# Continuous Learning Framework Consultation Paper

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**Introduction**

The Continuous Learning Framework sets out what people in the social services workforce need in order to be able to do their job well now and in the future and describes what employers need to do to support them. It has been developed by the Scottish Social Services Council (SSSC), the Institute for Research and Innovation in Social Services (IRISS) and a reference pool of people with a broad range of expertise and experience across the social services sector. The Continuous Learning Framework aims to enrich rather than replace the systems and processes that many organisations have already developed.

This paper was used as a consultation document to shape the Continuous Learning Framework between February and March, 2008. We are currently in the process of using the information from these consultation processes to develop the final version of the Framework which is due to be launched during the autumn of 2008.

The paper has four sections and two appendices:
Section 1 outlines the purpose of the Continuous Learning Framework
Section 2 describes the four key elements of the Framework
Section 3 focuses on using the Framework in practice
Section 4 outlines the next steps
Appendix 1 sets out the personal capabilities in full and
Appendix 2 sets out the organisational capabilities in full.


**Section 1**

**What is the purpose of the Continuous Learning Framework?**

The Continuous Learning Framework aims to continuously improve the quality of outcomes for people who use social services by supporting the people who are delivering these services to be the best they can be. This requires a shared commitment from both the worker and their employer. It is important that each individual social services worker takes responsibility for their own learning and development throughout their career and that employers provide opportunities for continuous learning and improvements in practice. These responsibilities are already set out in the Codes of Practice for Social Services Workers and Employers.

The Continuous Learning Framework aims to support social services workers to:

- identify their learning needs throughout their career
- get the most from induction, supervision, performance management and employee development processes
- plan their career pathway
- gain recognition for the progress and achievements they have made over time
- gain recognition of prior learning
- provide evidence for the impact of formal and informal learning, including post registration training and learning (PRTL), on practice.

It aims to support employers of social services workers to:

- identify, analyse and prioritise the learning needs of their workforce
- increase the capability of their workforce
- provide transparent, consistent and detailed job and person specifications for job roles in their organisation
- retain and recruit people
- add value to existing systems for induction, supervision, performance management and employee development
- provide evidence for the impact of learning and development on the quality of service provision.

## Who is the Continuous Learning Framework for?

The Continuous Learning Framework is for everyone working in social services in Scotland.  It is for people:

- working in all areas of social services provision
- in the public, voluntary and private sectors
- involved in the delivery and management of frontline services
- in senior and middle management
- in the education, training and development of the social services workforce.

## Section 2

## The key elements of the Continuous Learning Framework

When you apply for a job in the social services sector, you will usually receive some information that describes the kind of person the organisation is looking for.  It might describe the job role you would be expected to do, the qualifications and training needed and the personal qualities necessary to do the job well.  These areas are very similar to the first three areas in the Continuous Learning Framework.  We have included a fourth area which recognises that once you start work in the organisation you will need support to do your job well and to keep getting better at it no matter how long you decide to stay in the role.  The Continuous Learning Framework therefore also describes the type of support that your employer can provide to help you to continue to learn and improve your practice.

| Knowledge, skills, values and understanding | Qualifications and training |
| --- | --- |
| **Personal capabilities** | |
| **Organisational capabilities** | |

The four key areas of the Continuous Learning Framework are:

1.      Knowledge, skills, values and understanding

The knowledge, skills, values and understanding required for each role in social services are shaped through the National Occupational Standards (NOS), a range of formal qualifications and awards, the Codes of Practice and local organisational requirements.

The NOS describe the knowledge, skills, values and understanding required for each role in social services.  They are statements of competence and are the basis of qualifications such as Scottish Vocational Qualifications (SVQs).  NOS are also used in the development of the standards underpinning specific qualifications and awards relevant to the social services workforce.  The SSSC provides a common statement about the values that should underpin practice in its Codes of Practice.

In addition to these national initiatives, each employer will have their own expectations and internal requirements.  For example, they will have their own vision, values and priorities which everybody in the organisation will need to understand and put into practice.

2.      Qualifications and training

The qualifications and training a person requires will also vary depending upon the requirements of the job role they undertake.  This is largely

determined by the Scottish Social Services Council's registration requirements.  Further details about registration and qualification requirements are available on the SSSC's website at www.sssc.uk.com

Again, the employer is likely to make additional requirements that are specific to their particular organisation.  For example, all organisations are likely to require their employees to participate in an induction programme, many will require training on the protection of children and/or vulnerable adults and on health and safety.

3.      Personal capabilities

While the first two areas of the Continuous Learning Framework are already well established in Scotland, the second two areas are new additions and have been developed specifically for this Framework.  The new areas are the personal capabilities and the organisational capabilities.  These aim to outline the shared commitment required by both the individual and the organisation to really support people to learn and develop.

The personal capabilities, which are sometimes described as social and emotional intelligence, aim to describe the ways in which people manage themselves and their relationships with others in the workplace[1].  They focus on how people put their knowledge, skills, values and understanding and their qualifications and training into practice.

The personal capabilities have been included because previous research in Scotland and abroad has provided evidence to suggest that it is by supporting employees to build upon their own personal capabilities that we can have the most positive impact on the people who use social services.  Skills for Scotland – A Lifelong Skills Strategy, published by the Scottish Government in 2007[2], echoes this view by underlining the importance of these softer, less definable skills that are vital for success at work and the Sector Skills Agreement process has identified gaps in these skills in the social services workforce.

We have developed 17 personal capabilities[3].  Just over half relate to how people manage themselves and the remainder to how they manage their relationships with others.  The personal capabilities are as follows. Managing self:
- self confidence
- accurate self assessment
- lifelong learning
- awareness of impact on others
- flexibility
- judgement
- initiative
- managing workloads

[1] Seal, C., Boyatzis, R. &Bailey, J. (2006) *Fostering social and emotional intelligence in organisations* Linking Theory and Practice: EAM White Paper Series Vol. 3 No. 3 pg. 190 - 209
[2] The Scottish Government (2007), Skills for Scotland.  A Lifelong Skills Strategy, Edinburgh
[3] Seal, C., Boyatzis, R. &Bailey, J. (2006) *Fostering social and emotional intelligence in organisations*

- resilience.

Managing relationships:
- a focus on service users and carers
- empathy
- developing others
- motivating and leading others
- working with others across organisational boundaries
- organisational awareness
- teamwork
- managing conflict.

We have described each of these personal capabilities across four stages of progression from engaged through to established, accomplished and exemplary. The full description of the seventeen personal capabilities across the four stages of progression is set out in Appendix 1.

The stages are progressive. Therefore, to meet a personal capability at an engaged stage the employee is required to meet all of the indicators at that stage. To meet a personal capability at an accomplished stage the employee is required to meet all of the indicators at the accomplished, established and engaged stages.

It is important to note that the stages of progression at which an employee is currently able to evidence the personal capabilities do not necessarily relate to the length of time they have been in the social services workforce. So someone entering the workforce and bringing a range of personal and work experience with them may already be able to demonstrate some of the personal capabilities at established and accomplished stages.

4.      Organisational capabilities

An individual can be committed to doing a good job but unless they are part of an organisation that supports them to learn it can be very difficult to make the most of their capabilities. The organisational capabilities describe the culture and conditions in the workplace that enable social services workers to be the best they can be. There are currently five organisational capabilities:
- a belief that the organisation has a learning and performance culture
- planning for learning, development and improved practice
- access to learning and development opportunities
- access to feedback
- a workplace that focuses on health and wellbeing.

We have described each of the organisational capabilities across four stages of progression: engaged, established, accomplished and exemplary. These stages are also progressive, so for an organisation to meet the requirements of an accomplished stage they would need to address the indicators under engaged, established and accomplished. The full description of the capabilities across the four stages of progression is set out in Appendix 2.

**Section 3**

**Using the Continuous Learning Framework**

We recognise that many organisations delivering social services will already have done a great deal of work in identifying the qualifications, training, knowledge, skills, values and understanding required for different job roles. Indeed we have drawn on a number of examples of good practice in developing this Framework. However, many organisations have also told us that they can see how the Framework could add value to the systems and processes that they already have. So whether organisations are just beginning to establish these processes or they are already well developed, there will be something in the Continuous Learning Framework for you.

The Continuous Learning Framework has been designed to be used in three different ways:
• to support learning and development
• to provide transparency of pathways for career progression
• to support continuous improvement in standards of practice.

We have found it useful to think about looking at the Continuous Learning Framework through three different glass lenses. We will now explore each of these uses by describing them and illustrating them with some case studies of people who work in social services.

1.      Looking at the Framework through a learning and development lens

It is important that each social services worker takes responsibility for their own learning and development whether they decide to stay in the same job throughout their career or move between jobs. However, people have told us that at the moment it can be hard to make decisions about where they should focus their learning. The Continuous Learning Framework can support individuals to recognise their current achievements, identify their learning needs and target their learning to meet these needs. The Framework can help organisations determine how they can use the organisational capabilities to best support their employees to use their learning to improve their practice.

This could happen in a number of ways as described in the examples that follow.

**Mary's story**

Mary has worked in the same residential care home for adults for 20 years. She has participated in a number of compulsory training courses but struggles to see the value of learning. Mary is chatting to her line manager John in the office one day about one of the residents Kate who suffers from dementia. Mary has noticed that the dementia seems to be making Kate a bit aggressive on occasion. Mary has always got on well with Kate and is finding this difficult. John thinks that this may be a good

starting point to look at Mary's learning and development and arranges a meeting to discuss this with her.

John decides to use the Continuous Learning Framework to help Mary to identify her learning needs in this area. When they meet Mary and John agree that there is a need for her to improve her knowledge of dementia. Only John has access to the internet so he goes to the Dementia Services Development Centre website and finds a range of resources and training courses. He persuades the organisation to purchase a couple of these resources but is told there is no money left in the budget for external training courses in this financial year. He records this as a priority need for the coming year as he is aware that this is an issue for other members of staff as well.

John and Mary go on to look at the personal capabilities. Managing conflict rings particular bells for Mary as she finds it difficult to balance her own values about Kate's right to make choices and express herself with the need to make sure that Kate, the other residents and staff are safe. John helps her to recognise that by identifying this issue and seeking support to deal with it, Mary is already demonstrating the personal capability at the engaged stage of progression.

Mary agrees to make a note over the next two weeks of what happens when Kate is aggressive, what seems to trigger this and the ways in which staff manage the behaviour. She also agrees to talk about this the next time the team meet. At the team meeting Mary's observations strike a chord with other members of staff and it is clear that some ways of caring for Kate are more effective than others. John uses the resources he has obtained from the dementia centre to inform the discussion and the team arrive at a plan for managing these situations safely and consistently. Mary's colleagues give her really positive feedback about her input and the difference the discussion will make to their practice. The effect on Mary is marked. She was struggling to be at the engaged stage in terms of self-confidence but is now evidencing this and beginning to demonstrate some aspects of the established stage of this capability.

As well as supporting social service workers when specific learning issues arise, as with Mary's work with Kate, the Framework can also be used to strengthen identification of learning needs at annual reviews.

**Michael's story**

Michael has been working as a social worker in a children and families team for 10 years. He has always been committed to his own learning and development and has completed his Certificate in Child Care and Protection. He has no wish to become a manager and wants to remain as a front line practitioner in day to day contact with vulnerable children and their families. However, he is increasingly frustrated by what he sees as limited opportunities for him to develop in his current role. His post registration training and learning has so far consisted largely of ad hoc attendance at seminars and conferences and self directed reading. He is seen by others in the team as something of a role model and is often

sought out by less experienced members for advice and support. Michael is happy to provide this but doesn't think this role is recognised. He also feels that the organisation he works for does not make use of his expertise in working with children affected by parental substance misuse.

Michael's line manager Sarah has recognised his frustration and is worried about losing Michael. They agree to use the Continuous Learning Framework during his performance review to take a holistic look at his learning and development. As Michael already has the qualifications and training and the knowledge, skills, values and understanding required by the organisation for his role, they decide to focus on the personal capabilities. Sarah begins by acknowledging the contribution Michael makes to developing others in the team. Michael also feels he contributes to the learning and development of colleagues in the drug and alcohol team and others outside his organisation with whom he works closely. In addition Michael feels he has good ideas about creative ways of supporting children living with substance misusing parents but that the procedures of the different agencies involved can make this difficult.

Sarah and Michael agree that he already demonstrates the personal capabilities of developing others and initiative at accomplished and established levels respectively. Michael wants to develop them both to exemplary stage. They identify that the Practice Learning Qualification (Social Services), known as the PLQ (SS), would offer formal recognition at various levels of Michael's work in developing others and Michael agrees to look into this with the organisation's Learning and Development Team.

Michael has talked to colleagues in the other teams and agencies with whom he works. Like him, they are keen to keep up to date with research, evidence and policy issues for children affected by parental substance misuse and seek creative solutions. He suggests setting up inter-agency learning communities and Sarah agrees to seek support for this from the relevant senior managers. Sarah is also aware that the Child Protection Committee and the Alcohol and Drug Action Team want to do a review of support to these children, focusing particularly on the ability of the key agencies to work in partnership. She agrees to propose that Michael have a key role in this review.

At the end of the meeting Michael feels he has a clear plan for his learning and development in the coming year and beyond. He begins to feel valued again by his employer and to feel he has a future in the organisation. As a result of these conversations Sarah reflects on the impact the organisation is having on Michael's and other team members learning. She uses the organisational capabilities to help her reflect and decides to work with the team to explore how they could build more of a learning and performance culture.

**Mary's story continued**

John meets with Mary for her annual performance review. They use the Continuous Learning Framework to identify Mary's learning needs for the

coming year.  Mary's job function is that of a support worker so she will need to work towards an SVQ level 2 when she registers with the SSSC after April 2009.   Together they identify some personal capabilities which will help to support Mary in this process and particularly her ability to reflect on her own practice.  They come up with accurate self assessment and lifelong learning.

John recaps on the piece of work Mary did relating to Kate and how this demonstrated her ability to take responsibility for her own learning.  He also tells her that he has had very positive feedback from her colleagues and that he has observed real improvements in Mary's practice with Kate.

Mary begins to accept that she can and does learn all the time.  John and Mary agree that she will do more of this observation and note taking activity and that they will make time to discuss this.  John will help Mary identify sources of underpinning knowledge with Mary taking increasing responsibility for making the links between this and what she is observing, working towards doing reflective accounts.  The aim is for Mary to be able to develop her self assessment to established level.

As well as supporting individuals and organisations to identify learning and development needs as we have seen in the above examples, the Continuous Learning Framework encourages creative approaches to meeting these needs.  Learning can and will continue to be progressed through formal provision, such as training courses, qualifications and awards.  However there is a wealth of informal learning opportunities available within and across workplaces. These might include work shadowing, mentoring or becoming part of a learning community.  We saw this with Mary and her presentation of her observations to colleagues and how, with his line manager's support, Michael identified learning opportunities which didn't require substantial additional resources.

Finally, the Continuous Learning Framework can promote recognition of both formal and informal prior learning.  For those who are entering the social services workforce for the first time, the Framework will support them and their employers to recognise the learning they bring with them. Recognition of Prior Informal Learning (RPL) is about recognising this learning which has its source in experience.  The Scottish Credit and Qualifications Framework (SCQF) enables the use of RPL for personal and career development and RPL for credit.  RPL can help people who have no qualifications to value and build on the learning they have gained informally and to use this recognition to move forward their learning and development.  RPL involves the learner reflecting on their experiences, identifying the learning within these experiences and providing evidence of the learning claimed.  The personal capabilities can be used to support all three of these processes.

The SCQF brings together all Scottish mainstream qualifications.  The SCQF level descriptors provide a national vocabulary for describing learning opportunities through the learning outcomes they will achieve. The descriptors make clear the complexity of skills and applied knowledge required at each SCQF level.  One of the aims of the SCQF is to enable

people to identify their current position, plan their future learning and understand the range of qualifications and how they relate to each other. The Continuous Learning Framework focuses on what a person needs to be able to perform well in their job role and is particularly concerned with how people consistently apply qualifications, training, knowledge, skills, values and understanding to practice through the personal capabilities. The SCQF can support the Continuous Learning Framework through the level descriptors as well as the RPL process.

2.    Looking at the Framework through a standards lens

If you were looking at the Continuous Learning Framework through a standards lens you could use it in two ways.  Firstly, you might use it to provide evidence for your own progress and achievement over time.  For example Michael gained recognition for his support to colleagues and his expertise in working with children affected by parental substance misuse in his annual review.  The Framework would also help Michael to provide evidence of the impact of his learning on his practice which would support his claim for Post Registration Training and Learning (PRTL).

Secondly, your employer might use it to clearly define the standards of practice required for each particular role in the organisation by outlining the:

- qualifications and training required
- the knowledge, skills, values and understanding needed
- the stages at which people would need to demonstrate the required personal capabilities. Not all of the job roles in social services will require all seventeen personal capabilities.  Even where all seventeen are considered relevant, some will be more important than others in particular roles.  Each person working in social services is therefore likely to need to demonstrate a number of personal capabilities at different stages of progression
- the stages of progression at which the organisation would need to demonstrate the organisational capabilities.

This approach would assist organisations to celebrate good practice, identify areas where further work is needed to reach the required standard of practice and make strategic decisions about where to invest resources. This would have the added benefit of enabling the organisation to monitor and evaluate improvements in quality over time.

**Mary's story continued**

Mary's employer has used the Continuous Learning Framework to describe the qualifications, training, knowledge, skills, values, understanding and personal capabilities required in each of the job roles in the organisation. They have also set out the stage of progression at which people in each job role should be able to demonstrate the required personal capabilities. This has defined the standard of practice that the organisation requires. When John and Mary meet for Mary's annual review, they are able to

identify the progress which Mary has made as well as some areas where Mary could develop.

While John is able to describe many areas where Mary has progressed, he feels that Mary has difficulty managing change in the workplace. She complains that there is too much change for changes sake but once a change is implemented she usually comes to accept it in time and can even see its positive side. Mary's job role requires her to demonstrate the personal capability of flexibility at engaged stage but John feels she is not yet able to do this.

When they are discussing Mary's learning needs for the coming year, John uses the descriptor for flexibility at engaged stage to raise this issue. He gives some examples where he feels Mary has not been as open to change in the workplace as she might be. Mary is able to admit this but feels that the problem is that change is imposed with little or no explanation. John accepts that the organisation could be more transparent about the reasons for change. A new work rota is about to be implemented and John suggests that Mary write down all the pros and cons of this, while he finds out more about the thinking behind the changes. Mary feels that if she understands this and her views are being listened to she will find the process more manageable.

John finds that this conversation causes him to reflect on the organisational capability about a learning and performance culture. The organisation is aspiring to be at the established stage. However, John realises that the organisation is probably not yet operating at the engaged stage. As a result he decides to work with some of his colleagues to try to strengthen this organisational capability.

3. Looking at the Framework through a career progression lens

If you were looking at the Continuous Learning Framework through a career progression lens you could use it to help you make decisions about planning your career pathway. At the beginning of this paper we said that the first three parts of the Framework look very like a job description and person specification for a job application.

Organisations will be encouraged to describe each job role in terms of the first three key areas in the Framework. By comparing what you can do in your current role with what you need to be able to do in a new one, you can determine the qualifications, training, knowledge, skills, values, understanding and personal capabilities which would be transferable from one job to the next. As a result you would be much clearer about where you would need to target your learning as can be seen in Sunita's story.

**Sunita's story**

Sunita works as a practitioner in a private nursery. She has an HNC in Early Education and Child Care and is in the process of registering with the SSSC. Sunita is ambitious and would like to become a manager of a nursery one day. She knows that she would need to undertake the new

degree level qualification for managers/lead practitioners in Childhood Practice (which will become available after September 2008). In the meantime Sunita wants to target her learning and development in ways which will support her career plans.

Sunita's employer has used the Continuous Learning Framework to describe the qualifications, training, knowledge, skills, values, understanding and personal capabilities required in each of the job roles in the nursery. They have also set out the stage of progression at which people in each job role should be able to demonstrate the required personal capabilities. Sunita looks at the person specifications for practitioner, her current role, and manager, the role she aspires to. She sees much that she can transfer from one role to another but notes that two of the most important personal capabilities for managers are motivating and leading others and self confidence and that both are required at accomplished level for this role. In her current role they are required at engaged and established stages respectively.

Sunita approaches her line manager Ray who agrees to discuss her learning needs with her. At first Ray stresses that he has limited resources for staff training and can't support Sunita to undertake a further qualification at this point. However, Sunita explains that she is looking for opportunities to develop her practice within the workplace. They agree that Sunita will lead a specific project planned for the playroom in which she is working. This will involve harnessing the ideas of the staff team there.

Sunita is already confident about her ability to do her job but would like to increase her self confidence by working in more complex situations. One of the children who attends the nursery presents some challenging behaviour and is due to be moving to Sunita's room. Ray suggests that Sunita becomes the child's keyworker. Sunita believes that she will be able to develop several personal capabilities through these opportunities as well as progressing towards her career plans.

The focus here is on making career pathways more transparent whether you are looking to a job with more responsibility (vertical progression) or a similar level of job in another part of the sector (horizontal progression).

Not everyone in the social services sector wants to develop their career either by moving within the sector or through seeking a promoted post. Some people plan to stay in their current role throughout their career and this is perfectly acceptable. However, social services are constantly changing and expectations increasing. So everyone in the sector will need to be committed to their own development and be able to learn in the job they are doing in order to continue to do it well.

# Section 4

## The consultation period and next steps

During the consultation period we are worked in partnership with the four Scottish Social Services Learning Networks to:
- work with groups of practitioners to make sure that the Framework will work for them
- work with groups of people who use services and with carers to make sure that the finished Framework will improve outcomes for them
- held five consultation events across Scotland to give people the opportunity to find out more about the Continuous Learning Framework and help to shape it
- developed nine trials across Scotland to try out the Framework and explore how it actually works in practice
- facilitate an online consultation process which is being managed by George Street Research.

We will now be working with members of the reference pool and those involved in the trials to develop the final Framework which will be published in autumn, 2008.

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Intellectual Property rights
A number of authors have been referenced in the development of this consultation draft of the Continuous Learning Framework. The views represented in this discussion paper many not necessarily represent views of the reference material authors.

**Appendix 1**

**Personal capabilities**

**What are the personal capabilities?**

The personal capabilities aim to describe the ways in which people manage themselves and their relationships with others in the workplace. There are seventeen personal capabilities[4] which are described across four stages of progression.

**What are the stages of progression?**

The stages of progression are used to describe what each personal capability looks like at engaged, established, accomplished and exemplary stages. We have used overarching descriptors to make sure that each of the personal capabilities accurately describes each stage of progression. The overarching descriptors are outlined below.

**Engaged**
Employees in social services at this stage will be able to demonstrate awareness and understanding of the capability as well as a commitment to developing it. They will also demonstrate their capacity to continually improve. They will take responsibility for their own learning and be able to reflect on their practice but should be expected to seek advice and support from colleagues.

**Established**
Employees in social services at this stage will be able to consistently demonstrate the personal capability in practice. They will be reflective practitioners who actively engage in their own continuous learning but continue to seek advice and support as appropriate. They will begin to demonstrate an ability to focus on the development of others as well as themselves.

**Accomplished**
Employees in social services at this stage exercise increasing autonomy and initiative in their practice and begin to provide a model for others. They embed research and evidence-based practice in their self-reflection. They make an active and ongoing contribution to the learning of others and to the learning culture within their own organisation. They will be able to look beyond organisational boundaries and work with others to bring about change and development.

**Exemplary**
Employees in social services at this stage will be recognised within and outwith their organisation for their outstanding practice. They will not necessarily be in formal leadership or management job roles. They will be committed to enhancing learning and the quality of practice not only

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[4] Seal, C., Boyatzis, R. &Bailey, J. (2006) *Fostering social and emotional intelligence in organisations* Linking Theory and Practice: EAM White Paper Series Vol. 3 No. 3 pg. 190 - 209

within their own organisation but across the social services sector.  They recognise the talents of others and encourage them to achieve their potential.  They exercise high levels of leadership, autonomy and initiative in activities both within and outwith their organisations. They work in ways which are reflective, self critical and based on research/evidence and use this to learn and inform improved approaches to their own practice and that of others. They can demonstrate how their practice improves outcomes for people who use services.

# Managing Self

| Self Confidence | | | |
|---|---|---|---|
| **Engaged** | **Established** | **Accomplished** | **Exemplary** |
| • Is confident in their ability to carry out their role if they are provided with the necessary support.<br>• Acknowledges that their level of self confidence will impact on their practice.<br>• Acknowledges the contribution they make as a member of the social services workforce. | • Contributes confidently to the development of the service.<br>• Is confident to question accepted practices and have own practice questioned.<br>• Is confident in taking calculated risks and being responsible for the consequences.<br>• Has the confidence to make sure that their own contributions and those of others are valued.<br>• Reflects upon the impact their level of self confidence is having on their practice. | • Is confident in their ability to perform in increasingly complex and demanding situations while still seeking support where necessary.<br>• Is able to nurture the self confidence of others.<br>• Encourages, accepts, provides and uses feedback to support their self confidence.<br>• Is confident to give positive and constructive feedback to colleagues and their line manager.<br>• Views constructive criticism as an opportunity to improve. | • Is confident in their ability to perform in complex and demanding situations with which they are not familiar.<br>• Proactively seeks and provides feedback and support others to give and accept feedback.<br>• Has confidence to actively promote the capacity of social services to make a significant difference to people who use services and society as a whole. |

| Accurate Self Assessment | | | |
|---|---|---|---|
| **Engaged** | **Established** | **Accomplished** | **Exemplary** |
| • Understand the need to be aware of their strengths and the limitations of their own ability.<br>• Is able to reflect on their own practice, learn from this reflection and apply their learning to improve their practice.<br>• Is open to positive and constructive feedback from others. | • Takes personal responsibility for own errors or shortcomings and learns from them.<br>• Demonstrates ongoing self reflection and resulting improvements to practice.<br>• Uses feedback from a range of sources to more accurately assess their own capabilities. | • Models and encourages others to engage in cycles of ongoing self reflection.<br>• Promotes a culture of learning from strengths and achievements as well as limitations and shortcomings.<br>• Is able to engage and reflect with others about differing perceptions.<br>• Uses tools from research, evidence based practice and the knowledge of others both within and outwith the organisation to critically reflect on their own practice. | • Self assessment processes reflect both individual performance and impact within out outwith the organisation.<br>• Promotes a culture of learning from good practice as well as mistakes and near misses.<br>• Is able to accurately assess their abilities. |

| Lifelong Learning | | | |
|---|---|---|---|
| **Engaged** | **Established** | **Accomplished** | **Exemplary** |
| • Is committed to and takes responsibility for own learning and development.<br>• Demonstrates commitment to keeping knowledge and skills up to date. | • Actively identifies ongoing learning and development needs, seeks a range of approaches and creative ways pf meeting these and puts their learning into practice.<br>• Embeds critically reflective practice and research as a routine approach to work.<br>• Uses feedback to identify learning and development needs.<br>• Takes responsibility for a well documented learning and development plan which demonstrates the impact of their practice and is used to continually improve practice. | • Models a long term commitment to their ongoing learning and development and strategically targets their learning based upon their needs.<br>• Uses knowledge gained from research and evidence to promote a learning and performance culture across the organisation.<br>• Uses cyclical planning, reflection and evaluation processes for their own learning and development.<br>• Is able to demonstrate how their learning has improved their practice and improved outcomes for people who use services. | • Actively contributes to an organisational culture which promotes learning and development opportunities at all levels and embeds the use of evidence based practice and research in the workplace.<br>• Is recognised for their commitment to their own learning and development which is reflected in outstanding practice and improved outcomes for people who use services. |

| Awareness of impact on others | | | |
|---|---|---|---|
| **Engaged** | **Established** | **Accomplished** | **Exemplary** |
| • Demonstrates awareness of the impact they have on others.<br>• Is open to utilising positive and constructive feedback to determine the impact they are having on others. | • Regularly reflects upon the impact their behaviour, actions, words and demeanour have on others and actively seeks to improve their practice accordingly.<br>• Provides feedback to others about their impact on others. | • Uses models developed from research, evidence based practice and the knowledge of others within and outwith the organisation to gather multiple sources of feedback to understand the impact of their practice on others.<br>• Critically analyses feedback and uses ongoing planning, implementation and critical reflection to improve their own practice. | • Is able to accurately asses the impact they are having on others.<br>• Others recognise their outstanding ability to be aware of their impact on others and effectively modify their behaviour accordingly. |

| Flexibility | | | |
|---|---|---|---|
| **Engaged** | **Established** | **Accomplished** | **Exemplary** |
| • Is open to change in own workplace.<br>• Acknowledge the importance of change in continually improving practice.<br>• Adapts own approach to the demands of the work environment.<br>• Adjusts a strongly held opinion in response to contradictory evidence. | • Is open minded and flexible in dealing with circumstances as they arise.<br>• Adjusts job focus and approaches depending upon the needs of different situations.<br>• Approaches major changes in own workplace and the wider organisation with a positive and constructive attitude.<br>• Engages in open and reflective debate and provides constructive comments about proposed changes. | • Promotes a culture which embraces change while acknowledging and listening to different points of views and the anxieties of others.<br>• Is able to adapt to a variety of situations, while understanding and appreciating different and opposing perspectives.<br>• Actively supports others to become more flexible in the workplace. | • Is able to accommodate complexity, uncertainty and ambiguity.<br>• Is able to see potential opportunities and take advantage of them.<br>• Uses research and evidence based practice to find ways to help others to be more flexible and deal with change.<br>• Is recognised for their ability to act and think flexibly. |

| Judgement | | | |
|---|---|---|---|
| **Engaged** | **Established** | **Accomplished** | **Exemplary** |
| • Is aware of the need to balance the safety of self and others with considered risk taking.<br>• Is aware of decision making processes and the level of decision making appropriate for own role.<br>• Ensures decisions are appropriately communicated to all those they concern.<br>• Is able to reflect on the judgements made and the consequences of those judgements. | • Is aware of the risks to people who use services, colleagues, themselves or others in any given situations.<br>• Is able to balance potential risks with the rights and needs of the service user and others, seeking appropriate support to make this judgement.<br>• Is prepared to make decisions and take calculated risks within area of authority and can see the implications of these.<br>• Makes judgements based on an evaluation of the evidence, the careful balancing of priorities, reflection and the options available. | • Contributes to ongoing evaluation of judgements and decisions made at team level and ensures these are evidence based.<br>• Is able to make sound decisions under pressure.<br>• Considers the costs, benefits, consequences and likelihood of success of a proposed course of action and can see implications beyond the immediate environment.<br>• Is able to make unpopular decisions based upon complex and multiple needs and manage the acceptance or non acceptance of those decisions by others. | • Takes calculated risks and is able to foresee and manage likely risks over time within and outwith the immediate work environment.<br>• Promotes a workplace environment which manages risk and encourages responsible decision making and risk taking which continuously improve service delivery.<br>• Others recognise their outstanding ability to make sound judgements and will seek their advice. |

| Initiative | | | |
|---|---|---|---|
| **Engaged** | **Established** | **Accomplished** | **Exemplary** |
| • Is able to use initiative and take calculated risks in recognising opportunities to improve service delivery.<br>• Is able to recognise the initiative that others take. | • Uses initiative and thinks creatively about the options available in any situation.<br>• Is able to effectively use these ideas and negotiate for change and improvement to service delivery.<br>• Is able to reflect upon the outcomes of the initiative taken and use this to support learning. | • Uses research, evidence based practice and the knowledge of others within and outwith the organisation to find innovative approaches which lead to improved outcomes for people who use the service.<br>• Encourages others to demonstrate initiative through collaborative work and the sharing of research and evidence based practice. | • Analyses knowledge of local, organisational, national and international trends both within and outwith the social service sector to create innovative and well considered approaches.<br>• Sees the potential for improvement in a range of situations and is able to develop these ideas and progress them in practice.<br>• Is recognised as an innovator within and outwith their own organisation. |

| Managing workloads | | | |
|---|---|---|---|
| **Engaged** | **Established** | **Accomplished** | **Exemplary** |
| <ul><li>Understand the need to balance workloads.</li><li>Works with others to set clear goals and manages time effectively to achieve agreed outcomes.</li><li>Contributes to the management of the team workload and shares responsibility for the achievement of agreed goals.</li><li>Reflects on the way they manage workloads and seeks support and advice as required.</li></ul> | <ul><li>Works towards and sustains a systematic approach to goal setting, planning, monitoring and review.</li><li>Is able to identify potential problems and work with others to implement effective solutions.</li><li>Is able to accommodate changes but is realistic about what is achievable and communicates that appropriately.</li><li>Is able to work in partnership with others to negotiate and achieve shared goals.</li></ul> | <ul><li>Is able to work with others to maintain shared accountability while keeping their workload manageable.</li><li>Effectively manages competing demands in workload.</li><li>Is able to negotiate appropriately the delegation of work while maintaining responsibility for quality and timeliness of outcomes.</li><li>Is able to negotiate changes and deadlines where appropriate.</li></ul> | <ul><li>Uses systematic processes to effectively manage a number of complex initiatives and competing agendas.</li><li>Is aware of emerging trends and risks and is proactive in addressing them to manage workloads.</li><li>Is able to manage collaborative working with multiple partners within and outwith the organisation and achieve agreed outcomes.</li></ul> |

| Resilience | | | |
|---|---|---|---|
| **Engaged** | **Established** | **Accomplished** | **Exemplary** |
| • Is able to see the positive side of situations and believes in their ability to make a difference.<br>• Perseveres with difficult tasks over an extended period of time in order to achieve them. | • Is able to deal with difficulties by keeping them in perspective.<br>• Sustains efforts to overcome obstacles and feelings of frustration and maintain a positive view.<br>• Is able to take steps to overcome difficulties and recognises the contribution of each step towards a successful outcome. | • Demonstrates persistence in changing things for the better in increasingly complex situations.<br>• Support resilience in others.<br>• Recognises that adversity also brings opportunities.<br>• Promotes a positive image of their role within and outwith the organisation. | • Acknowledges complexity within situations and uses multiple pathways to overcome obstacles.<br>• Is persistent and creative in their approach to achieving successful outcomes at individual and organisational levels.<br>• Promotes a positive image of the work of self, others and the organisation.<br>• Is recognised for their outstanding ability to overcome adversity and find positive solutions. |

# Managing relationships

| A focus on service users and carers | | | |
|---|---|---|---|
| **Engaged** | **Established** | **Accomplished** | **Exemplary** |
| • Demonstrates a clear personal commitment to people who use services and carers in meeting their needs and delivering a high quality service.<br>• Seeks appropriate guidance and support from others to improve the ways they work with and involve people who use services and carers.<br>• Reflects on own practice and seeks to continuously improve the work with people who use services and carers. | • Actively promotes the empowerment of people who use services and carers. Works in partnership with them and others to achieve this.<br>• Works flexibly to make sure people who use services and carers are fully supported at critical periods.<br>• Remains focused on the needs of people who use services when faced with conflicting priorities.<br>• Reflects on their own practice and seeks feedback from people who use services and carers. | • Strives to meet, and where appropriate, surpass the expectations of people who use services.<br>• Uses a range of approaches to gain authentic feedback from people who use services and uses this information to inform ongoing evaluation and service improvement.<br>• Uses research, evidence based practice and the views of people who use services and their carers to continually improve their own practice and that of the organisation. | • Is able to identify and analyse current patterns and trends to promote best practice in relation to the needs and wishes of people who use services and their carers.<br>• Is able to use a rigorous evidence base to contribute to policy and service provision to improve the ways in which people who use services and their carers are involved.<br>• Is recognised for their significant contribution to authentic partnerships with people who use services and their carers. |

| Empathy | | | |
|---|---|---|---|
| **Engaged** | **Established** | **Accomplished** | **Exemplary** |
| • Gives others time and space to express what they think or feel.<br>• Listens attentively without interrupting, judging or stereotyping.<br>• Actively seeks to identify and clarify the attitudes, views and feelings of others.<br>• Approaches difficult issues sensitively.<br>• Reflects on interactions to continuously improve empathic approaches. | • Accurately interprets and responds to concerns, motives and feelings of others especially those viewed negatively by other people.<br>• Recognises the importance and difficulty in expressing views that may not be shared by the majority.<br>• Is aware of and understands unspoken thoughts, concerns or feelings and is skilled in helping individuals to voice these safely.<br>• Actively seeks feedback from a range of sources to improve their empathic approaches. | • Is skilled in understanding the often conflicting feelings and concerns of those involved in complex situations.<br>• Understands complex causes of others long term underlying problems.<br>• Uses research and evidence based practice to gain greater insight into others, especially those who use services, and uses this to improve their own practice and influence others. | • Is active in embedding a culture of empathy in the workplace.<br>• Makes sure that other workers have time and are supported to express and deal with their own feelings which arise from working in challenging situations with conflicting values and needs.<br>• Is recognised for their empathic approaches to people in a range of situations. |

| Developing others | | | |
|---|---|---|---|
| **Engaged** | **Established** | **Accomplished** | **Exemplary** |
| • Demonstrates a commitment to the principle of learning and development of self and others.<br>• Participates in the provision of learning opportunities to others.<br>• Recognises the importance of group learning. | • Actively promotes and implements learning and development of self and others through a range of formal and informal approaches.<br>• Uses feedback to support learning and continuous improvement of self and others.<br>• Is able to give positive and constructive feedback to others.<br>• Reflects on their ability to support the learning of others. | • Is able to advocate for learning and development opportunities for people who use services, carers and colleagues.<br>• Is able to utilise learning to support the development of the individual, group and the service and can demonstrate how this learning is leading to improved practice.<br>• Uses research and evidence based practice to reflect and strengthen the way in which they develop others.<br>• Work with others to develop creative and innovative approaches to learning and service delivery. | • Actively builds a learning culture by facilitating the learning and sharing of ideas within and outwith the organisation and with people who use services.<br>• Is able to engage others in quality improvement and research processes which support learning and service improvement.<br>• Is acknowledged for their leadership and contribution to developing others within and outwith the organisation. |

| Motivating and leading others | | | |
|---|---|---|---|
| **Engaged** | **Established** | **Accomplished** | **Exemplary** |
| • Has a clear focus and direction to their own activity.<br>• Understands that leadership occurs at all levels of the organisation.<br>• Will take roles that involve motivating and leading others.<br>• Is able to provide a clear focus and direction for group activity. | • Sets challenging goals in partnership with others and has a positive expectation of success.<br>• Motivates others by giving direction, recognition and credit to people either individually or collectively.<br>• Is able to effectively lead initiatives while bringing others with them.<br>• Reflects on their leadership approach and seeks advice and support to improve. | • Encourages and motivates others to make best use of their individual and collective abilities.<br>• Is able to lead and manage the social and political nature of large group situations.<br>• Encourages others to develop their capacity to lead and motivate others.<br>• Uses research and evidence to inform their leadership approach.<br>• Actively seeks feedback from others to improve their ability to lead and motivate others. | • Takes a leadership role with a diverse range of people which may include multi agency and multi disciplinary teams.<br>• Is able to effectively manoeuvre the social and political difficulties that arise to achieve collective goals while ensuring others feel valued for their contributions.<br>• Works with others across organisational boundaries to innovate for change and improved practice.<br>• Is recognised for their skilled leadership. |

| Working with others across organisational boundaries | | | |
|---|---|---|---|
| **Engaged** | **Established** | **Accomplished** | **Exemplary** |
| • Acknowledges the importance of key relationships and values the perspective of people within and outwith the organisation.<br>• Recognises the importance of communicating with others and working in partnership with key players to meet the needs of people using services.<br>• Acknowledges the complexity of this process and will seek the support of others as required. | • Takes active steps to build relationships, develop networks and promote partnership working.<br>• Utilises work across organisational boundaries as an opportunity for learning and development.<br>• Supports others to work across organisational boundaries. | • Uses creative approaches to build wider networks of people locally and nationally and utilises these relationships to promote continuous improvement at a local level.<br>• Can demonstrate how work across organisational boundaries is leading to improved outcomes for people who use the service.<br>• Actively seeks opportunities to work across organisational boundaries. | • Provides an ongoing and dynamic link between the workplace, the organisation, other agencies and wider networks.<br>• Is able to work creatively and constructively across organisational boundaries towards a shared vision for people who use services.<br>• Is acknowledged for their leadership and contributions to their work across organisational boundaries. |

| Organisational awareness | | | |
|---|---|---|---|
| **Engaged** | **Established** | **Accomplished** | **Exemplary** |
| • Demonstrates an understanding of how their particular organisation works, their role within it and how their work contributes to the purpose of the organisation.<br>• Recognises the need to work within agency policies and procedures and keeps up to date with these.<br>• Is aware of changes in the context in which they are working, e.g. the law, policy etc. | • Recognises the role of everyone in the organisation in the delivery of high quality services.<br>• Works across departmental and service boundaries to deliver organisational goals.<br>• Shows concern for and relates own actions to the priorities of the organisation as a whole.<br>• Is willing to work toward goals she/he may not agree with.<br>• Actively keeps up to date with changes in the law, policy or other aspects of the context in which they are working. | • Understands the underlying problems, tensions and opportunities affecting the organisation.<br>• Is able to consider issues from a social, financial and political perspective.<br>• Anticipates how events or situations will affect individuals or groups in the rest of the organisation and can skilfully manoeuvre these situations.<br>• Seeks to influence the organisational response to changes in the law, policy or other aspects of the social service sector.<br>• Shares their insight appropriately with others within and outwith the organisation to challenge views and bring about continuous improvement. | • Uses knowledge of the social services sector, the organisation and networks with others to achieve identified outcomes.<br>• Actively contributes to the development of social services as a valued profession.<br>• Is recognised for the significant contributions made to the organisation. |

| Teamwork | | | |
|---|---|---|---|
| **Engaged** | **Established** | **Accomplished** | **Exemplary** |
| • Demonstrates commitment and contributes to the objectives, work and decisions of the team.<br>• Is aware of the links between their own role and the role of the team. | • Is active in shaping the objectives and work of the team.<br>• Understands the needs of the team and is able to build relationships and work to improve or maintain morale.<br>• Seeks feedback from others about their role in the team and attempts to find ways to continually improve. | • Is able to foster teamwork within and outwith the organisation.<br>• Recognises and utilises key strengths of team members and ensures team members feel valued and rewarded for their expertise.<br>• Uses research and evidence based practice to understand the nature of teamwork and use it to continually improve practice. | • Is able to generate a culture of collaboration and commitment across multiple teams.<br>• Is recognised for their ability to use team approaches that lead to innovative practice and improved outcomes and significant contributions to the social service sector. |

| Managing conflict | | | |
|---|---|---|---|
| **Engaged** | **Established** | **Accomplished** | **Exemplary** |
| • Recognises and raises issues of concern and participates in finding solutions within the limits of their own authority.<br>• Is able to identify areas of conflict between their own values, their role and the demands of the organisation and gains required support to manage this. | • Proactively identifies potential problems at individual and organisational levels and works toward finding, implementing and evaluating solutions.<br>• Reflects on own practice and seeks feedback from others to gain a more insightful understanding of the conflict. | • Is able to understand conflict from a range of differing perspectives. Can deal with complex ethical and work related issues and can find solutions having considered a range of potential repercussions.<br>• Uses potential and actual conflicts proactively and positively to learn and improve practice.<br>• Is able to address conflict and negotiate solutions in complex circumstances.<br>• Uses research and evidence based practice to support the resolution of conflict. | • Is able to recognise problems in the context of broader trends and complexities at a local and national level.<br>• Is able to critically analyse conflict situations and generate and implement creative and original solutions to problems.<br>• Is recognised for their outstanding ability to resolve conflict. |

**Appendix 2**

**Organisational capabilities**

**What are the organisational capabilities?**

The organisational capabilities have been developed specifically for the Continuous Learning Framework and their purpose is to support organisations to create a culture and conditions that enable individual employees to be the best they can be.

There are five organisational capabilities which are
- A learning and performance culture
- Planning for learning, development and improved practice
- Access to learning and development opportunities
- Access to feedback
- A focus on health and wellbeing.

**What are the stages of progression?**

The stages of progression are used to describe what each organisational capability looks like at engaged, established, accomplished and exemplary stages. We have used overarching descriptors to make sure that each of the organisational capabilities accurately describes each stage of progression. The overarching descriptors are outlined below.

**Engaged**
The organisation has an awareness of the organisational capability and has made a commitment to develop it. There is some evidence that systems and processes have been put in place in the organisation.  Basic information is available to some staff.

**Established**
Systems and processes have been developed in collaboration with employees and people who use the services to support the organisational capability.  These systems and processes are transparent, clearly documented and available to everyone in the organisation. The systems and processes are regularly evaluated. There is evidence of innovative approaches and the sharing of good practice.

**Accomplished**
The organisation uses evidence, research and the needs and views of people who use services, their carers and employees to continuously monitor and improve the systems and processes for the organisational capability. Innovative approaches and the sharing of ideas and resources are actively encouraged across the organisation. Evaluation is determined by the impact of learning on the practice of all employees. The outcomes of this analysis are used to inform future developments.

**Exemplary**
The organisation is recognised for their expertise and their innovative approaches to the continuous improvement of the organisational capability. The organisation learns from others and regularly shares what it has learnt with others outwith the organisation. Evaluation data is analysed and compared with other quality assurance data to determine trends, effectiveness and areas for continuous improvement. There is clear evidence of how the organisational capability is impacting on the performance of employees and outcomes of those who use the service.

Each of the organisational capabilities begins by describing how the organisation might demonstrate each of the stages of progression and then goes on to describe what this might look like from the perspective of the social service worker.

**A belief that the organisation has a learning and performance culture.**
Social service workers are part of an organisational environment which supports them to continuously learn, embed their learning in practice and use their learning to improve outcomes for people who use services.

| | Engaged | Established | Accomplished | Exemplary |
|---|---|---|---|---|
| **The organisation…** | <ul><li>Is committed to building a learning culture which will lead to improved practice and performance.</li><li>Has developed systems and processes to promote openness and is inclusive in the organisation.</li></ul> | <ul><li>Uses the organisational capabilities and other resources to reflect, learn and continually improve practice across the organisation.</li><li>Supports line managers to develop, reflect upon and continually improve the way openness and being inclusive is implemented across the organisation.</li><li>Acknowledges the contributions of their employees in their achievements.</li></ul> | <ul><li>Uses evidence, research and the views and insight of employers, employees and people who use services to continually improve practice.</li><li>Demonstrates that a learning and performance culture exists within the organisation.</li><li>Demonstrates the positive impact of learning and development on outcomes for people who use services.</li><li>Uses research and evidence to</li></ul> | <ul><li>Is publicly recognised for its exemplary approach to an organisational culture which supports learning and improved practice.</li><li>Analyses evidence and research to demonstrate improvements in practice whilst reflecting upon what has been learnt and how this can be used to continue to improve practice.</li><li>Is recognised for its culture of being inclusive and open</li></ul> |

| | | | determine the barriers to openness and having an inclusive workplace and to overcome these barriers. | • Is able to provide evidence of how the open and inclusive workplace culture is leading to the improvements in practice and services. |
|---|---|---|---|---|
| **The social service worker …** | • Feels that the organisation values their insight and contributions.<br>• Feels that they are encouraged to learn and reflect on their practice.<br>• Feels that their views are encouraged and valued. | • Sees evidence of the organisation's learning and performance culture in practice.<br>• Has opportunities to regularly reflect on their practice and work with others to find ways to learn, innovate and continually improve.<br>• Works with a line manager who encourages the sharing of insight, learning and ideas to | • Is encouraged to be innovative and share their ideas and insights with others.<br>• Has access to research, evidence and opportunities to work with others to foster innovation and creativity.<br>• Is actively involved in using their learning and insight to improve the way their part of the organisation operates.<br>• Feels | • Believes that they are part of an organisation which values collaborative learning, innovation and the sharing of ideas.<br>• Believes that the contribution they make to improved practice and improved outcomes for people who use the service is recognised and valued by the organisation.<br>• Believe they are part of an |

| | | | | |
|---|---|---|---|---|
| | | improve practice. <br> • Understands what is meant by an open and inclusive culture. <br> • Is able to express their views and know that these views will be listened to without recrimination. | encouraged to provide suggestions for improvements in service delivery. <br> • Feels that they have been listened to even though their ideas may not be adopted in practice. | organisation which authentically values openness and is inclusive. |

| **Planning for learning, development and improved practice** <br> Social service workers will be part of an organisation that uses planned and strategic approaches to learning and development to support them to continually improve their practice. | | | | |
|---|---|---|---|---|
| | **Engaged** | **Established** | **Accomplished** | **Exemplary** |
| **The organisation…** | • Demonstrates a commitment to strategically planning for employees learning, development and improved practice. <br> • Recognises that everyone in the organisation is a life long learner. | • Uses the Continuous Learning Framework to describe each job role in the organisation. <br> • Develops supervision and/or performance management processes with employees. | • Supports line managers to feel confident in their ability to ensure that all employees have a learning and development plan that contributes to their learning, development and improved practice. | • Is recognised for their outstanding ability to support staff learning, development and improved practice. <br> • Is able to demonstrate that planned approaches to learning and development are leading to |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | • Develops their organisational learning plan in response to the identified learning needs of employees. | • Bases their planning processes on research and evidence. | improved outcomes for people who use services. |
| **The social service worker…** | • Knows how their ongoing learning and development will be supported.<br>• Has time allocated to their learning and development.<br>• Has regular times with their line manager to discuss their work. | • Meets regularly with their line manager to identify their progress, achievements and future learning and development needs.<br>• Has a learning and development plan which is linked to their job role and has been drawn up in partnership with their line manager.<br>• Is supported to plan, implement and reflect on their practice on an ongoing basis. | • Has access to a range of resources to support them to plan for learning, development and improved practice.<br>• Works with a line manager who is confident, knowledgeable and capable of engaging in supervision and/or performance management processes which lead to continuous learning and improved practice. | • Feels confident that the planning processes used by the organisation will significantly contribute to their learning, development and the continuous improvement of their practice. |

| **Access to learning and development opportunities**<br>Social service workers will have access to a wide range of informal and/or formal learning and development opportunities which meet their identified needs. | | | | |
|---|---|---|---|---|
| | **Engaged** | **Established** | **Accomplished** | **Exemplary** |
| **The organisation…** | • Has developed systems and processes to support learning and development for all employees. | • Allocates resources to support employees' learning and development at all levels of the organisation.<br>• Supports staff to develop the necessary knowledge, skills, values understanding and personal capabilities to support the development of others. | • Uses research and evidence to identify barriers to learning and development and find ways to overcome them.<br>• Provides opportunities for employees to share initiatives and resources.<br>• Uses evidence effectively to monitor the impact of learning opportunities on improved practice and outcomes for people who use services. | • Is recognised for its innovative and effective approaches to creating accessible learning and development opportunities. |
| **The social service worker…** | • Has access to informal and formal learning and | • Has access to clearly documented and transparent | • Engages in learning and development opportunities | • Has access to a range of high quality learning and |

| | | | | |
|---|---|---|---|---|
| | development opportunities.<br>• Is able to access the tools they need to support their learning (e.g. internet, relevant reading material, discussions with colleagues and training). | information about how the organisation will support them to access learning and development opportunities.<br>• Has access to a range of learning and development opportunities including formal approaches (such as training courses and qualifications etc) and informal approaches (such as mentoring, learning communities, reading etc) which meet their identified needs. | which are ongoing, supported, based on research and evidence, firmly embedded in the workplace and fully integrated in to organisational culture. | development opportunities which reflect their learning styles.<br>• Values the high quality opportunities the organisation offers to support their learning, development and improved practice. |

**Access to feedback**

Social services workers gain the quality of feedback they need to be able to reflect upon how they put their qualifications, training, knowledge, skills, values, understanding into practice through the personal capabilities. This feedback enables them to continually learn, develop and improve their practice.

| | Engaged | Established | Accomplished | Exemplary |
|---|---|---|---|---|
| **The organisation** | • Promotes the use of feedback as a way of supporting learning through reflection on individual practice.<br>• Has established systems and processes to support the giving, receiving and use of feedback. | • Provides a range of learning opportunities to support line managers to continuously improve the ways they use feedback to improve practice.<br>• Uses examples of good practice to make improvements to current systems and processes. | • Involves staff in developing, implementing and evaluating systems and processes that use feedback to support continuous learning, reflection and improved practice.<br>• Uses evidence, research and the needs of people who use services to strengthen the way feedback is used to support learning and improved practice. | • Is recognised for their outstanding ability to use feedback to support learning, improve individual and organisational practice and improve outcomes for people who use services.<br>• Is able to provide evidence of the impact feedback is having on the practice of staff and the outcomes for people who use the service. |
| **The social service worker …** | • Is encouraged by their line manager to use feedback to | • Gains feedback that is linked to the requirements of | • Gains feedback about all aspects of their job and is assisted to | • Feels confident in their ability to give and receive feedback in a |

| | | | | |
|---|---|---|---|---|
| | reflect on and improve their practice.<br>• Is given some feedback by their line manager.<br>• Has access to information about feedback and how it can be used to support their learning and improve their practice. | their job roles.<br>• Gains feedback from a range of sources including line managers, colleagues, people who use services and through self reflection.<br>• Works with a line manager who is continually improving the ways in which they provide feedback. | use this feedback to reflect on their current practice and identify areas for future learning and development.<br>• Works with a line manager who feels confident in their ability to give and receive feedback.<br>• Has access to resources that enables them to learn more about 'best practice' in the giving and receiving of feedback. | way that enhances practice and the quality of the service.<br>• Agrees that the feedback processes used by the organisation significantly contribute to their learning, development and the continuous improvement of their practice. |

**A workplace that focuses on health and wellbeing**

Social service workers will be part of an organisation that recognises the impact that health and wellbeing can have on an employee's ability to learn, to improve their practice and to continually improve outcomes for people who use services.

| | Engaged | Established | Accomplished | Exemplary |
|---|---|---|---|---|
| **The organisation...** | • Has made a public commitment to the health and wellbeing of their employees.<br>• Has developed a range of systems and processes that aim to support staff health and wellbeing. | • Supports their line managers to gain an understanding of health and wellbeing in the organisation. | • Uses evidence and research to identify barriers to health and wellbeing and find ways to address these barriers in practice.<br>• Uses evidence and research to effectively monitor and continuously improve the health and well being of all employees. | • Is recognised for the significant contributions they make toward the health and wellbeing of their employees.<br>• Knows and can demonstrate that employees value the organisational focus on their health and well being. |
| **The social service worker...** | • Is part of an organisation where their health and wellbeing is considered.<br>• Is aware of the systems and processes that have been established to | • Is able to give a number of examples of how their health and well-being is being supported by the organisation.<br>• Knows what action to take if they feel their | • Feels confident that the established systems and processes will continuously improve the health and well-being of employees including their | • Acknowledges that the organisation supports their health and well-being and that this enables them to learn, develop and continually improve their |

| | support their health and well being. <br> • Feels valued as an employee of the organisation. | health or well-being are at risk. | own. <br> • Is confident to use the established systems and processes to resolve issues. <br> • Works with a line manager who is knowledgeable and skilled in supporting their health and well being. | practice. |
|---|---|---|---|---|