

“we help to
develop well
trained
care staff”

keeping up the good work

– a practical guide to implementing continuing professional
development in the adult social care workforce

2010





preface

I am very pleased to introduce this continuing professional development (CPD) guide for employers and workers in the social care sector. All those involved in transforming the social care workforce know that the continuing development of the sector's workers beyond their induction, initial training and qualifications is an area of crucial importance for social care organisations, their workers and people who use services.

This guide defines CPD as an ongoing, planned and developmental process that contributes to work-based and personal development. It enables workers to expand and fulfil their potential, and it ensures continuing confidence and competence, particularly in ever-changing environments. And that means better quality experiences for people who use services.

This CPD guide applies to all workers and managers in adult social care. It reflects a development model which values and promotes greater recognition of all roles within social care, paid and unpaid, and which enables flexible career pathways.

Social care employers increasingly have to compete to recruit and retain high quality workers, and CPD opportunities are a key reason for any discerning worker's choice of sector or organisation. Having a stable staff group enables continuity of service during periods of change and avoids the spiral of low morale in which staff 'churn' affects workers' self worth and quality of service. Offering the right CPD is therefore key to attracting and keeping staff, and helping them value the work they do—a principal reason for being a social care worker, according to Skills for Care's research.

I therefore commend this guide to the sector. Skills for Care will continue to support employers and workers to turn this guide into practical action.

A handwritten signature in black ink, reading "David Croisdale-Appleby". The signature is written in a cursive style with a long horizontal line extending to the right.

**Professor David Croisdale-Appleby, OBE
Independent Chair, Skills for Care**



acknowledgements

Skills for Care is pleased to acknowledge the work of David Leay in researching and writing this guide. In the course of that work he drew in particular on the 2006 CPD strategy, framework and employer guide published by Skills for Care and the Children's Workforce Development Council, which had been researched and written by Fran McDonnell and Harry Zutshi.

Skills for Care wishes also to thank all those organisations which provided the case studies and examples of CPD processes which feature in this publication. They are named at their various contributions.

Keeping Up The Good Work – a practical guide to implementing continuing professional development in the adult social care workforce

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part A: an overview of continuing professional development (CPD)

1.0 introduction

This guide replaces the Skills for Care CPD materials originally published in 2006. It provides clear information on the importance and practicalities of effective continuing professional development (CPD) for adult social care workers.

CPD can be defined as planned learning and development activity that develops, maintains or extends knowledge, skills, understanding or performance. It can include a wide range of activity designed to equip a worker to provide quality social care and/or to support their career development. It is relevant to workers in organisations of all types and sizes, including micro employers and those who manage their own services.

Effective CPD contributes to:

- improved outcomes for people who use services
- services that are flexible, responsive to changing requirements and that use resources effectively
- organisations meeting relevant standards and requirements
- workers being equipped to undertake both current and future roles
- workers having improved competence, confidence and self-esteem
- workers expanding and fulfilling their potential
- a more qualified workforce
- the development of a learning culture
- better recruitment and retention.

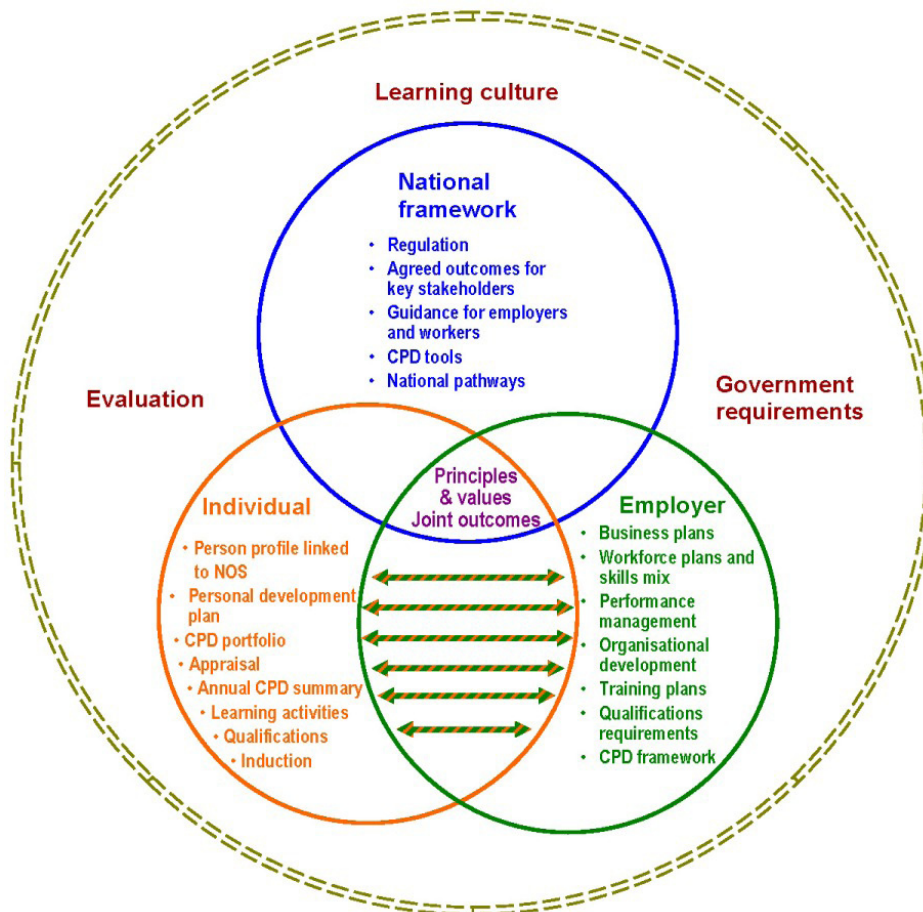
CPD is therefore:

- central to developing and improving services
- essential for good people management
- key to improving recruitment and retention
- applicable to all workers, volunteers and managers
- a shared responsibility between workers, managers and employers.

2.0 context for developing CPD

Ongoing changes to the world of adult social care highlight the need for a workforce that is flexible and equipped to meet the ever-increasing challenges involved in providing personalised services. This includes the growth in the number of micro employers and people managing their own services. Significant efforts have been made to harmonise various initiatives and policy developments with improved outcomes for the people who use them. These stress the importance of CPD in bringing about the changes required and in supporting the drive for consistently high quality services with improved outcomes for the people who use them.

Skills for Care remains committed to a 'whole systems' approach to sector-wide implementation of CPD. This integrated approach takes account of key stakeholders and recognises that a number of different elements need to come together for successful implementation. The following diagram shows the application of a whole systems model to the CPD framework.



3.0 understanding CPD

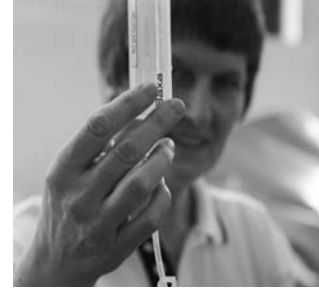
3.1 CPD planning

Starting with induction, workers need to undertake learning and development activities that give them the required knowledge, skill and understanding for specific roles and tasks. However, these requirements are not fixed or static and, inevitably, over time, organisations need workers to do things differently or to do different things, thereby creating additional learning and development requirements. Organisations also need to be mindful of the potential of each worker to grow beyond their current role. Workers will have aspirations that may not always be consistent with their

organisation's thinking and the drafting of a CPD plan that satisfies both parties will therefore usually be a matter for negotiation.

Such a plan is best developed, monitored and reviewed as part of ongoing performance management arrangements. Typically, performance management involves:

- an *annual cycle* of objective-setting and appraisal
- *including* learning and development planning and review
- *with* a formal mid-year review/update *and* integrated with regular supervision meetings.



Further information on performance management and appraisal systems can be found at www.cipd.co.uk/subjects/perfmangmt/general/perfman.htm.

Many organisations have well-established supervision and appraisal schemes in place that include learning and development plans. Positive examples are included in part C of this document.

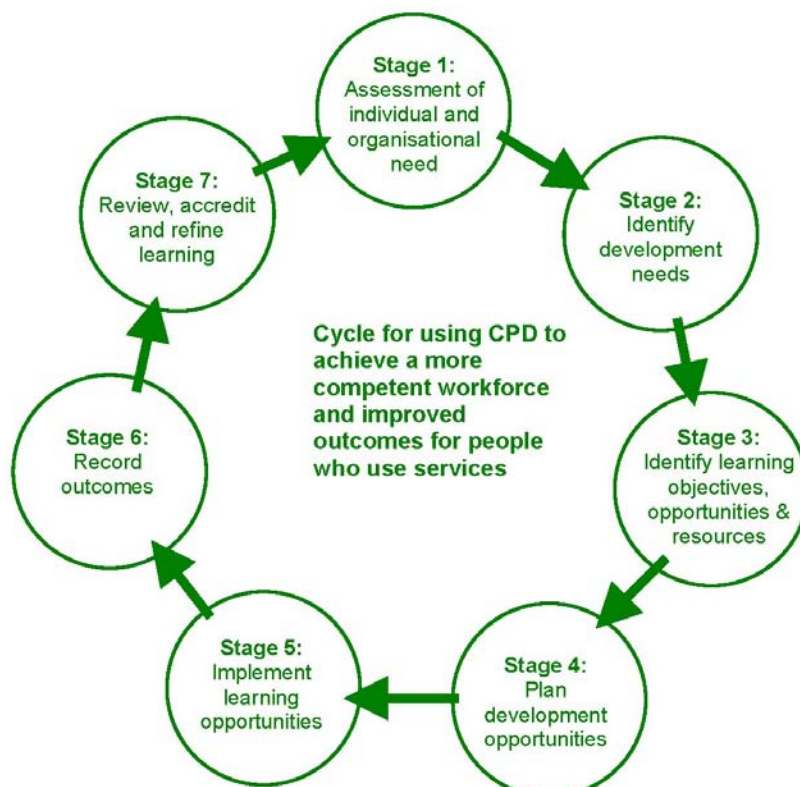
CPD planning is also part of the wider workforce planning process that all social care employers need to engage in to ensure that they have the right people with the right skills who can produce positive outcomes for people who use services. Wider workforce planning includes:

- effective recruitment and retention practices
- the use of organisational learning and development plans.

Further guidance on developing these is available in the 2010 Skills for Care publications: *Finders, Keepers: the adult social care recruitment and retention toolkit* and *Taking Steps: a detailed guide to workforce planning for providers of adult social care*.

3.2 The CPD cycle

It is important that planning for an individual's CPD is done in a systematic way and a seven stage cycle has been developed to help with this.





| CPD cycle stage | CPD methods | Examples of 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 | Review person profile and include any additional responsibilities or roles. <ul style="list-style-type: none"> ■ Evaluate learning. ■ Back to stage 1. | Use supervision to review learning outcomes in practice. <ul style="list-style-type: none"> ■ Review learning against updated competences and update CPD profile. ■ Accredite CPD through regulatory and professional bodies. ■ Review and refine learning in teams. |



3.3 CPD activities

The traditional focus on formal training courses and qualifications ignores the wide range of other activities that can also contribute to effective CPD. CPD for the social care workforce ought also to include any development opportunity which contributes directly to improving the quality of service and improved outcomes for people who use services. This may include:

- 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 CQC requirements

- post-registration training and learning (PRTL) as required by appropriate regulatory bodies
- post-qualifying training for social workers
- formal learning leading to QCF-recognised awards, certificates and diplomas, or higher education qualifications
- informal learning and learning through experience in life and work
- reflecting on what has been learned from planned and unplanned experiences in work.

The lists below, adapted from Bennett *et al* 2004, are helpful in understanding the wide range of other learning activities that can be used.

| Formal HR processes | Informal learning, including through operational processes | Formal learning |
|--|--|---|
| 360° feedback ¹ | Critical friend | Learning for qualifications |
| Benchmarking | Meetings | Induction |
| Supervision | Policy development | Learning sets |
| Psychometric assessments | Reading | Open and distance learning |
| Coaching, counselling and mentoring | Role modelling | IT-based learning |
| 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. | Analysing mistakes – reflective practice/ learning | Research |
| | Briefings, demonstrations, presentations | Workshops and conferences |
| | Critical incident analysis | Adapted from Bennett B, Cunningham I, and Dawes G, <i>The Handbook of Work Based Learning</i> (2004 Gower Publishing Ltd.) ISBN: 0566085410 |
| | Dialogue and discussion | |
| | Delegation | |
| | Peer review | |
| | Secondments | |
| | Observing and listening | |
| | Shadowing | |
| Informal & formal feedback, including from people who use services | | |



The choice of which activities to use will depend on a number of factors including:

- the learning need
- the preferred learning style of the individual
- the resources and funding available
- any external requirements or constraints.

4.0 CPD for social workers

The principles and basic components of CPD for social workers are the same as for all other members of the social care workforce. This is supported by the Post-Qualifying Framework for Social Work which provides a formal structure for CPD for social workers. This is delivered through universities approved to provide PQ programmes.

In March 2010, the government announced a number of specific developments that will create additional frameworks and requirements. They accepted the social work taskforce recommendations for protected arrangements for newly qualified social workers through the introduction of an assessed first year in employment (to be fully in place by 2016), and the creation of a more coherent and effective national framework for the continuing professional development of all social workers.

The proposed reform of social work will encourage a shift in culture which raises expectations of an entitlement to ongoing learning and development, a single nationally recognised career structure, the introduction of a licence to practise, and a National College of Social Work.

For further details see *Building a Safe and Confident Future: Implementing the recommendations of the Social Work Task Force* (see Resources for a link to this). This includes an annex with a timeline for all the components of the social work reform programme.

As this CPD guide was being published the government announced the transfer of social worker registration from the General Social Care Council (GSCC) to a re-named Health Professions Council by 2012.

For the moment, the existing registration arrangements through GSCC will continue and these include specific requirements to evidence CPD through a post-registration training and learning (PRTL) record. Registered social workers are required to keep their training and learning up-to-date in order to re-register with the GSCC after the initial three-year period. This can include many different sorts of learning, such as reading, attending conferences or training courses or gaining a post-qualifying award. For further details visit www.gsc.org.uk/Training+and+learning/Continuing+your+training/Post-registration+training/.

In addition, Skills for Care in partnership with the Department of Health and stakeholder organisations has identified the development needs of newly qualified social workers (NQSWs) in adult services and developed a framework for their support in their first year in practice. This recognises that social workers need varying support at different stages of their careers. For more information see www.skillsforcare.org.uk ('social work' on main menu).



Further useful information and guidance on CPD for social workers within the context of partnerships, the post-qualifying framework and the accreditation of prior learning was published by Learn to Care in April 2010 as *Partnerships, Continuing Professional Development and Accreditation of Prior Learning*, 2nd Edition (Brown, Keen, Rutter and Warren). See www.learntocare.org.uk/publications/ for information.

5.0 obstacles and how to overcome barriers to CPD

Despite the benefits, employers often find significant barriers to implementing CPD in workplaces. The table below outlines some of the most common barriers and suggests possible ways to overcome them.

| Table 1 Overcoming barriers to CPD | |
|---------------------------------------|---|
| Barrier | What could be done? |
| Funding and information | <ul style="list-style-type: none"> ■ See the resources section below for links to further information and advice. ■ Make contact with Skills for Care in your region (see regional pages at www.skillsforcare.org.uk). ■ Contact the Skills Funding Agency 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. |
| 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 help prevent staff loss—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. <p>Skills for Care publications to help with recruitment and retention are listed under item 8 below.</p> |
| 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 Skills for Care regional office 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">■ Commit to quality 'kite marks', e.g. the Investors in People and other quality standards. |



6.0 evaluating CPD activity

It is in employers' interest to evaluate the benefits of their investment in learning—benefits to service delivery, to stakeholders and to the organisation as well as to individual workers. Often evaluation concentrates only on the training course and sometimes on the outcomes for the individual learner. Although these outcomes are important, they indicate only whether a learning opportunity has achieved its immediate objectives and not whether it has improved practice or outcomes for people who use services.

A broader approach to evaluation will help to identify what needs to be achieved by developing workers and the most cost effective way of doing so. This requires employers to know:

- what skills and qualifications workers need to provide services that meet the requirements of the people who use them
- 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 person using the service and the organisation
- clarifying what business objectives or needs it will meet
- developing criteria to demonstrate these have been achieved.

7.0 implications of CPD for individual workers

As indicated above, planning for CPD is a joint responsibility between employers and individual workers. A brief guide for workers has been developed and can be used to inform and engage them in the CPD process and cycle. This is published in the CPD section of www.skillsforcare.org.uk for employer to print off for workers, and its text is included here in the appendix.

8.0 recruitment, retention and career pathways

Recruitment and retention are priorities for social care across the wide range of workers and types of employers. A consistent approach to CPD is essential if the issues faced by social care are to be successfully tackled. People will be encouraged to develop a career in social care if there are clearly defined roles and pathways which make it easy for people to see the range of options and possibilities. People are also more likely to develop a career in social care if they have opportunities to develop skills and qualifications that are transferable to other care settings, that demonstrate their competence and help them to progress in a direction which meets their needs and the needs of the service.

People need to know how to enter the workforce, what type of jobs there are, how to progress and what experience or qualifications they need.



Employers can contribute to recruitment and retention in the sector by providing:

- a range of opportunities to progress careers, opening up the prospect of regular career development
- opportunities for those who wish to stay in their current role to be valued and to continue to have learning opportunities
- new routes for those with the ability and aptitude to access professional education
- the widest possible flexibility and diversity in terms of entry into social care
- development for new roles and keeping up to date with the implementation of personalisation of services (as described by Skills for Care's *New Types of Worker* programme)
- succession planning built into workforce plans.

Help from www.skillsforcare.org.uk (see 'Entry to social care', then 'Recruitment') includes:

- an interactive career pathways tool, with case studies of real care workers and how they progressed their careers in social care (you can go to this direct at www.skillsforcare.org.uk/careerpathways)
- Small and medium-sized employers' recruitment and retention toolkit
- *Finders, Keepers: the adult social care recruitment and retention toolkit*
- Skills for Care's research on recruitment and retention (see 'Research' on the website main menu).



part B: useful CPD tools

On the following pages are three document templates that have been made available for Skills for Care to distribute more widely to help employers across the sector. These can be photocopied or printed from here, but may also be downloaded as editable Word documents from www.skillsforcare.org.uk (see 'Developing skills' then 'CPD & career pathways') so they can be reproduced as required.

Skills for Care CPD template 1: The Worker's CPD Progress Record

Worker's name:

Place of work:

| Date | Activity and type of learning: <i>'what you did'</i> | Evidence: <i>'how is it recorded'</i> | Learning outcomes: <i>'what you learnt'</i> | Competences demonstrated: <i>'how you put it into practice'</i> | Time (days or hours) |
|------|---|--|--|--|----------------------|
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Next steps: further learning needed/planned:

Plans for the implementation of the learning:

Evaluation 1: How helpful was the learning to improving service delivery?

Evaluation 2: How could the learning activity be improved?

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 the General Social Care Council or their own professional bodies. For more guidance on CPD, see www.skillsforcare.org.uk ('Developing skills' section).

Skills for Care CPD template 2: The Employer's CPD Summary

Group of workers recorded here:

Period covered:

| Worker name | Date of review or appraisal | Summary of CPD activity for the year | <i>Planned</i> time invested in CPD (days / hours) | <i>Actual</i> time invested in CPD this year |
|-------------|-----------------------------|--------------------------------------|--|--|
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For more guidance on CPD, see www.skillsforcare.org.uk ('Developing skills' section).

Skills for Care CPD template 3: Annual 'performance appraisal and development programme' (PADP) guidance & record

Guidance for workers: how will learning and career development be identified?

During the PADP meeting, you and your appraising manager need to review your planned career and learning development activities and outcomes.

You should consider whether the activities have taken place and what impact they have had.

The areas that have been identified as needing development in your performance and behaviours should be clearly identified in this record.

Learning and development outcomes need to be set with priorities, timescales and decisions that identify how they are going to happen and who is responsible for arranging them.

Apart from identifying areas of improvement, the learning and development section of the form is about forward planning. Your appraising manager and you should discuss where you see yourself in two-to-three years and what you need to do to achieve that.

Learning and development needs must also reflect the employer's requirements of workers, e.g. equalities, health and safety, etc.

Guidance for managers appraising their staff

You should be realistic but also imaginative about suggested solutions to developmental needs, so workers get the skills they need to do their job. There are other learning and development solutions apart from training.

Many personal development activities do not need funding, such as mentoring, shadowing, secondments, working on specific projects, etc.

However, for activities that do require funding, it is the management's responsibility to allocate and prioritise a training budget for learning and development.

You should feed back to senior management, or to human resources or training managers if your organisation has these, any developmental needs you feel that the service should support.

For more information on continuing professional development, please see www.skillsforcare.org.uk, under 'Developing skills'.

Annual 'performance appraisal and development programme' (PADP) record

Worker's name:

Year:

Future career ambitions

We recognise that you are our greatest asset and we want to help you to reach your full potential.

Use this opportunity to discuss your future career ambitions. Think about the type of role you would like to be doing in two-to-three years' time. How might you achieve this? What support would you need to help you achieve this?

| |
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Personal development plan

This section records the learning and development activities required to help you achieve your intended outcomes and future ambitions. Refer to the guidance notes for further information and suggestions.

| What are your key areas for development? | How will this happen? | How will this improve your ability to do your job? | Target date for review/completion |
|--|-----------------------|--|-----------------------------------|
| | | | |
| | | | |
| | | | |
| | | | |



part C: examples of good CPD practice

In response to requests from employers and positive reaction to similar practical tools in other areas of Skills for Care's work, a range of examples are included below. These can be either used as they are or adapted to meet the requirements of a particular employer. Two groups of case studies are given:

- 'whole system' human resources practices that support CPD planning and development – three cases are included.
- case studies related to the following specific areas of CPD:
 - supporting the development of personal assistants and carers*
 - supporting the needs of migrant workers
 - induction practice
 - management development programmes
 - systems to record the CPD process.

* 'Carer' is used throughout to indicate family or friends who provide social care support, as distinct from social care workers.



C1: 'whole system' human resources practices that support CPD planning and development

C1.1 Southdown Housing Association (Skills for Care Accolade winner 2003 and 2005, 'Best Employer Promoting CPD')

Southdown Housing Association provides registered residential care, supported living, supported employment and supported housing. This case study relates to learning disability registered care and supported living services whose workforce issues fall within the remit of Skills for Care. The organisation typically recruits people with no previous experience and then equips them to become really good workers.

The organisation is aware of national research evidence about how people learn at work and effective ways of improving work performance. This was also reflected in research carried out within the organisation. For this reason the organisation strives to embed learning in its normal activity. Learning on the job was the most important learning, and new staff members learned primarily by copying more established staff. It was essential, therefore, that good practice was copied. As much attention is given to the service culture as to training.

The organisation integrates formal learning and development into other human resources practices which include: a clear value base, finding out what workers need, how they are involved in planning, and their health and well-being. These produce a package of benefits for staff members that are regularly and critically reviewed.

Part of this process involves a focus on management development and management culture. An extensive development programme emphasises supervision skills as a good way of developing leadership and management skills. Managers also receive input in training and coaching. This helps to ensure that staff are prepared for training and are helped to put what they learn into practice so that it is not a waste of money.

Staff have the opportunity to undertake NVQ level 3 after a year in post; deputies and managers take NVQ level 4 and the Leadership & Management Award in the registered services. The learning input is provided in-house and paper-free assessment is bought in. This helps to maintain the quality and content of the learning and ensures that it is relevant, tailored and reflects best practice and the organisation's value base. Anything that is more costly to develop and provide in-house is bought in. Staff have the opportunity to move laterally within the organisation as well as moving into senior roles. In-house and external learning provision is regularly reviewed to ensure it is constantly evolving and up-to-date.



Active support is provided team-by-team and classroom sessions are followed up by the trainer going into the service to observe staff and offer constructive feedback on their interaction with people using the service. Learning activities are used as part of an overall strategy to introduce new ways of working or solve an organisational problem.

This model of using CPD has ensured that the staff are skilled and supported, they like working for the organisation, and provide high quality support to the people using the services. Those people have stated that staff staying in post is their highest priority and therefore this is what the organisation wants too.

The positive outcomes for people using the services are numerous. Staff turnover is lower than the sector average. There is a higher proportion of male staff and better age distribution than the sector average. This strategy is shown to work because of the very positive feedback from people using the service in surveys, and positive reports from the service inspectorate. The organisation is approached regularly for advice, and has featured in a training video by The Tizard Centre that received wide acclaim. As well as the Skills for Care accolades, the organisation has won:

- Sussex Business Awards, 'Learning Pays', 2002
- *Sunday Times* Top 100 British Companies to Work For, 2005, 2006 and 2008.

C1.2 HICA Care Homes (Skills for Care Accolade winner 2007, 'Best employer Promoting CPD')

HICA Care Homes is the largest independent care provider in the Humber region. It provides care and support to older people and adults with learning disabilities in 26 residential homes and a further five outreach sites.

HICA provides CPD to all staff from initial recruitment and throughout the worker's employment. The model begins at induction and continues through supervision, personal training plans, and an annual development assessment. Costs incurred by home managers for 'backfilling' to cover shifts when staff attend training are met, so there is no reduction in service.

The organisation's supervision and development policy is designed to enable staff to achieve their full potential and to contribute positively to the organisation's objective of providing the highest quality services.



All new staff in care roles up to the level of deputy manager undertake a five-day block induction based on the Common Induction Standards. New staff members in ancillary roles attend a two-day block induction using the Skills for Care knowledge set for those in non-care roles.

A Basic Skills in Literacy assessment is included in the block induction to identify the appropriate support for each worker's job requirements and NVQ or learning programmes. Following induction, employees move onto NVQ assessment. In-house training is supplemented with that provided by a local college and by using distance-learning materials. Ancillary staff members also undertake qualifications.

Next, each employee has a tailored personal training plan (PTP). This is developed by identifying essential training needs and recording any training already undertaken. The PTP helps senior managers to monitor any training outstanding. The records are held centrally and are sent to managers annually to be checked for accuracy. Senior managers can thus identify outstanding training needs at the touch of a button and this aids the planning and commissioning of training.

Each worker has supervision every 6–8 weeks. Specific recording forms have headings for the supervisor designed to prompt discussion of appropriate issues. Discussions are recorded with action plans and targets. Workers are encouraged to raise any concerns about any difficulties or issues within their work role, and evaluation of any learning undertaken and its application to their practice is a standard topic. All employees have an annual training and development assessment that includes their self-assessment. Prior to setting the timetable for all staff members, the manager records an analysis of service user need to inform that service's particular training needs. The meeting between supervisor and worker is recorded and passed to the manager who will then meet with the worker to agree their training for the next 12 months based on the worker and service user needs. These development plans are the focus of ongoing supervision sessions. CPD is recorded in a set format.

The organisation stresses its support for learning opportunities, and development of staff and career pathways are made available from induction onwards. The supervision and development policy provides a comprehensive model of CPD for all staff. Training is needs-led and undertaken by the appropriate people at the appropriate point in their employment. A centralised block of induction helps to ensure that benchmark standards are covered in a standardised way across the organisation. As a result, employees are



well prepared for their work and this has a significant impact on service provision. Close control of mandatory training ensures that employees are safe to practice.

As well as receiving the Skills for Care Accolade 2008 for Best Employer Promoting CPD, the organisation has achieved the following:

- 2007 Accolades finalist (CPD)
- 2006 Accolades finalist (Best in-house training provider/assessment centre)
- 2005 Accolades finalist (Best employer employing over 250 people)
- 2003 Accolades finalist (two categories: Best employer employing over 250 people and Best in-house training provider/assessment centre).

C1.3 Risedale Estates

Risedale Estates is a group of care homes in the north west of England. The homes care for 243 residents with a variety of care needs, including residential, retirement, nursing, 'elderly mentally infirm', continuing health care, intermediate care and specialist care.

The organisation offers personal development to all staff members. On entry, everyone is offered Skills for Life. Then workers are enabled to undertake whatever learning is appropriate to them and their role. Every nurse is offered a degree pathway. The organisation has its own training centre and this is supported by external learning providers.

Personal development plans are linked to appraisal for every member of staff. All staff members with a supervisory role are prepared to enable them to carry out supervision and mentoring.

The organisation's programme was initiated to improve recruitment and retention of staff and to provide excellent service delivery through a competent and knowledgeable workforce. It has achieved its aim. The organisation has improved workforce skills and has an excellent recruitment and retention record. The well-retained workforce is able to respond to the needs of the service.

The organisation received the ALLCORA Excellence in Care Award. It was voted 6th best employer of nurses in the UK. The Community Matron was voted Cumbria's 'leader of the year'.



C2: case studies related to specific areas of CPD

C2.1 The development of personal assistants

C2.1.1 Sharon Terry (Skills for Care Accolades winner 2009, 'Best individual employer who employs their own staff')

Sharon is a full-time wheelchair user due to multiple disabilities, including chronic arthritis and uncontrolled epilepsy. Sharon has employed her own care staff for over two years to assist with dressing and personal hygiene, ensure her safety, help with housework and deal with any medical emergencies. Sharon endeavours to maintain a mutual respect between herself and her staff. Whilst keeping this 'two-way' dialogue, Sharon believes it is her responsibility to ensure staff are supported, work in a safe environment and are fully trained. Sharon also tries to develop her staff through on-going monitoring and training.

Sharon places great emphasis on a joint approach to planning, training and development of her care staff. As part of ongoing supervision she encourages them to think about their development and uses a variety of approaches to enable this. She trains her staff directly on some subjects and contracts other opportunities with local training providers, accessing external funding wherever possible. She has arranged a swap with a local nursing home for staff to develop their understanding. She has been able to accommodate most of her staff's requests for development, even if their aspirations take them beyond their current role. For example, she was able to use external funding for one of her staff to undertake an NVQ even though she knew the worker would be leaving her employment shortly afterwards.

Although she does not use a specific tool to plan and record development activity, Sharon does write down what is agreed, signs it with her staff member and keeps the record on the worker's file.

Sharon has accessed advice and support from Skills for Care and Business Link and is fully committed to her own development as well as that of her staff.

Sharon has also played an important part in some of Skills for Care's work in the Yorkshire and Humber region, including a project to work with individual employers that involved the development of a 'toolkit'.



C2.1.2 Salford City Council – supporting PAs and carers

In response to legislation the organisation made a skills pledge to raise qualifications to a level 2 NVQ for unpaid carers and for personal assistants (PAs). It has since developed a training and development strategy that is split into three phases that may be followed in any sequence.

Before implementing the strategy, the organisation researched what support carers and personal assistants needed to help them in their roles. Carers say that access to information, financial support and respite from caring are vital in helping them manage the impact of caring on their lives. Personal assistants face issues such as working in another individual's home, understanding the needs or illness of the individual and respecting the wishes of those they support. Attending training activities can be problematic for both groups.

The focus of phase 1 was on skill recognition and development. "Skills for careers" (based on skills for life) was commissioned. The carer gains IT skills certificates and English at level 2 on completion. Running alongside this the City & Guilds Certificate in Personal Learning and Development is undertaken. This allows the carer to complete four modules of underpinning knowledge that can be used as evidence towards an NVQ in Health and Social Care.

Phase 2 focused on short courses that develop skills in health and safety and specific care training. Initially, carers and personal assistants were allocated places on in-house and independent sector training activities, but later a separate raft of training just for carers was developed. To ensure that carers and direct payments recipients knew about the learning opportunities, advertising for the events was placed in clinics, carers' centres and newsletters, etc., and posted to people known to have a possible interest.

The events were delivered flexibly (weekdays, Saturdays, smaller sessions over longer periods of time and out of normal working hours) to facilitate access. They were also arranged in venues to suit carers, such as meeting places for support groups and community centres. Staff development co-ordinators were available at the start of the events to offer guidance and support to those attending. Carers who found it difficult to engage in developments outside of their caring environment could access e-learning programmes via the Scils and Ivy learning websites. These developed interest in subjects that could encourage carers to go on to classroom-based learning. Two laptops were available for carers to borrow.



C2.1.3 Wigan Employer-Led Training Partnership

The increase in people who use services becoming micro-employers in Wigan resulted in a high demand for a skilled and qualified range of personal assistants. Funding was diverted from other sources to initiate the process until Train to Gain funding for NVQs became available. The organisation used funding from Adult Services to re-design a typical NVQ assessment model to help the new types of worker and to reflect the different needs and environments of the micro-employer. Fifteen personal assistants and two peripatetic assessors were involved in this pilot group. Of the 15 who started their induction in August 2007, 14 achieved their level 2 award by March 2008 with the remaining candidate also on course for a related assessment.

There were a number of benefits to the organisation:

- the culture of learning has become well established among the personal assistants and their employers in Wigan
- the organisation has learned much about the needs of this sector and how best to deliver support to the local community
- a new initial assessment document has been developed to identify and target specific areas of support required by personal assistants
- Train to Gain funding was being used to develop partnerships with learning providers to deliver a fully peripatetic NVQ assessment model where personal assistants undertake their award alongside other types of workers.

Two of the carers undertaking the programme said:

“It feels better knowing that you now have the paper qualifications to allow you to do a job you’ve been doing for years. This is a programme that should be funded and supported for years to come with carers being allowed to move further up the training ladder. As for personal assistants, where else will you get a dedicated and trained workforce in the health and social care sector for so little finance?” (Mr A Kendrick)

“From the start the process was made simple by giving me an excellent mentor to guide me through the entire course. The support received from her was second to none. Each stage and completion of unit was made clear and easy to follow through written information and the input of the mentor.” (Mr M Coyne)



C2.2 Supporting the needs of migrant workers

C2.2.1 London Borough of Bromley

The project was set up because Bromley was planning to recruit a group of experienced social workers from Spain to work in the borough. Both Bromley and neighbouring Greenwich had experience of recruiting experienced social workers from other countries to meet staff shortages and planned to continue to recruit internationally. For the Spanish social workers, Bromley had planned an extended induction programme, including 'buddying' support and in-house training, but they wanted to build on this and provide a course that offered professional and academic credits.

Funding was successfully sought from Skills for Care's PQ Innovation Fund and the money was used to adapt a PQ Consolidation Module specifically for internationally trained social workers.

The two boroughs and the local University of Greenwich set up the project. A local organisation of people who use services and of carers, Advisors in Mental Health Services (AIMHS), was also involved in planning the project and in teaching on the course. The course included teaching on social work values, anti-discriminatory practice and involvement of people who use services and of carers, and it emphasised comparison of UK and international social work. An experienced internationally-qualified social worker and PQ award-holder was part of the teaching team, additional mentoring support was offered and an additional resource handbook provided for candidates. An independent evaluation of the project was also undertaken.

The project had a significant impact on the organisation. Of the 15 candidates who undertook the course, 13 submitted and passed. The contributions made by the people who used services and by carers was very significant for candidates, who had the opportunity to train together with them, hear their stories and perspectives, and jointly talk about the impact of professional power. Candidates found the course provided a good opportunity to gain an overview of the UK social work context, to review social work theory and models and learn about research, UK standards and the expectation of UK professionals. It was helpful to be in a learning environment where lecturers appreciated that they did not know English as fully as a native speaker.

For the boroughs, it was helpful to have an independent evaluation and this, together with the experience of implementing the project, gave a deeper understanding of the CPD needs of internationally qualified social workers. The experience of implementing the project helped to further develop good working relationships between the boroughs and the university, which was helpful in making better use of limited resources by jointly commissioning training, and so enabling staff to access a wider range of professional formation.



C2.3 Induction practice

C2.3.1 Glanmore, part of the Tracscare Group

Tracscare operates over 50 residential care homes and supported living across South Wales, Gloucestershire, Worcestershire and the West Midlands.

Greg Teale, manager at Glanmore, uses an extended (12 weeks) induction course to ensure that staff are well trained and feel safe and confident in how they work with people who use the service and the staff team as a whole. The aim is to ensure a sound knowledge base about the people using the service and a clear understanding of the organisation's policy and procedures.

The first two weeks are based solely on induction (using the Common Induction Standards) and this is supplemented by in-house training related to the Learning Disability Framework's clinical induction for that particular client group. Extensive external training and development that includes NVQs at levels 2 and 3 support this.

The training and development is supported by supervision after one month in post, followed by an appraisal at three months, supervision at five months, and appraisal at nine months. This gives new members of staff every opportunity to discuss issues and to continually monitor and update training needs.

There is a cost implication but the organisation has found that this is worthwhile in the long term because a more knowledgeable and competent staff team – and, it is hoped, a happier one – helps with staff retention.

Staff members state in their initial supervisions and appraisals the usefulness of the information and practical training. It helps them “fit in with the rest of the team and be accepted and trusted by the clients.” The organisation receives good reports from people using the service (via their social workers) about the quality of care and the abilities of the staff team.



C2.3.2 Wigan Employer-Led Training Partnership

To help reinforce that their organisation values the skills of its workers and invests in them on a long-term basis, the Wigan Partnership introduced a combined learning programme of the Learning Disability Qualification with level 2 NVQ in Health and Social Care. A first contingent of 20 candidates commenced the new model of supporting continuing professional development from recruitment to achieving a national qualification without interruption. Nineteen remained on programme and after six months were well on their way to completing their NVQs, having completed their LDQ. This new model of delivering learning to those entering the learning disabilities sector was supported by Train to Gain funding.

Since the introduction of this new model, the skills and knowledge acquired by workers have impacted directly on people using the service and their families. The quality of workers' experience of learning on the LDQ programme has been directly applied to the development of their NVQ portfolios, avoiding unnecessary duplication and frustration.

C2.3.3 Southdown Housing Association

Southdown Housing Association is a not-for-profit organisation that works with 1800 vulnerable people across East and West Sussex and Brighton and Hove.

The organisation knows that “getting it right from the beginning” is much easier than correcting mistakes later on. For this reason there is a strong focus on induction. Their LDQ-accredited induction includes a detailed in-service induction which includes shadowing and the reading of person-centred support plans and guidelines, a programme of training, and completion of a portfolio.

A group of people using the service has made a DVD explaining what they want from the staff who support them and this is shown at induction training. A member of the consultative panel of people using the service contributes to the induction training. In addition, new services have at least one preparatory week to enable that group to build a team and establish positive ways of working.



C2.4 Management development programmes

C2.4.1 Avalon Services, Harrogate

Avalon Services provides supported living, family living (adult placements), supported holidays and learning and development services for people with learning disability and mental health needs.

Although registered managers achieved their level 4 qualifications, the organisation wanted to offer something beyond the requirement to Team Co-ordinators and Supported Living Support Workers. The aim was to provide a career pathway through the organisation and to embed the ethos and values of the organisation by motivating staff to prepare for management and continuing development.

The approaches used were to send two people on an external knowledge-based funded course delivered by Quality Care Partnership in Sheffield. Thirteen other applicants were interested in development to become managers and so an in-house programme, “Moving into Management”, was developed. This was to be accredited by the Open College Network. The programme has three modules: what is leadership and management; communication; and developing staff. The organisation is also looking at levels 2 and 3 for team leaders. A group of facilitators have been developed, including people who use the service and support workers, and these help to design and deliver training. Finding affordable ways to provide for all those who showed interest and funding the qualifications was a challenge. Providing in-house training helped to reduce costs but also helped “to build on the values of the organisation and achieve improved cohesion among the widely scattered staff.”

The outcomes for the organisation have been very positive. All staff members are keen to build their skills and this approach offers them the chance to decide whether they want to choose management or other specialist roles in practice or training. It has motivated staff because it shows that the organisation has an interest in their future careers and recognises their contribution to the service. One example of this engagement is a new policy around person-centred risk, which has been developed as a result of staff initiative. This approach has also shown the need for a more formal commitment to a career path for staff and also to incorporate rewards for development.



C2.5 Systems to record the CPD process

C2.5.1 Coventry and Warwickshire Partnership for Care

The organisation recognised that CPD was not embedded into the care sector. Neither was there a universally accepted and effective tool that allowed training to be recorded. The result was the development of a CPD memory stick.

The memory stick's main functions are to educate workers on the need for CPD, help them to record their training in an easy to use and presentable format, and to make a record of qualifications, experience and reflections of their practice. It can also be used to record PowerPoint presentations, video clips and other electronic information. There is also a support website.

The impact on the organisation has been very positive. It saves a lot of time. It is much easier to present evidence to the inspectors. It has helped the human resources planning and internal strategy and helped obtain good quality from training by aiding reflection. Recruitment and retention have improved.

So far the CPD memory stick has been distributed to around 200 managers and follow up research showed that people using the product regularly found it immensely useful.

C2.5.2 Northamptonshire County Council

Northamptonshire County Council has a performance appraisal scheme for all employees – the Performance Appraisal and Development Programme (PADP). This includes a dedicated section relating to planning and reviewing each worker's learning and development and includes useful guidance that encourages people to reflect on their career ambitions and what CPD activities would be beneficial.

See Part B (template 3) for the record form and the supporting guidance which are closely modelled on Northamptonshire's PADP. This is also available electronically as an editable Word document, downloadable from www.skillsforcare.org.uk (under 'Developing skills', then 'CPD and career pathways').



C2.5.3 Wigan Employer-Led Training Partnership

A new venture was initiated to bring together a local provider of adult literacy and numeracy and local employers in the health and social care sector to promote access to employment for those adults for whom these skills presented issues. This was helped by the excellent communication links with the Wigan Employer-Led Training Partnership. The programme, “Refresh 08”, utilised Train to Gain funding. The aim was to change any negative images relating to adult skill-building from previous experiences and to help meet organisational improvements and business objectives, for example, to increase productivity, reduce absenteeism and wastage, improve customer relations and be seen as a learning organisation.

The pilot group consisted of six employees aged 29–50. They were released from work to attend 15 two-hour sessions for both literacy and numeracy. There has been 100% attendance from all but one learner. The aim is that they will all achieve level 1 qualifications in numeracy and literacy from their low- and mid-entry starting positions.

The result for employees is as follows:

- a confident, flexible and skilled workforce responsive to change leading to effectiveness and efficiency
- an opportunity for employees to modernise, consolidate and maintain skills and acquire new qualifications
- employee confidence to access other training and progression opportunities within the workplace.

Employees’ comments include:

“I have more confidence.”

“I’m writing more for my NVQ award.”

“It’s really helping me with writing I have to do at work.”

“If I’d been given this work to do at school I wouldn’t have been able to do it. Now I can do it. I’m amazed at myself.”

“I was never any good at maths at school. Now, I’m able to do things I never thought I’d be able to do. It’s great!”



part D: resources

| Resources available from Skills for Care | |
|--|--|
| Funding guide | www.skillsforcare.org.uk/funding |
| Manager Induction Standards | www.skillsforcare.org.uk/leadership&management |
| Providing Effective Supervision | www.skillsforcare.org.uk/leadership&management |
| Career pathways web pages | www.skillsforcare.org.uk/careerpathways |
| Recruitment & retention research | www.skillsforcare.org.uk/research/research_reports |
| Finders, Keepers recruitment & retention toolkit | www.skillsforcare.org.uk/finderskeepers |
| Recruitment & retention toolkit for small- & medium-sized enterprises (SMEs) | www.skillsforcare.org.uk/smetoolkit |
| Newly-qualified social workers (NQSW) web pages | www.skillsforcare.org.uk/nqsw |
| Skills for Life guide | www.skillsforcare.org.uk/skillsforlife |
| Skills for Care/CQC guidance on inspection requirements | www.skillsforcare.org.uk/cqc |
| Qualifications & Credit Framework (QCF) | www.skillsforcare.org.uk/qcf |
| Common Core Principles to Support Self Care and related training package | www.skillsforcare.org.uk/selfcare |

| Resources available from the Department of Health (DH) | |
|---|--|
| Building a Safe and Confident Future: implementing the recommendations of the social work | www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_114252 |

references

Bennett et al 2004 Bennett B, Cunningham I, Dawes G, *The Handbook of Work Based Learning* (Gower Publishing Ltd) ISBN: 0566085410



appendix

developing yourself – a brief guide to continuing professional development (CPD) for adult social care workers

This is also published separately as a download that can be given to workers.

what is CPD?

CPD involves planned learning and development activity that develops, maintains or extends your knowledge, skills, understanding or performance. It can include a wide range of activity designed to equip you to provide quality social care and to support your career development. It is relevant to workers in all types and sizes of organisations, including those who are directly employed by the person they support.

why is it important?

Effective CPD contributes to:

- better quality experiences for the people you support
- care that is flexible, that responds to changing care requirements (such as from the people being supported or from inspectors), and that makes best use of the resources available
- organisations meeting relevant standards and legal requirements (which makes them more secure places to be employed in)
- you being equipped to undertake your current and future roles
- you being more competent and confident at work and having more self-esteem
- expanding and fulfilling your potential.

Effective CPD not only leads to a more qualified workforce, but also aims to develop a ‘learning culture’ across social care, so that learning for work becomes ‘what everyone does’ in social care. This will help social care work to be more attractive to potential recruits and to those already working in it.

what this means for you as a worker

Starting with induction, you will need to undertake learning and development activities that give you the required knowledge, skill and understanding for your job. However, over time, organisations need workers to do things differently or to do different things, so there is always a need for workers to be learning and developing.

Also, your employer should be aware of your desire and ability to grow beyond your current role. Even if your ideas and hopes for your own development are not exactly the same as your employer’s plans, it is always worth agreeing a CPD plan with your manager, as you will certainly get some benefit from it.



Your CPD plan should be developed and reviewed as part of your supervision or whatever system your employer has for checking your performance and helping you improve the quality of your work.

CPD activities – what your CPD plan is about

Your supervisor will discuss and agree with you the best way of meeting your learning and development needs. This will take account of your particular situation, any local arrangements and your preferred ways of learning.

Your learning and development could take a number of different forms, including:

- induction and legally-required training
- learning through supervision and other opportunities supported and provided at work, such as in-house courses, job-shadowing, secondment, mentoring and coaching
- qualifications required for social worker registration or to meet care service inspection requirements
- post-registration training and learning (PRTL) as required for social workers to maintain their professional registration
- post-qualifying training for social workers, which may change as part of social work reform
- formal learning leading to Qualifications and Credit Framework (QCF) recognised awards, certificates and diplomas, or higher education qualifications
- informal learning and learning through experience in life and work
- reflecting on what you have learned from planned and unplanned experiences at work.

It is important that you review any CPD activity with your supervisor to ensure that it has achieved what you expected and that you can apply the learning to your work

need to know more?

Skills for Care is the employer-led organisation responsible for organising the development of workers across the whole of adult social care in England. It has published Keeping Up the Good Work, which is detailed information and guidance on CPD, aimed at employers to help them understand the importance and benefits of CPD and their responsibility for the development of all their workers. You can see this too, at www.skillsforcare.org.uk, under 'Developing skills' then 'CPD and career pathways'.

You can also ask your employer to explain their policy and arrangements for learning, development and qualifications.

Keeping Up The Good Work – a practical guide to implementing continuing professional development in the adult social care workforce is for all employers in adult social care in England, whether local authority, private or voluntary sector. It provides clear information on the importance and practicalities of effective continuing professional development (CPD) for adult social care workers.

Also included are templates to help employers and workers organise their CPD (these are also separately downloadable from www.skillsforcare.org.uk), and case studies of successful CPD practice.

This publication replaces the 2006 CPD strategy, framework and employer's guide, published by Skills for Care and the Children's Workforce Development Council, and Skills for Care's 2009 CPD case studies publication. Readers familiar with those works will recognise various elements from them here in Keeping Up The Good Work, but will find this guide much shorter and easier to use.

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