

# WELCOME

## **Adult Social Care Nursing Workforce Development Project**

Link to project  
website



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# NEED WIFI?

1

## SMS

Text (SMS) the indicated keyword

**SOCIALCARE**

with your mobile to the phone number.

**+447860039833**

2

## Receive

You will immediately receive a return SMS containing your personal Wi-Fi username and password.

3

## Wi-Fi!

Select the eduroam Wi-Fi network on your device and enter your username and password.

**You are now online!**

**KEYWORD**

**SOCIALCARE**

# Professor David Sines CBE

Trustee, The Burdett Trust for Nursing

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# Project Overview

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Workstream 1 - Literature scope of grey and academic publications.

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Workstream 2 - Practitioners' voices focus groups with Adult social care workers (ASCW) and managers about their experiences of learning, understanding of career progression, and work satisfaction

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Workstream 3 - Expert reference group workshops discussing skills needed in ASC, feedback on the pathway pilot and opinions on the literature scope

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Workstream 4 - Pilot pathway training in 2 cohorts run by the RSPH



# Literature Scope



There is an increasing demand for adult social care



Learning opportunities are a key component of work quality of life

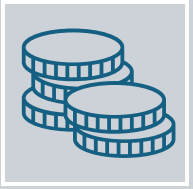


Training and learning culture should be ingrained in adult social care

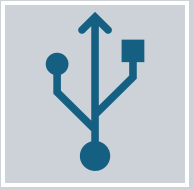


Work satisfaction is a mechanism which helps staff retention

# Literature Scope



Inadequate Apprenticeship funding could contribute to the decline in apprenticeship numbers



The implementation of technology in care is likely impeded by gaps in digital skills



Portability problems should be resolved with new accredited level 2 training



New untested career pathways have been published

# Expert Reference Group



ASCW key skills include empathy, problem-solving, resilience, and effective communication.



ASCW key knowledge includes care standards, infection control, EDI, and cultural understanding.



Staff support in their learning through induction, peer support, mentorship, and strong leadership



Support for staff is vulnerable due to funding reviews



Learning culture should be ingrained in organisations to enhance staff skills and foster ongoing learning



Knowledge gaps include mental health, cultural awareness, staff well-being and resilience, as well as legal and ethical issues

# Expert Reference Group



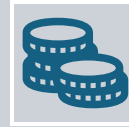
Training needs to be engaging, and the assessment of it inclusive. Reflective practice is one way to embed learning



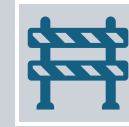
E-learning is often used to overcome training location issues



Training needs to be accredited for portability



Funding for training is complex and limited



Access to and uptake of apprenticeship courses are limited due to the ambiguity of funding and the perceived time commitment required away from the workplace.



Modular learning helps to space out learning and not overwhelm students, as it provides flexibility.



# Practitioners' voices



Funding and time constraints are the primary barriers to further training



Learning culture is vital for both staff confidence and care quality.



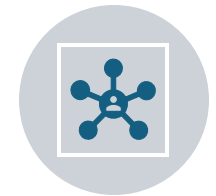
ASCW overall have limited work satisfaction



Support and recognition positively influence work satisfaction



Low wages, insufficient resources and heavy workloads negatively impact work satisfaction



Not all ASCWs and managers understand potential career progression

# Practitioners' voices



Communication between managers and ASCW regarding career progression and aspirations is inadequate.



Skill gaps include the use of new technology and equipment, communication skills, cultural awareness, mental health, and leadership



Both managers and ASCW view workforce well-being as crucial and suggest that counselling, mental health training, and stress management can help.



Development-focused support enhances care quality.



ASCW prefer face-to-face learning for practical skills

# Training pathway



```
graph LR; Title((Training pathway)) --> Provided((Provided)); Provided --> Eval((Evaluation)); Eval --> TrainingPathway((Training pathway)); Provided --- P1[Blended training with content tailored to levels of experience.]; Provided --- P2[Transferable and accredited credentials.]; Eval --- E1[Assessed the quality and impact of the RSPH Public Health Pathway for ASCW.]; TrainingPathway --- TP1[Achieved its intended outcomes]; TrainingPathway --- TP2[Was highly valued by learners.]; TrainingPathway --- TP3[Had an impact on practice.]
```

## Provided

Blended training with content tailored to levels of experience.

Transferable and accredited credentials.

## Evaluation


Assessed the quality and impact of the RSPH Public Health Pathway for ASCW.

## Training pathway

Achieved its intended outcomes

Was highly valued by learners.

Had an impact on practice.



# What we learned from the Training pathway

## Learners valued:

Flexibility in  
scheduling and  
streamlined  
processes.

Being provided  
with information  
before training:  
content and time  
commitment.

## The training pathway:

Met expectations  
and was perceived  
as relevant and  
engaging.

Improved  
confidence in  
identifying health  
needs.

Increased  
provision of health  
improvement  
conversations.

Strengthened  
sense of belonging  
to the public health  
workforce.

# Recommendations for Care Provider Organisations

## 1. Embed a learning culture across organisations



**Shift the use of language from “training” to “learning”**



**Introduce team learning huddles (i.e. 10-15 minutes per week) to discuss challenges, good practice and learning reflections**



**Focus on creating an environment that fosters continuous learning and is embedded in daily practice**



**Provide opportunities for staff to learn leadership, coaching and mentoring skills.**



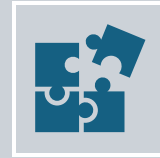
**Introduce use of Learning Champions and encourage reflective practice**

# Recommendations for Care Provider Organisations

## 2. Address the knowledge and skills gap



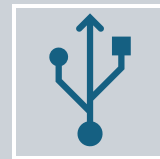
**Develop leaders by equipping experienced staff with coaching and mentoring skills**



**Identify knowledge and skill gaps in staff and provide learning opportunities (e.g. mental health, cultural awareness, digital tools, cybersecurity)**



**Create targeted training sessions for key gaps (20–40 minutes).**



**Create a peer digital buddy system pairing confident digital users with others**



# Recommendations for Care Provider Organisations

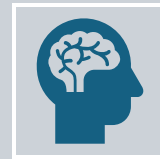
## 3. Enhance staff support systems and work satisfaction



**Implement regular well-being check-ins  
(i.e. 5 minutes in supervision or huddles)**



**Introduce a monthly recognition scheme  
(e.g. peer-nominate awards)**



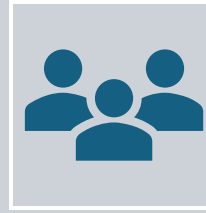
**Provide access to counselling or mental  
health support or signpost support  
services**



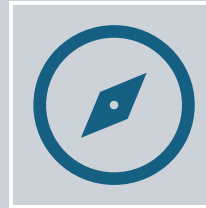
**Review workload and create a rota that  
protects break times**

# Recommendations for Care Provider Organisations

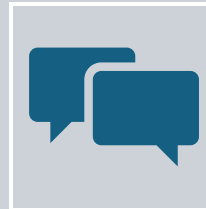
## 4. Improve learning access and career development



**Hold quarterly career conversations built into supervision**



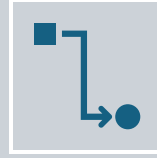
**Provide guidance and clarity on career paths (e.g. visual career pathway posters, information directing to national guidance)**



**Use case studies and testimonials from senior staff to demystify pathways and illustrate potential careers**

# Recommendations for policymakers and regulatory bodies

## 1. Improve portability of training



**Simplification of funding access or guidance about how to access, presented in a user-friendly way**



**Guidance and support for smaller organisations to navigate training schemes and funding**



**Create an accessible centralised portal listing funded courses, eligibility, deadlines and guidance**



**Develop a National ASC Training Passport, aligned with the new Level 2 Adult Social Care Certificate.**

# Recommendations for policymakers and regulatory bodies

## 2. Use of creative, flexible teaching designs



**Provide guidance on course enrolment process, course structure, expectations and time commitments**



**Encourage the use of modular learning utilising simulations, role-playing and case studies**



**Promote blended learning models with multiple schedule options**



**Specify minimum practical teaching hours for skills requiring hands-on learning**



**Continue and extend the RSPH training pathway**

# Recommendations for policymakers and regulatory bodies

3. Address the skills acquisition leading to the knowledge gap in career progression.



**Focus on developing leaders by equipping experienced staff with mentoring skills**



**Provide access to relevant accredited courses to upskill ASCW in mental health care, cultural awareness, communication, digital tool usage and cybersecurity.**



**Clarify and publicise career paths by providing clear information and guidance on career pathway options.**



**Allow staff to progress by acknowledging ASCW experience in lieu of training courses**

# Discussions about recommendations

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**Prof Karen Buckwell-Nutt**  
**Juliet Anderson BHSCA**



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