

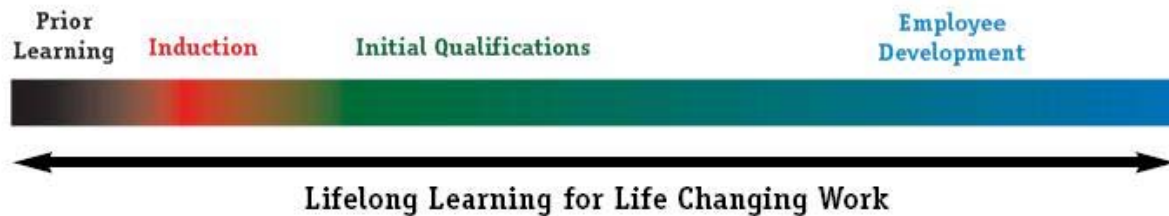
Developing Learning Plans and Strategies

March 2006

Background	2
Why develop learning plans? Regulations.....	2
Why develop learning plans? Reports	3
Why develop learning plans? Legislation	3
Building from where you are now... ..	3
Supporting training & learning with Supervision	4
Recording and monitoring training & learning	4
Barriers to Training & Learning for Staff	5
Barriers to Training & Learning for Organisations.....	5
Motivation and Incentives for Staff to Take Up Training	5
Motivation and Incentives for Organisations to Provide Training:.....	5
Encouraging Training and Learning	6
Finding out about relevant qualifications, courses and opportunities.....	6
Things to consider	6
Related issues.....	7
References	7

Background

In *National Strategy For The Development Of The Social Service Workforce In Scotland. A Plan for Action 2005 - 2010* the Scottish Executive emphasise the importance of each organisation developing a learning culture to encourage lifelong learning. The following illustration is used:



(National Strategy for the Development of the Social Service Workforce in Scotland. A Plan for Action 2005 - 2010, p23)

Why develop learning plans? Regulations

1. Scottish Social Services Council Registration Requirements

2. Scottish Social Services Council Post Registration Training and Learning rules

- All PHASE ONE registered social services workers will need to undertake 15 days or 90 hours of Post Registration Training and Learning (PRTL) in the three years between registering and reregistering
- There is a proposal that for Registered Social Workers at least five days (30 hours) be on protection of vulnerable groups

3. Codes of Practice - Scottish Social Services Council

Employers Codes

- 3: "As a social service employer you must provide training and development opportunities to enable social service workers to strengthen and develop their skills and knowledge"

Employees Codes

- 6 "As a social service worker you must be accountable for the quality of your work and take responsibility for maintaining and improving your knowledge and skills"

- 6.8 "Undertaking relevant training to maintain and improve your knowledge and skills and contributing to the learning and development of others"

4. Scottish Commission for the Regulation of Care (The Care Commission), National Care Standards

- National Care Standards include sections on staff management and training. Each service category has its own care standards.
<http://www.scotland.gov.uk/Topics/Health/care/17652/9328>

Why develop learning plans? Reports

5. Scottish Executive, [National Strategy for the Development of the Social Services Workforce](#)

Offers advice and timeframes for employers: (Page 45 - 46)

- Employers to have in place plans to support Practice Learning with evidence of the number of learning opportunities to be offered to meet specific demands, in line with the Confidence in Practice Learning paper. **February 2006**
- Social service employers to have in place plans to address targets for workforce registration for workers in phase 1 and 2 and which take account of other regulators recognised for employment in this sector. **Phase One: March 2006. Phase Two: August 2006.**
- Employers to identify and develop internal systems and structures required to support employee development for all staff (including the requirements for post registration training & learning). **October 2006**
- Employers to review current spend and available monies to ensure alignment with registration requirements of SSSC and other regulatory bodies, including CPD and other training requirements, e.g. health and safety, etc. **October 2006**
- Organisations to identify a percentage of their total service budget for workforce development and link this to their workforce development plans. This should take account of any training that is funded and provided nationally. **January 2007**

6. Scottish Executive. [Changing Lives Report on the 21st Century Social Work Review](#)

“Social work services must develop a learning culture that commits all individuals and organisations to lifelong learning and development. This requires:

- full implementation of the National Strategy for the Development of the Social Service Workforce in Scotland: A Plan for Action 2005-2010;
- further investment in lifelong learning across the social service workforce;
- social service workers to maintain a personal portfolio as an up to date record of their skills and competence;
- social service workers to have access to regular, quality professional support, challenge and consultation;”

Why develop learning plans? Legislation

7. Legislation

For example the Health and Safety Act. Depending on the type of service other training and regular refreshers may be required such as

- First aid
- Moving and handling
- Fire safety
- Administration of medication
- Environmental health
- Risk management

Building from where you are now...

1. The Social Care Institute for Excellence (SCIE) self assessment resource pack “**Learning Organisations**” may be useful for assessing progress towards the key characteristics of learning organisations. The pack lists these as:

- “Organisational structure
- Organisational culture
- Information Systems
- Human resources practices
- Leadership”

2. Are staff sharing their skills within the organisation? This could be done through staff feedback at team meetings, shadowing, mentoring systems etc.

3. A **Training Needs Analysis (TNA)** can be conducted to identify organisation and staff training needs. (Coming soon from Community Care Providers' Forum Development Worker)
4. The organisation's service users' **evaluations**, complaints systems, staff appraisals and external reviews may help identify needs for learning and training.
5. Is there already a **strategic or business plan**? Does this include training goals?
6. What **training budgets and resources** are available? Is the principle of full cost recovery being used for contract and grant applications?
7. Does training and learning include Board members, managers, supervisors, front line staff, office staff, volunteers?

Supporting training & learning with Supervision

Supervision can be used to support learning and training by:

- Helping staff identify training and learning needs and goals
- Identifying barriers to learning and ways forward
- Acknowledging training and learning success
- Reflecting on learning and identifying opportunities to put it into practice
- Reminding staff to record training and learning
- Monitoring training and learning portfolios

Things to consider:

- Is there a supervision policy? Do staff have supervision agreements/contract?
- Are supervision notes kept? Can these be used to evidence learning?

What is the **purpose of supervision**? On *The Informed Frontline Worker* card SCIE explain the purpose of supervision is: "

- ensuring quality of work
- looking at the overall workload, in order to get the right balance between the various aspects: direct case-work; other forms of intervention (e.g. group work); inter-agency liaison; meetings and training etc.
- sharing and defining particular problems, and when necessary admitting to mistakes (which can then be rectified)
- getting feedback on performance and gaining insight into oneself
- making it a protected time, free of interruptions, to reflect on practice
- a place to make decisions
- the recording and monitoring of decisions and agreements
- an opportunity to consider all forms of knowledge, including research findings, local knowledge and service user/carer views, and demonstrate how this is being used
- a time to explore and examine tacit/implicit knowledge so that it can be articulated and described (why we do what we do)
- the encouragement of learning and continuous professional development, and the recognition of training needs
- accountability."

Recording and monitoring training & learning

1. How can training and learning be recorded?
 - SSSC Proforma for registered Social Service Workers
 - Training request and reflection forms
 - Staff learning portfolios including individual training plans, course certificates, notes, minutes, supervision notes, assignment, research reports, evaluations.
 - Organisation training database
2. How can staff be reminded to record training and learning and how can this be monitored?
 - Regular time in supervision to review portfolios
 - Printouts from database to check and update
 - Forms sent to staff to update every few months

Barriers to Training & Learning for Staff

- Negative past training experiences: fear of failure, boredom
- Lack of confidence
- Seen as punishment for poor practice
- Literacy concerns
- Personal cost of training or additional expenses
- Personal time and energy especially for part time staff
- Concern about time off and the impact on the service user
- Lack of information about the goals of the training
- Goals of training do not fit with employees own goals
- Lack of training support from managers
- Lack of commitment to field of work. Considering retiring, or career change in near future
- Don't see the point of training when they've been doing the job for years

Barriers to Training & Learning for Organisations

- Funding for training, travel, accommodation, staff cover, materials
- Timing and location of training could incur further financial costs in travel/accommodation for staff involved
- Lack of / cost of educational resources
- Difficulties arranging rosters
- Lack of infrastructure or staff to introduce and manage training plans
- Concerns about losing trained staff to other employers
- Lack of knowledge about appropriate training
- Lack of appropriate training / trainers
- Poor staff attendance on some courses
- Balance staff needs with available resources.
- High number of staff requiring training.
- Time to provide support to staff

Motivation and Incentives for Staff to Take Up Training

- Enjoy learning
- Feel valued and appreciated by being offered training
- Want to acquire new skills
- Increased confidence and self esteem
- Feel empowered
- See how training benefits colleagues
- Knowledge about SSSC registration requirements
- Salary increase at annual review
- Salary increase after a specified number of training hours
- Improved career development opportunities
- Workplace paying for training
- Workplace releasing staff to train
- Good training experiences in the past

Motivation and Incentives for Organisations to Provide Training:

- Improved staff performance, confidence increases productivity and more competitiveness.
- Improved quality of service delivery
- Improved staff retention, save time and money spent recruiting.
- Offer promotion to staff within organisation rather than losing staff and / or recruiting new staff
- Retain an edge over competitors.
- Improved staff morale, staff feel valued
- Raise profile of organisation, improved recruitment.
- Increases confidence of service users
- Promotes networking and team working
- Uses staff to their full ability
- Comply with regulations and legislation

Encouraging Training and Learning

How is training and learning recognised?

Encouragement and recognition is vital. Different types of rewards motivate different people:

- Financial - bonuses, pay increases
- Increased responsibility
- Gifts / cards
- Public recognition - ceremonies, website, intranet, newsletters, press releases
- Praise by managers
- Praise by colleagues who are skilled in the same field

Finding out about relevant qualifications, courses and opportunities

1. To find out about what qualification are acceptable or relevant:

- SSSC Helpline & registration criteria to identify relevant training
- SSSC Skill Sets to identify relevant SVQ units
- SQA Helpline & website lists individual SVQ units

2. To find out where to train:

- MCCP website training section
- Community Care Providers' Forum Development Worker
- Local universities and FE colleges
- Internet searches
- Talk to other organisations that do similar work
- LearnDirect Scotland for Business Helpline and online database

More Ideas for developing a learning culture

- Keep an organisational database of training that staff have completed.
- Hold annual award lunches to recognise new qualifications, invite CEO and board members
- When managers are released for training, give aspiring managers the opportunity to fill in.
- Get staff to report back on training at team meetings
- Get staff to run training sessions on areas of expertise or new learning
- Encourage reflection on training immediately after the event, revisit 3 months later
- Once staff have passed SVQs buddy them with people who are starting to study

Things to consider

- Will staff need additional support around literacy issues before beginning training?
- How can barriers to staff beginning training be overcome?
- Will staff contribute to the cost of their training?
- Will the employer contribution to training costs be conditional on success or remaining with the organisation?
- If staff leave during training or soon after completion will they be required to pay back some of the training costs? (To make provision for this please seek legal advice.)
- Will part time staff have to pay some of the training costs or spend more of their own time studying?
- Will staff study and prepare for assessments at work or in their own time?
- Will staff receive salary increases or additional responsibilities after completing qualifications?
- If staff fail or take longer to achieve their qualifications who will pay for the additional fees and time?
- Do staff have a personal training budget and a number of release days for Continuing Professional Development?

Related issues

Recognising Prior Learning

- See notes from VSSS Workforce Unit [Workforce Development Network](#) December 2005 meeting.

Learning Cultures and Learning Logs

- See notes from VSSS Workforce Unit [Workforce Development Network](#) March 2006 meeting

Options for providing SVQs to staff

- See more on [MCCP website](#)

Providing joint multi-agency training

- Watch this space - possible future subgroup of MCCP.

Reports & References

Scottish Commission for the Regulation of Care (The Care Commission). *National Care Standards*. Available online <http://www.scotland.gov.uk/Topics/Health/care/17652/9328>

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- *Post Registration Training and Learning Guidance*
- *September 2005 e-bulletin*
- *Codes of Practice*
- *PRTL Proforma*

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These cards could be used for

- Promoting professional discussion within teams
- Developing organisational action plans and informing business plans
- Auditing organisational policies
- Creating/auditing staff and service user handbooks
- Evaluating progress towards establishing a learning culture