

Parts of the Sector Skills Council
Skills for Care and Development



*Continuing Professional Development
for the social care workforce
Employer's Guide*



Endorsed by:



Making Social Care
Better for People



social care
institute for excellence



Employer's guide to Continuing Professional Development

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1. Introduction

Skills for Care, the Children's Workforce Development Council and partners have developed a continuing professional development (CPD) **strategy**. The strategy is published at www.skillsforcare.org.uk and other partner agencies' websites. The strategy is for all employers and people working in social care, including those with professional qualifications.

CPD is vital as it is:

- central to improving your service
- essential for good people management
- key to improving recruitment and retention
- applicable to all your workers, volunteers, carers and managers
- a shared responsibility—for workers to develop their skills and knowledge and for you as an employer to actively provide appropriate learning opportunities.

If you develop a CPD strategy, the outcomes should be:

- improved services from the perspective of the user of the service
- your organisation meeting relevant standards and requirements including those for registration and re-registration, if appropriate
- workers having improved competence, confidence and self-esteem
- more qualified workers
- the development of a learning culture rather than a training culture
- better recruitment and retention of workers.

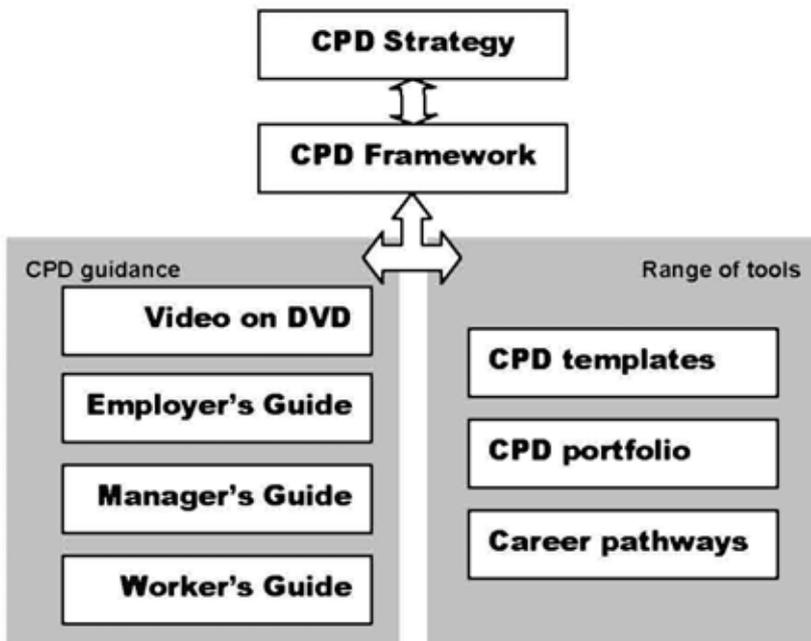
The CPD **framework** is published alongside the CPD strategy. An overview is included in appendix 1 to this guide. It is intended to support employers in social care to implement the CPD strategy by providing:

- a shared understanding of CPD within the current social care context
- a model for developing a consistent and coherent approach to CPD
- systems and processes for implementing CPD
- exemplars for career pathways.

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2. How to use this guide



Overview of CPD resources

(Some of the guidance and tools have yet to be developed and are not published at the same time as the launch of this guide.)

This employer's guide is one of a range of guides and tools that will be produced for employers, managers and workers to explain what CPD means for them and help to put the CPD framework into practice. An overview of the CPD framework is in appendix 1. This guide can be used by:

- social care employers and managers of small and medium sized businesses, e.g. residential homes and domiciliary care agencies
- senior, middle and first line managers in larger private, voluntary and statutory organisations
- human resources, training and education professionals.

Each employer can adapt the tools and the guide can be used flexibly to:

- clarify what CPD is
- explain why it is important to develop and implement CPD for all workers
- help develop CPD processes to suit their service
- help to build on what they already have in place
- overcome some of the blocks to implementing CPD.

3. What is CPD?

CPD is an ongoing, planned, learning and development process that:

- enables all your workers to expand and fulfil their potential
- contributes to their work-based and personal development
- can be applied or assessed against competences for the worker's role and organisational performance
- includes any activity that workers are doing on a day to day basis which increases knowledge, experience and understanding and improves performance
- ensures continuing confidence and competence, particularly as roles develop or change or people develop their careers.

Competence means that people have the relevant skills, knowledge, understanding and attributes to do a particular job in a particular context to an agreed standard.

CPD applies to **all your workers and managers**, including social workers, and covers **all types of learning at all levels**. It includes but is more than 'training', 'registration' and 'post-registration training and learning'. It covers the whole of a

worker's career from recruitment, selection and induction onwards, including relevant voluntary and part-time work.

CPD for the social care workforce includes any development opportunity which contributes directly to improving the quality of service, such as:

- induction and statutory training
- work-based learning through supervision and other opportunities supported and provided by employers, such as in-house courses, job-shadowing, secondment, mentoring, coaching
- qualifications required for registration or to meet national minimum standards
- post registration training and learning (PRTL) as required by the General Social Care Council (GSCC) or other appropriate regulatory bodies
- post qualifying training for social workers
- formal learning leading to recognised awards
- knowledge and skills sets
- informal learning and learning through experience in life and work
- reflecting on what has been learnt from planned and unplanned experiences in work.

CPD for some workers is undertaking qualifications to meet statutory requirements or as part of a post-qualifying framework. You should also include activities to meet standards, registration requirements and post-registration training and learning (PRTL) if appropriate. The framework includes induction to facilitate transitions into new roles and between roles.

You can use CPD opportunities creatively to help people prepare for changes in existing roles or the next job. A record of CPD will help you and other employers see how learning is being applied throughout a career.

You may already have effective policies and systems in place such as supervision, performance reviews, appraisal and personal development plans to support individual development needs. These are part of CPD processes in which individuals are encouraged to think about how to develop their practice and their career. The CPD framework reinforces and supports the development of this good practice.

4. What are the benefits of CPD?

We know the workforce is critical to service delivery and developing your workers is the most effective way for your organisation to provide a good service. If you invest in ongoing learning and development, it should have a direct and positive impact on people who use services, children and families, the individual worker, the organisation, the quality of practice and services.

A CPD strategy is an essential tool for good people management and performance management. A consistent and clear approach to CPD in your organisation will contribute to:

- recruitment and retention of workers, providing a working environment where people want to stay. This will reduce turnover of workers and costs.

- more competent workers who will be able to meet the requirements of inspectors and funders.
- meeting national minimum standards, performance indicators, training and qualifications requirements and achieving Investors in People
- addressing the needs of people who are coming into your organisation from a range of backgrounds and services
- developing a learning culture, which can support diversity and a commitment to developing the potential of all your workers, paid or unpaid (ADSW/SE 2005, 15)
- ensuring that all learning is cost effective, good quality and relevant for your organisation, managers and workers alike
- meeting your responsibilities as an employer for developing workers as defined in the General Social Care Council (GSCC) Codes of Practice
- meeting requirements for registration and re-registration with the GSCC and other regulatory bodies.

An employer who provides good opportunities for CPD and a positive learning environment to support learners will be more attractive than another.

(ADSW/SE 2005)

CPD is essential to develop a stable and competent workforce. Workers are more likely to stay in the sector if their qualities and skills are recognised, nurtured and developed at all levels, whether this is in a small or large organisation or outside of an organisation.

CPD systems which link to your business plans will also help you to plan and prepare for changes in service delivery and new roles. By “embracing changes and being proactive about meeting them, by taking leadership, you often find that people respond.” (Brown *et al* 2005)

As an employer you can contribute to recruiting and retaining workers to meet any changes in the sector by providing:

- encouragement to develop a career in social care and use the range of pathways and opportunities within the sector
- new routes for those with the ability and aptitude to access professional education such as apprenticeships and foundation degrees
- the widest possible flexibility and diversity in terms of entry into social care
- CPD to develop workers for new roles and to keep up to date with changes (Waddilove 2006).

5. How can the barriers to CPD be overcome?

Despite the benefits, employers often find significant barriers to implementing CPD in workplaces:

- lack of funding and other resources
- inadequate staffing levels and high turnover
- fear and lack of confidence in learning, particularly from staff with poor literacy skills
- lack of time because of high workloads
- concern that people gain awards and then leave
- lack of flexible local learning provision, tailored to workplace needs

- lack of IT resources and skills
- lack of effective evaluation of learning.

At the same time, there are a number of factors that are encouraging employers to implement CPD and develop a learning culture:

- National minimum standards and Commission for Social Care Inspection (CSCI) inspection requirements.
- Legal and policy requirements from the Department of Health and Department for Education and Skills (DfES).
- Qualification requirements for NVQs and registered manager awards.
- Increasing involvement and influence of people who use services, children and families on service delivery.
- Investors in People.
- Best practice guidance from Skills for Care and the Social Care Institute for Excellence (SCIE).

The table overleaf suggests some ways employers can overcome the barriers to using CPD more effectively in their organisations and meet their responsibilities as employers.

6. What are the CPD responsibilities of employers and individuals?

CPD is a joint responsibility, which is reflected in the General Social Care Council (GSCC) Codes of Practice. As an employer you are expected to actively provide learning opportunities on an on-going basis.

Section 3 of the Code of Practice for Employers stipulates that as a social care employer, you must provide training and development opportunities to enable social care workers to strengthen and develop their skills and knowledge. This includes:

- 3.1 "Providing induction, training and development opportunities to help social care workers do their jobs effectively and prepare for new and changing roles and responsibilities." This includes access to qualifications to meet national minimum standards such as level 2 or 3 NVQ and the Registered Manager Award.
- 3.2 "Contributing to the provision of social care education and training, including effective workplace assessment and practice learning."
- 3.3 "Supporting staff in posts subject to registration to meet the GSCC's eligibility criteria for registration, post-registration and its requirements for continuing professional development." www.gsc.org.uk provides information about registration.
- 3.4 "Responding appropriately to social care workers who seek assistance because they do not feel able or adequately prepared to carry out any aspects of their work." Supervision provides a good opportunity to do this.

The Codes of Practice also place an expectation on individuals to continue to develop their skills and knowledge through a range of learning and development activities.

Table 1 Overcoming barriers to CPD	
Barrier	What could be done?
Funding and information	<ul style="list-style-type: none"> • Check appendix 3 below for advice about funding. • Check appendix 4 for signposts to information and advice. • Make contact with the Skills for Care Learning Resource Network (LRN) in your region. • Contact the local LSC and Business Link for help. • Look at opportunities to share resources with partner organisations and through networks. There may be opportunities to access free training, for instance in IT skills or basic skills. • Find advice from Skills for Care at www.skillsforcare.org.uk – click on 'user-friendly info'/funding.
Inadequate staffing and high turnover	<ul style="list-style-type: none"> • Organisations that have implemented CPD, clarifying and supporting career progression, have found that recruitment and retention has been improved and turnover reduced. • It is important to ensure the infrastructure for CPD is in place: this means effective and regular supervision, personal development plans for all staff and a career framework.
Lack of confidence in learning	<ul style="list-style-type: none"> • The learning culture needs to be modelled by all managers. Staff with poor basic skills need access to literacy, English for Speakers of Other Languages (ESOL) and numeracy training. • Return to learn programmes, for example those provided by Unison and the Workers' Educational Association (WEA) can help with confidence building, as can the development of IT skills.
Lack of time	<ul style="list-style-type: none"> • Build learning opportunities into day-to-day activities—as part of supervision, a short slot at a meeting, or through coaching newer staff. • Make use of bite-sized and flexible learning to fit in with the working day and the workplace.
Fear of staff leaving	<ul style="list-style-type: none"> • Career pathways and access to learning can have the opposite effect—not only are staff more likely to be retained, but they are more likely to be attracted to work for you in the first place.
Lack of flexible learning provision	<ul style="list-style-type: none"> • Negotiate with local learning providers such as colleges to ensure that learning being purchased is fit for purpose and relevant to staff needs. • Review open and distance learning packages for flexibility and relevance. • Use networks for recommendations for good learning resources and providers. Speak to your local LRN about gaps in provision and ask for recommendations for learning resources.
Lack of IT resources and skills	<ul style="list-style-type: none"> • Explore funding options for IT infrastructure development and training. • Encourage the development of IT skills within the organisation and workplace.
Lack of effective evaluation	<ul style="list-style-type: none"> • Review the ideas in section 10.2 of this guide. • Commit to the Investors in People standard.

There are growing numbers of independent workers and individuals who are employed directly by people who use services, carers, or through agencies. When individuals work independently or outside an organisation, they are responsible for their own CPD. Membership of an appropriate workforce or professional body can support people with this and their longer-term career development.

7. What can employers do to implement CPD?

You can use the Skills for Care CPD framework to identify what you already have in place and what needs to be developed further. (See overview of the framework in appendix 1). Given the changing and multi-disciplinary nature of many social care organisations, it is likely that your own CPD framework will need to address the needs of people from a range of backgrounds and services.

The model for implementing CPD is based on you developing a person profile for each worker. This has three stages and it means:

- linking job descriptions and person specifications to relevant national occupational standards and other competences to provide a competence-based profile of each worker role
- identifying what learning and development needs each worker has in relation to these competences and recording these as personal development plans (PDPs)
- identifying what learning opportunities workers need for their continuing professional development (CPD). The CPD processes that you use will be informed by the person profile and the PDP.

Developing the person profile is an important part of your performance management system as it enables workers to realise their potential by reviewing performance against previously agreed objectives. Personal development plans are a tool to empower workers to develop skills, knowledge and experience to assist them to meet those objectives in their current job and to plan career progression. You can use supervision for performance management, support and learning.

You need to be aware that sometimes these processes will be regarded as a threat rather than an opportunity. This may relate to previous unsatisfactory workplace or education experiences or lack of basic skills. A person-centred approach will look at what is needed for a particular worker to overcome their fears about learning and what type of learning best suits their needs and learning style. The PDP should address these issues in ways that encourage learning and develop the worker's confidence.

Your role is crucial in implementing CPD, as is emphasised in the Skills for Care leadership and management strategy (SfC 2006a). You have responsibility for making sure effective CPD systems are in place and ensuring individuals have their own personal development plan.

You need to have systems in place for the worker, but also complementary organisational systems, so that you know learning and development is contributing to achieving service objectives. The table below outlines what you need to have in place for the individual and the organisation to effectively implement CPD.

Table 2 CPD requirements for workers and employers	
Workers	Employers
<ul style="list-style-type: none"> • Person profile – based on person specification and job role, linking these to relevant national occupational standards and other competences. • Personal development plan – essential to identify learning and qualification needs and track progress, it should be updated at least annually and relate to the person profile. • Learning – access to development activities and qualifications to meet identified needs from induction onwards. • Appraisal – performance appraisal should identify learning needs and feed into the personal development plan. • CPD portfolio – can be paper-based, electronic or online and it would be helpful for it to be based on a common template and include annual progress summaries. 	<ul style="list-style-type: none"> • Commitment from the top to supporting CPD. • CPD framework for all employees. • Business planning linked to workforce development and training plan. • Training plan relating to the different employee job roles. • Effective supervision systems that are used to develop individuals (see the unit of competence <i>Managing Effective Supervision</i>, SfC 2006a). • Appraisal system linked to personal development planning. • Access to appropriate learning provision, qualifications and assessment and associated infrastructure. • Learning infrastructure to support access to learning activities. • Career pathways – clear progression routes. • Systems for tracking CPD .

8. What CPD processes are effective?

A large proportion of CPD activity is undertaken at work. You need to identify and provide a relevant range of formal and informal learning opportunities. The range and balance of CPD activities will vary according to the worker's experience, level of role and career development, but the same process can be applied.

If you use the seven-stage process identified below, it is then possible to plan which methods and activities are appropriate for the individual and for your organisation. You should be able to use the same process whatever the size of your organisation but the specific activities may vary. The table opposite identifies and links the CPD process with methods and suggests some examples of tools and activities that can be used at each stage.

Table 3 CPD processes		
CPD process	CPD methods	Examples of CPD activities
Stage 1 Assessment of individual worker and organisational need.	Develop person profile.	Review learning needs against competences to develop a personal CPD profile.
Stage 2 Identify development needs.	Assessment of development needs against the person profile.	Can be done in supervision and appraisal or larger organisations can make use of: <ul style="list-style-type: none"> • diagnostics, e.g. 360° feedback • skills benchmarking.
Stage 3 Identify learning objectives, opportunities and resources.	Identify learning objectives.	Identify types of learning to meet objectives: work related learning, action learning, networking, mentoring, secondments, e-learning, attending events, external learning, formal study, networking.
Stage 4 Plan development opportunities.	Identify goals.	Identify strengths, weaknesses, opportunities and threats that might help or hinder these goals such as lack of basic skills or access to resources.
Stage 5 Implement learning opportunities.	Experience different types of learning—both planned and <i>ad hoc</i> .	Have a learning log or reflective diary for workers, which they can complete. It could be an on-line recording system.
Stage 6 Record outcomes.	Reflect upon and record development.	Record of achievement or record of learning outcomes in practice, summarised in CPD portfolio.
Stage 7 Review, accredit and refine learning.	<ul style="list-style-type: none"> • Review person profile and include any additional responsibilities or roles. • Evaluate learning. • Back to stage 1. 	<ul style="list-style-type: none"> • Use supervision to review learning outcomes in practice. • Review learning against updated competences and update CPD profile. • Accredit CPD through regulatory and professional bodies. • Review and refine learning in teams.

9. What learning methods are effective?

There are many methods which can be helpful in supporting learning. The table below shows the range of methods available. Many work activities can be used to support learning, if time is taken for recording and reflection.

CPD includes any activity which increases understanding and experience, improves performance and contributes to lifelong learning. The range of activities covers **the whole spectrum of learning** and can include on-the-job development, formal programmes and qualifications through to informal opportunities and learning through experience. It can be good idea for you to start with the activities that already happen in

Table 4 Examples of learning activities (adapted from Bennett *et al* 2004)

360° feedback ¹	IT based learning
Analysing mistakes	Meetings
Audio feedback	Observing and listening
Benchmarking	Peer review
Briefings, demonstrations, presentations	Policy development
Coaching and mentoring	Psychometric assessments
Consulting	Questioning
Contributing to consultation and feedback	Reading
Counselling	Reflective learning
Critical friend	Research
Critical incident analysis	Role modelling
Delegation	Shadowing
Development centres	Secondments
Dialogue and discussion	Supervision
Knowledge and skills sets	Video feedback
Learning for qualifications	Workshops and conferences
Learning sets	Visits
Open and distance learning	Volunteering
Induction	Writing

¹ 360° feedback is defined as the process of systematic collection and feedback of performance and behavioural information on a worker. This can include upward feedback from staff who are being managed, feedback from peers and downward feedback from the worker's line manager. Additional feedback can come from other stakeholders such as project managers and people who use services.

The choice and combination of methods will be influenced by:

- those which will occur or are planned to occur in the workplace anyway, such as supervision or meetings
- the time available for learning
- the resources available for learning
- learning needs identified in an individual's personal development plan
- organisational and team learning priorities, based on your business plan
- individual learning styles.

Many of the work-based learning activities listed above can be provided in your workplace by having a more structured approach to CPD and using day-to-day opportunities more effectively for action learning. This will make the most of activities people are already engaged with, for example by discussing what they have observed and learnt from a particular situation or experience and how they would do it better next time. Managers need to ensure the worker has regular supervision and constructive feedback on performance. Learning can also be enhanced by team and group discussion of critical incidents.

The range of options needs to be included in the manager's discussion with workers and linked to their learning and career development needs. If you are unable to provide some opportunities such as mentoring from within your organisation, it may be possible for small organisations to have shared arrangements with larger partners or stakeholders such as the local authority or health trust to provide these opportunities. Reciprocal arrangements for developing learning opportunities could be brokered by Skills for Care Learning Resource Networks (LRNs) in each region.

10. Recording and evaluating progress

10.1 Recording CPD

Recording and documenting CPD are essential processes for employers to structure and support within their organisations. Recording will help you to provide evidence of good practice for inspection and funding purposes.

Individuals may use a variety of tools to track their learning and achievements:

- learning logs
- reflective diaries
- tools that are part of the development processes for achieving qualifications
- tools provided or required by professional bodies
- social work post-registration training and learning requirements of GSCC
- online formats provided by a range of providers, such as the *Community Care* PRTL (post-registration teaching and learning) resource at www.communitycare.co.uk (see [careers/PRTL](http://www.communitycare.co.uk/careers/PRTL)).

You should take a whole systems approach to CPD, supporting workers in recording, documenting and tracking all their relevant learning activities. Recording templates you can adapt for your organisation are provided in appendix 2:

Example 1 CPD progress record

Example 2 CPD summary record

Example 3 CPD scoring system.

Approaches could range from a simple tracking form (Example 1) through to more elaborate systems that score learning activities to build up the overall CPD profile of a worker (Example 3). You also need ways to track overall progress with CPD. This can be done using the summary template (Example 2).

10.2 Evaluating CPD

As an employer it is in your interest to evaluate the impact of your investment in learning on service delivery, stakeholders and the organisation as well as individual workers. Often evaluation only concentrates on the training course and sometimes on the outcomes **for the individual learner**.

Although these outcomes are important, they only indicate whether a learning opportunity has achieved its immediate objectives and not whether it has improved practice or **service delivery outcomes**.

The purpose of training is to meet operational standards or to add value by raising individual and organisational performance levels.

(Kearns 2005)

Skills for Care has developed *A Guide to the Evaluation of Leadership and Management Development* (SfC 2006a, product 7), which can also be adapted for evaluating other types of learning and development. It helps to measure desired outcomes such as:

- changes in services and care delivery
- improvements in recruitment and retention
- improvements in performance
- increased staff motivation
- reduction in stress levels.

This approach to evaluation will help to identify what needs to be achieved from developing your workers and the most cost effective way of doing it. You need to know

- what skills and qualifications your workers need to provide services that meet the requirements of people who use the services and of carers
- that the learning opportunities provided best meet these needs.

The process starts with:

- identifying the purpose of learning and training
- identifying the expected benefits for the user of the service and the organisation
- clarifying what business objectives or needs it will meet
- developing criteria to demonstrate these have been achieved.

It is useful for you to think about five different levels of evaluation. It is important to go beyond immediate reactions to learning (levels 1 and 2) to develop a wider understanding of the impact of the learning (levels 3 to 5). This means the impact on the service, the organisation and key stakeholders. It is these levels that are often not in place. This will ensure that investment in learning is effective and will support organisations that are trying to achieve Investors in People status.

Table 5 (opposite) gives some examples of the processes that might be used to evaluate learning and development at the different levels for individuals, and for small and large organisations.

Table 5 Examples of evaluation processes			
Level	Individual	Large agencies	Small agencies
5 Impact on stakeholders	<p>Access to joint learning opportunities with other agencies such as health, education, private and voluntary agencies.</p> <p>Using networks as opportunities for on the job learning through work exchanges, shadowing, projects, placements, and meetings.</p>	<p>Joint performance outcomes or service improvements.</p> <p>Benchmark practice and outcomes with stakeholders.</p> <p>Assess priorities for change.</p> <p>Feedback evaluation outcomes into decision-making groups.</p>	<p>Use networks and associations to evaluate benefits of learning</p> <p>Review learning outcomes with commissioning agencies such as local authorities or the NHS.</p>
4 Impact on organisation	<p>Clarity about values and behaviours expected of workers and managers and the link to organisational culture.</p> <p>Use of national occupational standards to audit learning needs against service and business needs.</p>	<p>Outcomes from inspection.</p> <p>Balanced scorecards - performance system to measure the healthy organisation, e.g. effective recruitment, selection and induction, approach to service users, etc.</p> <p>Evaluation based on targets both for individual qualifications and learning and performance management.</p> <p>Evaluation identifying what has been learnt, gaps and future plans.</p> <p>Evaluate quality of learning provision.</p> <p>Return on investment and added value.</p>	<p>Outcomes from inspection</p> <p>Value for money of the learning opportunity.</p> <p>Evaluate quality of learning provision.</p> <p>Business benefits.</p> <p>Service benefits.</p>
3 Impact on practice	<p>Self-assessment.</p> <p>360° feedback involving service users.</p> <p>Accredited learning and assessment.</p>	<p>Monitor supervision and appraisal systems.</p> <p>Skills benchmarking and learning assessment.</p> <p>Audit learning against person specification, competences and CPD profile.</p>	<p>Audit learning against the requirements of the role.</p> <p>Implement learning in the workplace.</p>
2 Impact on worker	<p>Review personal development plan based on learning needs analysis and career planning.</p> <p>Completion of learning logs.</p>	<p>Review person specification, job description and competences.</p> <p>Review learning opportunities based on feedback.</p>	<p>Review learning opportunities based on feedback.</p>
1 Impact of the learning opportunity	<p>Structured ongoing feedback on learning opportunity.</p> <p>Self-assessment in key skills area.</p>	<p>Access to a variety of on and off the job learning activities – shadowing, placements, coaching, mentoring and projects.</p>	<p>Reaction sheets.</p> <p>Reflecting on learning.</p>

Appendix 1 Overview of the CPD framework

1	Principles – a set of principles and values and information on relevant codes of conduct or practice for the range of staff in the organisation. The principles should inform CPD policy. (See also the equality & diversity statement from the CPD strategy.)
2	A learner-centred approach for implementing CPD.
3	Learning culture.
4	CPD processes – the seven stage cycle.
5	Documenting CPD – recording CPD practice for workers and employers, use of appropriate systems.
6	Funding, resources and access to learning and qualifications – access to range of learning activities, qualifications and support, including mentoring, assessment, coaching.
7	Guidance and processes for registration – the role of appropriate regulatory or professional bodies.
8	Career pathways – flexible routes to career enhancement.
9	Monitoring and evaluation of CPD – systems and processes which focus on the impact and benefits for the users of the service.

This is taken from the CPD framework document, available at www.skillsforcare.org.uk.

Equality and diversity statement from the CPD strategy

Skills for Care, CWDC and partners wholeheartedly support the principle of equal opportunities and are committed to a belief in the equal worth of all people together with a recognition and appreciation of diversity. Both organisations oppose all forms of harassment, unlawful and unfair discrimination on grounds of sex, marital status, race, colour, nationality, ethnic origin, disability, age, religion, sexual orientation and the discrimination suffered by any and all other marginalised groups. Continuing professional development processes need to ensure that feedback from these groups is actively encouraged and actions to improve learning practices are taken as a result.

Appendix 2 The recording templates

Example 1 CPD Progress Record

This record can be adapted for use by any social care staff. Social workers or other staff with higher-level qualifications may have other recording requirements through GSCC or their own professional bodies.

Date	Activity and type of learning	Evidence	Learning outcomes	Links to competences demonstrated	Time (days / hours)
	<i>What you did</i>	<i>How it is recorded</i>	<i>What you learnt</i>	<i>How you put it into practice</i>	

Next steps: further learning needed/planned

Plans for implementation of the learning

Evaluation: How helpful was the learning to improving service delivery?

How could the learning activity be improved?

Example 3 Example of a structured CPD system

A structured system could be based on points assigned to different learning activities. Limitations could be placed on overall points scored for any learning event, to ensure that the annual CPD cannot be achieved through a single set of activities alone. However, achieving a relevant qualification for the job role could contribute all CPD activity for a year. Illustrations are given in the table below (based on OGC 2001). This is an example and would need adapting to meet an organisation's requirements.

CPD activity	Maximum score per activity	Maximum score per year
Qualification such as NVQ level 3	100	100
Attending training courses	20	60
Reading, guided study, open learning	5	20
Attending conferences and workshops	10	30
Contributing to projects (depends on size and extent of project)	10–20	40
Work shadowing	10	20
Induction	50	50
Secondment (depends on length)	10–50	50
Mentoring and coaching	10	30
Learning set	20	40
Critical career review	20	20
Case study	10	30
Researching	5	20
Other short learning opportunities – briefings etc	5	20

The CPD target for an individual for the year is 100 points minimum. However, this could be adjusted in discussions with line managers, to take account of stage of career development, nature of job role and so on. The actual points assigned in the table above are intended to illustrate how the system could work. They could be adapted for a particular organisational context through adding activities or changing the weightings and point allocations. The table could also be used to provide an annual summary of CPD activities.

Appendix 3 Funding and resources

Funding and resources for CPD opportunities, particularly training and qualifications, are available through a range of national, regional and local agencies. (Information based on SfC 2006a main report appendix 1, and CWDC 2005.)

Local authorities

Local authorities (LAs) have a range of grants to support social care staff to meet national minimum standards and achieve qualifications across the statutory, voluntary

and private sectors. Many LAs now have partnership arrangements with local care employers to provide information, advice and access to training. Specific local authority grants are shown (left).

National Training Strategy Grant (NTSG)	This is a specific formula grant to support social care staff to meet national minimum standards and achieve qualifications across the statutory, voluntary and private sectors. There are also specific elements to support the development of social work traineeship schemes. LAs have discretion on how to use the grant and from 2004/5 it is no longer ring fenced, although LAs have to report through the annual Delivery Improvement Statement (DIS) how much has been passed to the independent (i.e. voluntary and private) sector.
Human Resources Development Strategy Grant	The main grant aimed at supporting social care employers to improve management of HR and to develop HR strategies for the social care workforce, with an element to support post-qualifying development and qualifications. It is also available to be used at the discretion of LAs and from 2004/5 is no longer ring fenced although LAs have to report through the annual Delivery Improvement Statement (DIS) how much has been passed to the independent (i.e. voluntary and private) sector.
Training Support Programme (TSP)	A long-standing grant to improve both the quality of social service provision to families, individuals and local communities, and the management of those services. It encourages a planned approach to training and increases the availability of training for relevant staff. From 2004/5 TSP ceased to be ring-fenced and from 2005/6 is subsumed into the overall LA settlement.

Skills for Care working with the Children's Workforce Development Council

Skills for Care and the Children's Workforce Development Council are England's two parts of the sector skills council for social care, children and young people, and as such are responsible for developing workforce strategy and national occupational standards. Currently acting for both parts in respect of funding, Skills for Care is not primarily a funding body but it does pass on funding from government for specific

training initiatives. This is usually channelled through regional networks.

Training Strategy Implementation (TSI) Fund	The TSI fund is channelled via Skills for Care on a regional basis to support social care organisations improve staff training and qualifications, particularly NVQs, to meet national minimum standards. The funding is allocated through regional TSI partnerships.
Learning Resource Networks (LRNs)	The Learning Resource Networks are part of a three-year Department of Health initiative to support work-based learning. Funding is administered by Skills for Care on a regional and sub-regional basis. The LRNs will provide the infrastructure for the social work and social care sector to support workforce planning and development and work-based learning. Initially the focus was on developing practice placements for social workers.

General Social Care Council (GSCC)

The GSCC administers practice-learning funding through social work programmes and practice teaching funding for practice teaching programmes. Post –qualifying funding is currently under review.

NHS Strategic Health Authorities (SHAs)

SHAs manage the Multi-professional Education and Training Levy (MPET). There is a budget which includes non-medical education and training, available for social care training and for collaborative and partnerships projects.

Trades unions

A number of trades unions work in partnership with employers on developing learning programmes and providing advice through union learning representatives. Unison's 'Return to Learn' and related programmes can provide a valuable resource in supporting work-based development particularly around essential skills and NVQ training.

Careconnect learning

Careconnect Learning is part of Learn Direct, which is government funded, and offers free training relevant to the learning needs of people providing care and support to people using services in the public, voluntary and private sectors. The courses have been developed to complement the new framework of standards introduced by Skills for Care. It focuses on learning programmes to improve the essential skills needed at work and for personal development such as writing, communication, working with computers and number skills.

Learning and Skills Council (Help desk: 0870 900 6800 www.lsc.gov.uk)

The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over-16 year-olds in England. Social care is a national LSC priority. The LSC has 47 regional offices and regional LSC staff are usually involved in Skills for Care regional partnerships and networks.

Any employer can contact their local LSC to discuss the needs of their workforce and identify opportunities for financial support. This can include apprenticeships and access to support from further education colleges, support for business, basic skills, life skills and vocational training. Funds are currently prioritised for basic skills, literacy, numeracy, English for Speakers of Other Languages (ESOL), level 2 qualifications (level 2 entitlement) and apprenticeships.

The National Employer Training Programme (NETP) is the core of the White paper (2005) demand-led approach to training for adult skills and workforce development. There are currently 18 pilots but there will be a new national programme from 2006. The programme will be offered through a brokerage service managed by the LSC and should provide access to free training for employees who lack basic skills or a first full level 2 qualification. The brokers will also provide support to employers to design and source a wider training package beyond the NETP support with training predominantly delivered in the workplace.

Business Link (DfES 2005b) Helpline 0845 600 9 006 www.businesslink.gov.uk

Business Link is funded by LSC to implement a national Management and Leadership initiative.

- Targeted at managing directors, chief executives and owner managers of small to medium sized enterprises with 20–249 employees in all sectors.
- Open to private or not-for-profit sector. Not targeted at NHS, local authority or public sector. Can apply to sub-contractors.
- Initial assessment of need through a Business Link adviser. Funding of £1000, which is brokered, available to contribute to training or qualification costs.
- Social care owner/managers could use this funding to access the Registered Manager Award.

Appendix 4 Signposts to further information and advice

Table App 4.1 Government

Website & description	Comments
www.dh.gov.uk Department of Health website	Covers all adult services. There is policy and guidance available as well as access to national reports and examples of good practice in the sector. The site has an archive to support research and learning.
www.dfes.gov.uk Department for Education and Skills website	Covers children's services with a strong educational focus. The site has policy, guidance, national reports and good practice examples. There is an archive to support research and learning
www.dti.gov.uk Department of Trade and Industry website	The website offers nine tailored products carrying the DTI branding which are grouped into four themes reflecting the areas in which businesses are most likely to need help: innovation, best practice, raising finance and regional financial support.
www.businesslink.gov.uk Government business support site	This site practical development support, specific programmes, online learning links and sources of funding that can be accessed. It is linked to a variety of relevant sites. The Business Support Directory is at: www.businesslink.gov.uk/support
www.communities.gov.uk Department for Communities and Local Government website See also www.socialexclusion.gov.uk/	10 Downing Street announced the creation of a new Department for Communities and Local Government (DCLG) on 5 May 2006, under Ruth Kelly's leadership. DCLG was described as having "a powerful new remit to promote community cohesion and equality, as well as responsibility for housing, urban regeneration, planning and local government." It unites the communities and civil renewal functions previously undertaken by the Home Office, with responsibility for regeneration, neighbourhood renewal and local government (previously held by the Office of the Deputy Prime Minister). The new department brings together responsibility for equality policy, including policy on race, faith, gender and sexual orientation. These functions were previously split between several government departments. The Women and Equality Unit moved to DCLG from DTI. The Race, Cohesion and Faiths Directorate moved to DCLG from the Home Office. DCLG will also be the sponsor department for the new Commission for Equality and Human Rights (CEHR). Ruth Kelly was also appointed Cabinet Minister for Women.
www.homeoffice.gov.uk Home Office website	There is information on capacity building for the voluntary and community sector.
www.ogc.gov.uk Office of Government Commerce website	There is useful information on this website on skills for commissioning and project management.

Table App 4.2 Social care		
Website	Description	Comments
www.csci.org.uk	Commission for Social Care Inspection website	CSCI's aim is to promote improvements in social care. The site offers access to information about services and agencies as gained through inspection reports.
www.scie.org.uk www.scie-socialcareonline.org.uk	Website of the Social Care Institute for Excellence and Social Care Online	This is a key site with resource guides, position papers, knowledge reviews and reports. Click on Social Care Online. Here you will find a number of online tutorials on internet and research skills. The search function can be used to find the latest research.
www.gsccl.org.uk	General Social Care Council website	The site covers the regulatory requirements of social workers with additional information on post-qualifying developments.
www.skillsforcare.net	Skills for Care website	Material is grouped under qualifications and training, funding, legislation and standards. There is also information on social care careers. Part of the sector skills council, Skills for Care and Development.
www.cwdcouncil.org.uk	Children's Workforce Development Council website	Provides material on both children's and young people's social care services and the early years sector. Part of the sector skills council, Skills for Care and Development.

Table App 4.3 Local government and related

Website	Description	Comments
www.idea-knowledge.gov.uk/	Improvement and Development Agency website	A wealth of information for the development of local government leaders and managers. Click on quickfind to give information an advanced leadership programme for senior managers or a career development programme for black and minority ethnic managers . Clicking on IDEA Knowledge gives access to a wide range of relevant information, but it is necessary to register for this service.
www.lge.gov.uk/	Local Government Employers website	The site is useful for research and information updating providing access to local government employment policy and guidance.
www.info4local.gov.uk	Web-based information source for local government	This site provides the first one-stop portal for local authorities to get quick and easy access to information they need on the web sites of central government departments, agencies and public bodies. Use the search button to find the information you need. Information can be classified by department, by date or by type of document. You can register with the site to receive email alerts when new information is added.
www.audit-commission.gov.uk	Audit Commission website	This site has extensive information about public sector agencies' performance. It covers health, local government, housing and criminal justice. It is possible to access reports, findings about individual authorities as well as national findings and expectations. It is useful for research, policy, information gathering and guidance. For information specific to social services, look under local government and click on the appropriate menu item.
www.lga.gov.uk	Local Government Association website	The LGA exists to promote better local government, working with and for member authorities to realise a shared vision of local government that enables local people to shape a distinctive and better future for their locality and its communities.

Table App 4.4 Health

Website	Description	Comments
www.mhsc.org.uk	Site for health and social care modular open learning framework	Managing Health and Social Care is a modular open learning framework of learning materials designed to support individual and organisational learning and development in the management of health and social care. Click on materials on the sidebar. There are four e-learning elements covering managing change and conflict, mentoring and planning and recruitment.
www.chai.org.uk	Commission for Healthcare Audit and Inspection website	Covers mental health services. Provides access to information about the quality, performance and improvement of specific local health services from its reports as well as national findings. Useful for research and links to other NHS sites.
www.nks.nhs.uk	NHS National Knowledge Service	<p>The Department of Health and the NHS already produce, procure and commission knowledge for patients and staff based on research, data and experience. This knowledge, however, is unconnected and difficult to find for the busy clinician or anxious patient.</p> <p>The mission of the National Knowledge Service is to ensure that all these sources of knowledge are brought together to let patients and professionals base their decisions on best current knowledge. To do this the National Knowledge Service has three strategies:</p> <ul style="list-style-type: none"> • developing common standards for the production and procurement of knowledge • mobilising the knowledge so that there is a common core of knowledge integrated in every patient record and care pathway • developing and implementing the technical standards and solutions to make these objectives possible.

Table App 4.5 Learning and research

Website	Description	Comments
www.learndirect.co.uk	A network of online learning and information services, linked to over 2000 centres.	This is a government-sponsored initiative in flexible learning, intended to make possible the vision of a 'learning society' where everyone can learn and upgrade their skills throughout life. There is also a Learn Direct helpline on 0800 101 901. The site enables access to local and regional information and providers. It delivers the University for Industry's learning services (see www.ufi.com).
www.waytolearn.co.uk	Information site for adult learners	This site brings together information to help adult learners when making decisions to take up a wide range of learning. There are links to BBC Learning, Hot Courses and Learn Direct.
www.inspirelearning.org.uk	Centre for Excellence in Leadership website	The centre supports leaders and managers within the learning and skills sector. Useful for access to development and for research. Provides access to policy and guidance. There is a virtual learning resource centre under development for which registration is needed. Programmes being developed include: senior leaders, art of leadership, coaching and mentoring, and modular management and top teams.
www.bl.uk	British Library website	This website gives access to a vast range of resources for research. There is an area tailored to business needs. Journals on leadership and management can be accessed on line.

Table App 4.6 Other useful links

Website	Description	Comments
www.lsc.gov.uk	National Learning and Skills Council website	The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds in England. Click on the employers button to access an area, which can help with staff development. As well as links, the site offers access to training and development and Learn Direct.
www.iipuk.co.uk	Investors in People website	IIP supports organisational development. It is possible to access information for research, cases studies from a variety of organisations and useful publications. It offers a model for leadership and extensive links to sites that support business development. It publishes and promotes the good practice standard for investment in learning and development.
www.edexcel.org.uk	Edexcel (London Qualifications) – awarding body	Edexcel offers a wide range of qualifications.
www.city-and-guilds.org.uk	City & Guilds – awarding body	Information on the centres that offer a wide range of qualifications.
www.open.ac.uk	The Open University	Information on a wide range of qualifications, including management NVQs.
www.qca.org.uk	The Qualifications and Curriculum Authority	QCA has a searchable qualifications database. This allows you to search for specific qualifications and find out the full range of awarding bodies offering NVQs and related vocational qualifications.
www.ncvo-vol.org.uk	National Council of Voluntary Organisations website	NCVO focuses on issues that are generic to the majority of voluntary organisations and, through research and consultation with the sector, produces policy briefings on these areas. These areas include funding, public service delivery, charity law and regulation, partnerships and social exclusion, and wider organisational issues such as employment, financial management, sustainability and ICT. Use the search function on the site to find information on leadership and management.

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Employer's Guide to Continuing Professional Development

Published by Skills for Care and the Children's Workforce Development Council, which are England's parts of Skills for Care and Development, the employer-led and DfES-licensed sector skills council for social care, children and young people.

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Continuing Professional Development for the social care workforce

The continuing professional development (CPD) of social care workers beyond their induction and initial training is an area of crucial importance for social care organisations and their staff, and for people using the services. This has been noted in successive white papers, green papers and training strategies, in both children's and adults' services, and in policy development concurrent with the publication of this strategy.

This document is part of a series approved by the boards of Skills for Care and the Children's Workforce Development Council as the CPD strategy recommended to social care employers for their workers. It defines CPD as an ongoing and planned learning and development process that contributes to work-based and personal development. By enabling workers to expand and fulfil their potential, CPD ensures continuing confidence and competence, particularly in ever-changing environments. And that means better quality experiences for people who use social care services.

This CPD strategy applies to the whole social care workforce, across all its organisations and settings. It applies to all workers and managers in social care, including social workers, and encompasses all types of learning at all levels. It includes, but is more than, 'training', 'qualifications', 'registration', and 'post-registration training and learning'. It reflects a social development model, which values and promotes greater recognition of all work and roles within social care, paid and unpaid, and which enables flexible career pathways.

Offering the right CPD is key to employers' ability to attract and keep staff, and to help them value the work they are doing—a principal reason for working in social care.

The October 2006 launch of social care's CPD strategy is marked by five publications:

- ❖ an *executive summary* booklet
- ❖ the CPD *strategy*
- ❖ the CPD *framework*
- ❖ the *Employer's Guide to CPD*
- ❖ a short **video** (on disk) for employers to show to staff.

The documents are all available free as downloads from www.skillsforcare.org.uk and www.cwdcouncil.org.uk. Copies of the video are circulating for employers to obtain, e.g. from Skills for Care regional offices and from employer associations, etc.

In addition, packs containing the strategy, framework and employer's guide are available to purchase at cost price from Skills for Care's bookshop at the Social Care Association, call **0870 770 2469** for details.

Further guides and assistance for employers to implement the CPD strategy are planned.

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