

# ***Continuing Professional Development***

***Leadership & Management*** **5** Product

## Product 5

# Continuing Professional Development for Leaders and Managers in Social Care

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## 1. Introduction

Continuing Professional Development (CPD) is an important part of the leadership and management strategy for social care and is integrated into the whole systems approach to individual and organisational development (**product 2**). CPD is now recognised as a crucial part of staff development and a CPD strategy as an essential tool of good human resources management.

Topss England's statement for a leadership and management strategy (**product 1, *What managers in social care do***) emphasises that strong professional leadership and effective management are needed to implement social care objectives. This means that leaders and managers in your organisation need to undertake CPD activities to:

- continually develop competences and new styles of working to bring about the change and cultural shifts required to implement the modernisation agenda
- develop and maintain practice, which is self-aware and critically reflective
- take responsibility for the ongoing development of self and others.

This product has been developed to support the implementation of CPD systems and processes as part of the leadership and management strategy. The product defines CPD within the current context, identifies the principles underpinning CPD and suggests a broad development framework. It provides a model and process for developing a consistent and coherent approach to CPD.

## 2. Context

Social care is rapidly changing to meet the modernisation agenda, which means that leaders and managers are expected to continually develop new skills and ways of working. Increasingly, this is happening in the context of new organisations with responsibility for a range of services and

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professionals. Leaders and managers are more likely to stay in the sector if leadership qualities and management skills are recognised, nurtured and developed at all levels in your organisation.

A range of national white papers, consultation papers and guidance have set out a clear vision for lifelong learning and CPD for all individuals. Continual learning also contributes to meeting the needs of users of services and delivering appropriate outcomes and priorities. Some of the relevant policy documents that relate to health and social care are in appendix 1.

The key messages from these documents are:

- to deliver the vision of lifelong learning requires organisations to develop and foster a learning culture
- leaders and managers need to take responsibility for having systematic learning and development strategies in place and for implementing them
- a CPD strategy needs to be inclusive and shared with staff
- CPD should be the process which enables staff to expand and fulfil their potential
- effective CPD relies on partnerships between government, employers, staff, regulatory bodies and training providers at national, regional and local levels.

### **3. Definitions of CPD**

Generally, definitions of CPD describe:

An on-going, planned, learning process that contributes to personal and professional development and can be applied or assessed against competences and organisational performance.

The Chartered Management Institute (CMI), which has members from all sectors, describes CPD as:

“A planned self-development, which embraces professional aims, and in many cases, is intended to impact on performance. The ‘p’ could stand for ‘personal’ or ‘performance’ as well as ‘professional’, depending on the application or interpretation.”

CPD places an expectation on individual leaders and managers to continue to develop their skills and knowledge through a range of learning and development activities. These include:

- direct training
- undertaking qualifications
- open learning
- attending lectures or talks
- shadowing and secondments
- mentoring and coaching
- research
- learning sets
- reading background documents
- online activities.

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In order to fulfil these expectations, it is necessary for your organisation to have a clear commitment and process for enabling leaders and managers to access this range of activities. CPD for some of your leaders and managers may be part of a post-qualifying framework. Post qualifying study should be integrated within your overall CPD framework so that leaders and managers can attain relevant awards linked to occupational roles and standards and have planned activities to meet registration requirements. Your framework should also include induction for new managers and learning to facilitate transitions into all leadership and management roles.

Given the changing and multi-disciplinary nature of many social care organisations, it is likely that the CPD framework you develop will have to address the needs of managers from a range of backgrounds and services. Therefore it should:

- be supportive of and owned by all relevant groups
- develop individual leaders' and managers' practice but also assist in the development of colleagues
- inform the development of good practice in a wider context
- be within normal expectations and responsibilities of the job.

## 4. CPD Framework

Many of the frameworks developed by professional bodies have similar structures, processes and themes. Table 1 below gives an overview of these and form 1 provides a checklist for reviewing organisational implementation of a CPD framework. Such a framework should provide your agency with a flexible system that can meet the needs of the range of individual leaders and managers within the organisation and ensure that any particular requirements for a professional group are met.

Table 1 Framework for CPD	
1	A set of principles (see 5 below)
2	A statement on equal opportunities for development
3	Codes of conduct or practice that different groups of staff will need to abide by and how they will be able to meet them
4	A model for implementing CPD (see 6 below)
5	A clear CPD process (see 7 below)
6	Accessible documentation linked to personal development plans, which identify objectives, learning and outcomes agreed by a mentor or line manager (see table 2)
7	Access to learning from a range of sources such as structured training, self directed learning, experience in the workplace or from other environments that transfer into working life
8	Support systems for work-based learning including mentoring, assessment, coaching
9	Individual and organisational learning and development outcomes that are focused on achievements and reflect learning in terms of impact and clear benefits for the user of the service
10	Guidance and processes for registration and re-registration with the appropriate regulatory or professional bodies
11	Monitoring and evaluation of CPD systems and processes

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## 5. Principles

Stakeholders, managers and service users were consulted during the Topss England leadership and management project about the principles for a CPD model. In summary their views were that the CPD process for leaders and managers in social care should be:

- based on reflective practice
- ongoing and demonstrated throughout a career
- based on equal access to CPD opportunities, which are consistent and relevant
- transferable between different organisations, using common language and systems that can be understood by all the stakeholders
- flexible enough to relate to work but provide wider opportunities to help prepare for new roles, or the next job
- creative, encourage diversity and enable people to contribute and influence practice knowledge and development.

A process based on these principles should enable leaders and managers to:

- be clear about their own identity and role as leaders and managers and give them confidence to work collaboratively, flexibly and across boundaries
- feel valued in their role and understand others
- abide by relevant codes of conduct
- take responsibility for their continuing development and career progression
- keep their knowledge, skills and competences up to date
- recognise, and use, a broad range of learning experiences
- demonstrate that continued learning is being applied to achieve positive outcomes for service users and the organisation
- involve service users as well as colleagues, line managers and teams in giving feedback on performance.

## 6. CPD model

When developing a model for CPD, the Person Management Specification described in product 2, the whole systems model (repeated overleaf), provides an integrated approach. It links the job description to relevant competences/ national occupational standards and provides a competence-based profile of any management role. This forms the basis of a personal development plan (PDP) and identifies the learning opportunities that contribute to continuing professional development (CPD). The CPD process should be informed by the person management specification and the PDP.

Diagram 1 Person management specification		
Person management specification	Personal development plan	Continuing professional development
<p>Profile based on a selection of current competences drawn from:</p> <ul style="list-style-type: none"> <li>generic leadership and management standards</li> <li>specialist competences, specific to social care</li> <li>partnership competences</li> </ul> <p>The overall competence profile resulting would be:</p> <ul style="list-style-type: none"> <li>related to job role of that level and type of manager</li> <li>related to individual leadership and management role in the organisation</li> </ul>	<p>Discrete learning and other development opportunities:</p> <ul style="list-style-type: none"> <li>organisation specific for updating and further development</li> <li>external non-qualifying programme</li> </ul>	<p>This could include a range of activities:</p> <ul style="list-style-type: none"> <li>record of achievement</li> <li>record of learning</li> <li>reflective learning diary</li> <li>demonstration of how professional leadership and management institute requirements are being met</li> </ul> <p>The CPD process should be closely linked to the person management specification and the PDP</p>
	<p>Required qualifications essential to the management role and matching the competence profile or other awards. An initial award for new managers could relate to foundation learning</p>	
	<p>Organisational basics for new managers:</p> <ul style="list-style-type: none"> <li>induction and foundation learning</li> </ul>	

In the model, the basic building blocks of learning are:

- induction
- foundation
- achievement of awards as required
- updating of knowledge to meet organisational requirements
- regular appraisal leading to personal development plans (PDPs) which identify all CPD activities including the above where appropriate.

Your organisation may have appraisal and PDP development as different processes but they should complement each other. Appraisal is a process that enables people to reflect on what has been achieved and to identify future development needs. The PDP identifies how the development needs will be met through continuing development and access to relevant learning opportunities. Systems should be in place to reflect on learning and how this has met objectives for the individual, the service user and the organisation. Achieving an award may be a requirement for some managers but should be seen as part of the CPD process, which will be ongoing after the award has been achieved.

Professional bodies and chartered management institutes have developed formalised models for recognising CPD. The signposting system for this project (see **product 4**) points to some of the relevant bodies. For example the Chartered Management Institute's CPD scheme works on three levels:

1. It provides managers with the opportunity to benchmark their skills and draw up their own flexible online PDP profiles for personal and/or organisational learning and development.
2. It can accredit and assess CPD and recognise this through annual certification. It demonstrates continuing learning and development; development of knowledge and skills and commitment to the improvement of personal management practices.
3. For managers at level 4 and above, there is recognition through Chartered Manager status. This has to be renewed every three years. Managers need to demonstrate that they have made an impact or 'are making a real difference' to the performance of the organisation. This is more than just doing the job competently.

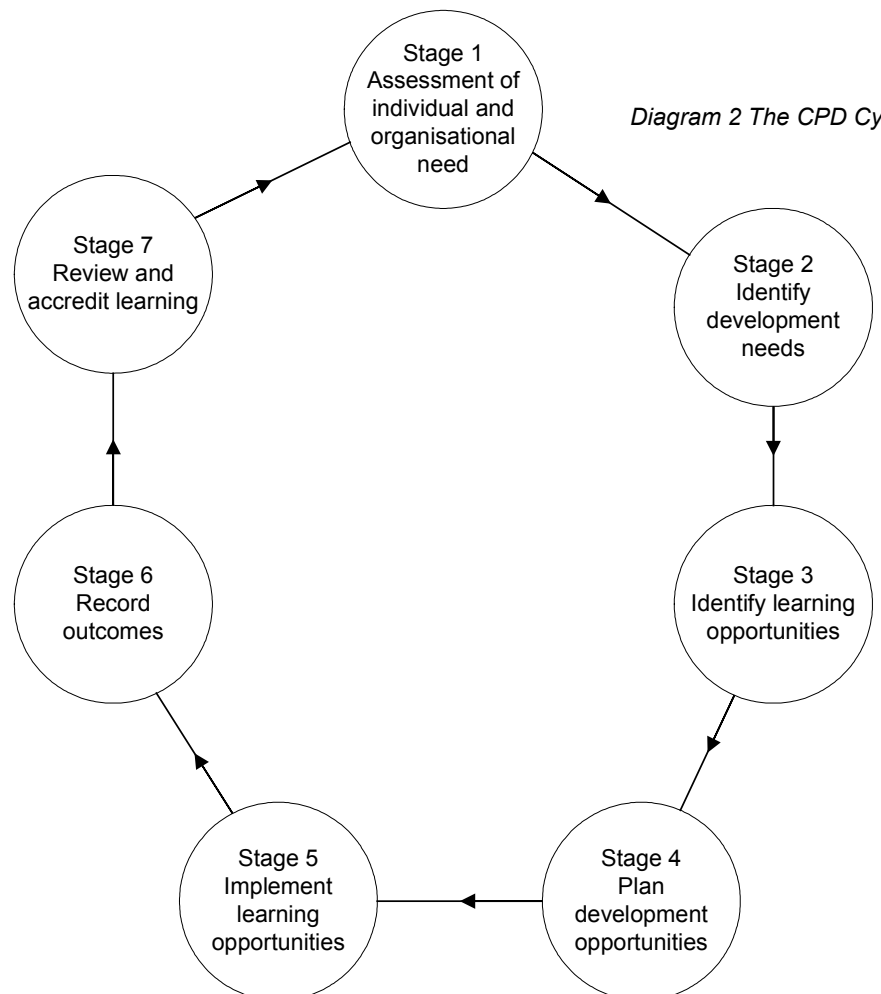
## 7. CPD process

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

The project has developed a CPD cycle (diagram 2, right), which identifies seven stages of the CPD process. Table 2 below identifies appropriate tools and activities for each stage of the process.

**Stage 1** will assess whether CPD is required:

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



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

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

The key areas of development are likely to be:

- **knowledge**—acquiring and updating knowledge in management, professional practice and organisational specific developments
- **skills**—demonstrable application of knowledge, and the use of skills in workplace situations
- **behaviours**—awareness, and demonstrable use of, appropriate values, conduct and relationship skills in workplace situations
- **reflective practice**—continually review and reflect using feedback on learning and development activities.

**Stage 3:** once development needs have been identified and assessed, it will be possible to agree the individual's learning objectives and the different types of learning required to achieve these. The objectives should be specific, measurable achievable, realistic and time scheduled (SMART) wherever possible. The learning could be through a variety of activities including formal, informal, planned or *ad hoc*, in-house or external. Consideration also needs to be given to what type of support is required. (See form 2.)

**Stage 4** is planning the learning opportunities and identifying the goals, giving consideration to what may help or hinder learning and achieving the goals.

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

**Stage 6:** similarly, the outcomes of learning need to be identified, reflected upon, recorded and where appropriate accredited. This can be done through:

- a formal internal process linked to appraisal, which will also audit learning against updated competences and lead to a revised and update CPD profile
- external bodies which have developed formalised models for recognising CPD and which issue records of achievement or a record of learning into practice, such as the forms used by the Institute of Healthcare Management or the Chartered Management Institute
- accredited CPD process through relevant regulatory and professional bodies.

**Stage 7:** your organisation will need to monitor and review the methods, activities and tools used for each stage of the CPD cycle. The process should meet organisational development and individual objectives as described in the whole systems approach.



The table below identifies and links the CPD process with methods and suggests some examples of tools and CPD activities that can be used at each stage.

<b>Table 2 The CPD process, methods &amp; activities</b>		
<b>CPD process</b>	<b>CPD methods</b>	<b>CPD tools/activities</b>
Stage 1 Assessment of individual and organisational need	Develop person management specification	Audit learning needs against competences to develop a personal CPD profile
Stage 2 Identify development needs	Assessment of development needs	Diagnostics, e.g. 360° feedback Skills benchmarking
Stage 3 Identify learning opportunities	Identify learning objectives	Identify types of learning to meet objectives: work related learning, action learning, networking, mentoring, secondment, e-learning, attending events, external learning, formal study
Stage 4 Plan development opportunities	Identify goals	Identify strengths, weaknesses, opportunities and threats that might help or hinder these goals
Stage 5 Implement learning opportunities	Experience different types of learning—both planned and <i>ad hoc</i>	Keep a learning log or reflective diary, which could be an on-line recording system
Stage 6 Record outcomes	Reflect upon and record development	Record of achievement or record of learning into practice, such as the form used by the Institute of Healthcare Management
Stage 7 Review and accredit learning	Review person management specification and include any additional responsibilities or roles	Audit learning against updated competences and update CPD profile Accredit CPD through regulatory and professional bodies

## 8. Using the signposting system to develop CPD

The national signposting system (see **product 4**) provides a tool to support organisations to develop and implement CPD and make the best use of national, regional and local resources by:

- identifying competences for main manager/potential manager or leader roles at a national level
- linking with a variety of other agencies to support learning
- auditing individual or organisational learning needs against agreed national competences
- linking to learning resource centres and other regional and local networks
- linking to e-learning resources, study resources, case studies and evidence-based research, information on training and learning provision, learning programmes and qualifications
- accessing gateways in a number of other agencies' websites.

Appendix 1 National white papers, consultation papers and guidance		
Source	Date	Title
DfEE	1998	<i>The Learning Age – a renaissance for a new Britain</i>
DfEE	1999	Second report of the National Skills Task Force, <i>Delivering Skills for All</i>
DH	1998	<i>A First Class Service: Quality in the new NHS</i>
QCA Discussion paper No1	Jul 1998	<i>Standards and Vocational Qualifications in CPD</i>
DH	Jul 1999	<i>Continuing Professional Development – Quality in the new NHS</i>
NHS	2000	<i>The NHS Plan Implementation programme</i>
Topss England	2000	<i>Modernising the Social Care Workforce – the first national training strategy for England</i>
Audit Commission London	2001	<i>Hidden talents – the education, training and development of healthcare staff in NHS Trusts</i>
NHS	2001	<i>Working Together, Learning Together: A framework for lifelong learning in the NHS</i>
GSCC	2002	Social care employer and worker <i>Codes of Practice</i>
DfES	2003	<i>Every Child Matters</i>
DfES	2004	<i>Every Child Matters – the next steps</i>

Use the electronic edition of this document, on the CD-ROM in the pack or at [www.topssengland.net](http://www.topssengland.net) ('our projects' section), to make copies of the forms on the following pages as required.

Form 1 Organisational checklist for implementation of a CPD Framework				
Date:	Already in place	Some progress	Action plan to address the gaps and update	Timescales
Framework for CPD				
1. A set of principles underpinning CPD in the organisation				
2. A statement on equal opportunities for development				
3. Access to relevant Codes of Conduct or practice for all staff				
4. A model for implementing CPD				
5. A clear CPD process				
6. Accessible documentation for each stage of the process				
7. Access to learning from a range of sources				
8. Support systems for work-based learning including mentoring, assessment, coaching				
9. Recorded outcomes focused on achievements and clear benefits for the user of the service				
10. Guidance and processes for registration and re-registration with the appropriate regulatory or professional bodies				
11. Monitoring and evaluation of CPD systems and processes to meet individual and organisational needs				

Form 2 Individual checklist for CPD			Name & date:		
What leadership and management competences do you need to develop? List the competences.	What do you need to learn? Identify SMART learning objectives for each competence	What learning opportunities & activities will help to achieve each objective?	What support do you need?	By when will each be completed or assessed?	How will you apply learning and record outcomes?
1.					
2.					
3.					
4.					
5.					
6.					

# **Leadership & Management**

## *– a strategy for the social care workforce*

This publication is one of a comprehensive set of ‘products’ from Topss England’s leadership and management project. They have been developed to enable managers across the sector to implement the recommendations in the main report.

The products are:

1. *What leaders and managers in social care do* – a statement on leadership and management in social care
2. The ‘whole systems’ model, including a ‘person management specification’
3. Mapping of leadership and management standards
4. National signposting links
5. Continuing Professional Development
6. A unit of competence for conducting supervision (this product is not included here, as it will be further consulted upon before publication)
7. A guide to evaluation.

These products are commended to all managers and leaders in social care – both adults’ and children’s services – including service users who are employers under direct payments schemes. Together the products make for a very thorough piece of work that will reward well time spent working through them and applying them to particular settings.

The products are distributed in a pack with the main report, and are repeated on a CD-ROM in the pack so copies can be made as required. They can also be downloaded from [www.topssengland.net](http://www.topssengland.net) Further copies of the pack are available on request, as are stocks of product 1 (the statement) for organisations to distribute more widely.

# 5 Product

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