LORETTO CONTINUOUS PROFESSIONAL DEVELOPMENT		No. 48
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Introduction

Society's expectation of high quality services has changed and it is no longer sufficient to establish competency solely at the beginning of a career. The Organisation fully supports the concept of continuous professional development (CPD) for all staff in order to ensure we deliver the highest standards of service to all stakeholders.

The recognition that all care staff require registration with the Scottish Social Services Council (SSSC), or other regulatory body, to practice, by 2017, will compound the need to be involved in the CPD process and associated organisational Staff Development Planning. Where the policy reads SSSC members of other regulatory bodies eg NMC should also follow these principles.

Other departments will also require registration with regulatory bodies in order to undertake their roles effectively eg CIPD, CIPFA, CIH etc

The Staff Development Plan and Skills Framework attached for each grade of staff coupled with associated development review process, supervision and appraisal clearly demonstrates our investment in and ongoing development of staff. This will help to ensure that staff are supported to be effective in their jobs and committed to developing and maintaining high quality services.

Purpose of Continuous Professional Development

In the present constantly changing working environment, it is increasingly important for all staff to take part in lifelong learning. It is essential for staff to demonstrate that they are keeping their knowledge and skills up-to-date. This in turn will assist in meeting the service needs of the organisation as well as bring about improvements in support and service delivery for service users. The concept of lifelong learning, which includes Continuous Professional Development (CPD), is supported by government policy.

What is Continuous Professional Development

CPD includes the continuous acquisition of new knowledge, skills, experience and attitudes to enable competent performance and is seen to include managerial, social and personal skills as well as topics beyond the traditional role boundaries that may either enhance individuals, teams or the individuals we support. CPD is primarily about developing the potential of individuals.

The goals of CPD are to:

- Maximise personal knowledge;
- Increase problem solving skills;
- Use practical knowledge more effectively;
- Enhance career prospects;
- Enable individuals to act as a learning resource for colleagues through sharing new information;
- Enable staff to develop a wider understanding of the work they undertake;
- Ensure that employees are safe to practice in line with expanding roles and the demands of changing service needs;
- Share learning with colleagues;
- Improve Organisational Performance.

The core principles of CPD are:

- Purposeful and people centred;
- To maintain and improve service quality through dissemination of up-to-date knowledge and practice;
- Participative, i.e. fully involving the individual and other relevant stakeholders;
- Part of a wider Organisation Development plan in support of local and organisational service objectives;
- Designed to build on previous knowledge, skills and experience;
- Designed to enhance the skills of interpreting and applying knowledge based on research and development.

The main functions of CPD are:

- To maintain workplace competence and enable individuals, teams and the organisation to meet current and future needs. CPD will assist an individual to carry out their work in a capable, confident and competent manner and assist them in the event of an untoward incident.
- To provide individuals with the professional and personal satisfaction that they are working to the best of their ability and for the greater benefit of service users, colleagues and their employer.
- To assist individuals in sustaining motivation and interest in their work.
- To help to meet individual career aspirations and learning needs, support flexible career pathways and allow individuals to take on wider responsibilities if necessary to assist individuals in increasing job satisfaction.

- To help individuals to identify the skills and knowledge that they need to develop and therefore make them ready to take advantage of promotion opportunities that may arise. The more the individual knows the more they can apply the knowledge in a relevant way, the more valuable they are to the Organisation.

Keeping development continuous means that an individual:
- Remains in touch with issues that are relevant to their job and professional
- Registers with the SSSC or other Regulatory Body and adheres to their individual registration requirements
- Develops existing skills;
- Considers how to acquire new skills;
- Broadens their knowledge and understanding of their current job;
- Develops personally within their job.
- Takes responsibility for their own learning and development.

Many of the functions of CPD for the individual are also key to the organisation. Indeed, the failure of staff to keep up-to-date could have serious consequences for the individual, the organisation and the individuals we support. In addition, allowing the skills and knowledge of a social care professional to become obsolete or un-utilised is a waste of previous investment in terms of education and training.

Staff at all levels have responsibilities and actions to get the best from training, learning and development.

Types of Continuous Professional Development

There are several types of CPD:

1) Mandatory

All Care Staff will be required to register with a regulatory body i.e. SSSC and this professional body will require and enforce compliance. Mandatory CPD will be introduced by the SSSC in those areas where the members cannot practice without being a member of this professional body.

Members can and will be refused a (re)registration to practice if they do not carry out the required amount of CPD. Mandatory CPD requires individual professionals to comply with the CPD requirements of their individual professional body. Not only does the required amount of CPD need to be undertaken, CPD needs to be recorded and evidenced in line with the portfolio requirements as directed by the SSSC. Other Regulatory Bodies will issue direct guidance on CPD to their members.

2) Obligatory

Obligatory CPD is associated with staff who require to be registered with the SSSC in order to work and require to take responsibility for maintaining and improving or keeping up to date with their own knowledge and skills and adhering to SSSC Codes of Practice.

In this instance the SSSC requires staff to maintain competence, be accountable for the quality of work and take responsibility for maintaining and improving practice.

It may or may not monitor CPD. Members could be disciplined if they do not fulfil their requirements, but the responsibility to comply rests largely with the individual. If there are disciplinary proceedings and membership of the professional body is withheld it is likely that individuals <u>cannot</u> continue to practice. For staff in this category the implications are:

- It is their responsibility to remain up-to-date and practising within their competence.

- Any CPD program is likely to be defined by the relevant professional needs.

- Records of CPD are kept by individual staff for their own protection and as support for their own competence and (re) registration.

3) Voluntary

With Voluntary CPD there are no formal requirements of staff. Individuals decide whether and how to update their own competencies. For individual staff members this means:

- There is no requirement by the professional body to keep up-to-date.
- There are no professional sanctions if they do not continue to develop.

There are no requirements on staff to record CPD, however in line with the learning and development culture within the organisation, voluntary CPD will be actively encouraged for all staff as will the recording of this within Staff Development Plans.

CPD Activities are wide and varied to meet the needs of individuals and professional registration with the SSSC. These activities can take the form of:

- Work based learning / reflection
- Formal education / in-house training
- Personal activities/learning.

Some examples of such activities are outlined here:

CPD and where it fits in to the Organisation

It is important not to consider CPD in isolation. CPD is intrinsic to many of the other learning and development initiatives ongoing throughout the organisation. Indeed, these initiatives facilitate the entire CPD process and should be considered in line with the Learning and Development policy.
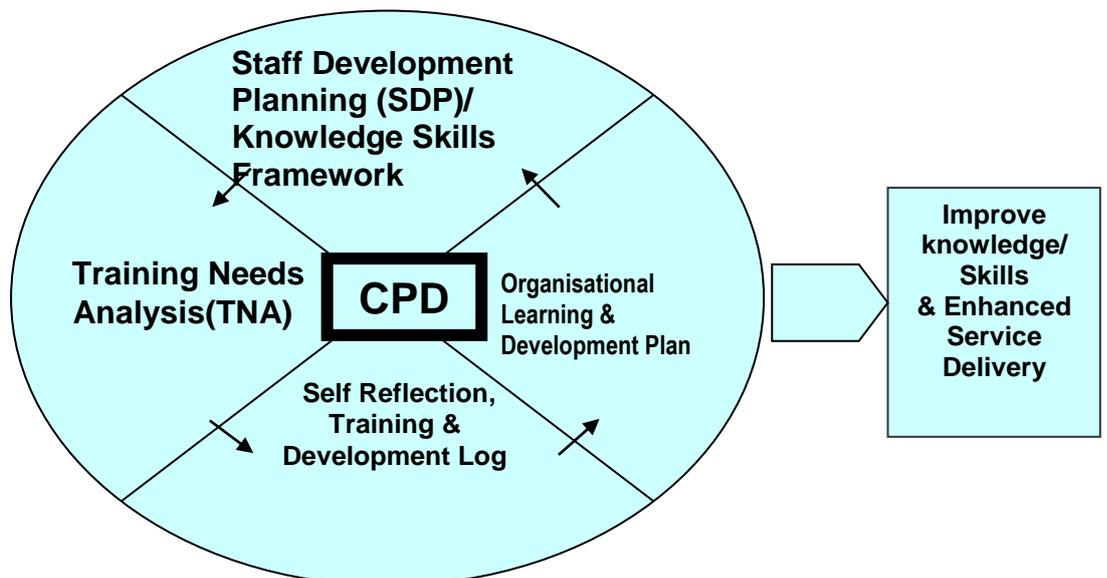
Personal Development Planning

Personal Development Planning is a structured and supported process undertaken by an individual with their line manager. This process is used to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development in line with the requirements of the organisation. The organisation's Staff Development Plan, Career Pathway Plan coupled with supervision and appraisal are the building blocks to successful personal development planning linked to CPD.

Knowledge Skills Profiles

The Skills Profiles define and describe the knowledge and skills the organisation requires of staff to apply in their work in order to deliver high quality services. They provide a single, point of reference on which to base review and development for all staff and will become intrinsic to the Staff Development Planning process.

Training Needs Analysis (TNA) / Training and Development Logs

The purpose of this process is to collate all training needs identified through Personal Development Plans and other available sources of training needs analysis, to enable the planning, costing and delivery of identified and agreed training needs.

The training needs recorded must be planned following the annual appraisal. The process is collated by the manager, agreed with their line manager and a copy of the annual Training Plan forwarded to the Learning and Development Manager.

The Learning and Development Manager will collate the relevant information to inform the Organisational Learning Plan for the coming year.

Learning and Development Plan

The Learning and Development Plan and the Learning and Development Policy reflects the learning culture promoted within the organisation. Training planning is prioritised to meet organisational priorities and the greatest demand from staff based on information received from the SDP process and subsequent training plans from Service Managers / Section Heads.

In addition, the Learning and Development Plan reflects any identified Individual, Local or National priorities for training eg SSSC requirements.