

#ncasc23



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CONFERENCE 2023
BOURNEMOUTH, 29 NOVEMBER – 1 DECEMBER



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EQUITY AND INCLUSION: PROTECTED CHARACTERISTICS IN THE WORKFORCE AND PROFESSIONAL DEVELOPMENT

GRAHAM WOODHAM, Head of Regulated Professional Workforce, Skills for Care

VANNA CHANGLEE, Principal Social Worker, Waltham Forest Council

ELIZABETH FERGUS, Senior Diversity and Inclusion Project Manager, Hertfordshire County Council

Chaired by **Tricia Pereira**, Director of National Workforce Development, Skills for Care

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Equity and inclusion: protected characteristics in the workforce and professional development

Wednesday 29th November 2023

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Equity and inclusion: protected characteristics in the workforce and professional development

The workshop will explore the impact of protected characteristics on the professional learning journey.

Chair: Tricia Pereira, Director of National Workforce Development, Skills for Care.

Speakers: Vanna Changlee, Principal Social Worker, London Borough of Waltham Forest

Liz Fergus, Senior Project Manager for Diversity and Inclusion Adult Care Services, Hertfordshire County Council

Graham Woodham, Head of Regulated Professional Workforce, Skills for Care

Equity and inclusion: protected characteristics in the workforce and professional development

The workshop will explore the impact of protected characteristics on the professional learning journey.

- Understanding the challenges and experiences of minoritised people within the workforce who are
 - Students
 - Newly Qualified Social Workers
 - Undertaking continuous professional development

- Why?
 - Research on the experience of Black social work students
 - Suggestions that Black social workers are more likely to fail the ASYE
 - Analysis of our own ASYE data
 - Qualitative reports of increasing neurodivergence in the workforce
 - And, the positive stories

Equity and inclusion: protected characteristics in the workforce and professional development

The workshop will explore the impact of protected characteristics on the professional learning journey, BUT FIRST

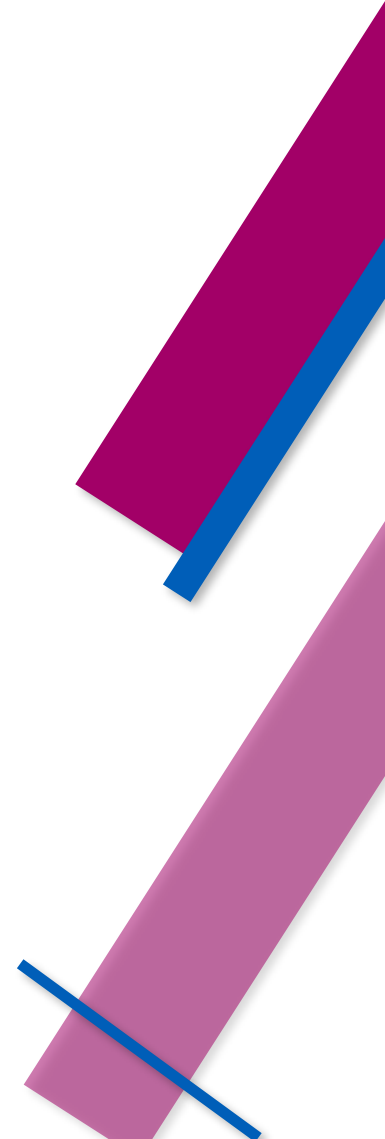
Why are we here, and why might we not have been?



.... And why did you choose to be here?

Equity and inclusion: protected characteristics in the workforce and professional development

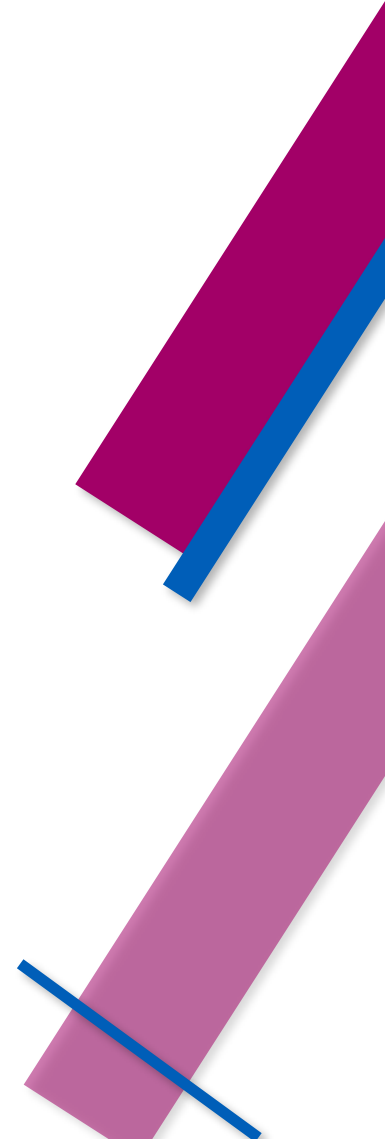
Contextual questions

- How do we ensure that students and NQSWs who experience racism and other discrimination are supported to deal with/call out what is happening?
 - How do we foster a culture of allyship amongst those who support students and NQSWs?
 - How do we ensure that students and NQSWs are properly prepared to 'lead the way in achieving equality'?
- 
- A decorative graphic on the right side of the slide consisting of several overlapping diagonal bars in shades of purple and blue, with thin blue lines intersecting them.

Equity and inclusion: protected characteristics in the workforce and professional development

Social Work England - Equality, diversity and inclusion action plan 2023 to 2024

“The principles of equality, diversity and inclusion are synonymous with being a social worker. Social workers champion people’s rights and support those that are marginalised. The social work profession is guided by values and principles of anti-discriminatory and anti-oppressive practice. This means social workers are uniquely placed to lead the way in achieving equality.”



Social Care Workforce Race Equality Standard (SCWRES) Improvement Programme

Driving real change by empowering organisations to actively address and dismantle racism and discrimination within the social care sector workforce.

The SC-WRES helps social care organisations to:

- collect and review data against nine indicators
- produce action plans using the evidence from the indicators to close the gaps in workplace experience between employees from a white background and employees from a minoritised ethnic background
- gives support via a community of practice, peer learning and engagement
- improve representation of staff from minoritised ethnic backgrounds at the senior level of the organisation
- ensure minoritised staff have fair access to continued professional development and career progression
- have clear working systems and processes to address bullying, harassment, and racism within the workplace and from end-users.

Skills for Care analysis of newly qualified social workers registered for the ASYE 2023

Adult NQSWs had a statistically significantly higher fail rate than Child & Family NQSWs

- 47 fails (1.6%) and 2866 passes (98.4%) for Adult NQSWs, and 59 fails (0.8%) and 6889 passes (99.2%) for Child & Family NQSWs).

Male NQSWs were more likely to fail their ASYEs than female NQSWs.

- 2.6% of male NQSWs failed, only 0.9% of female NQSWs failed their ASYE.

NQSWs from a minoritised ethnic background were more likely to fail their ASYEs than white NQSWs.

- 3.0% of NQSWs from a minoritised ethnic background failed, only 1.0% of white NQSWs failed their ASYE.

Skills for Care analysis of newly qualified social workers registered for the ASYE 2023

NQSWs who have been deferred were more likely to fail their ASYEs than NQSWs who have not been deferred.

- 3.9% of NQSWs who have been deferred once and 2.6% who have been deferred twice failed, only 1.2% of NQSWs who have not been deferred failed their ASYEs.

[Deferred = a legitimate pause in the ASYE programme due to a health problem or the absence of the support required.]*

Region, Nationality, Disability and Age were not significantly related to success/failure rates.

ASYE Quality Assurance

National evaluation criteria (NEC) include:

A4. Equality, diversity and inclusion are central to the ASYE programme, ensuring that all NQSWs are offered an ASYE experience which is tailored to their individual needs, including cultural and learning needs and identities.

A5. ASYE programmes have policies/procedures in place to ensure NQSWs and those supporting them practise from an anti-racist perspective.

A6. ASYE programmes have an equality and diversity framework in place to ensure NQSWs and those supporting them are not treated unfairly or discriminated against because of their background or characteristics.

A7. The organisation has mechanisms in place to gather and monitor data that is reflective of the diversity of the organisation's workforce. They take action where necessary so that employees from a diverse background are not disadvantaged.

NEC+: A11. An equality impact assessment has led to the implementation of an action plan that is improving the tailored support experience of NQSWs with protected characteristics and/or specific support needs.

Equity and inclusion: protected characteristics in the workforce and professional development

Vanna Changlee, Principal Social Worker, London Borough of Waltham Forest.

*‘Perspectives
from a
Principal SW’*

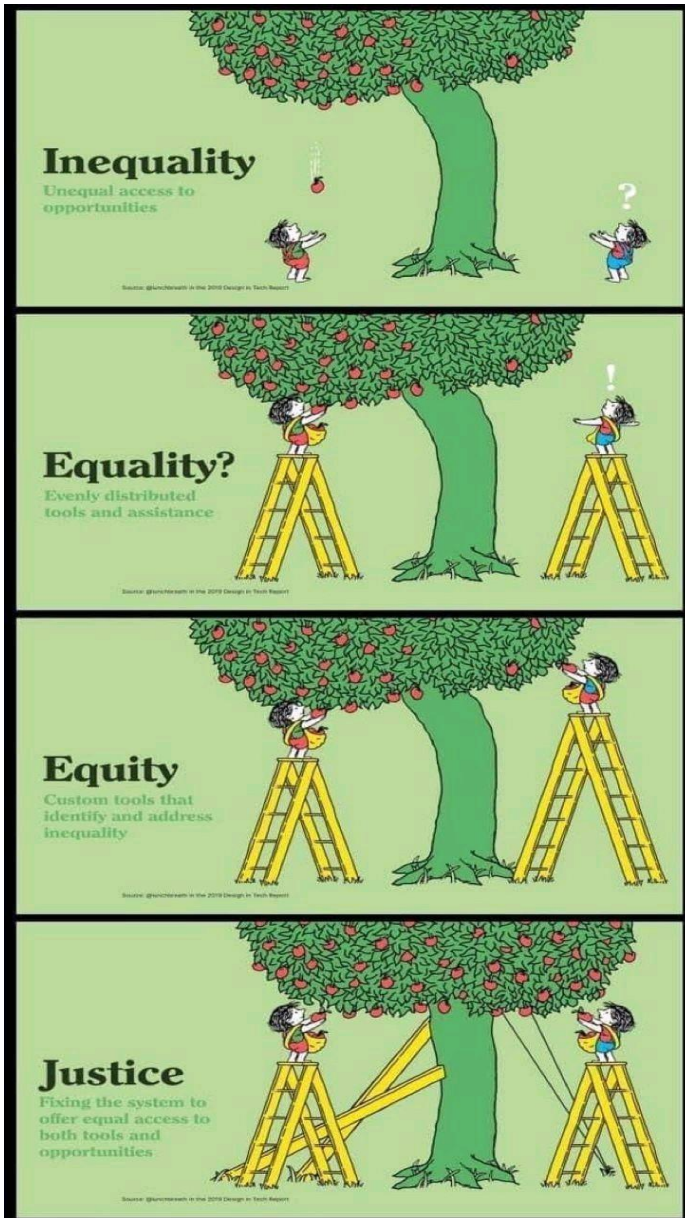


Equity and inclusion: protected characteristics in the workforce and professional development

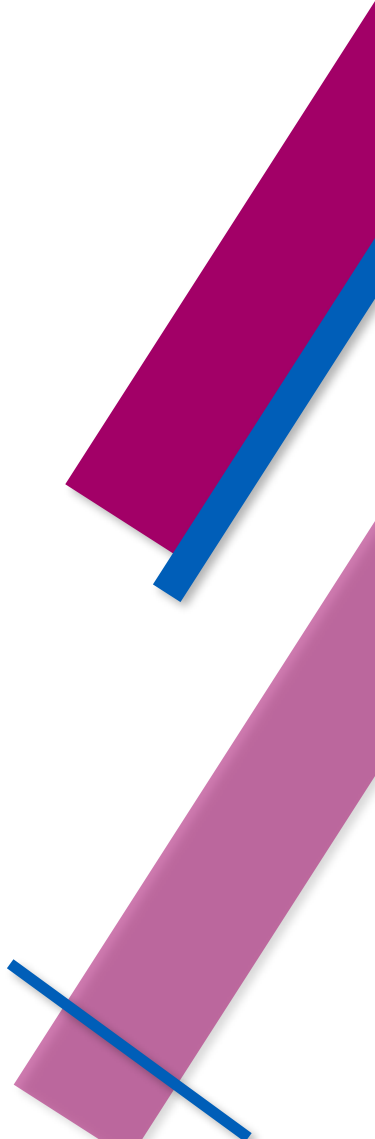
Liz Fergus, Senior Project Manager for Diversity and Inclusion, Adult Care Services, Hertfordshire County Council

Leading Equity, Equality, Diversity and Inclusion work in a social care department





- **Inequality:** Unequal Access to opportunities
- **Equality:** Evenly distributes tools and assistance
- **Equity:** Custom tools that identify and address inequality
- **Justice:** Fixing the system to offer equal access to both tools and opportunities



Equity and inclusion: . Impacting the professional learning journey - Students, ASYE and beyond

Discussion

- How can we improve equity in all work-based learning opportunities?
 - Share examples from your own organisation/wrk.
- What changes would improve the learner experience?
- What changes would help reduce the 'lived experience' of minoritised people in learning opportunities?
- What do we individually and collectively need to do to ensure our practice remains anti-racist and anti-oppressive?



Thank you

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