

Workforce Development Strategy 2018 – 2020

Context:

Workforce Development provide the infrastructure for learning to support the continued development of practice of practitioners and managers working within Suffolk County Council Adult and Community Services and Children and Young People's Services, as well as those employed in the Private, Voluntary and Independent and Community Care sectors.

Workforce Development sits within the Quality, Engagement and Professional Development Service, which has set out a vision for:

Enabling quality outcomes by driving and influencing best practice through learning, engagement and professional development

This ensures that what we offer is informed by the priorities and strategic direction of the directorates we work for and by performance data and audit, and means that our learning and development offer needs to be flexible and responsive to changing workforce needs, in order to ensure that the workforce across adults and children's services is sufficient, suitably qualified and competent to deliver high quality outcomes for children, young people and their families, and adults who use our services.

Workforce Development recognise that learning and development is a collective responsibility and that learning happens in a range of contexts, including

- Experiential learning – occurs on the job, applying learning to practical situations
- Learning through others – sharing practice-based expertise
- Structured courses for specific learning activity, includes face to face and online

We work collaboratively with internal and external partners to develop learning solutions which support the development of practice, in order to achieve the best outcomes for children, young people and adults in Suffolk.

The range of activity includes, but is not limited to:

- Supporting self-directed and practice-based learning
- Supporting the recruitment, retention and professional development of social care practitioners
- Developing, commissioning and/or delivering specialist learning solutions

- Providing consultancy support across a broad spectrum of specialist themes, for example; Signs of Safety (SOS); Care Act; Supporting Lives, Connecting Communities (SLCC) and Safeguarding
- The creation and maintenance of on-line resources for blended learning solutions
- Supporting the implementation of whole-service initiatives (such as SOS and SLCC) and directorate-specific transformation and integration programmes

Some examples of what we currently deliver (not an exhaustive list) as our 'Business as Usual' is set out below:

Self-directed learning	Face to face training	Qualifications and CPD	Embedding practice models
Creating and uploading resources on Suffolk Learning E-learning programmes: <ul style="list-style-type: none"> • Care Act • Safeguarding • Private Fostering • Autism • Attachment 	Safeguarding – introductory and specialist training (eg. Achieving Best Evidence) and Train the Trainer programmes for ACS and CYP and multi agency partners Signs of Safety – core training Foster Carers and Adopters (including the KEEP programme) Mandatory training for ACS and CYP staff CPD for Best Interest Assessors and Approved Mental Health Practitioners Case recording Suffolk Needs Met and Mental Health First Aid	Social Work recruitment schemes (Graduate Scheme, Step up to Social Work, Employment Route, OU Route) Social Work student placement matching Assessed and Supported Year in Employment (ASYE) programmes Social work post qualifying modules, including Best Interest Assessor and Approved Mental Health Practitioner. Health and Social Care diplomas Apprenticeships	Signs of safety practitioner-facilitator programme Health and Social Care Integration: supporting the Connect Integrated Neighbourhood teams to develop joint workforce development programmes Supporting the development of Positive Behaviour Support across the LD and Autism workforce. Supporting practice based learning to deliver the SEND workforce strategy Co-ordination of the training programme for VIG (Video Interaction Guidance) Co-ordination of the Graded Care Profile programme to support the Neglect strategy.

The next two years are about developing systems that will ensure our learning and development activity is responsive to changing needs, delivers required outcomes, and is cost effective and sustainable in a challenging financial climate. This means delivering a service that:

- empowers and supports staff to take responsibility for their own learning and development needs;
- enables 24/7 access to high quality learning resources, supporting self-directed learning and flexible working;
- creates a learning culture, where staff recognise and value how a wide range of different learning methods can support them to do their job well, including on the job learning, formal training and digital learning;
- supports the ACS and CYP priorities and service transformations and ensures a skilled, confident and competent workforce;
- embeds current thinking on best practice and research to ensure the skills and knowledge of the workforce remains current.
- maintains robust procurement processes to ensure all commissioned training provides the best value for money

Our key learning and development priorities for the next two years are:

to consolidate and further develop the learning and development activity that underpins the continued implementation of the practice model of Signs and Safety and Wellbeing which underpins the operational models in CYP and ACS;

Supports ACS priority 3; CYP priorities 1, 3 & 4; and SCC Health, care and wellbeing priority

to support the health and social care integration agenda, through working collaboratively with partners to develop joint learning opportunities within the Integrated Neighbourhood Teams and Alliances;

Supports ACS priorities 2 & 3; CYP priorities 2-5; and SCC Health, care and wellbeing priority

to design and deliver a robust learning and development programme to equip existing and new staff in CYP and ACS with high levels of competence and confidence in case management recording using the Liquidlogic and ContrOcc systems;

Supports ACS priorities 2, 3 & 5; CYP priorities 1-5; and SCC Health, care and wellbeing priority

to develop our learning platform in order to bring together online course booking and digital learning resources into one system that is accessible and easy to navigate and aligns with MySCC and corporate learning resources

Supports ACS priorities 1-5 CYP priorities 1-5; and SCC Efficient and effective Public Services priority

to work with Norfolk County Council, University of East Anglia and University of Suffolk to drive improvement in social work through delivering the outcomes of the Suffolk and Norfolk Social Work Teaching Partnership;

Supports ACS priority 3; CYP priorities 1-4; and SCC health, care and wellbeing and Efficient and effective Public Service priorities

to support recruitment and retention, and skills development, in the adult social care sector through the Local Enterprise Partnership (LEP) Health and Social Care Sector Skills Plan, by seeking European Social Funding to deliver a comprehensive qualifications and skills programme



Supports ACS priority 1-3 and SCC health, care and wellbeing and Inclusive growth priorities

to encourage and support access to qualifications via Apprenticeships, in order to ensure that CYP and ACS are able to contribute to SCC's targets for Apprenticeships and to make effective use of the Apprenticeship Levy, in particular the development and rollout of the new Social Worker apprenticeship.

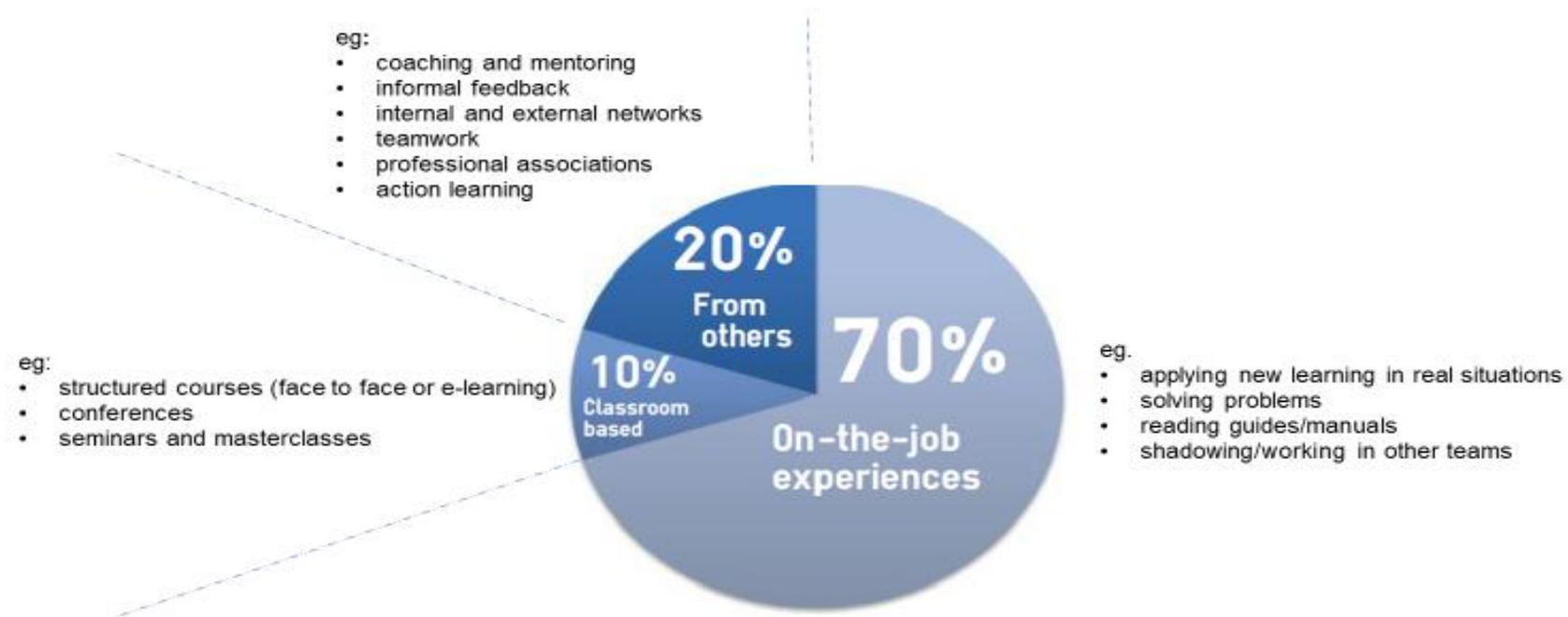


Supports ACS priorities 1-5; CYP priorities 1-5; and SCC health, care and wellbeing and Inclusive growth priorities

How we will work

Workforce Development has recently undergone a service redesign which delivers significant savings to CYP and ACS. The new structure and model of working has been designed to most effectively support workforce needs and skills both now and in the future.

This model is based on the premise that people learn most through work based experience and that allowing time for experiential, applied learning creates better development and service outcomes. This broadly aligns to a 70-20-10 approach, where we aim to shift away from traditional classroom based training courses towards more flexible and empowering learning options.



We will support this with:

- co-production of learning and development opportunities with practitioners and managers
- sharing good practice based on good practice and expertise
- sharing information and signposting to enable learning from research, reform and legislation
- creating accessible resources for learning
- commissioning and direct delivery of both face to face training and e-learning
- mapping career progression pathways

We want to ensure that people are encouraged to make best use of the learning and development they do and are supported to practice the skills they acquire as one of the key ways to develop practice.

We will work to ensure a culture of learning and development is at the heart of our services in Suffolk, by working collaboratively with: strategic managers; operational managers; practitioners and other SCC Directorates; external bodies; and the Private, Voluntary and Independent Sector. This is supported by our team structure, which is set out at the end of this document.

How we will measure success

- Staff report higher levels of confidence after attending training
- A high level of social work graduates from our local university take up employment with us, because they are well supported by high quality placements in their second and third years.
- Our newly qualified social workers tell us they have been well supported through our excellent ASYE (Assessed and Supported Year in Employment) programme, and this supports the overall retention rates in Suffolk.
- The opportunities we provide for professional development, through apprenticeships, qualifications and post qualifying CPD, contribute to higher levels of staff satisfaction and retention.

The Team

