

# CONTINUING PROFESSIONAL DEVELOPMENT TOOLKIT FOR SOCIAL CARE, EARLY YEARS AND CHILD CARE MANAGERS AND WORKERS



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### Introduction

The Care Council for Wales (Care Council) was established in October 2001 to promote high standards of conduct and practice among social care workers and high standards in their training.

The Care Council wants to make sure that everyone employed as a social care worker or early years and child care worker is acting safely, and in a way that makes the most of the knowledge and skills that they will have built up over a period of time.

*The Code of Practice for Social Care Workers* sets out a requirement to 'be accountable for the quality of your work and take responsibility for maintaining and improving your knowledge and skills'.

The Care Council also believes that the workforce should feel proud of the contribution that they make to valuable services and be motivated to take responsibility for their professional development from the start of their career throughout their working lives. *Sustainable Social Services for Wales*<sup>1</sup> sets out the vision of the Welsh Government of a professional workforce who are competent, confident and safe. Continuing Professional Development plays an important part in this.

### What is Continuing Professional Development?

Continuing professional development (CPD) could be described as 'on-going learning and development to improve and extend professional practice throughout a person's career'.

CPD is a planned, ongoing development of professional knowledge and skills throughout one's working life. It is a holistic approach to learning which recognises every day experiences as learning opportunities. The essence of CPD is about achieving professionalism in everything you do, it is a personal commitment to continuously updating knowledge and skills.

<sup>1</sup> Sustainable Social Services for Wales: A Framework for Action. <http://wales.gov.uk/docs/dhss/publications/110216frameworken.pdf>



The continuous learning process focuses you on lifelong learning and development. The main benefit is that your professional knowledge and skills are highly developed, relevant and underpin excellent standards of service, thus making a positive difference to those who access social care, early years and child care services.

It is also about being receptive to new ideas above and beyond internal and external quality standards.

CPD recognises the value of all learning methods, but in addition it puts real emphasis on learning from everyday activities. Your own personal experiences provide valuable opportunities for reflection and learning as a catalyst for making changes in your practice.

CPD is about personal and professional excellence. The course you plot is mainly under your control. You, with the help of your manager, can decide what you want to achieve within a realistic timescale for your professional development.

### Why is CPD important?

Apart from the reasons outlined above, CPD offers many advantages and provides:

- Evidence of your Post Registration Training and Learning (PRTL) achievements for registration with the Care Council if you are part of the workforce who need to register with us (this may in the future become part of a formal, structured Continuing Professional Education and Learning (CPEL) framework for registrants);
- Evidence of your learning and development for employers – both current and prospective;
- Evidence that you invest time and energy in your personal development in a professional manner;
- An opportunity to reflect on the knowledge and skills that are needed to fulfil your role, your learning needs and what needs to happen to meet these;
- Stimulation and job satisfaction, developing knowledge and skills that have a positive impact on service delivery and therefore the lives of individuals and children and young people. This can give a high level of personal fulfilment;



- Opportunities to develop career pathways within the sector; and
- CPD helps you keep up-to-date with emerging ideas and best practice, providing stimulation and motivation to learn and improve the way that you work and thereby the quality of services people receive.

### **What will this toolkit help you do?**

This toolkit will provide help and guidance in supporting you to invest in and plan your professional development. It will provide links to guidance on the minimum requirements needed to work in social care or early years and child care. It will also give you ideas of different methods that can be used to develop your learning over a period of time and finally, it will provide templates for reflecting upon and recording your learning.

It is however, important for you to take the initiative and be proactive in managing your own development. For managers, it also provides a tool that can be used to support workers to reflect upon their practice, their development needs and methods that can be used to meet these.

### **Minimum qualifications and beyond**

The Care Council will either 'require' or 'recommend' certain qualifications for people to work in the social care or early years and child care sectors.

'Required' qualifications are those that are needed either to register as a professional worker with the Care Council or to meet the requirements of national minimum standards (NMS) that are used by the Care and Social Services Inspectorate Wales (CSSIW) for service regulation. At the time of print, the parts of the workforce who have to register with the Care Council in order to be able to work in Wales are:



- Social workers;
- Social work students undertaking the degree programme in social work;
- Residential childcare managers;
- Residential childcare workers;
- Adult care home managers; and
- Domiciliary care managers (from October 2012).

'Recommended' qualifications are those that the Care Council have agreed, following consultation with the sector, that people should hold as a professional worker in particular roles and service settings.

More information about the minimum required and recommended qualifications can be found on our Qualification Framework for the Social Care Sector in Wales and the List of Accepted Qualifications for Early Years and Child Care Workforce in Wales.

For those workers registered with us, there is a requirement that evidence of post registration training and learning (PRTL) is presented every three years in order to maintain registration status with the Care Council. So, although CPD as lifelong learning is important for everyone, it has particular importance for those sections of the workforce who need to register. Further guidance on PRTL can be found on the Care Council website <http://www.ccwales.org.uk/registration-and-conduct/employers-and-hei/p-r-t-l>

## Planning your learning

Where am I starting from? Where do I want to be in the future? How do I get there?

These questions are core to CPD, the answers provide you with a starting point in keeping up-to-date with current practice and professional standards.



## Methods

- Attending a training course / programme
- Completing a qualification
- Accredited learning – completing a unit on the Credit and Qualification Framework for Wales
- Participating in workshops
- Attending a conference
- Watching a demonstration
- Discussion with other colleagues or workers from other agencies e.g. health or education
- Briefing sessions
- Guided reading e.g. articles, text books, reports, research papers, professional magazines etc.
- Research
- Mentoring
- Coaching
- Shadowing

Identifying your learning needs includes:

- Establishing your existing knowledge, skills and experience;
- Evaluating own knowledge, skills and experience against standards that lay down the benchmarks for your role. These could be things such as:
  - National Occupational Standards (NOS)
  - National Minimum Standards (NMS)
  - Your job description / person specification
  - Work objectives set by your organisation to meet their business needs
  - Research on practice
- Identifying knowledge and skills that need to be developed to meet relevant standards; and
- Considering what the outcomes will be of engaging in learning to meet your knowledge and skills development needs – what difference will it make to the way that you practice?

This pattern of identifying your learning needs can be used for a variety of reasons:

- Your existing role – do you have all of the knowledge and skills that you need to carry out your work?;
- A new role that you may be thinking of taking on;
- New tasks that your manager has asked you to take responsibility for;
- Changing needs of the individuals or children that you work with that require additional knowledge and skills;
- Emerging research of practice that indicates that new ways of working are needed;
- Feedback from people who use services; and
- Meeting personal aspirations.





However a new CPD need arises, it is important to remember that you are all constantly developing and learning new things as you move through life.

### Methods for developing knowledge and skills

Opportunities for development can take many different forms. Most often, we think of learning and development as attending a formal course or workshop or completing a qualification.

However, most of our learning occurs through our day to day experiences.

We all have different learning styles and preferred ways of working, one size does not fit all, it is therefore important to consider using a range of different methods to support your learning and development. The list of methods is not exhaustive and usually a blend of activities will be used in combination to create a 'blended learning approach' i.e. a mix of different learning methods.

Reflection on practice is essential for your CPD, the value of this cannot be underestimated, thinking about your actions, the actions of others, what happened? Was the result expected or unexpected? What was the desired outcome? Could you or others have acted differently? What would this have looked like? If you had the opportunity to relive that moment, would you have done the same thing or would you have acted differently?

It is also vital that reflection is used constantly as part of the planning process – thinking about your knowledge and skills and establishing what you hope the outcomes of your learning and development will be, then reflecting on whether these have been achieved and whether anything else is needed.

#### Methods

- Buddying – having another member of staff nominated to help you learn
- Practising a skill
- Placement in another setting or role
- Acting up or deputising opportunities
- E-learning
- Webinars
- Action learning sets
- Networks / meetings / forums
- Observation of others in the workplace
- Individual supervision / group supervision / peer supervision
- Taking on a new role e.g. Care ambassador



### Recording your CPD

It is important that your CPD is recorded as you go along – this will help you get the maximum benefit from any learning undertaken and provide the opportunity to reflect on a regular basis.

As well as a tool for reflecting on your learning, your records can be used as the basis of discussion within your supervision and annual appraisal as well as evidence for PRTL registration requirements. It is advisable to set up a CPD portfolio as a means of storing evidence of your learning. If you are registered with the Care Council as a worker and need to provide evidence for your PRTL, this can then easily be transferred. It can also be used to demonstrate your learning and development over a period of time to employers.

We have developed two templates – the first helps you to plan your learning and how you will meet this, the second helps you reflect upon what was learnt and whether anything else is needed (Appendix 1).

We have also provided some case studies that demonstrate how CPD can be used to support your ongoing professional development (Appendix 2).



Publications you may find useful:

- Guide to Qualifications in Health and Social Care, Early Years and Childcare
- Guide to the Recognition of Quality Assured Lifelong Learning on the Credit and Qualifications Framework Wales in Social Care, Early Years and Child Care
- Qualification Framework for the Social Care Sector in Wales
- List of Accepted Qualifications for Early Years and Childcare Workforce in Wales
- Mapping pathways through QCF Qualifications
- National Occupational Standards for:
  - Health and Social Care
  - Children's Care, Learning and Development
  - Leadership and Management of Care Services
  - Sensory Services
  - Commissioning, Procurement and Contracting
- Post Registration Training and Learning Guidance
- Supervising and Appraising Well – A guide to effective Supervision and Appraisal (Early Years and Child Care)
- Supervising and Appraising Well – A guide to effective Supervision and Appraisal for those working in social care
- The Code of Practice for Social Care Workers

If you have any further queries, please contact the Qualifications and Standards team on:  
**qualifications@ccwales.org.uk**

#### **Further Information:**

You may find the following information on our website helpful:

#### **Qualifications main page**

<http://www.ccwales.org.uk/qualifications-and-careers>

#### **Registration main page**

<http://www.ccwales.org.uk/registration-and-conduct>



### Part A – Planning your learning

What knowledge and skills do I need to develop?	What do I want / need to achieve – what difference will it make?	What methods could I use?	What support will I need?	What are my target dates?	How will I know that I have achieved the outcomes that I want / need?

Part B – Recording your learning					
What did I do?	When did I do it?	What did I learn?	How have I put this into practice?	What difference has it made?	Do I need any further learning in this area?



## Case Study 1

### Jane is a residential child care support worker

Jane is a residential child care support worker. She has been employed for four years and has recently been asked if she would like to take on the role of senior support worker. This will mean that Jane will have supervisory responsibility for four members of the staff team.

Jane discusses her new role with her line manager in her supervision and they agree that she needs to develop her knowledge and skills about supervising staff for her to be able to do this effectively.

They complete a plan for her learning and at her next supervision revisit this.



**Part A – Planning your learning – Jane’s learning plan**

What knowledge and skills do I need to develop?	What do I want / need to achieve – what difference will it make?	What methods could I use?	What support will I need?	What are my target dates?	How will I know that I have achieved the outcomes that I want / need?
Knowledge about best practice in supervision, especially how to give feedback, what to record and how to deal with difficult issues in supervision.	Confidence to be able to give staff the support they need in supervision and make sure I am carrying them out correctly.	Attend a training course.  Have a mentor.  Practise.	Time off to attend training.  Funding for training.  Access to a mentor.	1 month (January).  1 month (January).  Ongoing.	I will feel more confident in carrying out supervision and supervisees will feel supported (I will need to get feedback from them).

## Part B – Recording your learning – Jane's learning

What did I do?	When did I do it?	What did I learn?	How have I put this into practice?	What difference has it made?	Do I need any further learning in this area?
<p>Attended a training course run by WCVA.</p> <p>Met with Carol (mentor) and talked through issues, concerns and ideas. We are now meeting two weekly.</p>	<p>January.</p> <p>January start – this is ongoing for next two months.</p>	<p>The importance of:</p> <ul style="list-style-type: none"> <li>– Planning</li> <li>– Having a supervision agreement</li> <li>– Recording accurately</li> </ul> <p>How to give feedback.</p> <p>How supervision is a tool that has many uses including improving performance and motivating staff.</p>	<p>I have carried out two supervision sessions and have two more booked for next week.</p> <p>I have discussed what we each want in the supervision agreement and drafted this. I have also talked through the experience of carrying out the supervision with Carol and reflected on what I might do differently next time.</p>	<p>I feel more confident.</p>	<p>I need more practise at carrying out the supervisions and the opportunity to talk through with Carol and reflect on what went well and what I would like to change.</p>



## Case Study 2

### Adam works as a care assistant in a small adult care home

Adam works as a care assistant in a small adult care home. He has completed his QCF level 2 diploma in health and social care. A growing number of people in the care home have dementia care needs and he would like to develop his knowledge in this area. He talks this through with his manager in his supervision session and they develop a plan for his learning.

Adam undertakes the learning and in a supervision session a few months later, his CPD is discussed. Adam has kept a log of his learning and this helps to inform the discussion.



## Part A – Planning your learning – Adam's learning plan

What knowledge and skills do I need to develop?	What do I want / need to achieve – what difference will it make?	What methods could I use?	What support will I need?	What are my target dates?	How will I know that I have achieved the outcomes that I want / need?
<p>Knowledge about what causes dementia and how this affects people.</p> <p>How can I understand what they are experiencing so that I can give better help when people are distressed?</p> <p>Is there any way I can prevent people from becoming distressed?</p>	<p>Better understanding that will give me some insight into how best to care for people with dementia.</p>	<p>Reading: look on internet to see what information is available, manager suggested Alzheimers society; age concern; SSIA; Care Council for Wales as a starting point to see what they have that might be helpful.</p> <p>Attend a training course – contact the local authority training department to see if they have got anything coming up.</p> <p>Think about completing one of the QCF units, ask Jane (old assessor) about this.</p>	<p>Time to research.</p> <p>Time off to attend training.</p> <p>Funding for training.</p> <p>Funding to complete QCF unit.</p>	<p>3 month (November).</p> <p>1 month (September).</p> <p>6 months (February).</p>	<p>A better understanding of dementia, this will make me more confident in my work and hopefully, I will then be able to give better quality of care. If I complete a QCF unit, this will demonstrate what I have learned.</p>

## Part B – Recording your learning – Adam's learning

What did I do?	When did I do it?	What did I learn?	How have I put this into practice?	What difference has it made?	Do I need any further learning in this area?
<p>Looked at websites and the information sheets that they have. There is loads of information available on causes, best practice, communication etc. I have set up a folder that is kept in the staff room for others to look at as well.</p> <p>I attended a basic awareness training course run by the local authority.</p>	<p>At the end of some of my shifts after handover.</p> <p>October.</p>	<p>I have a much better understanding of the causes of dementia and some insight into what a person may be experiencing. I now know that what I thought was Mary being 'difficult' was just because she was confused and disorientated. I now have a better idea of how disorientated and distressed people with dementia can become and I think I understand a bit better from their perspective.</p>	<p>I feel that I am much calmer in my approach now, if someone seems anxious or angry I try to understand why this may be and talk to them or use something to distract or comfort them. I have been using reminiscence much more in my communication and this seems to help. I have also started to put together an 'all about me' book with Mary and her family about herself.</p>	<p>I hope that my learning is making a difference to the people I work with, if I am better at communicating with and understanding them I hope that they will be happier and less distressed.</p>	<p>I would like to attend some more training. I only attended the basic awareness and now I know how much I don't know about dementia!</p>

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**Part B (continued) – Recording your learning – Adam's learning**

What did I do?	When did I do it?	What did I learn?	How have I put this into practice?	What difference has it made?	Do I need any further learning in this area?
I have met with Jane and she has set me an assignment for the QCF unit on dementia. The training course and information sheets that I found on the internet will help with this.	December.	<p>On the training course we learnt about using reminiscence as a way of communicating and engaging people with dementia. They also showed us how to set up and use a booklet about the person 'all about me'. I thought that this was a really good idea.</p> <p>I have just started the QCF unit on understanding dementia, it is helping me reflect on what I have learnt so far.</p>			

## Case Study 3

### Sharon is the manager of a supported living service

Sharon is the manager of a supported living service for three people with learning difficulties. Sharon and her team have been using the Active Support model for a number of years with the people that they support as a means of developing independence skills.

The organisation that Sharon works for has recently gone through a restructure and Sharon has been asked to manage an additional setting. The people using the service have more complex needs than those she is currently working with, two of the people have physical disabilities as well as a learning disability and the third has sight loss and mobility difficulties. Sharon has made several visits to the setting and is concerned about the lack of participation in everyday activities. She would like to introduce the Active Support model as a method of increasing participation but she has some concerns about her level of knowledge to do this.

Sharon talks this through with her line manager in supervision and they plan her learning.

Some months later, Sharon has her annual appraisal with her manager and as part of this, she takes along her record of learning to discuss her CPD.



## Part A – Planning your learning – Sharon's learning plan

What knowledge and skills do I need to develop?	What do I want / need to achieve – what difference will it make?	What methods could I use?	What support will I need?	What are my target dates?	How will I know that I have achieved the outcomes that I want / need?
<p>A greater understanding of different methods that can be used to support participation and skills development of people with more complex needs.</p> <p>How to run 1:1 training sessions with staff 'on the job' as a means of supporting them to develop skills that help people participate more.</p> <p>Knowledge of issues related to sight loss.</p> <p>How to manage change within the team.</p>	<p>I want to implement the Active Support model in the new setting. In order to do this, staff will need to develop their knowledge and skills about using the model and accept it as a positive way of working.</p> <p>I want this to result in increased participation of the people living in the setting so that they are more involved in their everyday activities and start to develop new skills.</p>	<p>Look at NOS to see if there are any that will help give me a guide on the knowledge and skills that I need.</p> <p>Coaching on the use of interactive training.</p> <p>Practice interactive training with staff.</p> <p>Work with the three individuals using the service, get to know them – their likes and dislikes, what they can do, what level of support they need to participate.</p>	<p>A coach.</p> <p>Budget to access training and complete QCF units.</p> <p>An assessor for the QCF units.</p>	<p>1 month (December).</p> <p>2 months (January).</p> <p>2 months (January).</p> <p>1 month (December).</p>	<p>I will be more confident in providing support to the people using the service.</p> <p>I will be more confident in giving staff feedback on the way that they are supporting the people to engage in activities.</p> <p>Staff will feel more motivated in their work.</p> <p>There should be an increase in the level of participation of all three people living in the setting.</p>

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**Part A – Planning your learning – Sharon's learning plan**

What knowledge and skills do I need to develop?	What do I want / need to achieve – what difference will it make?	What methods could I use?	What support will I need?	What are my target dates?	How will I know that I have achieved the outcomes that I want / need?
		<p>Meet occupational therapist and talk through issues / ask for advice.</p> <p>Attend training on sight loss and complete the QCF unit on understanding sensory loss.</p> <p>Complete QCF units on leading the active support model and leading interactive training.</p> <p>Attend some training on change management.</p>		<p>1 month (December).</p> <p>3 months (March).</p> <p>9 months (August).</p> <p>6 months (June).</p>	

## Part B – Recording your learning – Sharon's learning

What did I do?	When did I do it?	What did I learn?	How have I put this into practice?	What difference has it made?	Do I need any further learning in this area?
Met Mark Evans occupational therapist for discussion.	December.	How to use aids / adaptations to help participation and increase level of independence.	Regular training sessions with new staff at the house and when existing staff are struggling with supporting someone to engage in a particular task.	The people living in the house participate far more now, the staff team are really motivated and are coming up with really creative ideas. There is more of a 'can do' attitude about the place.	Something on assistive technology would be helpful – to learn more about the aids and adaptations that are available.
Ann Jones agreed to coach me. Had 1:1 session on interactive training plus observations of me giving feedback to staff in house.	January – April.	I learnt different methods of providing support – adapting tasks, using aids, using hand on hand support. I also learnt different methods of providing feedback to staff, especially getting them to evaluate their own performance first. I found that they usually identified what they did well and what they could do better themselves. My feedback only confirmed this.	I used this to inform my advice to staff in training sessions.	I feel that I am in a better place to tailor the service to meet people's needs now and support staff to do this.	
I worked on shift with each person living in the house to get to know them better, find out about their likes and dislikes etc. I also talked to their families, the staff team and read up on their case files. I also observed.	From January onwards.				

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## Part B – Recording your learning – Sharon's learning

What did I do?	When did I do it?	What did I learn?	How have I put this into practice?	What difference has it made?	Do I need any further learning in this area?
<p>I attended training on sensory loss and completed the QCF unit on understanding sensory loss. QCF units on leading the Active Support model and leading interactive training – I have just started these. I was hoping to get going earlier but had trouble finding an assessor. I expect to finish next month. It may be worth thinking about the completion of an assessors qualification if there is demand for these units.</p> <p>I have not attended training on change management yet as I have not been able to find a class. I have looked at the NOS on managing change though and this was helpful.</p>	March.	<p>I learnt a lot about all three of the people living in the house, what they enjoy, how they communicate, what they can do and the level of support that they need to participate.</p> <p>Causes of sight and hearing loss, the best ways to support communication, how to guide a person, how to use colour contrast to help, the importance of room layout, keeping things in the same place etc. It seems really obvious when you know it but there were so many things that I had not really thought about.</p>	I have used to inform the methods of support that we use. It has really helped me to communicate more effectively as well.	It helped to inform the level and type of support offered.	

## Case Study 4

### Jodie is a level 3 nursery practitioner

Jodie is a level 3 nursery practitioner. The nursery Jodie is working in is keen to improve and develop the Foundation Phase curriculum and particularly the usage of Welsh within the nursery. Jodie has been asked to take responsibility of leading the improving Welsh language across all the Foundation Phase curriculum areas.

Jodie spent time with her supervisor within supervision to look at any areas of knowledge she may need to develop.

They complete a plan for her learning and development and at her next supervision revisit this.



**Part A – Planning your learning – Jodie’s learning plan**

What knowledge and skills do I need to develop?	What do I want / need to achieve – what difference will it make?	What methods could I use?	What support will I need?	What are my target dates?	How will I know that I have achieved the outcomes that I want / need?
Knowledge about foundation phase areas of learning specifically Welsh Language.	Better understanding and knowledge and increased confidence.	Attend a training course.  Visit another setting.  Have a mentor and advisory teacher.  Practise.	Time off to attend training.  Funding for training. Access to a mentor / Advisory Teacher.	1 month January if appropriate course available.  1 month.  Ongoing.	A better understanding of Welsh language and culture, this will make me more confident in my work and hopefully a much greater increase of Welsh language.

## Part B – Recording your learning – Jodie's learning

What did I do?	When did I do it?	What did I learn?	How have I put this into practice?	What difference has it made?	Do I need any further learning in this area?
<p>Attended a two day Welsh language skills workshop run by National Day Nurseries Association (NDNA).</p> <p>Met with Vicki (mentor) and talked through issues, concerns and ideas. Met with Local Authority Foundation Phase advisory teacher.</p> <p>Visited another setting.</p>	<p>December / January.</p> <p>January start – this is ongoing within supervision. January ongoing every two months.</p> <p>December.</p>	<p>How to use Welsh throughout the day with colleagues, parents and the children. The benefits and value of using Welsh. More confident in using Welsh.</p> <p>How to implement Welsh language throughout the curriculum areas. How to plan for Welsh language throughout the curriculum. How to assess children's learning. What resources I needed.</p> <p>How to thread Welsh language through all activities and routines.</p>	<p>I have increased my use of Welsh. I have ensured that the planning incorporates Welsh throughout.</p> <p>I have followed guidance given by the advisory teacher.</p> <p>By visiting another setting I have been able to reflect on how I can improve and adapt what we currently do in my nursery.</p>	<p>I feel more confident, the curriculum planning reflects Welsh language throughout all activities. The child assessments have indicated that children's usage, knowledge and confidence has also increased.</p>	<p>I need more practice and confidence at using Welsh language throughout the curriculum and the opportunity to talk through with both my advisory teacher and my mentor. This will help me reflect on what went well and what I would like to improve. The Foundation Phase Advisory teacher will continue to support me and implement changes.</p>

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