ADULT AND CHILDREN'S SOCIAL CARE PRACTITIONER RESEARCHER DEVELOPMENT PROGRAMME: HANDBOOK 2023

WELCOME

Congratulations, and a very warm welcome to the Adult and Children's Social Care Practitioner Researcher Development Programme Pilot. The programme is an exciting opportunity for you to make an impact on practice undertaking a research project that is of strategic importance to your organisation. To support you in achieving this aim the programme provides:

a. Structured research skills and personal development programme 3x2 days (residential) – details below.
b. 36 days release from your 'day job' (3x2 days residential structured programme plus 30 days study leave).
c. An academic supervisor.
d. Coaching.
e. An award of up to £4,000 to spend on your research project.
f. Access to the University of Salford Library

Your employer has provided you with 36 days release (30 days study leave and 6 days residential). Your employer is entitled to claim up to £3,000 back-fill for you for your release.

You will be required to take part in group coaching during the residential workshops and a final recall event 3 months after completing the programme.

DELIVERY TEAM

Prof Hugh McLaughlin h.mclaughlin@mmu.ac.uk
Dr Ann Potter ann@obrienpotter.com
Prof Bill Campbell bill.campbell@researchnorthwest.nhs.uk
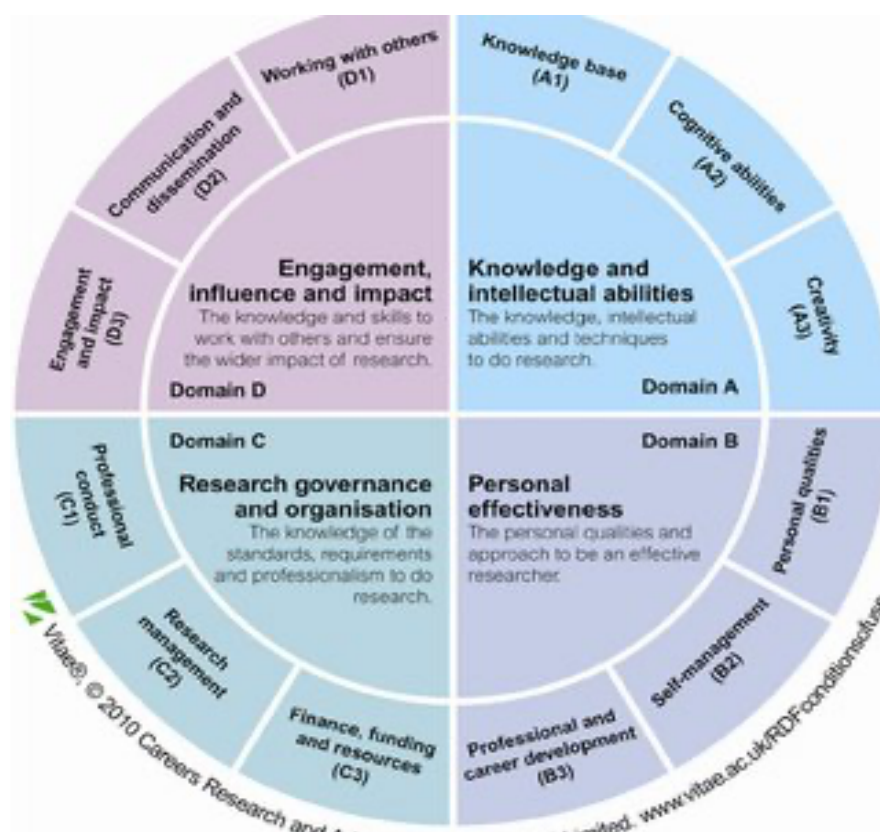**Jana Kennedy** jana@jana-kennedy.com
Leanne Gregory leanne.gregory@researchnorthwest.nhs.uk

PROGRAMME OVERVIEW

The programme provides award holders with an introduction to essential aspects and roles within practitioner research from research design and data management through to undertaking research. It is designed to provide dedicated time to enable award holders to gain a broad understanding of the world of adult and children's social care research and thereby help them to determine if this is an avenue for their further personal and professional development. The programme offers award holders the opportunity to 'dip their toes' into practitioner research with the intention of creating 'modest, but significant changes for practice'.

The programme not only seeks to develop research skills but is informed by the Researcher Development Framework (RDF) developed by VITAE (see figure 1 below), an empirically validated theoretical framework used extensively within higher education to provide a sound underpinning to the development of any academic or practice-based researcher.

Figure 1: The Vitae Researcher Development Model

https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework

The first residential will include further information about how the programme works, and there will be the opportunity for questions and discussion.

FUTURE DATES:

11th & 12th October 2023: Lancaster House

10th & 11th January 2024: The Last Drop, Bolton

10th & 11th April 2024: Venue TBC

It is important that you attend all the residential dates.

If you are unable to attend any day due to illness or other emergency, please contact Hugh or Ann as soon as possible to discuss this (contact details above).

LEARNING OUTCOMES

On successful completion of the programme participants will be able to:

1.   Construct and complete an independent research project, which answers a specified research question.

2.   Collect and critically analyse research data and literature presenting results concisely and identifying recommendations for practice.

3.   Explain ethical issues and critically apply appropriate ethical principles, standards and procedures to the chosen area of study.

4.   Communicate the purpose, design, implementation and results of your research through verbal presentation, creative poster and research report.

5.   Identify your personal goals and development needs in terms of your practice and research linked to the Vitae framework.

LIBRARY ACCESS & INDUCTION

For the duration of the programme, you will have access to University of Salford's online academic library, which will enable you to search and read academic journals, e-books and other resources.

During the first residential, there will be guidance from a member of the Salford University's library team as to how to access the university library, and how to embark on academic searching for literature reviews. There will also be a session during the first residential where you will be supported to begin literature searching in relation to your research question, to set you on your way!

Your contact for the University of Salford's library team is: library-HealthandSociety@salford.ac.uk

PROGRAMME OUTPUTS

During the programme you will be supported to complete 3 research outputs. All 3 of your research outputs will relate to your research question and will include focussed recommendations for practice and further research. In the first residential, and in your meetings with your academic supervisor you will be supported to focus and refine your research question.

1. **A creative research poster**
   You will be supported to develop and produce a creative research poster, which will be used to present your research at the final residential, and hopefully at a celebration event after the programme has ended.

   Your creative research poster may also be used if you attend research conferences and other professional or sector events.

   Guidance will be provided in the residentials about format, content and how to achieve impact!

2. **An oral presentation**
   You will be guided and supported to develop a short oral presentation about your research, based on your creative research poster, which you and the other programme award holders will deliver at the final residential meeting.

   The residentials will include guidance, tips and techniques for effective oral presentations, as well as coaching, confidence building and peer support.

3. **A 3000 – 4000 word research report**,

   This report for your organisation will contain the results of your research with focussed recommendations for practice and further research.

   Your academic supervisor will support and guide you to produce a 3000-4000 word research report. This will be based on your research question and will comprise an executive summary, a focussed literature review, clear findings and recommendations for practice and further research, and appropriate academic referencing.

   The report is submitted to your employer to inform them of your research findings and promote impact in practice.

   The report is also submitted to the programme delivery team, however, it is not academically marked.

Further guidance and support about the format and content of your report (see Appendix 1) will be provided in the residentials and by your academic supervisor.

COACHING

About your coach, Jana:

I work with individuals, groups and teams to clarify goals and support them to find solutions to their current needs.

I am described as honest, warm, direct, fun and supportive. My coaching draws on a range of traditions and walks of life (including compassionate leadership, creativity and innovation, performance, facilitating, sociology of fun, the amazing Brene Brown's research into vulnerability, Amy Cuddy's research). I challenge and provoke individuals to become more aware of the choices they are making, to identify alternative choices they could make, and to have the self-belief, confidence and trust to make the changes they see as important.

I believe you have the resources you need to resolve your own problems or challenges, including the resources to seek appropriate advice or guidance. My role as a coach is to form a relationship that enables you to develop personal resourcefulness through questioning, supporting and challenging, including offering alternative perspectives.

I encourage participants to move beyond reflection and try things out! Coaching provides a safe context to design sets of actions, test them out and assess what is learnt.
I know that group coaching provides a powerful format to harness the collective wisdom and knowledge of the group, while challenging you to apply learning to their own situation.

What are the benefits of coaching?
I strongly believe that given supportive listening spaces we can all achieve our full potential, and that we all have inner resources such as knowledge, experience, skills and intuition that coaching helps us to access.

Coaching sessions provide a space where people can think, talk openly and safely, a chance to check out their assumptions, and to be heard. To be listened to can often be a gift that brings about positive change in understanding, self-confidence and decision making.
Coaching spaces are confidential, where you are encouraged to bring honesty and authenticity.

Group coaching
The group is generally up to seven people and will be part of a strong community of practice. It always starts with a foundation session, and then the group coaching continues to build on that first session, harnessing the wisdom of shared learning, while also providing a context in which you report back on your learning, achievements and current challenges or issue you're facing.

Group coaching is designed so that you work on your priorities, while there is also space to explore shared themes, for example being assertive, relationships, creativity, time management, listening, working from strengths, conflict, maintaining focus.

FINANCIAL INFORMATION

USE OF EMPLOYER CAPACITY AWARD

This award is to facilitate the award holder's full engagement in the programme and to support the employing organisation to facilitate this. A maximum allocation of up to £3,000 per organisation, per awardee, is available.

- The award is to create capacity to enable the award holder to participate in the course and is not designed to necessarily fund a like for like replacement. It may be used for any of the following: overtime payment, agency staff, acting-up payment.
- Awards will be paid retrospectively upon production of evidence of the capacity support provision.
- This award is a **contribution** to the employer capacity support.
- All applications need to have the explicit approval of the applicant's line manager and the agreement that if no capacity creation is provided, the applicant will be released for 30 days to complete the course successfully.
- Prior to any agreement being put in place for capacity creation, if either the employer or employee are unsure about the creation of capacity to facilitate the applicant attending the course, they must seek clarification for NHS R&D NW.

PERSONAL AWARD TO THE APPLICANT

Maximum personal award available per awardee – up to £4,000.

- Clarification of any spend needs to be sought from NHS R&D NW prior to any expenditure.
- Monies will be held by NHS R&D NW and awardee draws down from their award through the NHS R&D NW admin team.
- In some instances, i.e., purchasing software that needs registering, awardee can make purchases and upon producing a receipt will be reimbursed.
- For anyone wishing to use their award to purchase additional 1-2-1 coaching sessions, the awardee needs to contract directly with the coach and claim for reimbursement.
- Funds will be accessible for 12 months from the start date of the programme, following which any unspent or non-committed expenditure will no longer be available.
- A list of typical expenditure for the personal award is below.

PERSONAL AWARD EXPENDITURE, £4K

Examples of how you can spend your personal award.

- Courses – online or face-2-face
- Conferences – national / international
- Journal Subscriptions

- IT equipment / software / accessories *(IT equipment will be limited to one item only, i.e., laptop or tablet. Mobile phones are not eligible.)*
- Books
- Associated costs with producing a poster
- Associated costs with publishing a paper
- PPIE groups – room hire / expenses for public members
- Travel expenses
- Expenses to visit experts in your field
- Support for a small study *(may need to purchase additional software licences such as stats or qualitive analysis packages*

APPENDIX 1

GUIDANCE FOR RESEARCH REPORT

PREPARING YOUR RESEARCH REPORT – INFORMATION AND GUIDANCE

STRUCTURE:
> **Title page**
> **Executive summary**
> **Research Report**
> 1. Introduction
> 2. Research question and aims
> 3. Methodology
> 4. Discussion and analysis of literature
> 5. Conclusions and recommendations
>
> **References**
> **Appendices** (if applicable)

WORD LENGTH & FORMATTING:
- The word length for your report is between 3000 and 4000 words. Your report should be within these limits. Not all sections are included in the word count – see information below for further details.
- Please include page numbers in your report document.
- Once you get to the Research Report section itself (ie after the Title page and Executive Summary), you should number the sections and any headings/sub headings within the report.
- You may want to include a Contents page after the Title page.

INFORMATION & GUIDANCE ON CONTENT & FORMAT:
Title page
- Include the title of your study (this may be your research question), your name, job role and organisation.

- Include the date of your report.
- Refer to the Research Report being produced as part of the NHS R&D North West Social Care Practitioner Researcher Development Programme Pilot.
- Note: this page does <u>not</u> form part of the word count.

Executive summary
- The purpose of the Executive Summary is to provide a complete yet concise overview of your Research Report, which a reader may use to decide whether they will read the whole report (similar to an abstract for a research paper/journal article). As such, you may want to write your Executive Summary last, after you have completed writing your full Research Report.
- The Executive Summary should be no more than 1 page in length.

- You should use the same numbered headings as in the Research Report itself: Introduction, Research question and aims, Methodology, Discussion and analysis of literature, Conclusions and Recommendations.
- You will need to summarise each of the sections however, your research question and your bullet point recommendations should be provided in full.

Research Report

1. **Introduction:**
   - Briefly say why the topic was selected and its importance to you and your organisation/area of practice (consider links to social justice).
   - Outline and briefly explain the structure/layout of your report.
   - Consider including a brief explanation of terminology/glossary of key terms (if appropriate).

2. **Research question and aims:**
   - State your research question for your study, as agreed with your academic supervisor.
   - Outline the aims of your study.
     For example: "*This study aims to explore and analyse existing literature and research in relation to (insert your topic/research question) and to make recommendations for practice/policy/further research (include any/all as appropriate).*"

3. **Methodology:**
   - State your methodology – be brief! This is likely to be a qualitative or mixed methods approach, within which you will undertake a focused literature search followed by an analysis of identified sources, in relation to your research question.
   - Explain your search strategy. Include a <u>brief</u> explanation of how your research question led you to your chosen key words for literature searching, as well as the range and types of sources searched. Depending on your research question, these are likely to include: journal articles, books, government publications, LA procedures, advocacy groups, charities etc.
   - *Briefly* explain your method for organising and analysing your sources. This is likely to be a thematic analysis, with the themes generated forming headings/sub-headings for your discussion section.

4. **Discussion and analysis of literature:**

- This section should be a concise, critical overview and commentary on the relevant, published literature relating to your research question.
- You should demonstrate awareness of differing arguments, theories and approaches, identifying key points, areas of controversy/disagreement and any 'gaps' in literature (and in turn in our knowledge).
- You may want to provide a <u>brief </u>summary of key points at the end of this section.

  Remember:
- This is more than just a long description!
- Think about using sub-headings to organise and structure this section (eg. order by key themes/ inverted pyramid: going from the contextual to the specific);
- Choose quotes carefully. Keep quotes brief and to explain the quotation – quotes should be used to illustrate/evidence <u>your</u> analysis of the material.

- Reference properly – use the Harvard method [*insert link here to Salford Uni library webpage?*]
- Ensure your discussion and analysis is 'anchored' to your research question and the aims of your study – remember, you won't be able to say everything there is to say about your topic area, so focus in on what is relevant to your research question.

5. **Conclusions and recommendations:**
- Summarise what you did for your study and what you found out in relation to your research question.
- Explain what this means for practice/policy/further research in your area of work/organisation.
- Formulate some clear recommendations and present these as bullet points (usually this will be around 3-5 recommendations and could be for practitioners, managers or policy makers).
- This section should not introduce any new material/analysis.
- This section should flow from the previous sections and your report should demonstrate a clear, logical thread from your research question, through your methodology, discussion and analysis to your conclusions and recommendations.
- <u>Note:</u> make sure you allow enough of the word count for this to be a 'strong' section. This section, along with the Executive Summary is what busy people will read first!

References:
- List your references in this section. Your references are every source you have referred to in your report – whatever type (eg. web-based, hard copy, academic journal article, practice guide/policy document).
- Use the Harvard method to cite your sources within the body of your report and to construct your 'References' list for this section – Salford University library webpages has useful information and guidance on this.
- The purpose of the References section is to evidence your sources and to enable your reader, if they so wish, to trace all your sources and access them for themselves.
- This is not a 'Bibliography' section, so you should only include those sources that you have cited in the body of your report.
- Note: this section does <u>not</u> form part of the word count.

Appendices:
- Depending on your study you may want to include Appendices and refer to them in the body of your report. If you do, try to keep the number of Appendices to a minimum!
- Examples of relevant Appendices could include a 'table of sources' from your literature search illustrating how you organised your thematic analysis, or a flow chart of a process in practice.
- Appendices are usually numbered Appendix I, Appendix 2 etc and they come at the end of the report document. Remember to give each Appendix a title and provide the source, if relevant.
- Note: Appendices do not form part of the word count.

APPENDIX 2

Useful Social Work & Social Care Research Resources

Some Useful Journals

- British Journal of Social Work
- Child Abuse Review
- Critical and Radical Social Work
- European Journal of Social Work
- Gerontological Social Work
- International Journal of Social Work
- Qualitative Social Work
- Journal of Adult Protection
- Journal of Social Work
- Journal of Social Work Practice
- International Journal of Social Work
- Practice
- Qualitative Social Work
- Social Work Education: The International Journal

List of social work & social care resources:

- BASW
  https://www.basw.co.uk/what-we-do/policy-and-research/socialwork-knowledge-and-research
- Community Care https://www.communitycare.co.uk/
- Department for Education
  https://www.gov.uk/government/organisations/department-for-education/about/research

- Department for Health and Social Care
  https://www.gov.uk/search/research-and-statistics?organisations[]=department-of-health-and-social-care&parent=department-of-health-and-social-care
- European Social Work Research Association Special interest groups
  https://www.eswra.org/sig_main.php
- James Lind Alliance Top 10 research priorities for social work:
https://www.jla.nihr.ac.uk/priority-setting-partnerships/adult-social-work/top10-priorities.htm
- National Institute for Health and Care Research (NIHR) https://www.nihr.ac.uk/
- National Centre for Social Research http://www.natcen.ac.uk
- Research in Practice https://www.researchinpractice.org.uk
- Research in Practice for Adults https://www.sscr.nihr.ac.uk/about-sscr/
- Shaping Our Lives https://shapingourlives.org.uk/ works with people , especially those facing the biggest barriers , to build more inclusive services and support.
- Social Research Methods   http://www.socialresearchmethods.net/
- The Social Research Association   http://www.the-sra.org.uk/
- The Economic and Social Research Council http://www.esrc.ac.uk/
- The Kings Fund https://www.kingsfund.org.uk/about-us

- The School for Social Care Research, LSE https://www.sscr.nihr.ac.uk/about-sscr/

Jana Kennedy Fun/Play/Creativity references 2023

Book References:

'Humour, Seriously' Jennifer Aaker & Naomi Bagdonas
'Presence' Amy Cuddy
'The Coaching Habit' Michael Bungay Stanier
 'The sociology of fun' by Fine and Corte
'The ambiguity of play' by Brian Sutton Smith
'Playful learning' by Nicola Whitton and Alex Moseley

After Cultural Theory: The Power of Images, the Lure of Immediacy:
https://journals.sagepub.com/doi/abs/10.1177/1470412911430461
Cochrane Better posters:
https://www.cochrane.org/news/betterposter-templates-cochrane-colloquium-attendees
Impactful posters:
https://www.liverpool.ac.uk/media/livacuk/computingservices/printing/making-an-impact-with-your-poster.pdf
Story Telling in academic writing:
https://journals.aom.org/doi/10.5465/amj.2013.4003
Importance of storytelling:
https://brenebrown.com/podcast/brene-with-gabby-rivera-on-superheroes-storytelling-and-joy-as-resistance/

Activity References:
Street Wisdom
Lego Serious Play

Tedtalks:
https://www.ted.com/talks/brene_brown_the_power_of_vulnerability

https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are?

Salford University Library – publicly available resources

Harvard Referencing Guide (APA 7th Edition)
https://www.salford.ac.uk/skills/referencing/apa-7th-edition e- Learning resources with downloadable referencing guides in the 'Referencing in practice' section.

Library skills e-Learning modules
https://www.salford.ac.uk/skills/e-learning some of these are introductory – they may be helpful as a refresher but not all will be relevant to you.
https://www.salford.ac.uk/skills/writing-at-university in particular: 'Using evidence in your work'.
https://www.salford.ac.uk/skills/academic-integrity-referencing