Leadership & Management

Equipping The Workforce

Equipping the Workforce

- Manager's Induction Programme
- Towards Safe, Effective and Compassionate Care – Guidelines to embed NISCC standards
- CPD for Social Care Workers
- PRTL – Audit for Social Care Workers

Manager Induction Programme

▸ Why a Manager's Induction Programme

- ◦ an effective induction process can help new managers settle in, become productive more quickly and to help prevent them from leaving within their first six months in their new role
- ◦ Linked to level 4 Certificate in principles of Leadership and Management
- ◦ Linked to level 5 Diploma

Manager Induction Programme

- Skills for Care and Development (SfC&D)
- National Framework
- Skills for Care, Social Care Wales and Scottish Social Services Council

- Skills for Care (SfC)

What we Need from You

- Review the standards
- Is the format easy to follow
- Does the introduction help you understand the standard
- Are the main areas and knowledge requirements easy to understand and follow
- Is there anything we have missed
  - Is there an additional standard we should include – what and why?
  - Are the knowledge requirements for each standards comprehensive?

Over to You

- Each table has one standard to review
- Feedback sheets on tables
- 15 minutes to review
- Feedback

Northern
Ireland
Social
Care
Council

PRTL – Audit

- Pilot 2018
- Staff registered for 5 years in Nursing and Residential Homes and Children's Residential Homes
- Guidance – we are looking for a short lived virtual reference group to review the main guidance document
  - Have we got the language right
  - Is it easy to follow
  - Does it do what it sets out to do – i.e. explain PRTL

Northern Ireland Social Care Council

What We Need From You!

- PRTL Reference Group
  - Contact details
  - We will email you the document – along with 3 – 4 questions about the document and time frame for feedback

  - That's it!

  - # Thank You

Towards Safe, Effective and Compassionate Care:

Guidelines Supporting Domiciliary Care Workers to meet the NISCC Standards of Conduct and Practice.

Background

▸ Funded by Guidelines and Audit Implementation Network (GAIN)

https://www.rqia.org.uk/what-we-do/rqia-clinical-audit-programme/

▸ Written in collaboration with the sector
▸ Evidence based and practice informed

Towards safe, effective and compassionate care

A 3 step model for influencing behaviour

Understand Behaviour

Recognise Implications

Promote Best Practice

Capability

↓

Motivation

↓

Opportunity

C+O+M=B

Person-Centred Care
Communication Accountable
Self-Esteem Subjective Well-Being
Team Working Supported
Confidence Relationships Vocation
Job Satisfaction

+ve INCREASE ↑

Low Morale Non-Compliance
Work Absences Cynicism
Poorer Staff Health Disempowered
Inconsistent Care Staff Turnover
Low Job Satisfaction
De-Personalisation of Service Users
Condoning Poor Practice

-ve DECREASE ↓

Education & Training

Persuasion

Modelling

Enablement

Incentivisation

Restriction

Coercion

Adapting the Work Environment

The guideline has three steps:

UNDERSTAND

Understand staff behaviour

- Capability
- Motivation
- Opportunity

= Behaviour

C, O, M = B

RECOGNISE

Recognise implications of behaviour for the workplace

Both positive and negative behaviours demonstrated within the workplace

PROMOTE

Promote best practice

Use workforce development strategies to optimise positive behaviour

Have you had the following type of conversations or thoughts at work?

"I'm concerned about Mary at work, despite having received of medication training she has still made a mistake when administrating "

"I'm concerned about June at work she continually misreads the rota and doesn't turn up on shift"

"I'm concerned about Rob he seems to think he has nothing to learn, knows it all. I'm not as confident about his competence as he is!"

"Sean's attitude at work with staff and service users is fantastic he shows so much positivity and enthusiasm, if only I could bottle it"

"We are confident that our structures for supervision have ensured that lone workers have the opportunity to reflect on their work and to learn together with other domiciliary care workers"

Northern Ireland **Social Care Council**

Understand Staff Behaviours

As a manager you can use the **checklists** to understand what 'drives' staff behaviour is it their:

Capability? – knowledge, skills, memory, attention, capacity to learn

Motivation? – role identity, emotions, goals, beliefs about consequences

Opportunity? – environmental context, resources, social influences

Figure 4 – The COM–B system – a framework for understanding behaviour (Michie et al, 2015)

The COM-B system
– a framework for
understanding behaviour
(Michie et al, 2015)
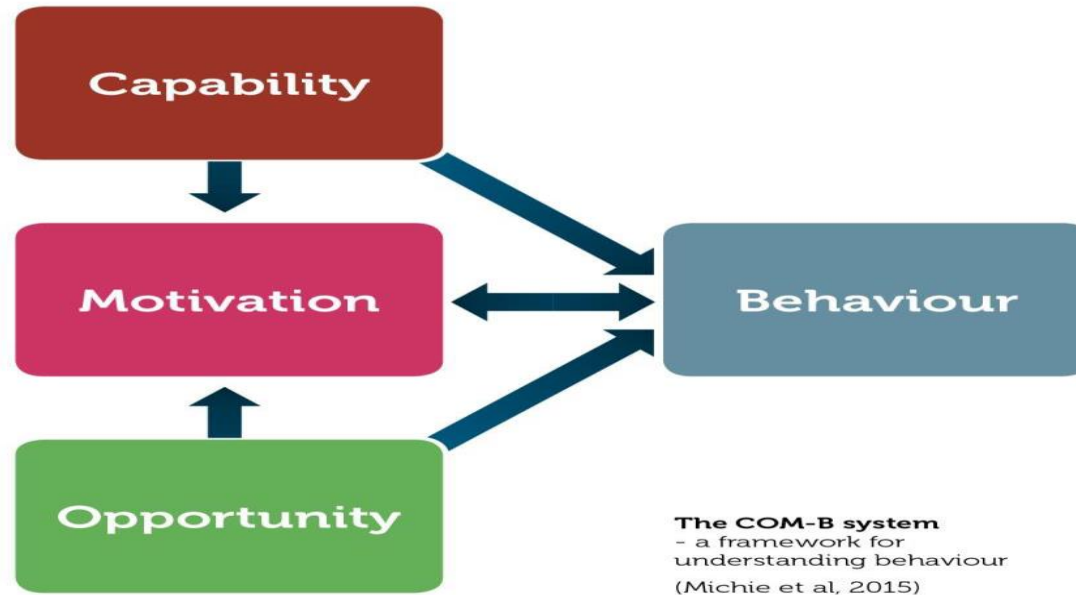
CAPABILITY
- Knowledge and Skill development
- Memory, attention and decision making
- Behavioural regulation
- Capacity to learn

Example - e.g. learn how to provide personal care with dignity and respect

MOTIVATION
- Professional role and identity
- Emotions
- Goals, intentions & beliefs
- Beliefs about consequences
- Reinforcement
- Optimism

Example – compelled to do your job well

OPPORTUNITY
- Environmental context
- Resources
- Social influences

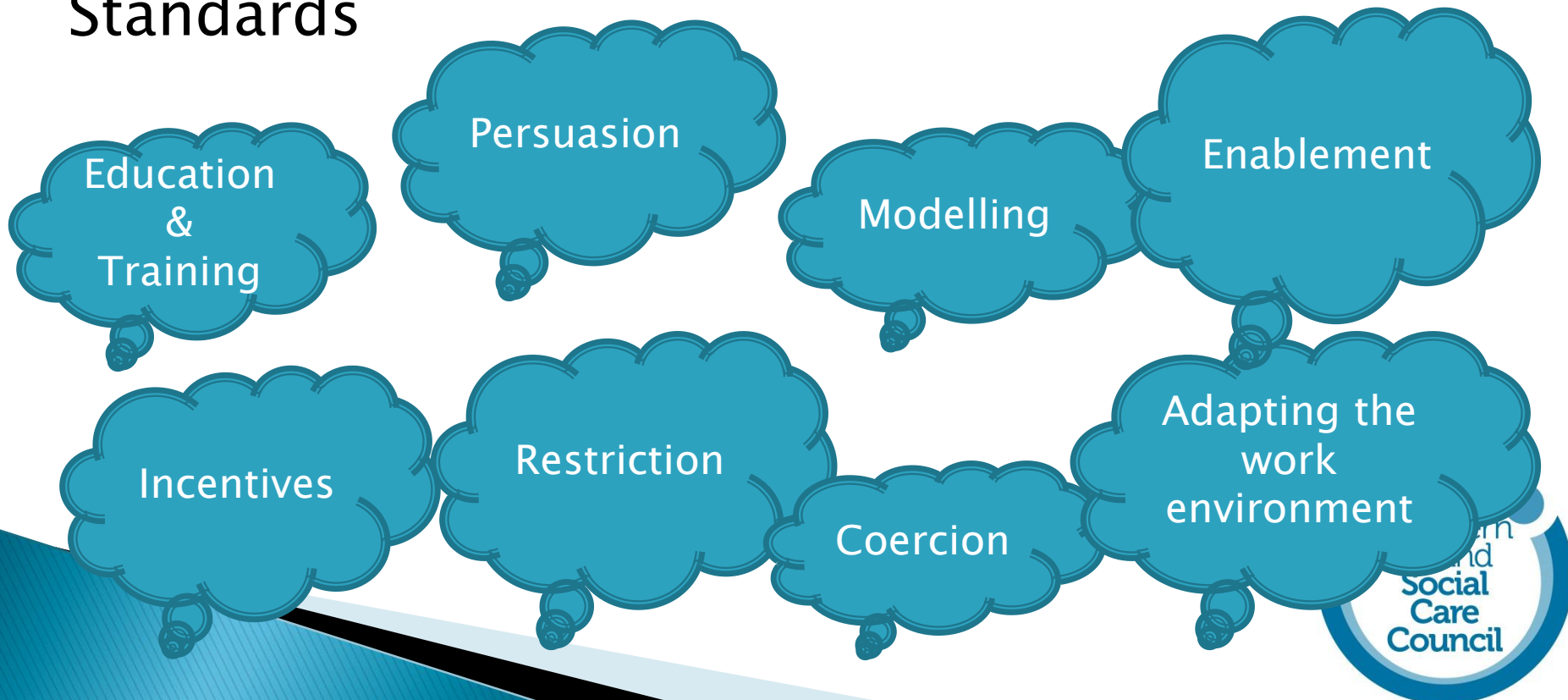**Example** – The workplace supports delivery of person-centred care

Recognise Implications of Behaviour for the Workplace

Findings from a literature review that examined the evidence base around effective strategies for promoting and sustaining positive behaviour and adherence to professional standards

Helps to gather a full picture by considering how positive and negative behaviour can manifest in the workplace

Promote Best Practice

Checklists can be used to self-assess a range of evidence based approaches to maximise positive behaviour and adherence to the NISCC Standards

Persuasion

Education & Training

Enablement

Modelling

Incentives

Restriction

Coercion

Adapting the work environment

Social Care Council

Interested?

- Access the guideline
https://www.rqia.org.uk/what-we-do/rqia-clinical-audit-programme/guidelines/2016-17/
- Give it a go
- Look out for interactive version on NISCC website
- Let NISCC know whether or not it is useful, could be improved

    brenda.horgan@niscc.hscni.net

Development of a learning and Improvement Framework

Strategic theme three - To develop the Social Care Workforce (NISCC Corporate Plan, NISCC: 2017)

Social care workers will have the knowledge, skills and competencies to be able to respond and adapt to changing service needs in social care.

We plan to work in partnership with stakeholders to create a learning and improvement framework to ensure the social care workforce is skilled, confident and competent.

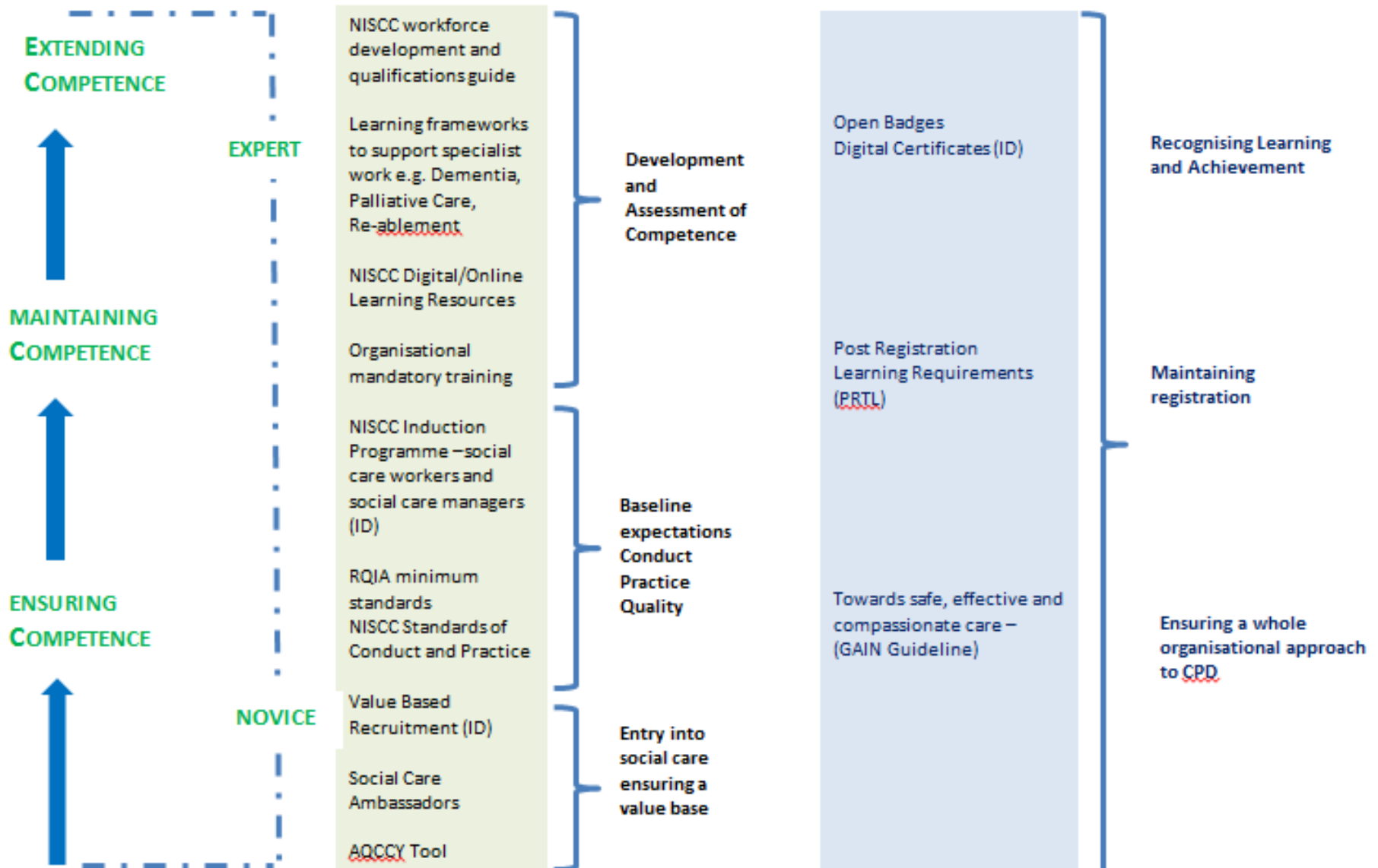# Continued Professional Development Framework for Social Care

EXTENDING COMPETENCE

EXPERT

MAINTAINING COMPETENCE

ENSURING COMPETENCE

NOVICE

NISCC workforce development and qualifications guide

Learning frameworks to support specialist work e.g. Dementia, Palliative Care, Re-ablement

NISCC Digital/Online Learning Resources

Organisational mandatory training

Development and Assessment of Competence

NISCC Induction Programme – social care workers and social care managers (ID)

RQIA minimum standards
NISCC Standards of Conduct and Practice

Baseline expectations Conduct Practice Quality

Value Based Recruitment (ID)

Social Care Ambassadors

AQCCY Tool

Entry into social care ensuring a value base

Open Badges Digital Certificates (ID)

Recognising Learning and Achievement

Post Registration Learning Requirements (PRTL)

Maintaining registration

Towards safe, effective and compassionate care – (GAIN Guideline)

Ensuring a whole organisational approach to CPD

ID – In Development

Figure 1 Draft Learning and improvement framework

The first column – stages of competence from novice to expert (Benner, 1982)

- Within a social care context this continuum takes account the ever-increasing complex nature of social care provision

- The sector requires a workforce at different levels of qualification from level 2 through to level 5

- In comparing settings the domiciliary care sector and nursing home care settings are two service areas where the least number of staff hold relevant vocational qualifications

- This continuum recognises this disparity a continuum recognises opportunities to develop knowledge, skills and values and progress along the continuum

The middle column (grey) recognises what is currently in place to support learning and development for the workforce as well initiatives that are in development
- Level one (entry into social care ensuring a value base)
- Level two (baseline expectations quality, conduct and practice)
- Level three (development and assessment of competence)

The third column (blue) what we have in place and in development in relation to meet registration requirements, to recognise learning and a guideline to better ensure a whole organisational approach to CPD.

Summary and Questions

- Figure 1 outlines the systems and process we have in place and in development for implementing CPD.

- It identifies a range of guides and tools that when considered collectively can provide a consistent approach to ensuring the right people enter the profession and have opportunities to develop specialist roles underpinned my formal qualifications

- Figure 1 – As a learning and development framework are the main areas covered?

- What is missing?

- Would it be useful for employers?

- On a web-based interactive platform on the NISCC website this framework could be 'housed' with link to resources and examples of best practice. How interested would you be in this?

Northern Ireland Social Care Council