

Team Manager Development Programme for Wales

Module One

An Introduction to Managing Practice
Quality

Day 2

Why do it?



Why do it?

“The evidence... suggests that increasing user involvement has distinct benefits for both service users and service professionals. Improved service delivery and higher satisfaction with the services provided are, in turn, likely to translate into better service outcomes.”

“ ...it taps right back into that value set that got people into the public services as a professional in the first place.”

House of Commons Public Administration Select Committee (2008), page 14
and User Involvement in Public Services, Sixth Report of Session 2007-08.
London: The Stationary Office Limited

Quality models – spot the user focus

Public Service Quality Model – Gaster

- Citizens/consumers of public services at the centre
- Organisational values/objectives

Total Quality Management (TQM) principles

- Customer focus
- Leadership
- Involvement of staff



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Social Services and Well-being (Wales) Act 2014

PRINCIPLE 1. VOICE AND CONTROL



THE PERSON IS AT THE CENTRE
OF DECISION-MAKING.

Care Council for Wales (2015) What Does the Act Mean for Me?
Cardiff: Care Council for Wales

Social Services and Well-being (Wales) Act 2014

“To secure best outcomes,
all partners must work
together putting people at
the centre of their care”

Welsh Government (2015) Social Services and Well-being (Wales) Act 2014
Code of practice in relation to measuring social services performance, OGL (page2)

Social Services and Well-being (Wales) Act 2014

The person exercising function under this Act must:

- In so far as reasonably practicable, ascertain and have regard to the individual's views, wishes and feelings.
- Have regard to the importance of promoting and respecting the dignity of the individual.
- Have regard to the characteristics, culture and beliefs of the individual (including language).
- Have regard to the importance of providing appropriate support to enable the individual to participate in decisions that affect him or her to the extent that is appropriate in the circumstances particularly where the individual's ability to communicate is limited for any reason.

Care Council for Wales (2015) Training Resources:
Introduction and awareness, Cardiff: Care Council for Wales

Mark Drakeford First Minister Manifesto (2018)

“[We need] reaffirm prevention, early intervention and co-production as the underpinning principles of our approach”.

Covid-19 guidance

In times of emergency, the need for rapid decision making can lead to the voice of the citizen being lost. Careful and considered consultation and communication are a necessity not a luxury. (ADSS Cymru - April 2020)

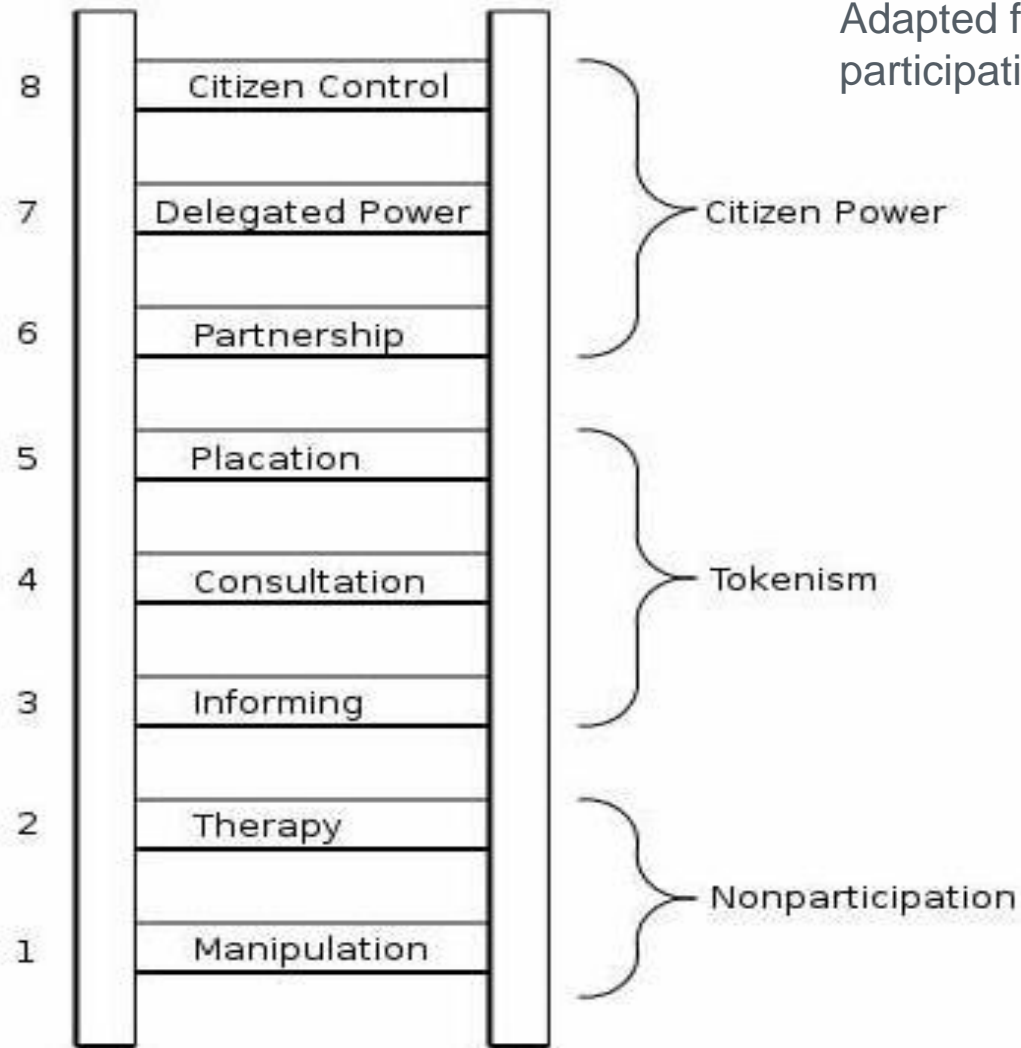
Adult social services during the COVID-19 pandemic: guidance

[Ensure a] co-productive working relationship with children, care leavers, their families and carers to establish what matters to them and to ensure they feel respected and informed. A child-centred approach.

As far as is reasonably practicable whilst taking account of the impact of COVID-19 arrangements, practitioners shall continue to ascertain and have regard to the child's views, wishes and feelings and provide appropriate support to enable the child to participate in decisions about them.

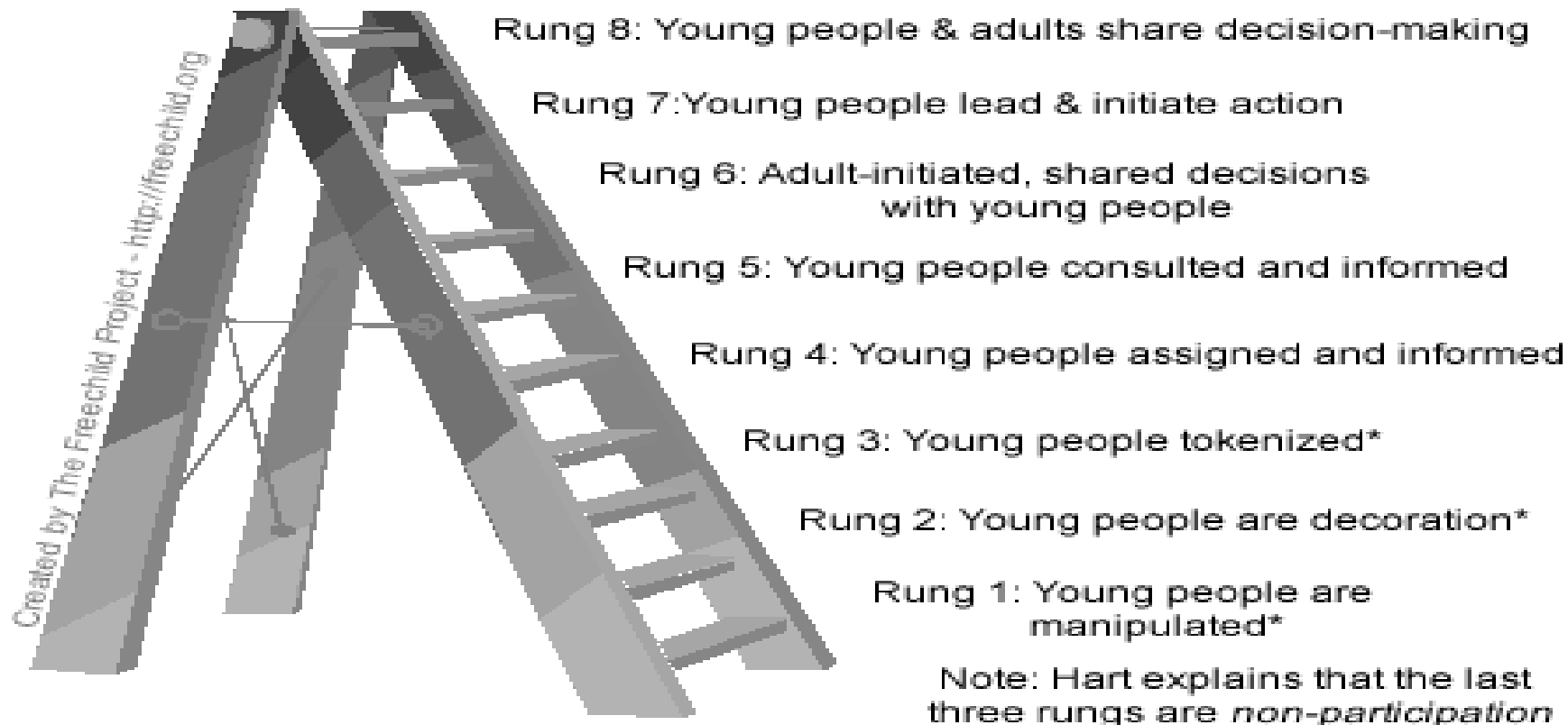
Children's social services during the COVID-19 pandemic: guidance

Theories for Participation



Adapted from the ladder of participation, Sherry Arnstein 1969

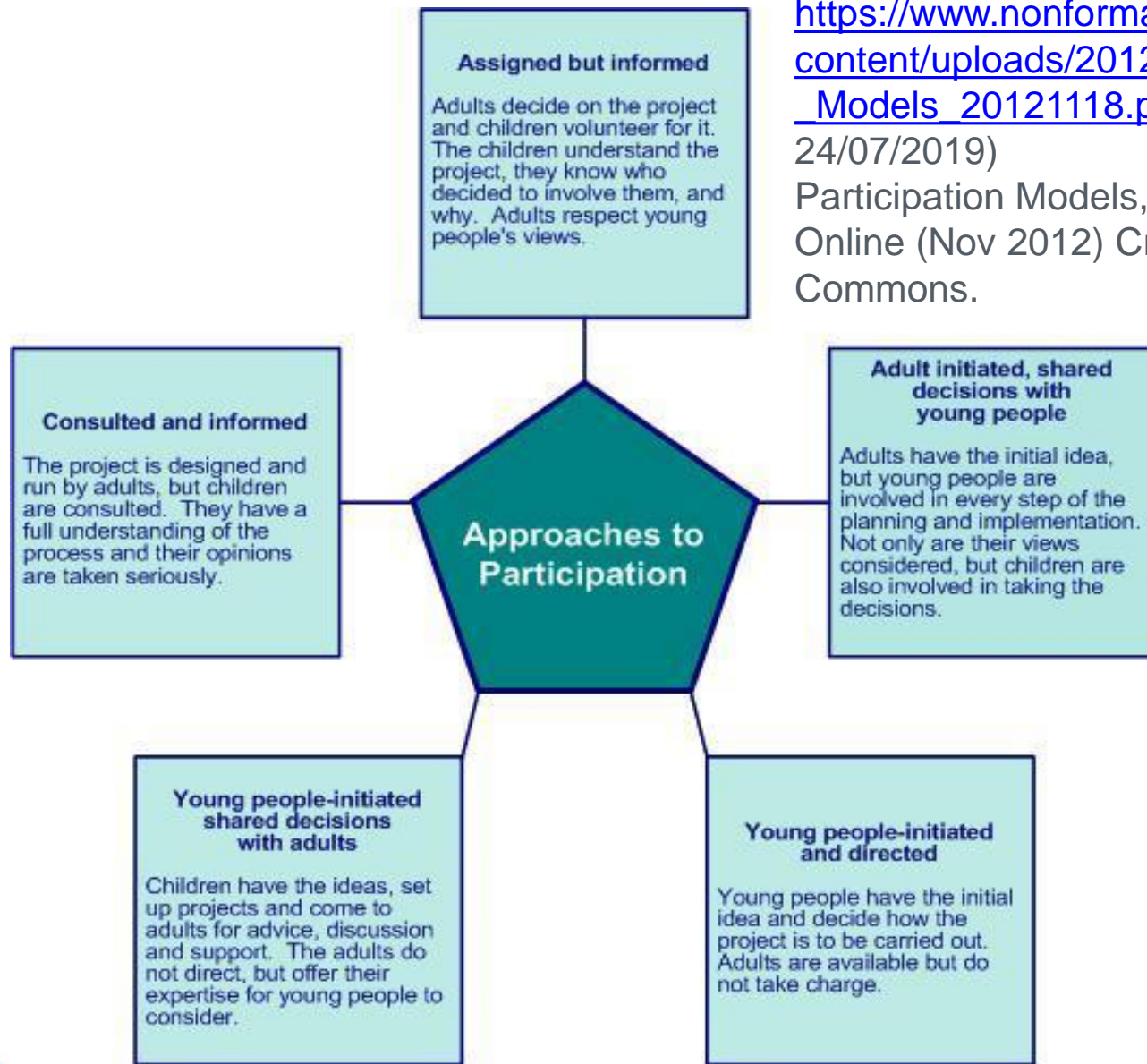
Roger Hart's Ladder of Young People's Participation



Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*. Florence: UNICEF Innocenti Research Centre.

https://www.nonformality.org/wp-content/uploads/2012/11/Participation_Models_20121118.pdf (Accessed 24/07/2019)

Participation Models, Citizens, Youth, Online (Nov 2012) Creative Commons.



Breakout rooms

Think about the ladder and the circular model of participation.

How do your teams/ organisations engage with communities/ service users?



5 minutes breather!




National principles of public engagement in Wales (1)

- Engagement is effectively designed to make a difference.
- Encourage and enable everyone affected to be involved, if they so choose.
- Engagement is planned and delivered in a timely and appropriate way.
- Work with relevant partner organisations.
- The information provided will be jargon free, appropriate and understandable.

National principles of public engagement in Wales (2)

- Make it easier for people to take part.
- Enable people to take part effectively.
- Engagement is given the right resources and support to be effective.
- People are told the impact of their contribution.
- Learn and share lessons to improve the process of engagement.

National children and young people's participation standards for Wales



**Cael Ilais
Cael dewis**

**Having a voice
Having a choice**



**Safonau Cyfranogiad Cenedlaethol
dros Iddo a Phobl Ifanc**

**Children and Young People's
National Participation Standards**

"Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account"

Article 12: The United Nations Convention on the Rights of the Child (UNCRC)


Mae hyn yn golygu:	Byddwn ni:	This means:	We will:
<ul style="list-style-type: none"> Mae gennych chi hawl i wybod beth dydych chi'n hysbysu i chi os o'ddall ac sy'n gadael chi weithd penderfyniad gwybod. 	<p>1</p> <p>Gwybodaeth Information</p>	<ul style="list-style-type: none"> You have the right to information that is easy to understand and allows you to make an informed decision. 	<ul style="list-style-type: none"> Provide information that is good quality, clear and accessible. Inform you about what's going to happen and let you know how that difference your involvement could make.
<ul style="list-style-type: none"> Mae gennych chi hawl i ddewis cymryd rhan a gweithio ar bethau sy'n bwysig i chi. 	<p>2</p> <p>Chi baiw'r dewis It's your choice</p>	<ul style="list-style-type: none"> You have the right to choose to be involved and work on things that are important to you. 	<ul style="list-style-type: none"> Give you enough support and time to choose if you want to get involved.
<ul style="list-style-type: none"> Mae plant a phobl ifanc i'w gwneud ac mae ganddyn nhw'r hawl i gael eu trin yn dda. 	<p>3</p> <p>Dim gwahaniaethu No discrimination</p>	<ul style="list-style-type: none"> Children and young people are all different and have the right to be treated fairly. 	<ul style="list-style-type: none"> Challenge discrimination. Provide a range of opportunities and support to meet the needs of children and young people.
<ul style="list-style-type: none"> Mae gennych chi hawl i seilid bar. Mae'ch safonau'n chi'n bwysig a'ch hawl i'ch parchu. 	<p>4</p> <p>Parch Respect</p>	<ul style="list-style-type: none"> You have the right to have a say. Your opinions are important and will be respected. 	<ul style="list-style-type: none"> Listen to your views, experiences and ideas and share them fairly. Value what you or things you say are important. Value what you have to offer.
<ul style="list-style-type: none"> Mae gennych chi hawl i ddysgu a bod y gorau y gallwch chi'i ffordd. 	<p>5</p> <p>Bod ar eich enill You get something out of it</p>	<ul style="list-style-type: none"> You have the right to learn and be the best you can be. 	<ul style="list-style-type: none"> Work with you in safe, fun and enjoyable ways. Make the most of what you know and the things that build your confidence and skills.
<ul style="list-style-type: none"> Mae gennych chi hawl i ddysgu a bod y gorau y gallwch chi'i ffordd. 	<p>6</p> <p>Adorth Feedback</p>	<ul style="list-style-type: none"> You have the right to know what differences you have made and how your ideas have been listened to. 	<ul style="list-style-type: none"> Always ensure you have feedback in an agreed time. Tell you how your ideas have been used and why. Tell you what happens next.
<ul style="list-style-type: none"> Dydych chi beth yn genned penderfyniad sy'n effeithio ar beth a phobl ifanc ni hysbysu plant yn ngalluog pethau mae nhw'n ei wneud. 	<p>7</p> <p>Gweithion well drosodd chi Working better for you</p>	<ul style="list-style-type: none"> Those who make decisions that affect children and young people should put children's rights at the centre of everything they do. 	<ul style="list-style-type: none"> Work with you and learn how we can do things better. Ensure your views make a difference to the way we make plans and decisions.

Y Safonau hyn sy'n cynnal traf colofn CCUPH - Diogelu, Darpariaeth a Chyfranogiad


The Standards underpin the three pillars of the UNCRC - Protection, Provision & Participation



**Cymru Ifanc
Young Wales**



Welsh Government



- Information
- It's your choice
- No discrimination
- Respect
- You get something out of it
- Feedback
- Working better for you

“Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account”

Article 12: The United Nations Convention on the Rights of the Child

More than just words

The vision is for Welsh speakers to receive services that meet their needs as a natural part of their care.

This happens when users are:

- sure that the service is centred on their communication needs.
- empowered & able to participate as equal partners.
- able to see & hear the Welsh language and feel comfortable with the environment and services.
- shown respect for their cultural identity & able to access Welsh language services.

More than just words

This happens when users are aware that the service:

- has a supportive ethos, where Welsh is used as a natural means of expression.
- recognises that language is more than a means of communication & are able to express their ideas and emotions.
- acknowledges their language need by ensuring the “Active Offer” is available.

Welsh Government (2012) More than just words... Strategic Framework for Welsh Language Services in Health, Social Services and Social Care, Cardiff: Welsh Government

Delivering the 'Active Offer' Exercise



“We all have a responsibility to make this happen and ensure users across Wales are receiving quality services which meet their needs.”

Working in Welsh - resources

Welsh Language Policy Unit

<http://www.wales.nhs.uk/sites3/home.cfm?orgid=415>

More than just words...Follow-on strategic framework for Welsh language services in health, social services and social care (March 2016)

<http://gov.wales/topics/health/publications/health/guidance/words/?lang=en>

Working in Welsh - resources

Delivering the 'Active Offer' Information Pack

<https://socialcare.wales/resources/delivering-the-active-offer-information-pack-social-services-and-social-care>

Working in Welsh

<https://socialcare.wales/learning-and-development/using-welsh-at-work>

Cymraeg Live Learn Enjoy

<http://cymraeg.llyw.cymru/services/Services/HealthSocialCare/gweithio-yn-y-maes/?lang=en>



Back in 15 minutes – step away from your screen!

Please come back to main room after break.

Co-production



“....a way of working whereby practitioners and people work together as equal partners to plan and deliver care and support.”

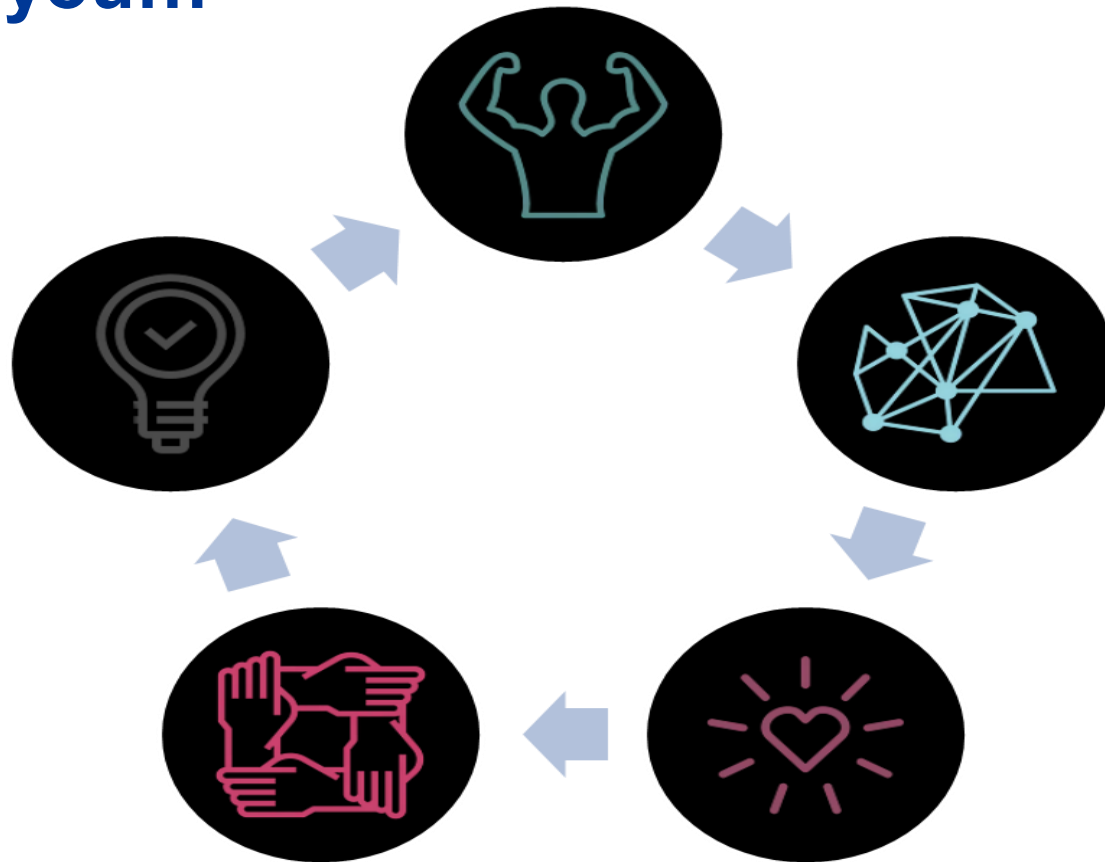
Care Council Wales(2015) The key principles underpinning the Act: Voice and control, Prevention and early intervention, Well-being, Co-production, and Multi agency Cardiff: Care Council Wales

Co-production

Co-production is an asset-based approach to public services that enables people providing and people receiving services to share power and responsibility, and to work together in equal, reciprocal and caring relationships. It creates opportunities for people to access support when they need it, and to contribute to social change.

Co-production Network for Wales <https://copronet.wales/> (Accessed 7/1/2021)

Co-production is a mindset and a way of working in which you...



Co-production Network for Wales
<https://copronet.wales/> Accessed 7/1/2021)

Principles of Co-production

Building on people's existing capabilities

Reciprocity and mutuality

Peer support networks

Blurring distinctions

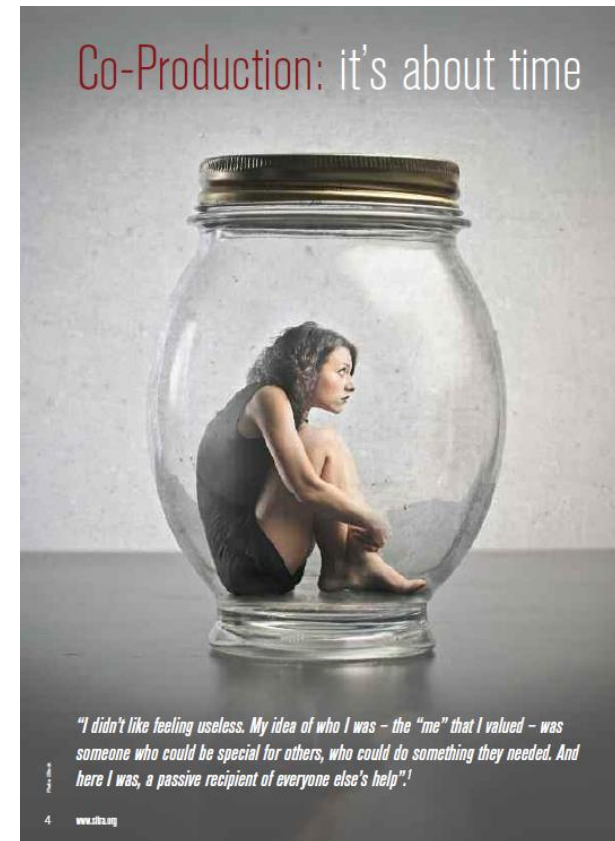
Facilitating rather than delivering

Recognising people as assets

NESTA Co-production catalogue . Available at
<http://coproductionnetwork.com/page/about-coproduction#The%20Elements/Principles%20of%20co-production>
(Accessed 24/07/2019)

Improved well being by co-producing

- Connect
- Be active
- Take notice
- Keep learning
- Give



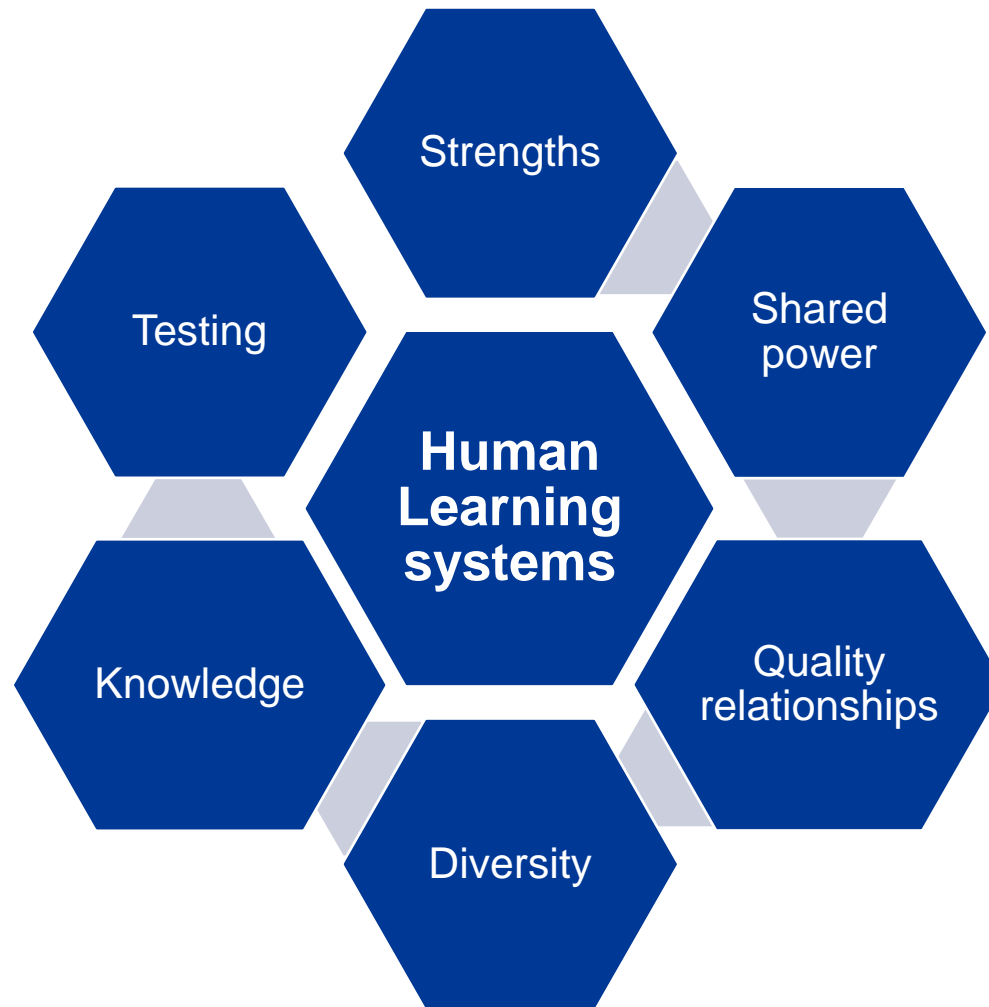
Nef (nd) Co-producing Commissioning. A resource produced by nef (new economics foundation) for NESTA

Human Learning Systems approach

- World is complex where cause and effects is not always straightforward.
- Aim for dynamic equilibrium based on consensus and bespoke solutions.
- Importance to 'sense make' and 'respond' by engaging and investing in:
 - Relationships/ empathy
 - Co-production
 - Subsidiarity/ trust
 - Learning led
 - Stewardship



Human Learning Systems Model



Human Learning Systems approaches

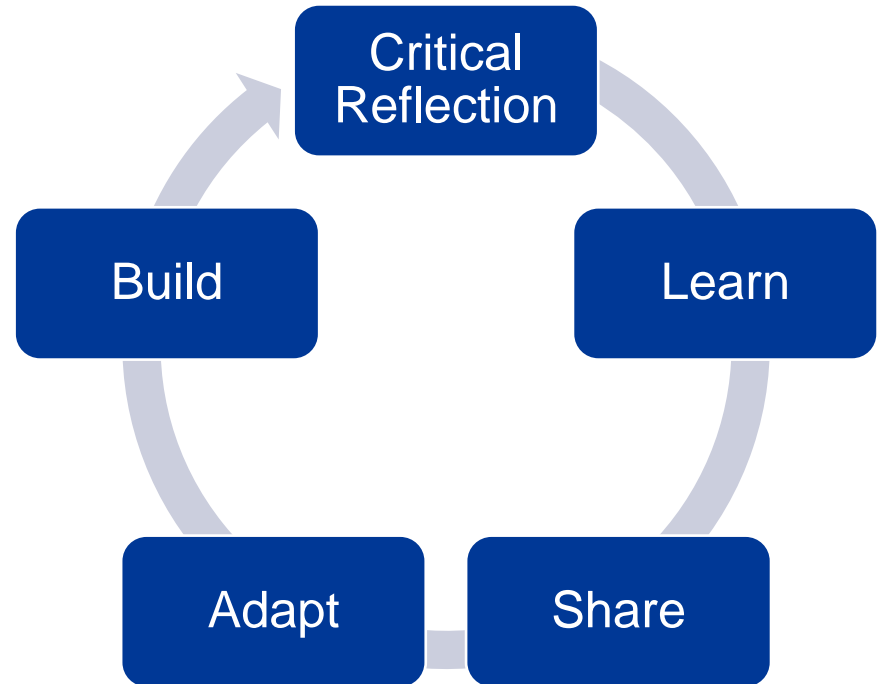
To meet the variety of people's strengths and needs, social action must be able to hear, understand and respond to that variety. To do this, public servants, and others who undertake social action, must form effective human relationships, so that they have a deep understanding of the people's lives and context. And they must have the autonomy to respond appropriately to each person's strengths and needs.

Human Learning Systems

<https://www.humanlearning.systems/overview/>

IPC model reflective learning set model

- Learning seminars
- Action Learning Sets
- Workforce/ citizens



Co-production Resource

Co-production knowledge
base for Wales

<https://info.copronet.wales/>



Sylfaen Wybodaeth
prif ddewislen

Knowledge Base
return to main menu

Resources

Participation Cymru.

www.participationcymru.org.uk

The National Children and Young People's Participation Standards for Wales

<http://www.youngwales.wales/>

Children's Rights

<http://www.childrensrights.wales/index.php/blast-off-guides-2>

Resources

The Participation Works

<http://theparticipationworks.co.uk/>

Hear by Right

<http://webarchive.nationalarchives.gov.uk/20090113100512/http://hbr.nya.org.uk/>

Social Care Institute of Excellence (SCIE)

https://www.scie.org.uk/atoz/?f_az_subject_thesaurus_terms_s=participation&st=atoz

5 minute private reflection

- What steps do you as a manager need to take to achieve a more equal relationship between practitioners and people?
- Write down for your reference.
- During this time take a stretch – walk around – get a break from the screen and reflect



Module one assessment

Submit a written assignment which, in the context of national policy and best practice, provides an analysis of the practice quality arrangements relevant to your team and/or organisation.

References will be expected to key local and/or national documents and other relevant literature to illustrate reading and understanding of the principles and theory of managing practice quality and national guidance.

Minimum of 2,500 words and a maximum of 3,500 words.

Work will be assessed using the assignment template.

Module one assessment criteria

- a) Demonstrate a critical understanding of the principles and theory of managing practice quality in social care. (20%)
- b) Critically evaluate the implications of key national guidance and requirements in relation to practice quality. (20%)
- c) Critically analyse your team and/or organisation's practice quality arrangements in relation to best practice and national guidance. (20%)
- d) Identify and critically evaluate practical improvement proposals in your practice area. (20%)
- e) Present your work clearly. (10%)
- f) Demonstrate good academic practice. (10%)

Assignment hints and tips

- Look at the guidance for students in the assignment template.
- Choose a best practice model.
- You might find it helpful to review and revise the self-assessment against a quality management best practice model that was undertaken during the module and include it as an appendix.
- Analyse, critique and evaluate. Do not list and describe.
- Take account of the national and local policy context, but select **key** national priorities and guidance only. Don't reproduce national guidance but critical analyse it and say what its implications are/will be for your organisation.

Assignment hints and tips - continued

- Look at the course participants notes and reading list for further information – wider reading is expected.
- Reference your sources, particularly the national agenda, carefully and consistently.
- Think carefully about how you will structure your assignment.
- Keep within the word limits as stated and be aware that different versions of software can record slight variations in wordcount. So, we recommend that you keep your wordcount to at least 30 words under the maximum.

How to reference

- Note details of every source when you use them
- You must use the Harvard style of referencing
- Within the assignment text:
 - Cite each source giving brief details (author and year)
 - For quotes, add the page number
- In the reference list at the end:
 - List only those sources referred to in the assignment text
 - Give full details on each source
- Use 'Cite Them Right' online- access through the Oxford Brookes library page.

Reference list

- All sources mentioned in the text of the assignment must be included on the reference list and be clearly identifiable
- List sources alphabetically by author
- All citations on the reference list must include author, date, title as a minimum – see the guide to referencing that is available on the Help and Guidance section of Moodle:
 - Citing your references using the Harvard (Author-Date) system <http://www.brookes.ac.uk/library/skill/skill1d.html>
- Web sources additionally need the web address and date accessed

Turnitin

- Turnitin can help you check your referencing is correct – and you must put the text of your assignment into Turnitin as part of submitting your assignment
- Turnitin checks your assignment against those of other students and internet sources
- Submit only the text of your assignment, not the template
- Closest to 0% match is best (and helps to show that you have referenced properly) - anything higher, do look at the detail and correct any referencing errors
- You must enter your Turnitin originality score on the assignment template

Moodle – Brookes Virtual Learning Environment

- Contains resources:
 - Course materials
 - Reading list
 - Student handbook and other sources of help
- Submit your work (into ‘dropboxes’):
 - Assignment
 - Step 1 Turnitin
 - Step 2 Assignment template
- Feedback and results are sent to you on Moodle. You can redirect messages to your usual email address.
- ‘Getting started with Moodle’ guide

Rules and regulations

- Submit work electronically – assignments must be submitted to the VLE (Moodle) on the assignment template.
- Work must be handed in by the set deadline.
- Deadlines can only be extended in exceptional circumstances, with applications being made in writing, in advance of the submission, on the appropriate form, with supporting evidence.
- Data confidentiality – do not name colleagues or service users.
- Assignments will be confidential.

Grades and marking

- The assessment will be graded:
 - Fail 0-29%
 - Refer 30-49%
 - Pass 50-59%
 - Merit 60-69%
 - Distinction 70% or above
- You can resubmit an assignment once more if you do not pass on the first attempt – maximum grade for resubmission 50%.

Common reasons for reducing marks (1)



- Not answering the assignment brief
- A lack of structure and coherence
- Poor referencing: inaccurate, or only old or very specialist documents referenced
- Understanding of principles and theory is not 'demonstrated'
- National drivers/ key guidance are listed or described, may consist of long quotes which are not necessary, and they are not evaluated

Common reasons for reducing marks (2)



- The impact of drivers/guidance is only very broadly expressed without specific local examples
- Local arrangements for practice quality are described rather than critically analysed
- The critical analysis is unbalanced e.g. focuses on one element of the model without explaining why
- No consideration of how any weaknesses identified in the critical analysis could be addressed

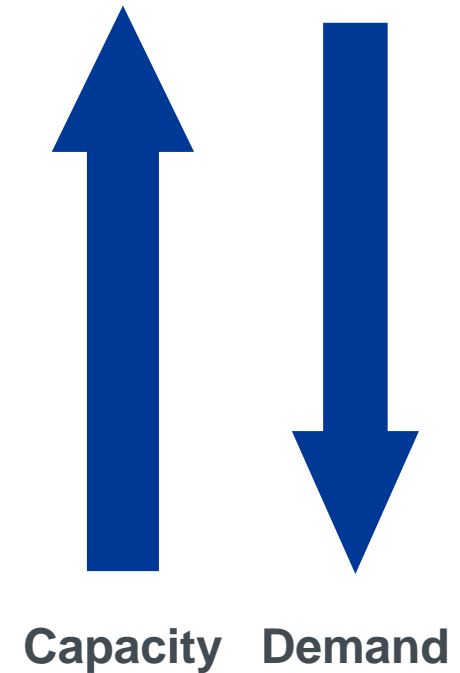
& Good Luck!



Lunch



Managing demand and capacity



Why is it important?

This is a key challenge for frontline managers “who face the problem of simultaneously developing and implementing both capacity and demand management strategies... Often they must choose between options for shifting demand... or adding capacity. The interaction of these two strategies can have surprising and unintended outcomes”

Pullman & Thompson (2003) Journal of Service Research, Vol. 5, No. 3, 169-183

“The challenges with us now and those ahead relate mainly to public expectations, demand, capacity, sustainability, consistency and quality.”

Welsh Assembly Government, (2007) Fulfilled Lives, Supportive Communities, Available at <http://wales.gov.uk/topics/health/publications/socialcare/strategies> (Accessed 30.6.16)

What are the external drivers of demand for social care services?



The impact of legislative change, policy and inspection.



Social and economic profiles.

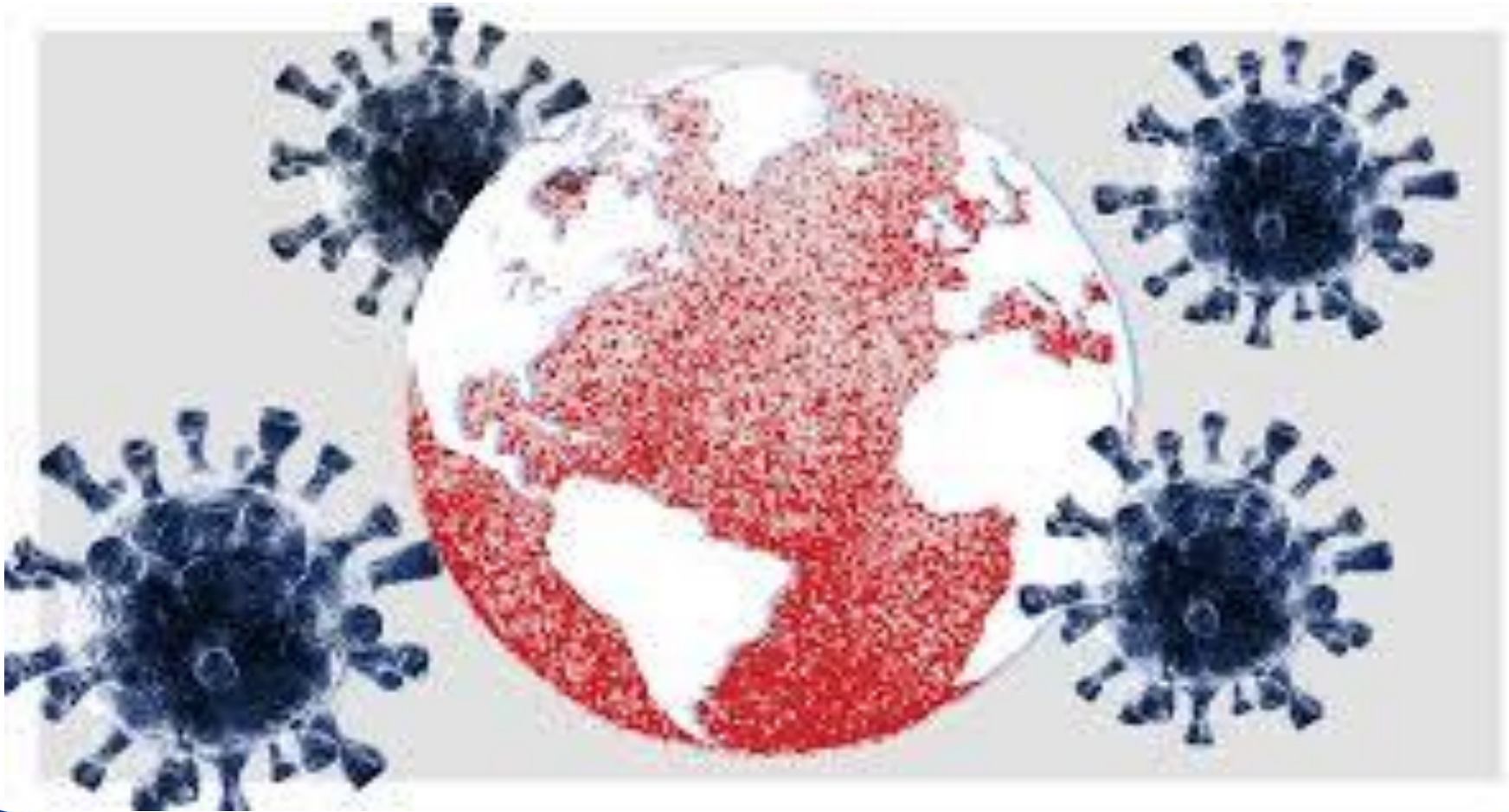


Demographic profiles and trends.



Public needs and service user expectations.

Global pandemic COVID-19



Internal drivers of demand

- How well your service can respond and adapt to changes in demand.
- The nature and pattern of your existing resource commitments.
- Effectiveness of case allocation and transfer processes.
- The levels of staff experience across service pathways.
- Budgetary constraints.
- ICT and administrative support systems.
- Organisational culture and management style.
- External drivers of demand (need) will combine and interact with factors above.

The adverse impact of demand pressures

- Service quality and risk.
- Increased levels of stress and anxiety.
- Recruitment, retention and motivation.
- Social work knowledge and practice.
- Supervision and support .
- Teamwork.

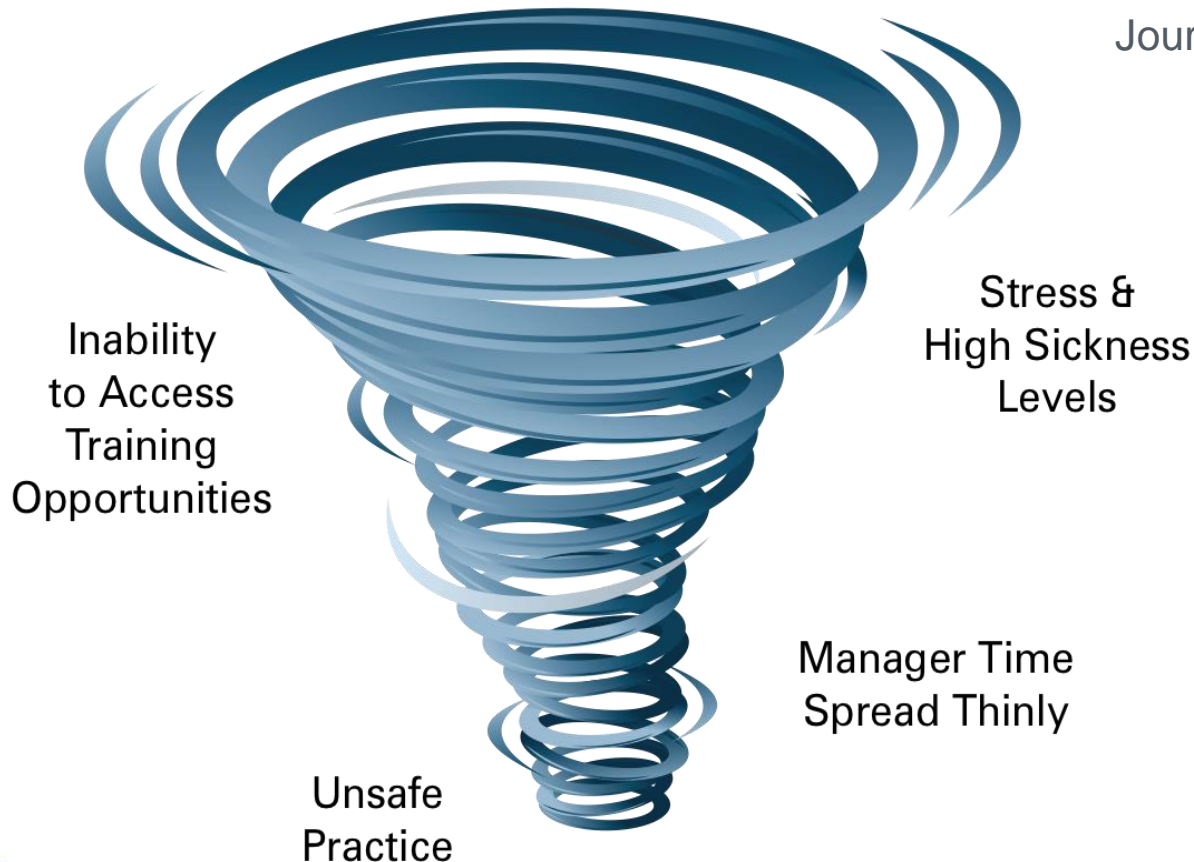
These can all be contributory factors to pressure as well as symptomatic of it.

A possible consequence?

Crisis
Management

Long Working
Hours

Care and Social Services Inspectorate
(2009) Reviewing Social Services in
Wales 1998-2008: Learning from the
Journey. Wales Audit Office



Perfect Storm?



Meeting existing demand more efficiently and with less waste

- Systems reviews of end-to-end service provision with a view to reducing activity that does not deliver value to the end user
- Co-production: involvement of service users in the design and delivery of services to ensure efforts are focused on what really matters
- Co-production: involvement of communities in the design and delivery of local services



Preventing future demand from materialising

- Earlier intervention in the lives of individuals, families and communities
- Encouraging individuals to make different and better choices (Nudge)
- Culture change to one where communities and families expect a greater role in meeting a range of needs



Cultural changes required

	Service led	S H I F T	Outcomes focuses
Endpoint	delivery of service		impact of the plan
Format	pre-determined question and answer formats		semi structured conversation = open questions
Approach	obtaining information required for form filling = „filtering“ information		skilled interaction including active listening and reflecting back
Person	client, service user or patient who receives services		person in their own right with skills, ability and a role to play in achieving their outcomes
Practitioner	expert		enabler & partner
Focus	identify problems and deficits and match to a limited list of services		build on capacities and strengths towards creative solution
Recording	tick box		building a picture towards a clear plan for achieving outcomes

Some tools to help manage demand

- Charging policies
- Eligibility criteria
- Waiting lists
- Service gateways
- Coronavirus easements and modifications



Charging and financial assessment



Discretion to set a charge for residential and non-residential care and support for adults – no charge for children



Deferred payment agreements



Flat rate charge for preventative services for adults – no charge for children



No charge for some services for adults

Care Council for Wales (2015) Getting in on the Act: Assessing and Meeting the Needs of Individuals. Available at <http://www.ccwales.org.uk/learning-resources-1/assessing-and-meeting-individual-needs/> (Accessed 30.6.16)

Eligibility criteria

- Provide clarity for practitioners, service users and other professionals and agencies.
- Publicly specify the basis upon which services will be offered.
- Social Services and Well-being (Wales) Act 2014 introduces a national eligibility criteria.
 - The determination of eligibility will flow from, and is a product of, the assessment process
 - A judgement must be made about whether the assessed need is eligible based on the national eligibility criteria for adults, children and carers
 - Four separate conditions which must all be met for the assessed need(s) to be eligible
 - Automatically required to meet needs to protect a person from, or the risk of, abuse or neglect or (for children) harm
 - LAs can decide to meet needs that do not meet the eligibility criteria if they choose to do so

Managing demand – waiting lists



- One implication of triage is a waiting list. Not used routinely in social care at least not in any explicit way BUT...
 - Cases pending allocation at service interfaces or gateways
 - Cases not currently allocated
 - Cases temporarily allocated to non-qualified staff
- Are all potential examples of an implicit waiting list in operation.
- The Social Services and Well-being (Wales) Act 2014 statutory guidance state that preventative services and interventions should be proportionate and timely.

Effective gateway management

- Offering expertise and advice about what social services can offer and the process for getting help.
- Ensuring simple needs are met quickly.
- Directing referrals to the right place in the organisation.
- Targeting highly qualified staff to cases that really need their attention.
- Signposting people elsewhere, where necessary.

Other gateways

- Gateways are any points in the service user journey at which triage is undertaken, or some decision is made about eligibility, priority, type and speed of service response etc.
- So the application of eligibility criteria at the front door is only one.
- What kinds of gateway exist within your authorities?



Breakout rooms



Group reflection

- What is demand like currently for your teams?
- How are you and your colleagues 'managing demand'?
- You are the experts of managing teams in a global pandemic – share with your colleagues.





Back in 15 minutes – step away from your screen!

Please come back to main room after break.

Strategic approaches to increasing capacity



Transforming services including transformation in culture and behaviours



Developing integrated services.



Efficient and well designed care pathways



Making optimum use of the workforce



Improving commissioning, procurement and contracting



Creative use of direct payments

Local Government Association (2014), LGA Social Care Efficiency Programme, The Final Report. London: Local Government Association

Tools to reshape capacity

- Process and pathway mapping
- Role redesign
- Workload management



What is process mapping?

“A process map is essentially a picture of the activities or tasks that over time deliver a product, outcome or achieves a desired condition. It is a high level view of an overall process showing the main sub processes and their interrelationships.”

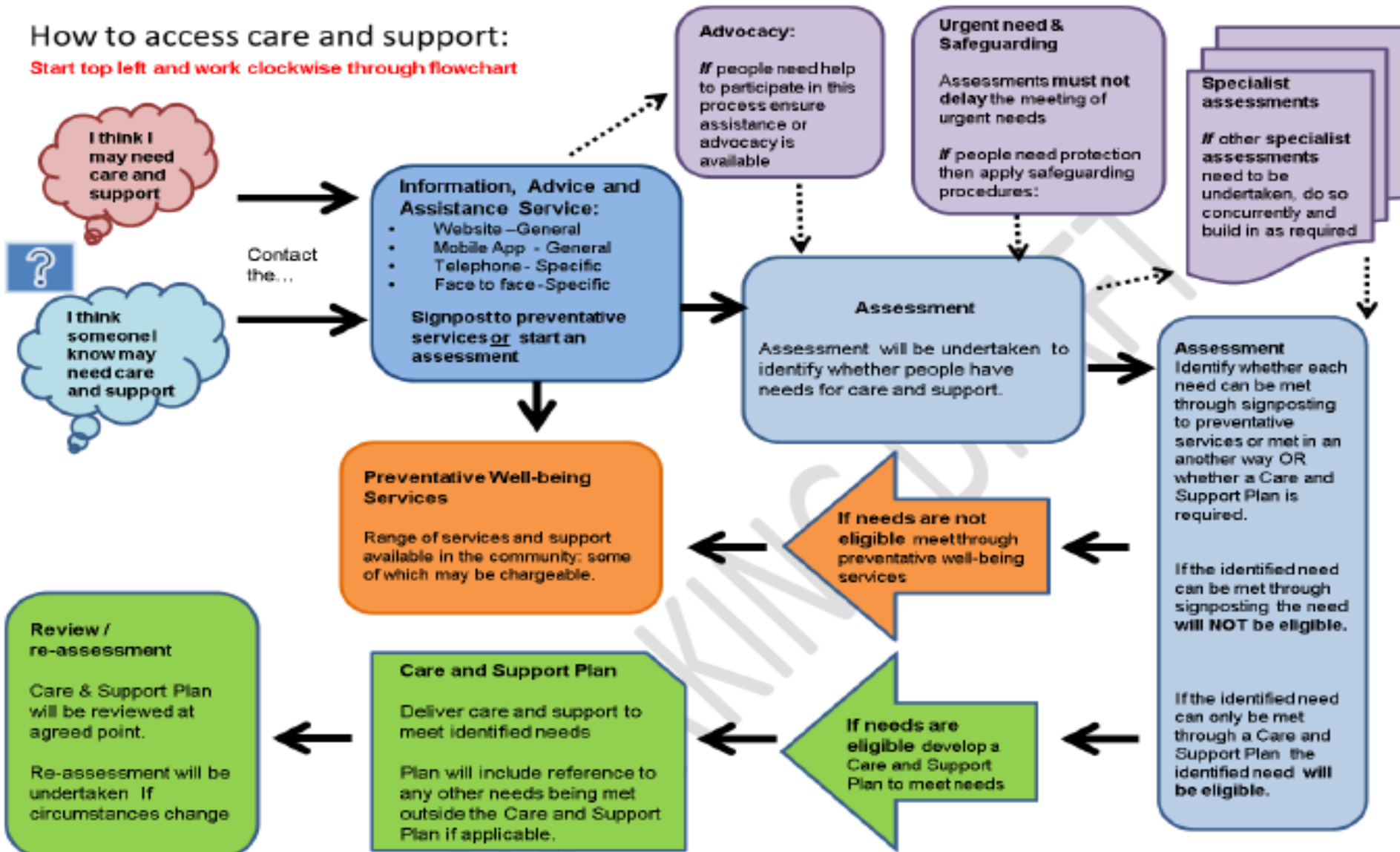
Davis N (ed) (2005) Integrated Care Pathways: A guide to good practice. National Leadership and Innovation Agency for Healthcare.

It describes how things are and what happens rather than what should happen. It can help you to identify problems and areas for improvement.

An example of a high level process map

Social Services and Well-being (Wales) Act 2014

How to access care and support:
Start top left and work clockwise through flowchart



Process mapping - how?

- The approach usually starts...
 - By mapping the processes, initially at a high level or in stages, for a defined group or groups of service users
 - Identifies where the bottlenecks and constraints are in the service users journey
 - Then maps these areas in more detail using measurements of demand, capacity, delay and activity
- ...and ends with an analysis of how best to streamline the process. This will usually involve looking for ways of gaining capacity within the system and increasing the flexibility of that capacity.

Other benefits of process mapping

- In addition to constraints and bottlenecks, mapping will show you where there are:
 - Unnecessary delays.
 - Unnecessary process steps.
 - Areas of duplication or waste.
 - Things that don't make sense or are not logically sequenced within a process.
- These are all likely to bear, in one way or another, on the quality of care.

Role redesign

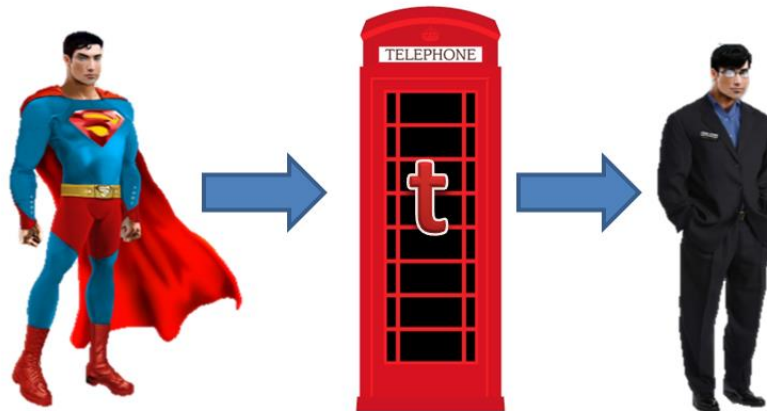
“Role redesign is an essential building block of service redesign and involves the creation of new blended roles and the reshaping and development of existing roles... Put very simply, role redesign is a means of reshaping what workers do in order to improve the services people receive.”

NHS Wales Shared Services Partnership (2007) Standards and Guidance for Role Redesign in the NHS in Wales

Available at: <http://www.nwssp.wales.nhs.uk/i-need-to-design-existing-and-new-roles>
(Accessed 24/07/19)

Approaches to role design

- Creating new roles.
- Expanding or changing roles.
- Moving tasks up, down or across traditional service boundaries.



Principles of role design

- User-centred with options derived from a careful analysis of existing provision and the care pathway.
- An inclusive approach to all key stakeholders involved.
- Capable of a demonstrable improvement in the service user experience.
- Includes a risk assessment to address role complexity and risk management issues.
- Takes account of continuing personal and professional development.
- Options are based upon and support best evidence and good practice and are sustainable.

Caseload and workload

Caseload: generally refers to the number of cases constituting the work of a social worker and/or team and to the work involved in these cases.

Workload: tends to refer to a broader measure which is capable of capturing not just caseload but all other additional commitments undertaken by social workers that are not limited to individual service users.



Caseload and workload management

- Caseload and workload management arrangements normally refer to formal, as well as informal arrangements that are established to inform, profile, review and quality assure activity within a service.
- These arrangements will be supported by measurement activities designed to routinely identify and attempt to quantify all of the pressures on staff.

Formal case or workload management systems

The Social Work Reform Board in England (2010) suggests two formal systems to manage workloads.

- Time based template
- Points based template:
 - Case load model
 - Tasks or pieces of work

Social Work Reform Board (2010) Building a safe and confident future. London:
Department for Education

Whole system approaches to workload management

“It is the absence of a whole system approach to managing all of the pressures on workload – rather than the lack of a single caseload limit – that is having a detrimental effect on social work practice.”

Social Work Task Force (2009) Building a Safe, Confident Future
London: Department for Education

Characteristics of whole system approaches

- Encourages a more strategic approach to understanding demand and capacity by drawing in other factors that bear on caseload and workload pressures.
- Identifies a series of domains that can be applied at the individual, team, service and agency level to produce a more integrated approach and analysis.
- Will support system-wide process mapping and role redesign activities.

Breakout rooms



Reflection

- What is capacity like currently for your teams?
- How are you and your colleagues 'managing capacity'?
- You are the experts of managing teams in a global pandemic – share with your colleagues.



Main room



- Please fill in the evaluation form in the chat function

Next steps

- Practicalities
- Action learning
- Personal development plan
- What you need to do next – read the Next Steps slides and prepare your PDP, topic for Action Learning and outline of your assignment.

Support days

**Assignment
Support**

**Action
learning**

Study day

**Individual
support
meetings**

**Individual
support
meetings**

Contact us



<https://ipc.brookes.ac.uk>



ipc@brookes.ac.uk



@IPC_Brookes



01865 790312