, that can be quite stressful for them and they do shed a few tears... We can liaise it back to the agencies if we feel worried about a student... The Learning Development teams at the agencies take this on board, they will then liaise with their managers to say, ‘Look, so and so shouldn’t be doing a five day caseload when she’s only at your place three days a week’.”

Peer support through group sessions and email links is an equally important avenue for GYO students to share issues and concerns. These need to be fostered by the employer but it is also up to students to put effort into making these work effectively.

A GYO student said:

“The main thing would be the peer support because we knew there was a group of eight of us who were all going through the same thing... I think eight is probably a really good number for a group isn’t it? A friend of mine was doing a work based route but more on her own, a secondment thing and I think she felt quite isolated.”

6.2 Study leave

Most undergraduate GYO students are expected to be at the workplace for a substantial part of the week during the academic year. The majority of post-graduate students attend the workplace infrequently or not at all during study, except when on placement, as their course is shorter.

GYO students can be expected to return to work over the summer academic break, but others may be released until their course is completed. This is an important area to clarify.

An employer said:

“The full-time undergraduate traineeships are actually classed as full time students and the only time they come is when it is the end of the academic year, come and work for us until they go back to university, we allow them all the other holidays... The work based undergraduate distance learning people, the first year we give them one day a week study, and one day a month to attend university... The post-graduates are out for two years... they are not expected to work at all.”

Study leave given by many employers is usually between a half-day and a day a week, with the level approved by HEIs depending upon the course.

GYO students should ask for some flexibility in the allocation of study leave to enable them to take time off at key stress points, such as exams or dissertation deadlines. Difficulties over this can arise and the HEI may need to be brought into these discussions.

A GYO student said:

“I have had lots of support and flexibility regarding taking additional study days, to get an essay done or whatever.”

6.3 Study skills support

Support with developing study skills is commonly the responsibility of the HEI once a course has commenced. Most students find this extremely helpful.

6.4 Placements

GYO students should have at least one internal (with their funding employer) and external placement (with another agency) during their course of study; this again needs to be clarified with the employer and the HEI.
During an internal placement, GYO students need to ensure their caseload is reduced and that time is allowed for course work, reflection or study.

A GYO student said:

“The disadvantages are that sometimes they can expect rather a lot of you... External students... would be given a slower pace of work and more time to research. I think when you work for an organisation... they expect more from you and take advantage a little bit.”

It may be advisable for students to take responsibility for informing and therefore enabling team members to accommodate their change in role.

A lecturer said:

“We sometimes say to them, ‘Do a presentation to your team and explain what you are doing, just for five minutes in a team meeting, so that other team members will understand what it is you are doing on placement... why you need an hour a day to do your logs and your tracking documents’.”

8 Checklist – issues for consideration

In concluding the student section of the toolkit, a checklist is provided listing the key issues that need to be considered when deciding on a course of study as part of a GYO scheme. The relevant section of the toolkit that provides information on each issue is listed.

7 Recommendations

- Clear contractual arrangements should be agreed between students, employers and HEIs before students commence a GYO scheme
- Students should maximise their preparation for and support throughout study, by maintaining peer support networks and clarifying opportunities for employer and HEI support
- Students need to take on some responsibility for briefing and therefore enabling their colleagues to accommodate their change in role to student status.
<table>
<thead>
<tr>
<th>Issues to be considered</th>
<th>Section of toolkit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Types of GYO</strong></td>
<td></td>
</tr>
<tr>
<td>Are seconded GYO students' salaries affected during their course of study?</td>
<td>1.1</td>
</tr>
<tr>
<td>How are trainee GYO students' salaries paid for?</td>
<td>1.2</td>
</tr>
<tr>
<td><strong>GYO and Modes of Study</strong></td>
<td></td>
</tr>
<tr>
<td>What is the difference between an Employment Based Route and a College Based Route of qualifying study?</td>
<td>2</td>
</tr>
<tr>
<td><strong>Continuing profession development (CPD)</strong></td>
<td></td>
</tr>
<tr>
<td>How does GYO contribute towards building a learning organisation?</td>
<td>3</td>
</tr>
<tr>
<td>Do GYO students need less support and induction into a work setting on qualifying?</td>
<td>3.1</td>
</tr>
<tr>
<td>Does GYO help produce newly qualified social workers with greater experience of applying theory to their daily practice?</td>
<td>3.2</td>
</tr>
<tr>
<td>How does GYO help to give students additional confidence to practice on qualifying?</td>
<td>3.3</td>
</tr>
<tr>
<td><strong>Contracts</strong></td>
<td></td>
</tr>
<tr>
<td>Are GYO students expected to sign a contract at the outset of a scheme?</td>
<td>4</td>
</tr>
<tr>
<td>Are GYO students expected to pay back fees and other costs if they leave the organisation before the period of contractual employment is completed?</td>
<td>4</td>
</tr>
<tr>
<td>Can GYO students choose where to study?</td>
<td>4</td>
</tr>
<tr>
<td>Can GYO students chose to return to any work setting on completing their course?</td>
<td>4</td>
</tr>
<tr>
<td>How long are GYO students expected to remain in the employment of the organisation after qualifying?</td>
<td>4</td>
</tr>
<tr>
<td>Issues to be considered</td>
<td>Section of toolkit</td>
</tr>
<tr>
<td>------------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Funding</td>
<td></td>
</tr>
<tr>
<td>What is the annual cost of training a GYO student?</td>
<td>5</td>
</tr>
<tr>
<td>Why do GYO students’ salaries vary?</td>
<td>5</td>
</tr>
<tr>
<td>What financial support can GYO students expect to receive?</td>
<td>5</td>
</tr>
<tr>
<td>Working while studying</td>
<td></td>
</tr>
<tr>
<td>Should GYO students studying by distance learning expect to receive more support that those on full time courses?</td>
<td>6.1</td>
</tr>
<tr>
<td>How much study leave is commonly allocated to GYO students?</td>
<td>6.2</td>
</tr>
<tr>
<td>Who is responsible for developing study skills with GYO students?</td>
<td>6.3</td>
</tr>
<tr>
<td>How many placements should GYO students undertake during their course of study?</td>
<td>6.4</td>
</tr>
<tr>
<td>Should GYO students promote their student status amongst work colleagues?</td>
<td>6.4</td>
</tr>
</tbody>
</table>
Section 3: Universities and colleges (HEIs)

This section of the guide is for academic staff working on social work training courses including course planners, lecturers, personal tutors and placement co-ordinators. It focuses on the key issues that need addressing when offering and running a GYO scheme.

GYO activity can enhance and enrich social work programmes. It can secure guaranteed practice placements, enrich the student cohort, expand student numbers and strengthen partnerships with local employers.

HEIs can also benefit from practitioners and managers bringing their experiences into the life of the programme through invitations to take part in seminars, lecturing and tutoring, as well as representation on interview and practice assessment panels. The uptake of these opportunities by practitioners can help to augment their continuing professional development and HEI staff could offer certificates of participation.

The professional job satisfaction in delivering social work education may be embodied in GYO activity, by the promotion of equal opportunities and by providing high levels of individual support for motivated students.

A lecturer said:

“Our reputation as a course is about wanting participation and tackling exclusion... The origins of the GYO route come out of that philosophical stance... about recognising that what we are teaching is a course about working with the most vulnerable disadvantaged people in society. That’s what the profession is about, or should be, and that we have a commitment to being role models in that and to widening participation and to recognise disadvantage educationally.”

1 Widening participation in higher education

With effective support systems in place, GYO students are proven to be:

- More likely to pass on time
- Less likely to withdraw from their courses than other students

And it is suggested that they are:

- More likely to produce work of a consistently high quality despite their level of previous educational attainment being lower than some direct-entry students.

A lecturer commented:

“Students who get a first class degree are more likely to be GYO students than not. It seems to be a combination of students who have got a lot of experience and a lot of motivation, and also, untapped academic potential... You can see some of them really blossom throughout the three years... there are some GYO students who become outstanding students.”

Widening participation in higher education in the United Kingdom has been a government policy objective at least since the 1960s with the Robbins Committee in 1963. It marked the beginning of the mass expansion of higher education and the establishment of the Open University in 1969. In 1997, the Dearing Report recommended that when government and funding bodies were allocating funds for the expansion of higher education, they give priority to those institutions that can demonstrate a commitment to widening participation.

The present government has set a target of half of people aged under 30 years of age entering higher education by 2010. The Higher Education Funding Council for England currently dedicates a portion of its funding to the goal.
of widening participation for students from under-represented groups or those who are at risk of not completing their course. Social work departments may be centrally involved in their HEIs’ widening participation schemes and allocations, if not, this is a prime resource for student support and possibly the extra costs of recruitment and selection.

Closely linked to the move towards widening participation in general, are efforts to sustain and improve diversity in the social work profession. In 2005, the Langlands’ Report highlighted continuing difficulty in recruiting students who represent the diversity of local populations.

HEIs can draw on GYO to widen educational and professional opportunities for social care workers and other groups who have historically been unable to access them. GYO is an effective tool for releasing the potential of this existing human resource within the workforce. However, it requires high levels of individualised support for these students to achieve educational success. The GYO research found that having a named member of HEI staff with responsibility for GYO made sense.

Access courses are a common way for adult learners to gain qualifications that demonstrate their capacity to study at Higher Education level. Some foundation or certificate qualifications may be accreditable (AP(E)L) in degree level study. Social work programmes generally publicise their treatment of such qualifications. These qualifications can be used wholly or in part by employers to train their staff, both as qualifications in themselves, and to identify potential candidates for a GYO scheme. HEIs should ensure that their public information gives accurate details of their APEL rules and should liaise with local ‘feeder’ institutions and employers to make it clear what they will accept and why. AP(E)L does not of course apply to students’ prior experience; no matter how much they may have, social work students have to complete 200 days of assessed practice.

2 Funding GYO

Funding for social work training in local authorities is divided between Children’s and Adults’ services, each of which is the recipient of a single grant. This funding is not ring-fenced nor subject to reporting conditions and is administered to all relevant agencies via the local authority. The objective of the training is to support the development of Adults’ and Children’s social care workforces in the statutory, independent and voluntary sectors. The funding allocation over the three years 2008-11 is split between Children’s Social Care and Adult Social Care by a ratio of 13% to 87% which generally correlates with the staffing numbers in each sector:

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Social Care Workforce</td>
<td>£139m</td>
<td>£143m</td>
<td>£147m</td>
</tr>
<tr>
<td>Children’s Social Care Workforce</td>
<td>£18.2m</td>
<td>£18.2m</td>
<td>£18.2m</td>
</tr>
</tbody>
</table>

GSCC grants for voluntary organisations are another possible GYO funding source available to the voluntary sector in England. The fund administers £321,000 per annum, with individual grants split into a maximum of £10,000 per year for full time GYO secondments and £5,500 per year for part time. Organisations are only allowed to receive a single grant at any one time. Applications from individuals who are currently under-represented amongst trained social workers are encouraged. The contact at the GSCC for this fund is Carol Walker, Education Services Manager, carol.walker@gscc.org.uk. HEIs may find that some local voluntary groups are not aware of this funding or have no experience of supporting a GYO student; in the latter circumstances they may need extra commitment from the HEI.
Employers’ GYO costs range from £20k to £35k per student per year of study, covering fees and salaries. This is a considerable sum and may explain employers’ level of interest in what value they are getting. This sum excludes cover for the absent staff member, central Workforce Development management and administrative costs. Fees for higher education study are relatively standard, at roughly £3k per annum, and so while an HEI does not gain too much in fee income if they only have a few GYO students; for those interviewed for this project, the key gains were around the guarantees of the placements. It is not surprising that an employer that is considering funding more than one GYO student may seek a ‘discount’ in respect of the students’ fees. Social work programmes will need to consider this within the HEI and in light of local market conditions.

3 Types of GYO
When developing and delivering GYO schemes HEIs need to work closely with employers to clarify the resource implications and expectations of different types of schemes.

3.1 Secondments
Usually, GYO students are existing social care staff seconded from their place of employment. Employers’ training budgets cover the costs of course fees and additional expenses, and their line management and salary remain unaffected during their study.

However, the term ‘sponsorship’ increasingly refers to this kind of GYO activity. Here an employer expects a GYO student to work part time throughout the course and full time during academic holidays. There is an expectation that the GYO student continues working in the organisation on graduation for a minimum agreed period. Defining the term used is important for relationships for all concerned and HEIs should try to reach some local understandings of terms.

3.2 Traineeships
The other category of GYO is that of trainees, usually recruited externally to the organisation and supported centrally by Workforce Development staff or within Children’s or Adults’ departments. Trainees are paid a wage out of Workforce Development training budgets or an operational budget, which is usually lower than that of seconded colleagues. They are provided with social care work experience, placements may be assured and there is usually greater flexibility around choice of job on graduation in contrast to sponsored students.

See Appendix 2 for an example of a GYO Student Handbook

4 GYO and Modes of Study
Social work qualifications are available as full time, part time and through distance learning courses. The General Social Care Council (GSCC) and HEIs group social work training programmes as:

- Employment Based Route (EBR) – this refers to a social work qualifying route registered with the GSCC for GYO students funded by their employer. Students on EBRs are not entitled to receive the national bursary.
  Or
- College Based Route (CBR) – this refers to a standard social work qualifying route. Students can also be funded by their employer on these routes but will still not be eligible for the national bursary if they are supported by their employer.

Either term can refer to study at undergraduate or post-graduate level. Again, it is important to be clear about terminology.
5 Working with employers

Maintaining constructive links with statutory, independent and voluntary sectors employers requires an investment of time. Links can be fostered by the development of distinct forums, such as regular meetings, and through informal contact. This can create trust, reciprocal assistance and problem-solving capacity in the mutual goal of training social workers. Some HEIs make this a specific job role for a member of staff.

A lecturer said:

“...I do put in quite a bit of time liaising with the agencies. I’m usually the first port of call if there is a problem, for example, if we have students that haven’t made it and need to repeat a module or repeat an assignment, the agencies will come to me... We do liaise quite closely with them all the way through...”

5.1 Working with voluntary and independent providers (VIPs)

With the role of VIPs in the social care sector changing, HEIs should develop and strengthen partnerships with independent and voluntary sectors employers.

Another lecturer added:

“There is a growing awareness amongst the staff team of how important the independent sector is for us in terms of developing partnerships... we need to think more strategically about that, both in terms of sufficient placements for our students, but also in terms of how social care is changing and developing and the role of the voluntary and non statutory sector in that more... What would be massive in terms of cost implications is if we were going to be more proactive in terms of seeking out and encouraging other partner agencies.”

GYO activity from the non-statutory sectors is:

- Usually low, normally one or two students at a time, as small organisations rarely have secure funding or the flexibility within their workforce to cover absent staff
- More likely to be in the form of seconding students onto a distance learning route because it entails less absence from the workplace
- Mostly delivered through the Open University.

An employer said:

“It is hard. At the end of the day you’ve got a budget to work to and if you are releasing somebody then you’ve got to bring somebody in... I can’t see a small organisation risking it.”

Nonetheless, many HEIs consider that these GYO students bring an additional and welcome range of experiences to the teaching environment.

A lecturer commented:

“The VIPs student mix and their different experiences is absolutely fantastic...this one person who is coming in September who is from a private fostering agency... That person is going to bring an experience that won’t be in the room from the statutory sector... Educationally that is going to be very, very positive.”

Mutual protocols for placements could be built between HEIs, local authority and VIPs employers to help support smaller VIPs organisations that cannot offer their GYO students a variety of practice learning settings. VIPs tend to be more susceptible to the loss of staff from the workplace and they may gain from the presence of another student while their own staff member is away on placement. These arrangements can also be an effective means for ensuring that GYO students from local authorities gain experience outside their typical work settings, sectors and organisations.
6 Contracts

HEIs and employers should have written agreements regarding collaboration over GYO activity. Agreements should focus on:

6.1 Recruitment and selection
To support recruitment to their GYO schemes, HEIs should host information and recruitment sessions, or attend sessions hosted by the sponsoring agencies. These are successful mechanisms for presenting and promoting frank and full discussion about the challenges of a GYO route, bringing together potential candidates with current students, employers and HEIs.

A lecturer said:

“The briefing event that happens every year, that’s a presentation about the course and a presentation about the GYO route and an opportunity for potential students to talk to both staff at the university... and from each authority... and students who are currently on the course. It’s a real opportunity for them to feel their way around what the possibilities are.”

6.2 Number of GYO students
HEIs should request an estimate of GYO places in the preparation for their courses’ intake. As the student selection cycle is usually completed before local authority budgets are decided, these places may then be held in anticipation of later confirmation of GYO funding. Social work departments may have to negotiate this within their HEI.

HEIs therefore tend to interview and offer surplus places of which only a proportion will then be filled. Some believe this to be inevitable, but others see it as a drain on their resources.

To avoid this potential waste of resources, HEIs may consider exploring alternatives with employers, including shifting from a reservation system to a joint recruitment process in an attempt to improve their yearly planning cycle.

HEIs may also be flexible in combining EBRs with CBRs in order to reduce this uncertainty, so that fluctuations in levels of GYO students can be offset by adjusting the recruitment of college-based candidates. Again, HEIs need to work with their colleagues in admissions to explore what room for negotiation is possible.

6.3 Placements
Some HEIs are constrained in the growth of student numbers when they are not able to secure enough placements. The guaranteed placements integral to GYO schemes are therefore a vital resource.

HEIs should expect GYO students will have at least one placement in their former place of work, but not necessarily in their previous team or unit. This internal placement might be viewed as both a bonus to managers who are funding GYO, and as a tool for preparation for practice on graduation.

HEIs may wish to encourage employers to allow one placement in another agency (external placement). This could be an essential requirement, particularly if a GYO student’s experience has all been gained within a sole organisation. Accruing experience in only one organisation may not be educationally beneficial, as GYO students may come under pressure to ‘fit’ or conform to a team or organisational ethos that may not promote good practice or extend their practice. Even more likely, they will not have the opportunity to learn new skills or to observe different work cultures.

The demands on GYO students during their placements may be considerable. HEIs may have to intervene on behalf of GYO students when no concessions are made during a placement to reduce a full or heavy caseload, or to allow time for course work, reflection or study.
It is generally agreed that the final placement can be viewed by HEIs and employers as preparation for re-entering the workplace and therefore should take place in the prospective work setting or team.

6.4 Information sharing and Data Protection waivers

The signing of a Data Protection waiver by GYO students allows HEIs and employers to share information in relation to students, such as substantial periods of non-attendance, failed placements or coursework, or disciplinary procedures. Staff may need to debate the implications of these for confidentiality, for example, around discussions between tutors and students.

An employer said:

“We do have protocols now... they cover all those practical things: if a student is struggling at what point we would be informed of that, in terms of when do we have the right to know, at the same time as the student, or afterwards, when there is any problem whatsoever, whether it is sickness, CRB disclosure... it is a two way process, we should both be disclosing with each other and the protocols just set out the sequence when that happens.”

7 Challenges to GYO

GYO activity, when well planned and supported, can generate positive outcomes for HEIs, employers and students and can make substantial contributions to the social work profession.

However, these outcomes must be set against the wider and rapidly evolving challenges facing GYO schemes, and social work education and social work in general, including:

• Employers’ possible inflexibility towards GYO students

Employers’ lack of support regarding placements, job allocation on graduation, and caseloads whilst studying, may threaten GYO students’ progression whilst on a scheme. What can HEI staff do in these circumstances? It is here that relationships with workforce and training colleagues emerge as so crucial. Students should not be left feeling that they are responsible for ‘sorting this out’.

• Training and Education

Within the teaching of social work, there may be tension between the emphasis on students developing knowledge and skills and employers’ desire for them to gain a familiarity with procedural skills, such as report writing. Close collaboration between academics and local practitioners and managers may lessen this risk.

• Separation of Adults’ and Children’s services

This organisational division is leading to a questioning of the generic nature of social work education, and the possibility of developing separate qualifying routes for Children’s and Adults social care staff. HEI staff may wish to think about the implications of this for programme and curriculum development.

• Changes to workforce development teams

The separation of Children’s and Adults’ services is also resulting in the disappearance of some central workforce development teams within local authorities, which is increasing the complexity of organising GYO activity. This may mean that HEIs should consider whether they need two named GYO coordinators or contacts.

• Future need for social workers

GYO schemes may be affected by uncertainty over the future levels of need for social workers, particularly among local authorities, in the face of increased contracting out of services. This is such a
perennial discussion that HEIs are likely to keep as many options open to them as possible. However, there are cost implications of running non- or slow-recruiting academic programmes and there is no guarantee that all social work programmes will continue. Exit strategies for GYO and other routes may need to be considered.

- **Funding for GYO schemes**
  GYO activity is permanently vulnerable to financial reviews. For HEIs working with local authority and other sponsors, this can mean the last minute cancellations of GYO schemes due to budget cuts and reallocation of GYO resources to cover operational shortfalls. The ability to respond to these shifts is likely to depend on the HEIs’ flexibility and recruitment strategies. For social work department leads, there are hard decisions to make about academic staff and administrative posts.

- **GYO versus ‘new blood’**
  There is an emerging trend to shift GYO investment from current staff to external recruits via traineeships. Long-standing social care staff might judge that trainees have ‘taken’ their opportunities for professional development. The implications for social work academics are that trainees are far less likely to bring current experience and expertise into the programme, and they may be far less familiar with the world of social work. If trainees withdraw from the programme, there is likely to be concern from employers to which HEIs will have to respond. There may be a need to consider the admissions processes for trainees and whether these should be any different from those for other applicants.

- **GYO post-graduate schemes**
  Employers are establishing post-graduate GYO options due to the national expansion of degree level study producing a higher number of graduates in the population. Undergraduate-only schemes may seem of limited use to existing graduates; however, post-graduate programmes may be faced with challenges from employers about the precise value of traditional post-graduate activities, such as a dissertation.

### 8 Supporting students

The change in position or status from worker to student and the demands of qualifying study can be exacting, particularly for people who have been away from education for a long time. Comprehensive support helps ensure that GYO students successfully complete their course of study.

The type and extent of support that HEIs should provide GYO students should be shaped by:

- Whether the GYO scheme is secondment/sponsorship or traineeship based
- Whether the GYO scheme is through a college or employment route
- Whether the GYO mode of study is distance learning, part time or full time
- Whether the GYO student is academically skilled or needs additional study skills support.

#### 8.1 Information sharing

Regular liaison with employers is important for all GYO students. Information events for students and managers should be promoted to involve managers in understanding and planning for their students’ support needs for the forthcoming year:

A lecturer said:

“We run information mornings, which take up a lot of time over the summer...The managers are invited... they don’t always come and they grumble that they don’t know what’s going on... Information is given out about what their employee will be doing this year and where their pressure points will be... Managers could be quite supportive then of the student.”
8.2 Peer support

Peer support also helps ensure the successful progression of GYO students. HEIs may choose to keep GYO students together in a tutor group to build up mutual support. This can help develop (but also restrict) staff experience in managing the challenges of specific GYO schemes.

A lecturer said:

“They (students) quite like having meetings… we have employment based tutorials, occasionally, where all of them come together… they want to discuss agency problems… they’ve got a lot of work issues they want to share… I’ve had them in floods of tears over all the problems at work.”

Alternatively, HEIs can integrate tutor groups of GYO and non-GYO student cohorts. A mix of students by demographic and professional background, as well as GYO status, can help expose students (and staff) to new perspectives, enlarge their support networks and enable them to be more relaxed.

Another lecturer reported:

“We make the tutorial groups up with an eye to age, gender, ethnicity… we look for a spread… wouldn’t put all the GYO together… And every year… they change tutor and they change group, despite protests… it stops cosiness.”

With part-time GYO students, as with all part-time students, abilities to develop peer networks are often more limited and thus they need consistent support and contact from academic staff. Additionally, when students are parents or carers, the likelihood of peer-support systems evolving is often further undermined.

In the experience of another lecturer:

“Once the part-time route kicks in everybody is travelling… at different paces… it’s like herding cats, you never see them in the same room at the same time… maybe more effort should be made… because one of the weaknesses of the system is that some of the students… don’t feel sufficiently supported by the student group, because they don’t have a distinctive cohort… also because you know they’ve a home to go to and often kids to feed.”

8.3 Study skills support

The provision of support with developing study skills is usually the responsibility of the HEI once a GYO student has begun a course of study.

8.4 Assessment and study leave

The study leave entitlement GYO students receive is another significant factor in them feeling supported on their course. Study leave is normally between a half-day and a day a week. GYO students value a flexible approach that permits them to take study leave at key points, such as exams or dissertation deadlines. HEIs may need to explain procedures for extensions and mitigating circumstances to employers as well as students. Staff may need to set out their assessment timetable early on to assist GYO students and employers. If HEIs find that students are not receiving their study leave entitlements and that this is interfering with their well-being and studies, they need to address this with the employer workforce manager or GYO coordinator.

9 Recommendations

- Clear contractual arrangements should be agreed between HEIs and employers in the development and delivery of a GYO scheme
- HEIs should develop joint information and recruitment sessions with sponsoring agencies to promote frank discussion about the challenges and support structures of a GYO route
To conclude the HEIs’ section of the toolkit, a checklist is given below, citing the main issues which need to be addressed when planning and maintaining GYO schemes. The section of the toolkit that provides information on each topic is listed.

<table>
<thead>
<tr>
<th>Issues to be considered</th>
<th>Section of toolkit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Widening participation in higher education</strong></td>
<td></td>
</tr>
<tr>
<td>How does GYO activity help to widen participation in higher education?</td>
<td>1</td>
</tr>
<tr>
<td>Why should HEIs work with feeder organisation and employers to promote Accreditation of Prior Learning (AP(E)L)?</td>
<td>1</td>
</tr>
<tr>
<td><strong>Funding GYO</strong></td>
<td></td>
</tr>
<tr>
<td>How is GYO social care workforce training funded?</td>
<td>2</td>
</tr>
<tr>
<td>Are there additional sources of funding for VIPs?</td>
<td>2</td>
</tr>
<tr>
<td>What is the cost of training a GYO student?</td>
<td>2</td>
</tr>
<tr>
<td>Types of GYO</td>
<td></td>
</tr>
<tr>
<td>What are the main types of GYO schemes?</td>
<td>3</td>
</tr>
<tr>
<td><strong>GYO and Modes of study</strong></td>
<td></td>
</tr>
<tr>
<td>What are the GYO modes of study?</td>
<td>4</td>
</tr>
<tr>
<td><strong>Working with employers</strong></td>
<td></td>
</tr>
<tr>
<td>Why should HEIs maintain links with employers?</td>
<td>5</td>
</tr>
<tr>
<td>Why should HEIs develop partnerships with VIPs?</td>
<td>5.1</td>
</tr>
<tr>
<td>What can VIP GYO students bring to the teaching environment?</td>
<td>5.1</td>
</tr>
<tr>
<td>Why should mutual protocols for placements be built between HEIs, and local authority and VIPs employers?</td>
<td>5.1</td>
</tr>
<tr>
<td>Issues to be considered</td>
<td>Section of toolkit</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td><strong>Contracts</strong></td>
<td></td>
</tr>
<tr>
<td>Should only employers run information and recruitment sessions for GYO students?</td>
<td>6.1</td>
</tr>
<tr>
<td>How many GYO students should HEIs agree to take on a course?</td>
<td>6.2</td>
</tr>
<tr>
<td>Should HEIs direct where GYO students undertake their placements?</td>
<td>6.3</td>
</tr>
<tr>
<td>Should a placement take place in a GYO student’s prior place of work?</td>
<td>6.3</td>
</tr>
<tr>
<td>Should universities insist GYO students sign Data Protection waivers?</td>
<td>6.4</td>
</tr>
<tr>
<td><strong>Challenges to GYO</strong></td>
<td></td>
</tr>
<tr>
<td>What are the wider and rapidly evolving challenges facing GYO schemes, and social work education and social work in general?</td>
<td>7</td>
</tr>
<tr>
<td><strong>Supporting students</strong></td>
<td></td>
</tr>
<tr>
<td>What should shape the type and extent of support provided to GYO students?</td>
<td>8</td>
</tr>
<tr>
<td>How should HEIs support regular liaison with employers for GYO students?</td>
<td>8.1</td>
</tr>
<tr>
<td>Why are tutor groups helpful in providing peer support for GYO students?</td>
<td>8.2</td>
</tr>
<tr>
<td>Who is responsible for developing study skills with GYO students?</td>
<td>8.3</td>
</tr>
</tbody>
</table>
Further Resources

Publications


Websites

www.basw.co.uk British Association of Social Workers (BASW) is the largest association representing social work and social workers in the UK, disseminating help, support, advice and campaigning on behalf of social workers.

www.cwdcouncil.org.uk Children's Workforce Development Council aims to improve the lives of children, young people, their families and carers by promoting best practice in training, qualifications and support for employees working in early years and childcare, education welfare and social care for children and young people.

www.dcsf.gov.uk Department of Children's, Schools and Families supports the best outcomes in education, health and well being for children, young people and their families.


www.dwp.gov.uk Department of Work and Pensions gives support and advice on employment legislation and good practice and works to combat poverty in all its forms.

www.gsc.org.uk The General Social Care Council was established to regulate conduct and professional standards in social care. The GSCC
has produced Codes of Conduct, is responsible for the registration of social workers and also the accreditation and approval of the Social Work Degree.

**www.idea.gov.uk** the Improvement and Development Agency (IDeA) is run by the Local Government Association and facilitates local government improvement so councils can serve their communities better.

**www.juc.ac.uk/social-work-education-committee.aspx** Joint Universities Council Social Work Education represents higher education institutions to government departments across the four nations of the United Kingdom and provides an important forum for profile raising, information sharing, advocacy and strategic planning for social work practice and education.

**www.learndirect.co.uk** Learn Direct is a teaching organisation which uses technology to provide high quality learning to people over the age of 16 in England, Wales and Northern Ireland.

**www.nopt.org** The National Organisation of Practice Teaching is committed to the promotion of good performance standards of practice teaching within an anti-oppressive practice framework.

**www.open.ac.uk** The Open University provides flexibility of study, supported open learning and innovative course materials on a wide range of course at all levels.

**www.skill.org.uk** Skill: National Bureau for Students with Disabilities is a national charity promoting opportunities for young people and adults with any kind of impairment in post-16 education, training and employment.

**www.skillsforcare.org.uk** Skills for Care works with social care employers and training providers both regionally and nationally to establish the necessary standards and qualifications that equip social care workers with the skills needed to deliver an improved standard of care.

**www.scie.org.uk** Social Care Institute for Excellence gathers and publishes knowledge about how to make social care services better.

**www.scie-socialcareonline.org.uk** Social Care Institute for Excellence electronic library of social care knowledge and good practice resources.

**www.swap.ac.uk** Social Policy and Social Work Subject Centre collaborates with educators, practice communities and organisations to promote and enhance the social work student learning experience.

**www.socialworkcareers.co.uk** Social Work Careers holds relevant and up-to-date information for those contemplating a career as a social worker.

**www.socialwork-students.com** Social Work Student is an online forum for social work students in UK and Ireland. The site provides valuable sources of information on modular subjects and support via chat rooms and newsletters.

**www.unison.org.uk** Unison is Britain’s biggest public sector union with more than 1.3 million members. It works with the Open University on its distance learning social work programme.

**www.ucas.ac.uk** Universities and Colleges Admissions Service is the organisation responsible for managing applications to higher education courses in the UK.

**www.universitiesuk.ac.uk** Universities UK is the representative body for the executive heads of UK universities and works to advance the interests of universities and to spread good practice throughout the higher education sector.
Appendix 1: An example of a Workforce Development Strategy

Children’s Workforce Development Strategy

Contents

Foreword
1 Vision for the workforce
   The views of children and young people on the workforce
   National and local strategies, plans and developments
   Demographic profile
   The benefits of working in the borough
   Timescales and scope of the strategy
   Timescales
   Scope
3 Implementing the strategy
   Managing the change
   Resource requirements
   Evaluation and review
   The role of regulatory bodies
   Current position of the children’s workforce
4 Priority one: recruitment
   Explore and share imaginative approaches to attracting people into the local workforce
   Encourage recruitment from the local community
   Ensure Safe Recruitment and ongoing safeguarding in the workforce
5 Priority two: retention and development
6 Priority three: integrated working
7 Priority four: leadership
8 Conclusion

Foreword
Every Child Matters and the Children Act 2004 set out a vision for improving services to children through a commitment to the five outcomes: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being.

We recognise that achieving these outcomes will rely upon a dedicated and a skilled workforce. This strategy begins the process of developing an overview of the children’s workforce, identifying what new skills will be needed, understanding who is in the workforce locally and what are our requirements for recruitment, retention and development over the next ten years. Set out in this document is our joint vision, and our workforce priorities based upon this.

We acknowledge that this is the first step in a journey leading to major changes in the way that we think of and plan for the children’s workforce.
**Vision for the workforce**

The Children’s workforce in the borough will be developed in response to the identified needs of children and young people, providing quality services that make a real difference to their lives. The workforce will have the knowledge, skills and personal attributes needed to help children and young people achieve their desired outcomes. We want a children’s workforce that is engaged, productive and contributes to ensuring that by 2016, the borough will be a great place for every child and young person to grow up. We want the Council to be the employer of choice and a place where people aspire to work and remain.

We are developing a workforce that:

- Places the 5 outcomes for children and young people at its heart
- Recognises that they are part of a whole system of children’s services, knows what services are available and how to access them
- Is competent, confident, flexible, and able to work in partnership between agencies
- People aspire to be part of and want to remain in - where they can develop their skills and build satisfying and rewarding careers;
- Parents, carers, children and young people trust and respect
- Works to safeguard all children in the borough
- Is successful and diverse, reflecting the make-up of the local community
- Contributes to delivering the borough’s Community Strategy
- Facilitates an integrated approach to the delivery of children’s services
- Is participative and respectful, listening to the views of children and young people
- Fundamental to this vision is the importance of engaging children and young people in the development of the strategy and listening to their views.

**The views of children and young people on the workforce**

The Council regularly consults with children and young people about the services that they receive. Consultation specifically about the children’s workforce revealed similar findings to those in the report, commissioned by the Department for Education and Skills (DfES) in August 2005. This concluded that young people of all ages and ethnicities most value being respected by adults who work with them, with very young children particularly valuing adults who are caring. Of the range of adults, teachers are the individuals that young people are most likely to remember as having had a significant influence in their lives. Young people value adults who listen to them and provide support when circumstances beyond their control create changes in their lives very highly. A large number of young people demonstrated interest in working with children.

**National and local strategies, plans and developments**

The Children’s Workforce Development Strategy is set within a wide range of national and local plans and strategies... The Council strategy will be regularly reviewed and updated, taking into account emerging policy, legislation and other developments. Addressing the social and economic needs of local children, young people and families is central to the Children and Young People’s Plan and the wider Community Strategy ‘Success through Diversity’, developed by the borough’s Local Strategic Partnership (LSP).

**Demographic profile of the borough**

The borough is extraordinarily diverse and vibrant. The 2001 census indicated 303,000 people live in the borough although new national insurance registrations put the number nearer 311,000 in 2004. This makes the borough the third largest London borough in population terms. Some people will have lived locally for their entire lives; some only live here for a few months before moving on. This mobile
population has a high turnover rate of between 25-30% per year. Like much of London, the borough has a relatively young population, with a mean age of 35.6 compared to England’s 38.6 yrs. Approximately 75,000 members of the population are aged 0-19 years.

Over 40% of residents in the borough come from ethnic minority groups, making it the fourth most ethnically diverse borough in the country. We have a large Polish community and the largest Sikh population outside of India. Diversity is reflected in the maintained schools population where 75% were recently classified as being of minority ethnic origin compared to 17% nationally. Over 100 languages are spoken in our schools. The local area is also home to over 1,000 known asylum seekers receiving assistance. Whilst this group is known to be growing, there are challenges in measuring the actual total population of refugees and asylum seekers. The borough is a strong economic centre. Ten thousand businesses are based in the borough and nearly 150,000 people work here – including 56,000 people who travel from outside the borough. The area boasts prosperous employment and above average incomes, with a job growth rate three times that of the rest of the UK. Skills levels amongst adults are also above London averages.

The general prosperity of the borough is not shared by all of our communities however. Although levels of deprivation are below average, there are serious pockets of deprivation where poor standards of health and education, low household incomes and high benefits dependency generally exist. The borough ranks as 9% more deprived than England average. There is significant difference across the borough in life expectancy, for example, where there is an 8-year difference in life expectancy for men between residents in the most prosperous and poorest areas of the borough - at 81.2 and 73.2 years respectively. For women the difference is 5.5 years – at 83.4 and 79.9 yrs.

Working age residents are better qualified than those from benchmark areas in England. 36% have NVQ4 or above. However 23.6% have poor literacy rates and 23.7% poor numeracy rates which are worse than in England.

72% of residents are in work, more than the London average and slightly below the national average of 75%. Average household income exceeds £37,000 a year, which is at about the London average. Income varies significantly across the borough, from an average of £45,500 to £30,500. The current unemployment rate is 2.8%.

The borough has employment statistics comparable to the London wide average. However, at a ward level and for particular population groups such as lone parents, black and minority ethnic groups and those with the lowest levels of qualifications, there are distinct differences in employment rates compared to the borough wide average.

Particular areas supplied a high proportion of employees to the manufacturing industry and suffered particularly badly in the restructuring of the local economy. When economic growth elsewhere resumed, a widening gap has occurred between the skills needed for new jobs being created and the skills available amongst residents living in these areas, especially new migrants.

Whilst there are no formal statistics to indicate the numbers of migrants within the borough, nation-wide studies have found that barriers to employment and training faced by recent arrivals are more acute than those experienced by more established black and minority ethnic communities.

It is recognised that national and regional recruitment and retention shortages have a direct impact on recruitment and retention of the borough’s children’s workforce. National recruitment and retention difficulties in children’s Social Workers and Head Teachers
are two identified examples. In most cases this is further exacerbated by London-specific factors such as the high cost of living.

Recruitment into the third sector within the borough is also affected by the high cost of living; employment roles in this sector are traditionally low paid. This plus the security and benefits offered by the statutory sector creates recruitment difficulties. It is estimated that the size of the Children’s workforce in the private and voluntary sector, including the faith sector, is over 10,000 workers paid and unpaid.

The benefits of working in the borough
The borough is rich in contrasts and cultural diversity. Located in the heart of London, it is a vibrant and rewarding place in which to work and live with excellent amenities and transport links.

The Council’s children’s services have enjoyed sustained progress and improvement for several years. The 2007 Joint Area Review of services for children and young people concluded ‘the management of services for children is good. The council and its partners have clear ambitions for improving outcomes for children and young people in the borough...’

Scope
The children’s workforce consists of all employed, agency and, self-employed staff, foster carers and volunteers across all partner agencies delivering or contributing to outcomes for children and young people. The workforce is composed of a range people such as front line staff, administrative staff and managers at different levels, volunteers and carers.

We recognise that a truly inclusive strategy embraces the vast range of private, voluntary and independent (PVI) bodies that make a significant contribution to supporting children and young people. The Voluntary and Community Service (CVS) works in partnership with the Council developing a networking forum for the PVI sector. In 2006/07 we were successful in obtaining grant funding to enable mapping of the PVI sector to be undertaken.

We also recognise the role of professionals who, whilst not delivering a principal service to children and young people, will nevertheless come across children as part of their working life (such as GPs, Community Police and Health Visitors). We will be developing our understanding of key stakeholders in the children’s workforce.

Implementing the strategy
Managing the change
The Children and Young People Strategic Partnership (CYPSP) and the Children’s Executive Group (CEG) receive regular monitoring reports on the progress of the Children’s Workforce Development Strategy.

Resource requirements
Integrated working will have a significant impact on the workforce as a whole and aligning resources will be a key to delivering integrated services, especially resources related to training and development. The agreed joint commissioning strategy between social care and the PCT will provide a solid foundation to
develop workforce requirements. This together with the development of the Service Directory and professionals’ ECM website will facilitate further mapping of resources that currently exist across the organisations to support workforce development.

Evaluation and review
The multi-agency Children’s Workforce Development Strategy group has been tasked with implementation of the strategy and the development, roll out and evaluation of yearly action plans. Progress will be monitored through regular reports to CYPSP and the CEG. Whilst the multi-agency steering group has responsibility for development and delivery of the strategy on a joint basis, it is the responsibility of the individual organisations to ensure that their individual agency strategies and plans are aligned with this overarching workforce strategy.

The role of regulatory bodies
In the development and implementation of this strategy, it is important to recognise the role that external agencies play in the development of Ealing’s workforce. These not only include government department development agencies and inspection agencies, but also professional regulatory bodies, and skills councils.

Current position of the children’s workforce
We are undertaking a workforce analysis across partner agencies to establish a baseline of all staff engaged in the delivery of services to children and young people.

As a basis for consultation to establish the key priorities, a range of data has already been collected, and a range of key people have been interviewed in stakeholder agencies to establish key local priorities. Common key priorities have emerged from this process and form the basis of the priorities of this strategy.

A core data set including job types, gender and ethnicity, age profile, management structure, skills audit and recruitment difficulties across the workforce has been agreed and this will be collected routinely. Initially we have focused on the 3 key parts of the Children’s workforce, Social Care, Education, and Health. Existing surveys such as the national child health mapping service provides ongoing analysis of the local workforce in the commissioning and provider services within the borough.

Priority one: recruitment
Explore and share imaginative approaches to attracting people into the workforce in the borough
We will continue to identify and to address recruitment shortages of appropriately skilled staff, pooling resources as appropriate for multi-agency recruitment drives. We have begun to identify innovative ways of recruiting workers examples of which are set out below.

Good practice example
Currently three schools within the borough, and a total of 15 learners, are involved within the Young Apprenticeship programme. These learners are studying courses in Health and Social Care. The borough is also leading on a co-ordinated strategy for 14-19 year-olds including the development of a centre in the west of the borough for the delivery of the new 14-19 specialised diplomas. The Diploma and Enterprise Centre will offer courses linked directly with local employers, including (Construction), and (Health and Beauty).

We will explore ways in which we can offer volunteering opportunities to people from the local community as a way of gaining experience and a pathway into a career in the children’s workforce.
Good practice example
As part of an ongoing recruitment plan, in the last three years Children’s Services has recruited approximately 40 qualified and skilled front-line social workers from India, America and South Africa. The Council is keen to ensure that the background of new recruits reflects the diversity of the local population. Workers are offered support and mentoring to ensure successful transition.

Encourage recruitment from the local community
We will continue to identify future staff numbers and skills needed, taking into account the need for a diverse workforce, including gender, race, religion, sexuality and disability, reflective of the local community. We will improve data on children’s workforce, and where necessary, address local recruitment difficulties.

Good practice example
Currently there are 21 active Special Constables on Borough Command Unit; in order to increase this number there has been a successful recruitment drive leading to around 140 possible recruits going through Hendon. They are all at different stages of the application, some completed the Application, interview, medical and fitness tests and awaiting security clearance and start dates - others are still in very early stages awaiting their first interview.

Good practice example
The local Hospital Trust is very proud of its workplace nursery, including the baby unit. The Trust has recently been awarded Children’s Centre Status, and is the first NHS organisation to be designated with this accolade. Our dedicated team of well-trained staff offer care and pre-school education for children aged six months to five years in the attractive and well equipped nursery with its outside play area.

We will work across agencies to develop clear messages about the benefits of working for the borough and to share good and innovative ideas.

Good practice example
The Council works with the Regional Partnership in order to facilitate the graduate teacher program (GTP), which is an employment based teacher training scheme, and the overseas trained teacher (OTT) program to support overseas teachers in obtaining qualified teacher status. This helps to recruit more locally based individuals and to more closely reflect the local population particularly in recruiting men into primary schools.

Good practice example
The new Police Volunteer Program focuses specifically on the community and is aiming to reach all parts of the local community. Working closely with the CVS up to 23 volunteers have been recruited from all sections of the community to date.

Ensure Safe Recruitment and ongoing safeguarding in the workforce
The Safeguarding Children Board (SCB) role is to ensure that the duty to safeguard and promote the welfare of children is carried out. One of the broad areas of activity is to ensure that organisations working with children operate safe workforce practices. A sub group of the SCB has been established to lead on the ongoing development of a safe workforce.
**Good practice example**
The local CRB Bureau will act as a central point of contact between the Council and the National Criminal Records Bureau (CRB), who carry out criminal record checks by searching records held by the Police, the Department of Health (DH) and the Department for Children Schools and Families (DCSF).

As part of the recruitment process, the Council provides a disclosure service for checking individuals who will be undertaking any form of work that involves contact with children or other vulnerable adults and/or their data. This process is part of the overall approach to safe recruitment.

**Priority two: retention and development**
Ensure that diversity is reflected in the children's workforce and that the workforce reflects the composition of the local community

The diversity of the local population is broadly reflected in the children's workforce although there is still much to do, for example, in developing greater representation of BME staff in higher management positions and encouraging more men to work in the early years sector.

**Good practice example:**
In the Council:
- Diversity training is being rolled out across all of Children's Services;
- A “Breaking Through Programme” aimed at maximising opportunities for BME staff to obtain promotion to higher management positions has been completed and the next programme is being devised;
- There is a robust database held on the ethnicity of those who have completed training.

**Good Practice example:**
As outlined in the schools workforce strategy, 42% of teachers and 54% of support staff are classified as being from an ethnic minority. This is comparable with other children's service areas although we are aware of the need to attract more from minority ethnic backgrounds to reflect the pupil population (73%).

We have been targeting recruitment from our local population. One example is our work over the last 6 years with the Regional Partnership to facilitate the graduate teacher programme (GTP), an employment based teacher-training scheme. Currently we have 25 trainees on the programme - 19 are from ethnic origins other than White British.

**Good Practice Example:**
The local PCT has developed support to black and minority ethnic staff through the BME staff network and a local Breaking Through programme. The aim is to promote learning opportunities and build confidence through networking, mentoring and a range of formal or informal events.

**Good practice example:**
The Council actively seeks to employ people with disabilities. In October 2006 the Council retained the Two Ticks symbol. This features in all our application forms and job advertisements. When completing the application form candidates are informed that we will arrange nearby parking, someone to meet them at the entrance to a building, a sign language interpreter at interview and accommodate preferred types of seating. Our main training venue at the local Education Centre is fully accessible for anyone who has a disability and where other venues are used we ensure full access for all.
As part of the Council’s planning requirements and all of the new build projects (e.g. the Primary Capital Programme, PFI) all schools must be built so as to provide access for all pupils and therefore staff and parents. The Schools Access Initiative provides funding to make mainstream schools where it is practical, more accessible to children with disabilities and special educational needs.

**Good Practice example - Early Years**
In 2006/07 we had 28 practitioners from the private, voluntary and independent sector and 14 child minders take up direct training through the Transformation Fund. The Fund was also able to offer replacement costs for special education needs courses such as portage and autism. The Fund will be concentrating in the future on a graduate incentive scheme.

**Good Practice example**
It is the policy of the local Primary Care Trust to develop an inclusive working environment and to offer terms and conditions of employment which will enable disabled persons with appropriate skills to obtain and maintain employment with the Trust. The PCT is committed to providing equal opportunities for disabled people in recruitment, education, training, promotion, transfer and terms and conditions of employment ensuring that, where possible, disabled people are given support and provided with equipment and facilities to enable them to carry out their duties making reasonable adjustments to working arrangements or physical features of premises when they cause disadvantages for a disabled person providing a safe working environment for disabled people. In 2003, Jobcentre Plus awarded the PCT the disability symbol.

**Good Practice example - Early Years**
The Passport to Progression funded by the Learning and Skills Council and the local FE College enables members of the Pre School Learning Alliance to progress in their careers by taking degree level courses.

**Multi-agency Training and Development Group**
The Council has set up a multi-agency training and development group that is responsible for identifying and responding to multi-agency training needs. Roll out of training for the Common Assessment Framework, Lead Professional and Information Sharing has been identified as a priority for this group.

**Embed the National Common Core of Skills and Knowledge**
The Common Core of Skills and Knowledge for the children's workforce sets out the basic skills and knowledge needed by people (including volunteers) working with children, young people and families. Over time everyone working with children, young people and families is expected to demonstrate a basic level of competence in the six areas of the Common Core. In the future, the Common Core will form part of the Qualifications Framework for working with children, young people and families, and it will act as a foundation for training and development programmes run by employers and training organisations. This will influence the recruitment, management and development of staff across all levels. Some elements of the
common core are already covered by current qualifications and training arrangements.

**Good practice example**
As part of the move towards the Integrated Services for Children with Disabilities, staff were invited to attend one of a series of half-day multi-agency inductions. These provide an opportunity to meet colleagues and to learn more about the Integrated Service for Children and Young People with Disabilities within the context of Children’s Services - the vision, purpose, structure and accountability. Items included overviews of structures, Corporate Governance and HR Protocols, information sharing agreements and first hand perspectives from children, young people and their families.

**Promote knowledge and skills in facilitating participation by children, young people and parents**
Engaging children and young people in developing the Workforce Development Strategy is a key priority. The Engaging Children and Young People Group undertakes the co-ordination of work in this area.

**Good practice example**
In 2006 7000 children and young people completed the School Health Survey and 1100 young people the questionnaire on the Green Paper, Youth Matters. The annual Powerful Voices Conference also plays a key role in providing opportunities for children to express their views on making education more inclusive and increasing attainment. 137 pupils from schools aged between 9 and 12 years of age attended the 3rd annual Powerful Voices conference held this year. Young people within the Youth Offending Service also took part in a consultation exercise run by a local theatre company, using drama as a means to engage them. In addition, at a service level, young people are involved in recruitment of staff and quality assurance processes.

**Priority three: integrated working**
Good progress is being made in the area of integrated frontline delivery. The experience of integration will continue to inform our workforce development strategy. The five key priorities for integrated frontline services are: services for children with a disability, improving outcomes for Looked After Children, improving the Youth Offending Service, the redesign of the Children and Adolescent Mental Health Services and Prevention and Family Support.

**Introduce integrated front line delivery and Common Assessment Framework, Lead Professional and better Information Sharing**
The development of new multidisciplinary and multi-agency approaches to improve service delivery will bring new challenges for the workforce both in terms of learning new processes and procedures and developing better skills in team work and communication.

New integrated processes have been trialled within the integrated service for children with disabilities including a common referral form and key working. These have been well received and positively evaluated by parents and children.

Developments in inter-agency and multi-disciplinary working across the borough are informing training and development. For 2007-2008 an integrated training and development plan will be established to underpin the roll out of integrated working.

**Ensure there are effective performance management arrangements in place**
The development of performance management systems is a key element to support new ways of working and identifying learning and development needs.
Service specific performance management or quality assurance systems are well established in many services and are in the process of being developed for the voluntary sector.

**Reach agreement on common policies, procedures and standards across agencies**
The development of new multi-disciplinary and multi-agency approaches to improve service delivery will bring new challenges for the workforce both in terms of learning new processes and procedures and developing better skills in team work and communication.

**Priority four: leadership**
Develop management and cultural change programs that reflect working in integrated multi-agency service.

Successful cultural change is directly dependent on high calibre leadership and management; the Council has adopted a strong partnership approach in implementing the challenging change agenda for children and young people.

We are working towards a culture that sees common shared vision, values and language amongst all partnership agencies, clarity about what each partner needs to deliver to improve outcomes and adopting an integrated approach to service delivery.

**Good practice example**
Activities to develop management and leadership capability in the Council include:

- Diploma of Management Studies for a cohort of middle management. This is an ongoing rolling programme
- A mentoring project under the auspices of the Leadership Centre that is building networks between Head Teachers and social care staff

**Good practice example**
In the local PCT over the past two years we have supported potential leaders from staff groups who feel their backgrounds may have been a barrier. Two of these programmes, Breaking Through and a black and minority ethnic mentoring programme, have run in partnership with our colleagues in other health and social care agencies. Last year a senior clinician’s leadership programme supported a number of neighbourhood nurse leads and other clinical service leads in, for example, managing teams in a climate of change. We continue to review management and leadership development and plan to open up these programmes to wider staff groups.

**Conclusion**
In conclusion, the workforce development strategy set out in this document represents a process of long term change aimed at making a real difference to the lives of children in the borough.
Appendix 2: An Example of a GYO Student Handbook

Trainee Social Worker Scheme Handbook

Contents

1. Welcome Message
2. Trainee Social Worker Scheme
3. Teams hosting a Trainee Social Worker (TSW)
4. Details of Practice Placements
5. Management of the TSW scheme
6. Guidance for Managers and Teams “hosting” a TSW
7. Frequently Asked Questions

A welcome message
Congratulations on joining our Children’s Services department as a member of our Trainee Social Worker Scheme (TSW).

The scheme is co-ordinated by the Learning Team of the Business and Development Unit. This handbook contains details about the scheme together with more information about the local authority and social services in general.

The Children’s Services has a three star performance rating and its performance has improved year on year. There are ambitious plans in place to integrate services with health and education partners and already have a Learning Disability Partnership and a Children’s Trust.

There are currently two people completing study for the Diploma in Social Work and a further seventeen studying for the BA or MSc in Social Work.

We sincerely hope you will find your stay with us to be enjoyable, stimulating and challenging in many ways.
The Trainee Social Worker Scheme

The Trainee Social Worker Scheme offers successful applicants the chance to work in a variety of social care settings within children’s, adults’, or older persons’ services while studying part-time for a social work qualification.

BA or MSc Route to qualification

Applicants can choose to study a BA in Social Work or an MSc in Social Work if already holding a first degree (2.2 or above).

All applicants are required to obtain an offer of a place with their chosen university to demonstrate their academic ability and suitability for social work. Those that are successful are then invited for group and individual interviews. Applicants are also required to produce a written submission for the selection panel that comprises managers, university staff and service users.

TSW’s spend approximately four days a week in work during term time and the other day at university. In addition a generous allowance of 25 extra study days p.a. is also granted.

After an initial two-week induction period each trainee will spend the first year working within one of the teams participating in the Trainee Social Worker scheme. Wherever possible the second year will be spent in a different service area to the first year.

Subsequent years will be negotiated but it should be noted that the scheme is designed to enable a good grounding across all service areas wherever possible.

Teams currently offering a host location

Adults Mental Health Community Support

The Community Support Team (CST) offers emotional, social and practical support to individuals who are living with severe and long-term mental health support care needs with the aim of enabling them to live as independently as possible in the community. In order to do this, the team works in a broad and varied way with individuals providing assistance with dietary needs, welfare benefits maximization, budgeting, shopping, cooking, household tasks, accessing social/leisure/educational activities, accessing public transport and advocacy to help with communication barriers.

In addition, the team facilitates two self-help groups – a black and ethnic minority befriending group and an Asian men’s group.

We take referrals for service users who are on the Care Programme Approach (CPA) and we accept referrals from social and health services including GP’s.

There is an establishment of twelve staff within the CST consisting of seven Support Workers, two Project Workers, two part-time administration workers and a Manager.

We provide a borough wide service, and work closely with other community mental health services within the Borough. These services include two adult community mental health teams, an older people community mental health team, assertive outreach team, home treatment team and the drug and alcohol action team.

Children Services South Team

Children Services South Team (SWS) provides mainstream social work support to children aged 11 and under, and their families.

SWS have five social work teams who between them are responsible for the provision of services to children in need, children looked after and children in need of protection.

The Initial Assessment Team is the main “front door” for all referrals to Children and Families Service in the area, undertaking screening of all
referrals and initial assessments on the families of younger children.

The two social work teams, north and south, undertake a broad mixture of work with children and families, focusing upon family support and work with children in need of protection.

The Child Protection Enquiry Team is the main focus of forensic investigatory social work in SWS. This team, which contains staff from Health and Education, works closely with other agencies to undertake enquiries on children thought to be at risk of significant harm.

We are also in the process of setting up a new Children Looked After Team within SWS to provide services particularly focused upon the needs of children in public care, or otherwise living away from their birth parents.

**Children with Disabilities Team**
The Children with Disabilities Team is situated in the new building attached to Adolescent Services. The team comprises of Social Workers, Occupational Therapists and an Administrative Team. We work with children from 0-19 years old. The team works with children in need, Child Protection, Children on the Register, and Looked After Children living away from home either in a foster placement or residential placement. We also work with young people going through the Transition Process and who are in need of assessments. We are part of the Children’s Trust (Phase One). With regards to disability we work with children with learning and physical disabilities and children with complex health and learning needs. We are currently developing multi-disciplinary teams so there will be two teams in the future 0-9 and 10+ teams. The teams will operate on two sites.

We also have a partnership with an agency that offers family support and respite services for children with a disability.

**Children and Families Adolescent services**
Adolescent Services has four teams working with young people, aged 11 and over.

The Assessment Team accepts new referrals concerning children and families from the local authority area. The team carries out assessments using the Framework for Assessment; initial and core assessment process.

The Community Support Team provides families who have been assessed with support and encouragement that is intended to prevent the need for the child to become looked after and enables the family to manage their own needs and difficulties.

The Looked After Team works with those young people who have been accommodated by the local authority and are now living away from home. The work of this team is focused on providing services and planning each child’s individual care package so as to maximise their particular life chances and to prepare for successful independence when they leave care.

The Aftercare Service provides support and encouragement in assisting all looked after young people aged 16 plus (who qualify as eligible for care leavers services) in their preparations for independence. It also offers outreach support, group work and drop in services to care leavers in order to continue to provide a meaningful relationship to care leavers living independently in our community.

**Community Mental Health Team for Older People (2 places)**
The Community Mental Health Team offers an open referral system to Service Users, Carers, voluntary and statutory services. However, referrers are advised to go via the GP to rule out any physical cause for the illness. The team consists of Doctors, Community Mental Health Nurses, Psychologists, Social Workers,
Physiotherapist, Occupational Therapists and a Carers Co-ordinator. All referrals are screened for appropriateness and/or further information on the day they are received and if deemed urgent, will be seen within 4 hours. If not deemed urgent all referrals will go to a weekly allocation meeting.

The service user can expect to be assessed within one week by two different disciplines. Student social workers will accompany qualified staff on assessments and taking in the views and wishes of the service user and carers will present the assessment to the team. The team will take on clients who have a severe and enduring mental illness or a complex dementia, offering Counselling, Anxiety Management, group work, crisis intervention and training.

Access Care and Assessment
Community Care services are provided to people who need help, to maintain their safety and independence on a day-to-day basis, because of a disability, illness, injury, frailty due to old age or mental health problems. The new Fair Access to Care Services will look at what might happen, if services are not provided and targets services at those with the greatest risks to their independence. There will be several teams within this Functional Unit, offering support for operational and strategic initiatives.

Drug and Alcohol team
The Drug and Alcohol team offers a range of treatments for drug and alcohol users with access to other treatments through the Drug and Alcohol Action Service (DAS).

The services offered include key working, substitute prescribing for heroin addiction, community detoxification for drug and alcohol users and referral to structured drug and alcohol day programmes. Other interventions include assessment for and access to residential detoxification and residential rehabilitation programmes as well as support with aftercare for people completing treatment programmes and wanting to remain abstinent in the community.

The team at DAS is a multi-disciplinary team, which offers a varied opportunity to learn about all aspects of substance misuse. The trainee will have the opportunity to work alongside the nursing team (RMN’s) our prescribing doctor and addictions consultant, the social work team, as well as working closely with the Drugs Intervention Programme team (DIP). (Drug misusers that are in the criminal justice system). DAS encounters many clients from all walks of life and there are opportunities to work with complex needs clients e.g. children and families’ cases, dual diagnosis cases and joint working with other teams throughout the health and social care sector.

Integrated Team Learning Disabilities
The Team provides specialist social work and health services to adults with learning disabilities and upholds the following values:

- Rights: People with learning disabilities have the same civil rights as other citizens, including the ability to access as full a range of opportunities as the wider population.
- Independence: Services will aim to encourage and promote independence wherever possible, whilst taking full account of people’s ongoing support needs.
- Choice: People with learning disabilities should have as much choice and control as possible in their lives, including where they live the type of activities they get involved in and the type of support they receive.
- Inclusion: Services will support the inclusion of people with learning disabilities within the wider community.

The Service is for people who have a learning disability.
To be eligible a person must have a condition that started before age 18 years of age with a permanent effect on their development.

AND
Reduced ability to understand new or complex information or to learn new skills.

AND
Reduced ability to cope independently.

The Team provides the following services:

- Assessment of need and provision of care and support within the framework of “Fair Access to Care Services”
- Psychiatry, nursing, psychology, speech and language therapy, occupational therapy, physiotherapy assessment and treatment.
- Learning disability social work service
- Assessment and the provision of services to carers of adults with learning disability.

**Initial Assessment Team**
The Initial Assessment Team is the main “front door” for all referrals to Children and Families Services, undertaking screening of all referrals and initial assessments on the families of younger children.

**Fostering team**
The Fostering and Adoption Service consists of 3 teams, headed by a senior team manager, plus 3 team managers.

The Development Team is responsible for the recruitment, training and approval of both foster carers and adopter. They are also involved in private fostering arrangements. There are 5 social workers in this team.

The Placement Support Team has responsibility for the supervision and support of foster carers, has a post adoption support remit, and Intercountry adoption assessment. In addition as part of that team there is a duty service that deals with the making of fostering placements through in-house resources or by use of independent or voluntary agencies. There are 6 social workers and 2 referral officers in this team.

The third team is the Administrative team. This team deals with the financing of placements, office organisation, administration, and facilitate checks being carried out of foster carers and adopters on behalf of this authority as well as for private and voluntary agencies. It is also responsible for the security of adoption records. There are 5 members of staff.

A placement within the Fostering and Adoption Service will give a broad experience and exposure to the needs of children living away from home, and the potential to develop good assessment skills, working in a pressured environment with competing demands, and the opportunity to explore placement dilemmas.

**Practice placements**
In addition, a total of 200 days work based placement in a practical social care setting is a requirement of the degree course. This is in addition to the 4 days per week described above and will be negotiated separately between the local authority and the University. Placements can be arranged in 50, 60 and 90-day blocks or 2 x 100 day block. We have agreed with the universities that practice placements can be carried out within the Trainee Social Worker’s host location at the appropriate time to avoid the unnecessary disruption of moving to another team.

Students will have access to support from their line manager, the university and the scheme’s co-ordinator as well as a range of other resources. When on a work based practice placement the TWS will be allocated a Practice Teacher and/or Assessor.

Starting salary has been agreed at the first spinal point of Scale 4 with an annual increment in April each year.
Applicants are required to remain working for the local authority Services for a minimum of two years post-qualifying.

The local authority adheres to the Code of Practice for Employers of Social Care Workers and expects its employees to follow the Code of Practice for Social Care Workers. The full document can be found on www.gscc.org.uk or from the General Social Care Council, Golding’s House, 2 Hay’s Lane, London, SE1 2HB. Tel: 020 7397 5100.

Management of the TSW Scheme
The TSW scheme is managed by the Learning Team. However although the post numbers for TSWs are held within the Business and Development Unit, the day-to-day supervision of the TSW is the responsibility of the host team manager as with any other team member. The normal supervision and performance management procedures should be applied.

The Learning Team
Learning is key to delivering the quality of care the government envisages for our communities. Learning is about growth and opportunity, about making sure that our staff, teams, and the organisations they relate to and work in, can acquire new knowledge and skills, both to realise their potential and to help shape and change things for the better. It is also about people learning from each other and recognising and sharing good practice both locally and nationally.

The Learning team is committed to enabling staff to benefit from a range of learning and development opportunities and recognise we each have different learning styles and needs. We will work in partnership with other stakeholders to make learning more accessible and flexible for people and to make a lasting impact on the quality of our services.

Our specific objectives are to:

- Be a learning organisation
- Plan long term to attract and retain the right people
- Focus on qualifications-related training and developing career paths
- Focus on individual learning and development needs through supervision and performance management
- Prepare our workforce for service integration with health and education partners
- Ensure joint workforce planning with health, education and other partners
- Modernise communications and information systems.

The Learning Team has been strengthened to meet these challenges. The team is managed in the Business and Development Unit, which combines the training function with service development planning and business planning. The team supports those working in Adult Services, Learning Disability Partnership and the private and voluntary sector. Although the local Children’s Trust is setting up a separate training process, the TSW placements are still supported by the Community Care Learning Team.

We are moving forward with the government’s modernisation agenda and forging closer links with our partners, in particular the National Health Service. We have agreed a concordat with the local Primary Care Trust outlining our strategy for the integration of social and health care services, which we will be implementing over the next couple of years.

Guidance for managers of Social work teams “hosting” a TSW
Please note that the day-to-day supervision of the TSW is the responsibility of the host team manager. Please treat your TSW as you would any other unqualified member of staff. The normal supervision and performance management procedures should be applied.
Responsibilities and expectations of the TSW should increase in accordance with their progress through the scheme.

Preparing for the TSW
This section looks at the preparation that needs to be undertaken before a TSW starts. There are different levels of preparation: personal preparation, preparing to meet the TSW, preparing the team and preparing the induction programme.

1. Personal preparation for having a TSW
- Consider extra workload
- Make space
- Discuss with own line manager
- Acquire all necessary information/documentation
- Devise contingency plan in event of absence
- Consider specific issues relating to the individuality of the student
- Consider sources of support: talk to colleagues, and managers who have had a TSW already and ask about their experiences
- Arrange a meeting with the practice placement co-ordinator in the Learning and Development Team to discuss any concerns and clarify expectations.

2. Meeting the TSW prior to their starting in your team
- It is useful to arrange to meet the TSW before s/he joins your team
- Discuss the type of learning opportunities you can offer within the team and from your own professional experience
- Discuss the type of work they can expect to undertake
- Give the student as much information about the team and the Functional unit as possible
- Have a series of questions prepared. Below is a list of things you could ask:
  - What do you expect to learn from this team?
  - What particular areas of practice are you interested in?
  - What are your specific areas of interest?
  - Are there any transferable skills you think you bring with you, and any particular skills you wish to develop?
  - What course information, details of assignments etc have you received so far from the university?
  - Have you a course handbook yet? If not let me know when you receive one so we can go through it together to see how I can support you while you are on the course.

3. Preparing the team
Whatever the process, it is important that adequate preparation is undertaken with the team before the TSW’s arrival. The TSW and you will not exist in a vacuum. The TSW will need as much support/information when you are not around and you will need input and moral support from colleagues and team members.

It needs to be emphasised that the TSW is being “hosted” within the team and although you are the line manager, it is a team effort.

Below is a list of things you might do as team preparation:
- Discuss the benefits of the TSW scheme at a team meeting
- Give the starting date of the TSW
- Tell the team about the TSW and spell out their role. (Sample job description, person specification and contract are in this handbook for information); allow and/or enable team to express feelings about a TSW – concerns, anxieties, hopes etc.
- Clarify your expectation of the team, e.g. not to use the TSW to do menial tasks or as a qualified social worker
- Arrange for the TSW to meet the team prior to arrival – possibly in a team meeting situation
• Discuss practical arrangements, e.g. induction package, where he/she will sit/exploring the building/visiting resource centres;
• Get the team to assist by identifying suitable cases;
• Decide whom will be responsible for the TSW during your absence;
• Suggest other ways in which you might need team support, e.g. input by specialist workers;
• Discuss with experienced practice teachers in your team;
• Discuss the impact on your and their workload.

4. Preparing the induction programme
The induction programme should help the TSW settle comfortably in the team and become familiar with the team setting, new colleagues and procedures such as health and safety, office systems and routines.

The general advice is to prepare an induction programme that goes from the simple to the more complex. (Generally over a two-week period). Here are some things to consider:

• Desk, telephone, diary and tour of building.
• Induction pack – information on the Functional Unit. organisational structure, services provided, Social Services teams, organisational policies including health and safety issues, policies and procedures related to your area of practice, office practices, access and use of IT, ID card.
• Supervision and Performance Management forms and procedures. Clarify expectations.
• Introduction to team, e.g. team manager, admin team, other social workers, specialist staff – discussion on roles, practical issues, e.g. claiming expenses, confidentiality etc.
• Useful places to visit – e.g. other agencies, relevant key personnel in social services, specialist post holders.
• Attending team meetings/workshops.
• Opportunities for observation – e.g. shadowing on visits/duty with other workers.
• Opportunities to look at case files.
• Opportunities to undertake casework appropriate to TSW level and experience and supervised duty work.

5. Preparing work for the TSW
You will need to talk to your TSW to establish his/her level of knowledge and experience before allocating work. Those TSW’s who have already been in a previous host location should bring with them an “end of year” probation report using the corporate probation form as a guidance. It may be useful to talk to other managers who have had a TSW before to discuss the kind of cases.

All TSW’s should have a personal yellow folder for use in supervision and Performance Management and this should move with them as they move from location to location.

It is essential that you are aware of what stage they are in their course work at all times so that appropriate work can be allocated. It is recommended that a specific time is set aside to discuss University work/progress during supervision and performance management meetings.

Later on, as the academic course advances you will be able to address a range of learning needs. Most, if not all, fall within one or more of the following four broad categories:

• Applying theory to practice
The opportunity to use a particular method (e.g. task-centred method) or to work within a particular theoretical framework (e.g. psychodynamic or systems theory).
• Practice learning
The development of skills such as interviewing, recording and effective communication.
• Procedural learning
Agency-specific learning of administrative and procedural processes, such as child protection procedures, court procedures and so on.
• Emotional learning
  Recognising responding to and coming to terms with the emotional effects of intervention and the implications for the worker’s own feelings.

6. Expectations for information sharing
There is a requirement that the TWS will share the demands and expectations of the scheme and their university course with their line manager. As detailed earlier it is recommended that a specific time is set aside to discuss University work/progress during supervision and performance management meetings.

If the line manager has any queries in relation to the scheme, it would be appropriate that in the first instance they discuss this with the TSW and/or refer to this handbook. In the event that there is a query that the TSW or referral to the handbook does not answer, the line manager should contact the Learning and Development Team.

FAQs (Frequently asked questions)
Further clarification of the scheme can be obtained from the Learning Team but the most frequently asked questions (FAQ’s) are detailed below:

Training Needs Analysis and Study Skills
All TSW’s are asked to complete a training needs analysis (TNA) before starting their academic coursework. TSW’s are then offered three half-day study skills sessions to help prepare them to return to academic study.

Action learning
All TSW’s are offered the opportunity to join an Action Learning Set where you can discuss issues and concerns in a supportive environment. Further details can be requested from the Learning Team.

Quarterly meetings
Quarterly meetings with representatives on the TSW steering group are available on request for TSW’s and their managers to discuss arising issues and concerns.

TSW representatives on steering group
The TSW steering group meets monthly and TSW’s are invited to provide up to two representatives on this group.

Access to additional training
The learning Team offers a comprehensive training programme each year, which reflects national, and government priorities as well as local and individual service needs. Courses are advertised by individual flyers via managers using the e-mail system. TSW’s are encouraged to access any relevant training. Please discuss your development needs with your line manager.

ECDL
All TSW’s are required to complete the European Computer Driving Licence (ECDL) before they can register as a qualified Social Worker with the General Social Care Council (GSCC). We suggest you start work on this early on but progress is at your own pace. Full details on the ECDL can be found on the intranet. The £30 registration fee can be reclaimed from Learning and Development but any additional IT courses will need to be funded from your functional unit budget. In many cases you may not need to attend a whole day course so please discuss your requirements in this respect with your line manager.

Laptops
Laptops are available for TSW’s to use. Please contact the Learning Team to arrange for a laptop to be loaned to you. There is a booking system for this service.

N.B. Usual IT security safeguards must be observed and further details can be found on the intranet.

Book allowances
You may claim up to £125 per annum for books during each of the academic years in which you are undertaking the degree and/or masters course. All claims must be on a petty cash expenses form with receipts provided and sent
to the Learning Team for authorisation. Once your claim has been authorised you will be contacted and you can collect the form and take it to the cashier’s office. N.B. proof of identification is required.

Study leave
During term times you will be granted up to one day per week to attend the taught components of the course as well as 25 additional study days each academic year.

These days are to be taken on the basis of two days per month in any arrangement to be agreed with your line manager, i.e. 2 x 1 day, or 4 x 1/2 day etc. - total 24 days. The additional day can be taken when it suits both you and your manager. Study leave allocation begins the same month as the course commences. All leave is to be agreed with your line manager.

N.B. Full-time attendance at work is required during university vacations however the two days per month study leave as detailed above still applies.

You will be granted appropriate time off work to attend exams if required.

Expenses
While you are undertaking the degree/masters course you may submit travel and/or mileage claims in the usual way, including any travel to and from the university on days of compulsory attendance (less home to office mileage or public transport costs). You may reclaim, by submitting the standard subsistence claim form with receipts, the cost of lunch on any day of compulsory attendance at university. Each daily claim will be limited to 50% of the standard subsistence rate (currently £3.08).

Any additional work related expenses, i.e. for client visits, should be claimed from your host location budget holder.

Car Mileage claims
Casual User and/or Essential User Allowance

Casual and essential user car mileage allowances should be authorised through your line manager.

Host locations and placements
You will be assigned to a team in the Children and Families, Learning Disability or Community Care service area during your first year and you will change to another Service Area during your second year. You will move to a different service area each year wherever possible.

The third and fourth years’ placements will be negotiable depending on your preferred specialisation and whilst every effort will be made to meet your choice, The Learning Team will determine the placement(s) and/or specialism to be undertaken, to reflect prevailing service need and in anticipation of the likely post-qualifying appointment.

TSW placement days (total 200) will be arranged within the host location from the second year of the scheme. A Practice Assessor will be allocated for the duration of the practice placement. Where possible this will be a qualified Practice Teacher but where this is not an option we will arrange for an experienced practitioner to assess you and liaise with the relevant university to ensure appropriate training on the requirements of the degree is given in advance of the placement days.

Yellow Supervision folders
Managers should issue all incoming TSW’s with a yellow Supervision and Performance Management folder which should remain with the TSW as they move around the authority.
Probation
All TSW’s are subject to the Council’s probation period. Managers of new TSW’s should complete a probation form as found on the intranet for Personnel. A copy should be placed in the yellow folder and another sent to Learning and Development. A further version of the probation form should be completed at the end of the TSW’s year and should be shared with the TSW and the manager of the TSW’s new team as part of the handover process.

Flexi-Time
Flexi-time is operated within the local authority, although you should note that it might not be practical to accommodate everyone’s requested hours and maintain an effective service. The availability of flexi-time at your host location should be discussed with your line manager.

Progress at university and commitment to keep manager and Learning Team informed
Continued employment of the individual Trainee Social Worker with the local authority is subject to the successful completion of university requirements for each academic year as well as the satisfactory completion of duties within the host location.

The TSW steering group will review the trainee’s progress on the Scheme annually. The Service Area reserves the right to terminate the entire agreement for the trainee to attend the undergraduate and/or postgraduate programme on the basis of poor results, or if the University has required the TSW to leave the academic course for whatever reason.

Poor results covers areas such as:

1. Receiving below pass level marks in more than one module for Level 1 or 2
2. Failing the module after a re-sit
3. Failing the placement or where there are serious concerns regarding the student’s practice

4. Poor attendance, such as less than 80% of the university's requirements
5. Regular lateness to the course
6. Other serious breach of the Agreement.

There is a requirement for the TSW to share their views and feelings about the demands and expectations of the course with their line manager in supervision. It is recommended that the TSW provides their manager with a copy of the course handbook, and provide them with details of submission dates for coursework. This will help in planning study leave and support.

Any difficulties with coursework or progress should be notified to your Manager and the Senior Learning and Development Co-ordinator at the earliest opportunity.

Absence Management
The corporate Absence Management procedure applies to TSW’s as with any other member of staff. If a TSW is sick and unable to attend on a university day s/he should notify the line manager as usual.

N.B. Universities have a requirement of 80% attendance on the course so if a TSW is to be on long term sick leave the TSW and the manager should notify the Learning Team of the situation immediately.
Appendix 3: An Example of a Guide for Managers

Managers’ Guide to Social Work Secondment

The following notes are to assist Managers to identify the candidates with the best potential to undertake training. These notes should be read in conjunction with the attached information for candidates, which describe the full selection process. There is also an Application Form attached.

Places for Social Work Secondment are very limited and there is potential for complaints if too many staff members are encouraged to apply even though they would not be seen to be strong candidates.

The Standards for the Award of the Social Work Degree

The standards for the award of the social work degree are outcome statements that set out what a student social worker must know, understand and be able to do to be awarded the degree in social work. The National Occupational Standards for Social Work set out what employers require social workers to be able to do on entering employment. These standards form the basis of the assessment of competence in practice. Social workers will be required to demonstrate competence across the full range of standards before being awarded the degree. Practice is central to the new degree, with academic learning supporting practice, rather than the other way around.

The National Occupational Standards aim to provide a baseline for identifying standards of practice, which should be reached by a newly qualified social worker.

Key Role 1: Prepare for and work with individuals, families, carers, group and communities to assess their needs and circumstances

- Prepare for social work contact and involvement.
- Work with individuals, families, carers, groups and communities to help them make informed decisions.
- Assess needs and options to recommend a course of action.

Key Role 2: Plan, carry out, review and evaluate social work practice, with individuals, families, carers, groups and communities and other professionals

- Respond to crisis situations.
- Interact with individuals, families, carers, groups and communities to achieve change and development and to improve life opportunities.
- Prepare, produce, implement and evaluate plans with individuals, families, carers, groups, communities and professional colleagues.
- Support the development of networks to meet assessed needs and planned outcomes.
- Work with groups to promote individual growth, development and independence.
- Address behaviour, which presents a risk to individuals, families, carers, groups, communities.

Key Role 3: Support individuals to represent their needs, views and circumstances

- Advocate with and on behalf of, individuals, families, carers, groups and communities.
- Prepare for, and participate in decision-making forums.
Key Role 4: Manage risk to individuals, families, carers, groups, communities, self and colleagues

- Access and manage risks to individuals, families, carers, groups and communities.
- Assess, minimise and manage risk to self and colleagues.

Key Role 5: Manage and be accountable, with supervision and support, for your own social work practice within your organisation

- Manage and be accountable for your own work.
- Contribute to the management of resources and services.
- Manage, present and share records and reports.
- Work within multi-disciplinary and multi-organisational teams, networks and system.

Key Role 6: Demonstrate professional competence in social work practice

- Research, analyse, evaluate, and use current knowledge of best social work practice.
- Work within agreed standards of social work practice and ensure own professional development.
- Manage complex ethical issues, dilemmas and conflicts.
- Contribute to the promotion of best social work practice.

The Quality Assurance Agency benchmark statement for social work sets out, in outcome terms, the requirements for the achievement of an academic award at degree level. Students would be expected to reach this level before being awarded the degree.

Core Statements for social work

- Social work services and service users
- The service delivery context
- Values and ethics
- Social work theory
- The nature of social work practice

Which includes:

- Communication and Information Technology and Numerical skills.
- Problem solving skills.
- Communication skills.
- Skills in working with others.
- Skills in Personal and Professional Development

In order for social work degree graduates to be able to demonstrate core applied knowledge and skills they must show through teaching, learning and assessment:

- Subject knowledge and understanding as defined in the benchmark statement.
- Subject skills and other skills as defined in the benchmark statement.
- Attainment of the specified standards in relation to academic and practice capabilities.

Requirements for Admission to Social Work Training

Key Skills in English and Maths (or GCSE grade C or above)

Written and Spoken English

All Candidates will be Interviewed

Service User and Employer Involvement in Selection of Students
All Social Workers Will Learn and Be Assessed On:

The new degree is all about practice and academic learning must support this.

- Competent Worker
- Law
- Partnership Working
- Communication Skills
- Assessment, Planning, Interventions and Review
- Human Growth, Development, Mental Health and Disability

In addition to defined attributes, successful candidates must show a high degree of self-motivation, sufficient to cope with the impact and rigors of a degree course. They must demonstrate excellent communication skills, both verbal and written, and must be able to manage multiple skills and balance several pressures at the same time.

The key to this process is not just that candidates are competent and dedicated carers, but that they must also demonstrate a wider horizon and the real potential to go further.

Line Managers are asked to provide a reference for each candidate selected by the service. The reference needs to be submitted in the attached format.

We are operating an ‘open door’ policy for application, and are not restricting it to certain groups. This does not mean the people should apply whom you know to be unlikely to reach the right standard. You must only support applications for those people who, in your professional judgement, could cope with the demands of this route.
Appendix 4: An Example of a Diversity Monitoring Form for GYO Students

Secondment Recruitment Monitoring Form

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Applicant Name</th>
<th>Gender (M/F)</th>
<th>BME (Please tick)</th>
<th>Disability (Please tick)</th>
<th>Date application received (please tick)</th>
<th>Applicant short listed for interview</th>
<th>Applicant selected (please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total
Appendix 5: An Example of a GYO Student Evaluation Form

Evaluation Form for Trainee Social Workers

To be completed at the end of each academic year

<table>
<thead>
<tr>
<th>Name of Trainee social worker</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College/University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialist area of practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Days off Sick</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location of Work base</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of line manager</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Did you have an informal visit prior to work starting?
☐ Yes
☐ No

If yes, did this occur:
☐ Month before,
☐ Fortnight before
☐ Other?

Were your learning/support needs discussed Formally and identified at an early stage?
☐ Yes
☐ No

Did you have an induction organised?
☐ Yes
☐ No
Have your learning and support needs been met by your work base and supervisor
☐ Yes
☐ No

Please elaborate


Did you have regular supervision?
☐ Yes
☐ No

If so, how often?
☐ Weekly,
☐ Fortnightly,
☐ Monthly.

Did you find supervision useful?
☐ Yes
☐ No

Please elaborate


Were your accommodation and administrative support satisfactory?
☐ Yes
☐ No

Please elaborate


Did the learning opportunities meet your training needs?
☐ Yes
☐ No

Please elaborate


Where there opportunities for multi-disciplinary/multi-agency working?
☐ Yes
☐ No

Please elaborate


Were there any particular issues or difficulties that you had to contend with?
☐ Yes
☐ No

Please elaborate


Were these recorded in supervision and/or IPDR meeting minutes?
☐ Yes
☐ No

Any other comments you might wish to make?


Placement Experience

Was your placement practice teacher off-site? If so please state any benefits or difficulties you had with this arrangement.

__________________________________________________________

__________________________________________________________

__________________________________________________________

Did you feel there was ready access to your Practice Teacher?
☐ Yes
☐ No

Did you feel supported by the Department whilst on placement?
☐ Yes
☐ No

If so, in what way? If not, please state why.

__________________________________________________________

__________________________________________________________

__________________________________________________________

Did you feel supported by the University/College whilst on placement?
☐ Yes
☐ No

Please elaborate

__________________________________________________________

__________________________________________________________

__________________________________________________________
Do you think your understanding of equal opportunities and anti-discriminatory and anti-oppressive practice was developed during the placement and or work experience?
☐ Yes
☐ No

Please elaborate


Is there any additional information you would have found helpful prior to placement/work experience beginning?
☐ Yes
☐ No

Please specify


Did you participate in any student support groups?
☐ Yes
☐ No

Please comment on what you found helpful/unhelpful


Any additional comments you might like to make about your placement/work experience?


Thank you for taking the time to complete this form and best wishes.
Appendix 6: An Example of a GYO Student Contract

Learning and Professional Development Centre Secondment Scheme

Congratulations
You have been selected on the Learning and Professional Development Centre (LPDC) Secondment Scheme.

The aim of LPDC is to provide you with support during your time of study, and to ensure that you complete successfully and have a very positive learning experience.

You will be given a contact person within LPDC, who will be your first port of contact if you are experiencing any difficulties whilst studying. This person will also be responsible for liaison with your chosen college/university and will support you in finding appropriate placement opportunities.

A support group will also be set up to ensure that candidates are supported every step of the way.

This is a great opportunity for the development of the services within the local authority and for your future career progression within the organisation; we encourage you to make the most of this and we wish you great success.

Contractual Obligations for Seconded Staff on Qualification Courses

Contents:
1. Learning and Professional Development Centre Expectations (full/part time as appropriate to the staff member)
2. Expenses Information
3. Leave and Sickness Information
4. Study Leave Form
5. Study Leave Scheme
6. Qualification Policy

Please note:
A copy of items 1, 2, 3 and 4 will be given to your line manager, LPDC and personnel.
1. Learning And Professional Development Centre Expectations

Learning And Professional Development Team Expectations
There are specific expectations which the Learning and Professional Development Centre require seconded staff to meet. These are necessary to maintain effective communication, support, and evaluation requirements.

Progress Meeting
You are required to meet with a member of the Learning and Professional Development Team on an annual basis to discuss your progress and your ongoing development.

A letter will be sent to you from a training link person inviting you to meet with them during your semester break.

Course Difficulties
You are required to inform the LPDC of any difficulties that you may be experiencing while you are studying in relation to any aspects of the course.

Place Of Work On Completion Of Course
Before you complete the course, a meeting will be held with yourself, a LPDC representative, and your Line Manager (if you require an HR representative or other appropriate representative to be present then this may be arranged), regarding where you will return to work on completion. This decision will be primarily based on the needs of the service, though your personal preferences will also be taken into consideration.

2. Expenses Information

Travel
You will be responsible for travel expenses incurred during your period of study to and from college/university. Travel expenses incurred whilst on placement may be covered by the Learning and Professional Development Centre, depending on the location of the placement; this must be discussed and agreed by a Learning and Professional Development Adviser. Students on some degree programmes may also be eligible for a bursary from the GSCC, to be used to cover travel expenses.

Exceptional circumstances can be discussed on an individual basis.

Books
You may borrow books from the LPDC Library or from your own training/educational establishment. If there is a particular book that you believe would be beneficial to your studies and other practitioners within the organisation, this needs to be discussed with a Learning and Professional Development Adviser. The LPDC may purchase the book for the LPDC Library, which will then be available for loan.

Students who have purchased books for themselves will not be reimbursed for the cost of the book unless this was agreed with the LPDC prior to purchase. All books purchased for students remain the property of the LPDC library, and must be submitted to the Centre on completion of studies.

Course Fees
All fees (e.g. registration, residential) for the agreed course will be paid by LPDC.

Exam Fees
As above

Photocopying
If photocopying is required, this can be done by yourself either at your workplace or at the Learning and Professional Development centre – all other photocopying will be at your own expense with no reimbursement.

Laptops
For students who may be experiencing
difficulties accessing a computer whilst studying (including during placements), the Learning and Professional Development Centre may arrange for a laptop to be loaned to the student.

This will need to be discussed with a LPDA, and will be subject to availability.

3. Leave And Sickness Information

Study Leave

Full-time Seconded Candidates
The Learning and Professional Development Centre expectation is that all staff on a professional qualification course will be committed to doing studying in their own time.

The above group will not be entitled to any additional study leave

Exceptional circumstances
If the student is failing or has had a life crisis, for example bereavement or ill health, a written request must be submitted to the LPD manager. A meeting will be arranged with the candidate, their line manager and a LPDA, to discuss and agree the most appropriate action.

Part-time Seconded Candidates
Time will be provided during normal working hours for study leave, the taking of which must be agreed by the candidate's line manager. Study leave entitlements have been calculated by the amount of assignments and exams to be taken within each semester.

BA in Social Work – Part Time route

<table>
<thead>
<tr>
<th>Time in college</th>
<th>Study Leave</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 weeks</td>
<td>10 days per year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time not in college</th>
<th>Study Leave</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 weeks</td>
<td>50% of college days: approx 21 days p.a</td>
</tr>
</tbody>
</table>

Total = 31 days per year

Annual Leave
All candidates on a professional qualification course are entitled to their leave, as stated on their leave sheet. Candidates must book their annual leave in the usual way, through their Line Manager (if the candidate's previous Line Manager is not appropriate then alternate arrangements will be made; this is to be recorded on their leave card).

Full-time and Part-time Seconded Candidates
The leave must be taken when the college/university is closed, e.g. Easter, Summer and Christmas.

Example:
If a candidate decides to take three weeks during the summer period and their college/university is closed for eight weeks, five weeks must be spent within the authority.

In the first instance the candidate will return to their workplace; if this is no longer a suitable placement for their continuing professional development, LPDC will support the individual to work within another establishment or team. This will take place only after discussion with the candidate, their line and service manager.

Sickness
If a candidate is unable to attend college or work due to illness, he/she is required to notify their Line Manager on the first day of their illness. The Line Manager will then be responsible for conducting the back-to-work interview. Naturally, the candidate should also notify the college, or Manager at their place of placement, whichever is applicable.

4. Exceptional Circumstances - Additional Study Leave Application Form

The taking of leave must not interfere with your attendance at college/university (as stated above).
**Study Leave Application Form**

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>Service Cluster and Service Area</td>
<td></td>
</tr>
<tr>
<td>Post held and Grade</td>
<td></td>
</tr>
<tr>
<td>Course title</td>
<td></td>
</tr>
<tr>
<td>Place of study</td>
<td></td>
</tr>
<tr>
<td>Commencement date</td>
<td></td>
</tr>
<tr>
<td>Completion Date</td>
<td></td>
</tr>
<tr>
<td>Reasons for requesting additional study leave</td>
<td></td>
</tr>
</tbody>
</table>

**To Be Completed By Applicant**

I wish to apply for additional supported study leave for the above course.

Signed

Date

**To Be Completed By Line Manager**

Delete as applicable

**I am / am not** recommending approval for the above course because

Name

Signed

Date
5. Study Leave Scheme

Undertaking For Qualification Training

Conditions For Assistance

1. An employee who is granted study leave is expected to maintain regular attendance, show satisfactory progress, sit all the required examinations and successfully complete and pass the course. Failure to adhere to any of the above without a satisfactory explanation may lead to the council withdrawing the facilities granted. Individuals may also be required to refund a proportion of the financial assistance received. The amount refunded will be at the discretion of the head of service, taking into consideration the degree of commitment the individual has shown in their studies. It can be expected to be between 50 and 75%.

2. The continuance of facilities under this scheme, whether for the next stage of study or for a second attempt at an examination will only be authorised if the individual has passed the first stage or if not that the Council are satisfied that every effort is being made to successfully complete the studies.

3. In granting assistance for study leave the Council require individuals to remain in employment with the Council for two years from the date the qualification is obtained, always providing there is a post available requiring the qualification gained. Where the employee fails to honour this commitment then repayment of the financial assistance received will be required as follows.

<table>
<thead>
<tr>
<th>Timescale</th>
<th>Amount to be reimbursed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 years or more</td>
<td>Nil</td>
</tr>
<tr>
<td>1-2 years</td>
<td>50%</td>
</tr>
<tr>
<td>6 months-1 year</td>
<td>75%</td>
</tr>
<tr>
<td>less than 6 months</td>
<td>100%</td>
</tr>
</tbody>
</table>

4. Where repayment of financial assistance is required this shall not include salary paid in respect of time at approved course of study.
To Be Completed By Applicant
In connection with my application dated ______________ for financial assistance in accordance with the conditions of service applicable to me, I understand and agree that in return for receiving this assistance from the Council, I will remain in the service of the Council for two years after the qualification is obtained, providing that I am required to remain and that there is a post available for me requiring the qualification obtained.

Should I fail to comply with the conditions of assistance or fail to honour the undertaking, I understand that I may be required to refund the whole or part of the assistance afforded to me as the Council may determine, with due limits set out in the conditions of service, and I agree that the Council shall be at liberty to deduct such repayment from any monies owing to me at the date of termination of my service.

Print Name

Signed

Date

To be forwarded to Finance and copied to Service Cluster Personnel Teams.

Qualification Training Policy
The Learning and Professional Development Centre aims to develop a flexible, adaptable and multi-skilled workforce from which it can resource its future recruitment needs and through which it can achieve its Business objectives.

The Learning and Professional Development Centre encourages all employees to take advantage of training opportunities for their own development at work and will strive to ensure there is equality of access to training for all employees, including employees who work part-time.

Exclusions
Staff who are employed as locums do not qualify for support from the Learning and Professional Development department to undertake qualification courses.

Delegation
Agreement for time off for attending training - Line Manager/Service Manager

Application for courses where demand exceeds available funding - Senior Management Team and chaired by Training Manager

Authority to Vary These Instructions in Individual Cases Only
Decisions with regards to individual cases will be at the discretion of Heads of Service in consultation with the Training Manager and Human Resources.
The Learning and Professional Development Centre remains committed to supporting the training and development of all its employees and has explored various avenues for achieving such qualifications, such as open distance learning programmes, day release courses, and secondment opportunities. This policy embraces and encourages the use of varying methods for achieving the Degree in Social Work, NVQ Level 4 and other appropriate social care qualifications.

The aim of this policy is to ensure an equitable access to training through open criteria of selecting candidates for such learning opportunities.

To establish a clear and open procedure, and standards for access to social work/care training, including the funding thereof, for employees within Adults’ and Children’s Services.

For newly appointed employees who are already undertaking relevant courses, formal agreement to continue funding must be agreed by the Selection Panel during the interview process.

The course must be necessary for the effective and efficient performance in the candidates’ current/future work role and they must meet the entry requirements of the particular course of study.

Applications for qualification courses will be considered and selected by a panel appointed by the Senior Manager; a representative from HR will also be invited. The decision of this panel will be final.

Employees and line managers will discuss the details of the course they propose to put to the panel and the reasons for nomination based the individual’s Personal Development Performance Appraisal.

Application requirements with regards to dates will be stated at the start of the process each year.

The panel dates will be set by the Training Manager and notifications made to all applicants and their line managers.
All interested applicants will be notified of the decision of the panel within two weeks of the panel meeting.

For courses starting at other times of the year, candidates should discuss with their line managers as described earlier and submit an application form to the Training Manager at least six months before the start of the course. The Training manager will convene a panel to consider such applications.

The criteria for selection will be based on the following:

- The needs of the service.
- Academic suitability for the course.
- Personal suitability for the course.
- Availability of Funding.

5. Directorate Responsibilities
To assess each application on its own merits using the criteria as outlined above and with full regard to the Council’s Equal Opportunities policies and procedures.

To meet the course and tuition fees and other disbursement expenses incurred in accordance with an employee’s terms and conditions of employment.

To provide appropriate support for employees undertaking courses, e.g. Practice Teaching Support, Mentoring/Practice Assessor, Performance Management and Appraisal, and Supervision.

6. Employee Responsibilities
The employee will undertake to meet the requirements of the course to the best of their abilities.

The employee will recognise that the demands of the course cannot be met within allocated work time and will undertake to study and prepare assignments etc. for the necessary and successful completion of their course during their own time.

Where applicable the candidate will meet with appropriate line managers, mentor, practice teacher, or training representative to review their progress on the course in order to enhance their chances of success.

The employee will continue to undertake employment with the local authority for a minimum of two years following the completion of the course in accordance with the terms and conditions of employment. (For details of these conditions please contact personnel).