



Continuing Professional Development for the Social Services Workforce in Scotland

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Continuing Professional Development for the Social Services Workforce in Scotland

Developing Learning Organisations, Discussion Paper 1

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“We are all born with a rich natural inheritance, a partially formed mind containing a treasure house of innate knowledge patterns”

Griffin, J. and Tyrell, I. (2004) *Human Givens*,
Chalvington: HG Publishing (cover)

Foreword

This discussion document on continuing professional development (CPD), commissioned by the Scottish Social Services Council (SSSC), marks an important step in workforce development for the social services sector in Scotland. We are publishing it at a time when there has never been greater interest in the concepts of CPD and life-long learning, driven by factors such as the publishing of the SSSC Codes of Practice, the challenging timetable for SSSC registration and the emerging considerations of the 21st Century Social Work Review.

Three documents - the SSSC paper 'Continuing Professional Development for the Social Service Workforce', the National Workforce Group's 'Draft National Workforce Development Strategy' and the Association of Directors of Social Work /Scottish Executive publication 'Improving Front Line Services: A Framework for Supporting Frontline Staff' - set out a vision for development of the whole social services workforce on a scale never before articulated. The recent establishment of the sector skills council, Skills for Care and Development, provides new opportunities for bringing employers (across all sectors) together with others in seeking to implement this vision.

The paper's author, an experienced higher education specialist, brings together considerations of this vision with what is known about CPD within the social service and related sectors and seeks to identify the barriers that must be removed for sustainable success to be achieved. CPD is not simply a matter of having flexible opportunities for training and employee development (essential though these are) but is connected intrinsically with the promotion of learning cultures within the workplace, the valuing of knowledge building and skills development and a solid commitment to evidence-based activity. Its successful embedding therefore entails investment in the parallel development of career pathways, supports for workplace learning and recognition and reward structures. The paper brings all these perspectives together in a comprehensive overview of the issues associated with CPD and makes recommendations as to the matters yet to be addressed.

We hope that the paper will stimulate debate and generate shared commitment to collaborative practical activity so that the vision of a confident, competent and valued social services workforce can become a reality within contemporary Scotland.

Professor Bryan Williams
Scottish Institute for Excellence in Social Work Education

“The only person who is educated is the person who has learned how to learn, the person who has learned how to adapt and change, the person who has realised that no knowledge is secure.....A reliance on process rather than static knowledge is the only thing that makes sense as a goal for education in the modern world”

Rogers, C. (1988) *Freedom to Learn for the Eighties*
Columbus OH: Merrill (p. 93)

1 The Remit

This paper was commissioned and funded by the Scottish Social Services Council (SSSC) through the Scottish Institute for Excellence in Social Work Education (the Institute) and its preparation was over-seen by Professor Bryan Williams, Institute Director.

1.1 Aims and scope of the paper

1.1.1 Following consultation with key stakeholder representatives including employers and education providers, to draft a paper on the development of continuing professional development (CPD) for the social services workforce. The work should view CPD within the context of workforce development. The approach should take account of the National Workforce Development Strategy, the Council's CPD Strategy and the Council's responsibilities as a Sector Skills Council.

1.1.2 To identify and explore issues that will require to be addressed to progress the Council's CPD strategy (e.g. supply and demand of appropriate learning opportunities, role structures in the workforce, employer expectation and supports for continuing learning, progressive career pathways at all levels, links to recognition and reward, resource issues etc).

1.1.3 Make suitable recommendations as to the steps necessary to implement the CPD Strategy effectively and identify the respective roles and responsibilities of key stakeholders in this process.

2 Introduction

- 2.1** The definition of continuing professional development (CPD) by the Scottish Social Services Council (SSSC) in its paper Continuing Professional Development for the Social Service Workforce is “ongoing learning and development to improve and extend professional practice throughout an individual’s career” (SSSC, 2004a p. 30).
- 2.2** In talking with stakeholders as part of the process of collecting information for this paper it quickly became clear that even this straightforward definition is not without its difficulties. While all those spoken with were clear that a strategy is needed for the ongoing development of the whole workforce, some took exception to the use of the word ‘professional’, seeing it as excluding many staff who work in positions which do not currently require a qualification at entry level. Others saw attempts to find ways of describing these staff members as anything other than professional as deeply insulting and undermining. It seems that this is so fundamental to progress of the issue that there is a need for an early debate about appropriate and acceptable terminology. Given that CPD is the term used in the remit for this task, it will be used as a working title in this paper.

3 Methods Used in the Collection of Information for the Paper

- 3.1** The timescale for production of the paper was short and a limited amount of time available for it so the methods of information collection were necessarily pragmatic. The following key stakeholders were interviewed:
- Director, Social Work Services Policy Division, Scottish Executive
 - Independent Chair, Scottish Institute for Excellence in Social Work Education
 - Head of Training and Development, Social Work Services Policy Division, Scottish Executive
 - Head of Social Work Education, University of Stirling
 - Manager, Post Qualifying Consortium for

- Social Work in Scotland
- Keith Quinn, Learning and Development Advisor, SSSC
- Head of Department, Nursing and Midwifery, University of Stirling
- Lecturer in Teacher Education (retired), University of Strathclyde
- Chair, Social Care Association (Education)
- Quality Development Manager, Education Department, City of Edinburgh Council
- Director, Community Care Providers Scotland
- Janet Spence, formerly Learning and Development Advisor, SSSC (telephone)
- Unit Director, Voluntary Sector Social Services Workforce Unit.

3.2 Views were solicited by email from social services managers and practitioners, employee development and training staff in social services and education departments of local authorities, staff in voluntary and independent organisations and academic staff in universities working in Scotland, England and Northern Ireland (see Appendix 1).

3.3 In addition, a range of policy and strategy documents was examined for their contribution to the debate about CPD. The most relevant of these are listed in Appendix 2.

4 Background

4.1 Since the Regulation of Care (Scotland) Act 2001 the focus on CPD has been sharpened by its inclusion in the SSSC's Codes of Practice for Employers and Employees (2002) and the requirements for registration of categories of employees with the SSSC. Learning and development required for re-registration is known as Post Registration Training and Learning (PRTL). The vision of the SSSC, quoted in its document on CPD for the Social Service Workforce, is:

“of a competent, confident workforce capable of delivering services in a changing environment and committed to developing a culture of learning”

Scottish Social Services Council (2004a, p. 1)

What was previously acknowledged as an important part of an organisation's commitment to its service users and its staff has now also become a requirement for registered staff groups.

- 4.2** To the notions of competence and confidence of the workforce are added, by the Association of Directors of Social Work and the Scottish Executive (2005) publication *Improving Front Line Services – A Framework for Supporting Frontline Staff*:

Enabled and Empowered
Flexible and Diverse
Safe and Healthy

- 4.3** These aspirations carry with them elements of growth and development, and fit within the scope of CPD. Further, the Draft National Workforce Development Strategy (Scottish Executive, 2004a) requires that employers develop structures and systems to support CPD for all staff by August 2006.

- 4.4** Another imperative resulting from the staffing crises experienced by a number of social services is reducing the high level of staff turnover in some posts, an issue which is clearly linked as much to retention as it is to recruitment and selection. It has been highlighted in the interim report of the 21st Century Review Group (2005) following comments from social services staff. There is long-standing evidence from research studies (Glover, 2000 and Boyle, 2001) in a range of industries other than social services that critical factors in retaining staff are staff development opportunities and accessible career pathways. Data collected by the Local Government Association (2003) suggest that the same issues are important to members of the social services workforce. Taken together, these factors have boosted the position of CPD on the agenda for all involved in the development of the social services workforce.

- 4.5** A further definitional issue in connection with CPD is the importance of dispelling the idea that CPD is solely concerned with training and qualifications. In an environment that is constantly changing as a result of developments in the nature of social services and the arrangements for their delivery, it is

vital that all staff keep up to date with advancements in policy and practice. It is also important to recognise that progression does not necessarily mean promotion or change of role. For many in the workforce this is not what they want or need, and in any event it is important that skilled and experienced staff are enabled to develop their skills without having to change their jobs, thus keeping expertise longer in the front line. There are many ways in which staff can continue to develop within their existing roles, and it is to these opportunities and the wider approach to development that this paper is addressed.

4.6 PRTL requirements are set down as part of re-registration arrangements for those groups of staff who are registered with the SSSC. Consultation is under way on PRTL for newly qualified workers and in time PRTL may be more closely defined, such as in the recent additional requirement that registrants have specific child protection training.

4.7 The SSSC's objectives for CPD from its paper Continuing Professional Development for the Social Service Workforce (2004a) are contained in Appendix 3.

5 A Qualifications Framework

5.1 The SSSC is committed to using the Scottish Credit and Qualifications Framework (SCQF) as the basis for qualifications for the social services workforce (SSSC, 2004b) and will be working with others (the Scottish Qualifications Agency, the Quality Assurance Agency for Higher Education, training providers and employers) to map the existing qualifications onto the framework, identify potential gaps, develop links with related professions, incorporate international developments, publish guidelines on Recognised Prior Learning (RPL), and develop career pathways linked to SCQF (SSSC, 2004b and Scottish Executive, 2004a). Responses to the request for views on this paper emphasised strongly the need for a framework of qualifications that is less like a ladder and more like a climbing frame, so that it is possible for social services staff to go sideways along a particular route, rather than seeing development

opportunities as valid only if the direction is upwards. This fits well with the aspiration of enabling staff to develop within their role, instead of having to change role, and more importantly, leave the front line for managerial posts. It should enable staff to widen and deepen their knowledge in both generalist and specialist skills.

- 5.2** Career progression for those in direct service provision is currently more difficult than necessary as staff often have to retrain to get additional skills in a new field if they wish to seek promotion. This needs to be addressed.
- 5.3** A new approach will need to ensure articulation between credit accumulation and transfer arrangements and qualifications so that duplication of effort is avoided for learners and due recognition and value afforded for learning effort.
- 5.4** Systems for the Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL) have been prohibitively expensive and time-consuming for both learners and those accrediting learning, to the point where relatively little of either type has been successfully undertaken. A new mechanism for RPL must be more accessible, less cumbersome and cheaper. It must not, however, lose its rigour, or the awards will have no credibility or currency. A SCQF Implementation Group is currently developing guidelines on RPL for all post-16 education and training and these will inform the evolution of a system for social services.
- 5.5** The inception of the Sector Skills Council, Skills for Care and Development, (March 2005) under the aegis of the SSSC will bring together the key stakeholders with an interest in this agenda and will enable developments to move ahead. This will be further enabled by the merging of the Higher and Further Education Funding Councils creating a unified tertiary education funding infrastructure.
- 5.6** The education service has a less complex workforce than that of the social services but the example of a CPD framework that enables advancement for a qualified teacher to Chartered Teacher status without necessitating a move into management is a

helpful one. The option of seeking a qualification in leadership or headship exists for those who wish to undertake management responsibilities. The model is one that might be worth further consideration for the whole social services workforce. The Draft National Workforce Strategy (Scottish Executive, 2004a) recommends that all staff have personal learning plans and that the SSSC develop and publicise career pathways linked to the SCQF. These initiatives will make a substantial contribution to the implementation of a qualifications framework for the social services.

6 The Current Position

6.1 Registration Requirements

At present, around 20% of the social care workforce has relevant qualifications, with some specific groups having a higher percentage than this. The Scottish Executive has set ambitious targets for increasing the proportion of staff who reach the required levels of qualification for registration and these targets have been included as part of the Spending Review (Scottish Executive, 2004a). Employers will understandably direct much of their energy towards ensuring that those staff who are required to register with the SSSC have the qualifications necessary, so it is to be expected that many of the learning resources available to social service organisations will be focused on that objective. This represents a considerable task for employers and will clearly not be achieved overnight. It is essential, however, that while the important task of helping those staff meet the registration requirements is being carried out, CPD for other employees is not neglected. The place of CPD as part of a staff retention strategy is crucial and a slowing down of opportunities could have a disastrous effect on turnover.

6.2 Induction and 'on the job' learning

6.2.1 The point was made several times by respondents during the data collection period for this paper that CPD starts the day a staff member takes up their new role. Currently staff induction is patchy (the SSSC is to develop a national framework for

induction by April 2006: Scottish Executive 2004a) as is staff supervision and appraisal. Development opportunities are not equally available to all, nor is development within the role emphasised in all workplaces as a responsibility for staff and their employers, though it is included in the Codes of Practice (2002) for both. The SSSC has been working with the Care Commission on developing inspection against the Codes of Practice so that outcomes of these aspects of employers' and employees' responsibilities are audited. There will be a role here for both the Care Commission and the new Social Work Inspection Agency (SWIA) and it is important that appropriate expertise in the fields of learning and development are available at the point of inspection.

Recommendation 1:

The Care Commission and the Social Work Inspection Agency should further consider how the arrangements for staff induction and CPD will be inspected.

6.2.2 The feedback from staff working in the social services is that CPD practice is varied. It varies not only from one organisation to another but from one staff group to another in the same organisation. It seems to be almost universally true that for those who work in some group care settings and other direct services such as child minding there is less expectation that they will experience CPD opportunities. The cost of staff release for training is a significant one in a service where staff who not present 'on the shop floor' must be replaced, and there is an emerging difficulty in finding the staff with whom to replace those away on training. There are also some differences in the funding of CPD as private social services organisations are not funded for their development activities in the way that voluntary and statutory organisations are. Commissioning authorities are often reluctant to include an element for staff development within fees to private organisations, but the real and full cost of services needs to be explicit and accounted for. With the government's commitment to a mixed economy of care this issue needs to be addressed since services in all sectors must ensure that their staff develop appropriately if services are to be of a high standard.

- 6.2.3** A workforce that is competent, confident, enabled, empowered, flexible, diverse, safe and healthy will only be achieved if attention is continuously paid to the development of staff in all posts. This process starts at selection for the job and is a feature of induction and the early weeks and months in the role, continuing throughout a person's employment. A rigorous selection process gives important messages about the centrality of service users and the importance of employing only high quality staff.
- 6.2.4** An example of such good practice is Edinburgh City Council's Residential Child Care Service where staff are appointed following a highly developed selection process. Applicants attend a two-day Assessment and Development Centre (ADC). If successful they are appointed on a six-month temporary contract, with their development needs identified against a set of competences. In the first six months new staff are supported by an employee development officer (EDO) to complete a portfolio of evidence addressing these competences. The portfolios are assessed by the line manager and the EDO and, on successful portfolio completion, staff are appointed to a permanent position. The service has, within five years, gone from being heavily dependent on locum staff to one which has a waiting list of staff who are deemed appointable and who are awaiting a temporary vacancy. At the beginning there were concerns that the increased time asked of candidates for the ADC and the temporary appointment would deter some people from applying. That might be the case, but there is now a surplus of staff applying for these posts. Further, there is evidence that the process has raised the profile of the service and that staff have taken ownership of the standard of service. There has also been a fall in the number of disciplinary issues occurring in the service.

6.2.5 Leary et al argue that there are 7 modes of being and learning. These are:

1. **Adhering** doing things by procedure
2. **Adapting** responding to variations but not asking why
3. **Relating** thinking about what I'm doing, understanding what's going on; tuning in to what's accepted
4. **Experiencing** after reflection, working things out for myself
5. **Experimenting** thinking about thinking, finding out
6. **Connecting** seeing the bigger picture, valuing difference
7. **Dedicating** finding meaning & purpose together

6.2.6 These modes of learning point up the complexity of the learning process and suggest that for the social services workforce to become competent, confident, enabled, empowered, flexible, diverse, safe and healthy, changes in working and management practices will be needed to ensure that as many people as possible are enabled to embrace all seven modes.

6.2.7 At its simplest, CPD is based on the question 'What kind of service do we want to deliver?' The engagement of staff with this question on a routine basis will produce ideas that inform ongoing learning from service users, their carers and colleagues. Some workplaces operate like that now, and the impact can be seen in staff committed to their work and clear about their roles. In others staff are less focused on their work and often complain about being uninvolved in important decisions and being under-valued for what they do. Managing a service and a staff group in this open and questioning way requires a particular kind of leadership skills. The significance of the team or unit manager to the way in which staff approach their work cannot be overstated, though the wider organisational climate is clearly also important.

6.3 Leadership and management are not the same thing; leadership can be demonstrated at all levels in an organisation irrespective of position and may

arise as a result of expertise in a particular aspect of work. The emergence of such leadership should be supported and encouraged, and CPD will contribute to its development, retention and usage.

6.4 Vocational Qualifications

6.4.1 In some services there is a great deal of activity around the vocational qualifications framework. Heron's (2000) research questioned the effectiveness of the framework in enhancing the development of staff and services, though a subsequent evaluation by the Scottish Qualifications Agency (2004), using a larger sample of candidates and managers, reported greater satisfaction with the effects on candidate performance. Whatever the views on the framework, there is no doubt that it has enabled a large number of staff for whom it would not otherwise have been possible to achieve a qualification and has contributed much to the development of professionalism in some services. The residential child care field is a good example of this, and the significance of the role played by the Scottish Institute for Residential Child Care must be acknowledged. The key to the advance of the vocational framework has been the success of individuals which has spurred others to participate. The shift towards being able to work on small developments and to be rewarded for these has helped to deal with the barrier of having to undertake whole awards at the one time.

6.4.2 There are workplaces, however, where 20 out of 30 of the staff are waiting for access to vocational training which will mean a wait of about five years. This is clearly a major disincentive for learning.

6.4.3 The National Occupational Standards (NOS) have been prepared with ongoing learning in mind. Though they cannot be 'future-proofed' they need to be, and are in many ways, responsive to the need for change. Modifications have been made following the 2004 review of NOS and awards in health and social care and, in future, the NOS will be reviewed more frequently. So far, the development of awards has lagged behind service developments. This may be understandable while the system was being set up and instituted but it

will not be helpful if it were to remain a feature of the framework.

6.4.4 Feedback for this paper from training and development staff emphasises that work-based assessed learning is not a cheap option despite early optimism that this would be the case. In the past, attendance on programmes was seen as a reward for either good work or long service but the subsequent widespread experience of the vocational framework has, to some extent, dispelled these notions.

6.4.5 The mapping of vocational qualifications against the SCQF is an essential next step in more firmly rooting them in a CPD system. For example, the arrangement for HNC/SVQ 3 has been very successful in showing that this can be done.

6.5 In-service Training

Most respondents made reference to the extensive range and volume of routine training taking place in the social services, much of which was described as instrumental or functional training. In the main this comes about following changes in either local or national policy or procedure, requiring that staff members learn about new requirements within their role. Comments were made about the poor quality of some of this training, in addition to its volume. Few saw it as developmental although there were individual comments on the high quality of some in-service training.

6.6 Joint Working

The shift towards collaborative, multi-disciplinary, joint or integrated working has increased the pressure for changes in working practices, but there has been little available training in how to achieve it. Joint working will not occur organically and needs to be visibly led and modelled from the top and at every other level of management in the organisation. It must be the subject of dedicated training for all staff. Though not the only approach, joint training is known to be an excellent way of building and developing inter-organisational and inter-disciplinary relationships and more attention needs to be paid to designing and delivering joint

programmes across a range of subject areas. This training needs to be incorporated into a developmental approach to management and practice and to be seen as setting the scene for 'how we do things around here'.

6.7 Staff Supervision

6.7.1 In their response to the consultation on this paper, some practitioners talked about the absence, infrequency and poor quality of staff supervision offered and its lack of attention to their developmental needs. This theme has been echoed in the 21st Century Social Work Review Group's Interim Report where the supervision process is described as "a focus for workload management" (Scottish Executive, 2005, p. 29) and exercising accountability for decisions rather than promoting effective practice. The increase in the amount of time and energy that is now required for monitoring and auditing practice is believed by many to detract both from service delivery time and from the opportunity to consider what has been done and its effectiveness – in other words a valuing of quantitative rather than qualitative approaches. Cooper et al refer to this as:

"spending so much time
weighing the pig we have
forgotten to feed it"

(Cooper, Hetherington and Katz, 2004 p.23)

6.7.2 Kadushin (1976) described a model of staff supervision with functions based on Administering or Managing (exercising accountability), Educating (ensuring staff know what they need to know to do their work) and Supporting (attending to the emotional stress experienced by workers, sustaining their morale and valuing their hard work and achievements) (Hughes and Pengelly, 1997). Time and space are needed for managers to encourage staff to think about their work and to put into practice what is widely recognised as an important aspect of staff supervision leading to skill and knowledge development and to evidence-based practice. Few staff, it seems, currently feel that all three of Kadushin's functions are routinely provided for them (Scottish Executive, 2005).

6.7.3 Training for managers, which necessarily includes development of staff supervision skills, remains a relatively low priority for many organisations although the Scottish Executive-sponsored Leading to Deliver programme has started to make an impact on leadership development among managers. The distinction between leadership and management remains an important one. It has been highlighted in reports such as the Report on the Inspection of Scottish Borders Council Social Work Service for People with Learning Difficulties (Scottish Executive, 2004b) which recommended that greater attention be paid to the management of the service delivered to service users as a vital step in ensuring that essential activity and intervention is directed where needed and its quality monitored.

6.7.4 Helping to grow the next generation of managers is a crucial area for social service organisations. Succession planning is an acknowledged responsibility for senior managers in other industries, though very little of it is undertaken in the social services (Scottish Executive, 2004a). Building capacity for the future is a distinctive feature of CPD and thus should have a place on the agenda of every social service organisation. This issue needs to be addressed to ensure that there is a cadre of able, committed and motivated managers for the future.

6.8 The Reflective Practitioner

6.8.1 The notion of the reflective practitioner (Schon, 1983) is widely used in the social services, but managers reported that many staff do not in fact practise reflectively. An associated skill gap identified by respondents for this paper is that of critical thinking. It remains essential to combat the false assumption that critical thinking is an exclusively high level activity and therefore only appropriate for some social services staff (Leary et al, 1986).

6.8.2 Interestingly, practitioners commented that there was no time for reflective practice, that it does not routinely form part of staff supervision and that they had lost the ability to do it through lack of

expectation, encouragement and experience. Learning by and from experience is the most easily accessible form of learning, but will not happen without stimulation and support from managers. Critical incident analysis is a tried and tested method that works well in most settings and is formalised in some, for example in the airline industry where near-misses are seen as vital opportunities for identifying and addressing future requirements. There are useful examples of the approach being used in the social services (e.g. in child protection and residential care for older people) and respondents commented on its value in enabling learning and growth for staff and services users alike.

6.8.3 Some services have suffered serious depletion of staff in the last few years. This has inevitably placed extra burdens on those who remain in their posts and has been disproportionately experienced in some situations. In a child protection team, for example, the only social worker to have completed the child protection training programme has to carry out all child protection investigations and associated ongoing work. The pressure felt may be so severe that the workers concerned suffer burnout and leave. In any event, if staff are stressed and over-worked it is unlikely that they will be able to focus fully on their own development, even if opportunities are provided (Maslow, 1968).

6.9 Research into Practice

Being research-minded and intelligent consumers of research seems a long way from the norm for respondents in many social services organisations. Staff are often not familiar with the latest developments in practice, and do not find it easy to access or read about developments elsewhere. Personal experience during staff selection and assessment of practice for postqualifying awards suggests that many practitioners in a range of organisations do not see research as relevant to them or to their service and, when the issue is raised with them, comment that they do not have the time to follow up pointers to useful research. A further related concern is the reported lack of availability of information technology for some staff members. Some do not have access to a personal computer

(pc), others use pcs but the organisational intranet does not permit them access to the internet. The extensive range of information and resources available via the worldwide web offers a great deal of useful material relevant to the social services and it is unfortunate if this is not readily accessible to all staff.

6.10 Evidence-based Practice

The notion of evidence-based practice is something that should apply to practice in any setting with any service user group and building and sharing knowledge should be a routine part of the work of social services staff. All our services should be informed by 'what works' and what others have successfully tried. There is a close link here to reflective practice as interventions are unlikely to be evidence-based if staff do not routinely stop 'doing' long enough to think about their work. If staff do not spend time reflecting on what they do they will be unlikely to discover what goes on elsewhere, to know about what has been found to be effective by others doing similar work, or to know what research has to say about particular approaches.

6.11 Management

6.11.1 In 2003, the Scottish Leadership Foundation identified significant challenges in providing leadership for increasingly integrated services (Scottish Executive, 2005). These are:

- providing leadership for social work within mixed teams and across 'separate governance arrangements'
- maintaining a high profile for social work within a multi-disciplinary team setting
- retaining social work values
- ensuring quality of professional service provision
- ensuring a focus on the social work agenda so it is not a subset of either health or education and resisting boundary erosion

- managing resources within the competing demands of differential team requirements
- building and developing a care management culture that reflects the core values of social work and centres on the needs of users and carers.

6.11.2 The Scottish Executive sponsored programme Leading to Deliver, delivered by Taylor Clark in conjunction with the Robert Gordon University, has been welcomed and appreciated by first line and middle managers who have attended. Offering leadership training to part of the management workforce is a significant step in the process of professionalising social service management and giving managers the skills they need to work in a demanding environment, but a great deal more needs to be done if these challenges are to be met.

6.11.3 High quality leaders and managers are needed if services and staff are to develop and deal with an ever-changing context and a growing need for services. The 21st Century Social Work Review Group report that social workers commented that “there is a need for less management and more leadership” (Scottish Executive, 2005). It is likely that this refers to a desire for less control through paperwork, pushing upwards of decisions, monitoring and audit and containing a plea for more autonomy to be afforded to an increasingly confident and competent staff group. Menzies’ (1959) now dated but seminal work in the health service demonstrated how serious can be the impact of defensive management through the escalation of decision-making.

Recommendation 2:

Employers to:

- **examine how working practices can be adjusted to ensure that staff are enabled to experience all 7 modes of learning**
- **ensure that all training is rigorously evaluated for its impact**
- **consider how best to achieve ready access to a personal computer and the internet for all staff**
- **investigate how best to support, encourage and develop evidence based practice.**

Recommendation 3:

Employers and other stakeholders to examine how best routinely to achieve reflective practice.

7 Opportunities for CPD

7.1.1 If we accept the wider definition of CPD as any learning that enhances a staff member's role, then there are very many triggers for learning in the course of a working week. These will arise from contact with service users, their families, colleagues and other professionals as well as opportunities to look at guidelines, policies, procedures, protocols and other kinds of documentation. In addition, and possibly stimulated by one or more of the above, there could be opportunities for staff to develop their thinking and understanding by following up on such triggers. Peer discussion, mentoring, staff development days, staff supervision and staff appraisal all add to the scope staff members have to further their own learning. Some of this learning might be what the SSSC calls informal or 'unintended' learning (Scottish Social Services Council, 2004a). However, the significance of the events and the learning they have triggered will be lost unless care is taken by colleagues and managers to recognise and draw attention to it, give space for it to be developed and then ensure that it is valued.

7.1.2 Creative approaches to learning might have little to do with formal teaching or programmes but could be based on one or more of the following: job shadowing, job swaps, accelerated experience [where a team agree for some staff to take on specific areas of work to release others to concentrate on an area in which they would like to develop expertise], a-day-in-the-life-of- (e.g. a field worker) sessions, action learning, coaching, quality circles, learning logs, joint working, 'modelling', use of a mentor or buddy, observed practice, access to reading materials or being given access to a personal computer and the internet.

These strategies clearly take less time away from the workplace than formal learning programmes, but still need some time. This factor needs to be built into the staffing arrangements for the service, so that it is seen as a legitimate activity and not as time to be stolen from the job.

The Social Care Association's Residential Forum (2002) developed a formula for the staffing of an older person's home which includes a percentage of time (10%) when a staff member can expect to be on duty but not working on care duties. This would include time spent on CPD.

7.1.3 Currently CPD opportunities are not equally available to all. Part-time staff and staff who are on permanent night-duty are two groups of staff who find it very difficult to access learning opportunities – indeed they often have poor access to other staff benefits such as supervision and staff appraisal. Difference in work patterns is significant but only one aspect of difference in the workplace.

7.1.4 The ADSW report ‘Improving Front Line Services’ points out

“The average age of the workforce is rising steadily and women now make up nearly half the workforce in the UK, double the numbers of 25 years ago. The working population will increase by a million in the next ten years and minority ethnic communities will account for more than half that increase.”

(Association of Directors of Social Work/Scottish Executive, 2005)

It goes on to argue that more diverse services needed by a more diverse population require a more diverse pool of people and skills, with more diverse working patterns that respect different lifestyles.

7.1.5 Diversity is one of the strengths of the social services workforce but it is imperative that this diversity does not result in unintended discrimination against some staff members in relation to their opportunities for CPD.

7.1.6 Self-evaluation is an excellent tool for learning and social services should encourage staff to embed it in their work. This would link well with the notions of reflective and evidence-based practice discussed earlier.

7.2 Supports for CPD Activity

7.2.1 The most important step in ensuring that CPD happens is to have enthusiasts for it at a local level. In addition to ensuring that time is available, there need to be incentives for staff members to participate in such activities, perhaps by giving them prominence within staff supervision and ensuring clear links to career development.

The model used in education services is one that could usefully be built on for social services. A framework for asking the question ‘How good is our school?’ is used to look at a range of aspects of the school’s performance against pre-determined criteria. A similar model was developed by the (then) Centre for Residential Child Care and is still available from the Scottish Institute for Residential Child Care.

This could be facilitated by the use of well-designed and well-produced folders held by each staff member in which to record and store CPD relevant materials. Regular use of such folders might then support and encourage reflection on learning opportunities and be used to record the application of learning within day to day practice.

7.2.2 Elliott (2003 p. 327) writes positively about the use of the portfolio as “a dynamic record of practice over time” suggesting that it can be used as a suitable medium for action research.

7.2.3 As observed earlier, social services staff groups required to be registered with the SSSC will also be required to fulfil Post Registration Training and Learning (PRTL) requirements. These are, however, minimum requirements and cannot represent the whole range and extent of CPD for an individual or for the workforce. A national record system for CPD which recognises the learning staff have achieved, and which follows them throughout their career, would be an excellent way to locate CPD as a central feature of work in the social services.

7.2.4 Comment has already been made on the volume and scope of routine in-service training for social services workers. A further point made by respondents, in relation to the impact of learning on practice and linked therefore to issues of service quality, is the paucity of evaluation of training. The evaluation that does take place is usually at the first level, e.g. satisfaction with the learning programme itself. Deeper levels of evaluation that examine associated changes in behaviour or practice, and ultimately organisational impact, are rarely undertaken (Carpenter, 2005). If staff members each had a CPD portfolio overseen by the line manager it could be used to look at these deeper levels. Service users and staff would benefit from these opportunities and a more considered approach to commissioning training would be possible, bearing in mind the proven benefits to participants, service users and the organisation. The Institute and the SSSC have begun examining the effectiveness of learning provision but the practice needs to be routinely embedded.

The Department of Nursing and Midwifery at the University of Stirling developed a structure and format for such a portfolio which looks smart and contains section dividers etc to encourage completion of learning objectives, thinking processes and record of learning and outcomes etc.

The City of Edinburgh Council Education Department has local CPD coordinators in each workplace and funding for CPD is held at a local as well as a central level. There is an annual conference for CPD coordinators which helps to generate enthusiasm and to spread good practice. The CPD strategy for the development was consulted on widely in order to achieve ‘buy in’ to the process of developing a learning culture.

The Social Care Association, at its conferences and seminars, gives certificates of attendance in its conference packs to encourage staff to use them as evidence of CPD.

In the City of Edinburgh Education Department, teachers are required to anticipate and record in an agreed format how they will use their required CPD opportunities and to describe how these opportunities have contributed to their performance in the classroom. All this is done in conjunction with their line manager.

The Dementia Services Development Centre has developed, with the enthusiastic commitment of a small group of providers, a Home Carer's Practice Licence (known affectionately as the Home Carer's Driving Licence). Assessment for the licence is by means of observation of practice, and oral and written tests. It has been well received by staff and organisations alike.

Stirling Council has a web site dedicated to development and training, and all staff are able to use it to identify and arrange learning and development opportunities such as shadowing other staff and attending a 'day-in-the-life-of' session, in addition to more conventional learning events. Its accessibility across two staff groups that have integrated into a single service (Education and Children and Families Social Work combining in a Children's Service) has been seen as helping staff to understand other's roles and to take opportunities to learn together.

7.2.5 The Open University has made an enormous contribution to the success of open learning methods for the social services workforce. There are arrangements for all tuition to be assessed on-line, conferencing facilities are used for communication between participants and teaching staff and teaching materials are available on the web. Specific patterns of flexible learning have been developed for particular staff groups, so that a programme in Orkney may look different from a programme in the Borders or Aberdeen.

7.2.6 The planned Learning Centre Networks may provide a locus for resources that could be used in CPD but, for these to be more widely used than to support development of the social work honours degree programme, additional resources in terms of staff, technology and materials would be necessary to increase their scope and availability. In this context, the Institute's Stòr Cùram repository of digital learning resources will have a key role to play in opening access to learning.

Recommendation 4:

The SSSC to consider commissioning design and production of a CPD portfolio format suitable for all social services staff and a national record system that follows staff throughout their employment in the social services.

Recommendation 5:

Each employer to consider the development of a web site to facilitate access for their staff to learning and development opportunities.

Recommendation 6:

The Institute, the Sector Skills Council and the SSSC to examine the extent to which Learning Centre Networks can contribute to CPD and how they need to be resourced to do so.

8 Learning Cultures and Learning Organisations

8.1 Reference is made in the Draft National Workforce Development Strategy (Scottish Executive, 2004), Improving Front Line Services (Association of Directors of Social Work/Scottish Executive, 2005), the work of the Institute/SSSC Scottish Practice Learning Project and the Interim Report of the 21st Century Social Work Review Group (Scottish Executive, 2005) to the need to develop a social services learning culture and for service delivery agencies to become learning organisations. Culture can be described as a set of shared values, norms, and beliefs which leads to a common commitment to common goals. Culture provides dimensions of control, protection and motivation for its members. Learning how to do things better can influence culture and, in turn, culture influences learning how to do things better.

8.2 The Social Care Institute for Excellence (SCIE) has completed detailed work on the key characteristics of a learning organisation which are included as Appendix 3.

8.3 Other writers express the definition of a learning culture differently. Thus:

“organizations that are capable of changing, developing and transforming themselves in response to the needs and aspirations of people inside the company and that enrich and sustain the world of which they are a part.”

Pedler et al (1996, p. 4)

8.4 Schein (1997) argues that a learning culture must contain:

“a core shared assumption that the appropriate way for humans to behave is to be proactive problem solvers and learners.....The learning leader must portray confidence that active problem solving leads to learning and, thereby, set an appropriate example..”

(Schein, 1997, p. 364)

8.5 Senge (1990. pp. 6-13), whose work on learning organisations is arguably the most well-known, suggests that the five disciplines required of a learning organisation are:

- Personal mastery
- Sharing mental models
- Shared vision
- Team learning
- Systems thinking

8.6 All these writers propose that learning and working are inextricably linked – people learn from what they do and what they do is informed by their learning. While there are many different styles of organisations in the social services,

“learning organisations are at the opposite end of the continuum from the ‘blame organisation’ or low trust culture”

(Association of Directors of Social Work, 2005, p. 12)

8.7 Dale (1994) proposes that “Mistakes and setbacks are elemental features of development and learning” (p.22), and Gould (2002) uses the phrase “learning laboratories” (p.592) to describe teams which take a learning organisation approach.

8.8 Social learning theory has long shown that we learn more from seeing what others do than what they tell us to do. This observation underscores the importance of modelling the kind of behaviours and practices we hope to develop in others. This has been evidenced by newly-qualified workers who do what their new colleagues do rather than what they have learned to do on their training courses, even though they know their learning to offer a better way (Skinner and Whyte, 2004). It also supports the rationale for a team approach to learning where modelling is offered by all members at all times.

“learning is a social phenomenon – our ability to learnis determined by the quality of our relationships”

(Pedler et al,1996, p. 27)

8.9 In order to develop a team culture, according to Jones (2002), the pre-requisites are:

- Employee involvement - in decisions and change
- Interaction skills – people and thinking skills
- Problem-solving & decision-making skills
- Critical thinking skills – lifelong learning
- Focus on learning that is NOT instrumental

8.10 Gould (2000) argues that the team is a critical context for learning, and that, once established, team learning occurs irrespective of the leadership style of the manager and “a high premium is placed on opportunities for informal contact within which reflection can take place” (p. 590)

8.11 Characteristics of different types of teams are seen by Jones (2002) as:

Collaborative teams:		Hierarchical teams:	
All given equal value & status	Enthusiasm	Members not given equal value	Tense, fearful
All have equal say	Pleasant	Dominated by leader	Resentment
Informal	Cooperative	Formal	Aggressive, nasty
Task-centred objectives	Harmonious	Personal objectives	Competitive
Conflict of ideas	Supportive	Personal conflict	Adversarial
Comfortable, relaxed	Group commitment	Stiff, hostile	Individualistic
Clarity of purpose	Loyalty	Confusion	Self-interest
Enjoyable			

- 8.12** Genuine teamwork is described by Jones as having the following processes and activities in place:

Broad Team Skills – overarching skills

Discussion/communication, problem-solving, decision-making, team development

Functional Skills – getting the job done

Initiating, consulting, informing, critical questioning, giving/receiving feedback, evaluating, planning, clarifying, producing

Collaborative Interpersonal Skills – working with others

Listening, openness, non-judgemental tolerance, genuineness, self-reflection, objective rationality, appraisal, non-abrasiveness

Collaborative Interpersonal Attitudes – personal attributes

Respect, honesty, humility, justice, empathy, liking of people

(Adapted from Jones,2002)

- 8.13** Social services organisations, with all of their differences and complexities, will be at different points in their ability to meet these pre-requisites. However, it is clear from the feed-back from respondents that most organisations are some considerable distance from many if not all of them. An essential feature of the change needed is that working practices, such as decision-making, work allocation, policy formulation, development of procedures, allow in-put from all levels of staff (Gould, 2000). Senge (1990, p.13) talks of the need for “metanoia” or shift of mind. Other writers have referred to the need for transformational leadership (ADSW, 2005, p.20) emphasising that the extent of change needed to progress to a learning organisation is beyond incremental or organic development but something that needs an entirely new approach. This is not to say that everything needs to change, but that everything needs to be examined to see how it fits with new requirements.

- 8.14** There is danger in seeing learning organisations as

the new orthodoxy, and the approach is no more likely to succeed than any other unless there is an intelligent and rigorous examination of how such an approach might work and the implications of shifting in this direction. Gould (2000) argues that for the approach to succeed in a social services environment three areas must be addressed:

Knowledge: “the pendulum may have swung too far in dismissing the part which continues to be played by formal knowledge” (p. 595). Members of the successful team taking part in Gould’s study on becoming a learning organisation were reported as being research minded and reading to inform themselves; the inference being that a reliance on experiential learning may not, in itself, be enough.

Evaluation and action inquiry: The embedding of continuous and routine evaluation in organisational processes is central to the success of a learning organisation (Preskill and Torres, 1999). There is some evidence that many social services workers find evaluation threatening. The reasons for this are many and varied and may reflect to some extent the decline in professional confidence that many staff experience in relation to their own work and also to the effectiveness of social services more broadly (Skinner and Whyte, 2004). In comparing two teams in his study Gould suggested that, even in the more successful team, there was tension around the use of action research to improve interventions.

Organisational memory: This is required so that learning and experience that occurs in one part of the organisation can be accessed by staff in other parts. It goes beyond the ‘folk-knowledge’ of individuals and therefore is less affected by organisational change and staff turnover. The organisation Gould studied has developed an intranet resource to form an organisational memory, providing a data base and archive of activities.

- 8.15** In summarising these key points, Gould cites Gherardi’s (1999) view that the learning organisation goes beyond an abstract mental construct and is produced in the social relations of the individuals within the organisation. This is “dependent upon the re-ordering of hierarchies of

knowledge to give more voice to service users and practitioners” using bottom-up evaluation methods and requiring “some decentralization of power within the organisation” (p.595).

- 8.16** The metanoia or mind-shift that is required for social services to become learning organisations will take considerable energy and commitment from staff and managers at all levels. It will be a process rather than an event, and will require a determined effort on the part of decision-makers to create the right atmosphere and to deal with the problems which will emerge along the way. However, if the change process is managed carefully and consistently, the shift is achievable. Once the shift is made, CPD will become a routine part of the business in social services organisations, and service users and staff will all benefit.
- 8.17** During 2005, the Institute/SSSC Scottish Practice Learning Project is developing approaches to promote key features of learning organisations within social service delivery agencies (Scottish

Recommendation 7:

Employers to examine what approaches and steps can be taken in the short, medium and long term to move social services towards becoming learning organisations.

Executive, 2004a).

9 Resource Issues

- 9.1** As part of the Draft National Workforce Development Strategy (Scottish Executive, 2004a) social service organisations are asked to identify a percentage of their service budget for workforce development linked to their workforce development plans. Although there are many learning opportunities for the social services workforce to engage in CPD without requiring time away from the workplace, time will still need to be freed up for staff to take advantage of those opportunities. This will inevitably require additional resources to be made available, inevitably impacting upon the cost of service provision. If improved arrangements for CPD are to be achieved, then this issue must be addressed by all parties, including the Scottish Executive, employers, the

regulatory bodies and employees. While workforce development plans are an essential part of an organisation's planning structure, many of the requirements of a learning organisation are about changes in working and management practices, and the cost of these too will need to be considered when allocating resources.

- 9.2** The Scottish Executive has committed funding for learning and development in a variety of ways including: specific grant, section 9 funding, voluntary sector development funds, funds for the development of the early education workforce, support for Scottish vocational qualifications. Other sources of funding include: disbursements from the SSSC, the European Social Fund, the Adult Literacy Fund, Scottish Union Learning Fund, National Lottery and some charities. Business and Individual Learning Accounts were also mentioned in the Draft National Workforce Development Strategy (Scottish Executive, 2004a) and all the above sources were mentioned in a report by the SSSC (2004a). The SSSC has also addressed the costs of education and training in two reports issued in 2004 (2004c and d). The Draft Workforce Development Strategy makes the point, however, that training costs are an integral part of high quality service delivery, and money spent on CPD might obviate the need for further funds to be spent on recruitment costs if staff turnover is reduced as a consequence of improved staff retention.
- 9.3** In the 'third' sector of the workforce there needs to be an acceptance that CPD is a legitimate part of the service cost and local authorities should take cognisance of this when agreeing fee structures for services from independent agencies.
- 9.4** One respondent for this paper suggested that funds for CPD might be sought from some of the well-known Scottish benefactors.
- 9.5** A number of respondents to this exercise commented that, in addition to employees taking more responsibility for their own learning, they should also be encouraged to undertake some of this in their own time. When staff are feeling over-stretched and undervalued it is unlikely that this idea will be received well. However, if it becomes

possible for new staff to begin with a period of induction before they take up their duties, and part of this induction centres on an expectation that some of their on-duty time is for their own development using resources located in the workplace, there is more likelihood of staff seeing development as in their own interests, particularly if learning can be linked to pay and career progression.

In Northern Ireland, where there is the strongest record of the countries in the UK of postqualifying social work education, the CPD requirements for registration are being viewed as requiring half a day per month. [N.B. This is close to the SSSC's requirements for social services staff but expressed differently.] A specially designed box file is being used to support CPD. A Quality Conference will be held in the Province with competition to become a contributor at it. CPD is also a regular feature of several Trusts' in-service magazine. These measures, small in themselves, are designed to place CPD firmly within the working environment at a local level.

10 Embedding of CPD within Social Services

- 10.1** Making certain that the Codes of Practice (2002) are fully implemented forms part of the remit of the Care Commission and the new Social Work Inspection Agency. This will involve ensuring that employers make CPD opportunities available to all staff whatever their post, and that monitoring of this forms part of the normal inspection process. The precise mechanism for this to happen has yet to be agreed. Ensuring that staff use CPD opportunities effectively is more problematic, but could also form part of inspection through audit of the performance development and review process and the resources and systems in place to support CPD for staff.
- 10.2** The National Workforce Development Group is an excellent example of a situation where human resources personnel, training interests and operational managers have come together to work on important issues. Inside many social service organisations there are other examples where the three disciplines do not work closely together, and the skills of one group of managers are not recognised and appreciated by the other. Developing the workforce through CPD is a matter where the closest of relationships will enable the most effective policy and practice to emerge. It is through the linkage of individual and team development and training, service management and human resource policies and practice that the best results will be achieved.

Recommendation 8:

The Scottish Executive and the SSSC to consider the National Workforce Development Group having continuing oversight of the implementation of the CPD strategy.

11 Career Pathways, Recognition and Reward in the Social Services

- 11.1** Respondents to the request for views in preparation for this paper were unanimous in the view that career structures should recognise and reward progression and development within the roles held by staff members. They were also clear that reward should not be solely dependent on promotion, especially where promotion takes staff out of practice and into management. Other professions such as nursing, medicine, law and teaching have high expectations of the development of their workforce, and some professionals, for example doctors, begin their careers with a firm idea of what they will need to achieve in order to be successful. This invariably involves studying for examinations for entrance to the various Royal Colleges.
- 11.2** In conjunction with its Knowledge and Skills Framework, the Northern Ireland National Health Service has developed a Human Resources Strategy which includes 'gateways' through which staff can progress if they have met certain developmental requirements. Progression through a gateway brings salary increments and/or additional responsibilities, depending on the nature of the role. This model could be adapted for the Scottish social services workforce and could be linked to the achievement of competencies for the various roles (see Diagram at Appendix 5). Assessment for progression through the gateway could be based on in-house assessment of the CPD portfolio and/or successful performance at a Development Centre (an event comprising a series of tests and exercises) similar to the promotions boards used by police forces in the UK.
- 11.3** A qualifications and training framework that allows movement between settings and services is essential if the social services are to retain an informed and flexible staff who can respond to change and are committed to the service. Specialisation in distinctive fields of practice (Scottish Executive, 2005) will encourage and support the deepening of knowledge in particular fields, and specialist awards will stimulate service development (SSSC, 2004b)

11.4 In its Interim Report, the 21st Century Social Work Review Group (Scottish Executive, 2005) makes the point that contributors to the consultation, the National Workforce Group and the Review Group's Users and Carers Panel all expressed concern at the high turnover of staff moving between employers to get the best pay deal. At a time of shortage of staff this is understandable, but it creates further turbulence in the workforce and greater disruption for service users. A more consistent approach by employers is called for; though one which rewards skill and experience without requiring a shift of role and function. This would enable progression within a role, creating stability in the staff group while encouraging ongoing staff and service development.

12 Linkage of Posts to Specific Qualifications

12.1.1 This has already been implemented in certain posts such as Mental Health Officer and is reported to have been helpful in restoring the confidence of post-holders and of other professionals who work in that field. The statutory nature of the role has been an important factor in achieving this though there are other posts where similar arguments might apply (such as work carried out in relation to child protection, supervision of serious offenders and the assessment for placement of children or adults away from home). The credibility of the service with other professionals and with service users is likely to be improved if staff members are able to point to their specialised training as preparing and supporting them with the complex assessments and decisions that need to be made. The linkage of posts to specific qualifications should not, however, undermine the availability of CPD opportunities for the whole workforce, since staff, no matter what their role or qualifications, must be encouraged and supported to go on learning throughout their careers.

12.1.2 An issue that will need attention in relation to this point is the availability, accessibility and distribution of appropriate training programmes. At present there is no strategic overview of programmes accredited to deliver training. The Post Qualifying Consortium for Social Work in Scotland (PQC) has

had a role in accrediting and quality assuring Scottish postqualifying (PQ) programmes, but has not had a role in commissioning them nor ensuring availability. Further, there are programmes designed for social service staff who are not necessarily qualified social workers, so these all outwith the remit of the PQC.

12.1.3 The success of programmes originally sponsored by the Scottish Executive in Scotland (e.g. child protection at the University of Dundee and criminal justice at the Universities of Stirling and Edinburgh) and the Department of Health in England and Wales (e.g. The Post Qualifying Child Care Award) suggests that the creation of national programmes to a specific brief and offered across the country may be a helpful way to ensure that learning in a particular area is supported and is sufficiently widespread for it to make a significant impact on service delivery. It also creates a situation, or is created by a situation, where successful completion of the programme becomes a requirement of certain posts. For a programme to make a serious contribution to an area of practice this kind of government support is necessary. The range of programmes in Scotland is considered excellent but, given their existence on a full or part cost recovery basis, they will continue to struggle for survival without support at a national level and participants will experience difficulties in obtaining release, support and recognition for their studies.

12.2 Post-Qualifying (PQ) Social Work Education in Scotland

12.2.1 The arrangements for PQ social work education in the UK have been reviewed and the framework which was introduced by the Central Council for Education and Training in Social Work in 1990 will be brought to an end by 2008. The SSSC's review of the PQ framework has led to a final date for registration by qualified social workers with the PQC of the end of June 2005 and a final date for the SSSC to make awards within the PQ framework of September 2008. The new arrangements to replace the PQ framework have not yet been finalised by the SSSC. In England the new framework comprises awards at three levels: Specialist; Higher Specialist and Advanced. The first is at Scottish Credit and Qualifications Framework (SCQF) level 10 (honours

level) and the second two at level 11 (masters level).

12.2.2 The PQ framework has not been fully embraced by Scottish social services employers. In the four years 2001-2004 there were 269 successful completions of PQ1 (the consolidation part of the current PQ framework comprising certificated learning of 40 credits¹ at SCQF level 9/10), 64 Post-Qualifying Awards in Social Work (PQSW) (120 credits at SCQF level 9/10) and 66 Advanced Awards in Social Work (AASW) (120 credits at SCQF level 11, in one or more of the following routes: Management, Research, Education and Training; Practice). Considering that there are some 7,000 qualified social workers in Scotland (Scottish Executive, 2004) this is a very small number. The PQC is also well aware of the number of candidates who begin to work for awards but who do not get either the time or support they need to complete them satisfactorily.

12.2.3 Respondents for this paper were unanimous about the need to include assessed practice as part of a new award structure for PQ training. Several comments were made about the process needing to be simpler than in the old PQ framework, but there were no suggestions as to how this could be achieved. There was also support for the inclusion of a route to a PQ award which can be undertaken without the need for completion of a full accredited programme. In the current framework this can be achieved via the PQC's individual portfolio route. The Review of the PQ Framework concluded that

“while there has been merit in having the formal recognition of post qualifying learning for social workers, this arrangement needs to be simpler, more flexible and made applicable to the whole sector”

(SSSC, 2004c, p.1)

12.2.4 The need for consolidation after completion of qualifying training was seen by some respondents as something that could usefully be enshrined in a post-qualifying award, but the point was made that this should be at the same level as the new degree (SCQF level 10). This was seen as part of a strategy, commented on earlier, that encourages development within staff members' roles, rather than as needing to be at a higher level.

¹ 1 credit requires evidence of 10 hours of learning which includes practice, reading, assessed work etc

12.2.5 Open learning methods, including the use of web-based learning materials and programmes, were strongly advocated as important for Scotland's widely dispersed workforce, although acknowledgment was made of the many benefits of learning alongside others in different work environments. Blended learning may be a useful approach to be considered. The work on knowledge management and transfer undertaken by the Institute through the Stòr Cùram Project is being consolidated into the core processes and activity of the Institute.

12.2.6 While there will be relatively small demand for awards at the higher levels (SCQF levels 11 and 12) it is important that awards at these levels are available so that those who wish to progress beyond first degree level are able to do so. This is a crucial step in increasing the commitment to scholarship and service development. Attention needs to be given by employers, the universities, the SSSC and the Institute to the development of a qualifications framework and range of awards that will encourage development and achievement for appropriate staff. SCQF level descriptors at levels 11 and 12 lend themselves well as a basis for the formulation of standards for education in the social services at these levels.

13 Awarding Bodies and Oversight of the CPD Strategy

13.1.1 The views expressed to the author in the course of preparation of this paper are that colleges and universities should be the awarding bodies for social services qualifications and that these should be quality assured by the usual internal and external systems used by the institutions. The SSSC was seen as the body which should oversee the setting of requirements for programmes so that assessed practice continues to be at the heart of training and education in the social services. The SSSC would also need to be resourced to contribute to the implementation of the CPD vision for Scotland. This would need to include a process for mapping the distribution of programmes and ensuring that appropriate programmes are developed and

delivered flexibly to meet the education and training needs of specific staff groups in the workforce.

13.1.2 The greater involvement of further education colleges with the Institute is welcome, but the expansion of its remit to include CPD for the whole of the social services workforce would need a sizeable increase in resources and does not sit well with the inclusion of 'social work' in its title, given the tension over its use. These are not insurmountable barriers but careful thought is needed before embarking on this route.

13.2 Programmes needing to be developed

Those mentioned in the consultation are:

- complex work in community care settings
- developments in youth justice services
- developments in therapeutic approaches
- developments in fostering and adoption and other substitute family care provision
- joint working
- reflective practice and critical thinking
- practitioner research
- evidence-based practice
- assessment in children and families services
- evaluation methods
- management
- working with substance misusers and their families.

Issues identified in the Draft National Workforce Strategy, (2004) are risk management and performance management and improvement.

Recommendation 9:

SSSC to set requirements for programmes which ensure that assessed practice remains at the heart of training and education for the social services.

Recommendation 10:

The role of the Institute in promoting and supporting CPD should be examined with special attention to the use of 'social work' in its title.

14 Summary of Recommendations

No.	Recommendation	Page
1	The Care Commission and the Social Work Inspection Agency should further consider how the arrangements for staff induction and CPD will be inspected	12
2	Employers to: <ul style="list-style-type: none"> • examine how working practices can be adjusted to ensure that staff are enabled to experience all 7 modes of learning • ensure that all training is rigorously evaluated for its impact • consider how best to achieve ready access to a personal computer and the internet for all staff • investigate how best to support, encourage and develop evidence-based practice 	21
3	Employers and other stakeholders to examine how best routinely to achieve reflective practice	22
4	The SSSC to consider commissioning design and production of a CPD portfolio format suitable for all social services staff and a national record system that follows staff throughout their employment in the social services	25
5	Each employer to consider the development of a web site to facilitate access for their staff to learning and development opportunities	25
6	The Institute, the Sector Skills Council and the SSSC to examine the extent to which Learning Centre Networks can contribute to CPD and how they need to be resourced to do so	25
7	Employers to examine what approaches and steps can be taken in the short, medium and long term to move social services towards becoming learning organisations	31
8	The Scottish Executive and the SSSC to consider the National Workforce Development Group having continuing oversight of the implementation of the CPD strategy	33
9	SSSC to set requirements for programmes which ensure that assessed practice remains at the heart of training and education for the social services	40
10	The role of the Institute in promoting and supporting CPD should be examined with special attention to the use of 'social work' in its title	40

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Appendix 1

Views Solicited on CPD Commission

Role	Number Contacted	Number Responded
Academic staff	40	8
Management/Organisational Consultants	57	5
Practitioners in statutory, voluntary and private social service organisations	6	5
Managers in statutory, voluntary and private social service organisations	68	10
Directors of Social Work/Heads of Service	7	4
Employee Development, Training Officers & Managers in statutory, voluntary and private social service organisations	7	6
SWS Inspectors / Chief Inspector	3	2
Advisers/Consultants in PQ SW Education	3	3

Appendix 2

Documents examined

Brodie, I. (2004) Literature Review: Impact of Post Qualifying Learning on Practice

Dick, E., Headrick, D. and Scott, M. (2002) Practice Learning for Professional Skills: A Literature Review

DTZ: Piedad Consulting (2002) Social Work and other Professional Qualifying Training and CPD: Comparative Analysis

General Social Care Council, Short Life Working Party on CPD Report on: Employment-led National and Regional Planning implications of the review of the PQ programme by GSCC

General Social Care Council (2005) Revised Postqualifying Framework for Social Work Education and Training

Scottish Executive (2003) Practice Learning 2004 -2010

Scottish Social Services Council (2004e) The Scottish Social Services Council's Role in Approving Specialist Awards for Social Services Workers

Sneddon, S. and Macnaughton, C. Continuing Professional Development in the Social Services Workforce

Whiteford, E. (2004) Where can Carer-related Issues be addressed in Practice Learning? A Paper for the Practice Learning Group

Appendix 3

Extract from Continuing Professional Development for the Social Service Workforce (Scottish Social Services Council, 2004, p.5)

The approach to CPD is about working towards establishing a confident, competent workforce capable of delivering high quality responsive services that meet the needs of service users. Seven objectives support this overall aim and are detailed below.

1. To improve the effectiveness, quality and relevance of learning
2. To encourage employers to utilise a range of learning and development approaches
3. To ensure workers achieve qualifications required for registration with the SSSC
4. To develop the SCQF and align CPD activities within the SCCQF
5. To promote the creation of specialist awards for social service workers where necessary
6. To put in place transitional arrangements to protect the interests of those who are currently involved in programmes that fall within the PQ Framework, or who hold existing Post-Qualifying and Advanced Awards
7. To develop CPD activity that supports the delivery of integrated services

Appendix 4

Extract from Social Care Institute for Excellence
Resource Pack on Learning Organisations
(http://www.scie.org.uk/publications/learningorgs/files/key_characteristics_2.doc - accessed March 20th 2005)

Summary of Key characteristics of a social care learning organisation

Organisational structure

1. Service user and carer feedback and participation are actively sought, valued and resourced, and used to influence and inform practice.
2. Team working, learning and making the best use of all staff skills are integral to the organisation.
3. There is cross-organisational and collaborative working.

Organisational culture

4. There is a system of shared beliefs, values, goals and objectives.
5. The development of new ideas and methods is encouraged.
6. An open learning environment allows learning from mistakes and the opportunity to test out innovative practice.
7. Messages from research and new evidence are thought about and incorporated into practice.

Information systems

8. There are effective information systems, for both internal and external communication.
9. Policies and procedures are meaningful and understood by everybody (based on a human rights and social justice approach).

Human resource practices

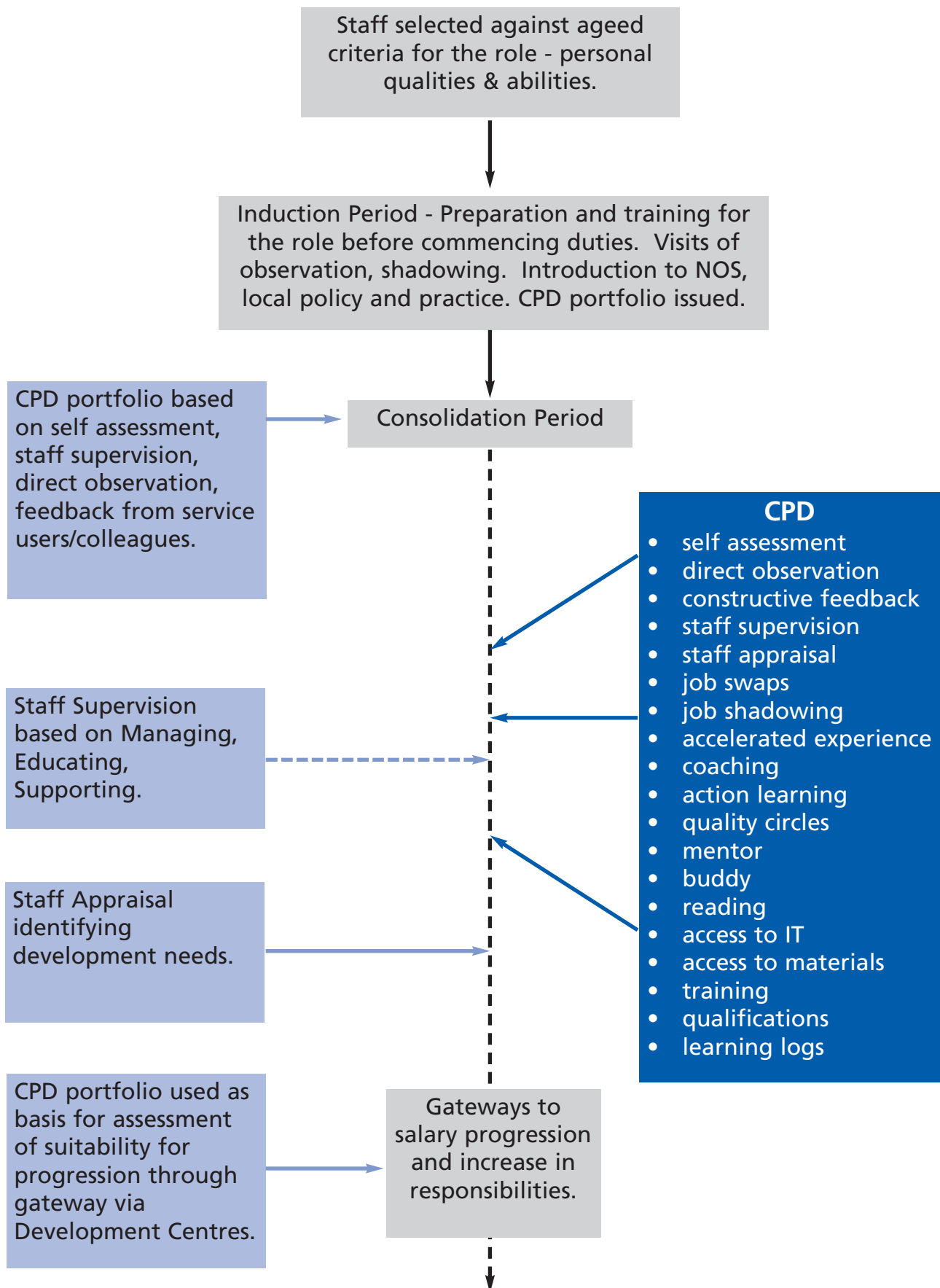
10. There is continuous development for all staff including a clear supervision and appraisal policy.

Leadership

11. There is capacity for the organisation to change and develop services over and above day-to-day delivery.
12. Leadership at all levels embodies and models the key principles of a learning organisation.

Appendix 5

Continuing Professional Development for the Social Services Workforce





Continuing Professional Development for the Social Services Workforce in Scotland

The aim of this paper is to stimulate discussion amongst stakeholders in social care education by bringing together a vision for the development of the social services workforce & the issues that need to be addressed in order to achieve it.

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