



Continuing Professional Development strategy for the social care workforce



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Continuing Professional Development strategy for the social care workforce

Developed and written by **Fran McDonnell** and **Harry Zutshi**,
to a commission from Skills for Care.

This strategy has been approved for use by social care employers by the boards of Skills for Care and the Children's Workforce Development Council, which are England's parts of Skills for Care and Development, the sector skills council for social care, children and young people.

Foreword

I am very pleased to introduce the strategy for continuing professional development (CPD) for the social care sector. Ever since workforce issues began to be approached strategically as part of the modernisation of social care, all those involved have known that the continuing development of the sector's 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.

The strategy defines CPD as an ongoing, planned learning and development process that contributes to work-based and personal development. As the process that enables workers to expand and fulfil their potential, it ensures continuing confidence and competence, particularly in ever-changing environments. 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. 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.

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 are doing—a principal reason for being a social care worker, according to Skills for Care's research.

I am pleased to thank a number of people who have contributed to this strategy, particularly the members of the 'task and finish' group who are listed in appendix 1, and all those across the sector who responded to consultations as we progressed. The work began under the auspices of Topss England, and with the advent of social care's sector skills council it continued under the dual identities of Skills for Care and the Children's Workforce Development Council, the employer-led boards of both of which have formally adopted this strategy for the social care workforce. In addition, a number of bodies who contributed to the work have kindly agreed to formally endorse the strategy, to reinforce its status as the foundation document for CPD in social care.

Much of the painstaking research and compilation of the documents has been done by Fran McDonnell and Harry Zutshi, commissioned under the project management of Amanda Hatton as the programme head for CPD on Skills for Care's staff, and with the assistance of a number of Amanda's colleagues there and at CWDC.

While all these people can be proud of their contributions, their work is now dependent on implementation by social care employers, managers and workers if it is to be of any benefit to people who use social care services. I would therefore commend this strategy and its supporting documents to the whole of the sector. Skills for Care and the Children's Workforce Development Council will continue to support employers and workers to turn the present documents and planned further guides into practical action.

Bridget Robb

Chair, CPD Task & Finish group

Board Member, Skills for Care

Board Member, Children's Workforce Development Council

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See also the related publications:

- **The CPD framework**
- **The employer's guide to the CPD strategy and framework**
- **The CPD video on DVD**

In due course, further CPD guidance will be published. Details will be available at www.skillsforcare.org.uk and www.cwdcouncil.org.uk

Continuing Professional Development strategy for the social care workforce

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Executive summary

Introduction

Skills for Care, the Children's Workforce Development Council (CWDC) and partner agencies have developed a continuing professional development (CPD) strategy and framework. The strategy is for all employers and all workers in the social care sector.

The **CPD strategy** outcomes are to:

- improve services from the perspective of people who use services
- ensure organisations meet relevant requirements
- value workers by improving their competence, confidence and self-esteem
- develop a qualified workforce
- change from a training culture to a learning culture in organisations
- improve recruitment and retention of workers in the sector
- ensure workers meet requirements for registration and re-registration.

The strategy is targeted at:

- senior and strategic managers across the wide range of social care organisations
- policy makers and commissioners
- people with responsibility for workforce development
- providers of learning and training.

The **CPD framework** is intended to support employers in social care to implement the strategy through:

- 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.

The CPD strategy

A CPD strategy is essential for service improvement and good people management. CPD applies to the whole workforce, including carers (such as family and friends) and volunteers. CPD is a shared responsibility, as described in the General Social Care Council's (GSCC) Codes of Practice for employers and workers. Employers must actively provide learning opportunities for the worker to strengthen and develop skills and knowledge. Individual workers have responsibility for maintaining and improving their knowledge and skills. When people work independently or outside an organisation, they are responsible for their own learning and CPD.

CPD can be defined as an on-going, planned learning and development process, which:

- enables workers to expand and fulfil their potential
- contributes to work-based and personal development
- can be applied or assessed against competences and organisational performance
- includes any activity that increases knowledge, experience and understanding, improves performance and contributes to lifelong learning.

Leaders and managers have a key responsibility to ensure individuals have personal development plans and that effective CPD systems are in place.

This executive summary is also available as a freestanding booklet.

The range of CPD 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. CPD for the social care workforce includes any development opportunity that contributes directly to improving the quality of service received by people who use the service.

The strategy has benefits for people who use services, employers and workers. For **people who use services and carers** it should improve confidence in the quality of service they are receiving through workers who are more confident, better informed and have improved skills.

The objectives particularly relevant for **employers** are to:

- support continuous improvement and delivery of integrated services to put individuals and their families at the centre of care
- improve recruitment and retention and provide career pathways
- provide employers with structures that support their responsibilities for developing a competent workforce and to achieve training and qualifications requirements
- support the development of learning organisations
- meet requirements for registration and re-registration with the General Social Care Council and other regulatory bodies
- improve the effectiveness, quality and relevance of learning
- encourage the use of a range of flexible learning and development approaches to strengthen work-based learning
- align CPD activities with the national qualifications framework and national occupational standards.

For **workers** the strategy should:

- maintain and develop skills and knowledge to do their particular job
- help to change practice for new roles or working in a different environment
- provide personal development plans which will promote lifelong learning
- help to meet requirements for registration and re-registration
- motivate them to learn, build confidence and self-esteem
- expand and develop new areas of competence, which might be for their existing job or to develop their careers
- develop the skills to reflect on and improve their practice
- enable workers to contribute and influence practice knowledge and development
- provide opportunities for career progression, whether this is sideways, to another level or a different sector.

Investment in CPD is essential to meet the social care agenda for modernisation and change. It supports the development of new skills, roles and ways of working. There is a need to develop capacity through increasing work-based learning, assessment, verification, mentoring and raising qualification levels. The GSCC Code of Practice for Employers requires them to provide induction, training and other development opportunities.

Recruitment and retention is a priority for social care across the wide range of workers and types of service. A consistent approach to CPD is essential if the issues faced by the sector 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 settings, are able to demonstrate their competence and are helped to progress in a direction which meets their needs and the needs of the service.

Skills for Care and CWDC are committed to a 'whole systems' approach to implement the CPD strategy. This integrated approach takes account of key stakeholders and recognises that a number of different elements need to come together for successful implementation.

For workers the 'whole systems' approach means having:

- a person profile based on their job specification and role, linked to relevant national occupational standards and other competences
- a personal development plan, linked to the person profile
- access to development activities and relevant qualifications
- appraisal linked to the personal development plan
- a CPD portfolio, which can be paper-based or electronic and may be online.

For employers the 'whole systems' approach means having:

- commitment from the top to supporting CPD
- a CPD framework for all workers
- business planning linked to workforce development and training plans
- a training plan relating to worker job roles
- effective supervision and performance management systems
- an appraisal system linked to personal development planning
- access to appropriate learning provision, qualifications and assessment
- a learning infrastructure to support access to learning activities
- career pathways with clear progression routes
- systems for tracking CPD.

The CPD framework

The CPD framework supports employers to implement CPD and covers:

- principles and values
- a learner-centred approach to CPD
- developing a learning culture
- a seven-stage cycle of CPD processes
- documenting CPD
- funding, resources and access to learning and qualifications
- guidance and processes for registration
- career pathways
- monitoring and evaluation of CPD.

The key points of the framework:

- CPD systems should be based on shared values and agreed outcomes, which have a

positive impact for people who use services, carers, workers and the organisation.

- A learner-centred approach will identify the worker's development needs and the approach best suited to meeting them, linked to the competences required for current or future roles.
- The personal development plan identifies learning opportunities that contribute to CPD.
- Developing a learning culture requires a shared vision, enabling processes and structures, empowering managers, a motivated workforce, and systems and policies to encourage and sustain learning.
- CPD processes follow a seven-stage cycle from assessment of need to review and accreditation of learning.
- Recording and tracking CPD is an essential process by which employers support workers. A variety of methods may be used for this.
- Skills for Care Learning Resource Networks (LRNs) offer advice on access to funding through the range of national, regional and local agencies.
- A structured approach to CPD in the workplace can make the most of existing resources and day-to-day opportunities for learning.
- Employers are expected to support GSCC-registered workers in meeting their CPD requirements and apply the Codes of Practice to other workers.
- Qualification and post-qualification learning needs to be integrated within the framework, so that workers can achieve awards linked to roles and standards.
- Career pathways need to reflect direct practice as well as related routes such as learning and support, service management and commissioning.
- Individuals need to be able to identify their career opportunities through clearly defined roles, qualifications and pathways.
- Changing social care roles provide opportunities for employers to review career development options.
- CPD outcomes require monitoring and evaluation.
- Evaluation needs to look beyond reactions and learning outcomes to the wider impact of learning on service delivery, key stakeholders and the organisation.

Implementation

CPD implementation requires concerted action nationally and regionally, by employers and workers. The key issues and actions needed have been identified and are detailed in section 9 of the strategy. Co-operation between a range of national bodies is essential to ensure a co-ordinated approach to the development CPD activity for all workers in social care. This requires a shift from training to learning, with managers and workers taking responsibility for continuing professional development. Commissioners also need to consider the implications of the CPD strategy in planning and purchasing services.

There will be a range of guides and tools produced for employers, managers and workers, which will recognise the diversity of organisations and people who need to understand and implement CPD. Each product will have the CPD framework at the core. The first guide, for employers, has been produced and Skills for Care and CWDC will work with relevant organisations to develop other resources to help employers implement the CPD strategy.

1. Introduction

Skills for Care, the Children’s Workforce Development Council (CWDC) and a range of partner agencies listed in appendix 1 have developed a continuing professional development (CPD) strategy and framework. The strategy is for all employers and all workers in the social care sector.

The intended outcomes of the **strategy** are to:

- improve services from a user perspective
- ensure organisations meet relevant requirements
- value workers by improving their competence, confidence and self-esteem
- develop a qualified workforce
- change from a training culture to a learning culture in organisations
- improve recruitment and retention of workers in the sector
- ensure workers meet requirements for registration and re-registration.

This strategy document will be most relevant for:

- senior and strategic managers across the wide range of social care organisations
- policy makers and commissioners
- people with responsibility for workforce development
- providers of learning and training.

‘People who use social care services say that it is only as good as the person delivering. They value social care practitioners who have a combination of the right human qualities as well as the necessary knowledge and skills. The workforce is therefore critical to delivery.

Independence, Well being and Choice: A Vision for Adult Social Care in England, white paper, Executive Summary (DH 2005)

The CPD **framework** is intended to support employers in social care to implement the 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.

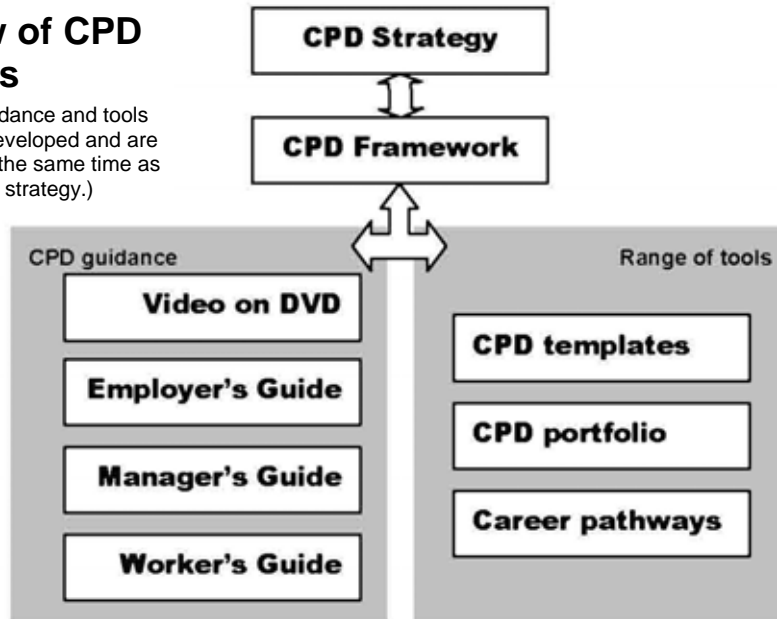
There will also be a range of guides and tools produced for employers, managers and workers, which will recognise the diversity of organisations and people who need to understand and implement CPD. Each product will have the CPD framework at the core. The first guide has been developed for employers and other resources will be developed as part of the implementation plan. Skills for Care will work with relevant organisations to develop these. The strategy, framework and employer’s guide have been field tested by five organisations and the project has been overseen by a Skills for Care ‘task and finish’ group. The details are in appendix 1.

Social care services should be person-centred and promote the independence of people who use services and of carers*. A workforce with the appropriate values and behaviours, who are well trained and motivated, is crucial to delivering quality social care services to meet the expectations of people who use services and carers in a changing environment. These people want workers who are open, honest, warm, empathetic and respectful, who treat people using services with equity, are non-judgemental and who will challenge unfair discrimination.

* ‘Carer’ is used throughout to indicate unpaid providers of social care, such as family or friends, as distinct from employed care staff.

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 the strategy.)



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

Improving Front Line Services: a framework for supporting front line staff (Scotland 2005)

Continuing professional development (CPD) is now recognised as an essential part of workforce development to deliver appropriate service outcomes and priorities. Continuing learning and development is an integral part of working life, which benefits people who use services and carers, the worker and the organisation. It helps to create a stable workforce, which improves people's experience of services by providing a consistent approach.

A few birth parents of fostered children said they had been given some help and told us this was a social worker explaining things, giving them reassurance, or telling them how they could get in touch if they needed to. A third of foster children said they were not told enough about their current foster family before they were moved in to live there.

Dr Roger Morgan OBE, Children's Rights Director, (CSCI 2005)

A CPD strategy is an essential tool of good people management. This has been shown through research within social care (NISW 1999) and in other sectors (Harvard BS 2002). Where employers demonstrate commitment to CPD, there is often an improvement in recruitment and retention because it promotes a working and learning environment where people want to stay. Effective CPD improves the quality of practice and contributes to large, medium and small employers meeting national minimum standards, performance indicators and achieving Investors in People.

Equality and diversity

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.

Key points

- CPD is central to service improvement.
- A CPD strategy is an essential tool of good people management.
- CPD applies to all workers and managers.
- A range of resources is being developed to support CPD implementation.

2. Who is the CPD strategy for?

The CPD strategy will apply to the whole social care workforce, which is spread across a wide range of different sectors, organisations and settings.

CPD 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'. CPD needs to reflect a social development model, which promotes greater recognition and values all work and roles within social care – paid and unpaid – and establishes flexible career pathways.

CPD is everyone's responsibility and should be seen as requirement not a bonus.

Improving Front Line Services: A framework for supporting front line staff, (Scotland 2005)

CPD is a shared responsibility, as described in the General Social Care Council's (GSCC) Codes of Practice for employers and workers. Employers must actively provide learning opportunities for the worker to strengthen and develop skills and knowledge and create an environment where learning can flourish. Individual workers have responsibility for maintaining and improving their knowledge and skills, which can be done through a range of learning and development activities.

It is about knowing where you are today, where you want to be in the future and making sure you have a way of getting there.

Improving front line services: a framework for supporting front line staff (Scotland 2005)

There are a growing numbers of independent workers and people who are employed directly by people who use services and by carers or who may be self-employed. When people work independently or outside an organisation, they are responsible for their own CPD. A commitment to taking personal responsibility for self-development and life-long learning is a means of workers empowering themselves to progress and achieve their own aims and goals, whether they are working independently or within an organisation. Membership of an appropriate workforce or professional body can support people with this and with their longer-term career development. Carers and volunteers have a significant role in the delivery of social care services. Their development needs to be addressed alongside paid workers.

Key points

- The framework will apply to the whole social care workforce, including volunteers and informal carers.
- All workers including independent workers must take responsibility for their own CPD.
- There is a shared responsibility: for workers to develop their skills and knowledge and for employers actively to provide learning opportunities.

3. What is CPD?

Skills for Care, the Children's Workforce Development Council (CWDC) and partners define CPD as an ongoing, planned learning and development process that:

- enables workers to expand and fulfil their potential
- contributes to work-based and personal development
- can be applied or assessed against competences and organisational performance
- includes any activity that increases knowledge, experience and understanding, improves performance and contributes to lifelong learning.
- ensures continuing confidence and competence, particularly in ever-changing environments.

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 includes any activity which increases knowledge, experience and understanding, 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. CPD for the social care workforce includes any development opportunity which contributes directly to improving the quality of service received by people, 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 experiential learning which takes place through life and work experience
- reflective thinking on planned and unplanned learning experiences
- experiential learning.

Strategies for lifelong learning and mobility are essential to promote employability, active citizenship, social inclusion and personal development.

Copenhagen Declaration of 31 European ministers, November 2002

CPD can be used creatively to help people prepare for changes in existing roles, new roles or the next job and should demonstrate how learning is being applied throughout a career.

Good employers are keen to ensure that staff have this range of opportunities to grow and develop to meet the changing needs of service users. Employee development is

the main route through which organisations improve their performance. Many organisations already have effective policies and systems in place such as supervision, performance reviews and personal development plans to support workers' development needs. This CPD strategy and framework are intended to support this good practice and organisations can use it as a benchmark against which to review and develop CPD.

These processes for workforce development can be regarded as learning events in which workers are encouraged to think about how to develop their practice and career. In this way employers are putting into practice the theory of how people learn and how it is turned into changed behaviour and improved performance.

The role of leaders and managers in CPD is crucial (Skills for Care 2006). They have responsibility for making sure that effective CPD systems are in place and ensuring each worker has their own personal development plan, which is shared with their

Key points

- CPD is defined as an ongoing, planned learning and development process that can be applied or assessed against organisational performance.
- CPD includes activities which increase knowledge, experience and understanding, that improve performance and service quality.
- Leaders and managers have a key responsibility to ensure workers have personal development plans and that effective CPD systems are in place – good managers are good people developers.

4. Aims and objectives of the CPD strategy

Investment in continuing learning and development should have a direct and positive impact on the person using the service, the worker, the team, the organisation and the quality of services. CPD is about ensuring the workforce is fit for purpose, but in a way that will also develop their confidence, creativity, flexibility and performance. CPD will establish a workforce capable of delivering high quality responsive services to meet the needs of people who use services. Promoting learning through CPD in organisations contributes to developing a learning culture, which can support diversity and a commitment to developing the potential of all workers, paid or unpaid (Scotland 2005, 15).

This strategy aims to provide a comprehensive, sustainable approach to CPD based on current good practice that:

- is grounded in the experience of people who use services
- includes the whole workforce
- improves services by improving the quality and relevance of learning
- meets the needs of employers and builds on what they already have in place
- contributes to developing a culture of learning and evaluating the impact of learning
- addresses the learning needs of an increasingly diverse workforce, some of whom are working independently in the community or in new roles

- empowers people providing services to develop the right skills and competences to do the job
- develops a confident, creative and flexible workforce
- contributes to developing careers in social care and integrated services
- prepares workers for the shape of services in the future.

A strategic and cost effective way of progressing such a strategy will be to link it to national occupational standards (NOS). NOS define best practice by stating the competence required, which is a combination of skills, knowledge, values and context. They provide managers with a tool for a wide variety of workforce and performance management tasks and provide workers with the stepping-stones to build their careers. NOS already underpin NVQs and professional qualifications in social care. *The manager's guide to developing strategic uses of national occupational standards* (SfC 2006b) gives some useful guidance on using NOS.

Revised health and social care NOS (in 2005) and new induction standards (2006) have now been implemented. The Skills for Care leadership and management project has also developed a map of the new generic leadership and management NOS linked to specialist and partnership standards and competences (SfC 2006a). The social work degree and the social work post-qualifying framework also based on national occupational standards. All social care national occupational standards are freely available at www.skillsforcare.org.uk.

This CPD strategy has benefits for people who use services, for employers and workers. For people who use services and for carers it should improve confidence in the quality of service they are receiving through workers who are more confident, better informed and who have improved skills.

The objectives that are particularly relevant for employers are to:

- support continuous improvement and delivery of integrated services to put individuals and their families at the centre of care
- improve recruitment and retention and provide career pathways
- provide employers with structures that support their responsibilities for developing a competent workforce and to achieve training and qualifications requirements
- support the development of learning organisations
- meet requirements for registration and re-registration with the General Social Care Council and other regulatory bodies
- improve the effectiveness, quality and relevance of learning
- encourage the use of a range of flexible learning and development approaches to strengthen work-based learning
- align CPD activities with the national qualifications framework and national occupational standards.

For workers it should:

- maintain and develop the skills and knowledge to do their particular job

- help to change practice for new roles or working in a different environment
- provide personal development plans which will promote lifelong learning
- help to meet requirements for registration and re-registration
- motivate them to learn, build confidence and self-esteem
- expand and develop new areas of competence, which might be for their existing job or to develop their careers
- develop the skills to reflect on and improve their practice
- enable them to contribute to and influence practice knowledge and development
- provide opportunities for career progression whether this is sideways, to another level or a different sector.

For the CPD strategy's aims and objectives to be implemented effectively a range of issues and actions have been identified at national, regional, employer and individual levels. These are in section 9 below.

Key points

- This framework aims to provide a comprehensive, sustainable approach to CPD.
- Skills for Care and CWDC promote an approach to CPD which is inclusive for all employers and workers in social care.
- National occupational standards, by defining best practice, offer a strategic and cost-effective way to link qualifications and learning to job roles and progression.
- The CPD framework is designed to support continuous service improvement, improve recruitment and retention, provide career pathways and improve the

5. Policy drivers and context

Social care is rapidly changing to meet the modernisation agenda, to put individuals and their families at the centre of care. Workers are expected to continually develop new skills and ways of working. Increasingly, this is happening in the context of new organisations with responsibility for a range of services or outside of organisations. New social care roles are also emerging to meet these challenges. 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.

A range of national white papers, consultation papers and guidance have set out a clear vision for lifelong learning and CPD. Some of the relevant policy documents that relate to health and social care up to April 2006 are listed in appendix 2. In the future, regular policy driver updates will be available on the Skills for Care and CWDC websites, recognising the need to keep up with rapid changes in the social care context.

CPD (and post-qualifying learning) needs to be recognised as a priority for investment and [can be] described as the vehicle for modernisation and change.

Learning for Delivery – making connections between post-qualification learning/continuing professional development and service planning (DH 2004)

Some of the key messages from these documents are that employers need to take responsibility for having systematic learning and development strategies in place and for implementing them. Effective CPD relies on collaboration between people who use services, carers, government, employers, staff, regulatory bodies and training providers at national, regional and local levels.

There is also a range of specific developments in social care, which make it timely to develop a framework and strategy to promote CPD. These are commented upon below.

5.1 The Department of Health (DH) green paper, *Independence, Well-being and Choice: A Vision for Adult Social Care in England*, (DH 2005) and the *Our Health, Our Care, Our Say* white paper (DH 2006) on delivering integrated health and social care systems.

Skills for Care's green paper response (SfC 2005a) emphasised that the social care workforce are increasingly finding themselves employed in non social care organisations such as housing and education as well as the health service. This is manageable as long as employers are able to access support for that work and that those staff are able to access appropriate ongoing learning and development.

Support systems such as supervision, training and development need to adapt and follow the workforce across employment models. The green paper asks for a wider definition of the workforce and for models of best practice that could flow from Skills for Care's New Types of Worker project (Waddilove 2006). An important component of the effectiveness of direct payments (DP) is the quality and role of personal assistants (PAs). A Skills for Care report concluded that people receiving direct payments have diverse ideas about the training and experience they expect of their PAs (Flynn 2005).

There is also work currently underway to develop expert patient /carer roles (see www.expertpatients.nhs.uk) and ACE National – Action for Carers and Employment – is a project led by Carers UK and funded by the European Social Fund's 'Equal' programme which raises awareness of the barriers facing carers who wish to work, and tests and promotes ways of supporting them (see www.carersuk.org). This includes the development of the City & Guilds' pre-vocational training for carers (see www.learning-for-living.co.uk), the training being developed for employers and for Jobcentre Plus Personal Advisers on identifying and supporting carers and the creation of Employers for Carers and its dedicated website (also via www.carersuk.org).

5.2 A revised workforce development strategy for adult services 2006–2010, which Skills for Care is currently working on to replace *Modernising the Social Care Workforce – the first national training strategy for social care* (Topss England 2000). CPD is central to the strategy and developing capacity. Already in place is *Integrated and Qualified* for services for children and young people and those who care for them (Topss England 2003) and the leadership and management strategy (SfC 2006a), both of which emphasise CPD as a key component of workforce development. The leadership and management project has developed guidance on CPD for leaders and managers (product 5 in the strategy documents) based on the whole systems model.

Some key capacity building issues for the social care sector have already been established and have become all the more important as implementation of the DH green paper and white paper is considered (SfC 2005a). These capacity issues include:

- increasing work-based learning and assessment, verification and mentoring
- achieving and maintaining a workforce 80% qualified at levels 2 or 3 (or higher)
- achieving a sufficient and varied range of practice learning opportunities to support new social work degree targets
- leadership and management in general but with specific needs for supervision, network or partnership management, mentoring and advocacy
- targets linked to General Social Care Council registration timescales and post registration requirements to include social work post qualification
- social care and social work educators' targets linked to the Strategic Learning and Research Advisory Group [STLaR] human resources plan of 2004 (see www.stlarhr.org.uk)
- induction targets including and the use of specific learning programmes.
- recognition and appropriate responses from commissioners and employers toward people who use services who have sensory impairment
- recruitment targets including the use of foundation degrees, apprenticeships and the development of Diploma Programmes (from DfES 2005a)
- new types of workers, including those employed via direct payments schemes.

5.3 The Children's Workforce Strategy Consultation and the government's response to the consultation (April 2005 and February 2006). The consultation on a Children's Workforce Strategy enabled the government to confirm the vision for a world class children's workforce that:

- strives to achieve the best possible outcomes for all children and young people
- reduces inequalities between the most disadvantaged and the rest
- is competent, confident and safe to work with children and young people;
- people aspire to be part of and want to remain in—where they can develop their skills and build satisfying and rewarding careers
- parents, children and young people trust and respect.

5.4 The Children's Workforce Development Council (CWDC, www.cwdcouncil.org.uk) has been established following the government's commitment to workforce reform in the green paper *Every Child Matters* (DfES 2003). One of the five bodies which form the federated UK Skills for Care and Development Sector Skills Council, the CWDC aims to improve outcomes for children and young people in England by enhancing the role of the workforce. In particular, it is focusing on workforce excellence through training provision, career development and improved workforce mobility, as well as encouraging better integration. The CWDC represents employers in range of sectors, including early years, educational welfare, learning mentors, Connexions, foster care and social care. It also coordinates the Children's Workforce Network, which includes teaching and other school staff, child health staff, youth workers, youth justice workers and playworkers. The government's response to the

Children's Workforce Strategy Consultation gives CWDC a key role in delivering many of the priorities identified in the strategy.

5.5 The skills strategy white paper, *Getting on in business, getting on at work* (DfES 2005b) reaffirmed the government's commitment to help unskilled or low skilled adults gain a range of life skills they need to be employable and personally fulfilled. It also develops the strategy for ensuring that employers have the right skills to support the success of their businesses.

5.6 The Wanless Social Care Review (see www.kingsfund.org.uk), commissioned by the King's Fund, looked into the demand and nature of social care over the next 20 years. It reported in March 2006. The review found very serious shortcomings in social care provision and funding arrangements. It recommends that to enable more people to receive care fairly and cost-effectively, there should be more ambition in the outcomes sought for social care and that the current means-tested funding system should be scrapped and replaced with a partnership model. The review argues that reconfiguring services in this way would be cost effective and could provide more community-based care, including better access for those with moderate needs, better support for carers, and improved services for people with dementia. These recommendations would take several years to implement. There would have to be substantial growth in the supply of services. Funding for workforce development will need to be considered as this affects the whole of social care.

5.7 Patterns of employment within the sector are changing, such as direct employment of personal assistants (PAs) by service users as well as more self-employed and agency staff. The revised '*SEARCH*' *Standards for Employment Agencies in Regulated Health and Care Services* (SfC 2005b), standard 3, states that agencies must identify the needs of their workforce as a whole for induction, qualifying training, continuing professional development or lifelong learning. In addition agencies must assure themselves that all workers:

- receive and have a record of structured induction training and for workers supplied to social care settings, this should conform to the Skills for Care (previously Topss England) framework
- undertake at appropriate intervals any update training required by law (e.g. manual handling, first aid)
- have an individual training and development assessment and profile
- are registered as required for qualifying or specialist training
- have opportunities for training and development, including open or distance learning.

5.8 Revised national occupational standards provided by the review of the health and care awards, the review of leadership and management standards and standards for social work are now more relevant and useful as a basis for CPD.

5.9 The Commission for Social Care Inspection (CSCI) National Minimum Standards. There are training requirements in each of these sets of service standards. For example, in the standards for Care Homes for Older People, 30.4, it states that "all staff receive a minimum of three paid days training per year (including

in-house training), and have a worker training and development assessment and profile." However, it is acknowledged that this strategy should apply to more care settings than just regulated services.

Also, service inspections happen within councils for particular areas of service delivery identified by CSCI to be carried out each year. These standards specify that the workforce should be "of sufficient size, stability and experience; that all staff are appropriately skilled, qualified and supervised", and they promote the uptake of training for staff of all involved organisations.

5.10 The General Social Care Council (GSSC) is the social care workforce regulator in England and is responsible for:

- **Codes of Practice** – there are requirements about CPD for social care workers and employers. For example, Requirement 3.1 states that employers must provide induction, training and development opportunities to help social care workers do their jobs effectively and prepare for new roles and responsibilities. Requirement 6 expects social care workers to be accountable for the quality of their work and to take responsibility for maintaining and improving knowledge and skills.
- **Registration** – the GSSC registers qualified social workers and student social workers. It is consulting on the registration of other groups of care workers.
- **The social work post-qualifying (PQ) framework** has been revised to take account of changes in social work practice, inter-professional working, service user involvement and the person-centred approach. The intention is that the revised framework will make it possible to link supervision, appraisal and performance management to key stages of on-going professional development, thereby forging links between education and training and the development of career pathways.
- **Post-Registration Training and Learning (PRTL) requirements** for registered workers. Currently registered social workers are required to complete 15 days of study, which can include training, courses, seminars, reading, teaching or other activities over three years. The learning is expected to advance their professional development and focus on learning outcomes.
PRTL requirements will be extended to other categories of workers once they are registered with the GSSC. CPD will enable workers not only to achieve registration but also maintain registration by developing and enhancing their knowledge and skills.

5.11 Workforce mobility and the need for co-operation across the UK to support it.

Scotland: the Scottish Social Services Council has produced *Continuing Professional Development for the Social Service Workforce* (SSSC 2004). This strategy also takes the approach that CPD should embrace the whole workforce and focus on better outcomes for people who use services and for carers.

Northern Ireland: PRTL will apply to all registered staff; those without qualifications will be expected to have completed a recognised induction. The Northern Ireland Social Care Council (NISCC) has provided *pro formas* and guidance notes for PRTL.

There is also the Health and Personal Social Services Regulation and Implementation Authority (HPSSRIA). This is looking at fostering, adoption and under-12 services. The April 2001 consultation paper, *Best Practice – Best Care* (RGCP 2001), has been implemented and places a responsibility on the employer to provide a duty of quality, with clinical and social governance linked to CPD.

The 'Agenda for Change' has been applied to personal social services from October 2004. The 'Knowledge and Skills Framework' will be used to show competences and pay bands.

Wales: for the Care Council for Wales, skills sets are seen as a key way to progress CPD and career pathways. A meeting of the Workforce Development Committee of the Care Council for Wales explored the applications of skills sets:

- pre-entry (14–19 year olds) and re-entry training (returners to work)
- specialist awards which focus on specialist areas of practice, e.g. dementia, management, autistic spectrum disorder, learning disability, etc
- enhanced awards for people who remain at the same level within the qualifications framework but wish to go on studying taking more advanced practice awards
- career progression awards for those people who wish to move upwards but who might not be in a post to enable them to get the full NVQ award at the next level
- transition awards for people wishing to move into other areas of work, specialisms or for new and changing roles; or for people from other sectors who may have a substantial social care role, e.g. within youth justice or housing
- continuous professional development awards, which will be individualised and focused on the CPD needs of the worker. They may focus on single units to meet CPD needs and through accumulation of units could allow full awards (or recognition of competence) to be achieved over a period of time.

A key principle is that any CPD framework must be based on national occupational standards. The vision of the framework is a climbing frame—it is possible to move up, sideways or down, or even get off it at times. The aim is to support the framework with flexible credit accumulation, linked to the Qualifications and Credit Framework for Wales. Work on a CPD framework for Wales was due to report back in November 2005.

5.12 Workforce data and the National Minimum Data Set for Social Care (NMDS-SC)

Two recent reports provide data on the scope of the workforce, which emphasise the complexity of the sector with many different roles requiring skills and qualifications at all levels:

- *The State of the Social Care Workforce 2004* (Eborall 2004), the second annual report from Skills for Care's Skills Research and Intelligence unit
- the social services *Workforce Analysis Report 2004* by the Local Authority Survey Group of the then Employers' Organisation for local government.

The data reinforces the known large numbers working in the sector, with 922,000 people employed in 'core' social care, which includes local authority social services staff, residential, day and domiciliary care staff, agency staff and a limited number of NHS staff. The social care workforce is over 80% female, with about 50% working

part-time and over 60% in older people's services. There are estimated to be about 31,000 social care employers. Some of the key data is summarised in appendix 3.

There is a great deal that is still not known about the social care workforce. The importance of the independent sector as the main provider of social care services is not reflected in reliable statistics about the numbers of workers it employs. The key areas where information is lacking are: the independent sector workforce, levels of training and qualification in the workforce as a whole, day care, employees of partnership bodies, social care staff in the NHS, information about new types of care providers, and separating the adults' services from the children's services workforce. The data does not include volunteers, carers or personal assistants paid for through direct payments. There are measures being taken to address these.

In future, it should be possible to analyse the Commission for Social Care Inspection registrations and inspections database to obtain data about social care providers registered with the CSCI, the range of care services offered by any provider, and the employed workforce. Data on the extent to which the National Minimum Standards are being met should also be available.

Also, the Skills for Care National Minimum Data Set for Social Care (NMDS-SC) was launched in October 2005. This will be used to collect standardised employment data from employers throughout England and compiled into a national database of standard information about the social care sector and its workforce.

Key points

- Investment in CPD is essential to meet the social care agenda for modernisation and change and support the development of new skills, roles and ways of working.
- There is a need to develop capacity through increasing work-based learning, assessment, verification and mentoring and raising qualification levels.
- The GSCC post-registration training and learning requirements—15 days of learning over three years.
- The GSCC Code of Practice for employers requires employers to provide induction, training and other development opportunities.
- There must be co-operation across all countries of the UK to support workforce mobility.
- The social care workforce is over 80% female, with about 50% working part-time and over 60% in older people's services.
- There are estimated to be about 31,000 social care employers.
- The National Minimum Data Set for Social Care (NMDS-SC) will be used to collect standardised employment data so that workforce data can be improved.

6. National Framework for Achievement

The Qualifications and Curriculum Authority (QCA) has outlined proposals for a new National Framework for Achievement designed to radically change the way qualifications and other achievements are recognised and organised in the future (QCA 2004). The aim is for a simplified system that will be more responsive to learner and employer needs. Everyone should be able to clearly understand the value of their achievements whether they are progressing unit by unit or achieving a whole

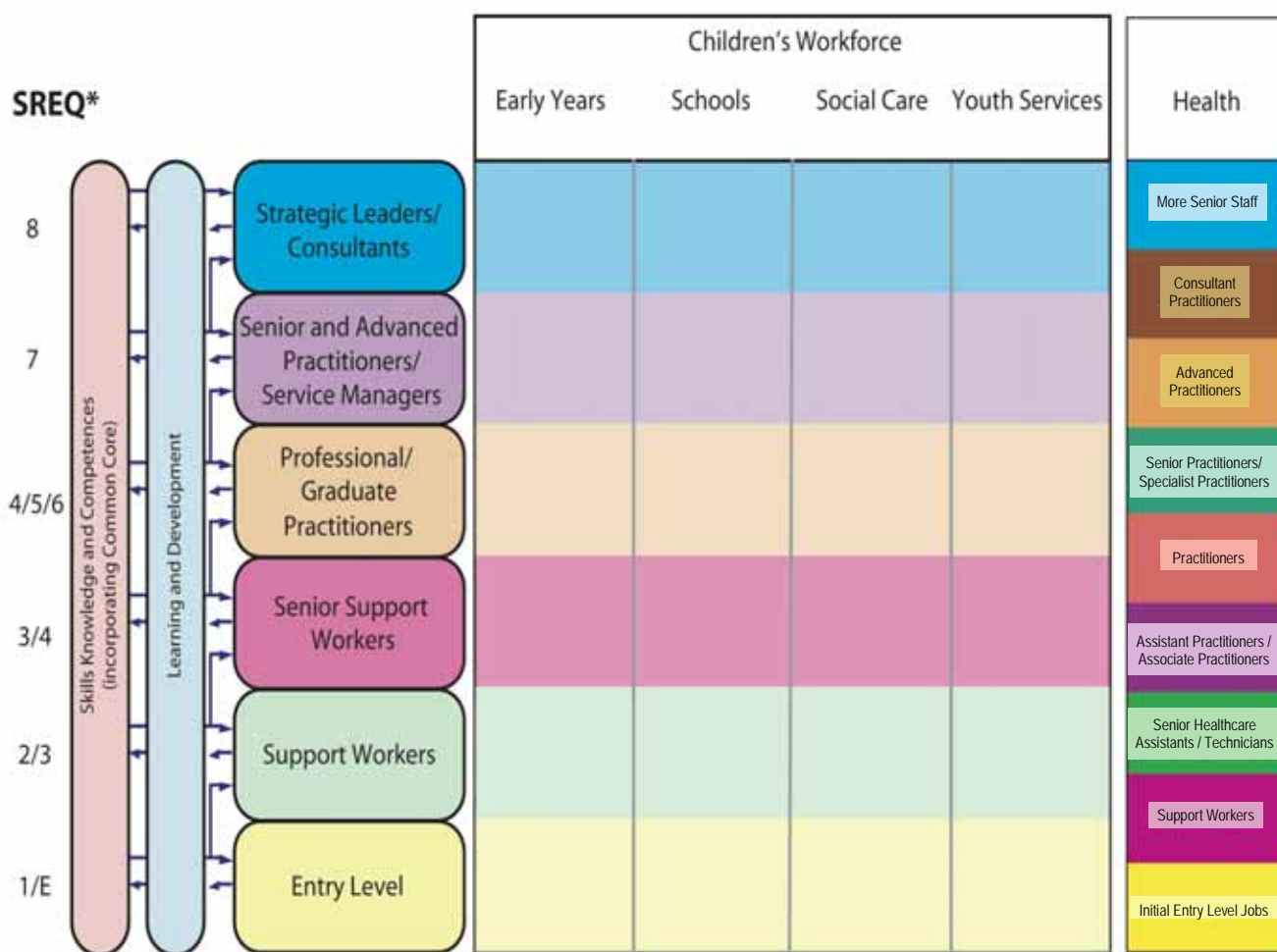
QCA Nine Level Framework



Other related sectors are developing career frameworks and pathways which link to the QCA framework for achievement. This will make it clear what type of qualifications and learning opportunities people need for different roles and jobs. An example is the Children’s Workforce Strategy, which has identified an indicative career framework and is reproduced below (DfES 2005c: 17).

The QCA and CWDC frameworks have been used to develop the social care career pathways exemplar in section 8 of the CPD framework accompanying this strategy document.

Children’s Workforce Strategy indicative framework



* SREQ: The Statutory Regulation of External Qualifications published by Qualifications and Curriculum Authority for England. See Annex 3 of QCA publication. Graphic supplied by DfES Communications.

Key points

- The Qualifications and Curriculum Authority has outlined plans for a new framework of achievement based on a nine level framework.
- The nine level framework has been used to develop examples of social care career pathways.
- The Children’s Workforce Strategy has used the QCA model to create an indicative framework.

7. Recruitment, retention and career pathways

Recruitment and retention is a priority for social care across the wide range of workers and sectors. A consistent approach to CPD is essential if the issues faced by the sector 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 settings, that demonstrate their competence and help them to progress in a direction which meets their needs and the needs of the service.

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 such as apprenticeships and foundation degrees
- the widest possible flexibility and diversity in terms of entry into social care by developing Care Ambassador schemes and linking with 14–19 diploma programmes
- development for new roles and keeping up to date with changes (Waddilove 2006)
- succession planning built into workforce plans.

You need to be looking ahead to see what changes are coming about and plan for them. By 'embracing changes and being proactive about meeting them by taking leadership, you often find that people respond.'

Brown *et al*, 2005: 41

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. The former Employers' Organisation (EO)* project on skills pathways has identified that many potential workers or those already in the sector who want to change jobs are confused by the perceived disjointed nature of the development opportunities in social care. The creation and use of skills/career pathways can provide a picture to provide some clarity to help people make appropriate decisions.

There is a broad range of initiatives already in place to encourage career development in health and social care:

7.1 The Modernisation Agency New Ways of Working (NWW) team and the Changing Workforce Development programme in the NHS have developed a career framework to encourage people to work and remain in the NHS. The framework builds on the concept of skills escalation but also recognises the opportunity for sideways career movement to support motivation and retention. Skills escalation highlights the importance of encouraging people to build on their skills to enable them to work in diverse settings. (See www.wise.nhs.uk, 'workforce themes'.)

* In the course of producing this document the Employers' Organisation was replaced. See www.lg-employers.gov.uk/holding.html for information.

The 'skills escalator' or escalation approach in the NHS is being promoted as a way of supporting workers in progressing their careers and contributing to new ways of

working and delivering services. It is recognised that this approach needs a framework to set out the competences required at different stages of career progression for all workers. The essence of this approach is that staff are encouraged to renew and extend their skills and knowledge, enabling them to move in a direction that suits them. The NHS has developed the Knowledge and Skills Framework to implement this approach, which is linked into pay and conditions, and includes the whole NHS workforce.

7.2 The Strategic Teaching and Learning and Research group (www.stlarhr.org.uk, STLaR), which is mainly NHS focused, has been looking at the development of an HR plan for teachers, educators and researchers across health and social work. They have provided some social care career pathway exemplars to encourage practitioners to develop skills and careers in learning, training and research.

7.3 The Children's Workforce Development Council intends to facilitate career pathways by developing an integrated qualifications framework, reviewing national occupational standards and integrating a common core of skills and knowledge. This will provide more work-based routes into the sector and provide a more consistent approach to CPD for children's services.

7.4 The former Employers' Organisation (EO) was leading a consultation on the development of skills pathways in social care. The project defines skills pathways as steps or routes of development or progression including where there is a set of clearly defined pre-requisites, such as qualifications. Skills pathways are therefore routes of learning, development or work experience, covering the skills directly related to achieving progression or clarifying options for vertical, horizontal or diagonal career moves.

This project sits alongside the skills pathway in local government document developed by the EO. The skills pathways in local government document provides guidance on building infrastructures within organisations to support the use the pathways. The objectives of the social care project include:

- To develop a set of route ways and career maps that will signpost new recruits, existing employees and professionally qualified staff through defined steps that will lead to career opportunities within the social care sector.
- To develop a comprehensive model that incorporates the wider social care workforce, including those who are indirectly employed to deliver services on behalf of the local authority.

7.5 Skills for Care is involved in many of these projects and also leads on specific developments in the sector which will contribute to the development of career pathways:

- There will be a comprehensive set of national occupational standards, which apply to most direct care roles at all levels, when the post-qualifying standards are completed. Using these standards linked to job roles is the basis of the CPD Whole Systems Model in section 7 of the CPD framework document.
- The National Minimum Data Set for Social Care project has identified key social care job roles. The job role descriptions have been constructed deliberately to be broad, because they need to cover all parts of the adults' and children's

social care workforce, from the smallest care home or day care centre to the largest local authority or NHS trust, and to be as non-overlapping as possible. This work has identified roles which mainly relate directly to providing direct care.

- The New Types of Worker project is identifying the need to be more innovative in the way the sector attracts and retains workers. Changing roles in social care may provide the opportunity for many current and prospective employees to review the options for career development.

Skills for Care has developed a career pathways exemplar, which is an illustrative overview of the current main pathways in social care, to contribute to developing effective CPD, recognising that the context is ever-changing. Organisations can adapt the exemplar for their own purposes and link it to learning, training and qualifications required for each role. Employers can set up a route map for their organisation, which needs to start with promotion and involvement in schools, for example through the Care Ambassador scheme or involvement in 14–19 diplomas.

Workers can use the exemplar to get an overview of the range and types of opportunities available to them and the different levels at which they can enter. A description of the exemplar is in the CPD framework section 8, with some examples in appendix 3.

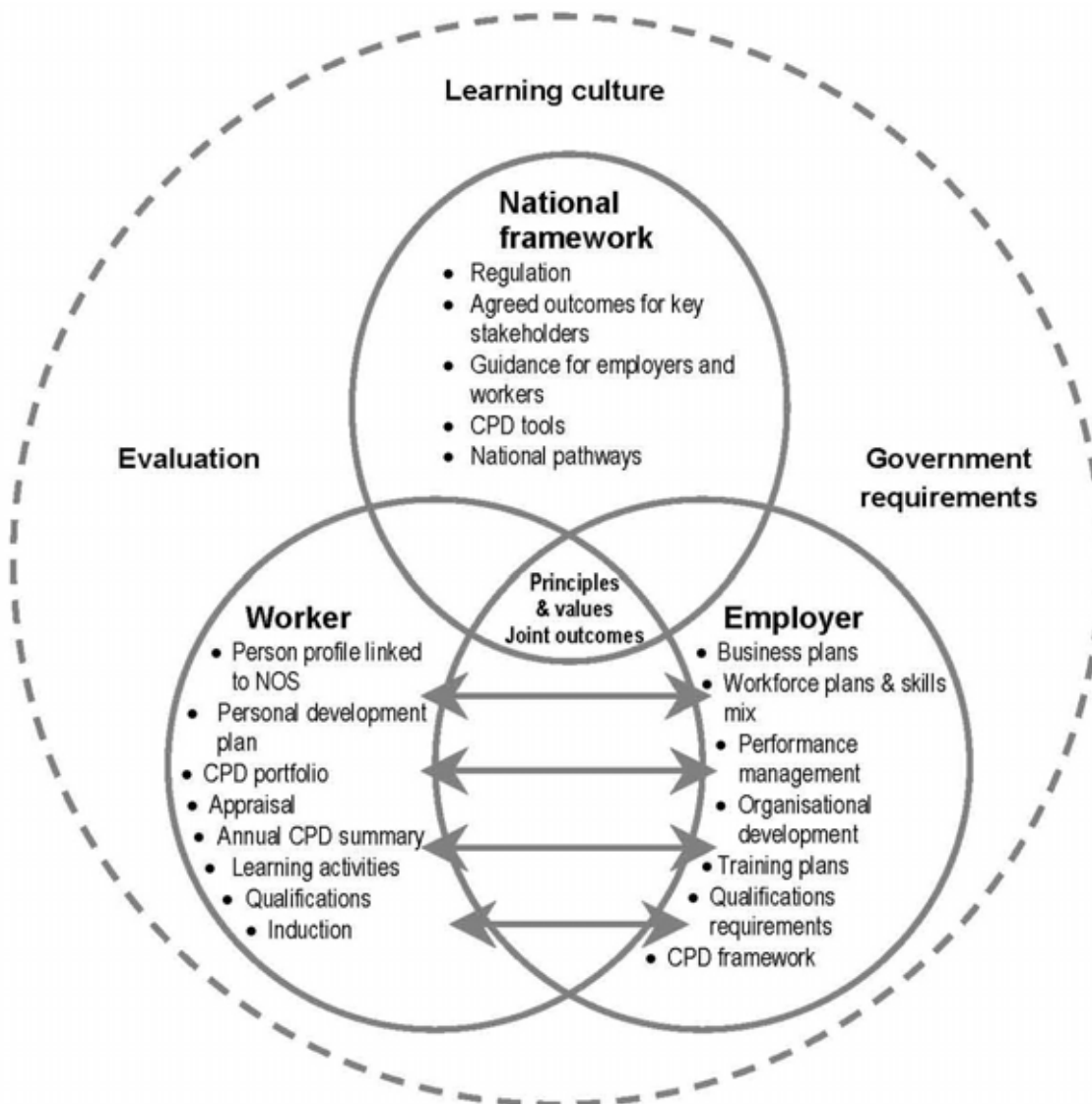
Skills for Care will be doing more work on career pathways as part of the implementation plan for CPD and recruitment and retention.

Key points

- 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.
- Succession planning needs to be built into workforce plans.
- National occupational standards linked to job roles provide a basis for career progression.
- The Children Workforce Development Council intends to facilitate career pathways by developing an integrated qualifications framework, reviewing national occupational standards and integrating a common core of skills and knowledge.
- Skills for Care has developed a career pathways exemplar, which is an illustrative overview of the current main pathways in social care.
- Skills for Care will be doing more work on career pathways as part of the implementation plan for CPD and recruitment and retention.
- Changing roles in social care provide opportunities for employees to review the options for career development.

8. Whole systems model for implementing the CPD strategy

Skills for Care is committed to a whole systems approach to implement the CPD strategy. This integrated approach takes account of key stakeholders and recognises that a number of different elements need to come together for successful implementation. An example of this approach is the whole systems model for leadership and management (SfC 2006a: product 2). The diagram below shows the application of the model to the CPD framework.



The diagram shows a number of key elements:

- Principles and values are at the core of the model.
- Workers, employers and national organisations, represented in the three circles, should have a common approach to CPD based on shared, agreed principles, values and joint outcomes developed with people who use services.
- The learning culture promotes the sharing of knowledge and information from practice, research and evaluation.
- A national framework is critical to ensure success through setting standards, clarifying the role of different agencies and ensuring consistency, monitoring and evaluation.

- The model is circled by a dotted line—this indicates that the stakeholders need to be open to outside influence and change.
- There are ranges of specific policies, processes and procedures that need to be in place for workers and employers, but these need to be linked and inform each other. If these activities are performed in the context of a willingness to change and learn from evaluation, it should create a learning culture. Many organisations will have a range of these activities in place already. They are shown in expanded form in the table below.

Table 1 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 .

Key points

- Workers, employers and national bodies need a common approach to CPD based on shared principles and values and joint outcomes with people who use services.
- The national framework is critical to ensure success through setting standards, clarifying agency roles, ensuring consistency and monitoring outcomes.
- Workers and employers have shared and complementary responsibilities for CPD.
- The whole systems model will encourage the development of a learning culture, moving from training to learning.

9. Implementation of the CPD strategy

The implementation of the CPD strategy, for the whole workforce, requires action nationally and regionally as well as by employers and workers. It requires a change in culture and thinking so that learning is integral to the workplace and not 'an add-on'. There has to be a shift from training to learning, with managers and workers taking responsibility for continuing professional development.

Employers need to take responsibility for having systematic learning and development strategies in place that meet the needs of all their workforce. The guidance and tools that are developed will need to reflect the needs of large and small organisations and the wide range and levels of workers. Effective CPD relies on collaboration between people who use services, carers, government, employers, staff, regulatory bodies and learning providers at national, regional and local levels. Commissioners also need to consider the implications of the CPD strategy in planning and purchasing services.

Employers are more likely to implement a successful CPD strategy if they have:

1. a systematic approach to implementing CPD, as described in the CPD framework, which builds on what employers already have in place
2. a CPD strategy and process that can work for all staff and for the size of their organisation
3. a high value on worker and organisational learning and if they model good practice from the top down
4. clear linking of learning to organisational objectives, business and workforce plans
5. effective leadership and management which embeds CPD—good managers are effective people-developers
6. a learner-centred approach
7. a climate of continuous learning and improvement (Kandola & Fullerton 2004: 159) and a commitment to remove barriers to learning.

The key issues and actions required for implementation are outlined in the tables following. Skills for Care has developed a detailed action plan to take forward implementation of the CPD strategy at national, regional, employer and worker level.

Table 2 National Issues for implementation of the CPD strategy	
1.	The CPD framework should underpin the revised national workforce strategy and achievement of service priorities.
2.	A comprehensive funding and resource strategy is required for workforce development in social care, similar to the NHS 'Agenda for Change'. The strategy should take into account changing employment models and outcomes from the New Types of Worker project. The Wanless review will be important in taking this forward.
3.	The CPD framework and strategy has to link with the work on service user and carer involvement and its principles, particularly service user involvement in the evaluation of the impact of CPD.
4.	Cooperation between a range of national bodies, including Skills for Health, is required to ensure a co-ordinated approach to the development of CPD activity for all workers in social care.
5.	As well as requirements for CPD in the National Minimum Standards, there need to be Key Performance Indicators for local authorities.
6.	Work-based learning should be actively supported with a common approach to the use of national occupational standards and competences.
7.	Sector-based qualifications must link with the national qualifications framework to ensure flexibility and portability.
8.	Professional and workforce bodies should play a role in facilitating multi-professional and team-based approaches to CPD across all staff groups, including incorporating workers with new roles.
9.	Support for smaller organisations and individual workers to access CPD opportunities. This should include how CPD is monitored against performance indicators.
10.	A careers/skills pathway framework should be developed further with CWDC and other SSCs to promote careers in social care and enable workers to move from and between other sectors. This should include volunteers, people who use services and carers.
11.	The career pathways exemplar could be used as the basis for a comprehensive signposting map on the Skills for Care website. This could lead people through the variety of pathways and identify what experience or qualifications they need. It could also link to a range of examples, which could be updated to reflect changing roles.
12.	Clarification and guidance is required about appropriate standards and qualifications for particular roles and this should be part of the careers framework. Care ambassadors, 14–19 diplomas, apprenticeships, foundation degrees and other developments should be integrated into the framework.
13.	CPD strategies could also focus on areas of significant workforce shortages and develop examples of creative career pathways into these areas.
14.	Good CPD practice needs to be identified and disseminated to inform policy development, as in the NHS National Learning Forum <i>Learning Counts</i> case studies.
15.	The use of e-portfolios and e-support for CPD should be developed and promoted for workers and groups, including the option of social care television.
16.	Consideration needs to be given to what constitutes a learning organisation, how to promote and use material such as the SCIE Guide and how to support the CPD aspirations of minority groups including black and minority ethnic workers in the sector.
17.	Consideration needs to be given to working with the GSCC, DH and CWDC on looking at CPD implications for overseas recruits.
18.	CPD materials should be developed in a similar way to the leadership and management project. This involves having a strategy and framework document together with an overview, a range of guidance and tools to meet the diverse needs of the workforce. This enables a flexible approach that can adapt to changing needs.
19.	A communications strategy should be developed to widely promote and publicise the materials.
20.	A policy driver update and funding update should be done on an annual basis.
21.	There should be signposting to the range of personal and organisational development tools.
22.	Development of knowledge and skills sets.
23.	Development of employer-led regional networks for post-qualifying social work.

Table 3 Regional issues for implementation of the CPD strategy	
1.	Regional networks need to engage the full range of stakeholders to promote and support changes to the way in which CPD is understood and implemented. This includes the commissioning and provision of PQ.
2.	Regions could develop strategic learning partnerships involving managers and commissioners of learning and qualifications to: <ul style="list-style-type: none"> • create a demand-led approach • develop capacity and encourage colleges and other providers to develop appropriate provision where there is a shortage • ensure value for money • ensure consistency of approach • develop flexibility in tailoring programmes to meet social care requirements and employer needs • support small independent agencies to access appropriate learning 'on the job' and other types of training. <p>This can be done in conjunction with the national project to pilot creative approaches to implementation using action research.</p>

Table 4 Employer issues for implementation of the CPD strategy	
1.	Employers of large, small and micro organisations need to put in place workforce development plans, which meet the current and future needs of the organisation, worker learning needs, local and national priorities.
2.	There is growing emphasis on work-based learning as the outcomes for CPD become increasingly focused on skills, competences and behaviours. This in turn places greater emphasis on organisational characteristics such as culture, leadership, learning infrastructure and availability of opportunities to support work-based learning. Organisations need to build their capacity to operate in this way and may need more support on how to develop as a learning organisation.
3.	Employers need to provide regular supervision, appraisal and personal development plans, which equip people to work in multi-disciplinary settings. The new unit of competence <i>Managing Effective Supervision</i> (SfC 2006a: product 6) should be used as the standard.
4.	Employers need to develop their learning infrastructure for identifying needs, supporting on and off the job learning, monitoring and evaluating learning—this may include mentoring, coaching, shadowing, secondments and projects.
5.	Employers need access to information and communications technology and development of IT skills to support open, distance and e-learning—this is likely to be particularly significant for small organisations, where extended time for learning off-site is difficult to arrange.
6.	All leaders and managers need to model learning through CPD.
7.	Employers need to support the CPD aspirations of minority groups including black and minority ethnic workers in the sector.

Table 5 Worker issues for implementation of the CPD strategy

1.	Workers need support to understand the benefits of CPD and to take responsibility for their personal development.
2.	Workers need consistent, straightforward information and guidance. A guide for workers on CPD should be developed as one of the products and consideration should be given to producing this as a video on DVD.
3.	Workers need improved access to CPD and effective careers advice and guidance. This should be supported by access to appropriate qualifications and planned learning opportunities from induction and throughout their career.
4.	Workers should have regular supervision, appraisal and the opportunity to monitor personal learning and progress towards development targets.

Key points

- CPD implementation requires concerted action nationally and regionally, by employers and workers.
- A set of effective tools needs to be developed by Skills for Care with CWDC to support implementation.
- As well as requirements in the National Minimum Standards for CPD, there need to be Key Performance Indicators for local authorities.

Appendix 1 Participants in developing the strategy

Adopted and published by

Skills for Care

Children's Workforce Development Council (CWDC)

Skills for Care and the Children's Workforce Development Council 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.

Endorsing agencies

Commission for Social Care Inspection (CSCI)

General Social Care Council (GSCC)

Social Care Institute for Excellence (SCIE)

British Association of Social Workers (BASW)

Learn to Care

Organisations involved in field-testing

Type	Sector	Agency	Location	Key contacts
Statutory	Adults Services	Hertfordshire Social Services	Eastern region	Julie Edwards Marion Langley Christine McNally Workforce Development team
Large voluntary	Children – wide range of services	Spurgeon's Child Care	National – projects across all regions	Tim Jeffery Chief Executive Peter Hobbs People Development Manager
Large private	Adult – wide range of service	Somerset Care Acacia Training	SW and SE region	Jack Harland Director
Medium private	Home care	Acorn Home Care	Midlands and NW	Linzi Sharman-Smith Operations Manager
Small private	Residential home	Dalemead	London	Anwar Phul Owner Manager
Task and Finish Group	(see next page)			

Members of Skills for Care CPD Task and Finish Group		
Name	Organisation	Role
Richard Banks	Skills for Care	Head of Workforce Development
Gareth Barnard	Local Government Association (LGA)	Skills for Care board member Elected member, Bracknell Forest Borough Council
Janis Blackburn	Association for Real Change (ARC)	National Training Manager
Pam Blezzard	NHS Workforce Development Confederation	Skills for Care board member Surrey Oaklands Trust
Keith Brown	Bournemouth University	Head of Department, Institute of Health and Community Studies
Ian Cash	Carers UK	Skills for Care board member
Rebecca Edwards	NCVCCO	Training and Information Officer
Elizabeth Glynn	National Organisation for Practice Teaching (NOPT)	National Organisation of Practice Teachers representative
Peter Hall	Essex County Council	Head of Workforce Development
Amanda Hatton	Skills for Care	CPD Programme Head
Ann Harrison	Children's Workforce Development Council	National Development Manager Social Care
Trevor Hewitt	Barnsley MBC Social Services	Employee Development Manager
Judith Horsfall	Nottingham Social Services	Head of Staff Development Skills for Care board member
Helen Jones	Commission for Social Care Inspection	Learning Manager
Patricia Kearney	Social Care Institute for Excellence (SCIE)	Director of Practice Development
Arthur Keefe	Skills for Care	Chair of CPD T&F group, & of SfC board, until Oct 2005
David Leay	Children's Workforce Development Council (CWDC)	Consultant
Bill McClimont	UK Home Care Association (UKHCA)	Skills for Care board member
Chris Mitchell	Association of Directors of Social Services (ADSS)	ADSS representative
Pat Pearson	Association for Care Training and Assessment Networks (ACTAN)	Network Coordinator Skills for Care board member
Bridget Robb	British Association of Social Workers (BASW)	Chair of CPD T & F Group from Oct 2005 Professional Officer at BASW Board member: Skills for Care and CWDC
Janet Sharples	Skills for Care	West Midlands Regional Chair Skills for Care board member
Steve Trevilion	General Social Care Council (GSCC)	Head of Education
Peter Williams	Help with Personal Assistance Ltd	Director Past Skills for Care board member, service user representative
Cyndy Whiffin	General Social Care Council	Regional inspector South West and PQ lead
Ann Hubbard	Skills for Care	Manager (in attendance), Accreditation of Workplace Learning (AWPL)
Fran McDonnell	Fran McDonnell Consultancy Ltd	Consultant
Harry Zutshi	Fran McDonnell Consultancy Ltd	Consultant

Appendix 2 National white papers, consultation papers and guidance

Source	Date	Title
DfEE	1998	<i>The Learning Age – a renaissance for a new Britain</i>
DfEE	1999	Second report of the National Skills Task Force, <i>Delivering Skills for All</i>
DH	1998	<i>A First Class Service: Quality in the new NHS</i>
QCA Discussion paper No1	Jul 1998	<i>Standards and Vocational Qualifications in CPD</i>
DH	Jul 1999	<i>Continuing Professional Development – Quality in the new NHS</i>
NHS	2000	The NHS Plan Implementation programme
Topss England	2000	<i>Modernising the Social Care Workforce – the first national training strategy for England</i>
Audit Commission London	2001	<i>Hidden talents – the education, training and development of healthcare staff in NHS Trusts</i>
NHS	2001	<i>Working Together, Learning Together: A framework for lifelong learning in the NHS</i>
GSCC	2002	Social care employer and worker <i>Codes of Practice</i>
DfES	2003	<i>Every Child Matters</i>
DfES	2004	<i>Every Child Matters – the next steps</i>
Scottish Social Services Council	2004	<i>Continuing professional Development for the Social Services Workforce</i>
DH	Mar 2004	<i>Learning for Delivery Making connections between post qualification learning/continuing professional development and service planning</i>
Skills for Care	2004/2005	<i>Leadership and Management Strategy and related guidance</i>
DH Green Paper	Mar 2005	<i>Independence, Well-being and Choice: A Vision for Adult Social Care in England,</i>
Skills for Care	2005	<i>Integrated and Qualified Policy Driver Update</i>
Scottish Social Services Policy Division	2005	<i>Improving Front line services A Framework for supporting front line staff</i>
DfES	2005	<i>Children’s Workforce Strategy Consultation</i>
DH	2005	<i>Commissioning a Patient Led NHS</i>
DfES	2006	<i>Children’s Workforce Strategy Consultation – The Government’s Response</i>

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

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.

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).

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 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.

training initiatives. This is usually channelled through regional networks.

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 Social care workforce data

Individual workers

The data available for the number of individual workers indicates there are:

- 922,000 people employed in 'core' social care, which includes local authority social services staff, residential, day and domiciliary care staff, agency staff and a limited number of NHS staff. Of these, an estimated 61% were working in services for older people, 19% in disabled adults services, 13% in children's services and 7% in mental health services. The total rises to 1.6 million if additional NHS staff, child care, foster care, early years are included.

Of this total:

- 390,000 staff, of whom 288,000 are care workers, are employed in independent sector adult care and with-nursing homes based on the limited data available
- 277,000 plus 11,000 agency staff are working for local authority social services. The numbers are increasing again since 2003 after a period of decline.
- 106,500, of whom 97,500 are care workers are employed in the independent sector domiciliary care workforce
- 62,000 to 261,000 are employed by NHS depending on the definition used
- 76,100 are qualified social workers with 75% working in local authorities and 1% in the NHS
- There is no centrally collected information about independent sector day care that has been found.

The social care workforce is predominantly female: 80%+, increasing to 95%+ in sectors such as residential and domiciliary care and some early years childcare. Mainly as a consequence of this, part-time working is common with around 50% of the total workforce work part-time. The workforce includes people of all ages, but especially 35–49 year olds who account for 40% of the total, compared with 35% under 35s and 25% 50+s. However, settings for older people tend to employ older workers, while childcare workers tend to be younger as do occupational therapists.

Employers

The data available on the number of employers providing or commissioning social care services is estimated to be 31,000 (it would be 127,000 if child care and child minders were included).

Of these:

- 21,000 are adult care homes, mainly privately owned. This includes 1,400 adult placements.
- 3,700 domiciliary care agency branches plus 1000 nursing staff agencies
- 13,000 recipients of direct payments
- 35,000 supported housing units
- 2,000 children's homes.

Taken from:

The Second Annual Report from the Skills For Care Research and Intelligence Unit, *The State of the Social Care Workforce 2004*, by Christine Eborall

The Social Services Workforce Analysis Report 2004 by the Local Authority Survey Group, Employers' Organisation for Local Government.

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- Websites**
- | | |
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| www.expertpatients.nhs.uk | www.kingsfund.org.uk |
| www.learning-for-living.co.uk | www.stlarhr.org.uk |

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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