12.55pm – Lunch
Poster Viewing & Voting
Paul Murphy, Emily Moore and Ruairi Lawther

Drama Presentation
Breakout Afternoon Sessions
Commencing 1.55pm – 2.55pm

Room 1 - CHICHESTER ROOM
Chaired by Paul McConville, Department of Health

Room 2 - DEERPARK ROOM
Chaired by Caroline McGonigle, Northern HSC Trust

Room 3 - ASHLEY ROOM
Chaired by Janice Bailie, R & D Division Public Health Agency

Room 4 - FISHERWICK ROOM
Chaired by Maxine Gibson, Health & Social Care Board
2.55pm - Tea & Coffee
Paul Webb and Peer Group
Perspectives on Co-Production

Supported Decision Making

Experiences, Approaches & Preferences
Research Team

- Paul Webb, Research Manager Praxis Care
- D. Falls, Researcher, Praxis Care
- Fionnuala Keenan, Peer Researcher, Praxis Care
- Christine Mulvenna, Communications and Events Manager Mencap NI
- Rosalie Edge, Community Support Officer, Mencap NI
- Barbara Norris, Peer Researcher, Mencap NI
- Aine Owens, Peer Researcher, Mencap NI
- Gavin Davidson, Professor of Social Care, Praxis Chair of Social Care, Queen’s University Belfast
- Berni Kelly, Senior Lecturer, Queen’s University Belfast
- Aisling McLaughlin, Research Fellow, Queen’s University Belfast
- Lorna Montgomery, Lecturer, Queen’s University Belfast
- Rebecca Shea Irvine, Research Fellow, Queen’s University Belfast

Contact: paulwebb@praxiscare.org.uk
Barbara talks about her peer researcher experience.
Why research decision making?

- Making decisions about your own life is a key part of independence, freedom and human rights.

- Without support sometimes people are not able and/or allowed to make their own decisions.

- The Mental Capacity Act (Northern Ireland) 2016 is a new law with guidance to respect everyone’s rights and the need to support people to make their own decisions.

- There is not enough information available about how to support decision making, especially information about peoples own experiences.
• **Peer researchers** interviewed 41 people with mental ill health and/or learning disabilities

• They asked lots of questions about:
  - People’s experiences of decision making
  - What types of support people have had when making decisions
  - What people liked or disliked about the support they have received
What we found

- Everyone has different experiences of decision making.
- Everyone has different feelings about support when making decisions.
- Participants identified a range of supporters with particular ‘qualities’.
- Participants identified a range of supports which were useful depending on the situation.
- There were three factors which made decision making harder.
Co-production is not just a word, it’s not just a concept, it is a meeting of minds coming together to find a shared solution. In practice, it involves people who use services being consulted, included and working together from the start to the end of any project that affects them.

--Think Local, Act Personal 2011
Why Co-Production?

• To produce research which is informed by people with lived experience.

• To provide opportunities for ‘everyone’ in the team to benefit from their involvement in the project.
Keywords

power job
participatory advisory advisory
responsibility employment
relationships balance
encouragement choice
confidence
enjoyable

listening

training

team core neutral dialogue flexibility
trust safe opportunity communication
voice transformation egalitarian

hope positive meetings

democratic valued
Process

- Reference group identifies research area for study.
- Involvement of ‘International Advisory Group’.
- Partnership Agreement.
- Open recruitment process for paid positions.
Process II

- Training for peer researchers provided.
- Development of data collection tools with accessible equivalents.
- Purposive selection of interviewees.
- Matching of peer researchers with interviewees.
- Support and debriefing following each interview.
- Regular team meetings.
Process III

...with opportunities for peer researchers to work on:

- data analysis
- report writing
- public speaking.

...according to their interests and goals.
Pros of Co-Production

- Disability can be an asset.
- Challenges stereotyping.
- Develops skills of all team members.
- Makes it possible to collect good quality data.
- Encourages dissemination which is impactful and accessible.
- Gives peer researchers the confidence to take on new projects.
Cons of Co-Production

- Time to conduct the project.
- Issues around decision making and power dynamics.
- Issues around when and how to be involved.
- Participant distress.
- Employment comes to an end when the research project is complete.
- Difficulty of facilitating involvement during the unfunded stage of project(s).
- An ‘emergent’ research design is a ‘difficult sell’.
Removing Barriers 1

- Key stakeholders need to be aware that research involving people with lived experience takes time.

- Establish how decisions will be made in the partnership agreement.

- Create a co-design checklist at the start of the project and continuously review!

- Enable people with lived experience to make their contribution in different ways and at different levels.
Removing Barriers II

- Provide thorough training.

- Lobby for the creation of funded peer researcher panels which exist beyond the life of a specific project.

- Provide signposting to benefits advice.

- Advertise the fact that the post of peer researcher exists!

- Establish a forum where peer researchers can share their reasons for doing research.
Aine talks about her peer researcher experience.
Concluding Comments
Thank you!

Thank you for listening to our presentation!

The project report is available from the Disability Research on Independent Living and Learning (DRILL) website

http://www.drilluk.org.uk/
Developing a Professional Doctorate in Social Work

Catherine Maguire
Northern Ireland Social Care Council

Professor Brian Taylor
Ulster University

Dr Karen Winter
Queen’s University
Advanced Scholarship Award in Social Work

Catherine Maguire, NI Social Care Council
Karen Winter, Queen’s University Belfast
Brian Taylor, Ulster University
Current Social Work Education & Training

- Regulate Social work Workforce, Education and training at Qualifying and Post Qualifying Levels
- 6,302 Social workers and 761 social work students across HSC, Justice, Education and Voluntary sectors
- Education and Training Partnerships with Employers, Academia and other Stakeholders

- CPD Framework for Social Work – as part of Registration
- Aligned to PG Academic levels: PG Cert/PG Dip/MSc

Professional Awards:
- Consolidation (for newly-qualified, incoming and returning workers)
- Specialist (specialist skill areas, practice teaching, supervision, management)
- Leadership (Leading and Influencing others)
The Journey ..... 

- Social work achievement at D level
- QUB – professional doctorate in Childhood studies (D child) since 2007
- Concern by social workers that doctoral qualifications not professionally recognised
- Building on qualifying and post-qualifying partnership working
## Drivers - Professional Social Work Award at Doctorate level

<table>
<thead>
<tr>
<th>Professional Needs</th>
<th>Employer Needs</th>
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<tr>
<td>On a par with related professions</td>
<td>Employers want more robust, evidence-based services</td>
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<tr>
<td>Progression beyond Masters</td>
<td>Need innovative, strategic thinking to develop services</td>
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<tr>
<td>Development of Principal Practitioner role</td>
<td>Developing (‘making sense of’) outcomes-based accountability</td>
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<tr>
<td>PhD focus on research skills; BUT what is required is:</td>
<td>Strong professional base in integrated service structure</td>
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<tr>
<td>Beyond MSc level in complexity and depth</td>
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<tr>
<td>Focus on innovation and strategic development rather than research itself</td>
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<tr>
<td>Option for learning to be in bite-sized chunks</td>
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Development of Award

Partnership Approach

- Northern Ireland Social Care Council
- Health and Social Care
- Queen's University Belfast
- Ulster University
- Extern
- Pdni

Shaping the Award

- Articulate rationale for award
- Routes to achievement
- Fit with academic achievement
- Requirements (9)
- Approved by the Professional in Practice Partnership and NISCC
- Guidance Documentation
Options for Achievement

- Accreditation of Prior Learning (certificated or experiential)  E.G. PhD study, Research Fellowship, strategic policy development

- Programmes approved by NISCC, provided by a partnership of University + employer  E.G taught doctorate

- Modular, self-directed learning led by employers with university support  E.G Individual Assessment Route
Stakeholder Interests

- Integrated partnership of perspectives:
- Employer role: relevance to current issues & service development
- Academic role: rigour, transferability of learning, theoretical basis
- Regulator role: meeting professional standards
- Embodying & supporting development of professional perspectives
Delivering what is needed for the profession

• Social worker as **practitioner**
  - Ensures focus on practice-relevant knowledge and skills

• Social worker as a **professional**
  - Development of stronger knowledge base
  - Facilitates integration of professional values

• Social worker as a **social scientist**
  - Incorporates high level of cognitive skills applied to the work

Delivering what is needed for employers

• Structure to develop the knowledge and skills required for innovative strategic service development

• Learning and assessment must be clearly work-relevant

• Employer support is essential regardless of who pays the fees (evident workplace benefit is essential)

• Must demonstrate work-place benefit from assessed work (projects)

• Efficient knowledge-transfer partnership working
Delivering what is needed for individuals

• Opportunity and support for individuals to develop beyond the current post-qualifying framework

• Stimulus of creative learning environments

• Flexibility of framework within which various routes to a doctorate-level qualification will be available

• Academic qualifications (including doctorates) are an international currency readily understood across professions and jurisdictions
“The professional doctorate has challenged me to think more widely and deeply than any other course I have ever attended. This form of study over a number of years allowed my thinking to mature and develop to doctoral level. I now make a significant contribution to health and social care in a way that I simply wouldn't have been able to before.”
SW DChild student

"The Professional Doctorate is unquestionably a superb way of developing both professionally and academically. Gaining a Doctorate by this flexible and stimulating method, ensures that one can focus on projects that are of critical importance for one’s organisation, both operationally and strategically. One gets a real sense of making a truly transformative difference to the lives of service users due to the focus on real practice oriented research. My employer was exceptionally supportive of my research, seeing the difference it made directly to improving the service. A truly rewarding experience!"
Potential and Limitations

- An attractive option when funding is tight!
- High knowledge exchange/impact potential
- Requires good partnership working
- Challenging time wise given that the doctorate runs alongside full-time jobs/family commitments
- Employers perspectives – value added of doctoral level qualifications
- Sometimes an uneasy relationship between research, theory and practice
Advanced Scholarship Award in Social Work

June 2019
Interested?

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Anne McGlade

Social Care Lead
Health & Social Care Board

Close and Evaluation

#socialworkmakesadifference