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*Continuing Professional Development
for the social care workforce*

The Framework

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Framework for Continuing Professional Development

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Introduction

Introduction

Skills for Care, the Children's Workforce Development Council and partners have developed a continuing professional development (CPD) strategy. This is for all employers and all workers in the social care sector and is published as an accompanying document to this framework for CPD. The intended outcomes of the strategy 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.

This publication, 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 this 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 participants are listed in appendix 1 of the strategy document.

Given the changing and multi-disciplinary nature of many social care organisations, the CPD framework addresses the needs of people from a range of backgrounds and services. Therefore the framework should be used in a way that:

- is supportive of and owned by all relevant groups

- develops individual workers' practice but also assists in the development of peers and teams

- informs the development of good practice in a wider context through evaluation

- is within normal expectations and responsibilities of the job.

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.

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 as well as informal and experiential learning.

CPD is a shared responsibility, as described in the General Social Care Council's (GSCC) Codes of Practice for employers and workers. CPD places an expectation on all workers to take responsibility for their learning and to continue to develop their skills and knowledge through a range of learning and development activities, and on employers actively to provide the opportunities on an on-going basis. When people work independently or outside an organisation, they are also responsible for their own learning and CPD.

CPD for some workers is undertaking a qualification to meet statutory requirements or as part of a post-qualifying framework. Qualification and post-qualifying study should be integrated within an overall CPD framework so that workers can attain relevant awards linked to occupational roles and standards. Activities to meet registration requirements and, when appropriate, post-registration training and learning (PTRL) should also be included. The framework includes induction and learning to facilitate transitions into new roles.

Many CPD frameworks have similar structures, processes and themes. Table 1 gives an overview of what needs to be in place for the effective implementation of CPD, followed by a more detailed description of each section. Such a framework should provide a flexible approach that can meet the needs of the range of workers and ensure that any particular requirements are met.

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

1. Principles

A Topss England project on CPD in 2002 (McDonnell 2002) and the consultation on the then Topss England Leadership and Management strategy about the principles for a CPD model (SfC 2006a: product 5) identified that CPD in social care should be:

- based on shared values and agreed outcomes which have a positive impact for people who use services, carers[*], the worker and the organisation
- based on reflective practice
- ongoing and demonstrated throughout a career
- based on equal access to CPD opportunities, which are consistent and relevant
- transferable and portable between different organisations, using common language and systems that can be understood by all the stakeholders
- flexible enough to relate to work but also providing wider opportunities to help prepare for new roles, or the next job
- creative, encouraging diversity and enabling people to contribute and influence practice knowledge and development.

A process based on these principles should enable workers to:

- demonstrate that continuing learning is achieving positive outcomes for people using the service, for themselves, and for the organisation
- abide by relevant codes of conduct
- be clear about their own identity and role and have confidence to work with others flexibly and across boundaries.
- question the views of other professionals as highlighted in Recommendation 37 of the Victoria Climbié Inquiry (Laming 2003) as well as have the confidence to revise their views after listening to those of others

- feel valued in their role and understand others
- take responsibility for their continuing development and career progression
- keep their knowledge, skills and competences up to date
- recognise and use a broad range of learning experiences, taking account of individual learning styles
- involve people who use services as well as colleagues, line managers and teams in giving feedback on performance.

2. A learner-centred approach for implementing CPD

A learner-centred approach will identify what type or style of learning will best suit individuals' needs. The person profile (see table below) provides an integrated approach to implementing CPD. It links the worker's job description and person specification to relevant national occupational standards and other competences and provides a competence-based profile of their role. This forms the basis of a personal development plan (PDP), which identifies the worker's learning and development needs in relation to the competences needed for their role.

The PDP should also include learning opportunities that contribute to developing career pathways and should take account of succession planning. The PDP should address these issues in ways that encourage learning and develop confidence. The CPD processes should be informed by the person profile, the PDP and other factors such as the employer's performance management systems and regulatory requirements.

Table 2 Person profile		
Person profile	**Personal development plan**	**CPD processes**
Profile based on a selection of current competences drawn from: • generic standards • specialist competences, specific to social care and related areas • partnership competences, for example linked to working with the NHS or in integrated services. The overall competence profile resulting will be: • related to the job role of that worker • linked to career pathways.	Discrete learning and other development opportunities: • organisation-specific for updating and further development • external non-qualifying programmes • on and off the job learning. Required qualifications essential to the role and matching the competence profile or other awards. Organisational basics: • induction learning.	These could include a range of activities: • record of achievement • record of learning • reflective learning diary • demonstration of how professional requirements are being met • appraisal and performance review • supervision • critical career review and case study (Brown & Rutter 2004). The CPD processes should be closely linked to the person profile and the personal development plan. Outcomes should be recorded in a CPD portfolio.

In this approach, the basic building blocks of learning are:

- induction
- achievement of awards as required
- updating of knowledge to meet organisational requirements
- on and off the job learning
- post-registration training and learning linked to re-registration
- regular appraisal leading to personal development plans (PDPs) which identify all CPD activities including the above where appropriate.

Appraisal is a process that enables people to reflect on what has been achieved and to identify future development needs. The PDP identifies how the development needs will be met through continuing development and access to relevant learning opportunities. Systems should be in place to reflect on learning and how this has met objectives for the worker, the team, the people using the service and the organisation. Achieving an award may be a requirement for some workers but should be seen as part of CPD, which will continue after the award has been achieved.

Performance management should be an enabling process to help workers realise their potential by reviewing performance against previously agreed objectives. Personal development plans are a tool to empower workers to develop skills, knowledge and experience to assist them to meet those objectives in their current job and also to plan future career progression. In social care and social work supervision is a basis for performance management and support.

Line managers need to be aware that sometimes these processes will be regarded as a threat rather than an opportunity for a whole range of reasons. This may relate to previous unsatisfactory workplace or education experiences or lack of basic skills. A person centred approach will look at what is needed for a particular worker to overcome their fears about learning. Self employed workers or those not working within an organisation will need to take responsibility for their own learning. They will need to ensure that they have appropriate supervision as well as opportunities to both maintain and develop their competence.

3. Learning culture

Workers' competence and confidence is supported and enhanced by employers and is influenced by their overall approach to learning and development. As the Scottish framework *Improving Front Line Services* describes, "to create a learner centred approach employers need to develop a learning culture within their organisations" (Scotland 2005). A learning organisation promotes and supports learning but also seeks to learn from mistakes and successes.

There is a great deal written about learning organisations but the Six Factor Model used in Scotland, see over, is very helpful (Kandola & Fullerton 2004: 159).

All organisations large or small struggle with organisational learning, but social care organisations are more likely to have the underpinning values and people skills to overcome the problems.

Table 3	Six Factor Model for a Learning Organisation	
1	Shared Vision	Recognise the importance of learning at individual, team and systems level to enable the organisation to transform itself to cope with an ever-changing environment.
2	Enabling structures	Facilitate learning between different levels of workers and managers, people undertaking different functions and with stakeholders.
3	Supportive culture	Values and behaviour displayed by leaders at all levels in the organisation, where they will encourage challenge, question assumptions, provide opportunities for testing, risk-taking and continuous development.
4	Empowering management	Where managers see their role as facilitating and coaching rather than controlling and monitoring. They are prepared to devolve decision making to those closer to the customer but are accountable for the service and individual workers' development.
5	Motivated workforce	The extent to which the workforce is motivated to learn, confident to take on new learning and committed to self-development.
6	Enhanced learning	The extent to which the organisation has processes and policies to enhance, encourage, sustain and evaluate learning.

The Social Care Institute for Excellence (SCIE) publication, *Learning Organisations: a self assessment resource pack* (SCIE 2004), enables organisations to assess whether they are a learning organisation and to consider decision making processes. Investors in People (IiP) is a business improvement framework, which enables organisations to make the most of their people and integrate learning (www.investorsinpeople.co.uk).
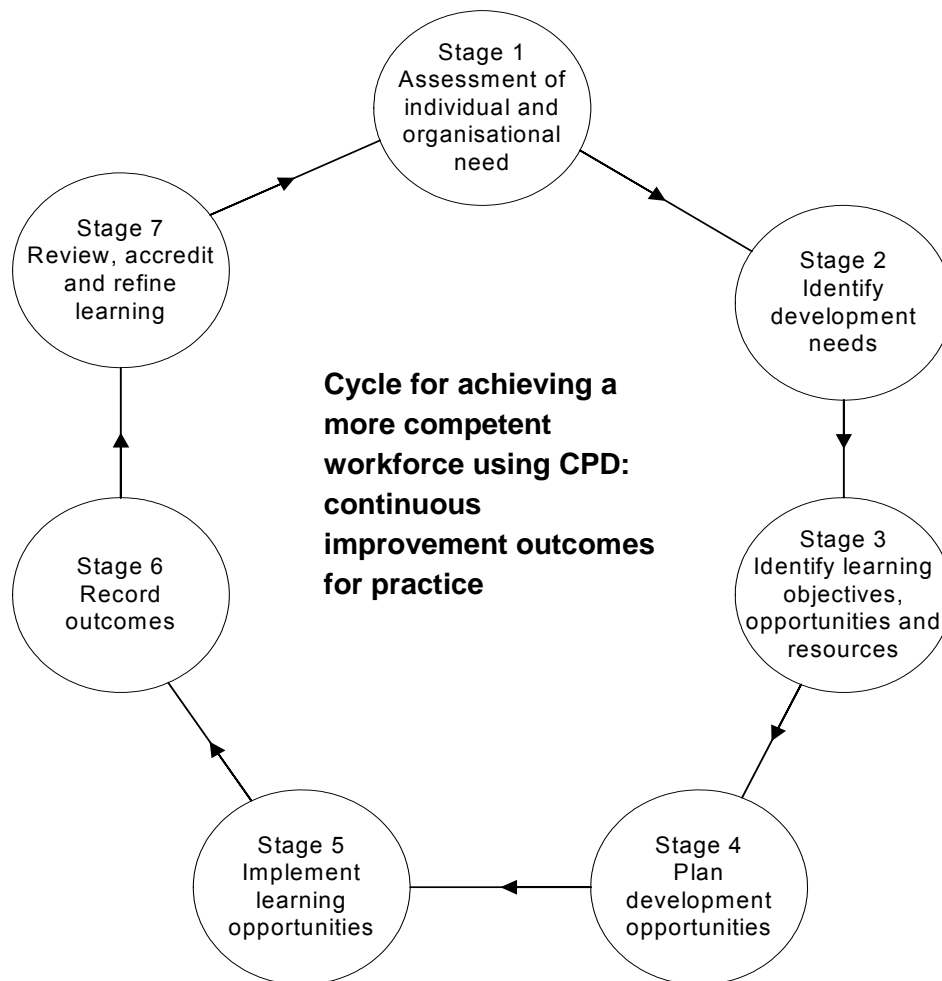
4. CPD processes

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

The CPD cycle (see diagram opposite) identifies seven stages of the process. Table 4 (over) identifies some learning activities, and table 5 at the end of this section identifies appropriate tools and activities for each stage of the process described below.

Stage 1 will assess what CPD is required:

- to provide better care
- to achieve short term goals to improve skills and knowledge
- for medium term planning to develop competence, level, job or impact on the workplace
- for long term planning to achieve job satisfaction, increase professional status and career progression.

Stage 1
Assessment of
individual and
organisational
need

Stage 7
Review, accredit
and refine
learning

Stage 2
Identify
development
needs

Cycle for achieving a
more competent
workforce using CPD:
continuous
improvement outcomes
for practice

Stage 6
Record
outcomes

Stage 3
Identify learning
objectives,
opportunities and
resources

Stage 5
Implement
learning
opportunities

Stage 4
Plan
development
opportunities

The person profile for the worker should reflect the current role and the competences that need to be developed for medium or longer-term objectives. It will be possible to use this as the basis for an audit of learning needs. This will provide a profile of individual strengths and areas for further development and learning.

Stage 2 will assess development needs. This can be done through self-assessment and many organisations are now using the 360° feedback model. This is defined as the process of systematic collection and feedback of performance and behavioural information on an individual. This can include feedback from peers and downward feedback from the worker's line manager. Additional feedback can come from other stakeholders such as project managers, people who use services or partner agencies.

The key areas of development are likely to be:

- **knowledge** – acquiring and updating knowledge in practice and organisation-specific developments
- **skills** – demonstrable application of knowledge and the use of skills in workplace situations
- **behaviours** – awareness and demonstrable use of appropriate values, conduct and relationship skills in workplace situations
- **reflective practice** – continually reviewing and reflecting, using feedback on learning and development activities.

Stage 3: once development needs have been identified and assessed, it will be possible to agree what learning opportunities will meet the worker's learning objectives and the resources required to achieve them. The learning objectives should be specific, measurable, achievable, realistic and time scheduled (SMART) wherever possible. The learning could be through a variety of activities including formal, informal, planned or *ad hoc,* in-house or external. Consideration also needs to be given to what type of support is required, such as mentoring or coaching. The resources that can be invested in learning will also be important. This will take account of the worker's time, funding and the opportunity costs of releasing people for learning.

The list in table 4, below, adapted from Bennett *et al* 2004, may be helpful as a reminder of the wide range of learning activities, apart from training programmes, that can be used for CPD.

Table 4 Examples of learning activities (adapted from Bennett *et al* 2004)	
360° feedback[1]	IT based learning
Analysing mistakes	Meetings
Audio feedback	Observing and listening
Benchmarking	Peer review
Briefings, demonstrations, presentations	Policy development
Coaching and mentoring	Psychometric assessments
Consulting	Questioning
Contributing to consultation and feedback	Reading
Counselling	Reflective learning
Critical friend	Research
Critical incident analysis	Role modelling
Delegation	Shadowing
Development centres	Secondments
Dialogue and discussion	Supervision
Knowledge and skills sets	Video feedback
Learning for qualifications	Workshops and conferences
Learning sets	Visits
Open and distance learning	Volunteering
Induction	Writing

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

Stage 4 is planning the learning opportunities and identifying the goals, giving consideration to what may help or hinder learning and achieving the goals. Again, resource constraints will need to be taken into account.

Stage 5: as the development plan is implemented, individuals will experience different types of learning, both planned and *ad hoc,* and they need to record this in some way. There are various tools to help with this, such as a learning log or reflective diary, which could be kept up to date using an online recording system.

Stage 6: similarly, the outcomes of learning in practice need to be identified, reflected upon, recorded and put into practice. This can be done through:

- a formal internal process linked to appraisal, which will also audit learning against updated competences and lead to a revised and updated personal development plan
- use of supervision
- external bodies which have developed formalised models for recognising CPD and which issue records of achievement or a record of learning into practice
- accredited CPD processes through relevant regulatory and professional bodies, for example for social workers and registered managers
- updating a CPD portfolio
- undertaking qualifications.

Stage 7: Employers will need to monitor, refine and review the methods, activities and tools used for each stage of the CPD cycle. The process should meet organisational development and individual worker objectives as described in the whole systems approach. Formal learning needs to be appropriately accredited and records of achievement updated. This will help to meet regulatory and professional body requirements. There are examples of employers who link progression, salaries and personal enhancement.

Employers also need to evaluate learning outcomes for the organisation to identify changes in practice and service delivery, to meet business plans and performance indicators. (See section 8 on evaluation.)

Table 5 overleaf identifies and links the CPD process with methods and suggests some examples of tools and CPD activities that can be used at each stage.

Table 5 CPD processes		
CPD process	**CPD methods**	**Examples of CPD activities**
Stage 1 Assessment of individual worker and organisational need.	Develop person profile.	Review learning needs against competences to develop a personal CPD profile.
Stage 2 Identify development needs.	Assessment of development needs against the person profile.	Can be done in supervision and appraisal or larger organisations can make use of: ● diagnostics, e.g. 360° feedback ● skills benchmarking.
Stage 3 Identify learning objectives, opportunities and resources.	Identify learning objectives.	Identify types of learning to meet objectives: work related learning, action learning, networking, mentoring, secondments, e-learning, attending events, external learning, formal study, networking.
Stage 4 Plan development opportunities.	Identify goals.	Identify strengths, weaknesses, opportunities and threats that might help or hinder these goals such as lack of basic skills or access to resources.
Stage 5 Implement learning opportunities.	Experience different types of learning—both planned and *ad hoc.*	Have a learning log or reflective diary for workers, which they can complete. It could be an on-line recording system.
Stage 6 Record outcomes.	Reflect upon and record development.	Record of achievement or record of learning outcomes in practice, summarised in CPD portfolio.
Stage 7 Review, accredit and refine learning.	● Review person profile and include any additional responsibilities or roles. ● Evaluate learning. ● Back to stage 1.	● Use supervision to review learning outcomes in practice. ● Review learning against updated competences and update CPD profile. ● Accredit CPD through regulatory and professional bodies. • Review and refine learning in teams.

5. Documenting CPD

Recording and documenting CPD are essential processes for employers to structure and support within their organisations. This will relate particularly to stage 6 of the CPD processes identified in section 4 above, but also to stages 5 and 7. Workers may use a variety of tools to track their cumulative learning and achievements:

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

Employers should take a whole systems approach to CPD, supporting employees in recording, documenting and tracking all their relevant learning activities. Approaches could range from a simple tracking form through to more elaborate systems that score learning activities to build up the overall CPD profile of an individual worker.

Example 1   CPD Progress Record

This record is a tool that can be adapted for use by any social care staff. Employers may already have their own or some workers such as social workers or others with higher qualifications may have recording requirements through GSCC or their own professional bodies.

This recording form could also be used to provide an annual CPD summary, which could be helpful as part of appraisal or other review processes.

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

Next steps: further learning needed/planned
Plans for implementation of the learning
Evaluation: How helpful was the learning to improving service delivery?   How could the learning activity be improved?

6. Funding, resources and access to learning and qualifications

Many of the work-based learning activities listed in stage 3 above can be provided in the workplace by having a more structured approach to CPD and using day-to-day opportunities more effectively. This will make the most of activities people are already engaged in, for example by discussing what they have observed and learnt from a particular situation or experience and how they would do it better next time. Managers need to ensure the worker has regular supervision and constructive feedback on performance. This type of learning can also be done effectively with groups or teams.

A range of options needs to be included in the manager's discussion with workers and linked to their learning and career development needs. Mentoring and coaching help to transfer learning within an organisation. Mentoring, in its traditional sense, enables an experienced colleague to pass on knowledge and experience and to open doors to otherwise out-of-reach opportunities to a worker who may want to develop their role. Coaching has some commonalities with one-to-one training where the person is passing on specific skills. Coaches and mentors combine a holistic approach to personal development with the ability to focus on the core skills an employee needs to perform in their role. Coaches and mentors should be experienced and competent in performing the skills they teach (see www.coachingnetwork.org.uk).

Mentoring and coaching can be provided from within the organisation or it may be possible for small organisations to have arrangements with larger partners or stakeholders such as a local authority or health trust to provide these opportunities. Reciprocal arrangements for developing learning opportunities could be brokered by Skills for Care's Learning Resource Networks (LRN) in each region.

The current Skills for Care's position on funding is explained in appendix 7 of the first workforce development strategy (Topss England 2000). The aim is that every year employers should spend a targeted amount equal to a percentage of their staffing budget on training. By 2005 Topss England (now Skills for Care) recommended that the targeted amount was at least 3%. Also employees should contribute a percentage of their own qualification costs. Topss England recommended that this amount should be 15% of qualification costs by 2005. This can include workers' personal study time. This will be reviewed as part of the development of the Sector Skills Agreement by Skills for Care. Commissioners need to consider funding for CPD when planning and purchasing services.

Some funding and resources for CPD opportunities, particularly training and qualifications, are available through a range of national, regional and local agencies*. The Skills for Care Learning Resource Networks (LRNs) are regional and sub-regional partnerships, which can help employers to access funding and resources. Information on LRNs and the main funding agencies are listed at www.skillsforcare.org.uk and in appendix 3 to the CPD strategy and employer guide documents accompanying this framework.

* Some of this information has been taken from CWDC 2005 and some from SfC 2006a: appendix 1.

CWDC is establishing a team of regional managers who will integrate with a range of regional networks to provide advice and support to children's services employers.

7. Guidance and processes for registration and re-registration

The General Social Care Council (GSCC) is responsible for regulating the social care workforce and supporting social work education and training. The introduction of registration represents a significant investment in raising the public status and standing of social care workers as it places them on a similar footing with other vital public service professions. Many other professions including teaching, nursing and other health professions, and the law are regulated through registration.

The GSCC register is currently open to qualified social workers (both UK-qualified and international social workers) and social work students. Currently there is consultation about registration of other groups of care workers. This CPD framework will contribute to workers meeting current and future requirements for registration. The GSCC provides information about:

- applying to register
- post-qualifying awards
- post-registration training and learning (PRTL). (See www.gscc.org.uk)

7.1 The role of employers in post-registration training and learning

The GSCC Code of Practice for Employers of Social Care Workers states that employers are expected to support registered workers to meet requirements for continuing professional development.

The GSCC expects that the post-registration training and learning activities will be consistent with the work role and the aims and objectives of the employer. The employer or manager needs to discuss and plan how workers will meet the training and learning requirements. This will enable the worker to build on their knowledge and experience and enhance their expertise in current areas of practice. This will also support the employers' objectives.

Supervision sessions provide a good opportunity to:

- identify areas for personal development
- identify training and learning needs
- develop a training and learning plan
- monitor the training and learning plan and make changes.

7.2 Training and learning for self-employed social workers

Self-employed social workers will still need to satisfy the GSCC that they have met post-registration training and learning requirements when they re-register. The training and learning activities should enhance areas of expertise and support the work they do just as it should for social workers who work for an employer.

8. Career routes and zigzag pathways

8.1   The careers pathways exemplar

As identified in the CPD strategy, section 7, a consistent approach to CPD is essential if the recruitment and retention issues faced by the social care sector are to be successfully tackled. The career pathways exemplar, opposite, contributes to developing effective CPD by providing an illustrative overview of the current main pathways in social care. The context is ever changing and organisations can adapt the exemplar for their own purposes and link it to learning, training and qualifications required for each role. Workers can use it to get an overview of the range and types of opportunities available to them and the different levels at which they can enter. Skills for Care and the CWDC will be doing further work on career pathways.

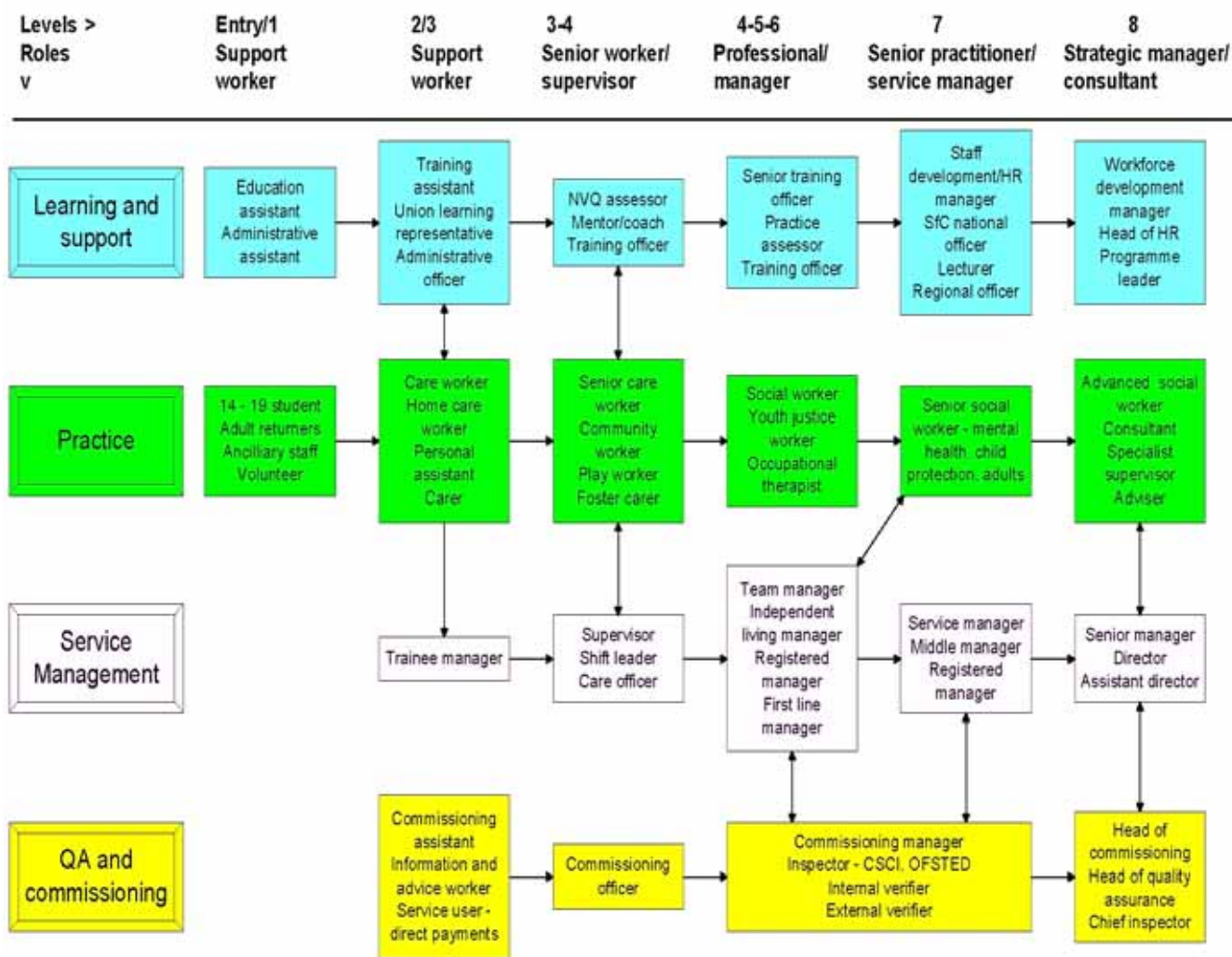The exemplar is based on the understanding that:

- Career pathways are part of an overall human resources and CPD strategy, which encourages recruitment and retention.

- Pathways should be flexible and go in different directions to support the development of new roles and ways of delivering services.

- Career development includes career breaks and sideways moves. People need to be able to get on and off the pathway for a variety of reasons.

- People will enter the workforce at all levels, from a wide range of backgrounds and into a variety of different jobs. They could enter in support roles, training roles or as professionals or managers in related sectors. They could start from school, as volunteers, as people who use services or carers, or returners to work after having a family or a career in a different industry. The individual career pathways cited below provide some examples of how people have entered and progressed through the sector.

- Roles need to be linked to a qualifications framework, which starts at 14–19.

- The exemplar reflects direct care roles as identified in the National Minimum Data Set for Social Care work, but also other important related roles such as learning and development, commissioning and quality assurance. For example, a person in a senior support role can be working directly with people who use services as well as developing as an assessor and supervisor. This could lead them along three different pathways—continuing in direct practice, or learning and development, or specialist or service management.

The exemplar uses the QCA nine level framework for achievement and the Children's Workforce Indicative Career Framework role descriptors, which is in section 6 of the CPD strategy. This should make it easier to compare and move between roles in related sectors. The exemplar has four linear career pathways represented by different colours:

- Learning and support (turquoise)
- Practice (green)
- Service management (lilac)
- Quality assurance and commissioning (yellow).

8.2   Career routes

The roles highlighted in each box are examples, which are not intended to be comprehensive. Each organisation will want to include the variety of roles at each level to reflect the service it offers. The exemplar can be changed as work develops, particularly on new roles, including those for people who use services and carers, and a qualifications framework. The exemplar has arrows to represent the linear route and also has some arrows to show movement across and along different pathways. These again are only indicative as the individual examples begin to show the wide range of career movement and possibilities in social care.

Levels > Roles v	Entry/1 Support worker	2/3 Support worker	3-4 Senior worker/ supervisor	4-5-6 Professional/ manager	7 Senior practitioner/ service manager	8 Strategic manager/ consultant
Learning and support	Education assistant Administrative assistant	Training assistant Union learning representative Administrative officer	NVQ assessor Mentor/coach Training officer	Senior training officer Practice assessor Training officer	Staff development/HR manager SfC national officer Lecturer Regional officer	Workforce development manager Head of HR Programme leader
Practice	14 - 19 student Adult returners Ancillary staff Volunteer	Care worker Home care worker Personal assistant Carer	Senior care worker Community worker Play worker Foster carer	Social worker Youth justice worker Occupational therapist	Senior social worker - mental health; child protection; adults	Advanced social worker Consultant Specialist supervisor Adviser
Service Management		Trainee manager	Supervisor Shift leader Care officer	Team manager Independent living manager Registered manager First line manager	Service manager Middle manager Registered manager	Senior manager Director Assistant director
QA and commissioning	Commissioning assistant Information and advice worker Service user - direct payments	Commissioning officer		Commissioning manager Inspector - CSCI, OFSTED Internal verifier External verifier		Head of commissioning Head of quality assurance Chief inspector

8.3   Zigzag pathways – examples of individual career pathways

The exemplar has been applied to four individual careers to show how it can be used to demonstrate the flexibility and variety of pathways in social care. People have developed their careers along the linear pathways but often have combined roles across the pathways or changed direction onto a different pathway. The examples highlight that people often have zigzag pathways moving sideways and along, across adults' and children's services or into corporate or combined services.

Changes in life influence what people want to do and can be planned for more effectively if the range of available options is made known to them. The picture is complex because of the wide range of potential routes both linear and combined. When people are able to see and understand the possibilities it should encourage them to develop a career in social care. Some people may not want to change their job but can still have opportunities to learn, develop their confidence and widen their range of skills in the same role.

The examples are in appendix 1 of this framework document.

9. Monitoring and evaluating CPD

If employers want to ensure that they get the best value from CPD, it is essential that they evaluate effectively the impact of learning on service delivery, stakeholders and the organisation as well as on the workers.

Social care employers are already investing resources in a wide range of learning and development opportunities, including qualifications and required training to meet national minimum standards such as Health & Social Care level 2 NVQ and the registered manager award. Many organisations also recognise the need to maintain and improve the skills, competences and performance of workers. They are providing a range of learning opportunities based on learning and development plans.

However, evaluation often only concentrates on the course or other learning activity (inputs) and sometimes on the outcomes of the learning process *for the worker.* Although these are important, it only tells us whether a training opportunity has achieved its immediate objectives and not whether it has improved practice or *service delivery outcomes.*

Skills for Care has published *A Guide to the Evaluation of Leadership and Management Development* (SfC 2006a: product 7) which can also be adapted for other types of learning and development. The guide was field tested with a range of social care employers from the private, voluntary and statutory sectors, who have all endorsed the product. It helps to develop systems that will evaluate both individual and organisational performance, so that employers know whether the investment in workforce development is achieving the desired business outcomes such as:

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

(Kearns 2005)

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

This approach to evaluation will help to identify what needs to be achieved from developing your workers and the most cost effective way of doing it. Effective evaluation of workforce development and CPD should always be linked to the strategic business planning cycle. For example, the organisation needs to know whether there are people with the appropriate skills and qualifications to provide services that meet the requirement of people using the service and of carers in the short, medium and longer term. In addition, managers need to know that the learning opportunities provided best meet these needs.

The process needs to start with:
- identifying the purpose of learning and training
- clarifying what business objectives or needs it will meet
- identifying the expected benefits for the organisation
- developing criteria to demonstrate that these have been achieved.

Evaluation is a fundamental step in any planning and delivery cycle, whether this is providing services or training and development, and it needs to be included at the beginning as well as at the end, as in the learning and planning cycle shown here.
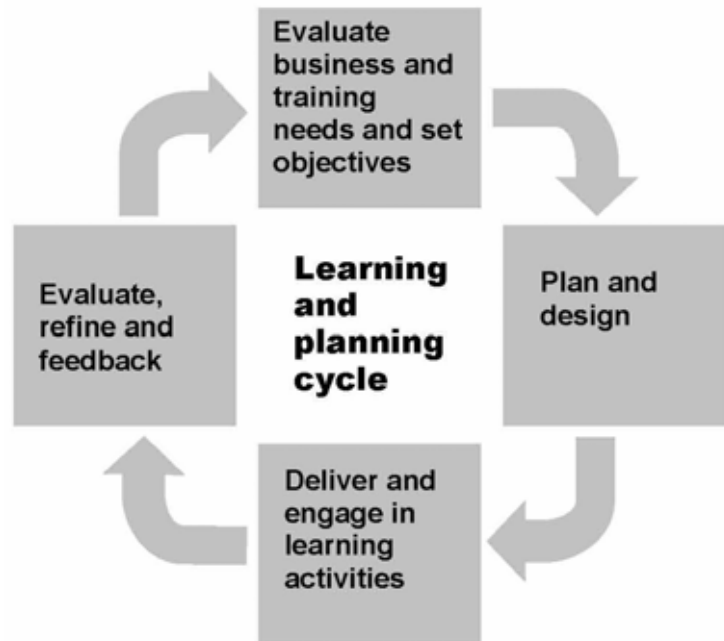
Brown *et al* (2005) state that evaluation should be seen as an integral part of training and workforce development activity and that it should also aim to:

- provide management information
- identify ways in which the activity itself can be improved
- ensure intended outcomes are being met (and thus ensure accountability).

The evaluation framework described in Skills for Care's leadership and management strategy (SfC 2006a: product 7) has five levels of evaluation and is an adaptation of the Kirkpatrick, Hamblin and Wadenhoe models (Hall *et al* 1995). Levels 1 to 3 apply to the more usual validation processes used for assessing training but have been extended to include a wider range of formal and informal work-based learning opportunities. Levels 4 and 5 evaluate the effect of the individual learning on the organisation and stakeholders. It is these levels that are often not in place. The five levels are summarised below.

Level 5	Stakeholders' outcomes	Evaluating the wider impact of the learning on key stakeholders such as people using the service, carers, families, management committees, business owners, partner agencies or commissioning agencies.
Level 4	Organisational outcomes	Evaluating what changes there are to the way the agency operates as result of learning and development and whether this provides added value.
Level 3	The impact of learning on service delivery	Evaluating how learning has been put into practice in the workplace and how services have improved.
Level 2	The learning outcomes	Evaluating the learning outcomes achieved by workers and managers and identifying new learning needs.
Level 1	Individual workers' reactions to the learning process	Evaluating what participants think of the learning opportunities.

Table 6 gives some examples of processes that might be used to evaluate learning and development at all the levels for the worker in large and small organisations.
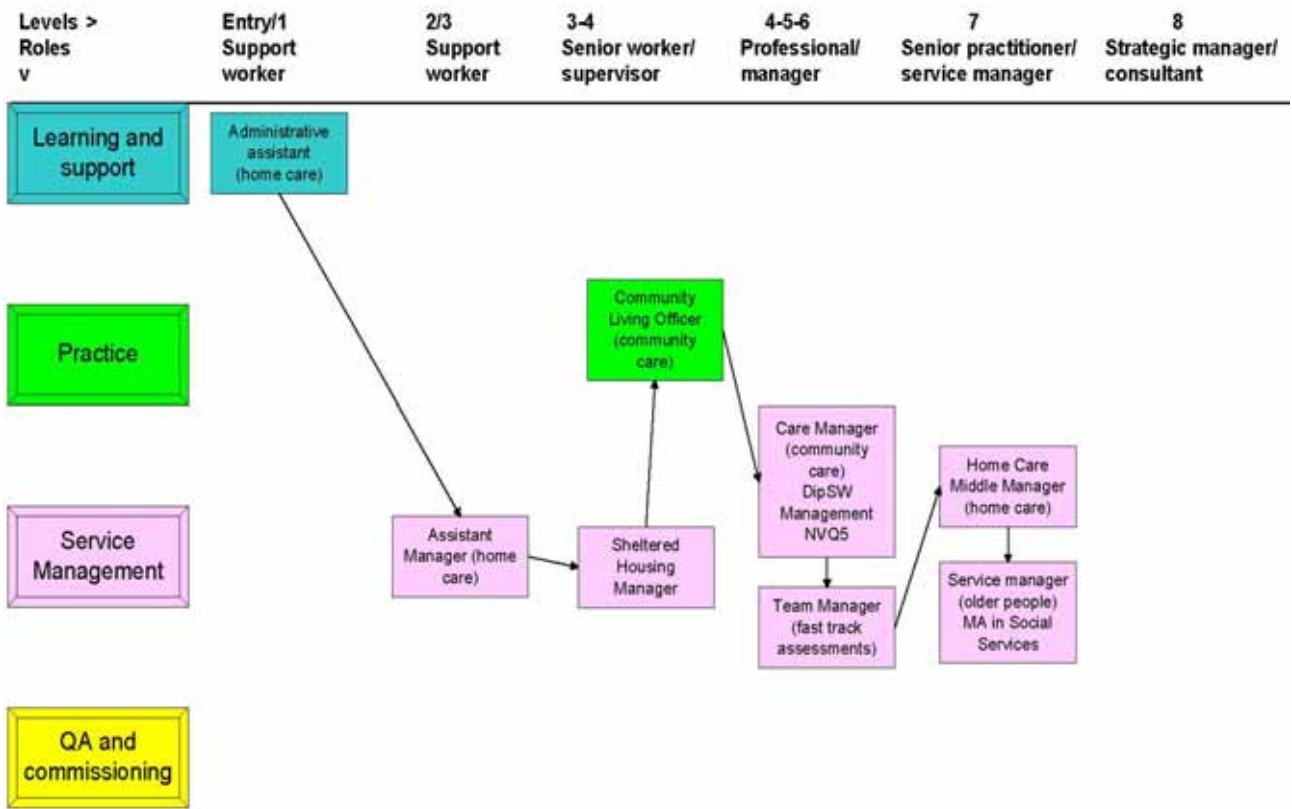
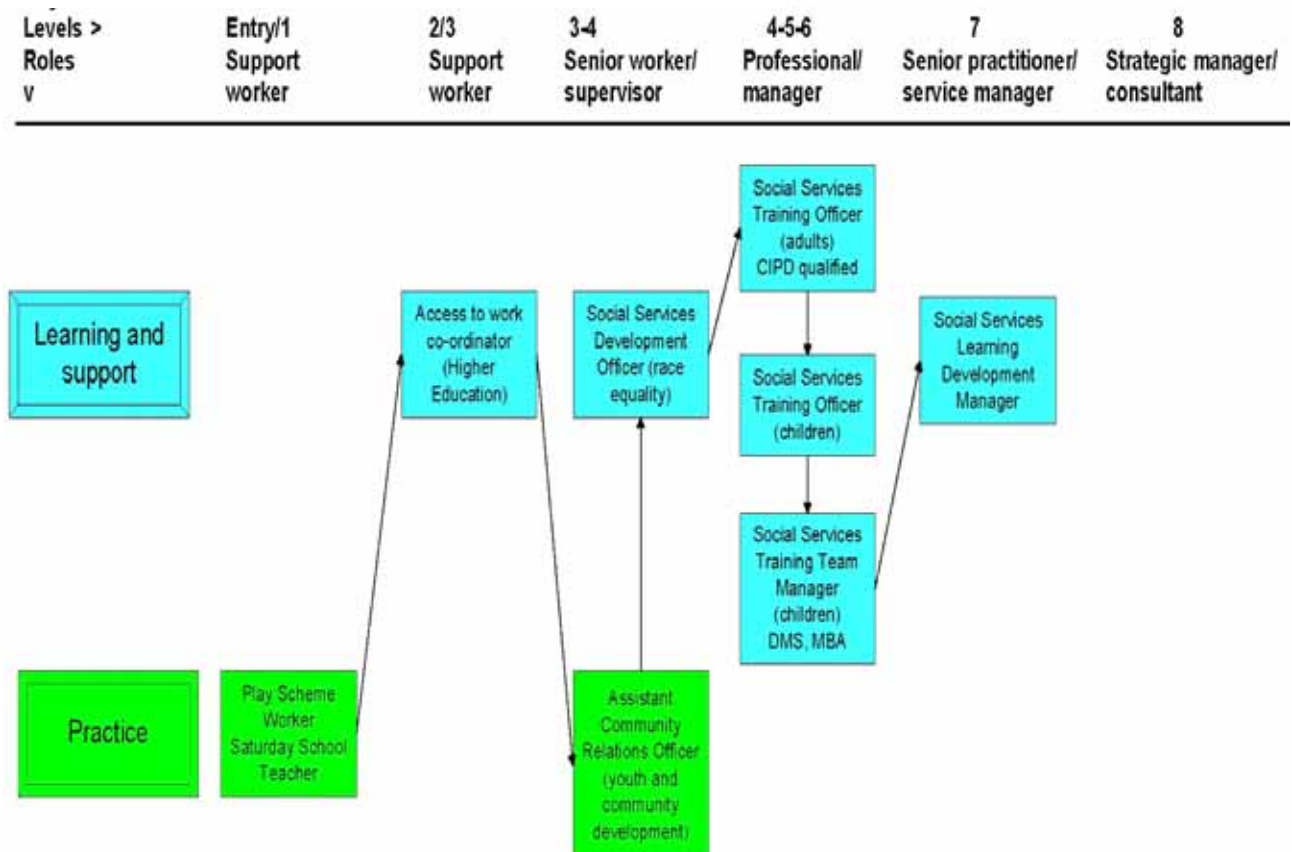| Table 6 Examples of evaluation processes			
Level	**Individual Worker**	**Large agencies**	**Small agencies**
5 **Stakeholder**	Access to joint learning opportunities with other agencies such as health, education, private and voluntary agencies. Using networks as opportunities for on the job learning through work exchanges, shadowing, projects, placements, and meetings.	Joint performance outcomes or service improvements. Benchmark practice and outcomes with stakeholders. Assess priorities for change. Feedback evaluation outcomes into decision-making groups.	Use networks and associations to evaluate benefits of learning. Review learning outcomes with commissioning agencies such as local authorities or the NHS.
4 **Organisation**	Clarity about values and behaviours expected of workers and managers and the link to organisational culture. Use of national occupational standards to audit learning needs against service and business needs.	Outcomes from inspection. 'Balance scorecards' – performance system to measure the healthy organisation, e.g. effective recruitment, selection and induction, approach to people who use services, etc. Evaluation based on targets both for worker qualifications and learning and performance management. Evaluation identifying what has been learnt, gaps and future plans. Evaluate quality of learning provision. Return on investment and added value.	Outcomes from inspection. Value for money of the learning opportunity. Evaluate quality of learning provision. Business benefits. Service benefits.
3 **Application**	Self-assessment. 360° feedback involving people using the service. Accredited learning and assessment.	Monitor supervision and appraisal systems. Skills benchmarking and learning assessment. Audit learning against person specification, competences and CPD profile.	Audit learning against the requirements of the role. Implement learning in the workplace.
2 **The learning**	Review personal development plan based on learning needs analysis and career planning. Completion of learning logs.	Review person specification, job description and competences. Review learning opportunities based on feedback.	Review learning opportunities based on feedback.
1 **Reactions**	Structured ongoing feedback on learning opportunity. Self-assessment in key skills area.	Access to a variety of on- and off-the-job learning activities – shadowing, placements, coaching, mentoring and projects.	Reaction sheets. Reflecting on learning.

Key points of the CPD framework

- CPD systems should be based on shared values and agreed outcomes, which have a positive impact for people using the service, carers, the worker 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.

- Developing a learning culture requires a shared vision, enabling processes and structures, empowering managers, a motivated workforce, and processes and structures to encourage and sustain learning.

- CPD processes follow a seven-stage cycle from assessment of need to review and accredit learning and refine outcomes.

- Qualification and post-qualification learning needs to be integrated within the framework, so that staff can achieve awards linked to roles and standards.

- The personal development plan identifies learning opportunities that contribute to CPD

- It is essential that employers support the recording and tracking of CPD – workers may use a variety of methods for this.

- Skills for Care Learning Resource Networks (LRNs) offer advice on access to funding through the range of national, regional and local agencies. (See appendices in strategy document or employer's guide).

- A structured approach to CPD in the workplace can make the most of existing resources and day to day opportunities for learning.

- CWDC is establishing a team of regional managers who will integrate with a range of regional networks to provide advice and support to children's services employers.

- Employers are expected to support GSCC-registered workers in meeting their CPD requirements.

- Career pathways need to reflect direct practice as well as related routes such as learning and support, service management and commissioning.

- Workers 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.
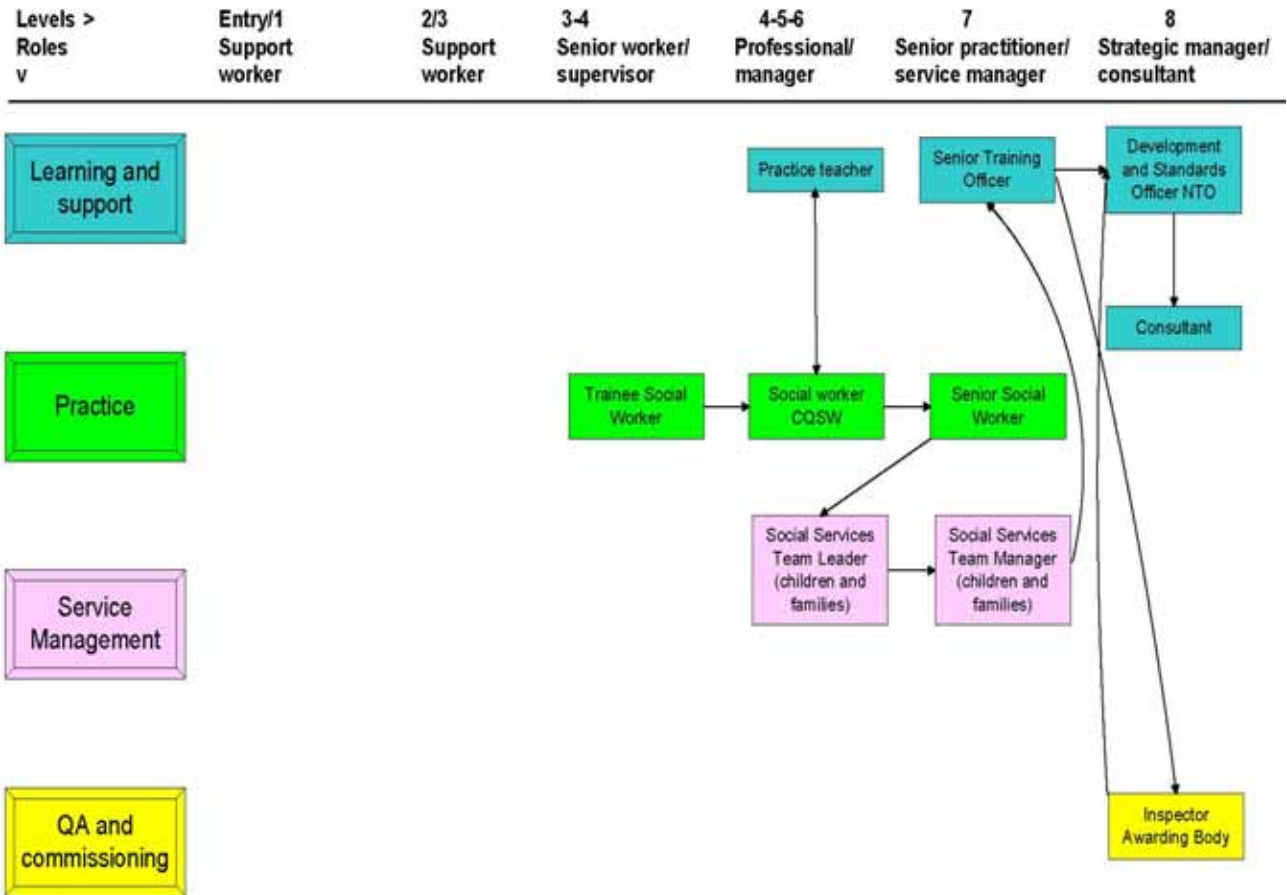
Appendix   Examples of zigzag career pathways (cf. p.15)

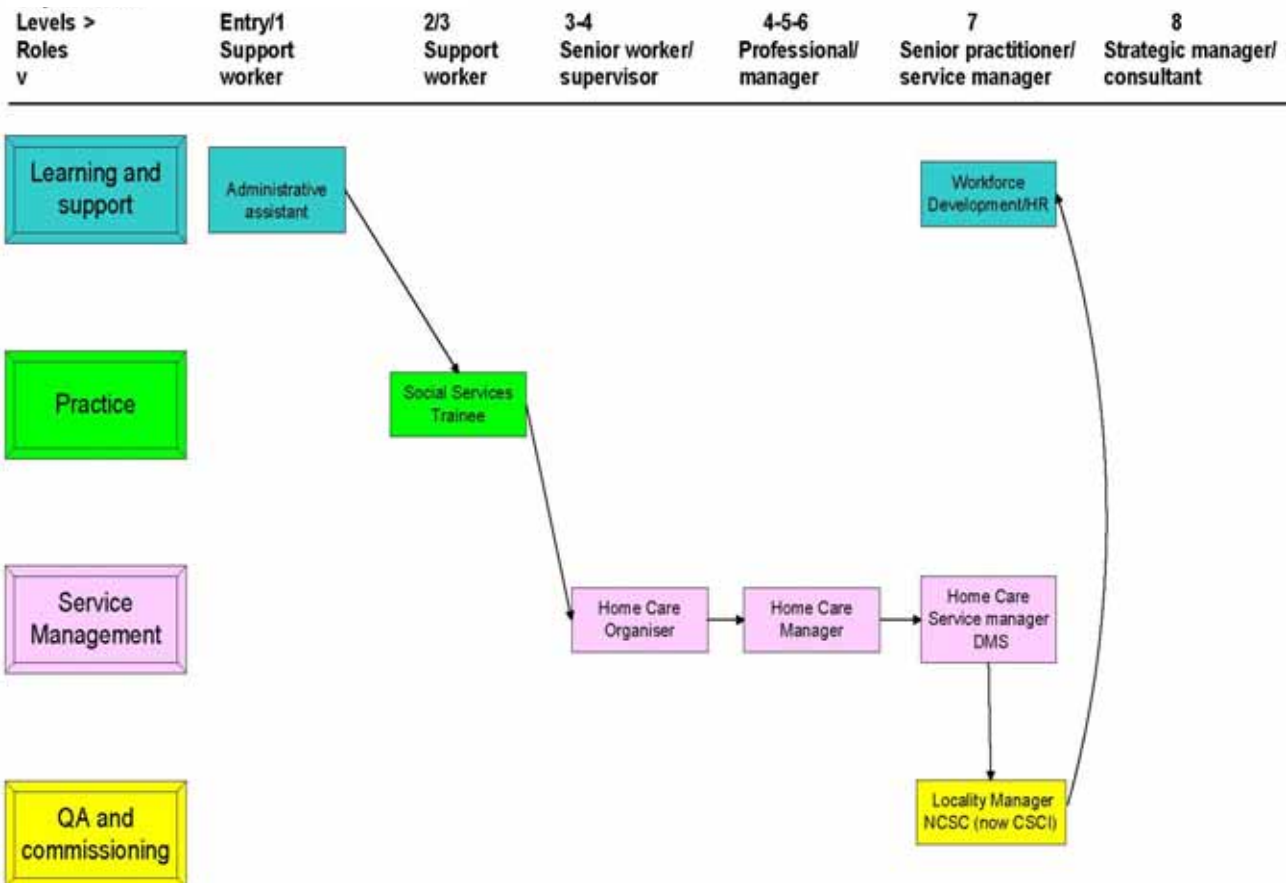Example 1: a 20-year career with two one-year career breaks

Example 2: a 17-year career with no career breaks

Example 3: a 35-year career with two career breaks

Levels > Roles v	Entry/1 Support worker	2/3 Support worker	3-4 Senior worker/ supervisor	4-5-6 Professional/ manager	7 Senior practitioner/ service manager	8 Strategic manager/ consultant

Example 4: a 30-year career

Levels > Roles v	Entry/1 Support worker	2/3 Support worker	3-4 Senior worker/ supervisor	4-5-6 Professional/ manager	7 Senior practitioner/ service manager	8 Strategic manager/ consultant

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Continuing Professional Development for the social care workforce

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

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

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

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

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

❖ an *executive summary* booklet

❖ the CPD *strategy*

❖ the CPD *framework*

❖ the *Employer's Guide to CPD*

❖ a short **video** (on disk) for employers to show to staff.

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

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

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

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