

# Results in England, Project evaluation

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**TDAR**  
Transfer and Development of ArbetSam Results



## OSEC

### Oxfordshire Skills Escalator Centre

Social enterprise based in south-east England

Ex-local authority adult education unit

Research & development to support  
non-formal, informal learning for  
low-paid workers

Extensive work in health, social care

### Route to TDAR

Introduced to Språksam, Arbetsam via European networks

Helped with translation of materials into English



## OSEC role in TDAR

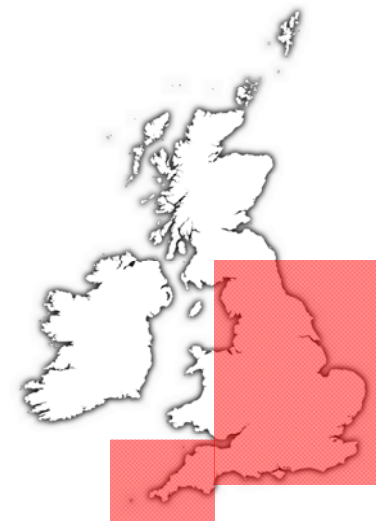
Co-ordinate project evaluation

Disseminate, test Arbetsam approach in England\*

\*UK = four nations, separate administrations

England, population 54 million

Scotland, 5m   Wales, 3m   Northern Ireland, 2m



## Dissemination, testing of Arbetsam approach

**Plan** Test Arbetsam approach via **consultation** with employers, learning providers & policy makers via **OSEC network**

### OSEC network

#### Skills for Care

Government agency responsible for **adult social care workforce skills**

#### NATECLA

National association of teachers of **English to adult migrants**

#### Oxfordshire County Council

Local authority responsible for **commissioning** adult social care in OSEC locality, with interest in workforce capacity, capability

# Questions, challenges

## Arbetsam approach

1. Response to **specific circumstances in Sweden**
2. **Multi-dimensional** conceptually + methodologically

**Relevance of approach** to English context?

**How best to communicate approach** to diverse, busy audience in English context?

How to **avoid** 'in one ear, out the other' communication and achieve some degree of genuine transfer?

## Adult social care in England

Large, fragmented sector: 17 000 employers, 39 000 establishments

1,5 million paid workers

**Privatised**, but heavily regulated

75% of workforce in unqualified support roles

Migrants = 20-25% of workforce, mostly in support and nursing roles

### Issues, concerns

Health and social care system under severe pressure (funding etc)

Chronic issues around **recruitment, retention** of support staff, nurses

Highly publicised breakdowns in **quality** linked to **values, behaviours**

Persistent concerns re **core skills** (literacy, language, employability skills)

## Skills of support staff in England

Competence developed **in role**, via **workplace learning**

Basic occupational competence defined by national standards, EQF level 3

**Employers** responsible for skills of staff

National qualifications available, but **not** required – regulation focuses on quality of care for people who use services

### Formal workplace learning

Induction + diploma to develop basic occupational competence, EQF level 3

Further development via service and role-specific training, EQF levels 3, 4

Approaches: e-learning, classroom, portfolios, workplace assessment

**Learning providers** = e-learning providers, in-house trainers, local authorities, private training companies, colleges of further education

## Language learning for migrants

English language learning for adult migrants provided via adult education

Cost shared between learner, government

Learning providers must deliver national English-for-migrants qualifications

### Workplace English language learning

#### **Government view**

*Employers who hire staff with limited English should pay full cost of English language training*

No public funding for workplace English classes

#### **Employer view**

No money to pay for English classes

Staff only hired if they have adequate English

Impractical to release staff for non-essential training



# Agendas, initiatives

## Values, behaviours

Social Care Commitment – quality mark to reinforce values, behaviours via voluntary commitment by employers, staff

## Core skills

National core skills strategy calls for employer-led workplace learning to develop literacy, language, employability skills

## Workplace culture

Promotion of positive workplace cultures to support safety, quality improvement, staff retention



### Core skills

A strategy to support functional and employability skills in the adult social care workforce in England



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**Culture**

Positive workplace cultures are central to an organisation's success or failure, and are never more important than when the service is providing people with care and support. Positive workplace cultures in social care not only address productivity and the health and wellbeing of staff, but also look to improve outcomes for those who need care and support services.

Skills for Care has developed the Culture for Care: your toolkit for all social care and support employers, regardless of size or services delivered.

The toolkit, which can be accessed online or ordered in hard copy, explains why a positive workplace culture is so important, details the

**Culture for Care: Your toolkit**

A series of online cultural values and assumptions Needs and expectations Needs and expectations Needs and expectations Needs and expectations Needs and expectations Needs and expectations

1. Needs of communication 2. Connect with culture 3. Collaborative relationships and change

Click here to enter the toolkit

# OSEC dissemination, testing

Three consultative workshops

- **NATECLA national conference**  
English language learning providers
- **Skills for Care workshop**  
National employers, vocational learning providers, policy makers
- **Oxfordshire workshop**  
Local authority, employers, vocational learning providers

Arbetsam products available in English

Approach promoted in national employer guidance

# Skills for Care employer guide to core skills

Arbetsam approach described in national guidance available online at [www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)

## Two interesting ideas from Sweden<sup>3</sup>

ArbetSam, a large workforce development project in Stockholm, developed two innovative roles to support peer learning in social care workplaces: reflective discussion leaders and language advocates. Both roles are filled by care staff on a voluntary basis. Reflective discussion leaders lead structured discussions with colleagues in their workplace that focus on a specific issue or a topic of concern, such as supporting relatives or person-centred care. Participants share experiences and ideas to arrive at a common approach or solution.

Not unlike parts of the UK, in Stockholm a high proportion of care workers come from overseas and some have limited Swedish. To help address language issues, the project developed language advocates.

Language advocates are care staff who support language development in their workplace. This includes helping colleagues with workplace documentation and communication with people who need care and support. The advocates were also trained to raise awareness among colleagues and managers about how people learn second languages.

## [Watch a short film on the Swedish approach.](#)

1 [www.skillsforcare.org.uk/Standards/The-Social-Care-Commitment/The-Social-Care-Commitment.aspx](http://www.skillsforcare.org.uk/Standards/The-Social-Care-Commitment/The-Social-Care-Commitment.aspx)

2 <http://www.skillsforcare.org.uk/Skills/Core%20skills/Learning-through-Work.aspx>

3 Project ArbetSam, the workplace as learning environment [https://www.youtube.com/watch?v=7VX\\_rc5tJxI](https://www.youtube.com/watch?v=7VX_rc5tJxI)

**How to support core skills**

Support for core skills - the ability to communicate, to use information, to work effectively with others, to problem solve and to learn and develop - aims to reinforce safety and quality, so it makes sense to link support directly to safety and quality management systems, including:

- recruitment and selection
- induction and initial training
- supervision, coaching and mentoring
- appraisal
- learning and development
- team meetings
- policies, procedures and guidance
- quality initiatives (for example the Social Care Commitment<sup>1</sup>).

This helps to ensure that support benefits safety and quality, also that it is affordable and practical for you as an employer.


Support for core skills should focus on three main objectives:

- managing risk related to core skills
- helping staff to apply core skills effectively in their work
- motivating and enabling staff to develop their core skills.

These three objectives are closely related.

Managing risk involves helping staff to apply core skills effectively. Helping staff to apply core skills supports them to develop their skills and to understand how to apply those skills effectively, reducing risks to safety and quality.

The more systematic and strategic your approach to supporting core skills, the more effective it is likely to be.



# Arbetsam through English eyes

Strongly positive: imaginative, highly constructive approach to relevant issues

## Elements of interest

Strategies to support **non-formal, informal learning**

Strategies to support/develop **values, behaviours** and **core skills**, including language skills

Focus on **organisational development**, learning provider as 'consultant'

## Issues in English context

*Yes! – but time and cost implication?*

*It appeared to be quite resource-intensive and I was wondering how it can be implemented with our care homes already overstretched*

**Competition for employers' time, attention**   **No funding** for learning providers



## Looking ahead

*Long-term agendas in England*

**Quality management** as a **learning system** to

- Support, improve **safety, quality**
- Reinforce, develop
  - **Values, behaviours and core skills**
  - **Positive workplace cultures**
- Integrate **reflection** into work activity

**Arbetsam film** – persuasive, inspiring,  
accessible proof that it can work

**Arbetsam guidance** for teachers, managers,  
staff – starting point for further work



*Plant a seed –  
**great oaks** from  
little acorns grow*

# Project evaluation

**Data still being analysed**, but

clear evidence of

**transfer, development** of Arbetsam results

in **partner countries**

+ dissemination at **European level**

Products available in **English, German,**

**Spanish, Basque, Dutch, French**

Approach **extended** through new

**intercultural module**



# Evaluation report

**Two elements: context analysis, impact analysis**

## **Impact analysis**

Project activity, evidence of impact

## **Context analysis**

Arbetsam approach = response to circumstances in Sweden

Circumstances in partner countries will impact on transfer and development of methodology

Context analysis to identify **similarities, differences** in partner countries relevant to transfer, development

## Logic chain for Arbetsam approach

More care workers needed to deliver more complex care → not enough young people to meet demand → need to recruit + train unqualified adults, including migrant workers + upskill existing staff



Impractical to send staff to VET institutions → bring VET training into workplace



Language training key enabler of vocational learning for new + existing staff → combine VET learning with language development



Staff learn best when learning is linked to practice → link VET, language learning to work → input from employer needed → partnership work between employer, VET + language teachers



Maximise benefits by extending learning beyond classroom via non-formal, informal learning using reflective practice, staff champions



## Similarities, differences

### All partners

More care workers needed to deliver increasingly complex care  
Migrant workers employed

### Sweden, England, Spain

Support workers can be employed without qualifications – although they may be required to achieve qualifications after employment

### Germany, Belgium

Pre-employment qualifications required, addressing issues around language

### Basque Country

Bi-lingual issues, Basque, Spanish  
Migrants typically Spanish-speakers



# Observations

**Work is where most adult learning occurs**

**Arbetsam approach has potential to enrich learning at work in many different ways**

**Arbetsam approach has value in wide range of contexts**

**TDAR has made approach accessible in partner countries and beyond**

**Partners will pursue development of approach in own countries**

