

**BIGMOTIVE**

**NISCC:**

*Social Care Frontline  
Engagement*

Summary Report

March 2023

## **1. Project Overview**

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- Participant Profiles
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# Project Overview

# Introduction

The Big Motive team aimed to capture actionable insights from a diverse population of Social Care Workers to inform the design, development, and deployment of two new initiatives for learning and development: the Care in Practice (CIP) Framework and the Health & Safety (H&S) Practice Certificate.

We gathered input from a range of social care participants through various research methods, and identified barriers and challenges that needed to be addressed during implementation. Our recommendations are based on these insights and will be presented in the following sections.

## Strategic Aims

- Gain an understanding of SCWs attitudes, expectations, and motivators towards working and learning in the social care profession.
- Explore attitudes, expectations, and motivators related to the CIP framework and the entrance level H&S Practice Certificate.
- Identify barriers that may impact workforce retention and training.
- Identify challenges that may arise during the implementation of the CIP framework and H&S Practice Certificate.
- Provide recommendations based on the barriers identified.

# Methodology

## → **Participatory focus groups**

We facilitated a series of online sessions, which allowed SCWs to visualize the CIP framework, engage in group discussions, and share the advantages and disadvantages of working in the profession. While there was an excellent response to registering for the focus groups. However there was a high drop rate (80%) in the SCWs who attended. It was reported this was due to high and unpredictable work demands.

## → **Individual telephone interviews**

We conducted these one-on-one interviews over the phone at the times that best suited the SCWs to explore themes in greater depth.

## → **Online survey**

Due to the high drop out rate, we deployed an online survey to systematically reach saturation on our findings and to validate findings with a wider population of the workforce.

# Focus group & interview demographics

## Type of Service & Sector

### Daycare / Day Opportunities: 3

Charity / Voluntary Sector: 3

Statutory Sector - e.g. HSC Trust: 1

### Domiciliary Care: 21

Independent / Private Sector: 12

Charity / Voluntary Sector: 1

Statutory Sector - e.g. HSC Trust: 8

### Nursing / Residential Care: 10

Independent / Private Sector: 8

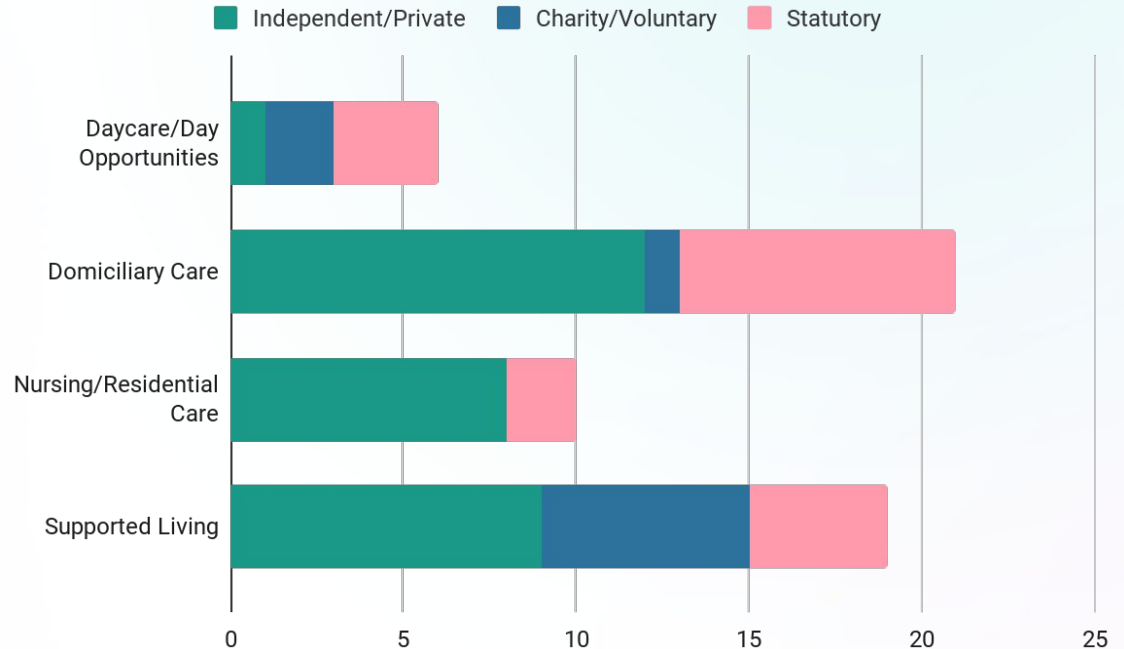
Statutory Sector - e.g. HSC Trust: 2

### Supported Living: 19

Independent / Private Sector: 9

Charity / Voluntary Sector: 6

Statutory Sector - e.g. HSC Trust: 4



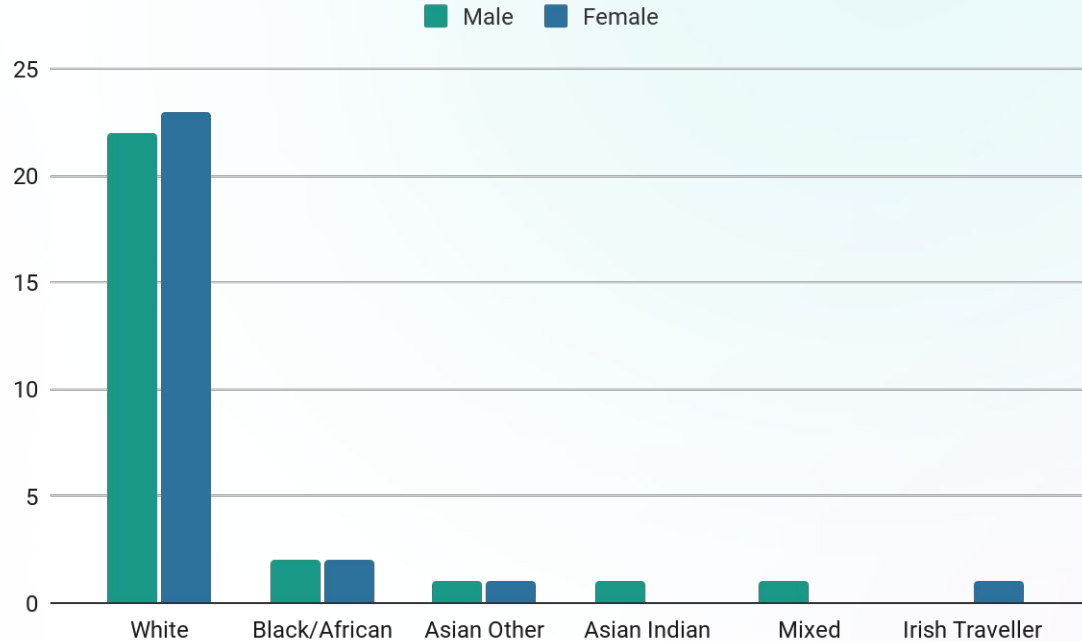
# Focus group & interview demographics

## Gender

Male: 31  
Female: 22

## Ethnicity

White: 47  
Black / African /  
Caribbean: 4  
Asian - Other: 3  
Asian - Indian: 1  
Mixed / Multiple: 1  
Irish Traveller: 1

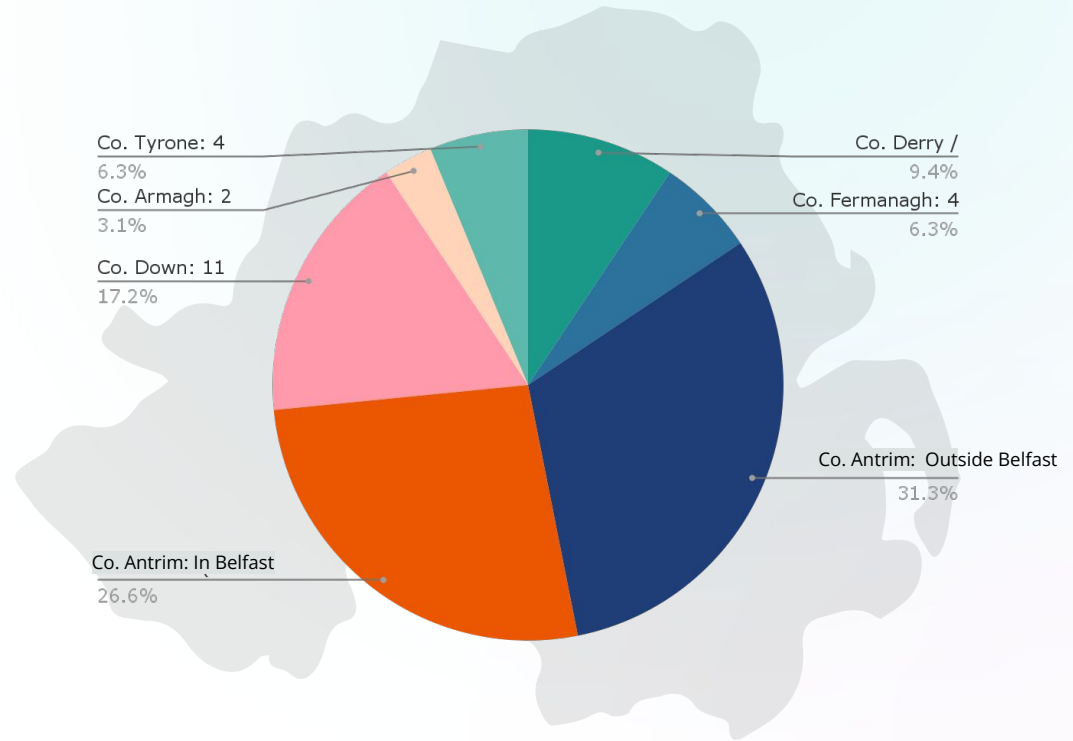




# Focus group & interview demographics

## Location

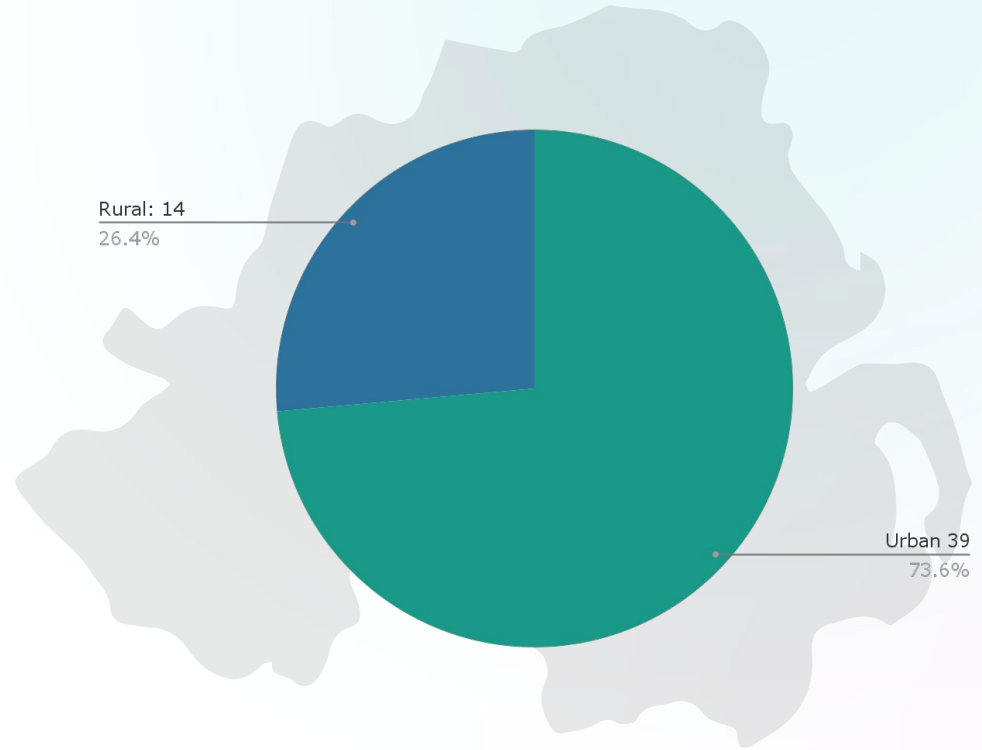
Co. Antrim (In Belfast):	17
Co. Antrim (Outside of Belfast):	20
Co. Armagh:	2
Co. Down:	11
Co. Derry / Londonderry:	6
Co. Fermanagh:	4
Co. Tyrone:	4



# Focus group & interview demographics

## Urban / Rural

Urban: 39  
Rural: 14



# Focus group & interview demographics

		Time in the profession (years)					
		0-1	2-5	6-10	11-20	21+	
Age	20-29	0	1	1	0	0	<b>Total: 2</b> (Part time 1, Full time 1)
	30-39	4	4	4	1	0	<b>Total: 13</b> (Part time 3, Full time 10)
	40-49	1	5	4	6	1	<b>Total: 17</b> (Part time 6, Full time 11)
	50-59	3	6	0	3	1	<b>Total: 13</b> (Part time 6, Full time 7)
	60-69	1	0	2	3	2	<b>Total: 8</b> (Part time 4, Full time 4)
		<b>Total: 9</b> (Part time 4, Full time 5)	<b>Total: 16</b> (Part time 5, Full time 11)	<b>Total: 11</b> (Part time 4, Full time 7)	<b>Total: 13</b> (Part time 4, Full time 9)	<b>Total: 4</b> (Part time 3, Full time 1)	

# Focus group & interview engagement

## Expressed interest

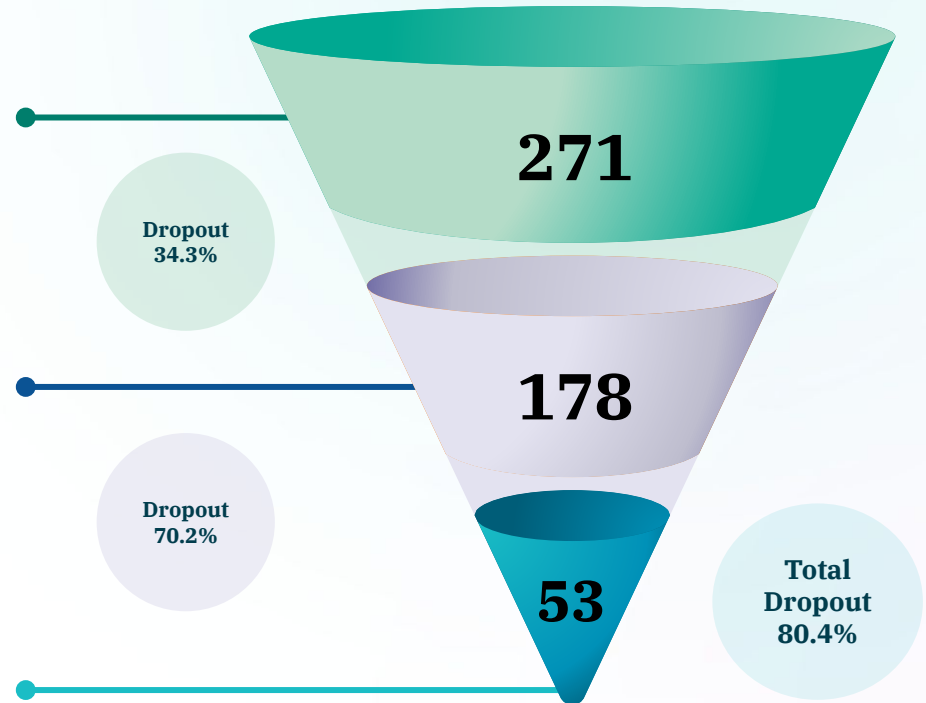
In December, an “expression of interest” form was circulated through NISCC communication channels. **271** people completed the form, indicating their desire to participate in research either via telephone call or focus group.

## Actively signed up

**52** participants took further action in scheduling themselves in for a Focus Group session, while **60** participants were contacted over the telephone. **66** additional participants were invited to a second round of Focus Groups in March.

## Participated

In total, we had success in interviewing **26** participants across 1:1 phone calls and **27** participants across 10 focus groups.



# Survey demographics

Number of eligible responses: 148\*

## Employment status

Full time:	81 (54.7%)
Part time:	61 (41.2%)
Other (Bank / zero-hours):	6 (4.1%)

## Sector

Independent / Private Sector:	75 (50.7%)
Statutory Sector - e.g. HSC Trust:	64 (43.2%)
Charity / Voluntary Sector:	7 (4.7%)

## Location

Co. Down:	39 (26.4%)
Co. Antrim (In Belfast):	27 (18.2%)
Co. Antrim (Outside of Belfast):	27 (18.2%)
Co. Tyrone:	18 (12.2%)
Co. Armagh:	17 (11.5%)
Co. Derry / Londonderry:	15 (10.1%)
Co. Fermanagh:	5 (3.4%)

## Time in the profession

Less than 1 year:	19 (12.8%)
1-2 years:	19 (12.8%)
3-5 years:	27 (18.2%)
6-10 years:	34 (23.0%)
11-15 years:	16 (10.8%)
16-20 years:	7 (4.7%)
21+ years:	26 (17.6%)

## Time with current employer

Less than 1 year:	25 (16.9%)
1-2 years:	21 (14.2%)
3-5 years:	25 (16.9%)
6-10 years:	25 (16.9%)
11-15 years:	22 (14.9%)
16-20 years:	10 (6.8%)
21+ years:	20 (13.5%)

\* 180 responses were received, however, 32 were excluded due to the respondent being a Social Care Manager (16), or having previous involvement in a research session for this project (16)

# Key Insights

Key Insight 1

# Barriers to Career, Learning and Development

Increased workload and stress  
Tight and unpredictable schedules  
Financial compensation  
Cost of fuel  
Cost of living  
Paid time to undertake learning and development  
Lack of communication  
Not listening to workers

***“The industry has bigger problems”***

***“This pathway is like a plaster to the bigger problem - they need to go deeper than that”***

***“People up high should be on the ground knowing what's happening before they suggest things”***

***“H&SC workers are in a chaotic situation, they just want to be heard and seen”***

***“People are getting very overwhelmed -it's affecting their mental health they are having to leave - they can't cope”***

41.2% of survey respondents indicated they did not have time to attend L&D opportunities.

Only 9.5% of survey respondents did not want to continue to learn and develop in their role.

## Key Insight 2

# Social Care Workers described a lack of support from management

Management has been described as separate from ground-level workers, leading to a lack of understanding, support, and guidance, making staff feel overwhelmed. Social Care Workers frequently face challenges in obtaining the necessary support to engage in basic training.

This lack of support may stem from factors such as understaffing, inflexible scheduling, inadequate financial assistance to undertake learning and development, or limited guidance or motivation from management.

*“Possibly our managers wouldn’t want to see us progressing as they would lose staff in an already understaffed area”*

*“You're afraid to approach [management] because they have their own agenda”*

*“I've been motivated to learn for years and it has just never happened, people want to progress but employers don't respond”*

*“It’s [training opportunities] not filtered down from management, you find the management are picking the cream of the training to better themselves”*

*“There is not enough guidance/support - adjustments weren't made to my rota and I couldn't attend classes”*



### Key Insight 3

## Social Care Workers reported that they did not have a Learning & Development plan\*

Social Care Workers frequently face challenges in obtaining the necessary support and guidance to engage in basic training.

[Post Registration Training and Learning - Continuous Learning & Development Standards](#)

*“I have no career plan”*

*“I don't know where to go to develop my career”*

*“I have no idea how to pursue a higher level in H&SC, how do I move from the bottom?”*

*“I have no career goals - no opportunities have presented [themselves]”*

*“You neglect bettering yourself because you're focused on the residents”*

20.9% of survey respondents stated that they had no support in progressing their role.

16.2% of survey respondents stated that they did not know about any learning and development opportunities.

***\*When discussing learning and development, no Social Care Workers mentioned having a learning and development plan***

#### Key Insight 4

## SCWs report there is lack of clarity on career development and opportunities for progression

Social Care Workers often report difficulties in obtaining information about the various career development opportunities available. As a consequence, they may miss out on valuable learning experiences and potential career progression. This has implications for retention and succession planning of social care workforce

*“There's progression in other industries not in caring”*

*“It's like most communication, nothings fed down to us, managers wouldn't have a clue how to help us progress”*

*“The higher up the chain the less interaction you have with your users - so no [desire to progress]. There should be other ways to develop that aren't management”*

*“I see people 10/15 years in the job who are unhappy and have seen no career movement - that puts me off staying”*

## Key Insight 5

# Impact of work pressures and complexity of the Social Care Role

The emotional burden and trauma that Social Care Workers experience in work not only affects them within their working environment, but can also impact their mental health and wellbeing.

This, combined with high and unpredictable work demands, was one of the reasons for the high dropout (80%) rate during sessions.

*“You should work in a social care role for a week and see if you turn up”*

*“Even mandatory meetings, people don't turn up - this is a typical dropout”*

*“Why bother, no-one is going to listen”*

*“Nature of care is very intense, not having adequate staffing levels, working long (12h) shifts - you burn out”*

*“I can't remember the last shift I did without having extra calls, there's lots of people getting very overwhelmed”*

# Key Messages

# Considerations in supporting the Care in Practice Framework

Social care workers have reported that in order for the CIP Framework to be successful, there needs to be acceptance of their fundamental needs; for example: equitable access to learning and development, paid and protected time to undertake learn and development unpredictable schedules, pay etc.

## Actions

- Support employers to recognise the importance and value of a continuous learning and development framework
- Support employers/managers to ensure every social care workers has a learning and development plan.
- Support employers to understand how learning can be facilitated within Social Care Worker schedules.
- Acknowledge, address and potentially work around these barriers in order to meet the needs of Social Care Workers in the context of their wider challenges.

## Message 2

# Clarify the role of the manager within learning and development

There is a need for further engagement to be undertaken with managers to help them understand their responsibilities to facilitate and support social care workers continuous learning and development.

## Actions

- Create structures that support and develop learning cultures within organisations and which support Social Care Workers in their development ensuring value and recognition.
- Establish Care in Practice champions to advocate for learning and development opportunities within organisations.
- Review existing mechanisms of ensuring Social Care Workers are receiving the necessary learning and development to do their job safely and effectively.

# Develop information on available learning and development opportunities

Support Social Care Workers to access the right learning, at the right time with appropriate medium.

Support social care workers to explore options to develop their knowledge, skills and competencies within their chosen career pathway.

## Actions

### Learning & Development

- Employing organisations should be providing service specific learning and development to support their workers to practice safely and effectively.

Employing organisations should ensure that Social Care Workers have access to all necessary information regarding learning and development related to their roles and responsibilities for each level, as well as any qualifications that may be required.

### Progression:

- Employing organisations should ensure learning and development frameworks align with the Care in Practice Framework and should match real opportunities for advancement and development within organisations.

## Message 4

# Offer more holistic learning and development and preparation for new Social Care Workers

Learning and development at entrance level is needed for all new Social Care Workers. This will support better understanding of the complexities of social care, support resilience, wellbeing, capability and capacity.

Employing organisations should ensure good induction and ongoing learning and development appropriate to roles and responsibilities

## Actions

- Employing organisations should provide information on learning and development to support new Social Care Workers on their vital role and the realities of its challenges / complexities.
- Employing organisations should support staff wellbeing and resilience through a compassionate leadership model including coaching and mentoring.



# Further Insights & Recommendations

## Insight

# Social Care Workers said their role is more a vocation than a profession.

Vocational (often altruistic and personal) drivers have an influence on career ambitions and progression.

Some Social Care Workers wish to progress while maintaining direct caring responsibilities. Others wish to progress to management roles.

## Actions

- Recognise that a portion of Social Care Workers have unique drivers, and develop routes for progression that consider and address their vocational mindsets and priorities.

Recognising an altruistic and value based workforce is a positive attribute for the social care sector and should be valued and viewed by employers as providing added value.

## Insight

# Social Care Workers said they want to better relate to the Care in Practice Framework

SCWs learning and development can be supported through further explanation of the CIP framework.

## Actions

- Support SCWs to understand how the CIP Framework can support their learning and development, career development and progression.
- Support employing organisations to help them consider the roles and responsibilities necessary at a practitioner, enhanced practitioner and leadership and management level in social care.

## Insight

**Many SCWs talked about the value of their practice experience as having equal or greater value than formal learning and development**

Social Care Workers want to be recognised for their practice skills, and formal learning and development is not always seen as the right form of recognition.

## Actions

- In valuing social care workers practice , knowledge and expertise they should be supported to continually reflect, learn and develop through their practice.
- Through the Care in Practice (CIP) framework the Social Care Council will work to assure and validate registrants practice in social care to evidence they are meeting the Standards of Practice and Conduct.

## Insight

# Some social care workers said they do not see the benefits of undertaking learning and development.

Social Care Workers may be unaware of the benefits associated with participating in learning and development programs, such as skill development, increased job satisfaction, and potential for career advancement. This lack of clarity may lead to lower motivation to engage in learning and development opportunities and missed chances for personal and professional growth.

## Actions

- Support employing organisations to better articulate and promote the advantages of learning and development, such as career progression, enhanced delegated responsibilities and opportunities for specialisms.
- Support employing organisations to make it easier for Social Care Workers to envision their career opportunities within health and social care.
- Support employing organisations to showcase and value Social Care Workers who have benefitted from learning and development, including their achievements, career advancements, and improved outcomes for people supported.
- Support employing organisations and Social Care Workers in ensuring that individual learning and development plans are in place to strengthen and develop their practice.

## Insight

**Social care workers reported they are motivated to learn and develop but they are often denied these opportunities.**

They report that this has resulted in some Social Care Workers becoming demotivated, jaded, and sceptical.

Some Social Care Workers reported that they were “not even receiving the basic training”.

## Actions

- Support employing organisations to provide vision and leadership to social care workers to ensure they are enabled to deliver meaningful, safe, effective and values-led care focused on the needs and experience of service users.
- Respond to intelligence that informs where mandatory learning and development requirements at not being met.

## Insight

**Social care workers report there is a clear desire for the CIP Framework amongst the workforce, however, further clarity is required.**

Social care staff explain they welcomed the CIP framework structure and it's transparency and they suggested this may result in increased motivation.

The addition of further detail surrounding entry criteria and types of learning and development will result in a more self-explanatory framework.

## Actions

- Support and work with the sector to understand and embed the CIP framework and H&S certification
- Support the sector to identify the range of learning and development opportunities across programmes of care
- Provide guidance to help Social Care Workers understand the range of learning and development available to them and how undertaking this may influence development in their roles.

# Findings Summary



# Learning and career progression

Many social care workers feel supported to access learning opportunities within their employment and expressed their hope to progress in their role through the available training. However, others expressed feeling unsupported in accessing and completing learning, with some expressing distrust in the communication of opportunities.

Time and money were described as the biggest barriers to engaging with learning opportunities, including having to pay for qualifications and not having enough free time or not getting paid for learning time.

There is also a lack of understanding and guidance about how to progress in their career, and some social care workers also expressed a lack of interest in progressing in the workforce due to the stress and pressures already present in their current role.

Additionally, the lack of space to grow was a common concern, with some social care workers observing others staying in the same role for many years due to the low opportunities to progress. A few Social Care Workers had the opportunity to go into management, but did not adapt well to the paperwork and went back to hands on work.

*“There are certain things that change for the client , for example, peg feeding, which means you need trained in that. I asked management but they said I'd have to pay for it myself, and do it in my own time.”*

# Learning and career development: Findings

1

Learning opportunities are accessible & motivating to some

4

Many SCWs feel that learning opportunities are inaccessible

7

Many SCWs feel that career progression is unobtainable

2

Key drivers for learning are to look after service users and meet requirements

5

Many SCWs feel unsupported in learning opportunities

3

Many SCWs don't know how to progress in their career

6

Many SCWs feel that career progression is undesirable

# The CIP Framework

Many social care workers felt that having a clear understanding of potential career pathways would motivate them in their progression. They felt that seeing a pathway would guide them in their career and help them deliver better care for service users. However, some participants expressed that the framework was insufficient in addressing the broader problems within the profession and that individuals could, in fact, use it to progress into different careers.

Accessing the framework was seen by some Social Care Workers as a way to feel valued in their roles and to gain knowledge that could protect them when on duty. However, participants emphasized that employers would need to be supportive of the framework and provide the necessary support when engaging with it. Many participants questioned aspects of the framework and stated that greater guidance and understanding of potential progression would be necessary.

The participants felt that the framework would be particularly beneficial to those beginning their careers in social care work, as it would provide motivation and clarity about potential goals.

*“I got my induction but I don’t know what happens after all the induction stuff. It would be good motivation for people to see that their progressing up the ladder.”*

# The CIP Framework: Findings

1

SCWs feel motivated for role & career progression with the framework

3

SCWs feel that greater support is needed for the framework

5

SCWs feel that the timing of the framework's delivery is important

2

SCWs feel that the framework would help them feel valued & protected

4

SCWs want to know how the framework could impact their careers and development

6

SCWs are concerned that the framework could negatively impact the workforce

# The Social Care Profession

When asked about why they entered this career, some Social Care Workers told us they chose the profession with a desire to make a difference in someone's life. A few of them had prior experience caring for friends or family. A few might have picked the role as preparation for other career paths.

And when asked about why they have stayed, some participants described they have considered leaving due to inadequate management and job stress, but have stayed for the rapport and bond they have built with service users. They expressed concerns about less experienced, younger staff being unable to develop such relationships.

In general, the workforce was described as understaffed, with many participants working excess shifts to cover for the insufficiency. This had led to a reduction in the quality of care for the service users, and participants felt overworked and underappreciated for the work they did.

Pay is a significant issue, with many participants feeling that the stress and responsibility did not reflect their wage. Low pay also contributes massively to fostering an impression that this is under-skilled, undervalued work.

Finally, many participants felt unsupported by management, with a disconnect between management and workers on the ground. Management was described as detached and unresponsive, and there was a lack of support for staff during incidents.

*“I think there is a lack of support when there are incidents; for example when you get hit, you’re just supposed to deal with it.”*

# The Social Care Profession: Findings

1

SCWs enter the profession wanting to help others

2

Some SCWs want to leave the profession

3

SCWs have concerns about the future of the workforce

4

SCWs want to see changes in their sector

5

SCWs feel overworked and under pressure

6

SCWs feel underappreciated

7

SCWs feel that management are disconnected

# The H&S Certificate

Many social care workers believed that obtaining a Health and Safety (H&S) Practice Certificate would increase flexibility in employment and save the need for repeated training. They felt that having the certificate would give them the freedom to explore different types of work more easily and help them find a job that fits their needs. They also felt that having the certificate would make them feel credible, recognised, and trusted in their abilities and role.

However, some participants felt that making the certificate mandatory could act as a barrier for individuals who have low confidence in education, deterring them from entering the role. Others stated that service pressures and confidence in education could be a barrier to completing the certificate in a timely manner. Other participants also felt that obtaining the certificate would detract from their previous experience and qualifications.

Overall, care workers emphasised the need for flexibility and support to help care workers access and complete the certification.

*“It would make you feel like your skills are recognised. there’s stigma around Social Care Workers, a feeling that we are unskilled”*

# The H&S Certificate Findings

1

The certificate would save time and energy

2

The certificate would help SCWs feel valued

3

The certificate may act as a barrier to role entry

4

The certificate is perceived as undesirable or unattainable by some



# Appendices

# Appendix A

Further Research Findings:  
Attitudes, Expectations and Motivations

# Report

## Further Research Findings: Attitudes, Expectations and Motivations

### Learning and career progression Attitudes

# 3

Staff feel that learning opportunities are inaccessible

On the contrary, many individuals expressed barriers to learning opportunities. Paying for qualifications, not having enough time and not getting paid for learning time, were prominent themes.

- "I'm on level 2 and I couldn't progress to level 3 because it'd cost me over a £1000"
- "[...] like being told there's no staff- we need you in work and cancelling your training."
- "There's never time for training. I'd have to do it on my days off or AL. We work really long shifts."

16

### Learning and career progression Attitudes

# 4

Staff feel unsupported in learning opportunities

Many participants expressed difficulties accessing and completing some participants expressed learning opportunities.

- "You're setting people support"
- "My manager told me I wanted to last year but they didn't support me"
- "The way training is given seems more stressed so it's not really learning"
- "there's certain things you need to be given support for which means you need management but they don't do it in my own time"

17

### Learning and career progression Attitudes

# 6

Staff feel that career progression is unobtainable

A lack of opportunities to progress in the workforce was discussed by many participants. Participants described observing others staying in the same role for e.g. 10/15 years because of low opportunities to progress.

- "feels like management level is only accessible through a social care degree"
- "There's progression in other industries not in caring"
- "When I first started you had opp of being a senior in your position. That would be a band higher. That's not the case now - you're never going to go higher than band 3"

19



20

### The CIP Framework Expectations

# 2

Staff feel that the framework would help them feel valued & protected

Some participants expressed that accessing the framework would help them to feel valued in their roles. Others also described how gaining access to knowledge could protect them when on duty.

- "Continuous training could protect you from making mistakes"
- "You don't have to have academics. If you have training, it gives you more confidence - makes you feel more valued"
- "Professionalising the profession is the way forward."
- "I think employers would welcome the pathway. It protects them as much as the individual"

### The CIP Framework Expectations

# 3

Staff feel that greater support is needed for the framework

Participants described the framework as supportive of the framework. Participants also described how the framework would help them feel valued and protected.

- "There would need to be support for the framework"
- "Need to have tutors to support the framework within each area to find things tough"
- "It would be good to have someone to show you what you need to do"
- "I want to continue to be supported in terms of management"

# Appendix B

Research Discussion Guides

# Document

## [Research interviews discussion guide](#)

CLIENT	NISCC
DATE	December 2022
PROJECT	J774 CIP Framework and H&S Practice Certificate: Discovery of Front-Line Social Care Worker Attitudes, Needs, and Expectations.
PURPOSE	Discussion Guide - 1-1 interviews

Three different discussion guides are included below:

- Individuals in the profession (more than 2 years)
- Individuals who have left the profession
- Individuals who are 'new' to the profession (less than 2 years)

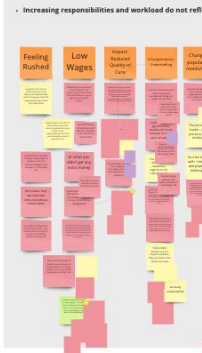
### **Introduction**

- Hi there, this is X calling from Big Motive in relation to you signing up to the Social Care Council Research study. Is now a good time for this research call?
- Thanks for talking to us today, the session will last about 30-40 minutes.
- This session is part of a reform project being undertaken by the Northern Ireland Social Care Council ("The Social Care Council"), who are currently investigating ways to structure and develop a career pathway for social care workers, in addition to a professional development framework and a qualifications-based register.
- We're facilitating these interviews to understand more about your experiences with career pathways and professional development in your employment. In this session we hope to get your thoughts and hopes, as Social Care workers, on what this pathway could look like, and help improve the experience of being a Social Care worker in Northern Ireland.
- This discussion is confidential, and your name won't be used publicly. You're representing yourself, in your role as a Social Care worker in NI so please don't be afraid to speak your mind.
- Before we start there are a few things to let you know:
  - Your participation is voluntary
  - You can ask any questions at any time
  - Notes will be taken of the session and recorded anonymously

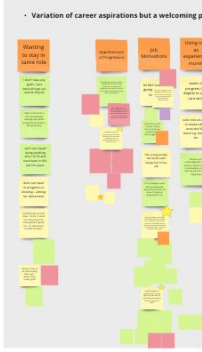
# Appendix C

Research interviews and analysis (Miro board)

Theme 1 - Motivation



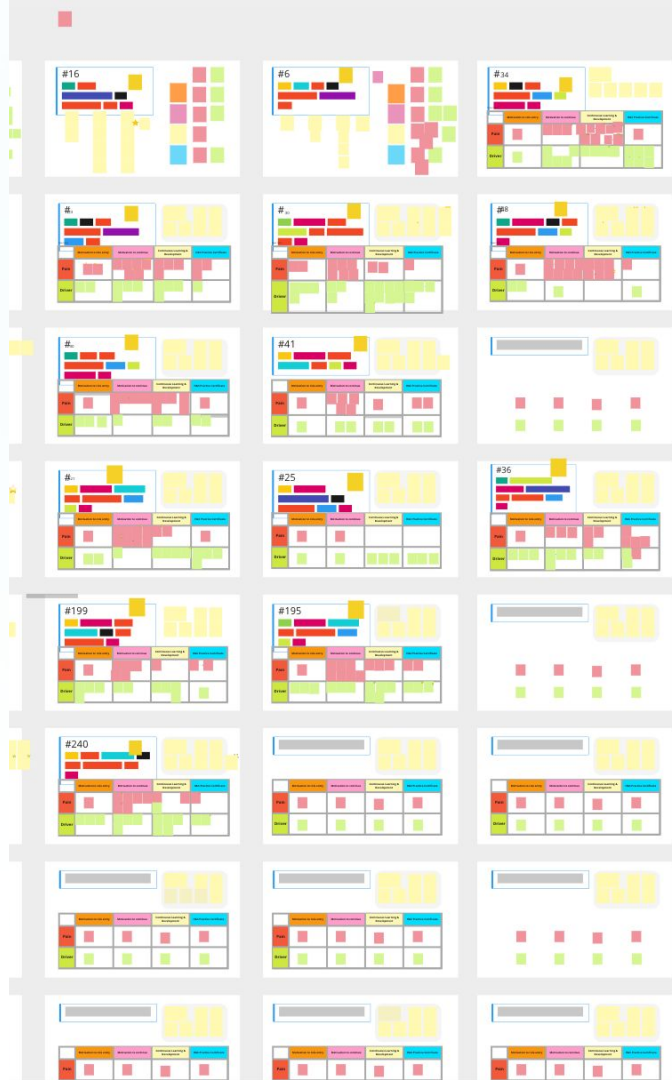
Theme 4



Theme 7

Miro Board

Research interviews and analysis



# Appendix D

Focus group presentation / discussion guide  
(Miro board)



# Miro Board

## Focus group presentation / discussion guide

Discovery of Front-Line Social Carer Attitudes, Needs, and Expectations Towards New Career Development Opportunities

Northern Ireland Social Care Council

Focus Group  
March 2023

Copy of Agenda

**INTENTION** 1) Hear about your experiences with career pathways and professional development within the social care profession  
2) To present a proposed framework and discuss your thoughts, opinions and perspectives on it.

**ROLES** Niamh McConaghy - facilitator  
Hannah Little - note taker  
You - active participants

**TIME** 60 minutes.

**INCENTIVES** Sent out after the session.

write  
share / discuss  
watch / listen

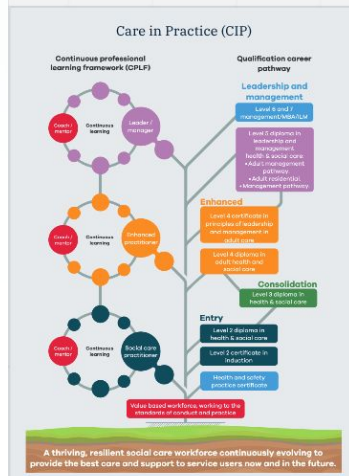
Copy of Check-in



1

**Check-in**

Professionally, where did you see yourself at the start of the social care career?  
**In 10 years, what did you achieve? What were your motivations? What were the barriers you encountered?**



# Appendix E

Survey

## Survey

### Survey Questions

### Survey Results [Summary Statistics, Representative Quotes, and Raw Data]


141			
142	<b>How would you feel about your job title changing to "Social Care Practitioner", instead of the task-focus titles that currently exist (e.g. Domiciliary Care Worker, Residential Care Worker etc.)</b>		
143	<u>Response</u>	<u>Number</u>	<u>Percent</u>
144	I like this idea	93	62
145	I do not like this idea	12	8
146	I don't have any preference	43	29
147			
148	<b>Would you like to do the new entry level qualification?</b>		
149	Yes	77	50
150	No	71	46
151			
152	<b>What impact might the potential new entry level qualification have on new people coming into social care? (Select all that apply)</b>		
153	<u>Response</u>	<u>Number</u>	<u>Percent</u>
154	It could help them to feel recognised and valued	105	
155	It could improve the care and support they provide to service users	105	
156	It could encourage more people to become a social carer worker	78	
157	It could discourage some people from becoming a social care worker	34	
158	None of these	5	
159			
160	<b>Which pathways on the framework would you like to use? (Select all that apply)</b>		
161	<u>Response</u>	<u>Number</u>	<u>Percent</u>
162	The Continuous Professional Learning Framework	77	
163	The Qualification Career Pathway	78	
164	None of these	12	
165	I don't know	21	
166			
167	<b>Please explain your response.</b>		
168	Representative quotes:	"I'm 57 years old and I would like to continue training so I can provide the best service possible "	A recognised qualification would open other job opportunities and probably give greater understanding of my current
169			
170	<b>Would this framework motivate you to progress in your career?</b>		
171	<u>Response</u>	<u>Number</u>	<u>Percent</u>
172	Yes	106	
173	No	42	

# Appendix F

Updated Personas

# Miro Board

## Updated Personas



**NEW!**


"I'm making individuals feel good about themselves. You get to know how they feel like you are a part of their life. I am proud to recall all the people whom you have saved my life. It's rewarding and you feel good at the end of the day. It gives you motivated to continue to learn and develop."


Bio	Experience / Level	Types of roles or job positions	Personality Traits
Cash Moore 23 years Single	Mid-Level 5 years of experience	Starts in nursing home supporting older people Caring people with physical needs and dementia	Caring and empathetic. Leadership skills. Cares for people with innovative and creative ideas. Open to learn & develop new skills. Enjoys collaborative work.
Story	Current Situation	Motivation	
Her parents work in the care sector which influenced her decision to work in the sector after school. She started working in nursing home after achieving Level 2 Health Care Social Care Diploma. She did induction & plenty of training courses. She got very interested in mental health when doing an in-depth course on dementia.	She is about to finish her Level 3 diploma in Health and Social Care. She leaves her work in social care. <b>Goals:</b> She is considering becoming a mental health nurse as she thinks she can better help people that she is supporting this way. She will aim to develop a specialism relating to mental health.	- Motivated by making a difference in people's lives & knowing people with dignity. <b>Thoughts:</b> "I wish this is a field I could contribute to eventually. I enjoy my workster." "When you care for people, you do better."	
Challenges & Issues	Needs		
- Her work is balance sometimes needsy attention as she works long shifts. Spending time with friends can be difficult with her work hours. Sometimes she feels exhausted both physically and mentally at end of the day but knows she's made a difference. - Recently she has been feeling more emotionally affected by her clients' situations and high-press. Their stories and experiences are also a motivation to become a mental health nurse.	- Have a better sense of her own ambitions & opportunities to develop expert knowledge in areas of practice - Be able to understand how she can keep working in social care and develop her knowledge, skills and develop specialism relating to mental health. - Getting support to manage her emotions to avoid feeling too overwhelmed with her client's situations.		

**WORK LIFE BALANCE:**  
On a scale of 1-10, to what extent do they have a good work-life balance? (see time for themselves / friends / family)

**SELF-IDENTITY:**  
On a scale of 1-10, how important is their work to their sense of self-identity?

**AUTONOMY:**  
On a scale of 1-10, how important is autonomy in their work?





**NEW!**


"My initial motivation was getting a satisfying job. But over time, I feel with meeting and helping elderly people. We might be the only person that pass upon to. Just recently I worked after a man who couldn't shave and I got the hair off his neck and that made him so happy! I got it so much satisfaction, it made such a big difference to him."

Bio	Experience / Level	Types of role or job positions	Personality traits
Adrian Hughes 32 years Married	Entry Level 3 year of experience	Care for People with Learning Disability Worker	"I am not normally good at being told what to do. However, I do use it to help to receive guidance." Balance work & life and improve terms & conditions. Lack of consistent work experience - previously temporary work or not working. Not used to authority, protocols and regulations Open to new experiences and learns by doing Prefers individual work. Task-oriented.
Story	Current Situation	Motivation	
She is married with 2 young children who are in pre-school. His wife is a nursing assistant and also works shifts & comes just about matching wages. Earning a living was his main reason for applying for this job. He did not have any qualifications in SC.	He was not passionate about social care but he has slowly discovered his love for his job as people pay to him he is good at it. <b>Goals:</b> Continue working in the residential home. Undertake and achieve a qualification in SC. Move into Day Care Opportunities. Gain employment in Statutory Sector	- Better paid job opportunities - Balance work & life and improve terms & conditions. <b>Thoughts:</b> "We're the only... I need to make progress and get paid more. It's our task up to us that's good."	
Challenges & Issues	Needs		
- Fears of coronavirus - Frustration of not being time to play football because of his shifts, he is a very good footballer and likes to play regularly - Not being able to work in the conditions & terms he would like. - Not being able to have a better income.	- Working social hours so he is able to play football & spend time with his family. - Earn more than a living wage. - More trust and gain more autonomy while doing his job. - Getting guidance to understand the career options that could satisfy his needs.		

**WORK LIFE BALANCE:**  
On a scale of 1-10, to what extent do they have a good work-life balance? (see time for themselves / friends / family)

**SELF-IDENTITY:**  
On a scale of 1-10, how important is their work to their sense of self-identity?

**AUTONOMY:**  
On a scale of 1-10, how important is autonomy in their work?





**NEW!**

"I love working with people on the ground, and feeling like I am going something back. After a while, it feels like you are visiting a family member, but I would also love to progress and get a higher position like management because I know how the staff feel and how we can make improvements."

Bio	Experience / Level	Types of roles or job positions	Personality traits
Teri 40 years Married	Mid Level 12 years of experience	Care for People with learning disabilities Increasing management responsibilities day to day	Leader. Creative and practical. Task-oriented. Empathetic and understanding for people with learning disabilities due to the sister. Seeks for recognition and sense of accomplishment
Story	Current Situation	Motivation	
Married with 2 young children. A boy age 8 & a girl age 10. They football in an amateur team on weekends. Takes children swimming, the girls which she's to ballroom dancing once a week and regularly visits the parents after doing their weekly shop. Has a sister with learning disabilities and visits her once a week in her supported living apartment.	Teri is currently working towards his level 3 leadership in management diploma and looking forward to being a managerial position. <b>Goals:</b> He hopes to be a manager of a day centre or the manager of another social care service.	- He is motivated by ensuring that there are continuous development opportunities for the people in the centre - He is motivated that they receive the best support possible - He is motivated by enabling others, he wants to ensure that the staff work with all the criteria and environment <b>Thoughts:</b> "Having personal time is a difference rather than seeing someone's level 3 leadership management diploma. I hope to take a year"	
Challenges & Frustrations	Needs		
- Getting things done in an efficient team that she has faith superior to this extent of dealing with issues with staff. Feeling that they only come to a manager to not get paid less. - Her own work schedule and managing time. - Her own work schedule and managing time. <b>Thoughts:</b> It is so frustrating to see a manager in a leadership position who is struggling to get things done. Preparing for the 10 years career being in a role in which he had the brand and his suggestions are not taken into account.	- Feel that he has something to focus on and he can help others by completing his tasks. - He is able to use his initiative and able to bring others with him in every situation. - Feel followed and heard.		

**WORK LIFE BALANCE:**  
On a scale of 1-10, to what extent do they have a good work-life balance? (see time for themselves / friends / family)

**SELF-IDENTITY:**  
On a scale of 1-10, how important is their work to their sense of self-identity?

**AUTONOMY:**  
On a scale of 1-10, how important is autonomy in their work?





**NEW!**

"I am new to this, and have only been in the social care worker role for six months. After leaving my previous job I wanted to go back to work and do something meaningful. I am keen on continuing to learn new skills so I am able to be successful with it."

Bio	Experience / Level	Types of roles or job positions	Personality Traits
Sarah Wilson 34 years Married	Entry Level experience only	Charity care worker Care for People with learning disabilities	Caring and empathetic. Motivated by creating a new career and keep herself active and economically independent. Can work autonomously but most enjoy being part of a supportive team.
Story	Current Situation	Motivation	
Married with 2 children that left home for university. Recently took redundancy for a career of 25 years working in a high street bank. - She enjoys volunteering with Action Cancer because of the support she has received in the past towards her family.	She is currently a 2nd year in social care as it fits with her caring nature and values. <b>Goals:</b> - Hoping to gain an over-seeing officer from my previous job. It is a skill I've strong. But also hoping - To my previous employment when you were on holiday. Nobody would call you	- She is motivated to keep herself active, and productive with a renewed sense of purpose and gain something back to her community. <b>Thoughts:</b> "I'm trying to gain an over-seeing officer from my previous job. It is a skill I've strong. But also hoping - To my previous employment when you were on holiday. Nobody would call you"	
Challenges & Frustrations	Needs		
- Handling some days the shifts and going from home to office. Not having something permanent to work with and with a recurrent job. - Doing physical work at her age - it's hard and tiring sometimes.	- Increased purpose, values but some feel self-motivated and excited about the new career. - Learn new skills and gain new knowledge - Find a permanent role with a more varied routine - Find jobs that require less physical work.		

**WORK LIFE BALANCE:**  
On a scale of 1-10, to what extent do they have a good work-life balance? (see time for themselves / friends / family)

**SELF-IDENTITY:**  
On a scale of 1-10, how important is their work to their sense of self-identity?

**AUTONOMY:**  
On a scale of 1-10, how important is autonomy in their work?



**BIGMOTIVE**

Thank you.

