

Happier Healthier Professionals - Increasing Diversity in Social Work Management

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Partner Organisations	NA
Evaluator	What Works for Children's Social Care
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Type of Trial	2x online randomised controlled trials
Number of Participations Local Authorities	NA
Primary Outcomes	Evaluation of social worker applicant CVs
Secondary Outcomes	Evaluation of social worker applicant CVs
Contextual Factors	The majority of our sample are likely to be social workers rather than managers or senior leaders, who might be more likely to make hiring decisions at local authorities. It is possible that patterns of decision-making are different amongst the cohort who are actually employed in these roles, or indeed outside of the context of an online experiment.

Summary

This research protocol outlines the design of two online experiments which make up part of What Works for Children's Social Care's (WWCSC) Happier Healthier Professionals (HHP) programme. The trial will be hosted on the online survey platform Qualtrics, and we aim to test the effectiveness of two interventions designed to debias decision-making when evaluating job applications for social worker management roles. Both experiments are due to be launched online on 28th June 2021.



The first of these experiments aims to build upon research which showed that participants were more likely to fairly assess the abilities of others, rather than being influenced by negative gender stereotypes, if they evaluate their qualifications directly alongside an alternative non-stereotyped candidate rather than in isolation.¹ We test a similar intervention to understand whether any difference was found in the evaluation of non-White candidates for a social work managerial position in the joint evaluation condition.

In the second experiment, we test the effect of removing information which could be used to infer that a candidate was non-White (the 'blinding' condition) on the likelihood they are selected for the next round of a recruitment process. Similar interventions have shown to be effective in reducing bias by removing gender-identifying information, and we test whether such interventions might be effective in the social work context.^{2,3}

¹ Bohnet, I., Alexandra van Geen, A., Bazerman, M. (2016) When Performance Trumps Gender Bias: Joint vs. Separate Evaluation. *Management Science* 62(5):1225-1234. <https://doi.org/10.1287/mnsc.2015.2186>

² Stefanie K. Johnson, S., Kirk, J. (2020), Dual-anonymization Yields Promising Results for Reducing Gender Bias: A Naturalistic Field Experiment of Applications for Hubble Space Telescope Time. *The Astronomical Society of the Pacific* 132(1009), 034503. <https://iopscience.iop.org/article/10.1088/1538-3873/ab6ce0>

³ Goldin, C., Rouse, C., (2000) Orchestrating Impartiality: The Impact of "Blind" Auditions on Female Musicians. *The American Economic Review*, 90(4), 715-741. <http://www.jstor.org/stable/117305>



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Background and Problem Statement

In 2019, of those social workers whose ethnicity was known (83% of the total workforce), 78% were White, 12% Black, 6% Asian and 4% mixed.⁴ A report released by the UK government in 2019 revealed that as a public sector workforce, children's social care is one of the most diverse, with the number of children's social workers from ethnic minorities standing at approximately 21%.⁵ At the level of entry into social work, social work undergraduate programmes receive the highest number of applications from individuals from ethnic minority backgrounds.⁶

Despite this, the number of individuals from ethnic minority backgrounds in leadership positions in social care is comparatively low. Data released by the Association of Directors of Children's Services (ADCS) found that just 1% of directors identified as Black African and the same proportion as Black Caribbean, despite 12% of children's social workers in England being Black.⁷ Little is known though about the level at which this disparity emerges - data on the ethnic makeup of social workers in managerial positions is not widely recorded.

Some of the variance in professional outcomes is likely explained by demographic differences between racial groups, such as education^{8,9}, but there is also reason to suspect that racial discrimination may play at least some role in hiring decisions in the workforce. Social workers from ethnic minority backgrounds are disproportionately likely to fail their ASYE year, and are also more likely to be subject to fitness to practice investigations.^{10,11} Similarly, a recent survey conducted with 100 Black safeguarding professionals found that almost half of respondents felt that they lacked fair and equal opportunities to progress in the workplace.¹²

Research conducted elsewhere further highlights the pervasive issue of discrimination in hiring practices. A meta-analysis of field experiments designed to identify discrimination in

⁴ Department for Education (2019). Social workers for children and families. Retrieved from <https://www.ethnicity-facts-figures.service.gov.uk/workforce-and-business/workforce-diversity/social-workers-for-children-and-families/latest>

⁵ <https://www.ethnicity-facts-figures.service.gov.uk/summaries/public-sector-workforces>

⁶ <https://www.ucas.com/corporate/news-and-key-documents/news/new-ucas-insight-shows-health-and-social-care-professions-among-most-diverse-and-welcoming-courses>

⁷ ADCS (2020). Retrieved from https://adcs.org.uk/assets/documentation/ADCS_DCS_Update_March_2020_FINAL.pdf

⁸ Britton, J., Dearden, L., van der Erve, L., & Waltmann, B. (2020). *The impact of undergraduate degrees on lifetime earnings*. Institute of Fiscal Studies. Retrieved from <https://ifs.org.uk/uploads/R167-The-impact-of-undergraduate-degrees-on-lifetime-earnings.pdf>

⁹ Office for National Statistics (2020). Further education participation. Retrieved 2 June 2021, from <https://bit.ly/3yUstNn>

¹⁰ Assessed and Supported Year in Employment (ASYE) child and family: Annual report to the Department for Education (2021). Retrieved from <https://www.skillsforcare.org.uk/Documents/Learning-and-development/ASYE-child-and-family/ASYE-child-and-family-annual-report-2020-21.pdf>

¹¹ Understanding the prevalence of fitness to practise cases about paramedics and social workers in England – interim report (2017). Retrieved from: <https://www.hcpc-uk.org/globalassets/meetings-attachments3/council-meeting/2017/march/enc-08---understanding-the-prevalence-of-fitness-to-practise-concerns-about-paramedics-and-social-workers-in-england-interim-report/>

¹² Kijiji (2020). Retrieved from <https://kijiji20.wixsite.com/home>



labour markets found persistent evidence that this occurs.¹³ A field experiment conducted in 2019 (using data from Germany, Norway, The Netherlands, Britain, and Spain) demonstrated that applicants for a variety of roles from non-White backgrounds were less likely to receive ‘callbacks’ from employers than identical White candidates, while a recent field experiment found that amateur football clubs in Europe were less likely to offer trials to applicants with foreign-sounding names.^{14,15} Findings from a number of other RCTs using fictitious job applications support the claim that minority groups suffer discrimination in hiring practices.^{16,17} A further study utilising machine learning techniques to analyse real-world employer online search behaviour found that individuals from immigrant and minority ethnic groups were between 4–19% lower than for citizens from the majority group.¹⁸ Not only should we think about interventions and policies designed to increase diversity and make recruitment processes fair for people from all backgrounds as of great moral importance, but there is also correlational evidence that diversity improves teams’ productivity and decision making.^{19,20} Therefore, interventions aiming to reduce bias and increase diversity should be seen as an important part of strengthening the effectiveness of the social care profession and the quality of the services it provides to children and families.

There is research to suggest that ‘evaluation nudges’ - interventions which make changes to the choice environment of those people assessing candidates - can reduce bias in recruitment processes. One experiment conducted with students at American universities found that by asking participants to assess pairs of candidates side-by-side (where the pairs were always mixed genders), they were more likely to be influenced by performance scores and less likely to be influenced by their gender when deciding whether or not to select them to be progressed.²¹ This simple intervention in effect focuses the evaluator’s attention on the pertinent aspects of a candidate’s application, and away from inconsequential, identity-related ones, such as their ethnicity.

Other research indicates that an alternative approach would be to remove these features of a candidate’s identity altogether, thereby removing the source of bias. In one study an orchestra introduced a ‘blind audition’ in which performers performed out of view of the evaluators, which resulted in a significant increase in the rate at which female musicians

¹³ Rich, Judy (2014) : What Do Field Experiments of Discrimination in Markets Tell Us? A Meta Analysis of Studies Conducted since 2000, IZA Discussion Papers, No. 8584, Institute for the Study of Labor (IZA), Bonn

¹⁴ Lancee, B, Birkelund, GE, Coenders, M, et al. (2019) The GEMM study: A cross-national harmonized field experiment on labour market discrimination. Technical report.

¹⁵ Gomez-Gonzalez, C., Nessler, C. & Dietl, H.M. Mapping discrimination in Europe through a field experiment in amateur sport. *Humanit Soc Sci Commun* 8, 95 (2021). <https://doi.org/10.1057/s41599-021-00773-2>

¹⁶ Weichselbaumer, D. Discrimination against Female Migrants Wearing Headscarves. Institute for the Study of Labor (2017) DOI:10.1177/0019793919875707

¹⁷ Bertrand, M. & Mullainathan, S. Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. (2003) Natural Field Experiments 00216, The Field Experiments Website.

¹⁸ Hangartner, Dominik, Kopp, Daniel and Siegenthaler, Michael (2021) *Monitoring hiring discrimination through online recruitment platforms*. *Nature*, 589 (7843). 572 - 576. ISSN 0028-0836

¹⁹ Hunt, V., Layton, D., & Prince, S. (2015). Diversity Matters. McKinsey & Company. Retrieved from <https://www.mckinsey.com/~media/mckinsey/business%20functions/organization/our%20insights/why%20diversity%20matters/diversity%20matters.pdf>

²⁰ Credit Suisse. (2012). Large-cap companies with at least one woman on the board have outperformed their peer group with no women on the-board by 26% over the last six years, according to a report by Credit Suisse Research Institute. Retrieved from <https://www.credit-suisse.com/about-us-news/en/articles/media-releases/42035-201207.html>

²¹ Bohnet, I., Alexandra van Geen, A., Bazerman, M. (2016) When Performance Trumps Gender Bias: Joint vs. Separate Evaluation. *Management Science* 62(5):1225-1234. <https://doi.org/10.1287/mnsc.2015.2186>



were hired.²² Similarly, the anonymisation of applications by removing names from CVs and other forms was shown in a real-world setting to decrease gender bias from reviewers selecting researchers for the Hubble Space Telescope Time Allocation Committee.²³

Research Aims

The Happier, Healthier Professionals (HHP) research programme aims to support the social work profession by addressing how to increase social worker overall well-being and decrease turnover and sickness absence rates.

As part of this strand of work we have broadened our focus to include the testing of interventions which might be effective at improving racial diversity in managerial and leadership positions within the social work profession - an issue for which there is a moral imperative to address. This research protocol outlines the design of two online experiments to test the effectiveness of two interventions designed to debias decision-making when evaluating job applications for social worker management roles.

The first of these experiments aims to build upon research which showed that participants were more likely to fairly assess the abilities of others, rather than being influenced by negative gender stereotypes, if they evaluate their qualifications directly alongside an alternative non-stereotyped candidate rather than in isolation.²⁴ We test a similar intervention to understand whether any difference was found in the evaluation of non-White candidates for a social work managerial position in the joint evaluation condition.

In the second experiment, we test the effect of 'blinding' CVs (removing information which could be used to infer that a candidate was non-White) on the likelihood they are selected for the next round of a recruitment process. This experiment aims to provide evidence as to whether interventions which have shown to be effective in reducing bias by removing gender-identifying information might be effective in the social work context.^{25,26}

²² Goldin, C., & Rouse, C. (2000). Orchestrating impartiality: The impact of "blind" auditions on female musicians. *American economic review*, 90(4), 715-741

²³ Stefanie K. Johnson, S., Kirk, J. (2020), Dual-anonymization Yields Promising Results for Reducing Gender Bias: A Naturalistic Field Experiment of Applications for Hubble Space Telescope Time. *The Astronomical Society of the Pacific* 132(1009), 034503. <https://iopscience.iop.org/article/10.1088/1538-3873/ab6ce0>

²⁴ Bohnet, I., Alexandra van Geen, A., Bazerman, M. (2016) When Performance Trumps Gender Bias: Joint vs. Separate Evaluation. *Management Science* 62(5):1225-1234. <https://doi.org/10.1287/mnsc.2015.2186>

²⁵ Stefanie K. Johnson, S., Kirk, J. (2020), Dual-anonymization Yields Promising Results for Reducing Gender Bias: A Naturalistic Field Experiment of Applications for Hubble Space Telescope Time. *The Astronomical Society of the Pacific* 132(1009), 034503. <https://iopscience.iop.org/article/10.1088/1538-3873/ab6ce0>

²⁶ Goldin, C., Rouse, C., (2000) Orchestrating Impartiality: The Impact of "Blind" Auditions on Female Musicians. *The American Economic Review*, 90(4), 715-741. <http://www.jstor.org/stable/117305>



Intervention and Theory of Change

Intervention: What will be implemented?

Two interventions designed to debias decision-making when evaluating job applications will be implemented on the online survey platform Qualtrics. In both experiments, participants are asked to imagine they have been asked to assist with evaluating applicants for a final stage interview for a managerial position within a Leaving Care team within Children's Services, and with whom they would be working closely at the local authority. The applications are in the form of fictitious CVs, the details of which will be the same for all participants, but with information which can be used to infer the applicants' ethnicity (their name) differing for different participants.

The CVs include the following information:

- Candidate name
- Short profile description
- Date of birth
- Address
- Education (school and further education)
- Professional experience (present and past roles)
- Personal statement

Separate vs Joint Evaluation (JSE)

In the first experiment, participants are provided with candidates' CVs and for each are asked to decide whether or not they should be progressed to the interview. They are told that they will evaluate 10 CVs, and that they should aim to select no more than 5 applicants. The CVs will include information from which the participants will be able to identify their ethnicity: either a stereotypically White or stereotypically non-White name.

Participants are randomly assigned to evaluate candidates - by choosing either to progress them or not to progress them to the next stage of the recruitment process - in one of two conditions:

- **Separate evaluation;** participants are presented with 10 candidates' CVs to assess consecutively.
- **Joint evaluation;** participants are presented with five sets of two candidates simultaneously, which they can view side-by-side. Each pair will contain one 'White' and one 'Non-White' application.

Participants will all assess the same 10 CVs, which each have different educational background, professional experience and personal statements, though the ethnicity (which can be inferred by the candidate names) the participant sees for each application will differ



across participants. Participants will be given 1 minute to review each CV in the separate condition, and 2 minutes to review each pair of CVs in the joint evaluation condition.

The fictionalised CVs were written so that there was a variety of levels of experience and education: two CVs were written to be highly qualified for the role, four to be qualified, and four to be under-qualified. We also hold the gender of fictitious candidates constant (female) to mitigate the risk of introducing an additional element which could influence participants' decision-making.

In order to ensure that the differences in CV quality do not introduce bias, we will create a five different 'sets' of CV and name combinations for each treatment condition, with each CV appearing with a non-White name 'ethnicity' in half of the sets, and a White-sounding name in the other half. This will ensure that for each CV there is a 50% chance the participant will view it with a White name, and 50% chance of a non-White name, and therefore CV content should not bias our results. Name and CV combinations will also vary between these 'sets', and CV content will also be controlled for in the regression analysis.

We will also ensure that the order in which the CVs are viewed by participants is varied to mitigate the risk that specific CVs are more or less likely to be progressed based on the order in which they appear. Otherwise participants may, for example, have exhibited risk-aversion and therefore not progressed a well-qualified candidate due to the risk that they would then not be able to progress a better candidate later in the sequence. Participants in the joint condition will only be able to progress one candidate per pair, while those in the separate evaluation, who will not be able to go 'back' to review candidates they have already viewed, will be asked to aim to select only 5 candidates. White and non-White names will also be balanced across the three broad CV quality types listed above.

White-sounding names were selected by members of the project team, utilising the ONS's published list of the most popular baby names in 1996 (the earliest year published by the service).²⁷ All names were in the top 15 most popular girl's names that year. As there were few non-White sounding names in this list, additional names were proposed by members of the project team and other team members verified that they fit the criteria. These names were chosen to represent a range of ethnic backgrounds, including Black Caribbean, South-East Asian and Middle-Eastern.

Blinding Applications (BA)

Participants again take on the role of a hiring manager at a local authority, evaluating applications for a managerial position. In this experiment, they are asked to review one CV and score it on three criteria for the role:

²⁷<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/livebirths/bulletins/babynamesenglandandwales/2019>



- ability to manage a caseload of children and families where needs are particularly complex;
- ability to manage the team to ensure that services are efficiently and effectively provided;
- ability to work with staff within the team and manage supervision, training and personal development.

For each of the criteria, they will be asked to what extent they believe that the candidate fulfils the requirements. They are told that participants' progression will depend on whether their scores reach a certain threshold.

Participants will all review the same CV, other than the name at the head of the document. Participants are randomly assigned to one of three conditions:

- Candidate's name is stereotypically White;
- Candidate's name is stereotypically non-White;
- Candidate's name has been removed (the 'blinded' condition).

The eleven candidate CVs (ten for the JSE experiment, and one for the Blinding Applications experiment) are shown in appendix A, and the twelve candidate names are listed in appendix B.

Rationale: What is the theory behind the intervention?

Our research builds on previous studies which have identified two possible types of intervention which might reduce discrimination in hiring practices. The first - changing the way in which the reviewer assesses applications from separate (one at a time) to jointly (two applications reviewed simultaneously) - has been shown in an experiment to reduce the influence of group stereotypes in hiring decisions.²⁸

The second is the blind evaluation procedure, whereby applicants' racial or gender identity is withheld from the evaluator. In one study a major orchestra introduced a 'blind audition' in which performers performed behind a curtain, resulting in a substantial increase in the number of female musicians hired.²⁹ Another real-world study showed anonymisation of CVs to the Hubble Space Telescope Time Allocation Committee, removing gender-identifying information, led to less bias from reviewers.³⁰

Recipients: Who is taking part?

²⁸ Bohnet, I., Alexandra van Geen, A., Bazerman, M. (2016) When Performance Trumps Gender Bias: Joint vs. Separate Evaluation. *Management Science* 62(5):1225-1234. <https://doi.org/10.1287/mnsc.2015.2186>

²⁹ Goldin, C., & Rouse, C. (2000). Orchestrating impartiality: The impact of "blind" auditions on female musicians. *American economic review*, 90(4), 715-741.

³⁰ Stefanie K. Johnson, S., Kirk, J. (2020), Dual-anonymization Yields Promising Results for Reducing Gender Bias: A Naturalistic Field Experiment of Applications for Hubble Space Telescope Time. *The Astronomical Society of the Pacific* 132(1009), 034503. <https://iopscience.iop.org/article/10.1088/1538-3873/ab6ce0>



Participants will be qualified social workers, including team managers and senior leaders, recruited through multiple WWCS contact and networks, including the Principal Social Workers network and WWCS's Evidence Ambassadors network. Social work assistants will also be eligible for the trial. Participants will be provided with a £20 voucher to incentivise them to take part in the experiment.

Procedures: How will it be implemented?

The two experiments will be conducted using the online survey platform Qualtrics, where participants can be randomly assigned to either the treatment or control conditions. The two studies will be run within the same session, with the order in which they are taken also randomised.

Location: Where will it be implemented?

Participants will receive an email inviting them to take part in the study, including details of the incentivisation, and a link to the experiments (see appendix C for invitation email). The experiment can be completed on laptops or smartphones, meaning that participation can take place at social workers' homes or at their local authority offices.

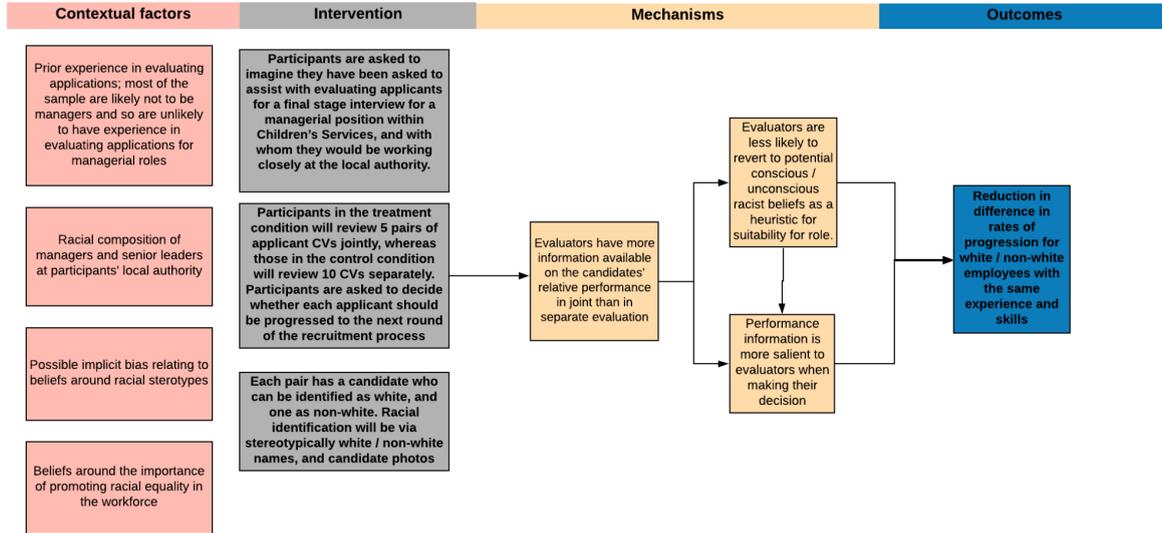
Dosage: When, how often and for how long will it be implemented?

Emails with the link to the experiments will be distributed to participants in June 2021, with the study running for approximately 6 weeks, or until at least 250 participants have completed the study. The two experiments should take approximately 20 minutes to complete in total.

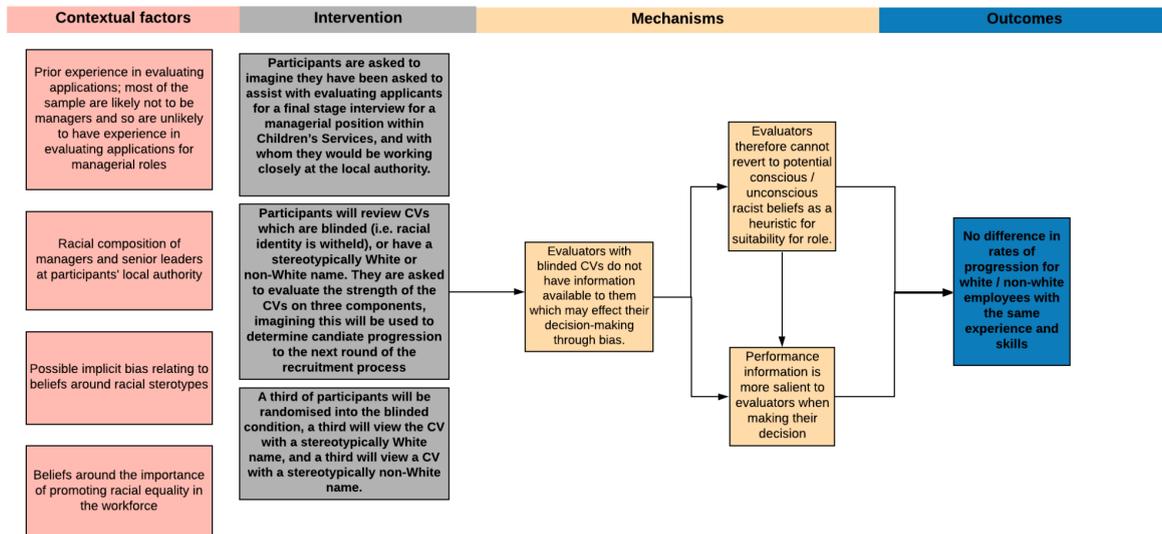


Logic Models

Increasing Diversity: Joint vs Separate evaluation



Increasing Diversity: Blinded Applications





Impact Evaluation

Research Questions

The research questions (RQs) are:

Joint vs Separate Evaluation

Primary:

- RQ1: What impact does the joint evaluation intervention have on the rate at which non-White candidates are progressed by participants in our online recruitment process experiment, in comparison to the rates at which non-White candidates are progressed in the separate evaluation condition?

Secondary:

- RQ2: What impact does the joint evaluation intervention have on the rate at which White candidates are progressed by participants, in comparison to the rates at which White candidates are progressed in the separate evaluation condition?
- RQ3: What difference is there in the rate at which White and non-White candidates are progressed by participants in the separate evaluation condition?

The primary research question is designed to determine whether the intervention reduces any potential bias against non-White candidates found in the separate evaluation condition, which is likely the default means of evaluating applications. RQ2 asks the same question for White candidates - it is possible that any positive discrimination in the separate condition disappears or reverses in the treatment condition. RQ3 is non-experimental, asking whether racial bias in participants' decision-making is found in the absence of the intervention.

Blinding Applications:

Primary:

- RQ1: What impact does 'blinding' applications have on the total evaluation scores given to candidates by participants, as compared to applications which have a stereotypically non-White name, in our online recruitment process experiment?

Secondary:

- RQ2: What impact does 'blinding' applications have on the total evaluation scores given to candidates by participants, as compared to applications which have a stereotypically White name?



- RQ3: What difference is there in the total evaluation scores given to White and non-White candidates by participants?

RQ1 asks whether the intervention reduces bias against non-White candidates, which is the main motivation for the research project. The second research question asks the equivalent question for White candidates, and the third (non-experimental) research question will determine whether there is evidence for bias in participant responses in the absence of the blinding condition.

Design

The research takes the form of two individual-level randomised controlled trials, conducted successively in one session, hosted online on the survey platform Qualtrics. In both experiments, participants are prompted to imagine that they have been asked to assist with evaluating applicants for a final stage interview for a managerial position within Children’s Services at a local authority, and are randomly assigned to one of two conditions. The order that the experiments appear will also be randomised to ensure there are no order effects on the findings.

No additional data collection will be conducted. Choices made in the experimental setting will be the outcome measures for the trials.

Joint vs Separate Evaluation

- **Primary outcome:** Candidate progression in the recruitment process

Blinding Applications

- **Primary outcome:** Overall candidate evaluation score (3-21)

In both experiments, the same outcome measure is used to answer all three research questions. A linear regression model will be used for each analysis.

Intervention		Joint vs Separate Evaluation	Blinding Applications
Trial type and number of arms		Randomised controlled trial, two arms	Randomised controlled trial, three arms
Unit of randomisation		Individual (participant)	Individual (participant)
Stratification variables (if applicable)		NA	NA
Primary outcome	Variable	Candidate progression	Total candidate evaluation score



	Measure (instrument, scale)	Candidate either selected or not selected for progression (experiment response data, binary (yes/no) variable)	Cumulative scores on three role criteria given by participants: ability to manage a complex caseload; ability to manage the provision of services; and ability to provide supervision to a team of social workers (experiment response data, scale from 3-21)
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For the JSE experiment, the outcome measures for each of our research questions are the rate at which applications are ‘selected’ by participants for an interview. In the BA experiment, our outcomes are the cumulative ‘score’ participants assign to candidates based on three criteria: ability to manage a complex caseload; ability to manage the provision of services; and ability to provide supervision to a team of social workers.

Randomisation

Randomisation will be conducted within the Qualtrics platform, with participants randomly assigned to either treatment or control conditions separately for each experiment. In the JSE experiment, half of the participants will be randomised to each condition. In the BA experiment, a third will be randomised into the blinded condition, a third will view the CV with a stereotypically White name, and a third will view a CV with a stereotypically non-White name.

No baseline data is used to stratify the randomisation, though balance checks will be conducted ex-ante to check for any imbalance in participants’ role, age, gender and ethnicity.

An individually-randomised design was chosen to maximise statistical power to detect effects on our outcome measures. As the two experiments will take place online and will take around twenty minutes to complete in total, there is very little risk of spillover effects.

Participants

Qualified children’s social workers, including managers, PSWs and senior leaders, will be eligible to participate in the trial. Social work assistants will also be eligible. Emails with the link to the experiments will be shared via the Principal Social Worker and Evidence Ambassador networks, and we will utilise other WWCS contact to recruit sufficient social workers to reach our intended sample size. The experiments will be launched in June 2021 and will run for 4-6 weeks, or until at least 250 social workers have completed the experiment.

Minimum Detectable Effect Size Calculations



The minimum detectable effect size (MDES) (displayed in the table below) was calculated with Stata using the power commands. Code is provided in appendix D.

Trial		Joint vs separate evaluation	Blinding applications
Primary outcome		Candidate progression (binary yes / no outcome)	Total evaluation score (continuous variable, 3-21)
Number of arms		2	3
MDES (Cohen's D)		-	0.4
MDES (on the scale)		29%	1.6
Mean baseline		50%	-
Baseline / endline correlation		-	-
Standard deviation of baseline		NA	4
Alpha		0.05	0.05
Power		0.8	0.8
One-sided or two-sided		Two-sided	Two-sided
Total sample		3000	300
Assumed attrition / inability to match data		0%	0%
Anticipated sample size after attrition	Treatment	1500	100
	Control	1500	200
	Total	3000	300

We now explain the assumptions that led to these numbers.

Primary Outcomes: candidate progression (JSE) and total evaluation score (BA)

Baseline, standard deviation and baseline correlation

As our outcome measures are particular to the experimental setting, no baseline measure for the outcome can be used to increase the power of the experiments. A mean baseline rate of 'progression' was estimated to be 50% for the JSE experiment, as participants are asked to limit the number of candidates they progress to 5 from 10. The standard deviation is not required for this study as the outcome measure is proportional. For the BA experiment, in



which participants provide a score between 3 and 21 for the candidates assessed, we give an estimate of 4. This is because the participants will make their assessments based on the same information which we expect them to interpret similarly, and therefore we do not expect high variance in their responses.

We will collect data on a small number of demographic characteristics (participants' role, age, gender and ethnicity), though we do not expect this to have significant explanatory power on the treatment outcome, and therefore we do not include them in our MDES calculations.

Sample size

Our intended sample size is 300, as this is our estimate for the maximum number of participants we expect to be able to recruit for the experiments over 4-6 weeks using WWCS's social worker networks and contacts. In the JSE experiment, where the participants in effect create ten observations by making their assessments of ten candidates, a sample size of 3000 is held constant to calculate the MDES, with 300 clusters of ten and an intracluster correlation coefficient of 0.8 to account for the highly clustered (within participant) nature of the decisions. In the BA experiment, a sample size of 300 was held as a constant to calculate the MDES.

Attrition / inability to match data

As the study consists of two self-contained online experiments without a baseline survey, we do not expect any substantial attrition.

Outcome Measures

Our outcomes for primary and secondary research questions are the same in each study:

Separate vs Joint Evaluation: Progression

In the JSE experiment, the outcome is a binary measure for each candidate evaluated by the participant, indicating whether or not the participant chooses to 'progress' them to the next stage of the recruitment process.

Blinding Applications: Evaluation score

In the BA experiment, we create an overall evaluation score from three composite scores given by each participant for the candidate they are assessing. The three criteria are the candidate's:

- ability to manage a caseload of children and families where needs are particularly complex;



- ability to manage the team to ensure that services are efficiently and effectively provided; and
- ability to work with staff within the team and manage supervision, training and personal development.

The participants will say to what extent they agree that the candidate meets the criteria using a seven point likert scale:

- Very strongly agree
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Very strongly disagree

The candidates will score a 7 if the participant selects 'very strongly agree', and 1 if they select 'very strongly disagree.' The three scores are then added together to create an overall score between 3 and 21.

Exploratory Analysis

After the experiments are completed, we will also gather information from participants on their perceptions of their organisation's values around diversity in the workforce (i.e. are they aware of any policies aimed to promote diversity) and also their personal values and beliefs around the suitability of such policies.

Using the same 1-7 likert scale above, participants will answer the following questions:

- To what extent do you agree that your organisation is committed to producing and maintaining a diverse workforce?
- To what extent do you agree that your organisation has policies aimed to promote diversity within the workforce?
- To what extent do you agree that promoting a diverse workforce should be a priority for Children's Social Care organisations?

Full survey measures are included in appendix E.

Data Collection

All data will be collected on the survey platform as part of one session. Participants will provide a small amount of baseline data (role, age, gender and ethnicity) before proceeding to the experiments. After the experiment data is collected, we will also ask a small number of questions on the diversity policies at the candidates' own organisations, and their views on these for the purposes of exploratory analysis.



Analysis Plan

Multiple comparisons testing

We treat the experiments as separate studies, and therefore although we have six outcomes (two primary and four secondary), but across two studies, we will not correct for multiple hypothesis testing.

Missing data

As all participant data is collected within the survey, and participants need to complete both experiments to receive their voucher, we do not anticipate a substantial amount of missing outcome data. However, in the event that a participant does complete one experiment but not the other, we will include data in our analysis for the completed task only.

Primary Analysis:

Joint vs separate evaluation:

Progression

For this outcome, we will use a linear regression model, with the following model specification for candidate c (where the candidate is the each CV-name combination presented to a different participant in the experiment):

$$Y_{ct} = \alpha + \beta_1 T_i + \beta_2 NW_c + \beta_3 T_i * NW_c + \beta_{4:13} A_c' + \beta_{14:16} X_i + \epsilon_i$$

where

- Y_{ct} is a binary variable for whether the candidate was progressed by the participant
- α is the regression constant
- T_i is the treatment assignment of participant i (coded as a binary variable - 1 if in the joint evaluation condition, 0 if in the separate evaluation condition).
- NW_c is a binary variable indicating the stereotypical ethnicity associated with the candidate name (0 if White, 1 if non-White).
- β_3 is the coefficient of interest to answer RQ1; an interaction between the treatment condition and the candidate's 'ethnicity'
- A_c is a vector of dummy candidate variables (there are ten of these, one for each variation of the contents of candidate applications)
- X_i is a vector of participant-level characteristics (see 'Participant characteristics' below)
- ϵ_i are cluster-robust standard errors, clustered at the level of the participant



Blinding Applications:

For this outcome, we will use a linear regression model, with the following model specification for individual i :

$$Y_i = \alpha + \beta_1 T1_i + \beta_2 T2_i + \beta_{3:5} X_i + \epsilon_i$$

where

- Y_i is the assessment score between 3 and 21 given for the candidate by the individual i
- α is the regression constant
- $T1_i$ is a dummy variable for if the stereotypical ethnicity associated with the candidate name is White, and is the coefficient of interest for RQ3.
- $T2_i$ is a dummy variable for if the stereotypical ethnicity associated with the candidate name is non-White, and is the coefficient of interest for RQ1.
- X_i is a vector of participant-level characteristics (see 'Participant characteristics' below)
- ϵ_i are robust standard errors for the participant i

Participant characteristics

The participant-level covariates, represented by the vector X_i in the equation above, are as follows:

- Role dummy variables (Social Work Assistant; Student Social Worker or NQSW; Social Worker; Senior Practitioner; Social Work Team Manager, Social Work Senior Leader; and Other),
- Age (continuous variable)
- Gender dummy variables (male, female, and other),
- Ethnicity dummy variables (English/Welsh/Scottish/Northern Irish/British; Irish; Gypsy or Irish Traveller; Other White background; White and Black Caribbean; White and Black African; White and Asian; Other Mixed/Multiple ethnic background; Indian; Pakistani; Bangladeshi; Chinese; Other Asian background; African; Caribbean; Other Black/African/Caribbean background; Arab; Any other ethnic group)

Secondary Analysis

Joint vs separate evaluation:



To answer RQ2, we will run the same regression as above but changing the reference class of the ethnicity (*NW*) variable so that the interaction term coefficient represents change in the rates of progression for the White cohort. For RQ3, we will include only those candidates evaluated in the separate condition, and remove the treatment-ethnicity interaction term from the regression. The coefficient of interest will then be the ethnicity (*NW_c*) term.

Blinding Applications:

As above, for RQ2 we will use the same regression as for the primary analysis, but changing the reference class for the ethnicity dummy variables so that the treatment coefficient compares outcomes against the White candidate condition. For RQ3 we will include only observations assigned to the two control conditions and report the coefficient of the ethnicity term as a measure of bias in the absence of the intervention.

Analysis of Harms

As the outcomes of the experiment are hypothetical decisions made by social workers - and are self-contained within the survey platform - we consider the risk of harm to participants to be very low. However, it is possible that participants could suffer psychological harm if the research finds that participants were, for example, biased against the fictitious non-White candidates. To mitigate this risk, our [Data Privacy Notice](#) (which is shared with participants at the start of the experiment) will provide details of the reporting, which will not identify individuals or their responses.

Exploratory Analysis

Blinding Applications:

Separate evaluation scores are collected from participants for their assessment of the candidate's ability to manage a complex caseload; ability to manage the provision of services; and ability to provide supervision to a team of social workers. For these, we will use the same regression specification as for the total evaluation score, replacing the total score with each of the component scores.

Both experiments:

Organisation and personal attitudes towards diversity:

For both primary analyses, we will run additional partitioned analysis to understand whether the impact of the interventions on outcomes for non-White candidates (RQ1 for both studies) varies according to the extent to which participants reported that their organisations valued a diverse workforce and had enacted policies designed to bring this about, and whether they themselves perceived value in promoting diversity in the Children's Social Care workforce.



To do this, we will divide the participants into two groups for each analysis:

- those who reported that their organisation valued diversity and had policies designed to promote it, and those who did not;
- those who personally perceived value in promoting diversity, and those who felt perceived less.

As we expect participants to be more likely to report that theirs and their organisations' values are aligned with efforts to promote diversity, we will divide groups broadly to capture two levels of positivity in responses, but these groups are unlikely to be equally split. For these analyses, we will run the same regressions as for the primary analyses, but adding an additional interaction term for level of positivity in the measures outlined above. This three-way interaction term will allow us to test whether the bias reducing effect of the intervention varied across levels of positivity.

Participant ethnicity:

We will also run a three-way interaction to include an interaction term for participant ethnicity. To do this we will create a binary variable for whether the participant was White or non-White, rather than retaining the total range of ethnic categories, in order to preserve statistical power.

Contextual Factors Analysis

One notable limitation of the research is the external validity of our findings. We anticipate that most of our sample will be social workers rather than managers or senior leaders, and therefore a relatively small proportion of our sample will be in positions where hiring decisions make up part of their role. It is possible that patterns of decision-making are different amongst the cohort who are actually employed in these roles, or indeed outside of the context of an online experiment. Findings should therefore be considered with these contextual factors in mind.

Risks

Risk	Mitigation
Participants are unhappy that they have taken part in a trial which may conclude that participants are racially biased.	Participants will be provided with links to the Information Sheet and Privacy Notice before they take part in the experiment, which describe that the data they provide will be reported in aggregate and that they will not be identifiable as a participant.



<p>We are not able to recruit sufficient participants for our experiments to be informative.</p>	<p>Incentives will be provided to motivate survey completion. Individuals will receive a £20 voucher for completing the survey, which we anticipate will take around 20 minutes to complete. This is designed to increase the likelihood that recipients would want to complete the survey, and therefore that we reach the desired volume of participants. We will also reach out to potential participants through multiple WWCS networks and contacts to ensure we have the best chance to recruit a sufficient number.</p>
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Ethics & Participation

The study has received ethical approval from the King's College London Research Ethics Office, (see appendix F for approval letter). Participation in the research is on an opt-in basis for participants invited to take part in the research. Participants are informed of their right to refuse to participate, and of their right to withdraw from the research for whatever reason they wish, via a privacy notice issued to them in the survey email (appendix J). They are also informed of the point at which their data cannot be excluded via the privacy notice.

Participation in the surveys is on a voluntary basis, and informed consent is gathered from all participants who take part in surveys as part of the project.

Registration

The trial protocol, minus sample size information, has been pre-registered on OSF (<https://osf.io/f38pe>).

Data Protection

WWCS has conducted a Data Protection Impact Assessment (DPIA) and published a privacy notice (appendix J), in line with the Data Protection Act (2018), for this project. All data subjects will be notified of the data processing via the survey they receive for the project, which will contain a link to the privacy notice published on our website (see [here](#)).

The survey data is the only type of data which will be collected from participants.



The following personal data will be collected:

- Gender
- Ethnicity

The anonymity and confidentiality of all participants will be preserved in accordance with WWCSC data protection guidelines, and all research activity will be overseen by the WWCSC Data Protection Officer. Data is stored in a secure manner and only authorised individuals will be granted access. Access will only be granted to research team members named as protocol authors, and a member of the research team who will conduct quality assurance on the analysis of the data.

All individual-level data will be stored by WWCSC for 24 months post publication of the findings in a research report, after which WWCSC will delete all individual-level data. The aggregate-level data will continue to be stored after this point in external reports. All individual-level quantitative data will also be transferred to a Data Archive hosted by the Office of National Statistics, where it will be stored indefinitely.

Process for collecting survey data:

The survey will be completed by participants only once, which will encompass all data collection for the project. Individual-level survey responses to which will be accessible only by WWCSC. Survey data will only be shared outside of WWCSC on an aggregated (i.e. non-individual, summary-level) basis.

Accountability and Governance

The Executive Director of the What Works Centre and Principal Investigator for this research (Dr. Michael Sanders) will be ultimately responsible for the conduct of the research.

WWCSC has a Data Protection Officer and a Data Protection Working Group which has the responsibility for the management of Data Protection on behalf of the Organisation. The Data Protection Team includes the Director of Operations, ensuring compliance with GDPR at the highest level of management. The Centre takes and documents the appropriate technical and organisational measures in place to comply with GDPR. The approach of WWCSC to information security is outlined in its IT Usage Policy.

The WWCSC data controller can be contacted at: dpo@whatworks-csc.org.uk.

Checks on staff

The data will only be accessed by project team members. Research staff at WWCSC have undergone data protection training and have substantial experience in handling data. The research team continues to review the training needs of the team to ensure the Centre's approach remains up-to-date.



Personnel

The evaluation is funded by the Economic and Social Research Council and will be undertaken by What Works for Children's Social Care (WWCSC). The Principal Investigator is Michael Sanders (Executive Director, WWCSC). Overall project management for the HHP research programme is co-led by Chris Mitchell (Research Associate, WWCSC) and Shibeal O'Flaherty (Research Associate, WWCSC). Research support is provided by Emily Walker (Research Assistant) and Bev Curtis (Practice Manager).

Personnel Roles

Data collection, quantitative analysis and reporting will be led by Chris Mitchell (Research Associate, WWCSC), and quality assured by Nick Fitzhenry (Research Associate, WWCSC). The work will be carried out in consultation with Kevin Daniels (Professor of Organisational Behaviour, University of East Anglia), Dana Unger (Associate Professor in Organisational Behaviour, University of East Anglia) and Ashley Whillans (Assistant Professor at Harvard Business School).

Delivery team:

- Michael Sanders, Chief Executive at What Works Centre for Children's Social Care
- Chris Mitchell, Research Associate at What Works Centre for Children's Social Care: intervention development and design
- Shibeal O'Flaherty, Research Associate at What Works Centre for Children's Social Care: intervention development and co-design
- Emily Walker, Research Assistant at What Works Centre for Children's Social Care
- Bev Curtis, Practice Manager at What Works Centre for Children's Social Care
- Vicky Clayton, Data Science Manager at What Works for Children's Social Care
- Ashley Whillans, Assistant Professor at Harvard Business School
- Kevin Daniels, Professor of Organisational Behaviour at University of East Anglia
- Dana Unger, Associate Professor in Organisational Behaviour at University of East Anglia

Timeline

Dates	Activity	Staff Responsible/ Leading
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May-June 2021	Trial design and intervention materials produced	Chris Mitchell Shibeal O' Flaherty Emily Walker
June 2021	Ethics application approved	Shibeal O' Flaherty
June 2021	Trial Protocol published	Chris Mitchell Shibeal O' Flaherty Emily Walker
June - August 2021	Intervention live	Chris Mitchell Shibeal O' Flaherty Emily Walker
August 2021	Analysis	Chris Mitchell
August 2021	Results published	Chris Mitchell Shibeal O' Flaherty Emily Walker

Appendices

WWCSC will publish protocol amendments as appendices if they contain additional information, or as new versions on its website with a full explanation of changes.



Appendix A: Applicant CVs

CV #1

Experienced social worker with extensive experience of managing statutory CP teams. I am a restorative, relationship-based practitioner who is committed to social work values and ethics.

DOB: 25/11/1982
60 Holmbush Way,
Southwick,
BN42 4YD

Education, Qualifications and Training

School

Ilford High School (1993-2000)

English A-Level Grade B
History A-Level Grade C
Politics A-Level Grade B

Higher Education

University of Sussex (2001-04)

BA Politics (2:1)

University of Brighton (2004-06)

MSc Social Work (Merit)

Current and previous employment

Current

<p>Team Manager Brighton and Hove City Council November 2018 - Present</p>

Team Manager, C&F Safeguarding

East Sussex County Council
March 2015 - October 2018

Practice Manager, MASH

West Sussex County Council
February 2014 - February 2015

Senior Social Worker, Duty Team

Brighton and Hove City Council
December 2010 - February 2014

Social Worker, West Long Term Team

Brighton and Hove City Council
September 2006 - November 2010

Personal Statement

In my current role I have supervisory responsibility for eight social workers who hold cases ranging from CIN, CP through to permanence. I am therefore able to manage a wide range of competing needs and support the team with prioritising their work. I therefore have demonstrable experience of managing the complexity of child and family social work in all aspects of statutory intervention. Relationship-based practice is very important to me as I believe it is the key to help families achieve sustainable, positive change. I am also trained in restorative practice and have been a driving force in bringing this approach to the systems and process in my current role. I am motivated, reliable and positive. I relish the opportunity to support social workers to develop their practice and confidence in order to achieve the overall aim of improving the lives of the children and families in our community. I am aware that as a manager I am responsible for overseeing the performance of social workers in achieving the statutory responsibilities required of the role. I ensure I am always fully conversant with the latest guidance and legislation in the field. Through supervision and support, I strive to ensure social workers are able to maintain up to date visits and written records.



CV #2

Experienced manager and motivational leader looking for new challenges in a different team environment.

DOB: 24/11/1985
27 King's Road,
Guildford,
GU1 4JW

Education, Qualifications and Training

School

The Beaconsfield School (1996-2003)
Maths A-Level A
Biology A-Level B
Sociology A-Level A

Higher Education

University of Manchester (2003-2006)
BSc Psychology (2:1)
University of East Anglia (2008-2010)
MA Social Work (Merit)

Current and previous employment

Current

<p>Team Manager Children Looked After Team Surrey County Council January 2018 - Present</p>

Team manager - Looked after team
Hampshire County council
June 2015 - December 2018

Social worker
Referral and assessment
Hampshire County Council
August 2011 - Feb 2013

Senior Practitioner
Referral and assessment
Hampshire County Council
Feb 2013 - June 2015

Personal Statement

In my current post of Team Manager I am responsible for 6 social workers of varying levels of experience from ASYE to the level of senior practitioner. As an experienced manager I am very aware of the importance of regular supervision and ensuring that social workers are supported in order that they can provide the very best to the children we look after. I have introduced reflective group supervision to the team which has also allowed staff to explore the nuanced complexity of families and the potential different ways to work with families. I consider myself to be a motivational leader, capable of stepping up when necessary, for example when a social worker is off and a visit might be due. This helps me to remain 'present' to the experience of social workers working with their families. Awareness of the key performance indicators are central to the manager's role and I ensure that I am fully up to date with the status of social workers' workloads and their administrative duties. Overall, I would like to be considered for this role as I am keen to expand my experience by moving to a different team and enjoying the new challenges it will bring.



CV #3

Leaving Care Team manager with a particular focus on children and families with complex needs, actively seeking opportunities in a leadership role.

DOB: 24/05/1970
24 Bridge End
London
SE40 9NJ

Education, Qualifications and Training

School

Waveller School (1981-86)
English A-Level Grade B
Psychology A-Level Grade B
History A-Level Grade C

Higher Education

University of Brighton (1989-92)
BSc Psychology (2:1)

London South Bank University (1999-02)
BA Social Work (2:1)

Current and previous employment

Current

<p>Team Manager Leaving Care Team Brent Council September 2015 - Present</p>
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Senior Social Worker, Leaving Care Team
London Borough of Redbridge
Jan 2007 - Aug 2015

Social Worker, Assessments Team
London Borough of Redbridge
Nov 2002 - June 2007

Personal Statement

I have been working at Brent Council for more than six years in a team manager role, and am looking to move to a new local authority and a new team in order to challenge myself and develop my skills as a practitioner and as a manager. I am particularly interested in the Leaving Care Team Manager role because this is where my passion for working with young people really developed and I realised the importance of supporting young people through their adolescent years to help them make a success of their lives after a difficult beginning. My previous role as a team manager required me to work with young people with complex needs, and this is something I think I have excelled in. I have also gained excellent experience in leading a team of social workers and supporting them in their practice, and I believe the team consistently provided a high level of service to the young people we worked with. I believe that my experience and skills outlined above will enable me to excel in the advertised role - I look forward to discussing the position further at the interview.



CV #4

Experienced and dedicated social worker with highly developed specialist knowledge of practice in children's services and team management experience.

DOB: 03/07/1985
39 Hartington Rd,
Manchester,
M12 8UZ

Education, Qualifications and Training

School

**Rainhill High School (1997-2004)
(2005-2008)**

Sociology A-Level: A
Psychology A-Level: C
Music A-Level: B

Higher Education

University of Central Lancashire

Education and Sociology BA (Hons) (2:1)

Liverpool Hope University (2010-2013)

Social Work BA (Hons) (2:1)

Current and previous employment

Current

**Team Manager
(Referral and Assessment)
Salford City Council
June 2018 - Present**

Social Worker, Family Court Advisor

CAFCASS

October 2016 - May 2018

Social Worker

Children and Families Team

Oldham Council

November 2013 - October 2016

Personal Statement

I qualified as a social worker in 2013, and since then have gained experience working with vulnerable children in communities in the North West which face adversity. While working for the Children and Families Team in Oldham, I had a caseload of up to 23 children and used my non-judgemental, empathetic attitude to listen to and meet their needs. I am very experienced in safeguarding, direct work with children, inter-agency working, case analysis, planning and recording. These skills equipped me for my role as a Family Court Advisor, where I responded to the demanding work with resilience and used my organisational skills to finish my work to a high standard. My experience at CAFCASS has allowed me to develop my skills in writing reports to a very high standard. I am also very experienced at giving oral evidence in contested hearings at court. Following on from this role, I now draw from my professional expertise to apply best practice in the development and implementation of strategic decisions while managing a team of five social workers at Salford City Council. This role demands I be accountable for the performance of others, which gives me the opportunity to show my leadership skills, while also allowing me real autonomy to make the changes I see fit. I am keen to build on the skills I have developed so far in a more ambitious managerial role.



CV #5

Committed, creative and determined social worker with experience in team management.

DOB: 17/03/1982
120 Shrewsbury Rd,
Plymouth,
PL5 4EY20

Education, Qualifications and Training

School

The Castle School (1993-2000)
Spanish A-Level A
Politics A-Level B
Art A-Level A*

Higher Education

Falmouth University (2001-2004)
BA Fine Art (First)

University of Portsmouth (2008-2010)
MSc Social Work (Merit)

Current and previous employment

Current

Team Manager - Children's
Plymouth City Council
March 2019 - Present

**Advanced Social Work Practitioner -
Contextual Safeguarding**
Devon County Council
April 2017 - March 2019

Social Worker

Torbay Council
October 2010 - December 2013

Senior Social Worker

Torbay Council
January 2014 - November 2016

Personal Statement

I put children's needs at the heart of everything I do and I am determined to improve the lives of the children I work for to make a brighter future. I believe in holistic, relationship-based social work with children and families. In particular, I like to use play and the creative arts to help children explore and discuss their experiences. Working in contextual safeguarding gave me an opportunity to work at pace with practitioners from a variety of professional backgrounds and drive forward a child first approach to delivering services to children at risk of exploitation. In my current role, I have been able to develop my management and leadership career in an innovative and ambitious children's service. I have significant experience of evidence based practice with children and families and the expertise and approach to effectively supervise and manage social workers and other social care practitioners.



CV #6

Children's social work team manager looking for new management opportunities. Passionate about supporting children, young people and parents.

DOB: 12/05/1992
1 Marford Rd,
Wheathampstead,
St Albans,
AL4 8NH

Education, Qualifications and Training

School

St Johns School (2004-2011)
English A-Level Grade C
Psychology A-Level Grade A
Media Studies A-Level Grade B

Higher Education

**Manchester Metropolitan University
(2011-14)**
BA Social Work (2:1)

Current and previous employment

Current

Team Manager
C&F Safeguarding
Hertfordshire County Council
June 2019 - Present

Senior Social Worker, West Team
Essex County Council
January 2016 - May 2019

Social Worker, MASH
London Borough of Enfield
February 2014 - December 2015

Personal Statement

I am a good team player and have excellent communication skills. I've worked in three local authority social services departments so I am aware of what good practice looks like. I have supervised social workers who have high caseloads and who experience stress and burnout. I have experience of working in child protection, child in need, undertaking care proceedings and I have worked in MASH. Due to this I have wide ranging knowledge and experience from initiating section 47 investigations through to care proceedings. working in partnership with other agencies. I've enjoyed being a team manager so far and the team performance has been commended by our DCS. I feel I'm ready to progress to a new role and help support a new team of social workers to make a difference for children and young people.



CV #7

Highly qualified, reflective and dedicated social worker who focuses on great practice that makes a real and positive difference for the children and young people I support.

DOB: 12/03/1989
20 Ashleigh Rd,
Solihull,
B91 1AE

Education, Qualifications and Training

School

Finham Park School (2000-2007)
English A-Level B
Economics A-Level A
Religious Studies A-Level B

Higher Education

University of Birmingham (2007-2010)
BA Social Work (First)

Current and previous employment

Current

Advanced Practitioner
Birmingham City Council
November 2020 - Present

Senior Children's Social Worker
Birmingham City Council
February 2016 - November 2020

Children's Social Worker (ASYE)
Walsall Council
September 2011 - September 2012

Children's Social Worker
Walsall Council
October 2012 - January 2016

Personal Statement

I have a genuine passion for working directly with children, young people and families. My positive 'can-do' attitude coupled with my drive and enthusiasm helps me to make a difference. In my current role as an advanced practitioner, I use the experience I have gained throughout my career in social care to ensure that I carry out to a high standard complex needs assessments, planning, intervention and subsequent review of children and their families where there are high levels of risk and compounded difficulties. My experience means I can demonstrate a knowledge of evidence based approaches and have the ability to use these in my practice. I build positive relationships with families using systemic and strengths based social work approaches. In addition to my direct work with children, my current role means I provide leadership in the team, providing both support and mentoring to newly qualified or less experienced staff and deputising for the Team Manager when needed. I have completed training as a Practice Educator for students who are wishing to progress their Social Work career by completing their placement with Birmingham City Council. I am seeking a new role where I can further develop my skills and take on more managerial responsibilities.



CV #8

Senior social worker, experienced in working with looked after children, keen to build on my career in a managerial role.

DOB: 01/05/1988
Lower Redland Rd,
Bristol,
BS6 6SS

Education, Qualifications and Training

School

St Edward's School (1999-2010)
Economics A-Level A
Maths A-Level A
Politics A-Level A*

Higher Education

Durham University (2010-2013)
BSc Behavioural Science (First)

Step up to Social Work (2013-2015)
Student Social Worker

Current and previous employment

Current

Senior Social Worker - Looked after children
Bristol City Council
December 2019 - Present

Social Worker - Looked after Children
Bristol City Council
October 2016 - November 2019

Social Worker (ASYE)
Cardiff Council
September 2015 - August 2016

Personal Statement

I have a postgraduate diploma in social work I gained while concurrently working in practice during the Step up to Social Work programme. I wrote my undergraduate thesis on the relationship between foster and biological siblings, and this research aroused my interest and led me to pursue a career in social work in the looked after children team. In this team, there is a focus on building trusted relationships with young people and their families, and I have grown skilled in completing parenting assessments for children returning home and adoption work post placement orders. I am particularly interested and passionate about incorporating trauma informed practice into my work. Being part of this team has given me experience working alongside other professionals to ensure that the child or young person in my charge receives appropriate care, education and health services. Because of this, I am skillful in communicating with different people and agencies. I believe that throughout my career I have demonstrated that I keep calm under pressure and eagerly take on additional responsibility as I have confidence in my ability to take the lead.



CV #9

Qualified social worker with strong knowledge of evidence base and four years experience working in practice looking to apply skills and knowledge in a managerial role.

DOB: 03/06/1995
80 Glenthams Rd,
Barnes,
London,
SW13 9JJ

Education, Qualifications and Training

School

St Paul's School (2006-2013)
Geography A-Level A*
(2:1)
Philosophy & Ethics A-Level A*
Biology A-Level A
Maths A-Level A

Higher Education

University of Cambridge (2013-2016)
BA Human, Social and Political Sciences

**Student Social Worker - Frontline
(2016-2018)**

Frontline Leadership Programme, gaining a master's in social work.

Current and previous employment

Current

<p>Social Worker Child Assessment Team Hounslow Council December 2019 - Present</p>

Student Social Worker
Ealing Council
September 2017 - September 2018

Personal Statement

I am passionate about engaging with social issues in our society in positive and innovative ways. Over the course of my training with Frontline, I combined theoretical learning through completing a master's degree in Advanced Relationship Based Social Work Practice with practical, on the ground experience of working as a social worker in Ealing Council. Although I have not worked in a strictly managerial role previously, while I was at the University of Cambridge I took part in a leadership development programme - where I lead a team to propose policy innovations. In addition to this, leadership development is a strong component in the Frontline programme. They worked closely alongside me to provide me with the support, toolkit and opportunities to apply my own leadership style in practice. I believe that my academic background combined with my experiences to date mean that I am well versed in the evidence base of what works for successful practice to help children and their families, and my passion and diplomatic leadership style mean that I would relish the opportunity to step up to a role managing a team, and I believe I would excel in this position.



CV #10

Qualified social worker with experience working with children and young people. Skills including safeguarding, best practice and working as a team.

DOB: 18/07/1984
52 Bolingbroke Rd,
Swindon,
SN2 2JU

Education, Qualifications and Training

School

Wentworth School (1995-2002)
Maths A-Level C
Geography A-Level Grade B
Psychology A-Level Grade B

Higher Education

**University of Birmingham
(2015-18)**
BA Social Work (2:1)

Current and previous employment

Current

**Senior Social Worker, Stronger
Families Team**
(Children with Disabilities)
Wiltshire County Council
December 2019 - Present

Social Worker, Children in Care Team
Bristol City Council
September 2018 - December 2019

Personal Statement

I have a passion and drive for social work that is evident in the relationships I have with children and families. My main priority is to improve, help and support the families I work with and empower them. Since becoming a social worker I have learnt so much about best practice and I have developed my skills and experience to the level where I hold the most complex cases in my team. Although I don't have management experience in social work, I frequently support my team manager and step in for her during team meetings when she is unavailable. I also have experience managing staff in my previous roles in retail and the recruitment industry. I am a natural leader, extremely organised and with excellent communication skills.



CV #11

Passionate social worker with strong belief in a person centred approach, powerful advocate for vulnerable children.

DOB: 05/06/1991
Teversham Lane
SW8 2DP

Education, Qualifications and Training

School

Graveney School (2002-2009)
English A-Level A
History A-Level B
Psychology A-Level B

Higher Education

University of Brighton (2010-2012)
BSc Social Work (2:1)

Current and previous employment

Current

Team Manager
(Children with Disabilities)
London Borough of Lambeth
March 2018 - Present

Assistant Team Manager
(Children with Disabilities)
London Borough of Lambeth
September 2017 - March 2018

Social Worker (Access and Referral Hub)
Southwark Council
October 2012 - September 2015

Supervising Senior Social Worker
(Intake and Family Assessment Team)
Royal Borough of Greenwich
September 2015 - August 2017

Personal Statement

I am an experienced Team Manager and use my knowledge of legislation to promote positive outcomes and swift interventions to meet complex situations. I am also a creative problem-solver, I use a can-do approach and commitment to quality to inspire my team to achieve excellence. I have worked with teams who are low in enthusiasm, and used my collaborative team building skills to increase morale. In my current role, I am responsible for a team of 6 social workers, ensuring they are supported and that risk is managed well. The children my team works with are the most vulnerable in society and my team of dedicated professionals work hard to enable our children and young people to fulfil their full potential. I make certain that all interventions being undertaken are purposeful and led by what is in the child's best interest. I adopt systemic practice and thinking to put the focus back on relationship-based social work.



Appendix B: Fictitious candidate names

Joint vs separate evaluation experiment:

'White-sounding' names:

- EMMA CURTIS
- JESSICA WICKER
- AMY JOHNSTONE
- REBECCA KING
- LAUREN HASLEHURST

'Non-White sounding' names:

- DANUSHI DEVI
- NARAYANI KARTHIKEYAN
- TENDAYI WRIGHT
- LASHANA IBRAHM
- AALIYAH HARRIS

Blinding applications experiment:

- 'White-sounding' name: REBECCA PEARCE
- 'Non-white sounding' name: NAOMI NWACHUKWU



Appendix C: Invitation Email to Participants

£20 for 20 minutes: Take part in one of our research projects!

We'd like to invite you to take part in one of our research projects! It's a short online experiment and we will be sending £20 vouchers to all social workers who complete the survey. Here's what you need to know:

- The project is part of our workforce wellbeing programme, where we aim to identify interventions which improve the happiness and effectiveness of the Children's Social Care workforce.
- In this project, we're interested in Children's Services recruitment processes - we just need you to complete a short online survey, where you are asked to put yourself in the shoes of someone in the recruitment panel at a local authority.
- You're eligible to take part if you're a qualified social worker at the level of practitioner or above (e.g. team manager, PSW, etc.), or a social work assistant.
- The experiment will take **15-20 minutes to complete**, and we're offering a [£20 Love2Shop](#) as a thank you for participating in the project!
- Here is the link to take part - and if you have any questions please email chris.mitchell@whatworks-csc.org.uk.



Appendix D: MDES Calculations

*** INCREASING DIVERSITY EXPERIMENTS ***

* Joint vs separate evaluation experiment

* Binary outcome (either progressed or not progressed)

* Assumed 50% as a baseline proportion of progression

* Looking at power for interaction effect (joint*ethnicity):

* MDES will be multiplied by two to get the MDES for the interaction effect

* We have a sample of 3000 highly clustered observations.

* We could think of them as 300 obs (one for each participant in the experiment), but we would in effect

* be aggregating the data we had (creating an average score given by each participant in each condition they are exposed to).

* We retain more information by not aggregating, and instead have 3000 obs of binary yes/no decisions for different candidates.

* This data is clustered at the level of the participant, with a very high ICCR as the rows are not independent:

* Assuming 3000 sample and participant-level randomisation

* 300 participants

* 3000 candidates

* Cluster size = 10

* Assuming ICCR of 0.8; and will test for baseline rate of 0.5 (told not to pass more than 5 candidates)

* First, calculating the design effect.

* design effect = $1 + ICCR * (avg\ cluster\ size - 1)$

di = $1 + 0.8 * (10 - 1)$

* design effect = 8.2

* Next, plug this into the Effective Sample Size formula

* ESS = $3000 / 8.2$

di $3000 / 8.2$

* ESS = 365.8 is our effective sample

power twoproportions 0.5, n(366) power(0.8) // 0.144

* Multiply MDES by two to account for interaction effect = 0.29



- * Blinding applications experiment
- * Continuous outcome (3-21)
- * Making some assumptions for baseline and sd for mdes on the scale
- * Experiment has three conditions, and two control groups (visible white and visible non-white candidate)
- * Therefore power calculation for primary outcome (comparing tmt vs one of the control conditions)
- * has a sample size of 200

power twomeans 1, n(200) power(0.8) sd(1) // 0.4
power twomeans 15, n(200) power(0.8) sd(4) // 1.6



Appendix E: Survey Measures

Demographic measures:

1. What is your current or most recent role in social work?

- Social Work Assistant
- Student Social Worker or NQSW
- Social Worker
- Senior Practitioner
- Social Work Team Manager
- Social Work Senior Leader
- Other

2. What is your age?

[Open text box]

3. What gender do you identify with?

- Female
- Male
- Transgender female
- Transgender male
- Gender variant/Non-conforming
- Not listed: _____
- Prefer not to answer

4. What is your ethnicity?

- English/Welsh/Scottish/NorthernIrish/British
- Irish
- Gypsy or Irish Traveller
- Other White background
- White and Black Caribbean
- White and Black African
- White and Asian
- Other Mixed/Multiple ethnic background
- Indian
- Pakistani
- Bangladeshi
- Chinese
- Other Asian background
- African
- Caribbean



- Other Black/African/Caribbean background
- Arab
- Any other ethnic group

5. What is your email address? (We will only use this to send you your voucher, and this information will be separated from your responses before any analysis of results).

[Open text box]

6. Please confirm your email address.

[Open text box]

Evaluation Experiments

Please imagine you have been asked to assist with evaluating applicants for a final stage interview for a managerial position within a Leaving Care team within Children's Services. Imagine also that the successful candidate will be doing important work with children and families, and that you will be working closely with them at the local authority.

1) Separate vs Joint Evaluation: Progression

You will now be reviewing 10 applications.

If separate evaluation condition: Please select no more than 5 of the 10 candidates to progress to the final stage of the selection process.

If joint evaluation condition: You will be reviewing pairs of candidates simultaneously. For each pair, you will be asked to select only one candidate to progress to the final stage of the selection process.

2) Blinding Applications

You will now review one candidate, and will be asked to score them on three criteria relevant for the role.

Ability to manage a caseload of children and families where needs are particularly complex

- Very strongly disagree (1)
- Strongly disagree (2)
- Disagree (3)
- Neither agree nor disagree (4)
- Agree (5)



- Strongly agree (6)
- Very strongly agree (7)

Ability to manage the team to ensure that services are efficiently and effectively provided

- Very strongly disagree (1)
- Strongly disagree (2)
- Disagree (3)
- Neither agree nor disagree (4)
- Agree (5)
- Strongly agree (6)
- Very strongly agree (7)

Ability to work with staff within the team and manage supervision, training and personal development.

- Very strongly disagree (1)
- Strongly disagree (2)
- Disagree (3)
- Neither agree nor disagree (4)
- Agree (5)
- Strongly agree (6)
- Very strongly agree (7)

Exploratory Analysis

7. To what extent do you agree that your organisation is committed to producing and maintaining a diverse workforce?

- Very strongly disagree (1)
- Strongly disagree (2)
- Disagree (3)
- Neither agree nor disagree (4)
- Agree (5)
- Strongly agree (6)
- Very strongly agree (7)

8. To what extent do you agree that your organisation has policies aimed to promote diversity within the workforce?

- Very strongly disagree (1)
- Strongly disagree (2)
- Disagree (3)
- Neither agree nor disagree (4)
- Agree (5)



- Strongly agree (6)
- Very strongly agree (7)

9. To what extent do you agree that promoting a diverse workforce should be a priority for Children's Social Care organisations?

- Very strongly disagree (1)
- Strongly disagree (2)
- Disagree (3)
- Neither agree nor disagree (4)
- Agree (5)
- Strongly agree (6)
- Very strongly agree (7)



Appendix F: Ethics Committee Letter

04/06/2021
Shibeal O' Flaherty

Dear Shibeal

Happier, Healthier Professionals: Increasing Diversity in Social Work Management

Thank you for submitting your Minimal Risk Self-Registration Form. This letter acknowledges confirmation of your registration; your registration confirmation reference number is MRSP-20/21-24352

IMPORTANT CORONAVIRUS UPDATE: In light of the COVID-19 pandemic, the College Research Ethics Committee has temporarily suspended all primary data collection involving face to face participant interactions, unless the data collection fall under one of the exemptions and fulfils the criteria outlined by CREC at the link below:

<https://internal.kcl.ac.uk/innovation/research/ethics/applications/COVID-19-Update-for-Researchers>

Ethical Clearance

Ethical clearance for this project is granted. However, the clearance outlined in the attached letter is contingent on your adherence to the latest College measures when conducting your research. Please do not commence data collection until you have carefully reviewed the update and made any necessary project changes.

Ethical clearance is granted for a period of **three years** from today's date and you may now commence data collection. However, it is important that you have read through the information provided below before commencing data collection:

As the Minimal Risk Registration Process is based on self-registration, your form has not been reviewed by the College Research Ethics Committee. It is therefore your responsibility to ensure that your project adheres to the [Minimal Risk Guiding Principles](#) and the agreed protocol does not fall outside of the criteria for Minimal Risk Registration. Your project may be subject to audit by the College Research Ethics Committee and any instances in which the registration process is deemed to have been used inappropriately will be handled as a breach of good practice and investigated accordingly.

Record Keeping:

Please be sure to keep a record of your registration number and include it in any materials associated with this research. It is the responsibility of the researcher to ensure that any other permissions or approvals (i.e. R&D, gatekeepers, etc.) relevant to their research are in place, prior to conducting the research.

In addition, you are expected to keep records of your process of informed consent and the dates and relevant details of research covered by this application. For example, depending on the type of research that you are doing, you might keep:

A record of all data collected and all mechanisms of disseminated results.

Documentation of your informed consent process. This may include written information sheets or in cases where it is not appropriate to provide written information, the verbal script, or introductory material provided at the start of an online survey.

Please note: For projects involving the use of an Information Sheet and Consent Form for recruitment purposes, please ensure that you use the KCL GDPR compliant [Information Sheet & Consent Form Templates](#)

Where appropriate, records of consent, e.g. copies of signed consent forms or emails where participants agree to be interviewed.

Audit:

You may be selected for an audit, to see how researchers are implementing this process. If audited, you and your Supervisor will be asked to attend a short meeting where you will be expected to explain how your research meets the eligibility criteria of the minimal risk process and how the project abides by the general principles of ethical research. In particular, you will be expected to provide a general summary of your review of the possible risks involved in your research, as well as to provide basic research records (as above in Record Keeping) and to describe the process by which participants agreed to participate in your research.

Remember that if you at any point have any questions about the ethical conduct of your research, or believe you may have gained the incorrect level of ethical clearance, please contact your supervisor or the Research Ethics Office.

Data Protection Registration

If you indicated in your minimal risk registration form that personal data would be processed as part of this research project, this letter also confirms that you have also met your requirements for registering this processing activity with King's College



London in accordance with the General Data Protection Regulation (GDPR).

More information about how the GDPR affects researchers can be found here:

<https://internal.kcl.ac.uk/innovation/research/Research-Governance/how> Page 1 of 2

[does-GDPR-affect-research/How-does-GDPR-affect-research](#)

Please note that any changes to the storage, management, or type of personal data being collected should also be included in a modification request.

We wish you every success with your project moving forward.
With best wishes,

The Research Ethics Office

On behalf of the College Research Ethics Committee



Appendix G: Survey Consent Form

Thank you for taking part in this study! The project is part of our workforce wellbeing programme, where we aim to identify interventions which improve the happiness and effectiveness of the Children's Social Care workforce.

The purpose of the survey is to investigate the effectiveness of different ways of evaluating applications for social work positions - you'll be asked to put yourself in the shoes of someone in the recruitment panel at a local authority.

We are only requesting data that is necessary for the purposes of this research. We will ask you for your email, but only so that we can send you your voucher after you have completed the survey. After we have done this, your email will be separated from your responses to the survey and securely deleted. Other than this, we will not capture any information that would allow us to easily identify you, and WWCSO will not take any steps to identify you from your answers. Your answers will be analysed by the research team at the WWCSO, and all data will be deleted 24 months after analysis and quality assurance is complete. The privacy notice for this study can be found [here](#).

We will also be collecting your information on your ethnicity as part of the research. If you do not want to provide this information, you can choose not to provide this information by selecting 'prefer not to say', or you can choose not to proceed with the survey.

If you have any questions after you have completed the survey, please contact the research team by emailing Chris Mitchell, Research Associate at the WWCSO:
chris.mitchell@whatworks-csc.org.uk

The WWCSO can be contacted at:
What Works for Children's Social Care
The Evidence Quarter
Albany House
Westminster, London, SW1H 9EA
Email: research@whatworks-csc.org.uk

Clicking on the "agree" button below indicates that:

- [Box here to indicate agreement] You have read the above information
- [Box here to indicate agreement] You voluntarily agree to participate in the research
- [Box here to indicate agreement] You have read the Data Protection Notice
- [Box here to indicate agreement] By agreeing, you expressly acknowledge that, at the outset of the Project, any personal data which you might collect in connection with the Project during the Project Length may be transferred to our secure data archive. This archive is hosted and stored by the Office of National Statistics ("ONS") 'Secure Research Service' on our behalf, we are the data controller and access to any data stored within the archive is therefore controlled by the ONS and WWCSO



only. You shall ensure that you have all necessary rights, notices and/or consents in place in order to transfer such personal data to us for this purpose.



Appendix J: Privacy Notice

What Works for Children's Social Care Privacy Notice for the "Increasing Diversity in Social Work Management - Online Studies" Evaluation

Introduction

What Works for Children's Social Care and its affiliates, subsidiaries and related entities ("WWCSC", "we", "our") is committed to protecting the privacy and security of the personal data we collect about end customers and users of our services ("you/your").

The purpose of this privacy notice is to explain what personal data we collect about you when we conduct research for the Increasing Diversity in Social Work Management - Online Studies evaluation project. When we do this, we are the data controller.

Please read this privacy notice carefully as it provides important information about how we handle your personal information and your rights. If you have any questions about any aspect of this privacy notice you can contact us using the information provided below or by emailing us at dpo@whatworks-csc.org.uk quoting "Increasing Diversity in Social Work Management - Online Studies" in the subject or body of the email.

Personal data we collect

- Your email address
- Your occupation
- Your sex
- Your age
- Your ethnicity
- Your answers to the survey questions

How we collect information about you

We refer to "primary data collection" when data is collected directly from you and we refer to "secondary data collection" when the data is not collected directly from you).

- From yourself via an online survey we have sent you (primary data collection)

Purposes for which we use personal data and the legal basis

When conducting the research study, we may use your personal data for the following purposes and on the following lawful bases. The table below is relevant to all data subjects involved in the research study:

Purpose	Lawful Basis for Processing
---------	-----------------------------



To strengthen the effectiveness of the social care profession and the quality of the services it provides to children and families.	Processing is necessary for the performance of a task carried out in the public interest.
To analyse the outcome of a recruitment based survey within the Social Care Sector.	
To be able to send you a voucher for your participation in the survey. (Email Address only which is not used as part of the survey and is separated from the survey data upon extraction from the survey platform.)	The lawful basis we shall be relying on is the legitimate interest of the Data Controller. Where we rely on our legitimate interests, we will always make sure that we balance these interests against your rights.
To capture demographic data for the purposes of the analysis. In this case Ethnicity.	We shall rely on consent for this action where consent is given voluntarily when you decide to answer this specific survey question. It is clearly stated before you participate in the survey that if you do not wish to give your consent for special category data (Ethnicity) to be analysed you should not participate in the survey.

Sharing your data

It is unlikely that we'll ever share your personal data outside the UK. If, however, it becomes necessary for the purposes of conducting our research we will only share it with organisations in countries benefiting from a European Commission adequacy decision or on the basis of Standard Contractual Clauses approved by the European Commission (both of which are recognised by the UK) which contractually oblige the recipient to process and protect your personal data to the standard expected within the UK.

Any data shared with the below categories of recipients is the minimum necessary for the task they have been instructed to carry out on our behalf or in conjunction with us. Each category of recipient is subject to pre-approved review to ensure comparative technical and organisational measure for keeping the data secure.

1. Pre-approved online survey platform providers.
2. Archiving location within the Office of National Statistics ("ONS") 'Secure Research Service' (de-identified anonymous data only).

As with our other projects, we anticipate that the anonymised research data (all data other than email address) shall be transferred to our secure data archive. This archive is hosted and stored by the Office of National Statistics ("ONS") 'Secure Research Service' on our behalf, we are the data controller and access to any data stored within the archive is controlled by the ONS and WWCS only. Further information on how the ONS SRS keep data secure can be found by following this [link](#).



There may be scenarios where we are subject to a legal obligation to disclose or share your personal data, such as with law enforcement agencies, regulatory bodies or public authorities in order to prevent or detect crime. We will only ever disclose your personal data to these third parties to the extent we are required to do so by law.

We may also share your personal data if we choose to sell, transfer, or merge parts of our business and/or group, or our assets in the future. Or we may seek to acquire other businesses or merge with them. During any such process, we may share your data with other parties. We will only do this if they agree to keep your data safe and private. If a change to our group happens, then other parties may use your data in the same way as set out in this notice.

How long we keep your data

Data shall be reduced, redacted, de-identified and deleted at appropriate times so we remain the minimum amount of data possible throughout the research study. This includes removing email addresses from the downloaded survey data upon download so they can never be re-associated with each other therefore making the survey data extract anonymous.

Once email addresses have been used to send vouchers to you we shall retain your email address and any correspondence with you for a further two months from the point the voucher has been sent to you for the purpose of resolution of any issues that may occur.

Email addresses shall remain within the pre-approved survey supplier platform, which has limited access, for the duration of the survey and upto 6 months after the survey has been closed down and is over. This survey is due to complete in August 2021 although due to the nature of research and the requirement to capture a certain volume of data this may be extended by upto 12 months. At this point the data shall be deleted from the survey platform provider.

The remaining survey data which has been extracted is non-identifiable, anonymised data at the point any email addresses have been removed from the extract.

Archived data within the ONS 'Secure Research Service' shall remain in an anonymised form within the archive for an indefinite period of time.

How we protect your data

We implement appropriate technical and organisational measures to protect data that we process from unauthorised disclosure, use, alteration or destruction. Data protection assessments are conducted for each research project and all recipients of data used within any research data.

Your information is securely stored on a dedicated drive, and access is controlled by WWCS's secure access policy for the duration of the research study period.

We will always keep these under review to make sure that the measures we have implemented remain appropriate.

Any personal data is not subject to any automated decision-making.



Your rights and options

You have the following rights in respect of your personal data:

- You have the right of access to your personal data and can request copies of it and information about our processing of it.
- If the personal data we hold about you is incorrect or incomplete, you can ask us to rectify or add to it.
- Where we are using your personal data with your consent, you can withdraw your consent at any time.
- Where we are using your personal information because it is in our legitimate interests to do so, you can object to us using it this way.
- Where we are using your personal data for direct marketing, including profiling for direct marketing purposes, you can object to us doing so.
- You can ask us to restrict the use of your personal data if:
 - It is not accurate,
 - It has been used unlawfully but you do not want us to delete it,
 - We do not need it any-more, but you want us to keep it for use in legal claims, or
 - if you have already asked us to stop using your data but you are waiting to receive confirmation from us as to whether we can comply with your request.
- In some circumstances you can compel us to erase your personal data and request a machine-readable copy of your personal data to transfer to another service provider.
- You have the right not to be subject to a decision based solely on automated processing (including profiling) that produces legal effects concerning you or similarly significantly affects you.

You will not have to pay a fee to access your personal data (or to exercise any of the other rights). However, we may charge a reasonable fee if your request for access is clearly unfounded or excessive. Alternatively, we may refuse to comply with the request in such circumstances.

If you wish to exercise your rights, please contact us at dpo@whatworks-csc.org.uk.

How to Complain

You can also lodge a complaint with the Information Commissioner's Office. They can be contacted using the information provided at:

Information Commissioner's Office
Wycliffe House
Water Lane
Wilmslow
Cheshire
SK9 5AF

Helpline number: 0303 123 1113

ICO website: <https://ico.org.uk/concerns/>.



Contact us

If you have any questions, or wish to exercise any of your rights, then you can contact:

Project: Increasing Diversity in Social Work Management - Online Studies

Organisation: What Works for Children's Social Care

Address: The Evidence Quarter, Albany House, Westminster, SW1H 9EA

Alternatively, you can email us at dpo@whatworks-csc.org.uk

Changes to this privacy notice

We may update this notice (and any supplemental privacy notice), from time to time as shown below. We will notify you of the changes where required by applicable law to do so.

Last modified 16th June 2021.