

# Learning and development guide

Are you responsible for supporting the development of your team or workforce? Would you like to improve your organisation's learning and development? Are you planning a new approach to learning and development?

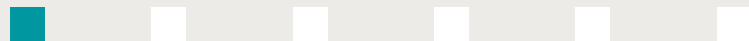
If the answer to any of these questions is 'yes', then this guide is for you.

It aims to provide managers with a starting point to consider the best ways to develop their workforce and sustain learning.

## Benefits of investing

2018 brought about reforms to apprenticeships and qualifications across the adult social care sector – so what better time to take a step back and consider how to reap the benefits of investing in your workforce’s learning and development?

**Learning and development can:**



## Enable staff to provide good and outstanding care

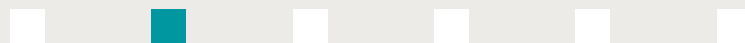
The Care Quality Commission (CQC) recognise the relationship between good and outstanding care and the quality of staff development throughout their reports, handbooks and guidance. Ultimately, the quality of care on offer to those accessing care and support services should be the driving force behind all workforce learning and development decisions.

Welmede Housing Association is a good example of an organisation who has invested in learning and development to help consistently deliver high standards of care and this has been recognised by a number of good and outstanding CQC ratings.

Their investments include:

- structured induction processes for new staff at all levels - including the Care Certificate and shadowing sessions
- a robust annual training calendar of statutory, regulatory and 'best practice' programmes, supporting development through e-learning and workbooks
- training needs analysis completed in every service
- training is refreshed and further development encouraged
- staff are given the opportunity to discuss their development needs.

You can read more about Welmede Housing Associations' approach to learning and development, and how it supports good and outstanding care in their [case study](#).



## Improve workforce competence and productivity

Adult social care organisations have a responsibility to create a workforce which is “**suitably qualified, competent, skilled and experienced**”<sup>1</sup>. The requirements might be written in law, guidance or commissioner requirements.

In order to achieve workforce competence, as well as comply with various requirements, staff need training and will need to keep their knowledge and skills up to date.

Competency also breeds productivity, with research<sup>2</sup> showing that “**the right person skilled to do the right job has an impact on productivity, job satisfaction and potentially engagement**” and that “**foundation skills in particular [are] likely to have the largest impact on productivity**”.

CQC provide examples of how outstanding services use learning and development to create a competent workforce, including (but not limited to):

### Direct care provision:

☾ Staff training is developed and delivered around individual needs. ☽

### Health and safety:

☾ Staff report that they have been provided with excellent training and ongoing support to support people to stay safe and empower them to take appropriate risks. ☽

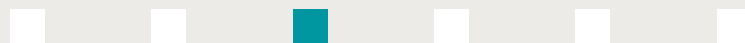
### Safety:

☾ Staff are exceptionally well-trained in safeguarding people. ☽

[Key lines of enquiry, prompts and ratings characteristics for adult social care services](#), CQC 2017.

<sup>1</sup> The Health and Social Care Act 2008 (Regulated Activities) Regulations, 2014

<sup>2</sup> Skills for Care research [www.skillsforcare.org.uk/Leadership-management/Productivity/Productivity.aspx](http://www.skillsforcare.org.uk/Leadership-management/Productivity/Productivity.aspx)



## Create effective leaders

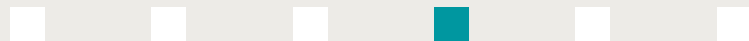
CQC recognises the relationship between learning and development and strong, effective leaders. In an outstanding service, **“managers develop their leadership skills and those of others”**. Learning and development is not just associated with new members of staff or frontline workers. Instead **“there is a strong focus on continuous learning at all levels of the organisation”**.

[Key lines of enquiry, prompts and ratings characteristics for adult social care services](#), Care Quality Commission, 2017.

The [Good and outstanding care guide](#) offers practical examples of how effective development of leaders has supported good and outstanding inspection reports.:

Here are just a couple of examples.

- In addition to nursing and social care qualifications, the registered manager had obtained a teaching qualification in order that she could provide flexible training to staff.
- The provider was committed to driving improvement through nurturing staff and developing their managerial and leadership skills. They introduced a leadership academy which ran three management development programmes suitable for beginners to more senior staff.



## Improve recruitment and retention rates

Qualifications or previous work experience aren't always necessary to get a job in adult social care, the right values and attitudes can be more desirable. Being able to demonstrate investment in learning and development is not only a strong recruitment tool but also key to engaging with your current workforce.

Skills for Care worked with adult social care employers who had a staff turnover rate of less than 10% to learn about their [secrets to recruiting, retaining and developing their workforce](#). Learning and development featured heavily throughout the research.

### Recruiting new staff

75%

of employers had used staff development opportunities to support their recruitment campaigns, and would do so again.

49%

of employers successfully recruited through employee referrals, so making sure current workers are motivated, and that the organisation has a good reputation, could help increase these successful referrals.

90%

of employers felt learning and development helped their reputation.

### A loyal workforce

94%

of employers reported that investing in learning and development had a positive impact on retention rates

87%

of employers felt offering learning and development improved staff commitment



investing in learning and development and celebrating achievements all go a long way to improving staff retention.

\*Skills for Care worked with adult social care employers with a staff turnover rate of less than 10% to learn about their [secrets to recruiting, retaining and developing their workforce](#).

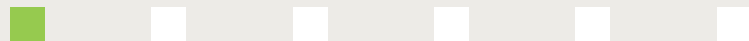
## How Skills for Care can help

- Good learning and development can support CQC inspections. Take a look at our [Good and outstanding care guide](#) which gives a view of what really good care is and, critically, how to make it happen.
- Read our [Secrets of success](#) report to see how investment in learning and development can improve recruitment and retention.
- Talk to us about how we can offer tailored support to further look into the benefits of learning and development specifically for your organisation. [Contact us](#) to arrange an initial conversation.



# Deciding what learning and development to provide ?

As an employer, you need to understand the learning and development needs of your individual workers, teams and the organisation. Here we'll explore how you can do this.





## Looking at the learning needs

There are three basic steps you can take to determine learning objectives and design an effective development programme.

1

### Carry out a learning needs analysis

To help you decide what learning and development opportunities to provide it's really useful to do a learning needs analysis. This process is designed to support individual, team and organisational development. It could look at the whole organisation or specific departments, teams or individuals. It's often seen as the first step to creating an effective development plan.

There are various things that you can review to help you do this. The [learning needs analysis](#) will look at this in more detail.

2

### Gather further information

Look at your current learning and development strengths and think about areas for improvement. You might use:



questionnaires and surveys



focus groups



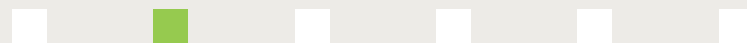
one to one interviews.

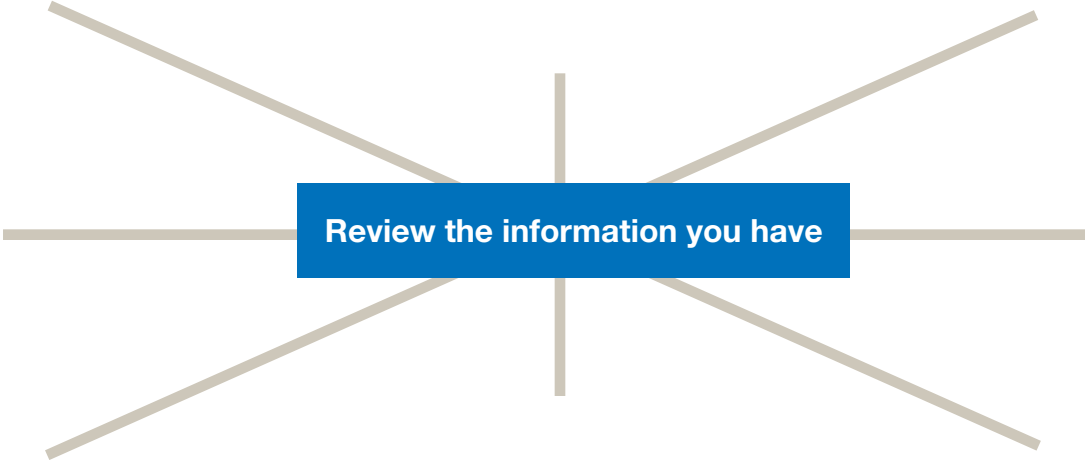
Remember to ask the individuals accessing your service and other key stakeholders what they think, as well as workers and their managers.

3

### Prioritise learning and development needs

Your learning needs analysis might identify several areas where you could invest in learning and development. Think about which will have the most significant impact for the organisation, staff and people who access your service. Make sure that any gaps in knowledge that could lead to non-compliance are prioritised.





More information



## Think about minimum standards

### Code of Conduct

All adult social care workers in England are expected to meet the standards set out in the [Code of Conduct](#). It outlines the **behaviours and attitudes** that people who access care and support should rightly expect.

### Values and behaviours

It's important that staff in all roles have the right values to work in your organisation and in social care. Your organisation should have their own set of workplace values but you can take a look at our [examples of core values](#).

Workplace values help employers to embed a positive workplace culture and support the process of recruiting and retaining people who understand the right and wrong ways of working. These values should underpin all learning and development activity.



### Care Certificate

The Care Certificate is an agreed set of standards that set out the knowledge, skills and behaviours expected of those new to the health and social care sectors. It describes the minimum things support workers must know and be able to do.

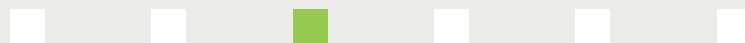
The Care Certificate:

- is the beginning of the career journey for those new to care
- is a foundation for health and adult social care integration
- ensures those new to the sector are supported
- is endorsed by the Care Quality Commission (CQC)
- is a CQC expectation - all employers should now be offering it.

### Core skills

Every worker in adult social care needs English, number, digital and employability skills, including team work, and problem solving skills. These are collectively known as [core skills](#). They ensure social care workers can complete everyday tasks such as communicating with the individuals they support, counting medication, using a computer and writing a care plan.

All staff should be supported to develop their core skills. Take a look at our [practical guide](#) to help you.

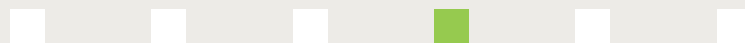
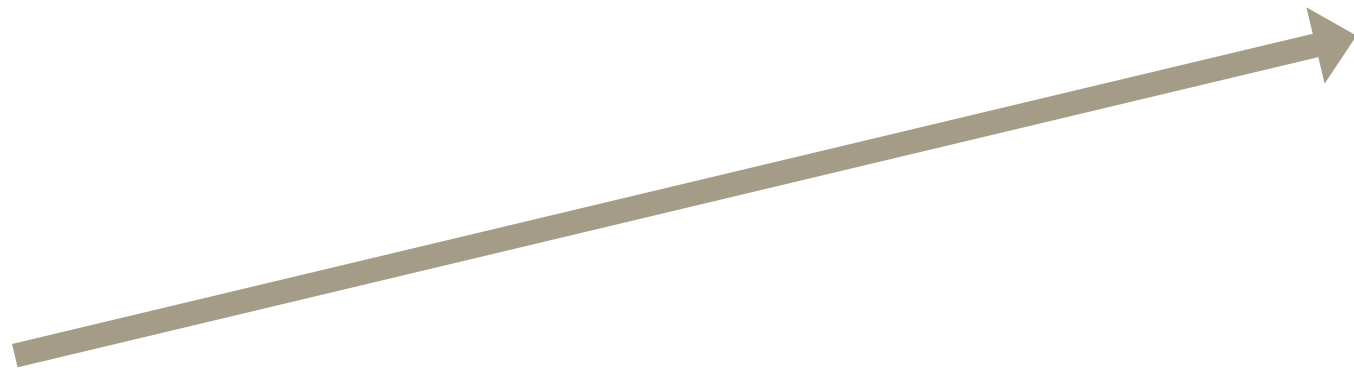


## Learning and development pathways

Our learning and development pathway is an example of the pathway a worker in adult social care may follow. It gives you some suggestions of key learning programmes that can be used at different levels to help you develop the skills of your team and create a competent workforce.

It's a starting point for you to create individual learning and development pathways for your workforce - so you can see where and how you might use different programmes. Individual or specialist development activities can be added to support continuing professional development (CPD), service specialisms, areas of interest or specific development needs.

It's not a career pathway (although it may support this when applied to your organisation) or a defined development route.



## Adult care worker

Care workers are the frontline staff who help adults with care and support needs to achieve their personal goals and live as independently and safely as possible, enabling them to have control and choice in their lives.

### Core development

- ✓ Level 2 Diploma in Care or Adult Care Worker apprenticeship
- ✓ Leadership qualities\* of a front-line worker ([LQF](#))
- ✓ Relevant core skills education and training frameworks - tier 1
- ✓ Additional activity for continuing professional development (CPD)

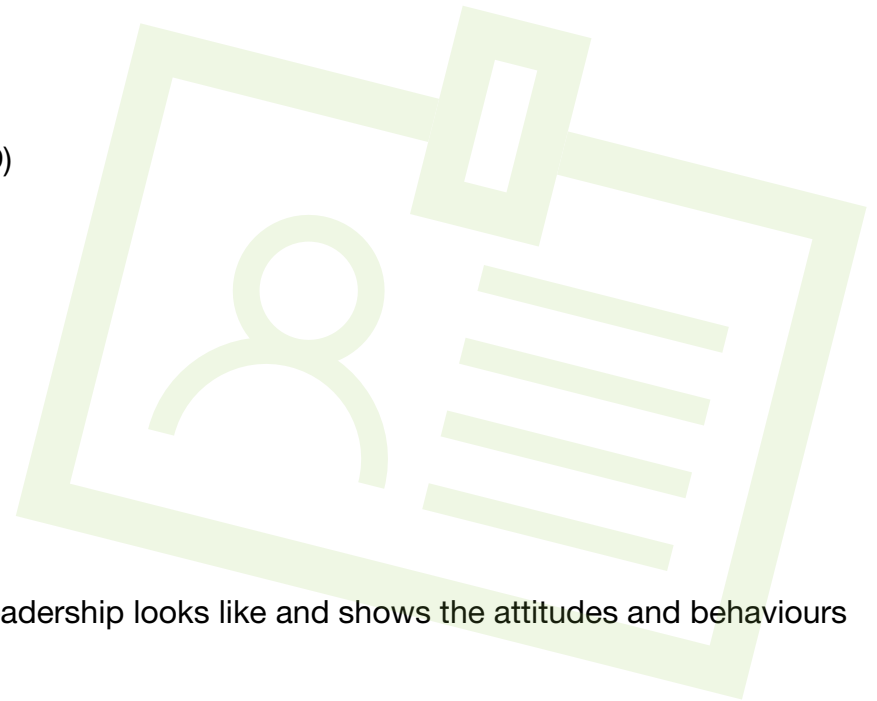
### Where relevant:

- ✓ Applicable core skills education and training frameworks - tier 2

### Job titles might include:

Care assistant, care worker, support worker.

\*The [Leadership Qualities Framework \(LQF\)](#) describes what good leadership looks like and shows the attitudes and behaviours needed for high quality care.



## Lead adult care worker

Like care workers, lead adult care workers are the frontline staff who help adults with care and support needs to achieve their personal goals and live as independently and safely as possible, enabling them to have control and choice in their lives. In addition, lead adult care workers will have additional responsibility such as providing supervision, leadership, guidance and direction for others, or working autonomously exercising judgement and accountability.

### Criteria

- ✓ Level 3 Diploma in Adult Care or Lead Adult Care Worker apprenticeship
- ✓ Leadership qualities of a front-line worker ([LQF](#))
- ✓ Relevant core skills education and training frameworks - tier 1
- ✓ Additional activity for continuing professional development (CPD)

### Where relevant:

- ✓ Leadership qualities of a front-line leader ([LQF](#))
- ✓ Level 4 Certificate in Principles of Leadership and Management in Adult Care
- ✓ Applicable core skills education and training frameworks - tier 2

### Job titles might include:

Activity worker, care supervisor, community support worker, senior care worker, social work assistant, team leader.



## Lead practitioner in adult care

Lead practitioners in adult care have specialist skills and knowledge in a particular area of responsibility. This allows them to lead in areas of care or service provision, e.g. dementia, end of life care, needs assessment, rehabilitation, enablement or assistive technology. They act as a coach and mentor to others and will have a role in assessing performance and the quality of care delivery.

### Criteria

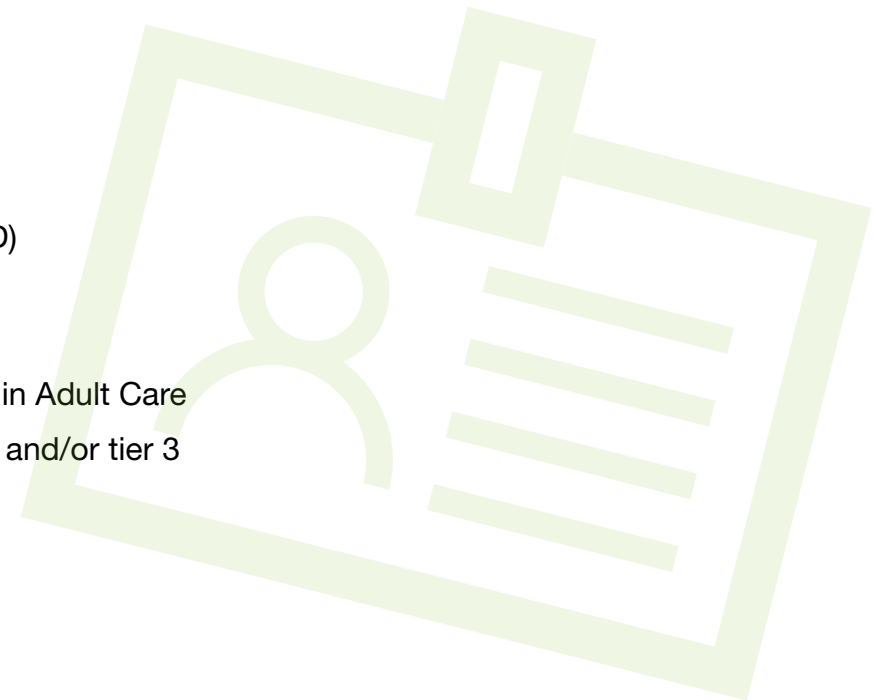
- ✓ Level 4 Diploma in Adult Care
- ✓ Leadership qualities of a front-line leader ([LQF](#))
- ✓ Relevant core skills education and training frameworks – tier 1
- ✓ Additional activity for continuing professional development (CPD)

### Where relevant:

- ✓ Level 4 Certificate in Principles of Leadership and Management in Adult Care
- ✓ Applicable core skills education and training frameworks - tier 2 and/or tier 3

### Job titles might include:

Care navigator, care coordinator, dementia lead, re-ablement worker.



## Adult care leader

Adult care leaders are responsible for the leadership and development of teams, services and culture. They ensure that care provision is safe, effective, caring, responsive to people's needs and well-led. They may be responsible for business development, financial control, organisational resilience and continuity, as well as for managing risk and leading on organisational change.

### Criteria

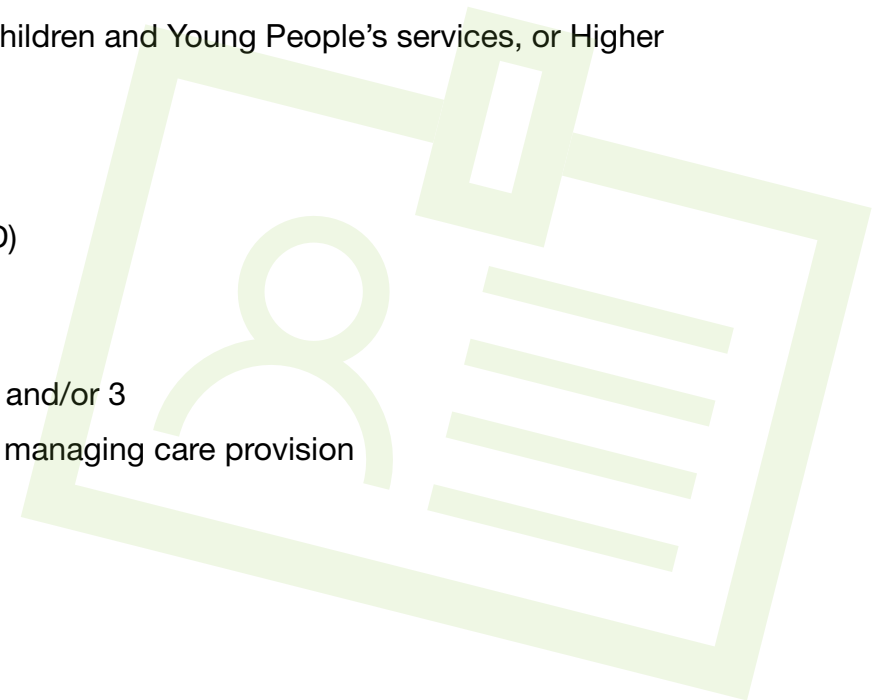
- ✓ Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's services, or Higher Apprenticeship in Care Leadership and Management.
- ✓ Leadership qualities of an operational leader ([LQF](#))
- ✓ Relevant core skills education and training frameworks - tier 1
- ✓ Additional activity for continuing professional development (CPD)

### Where relevant:

- ✓ Applicable core skills education and training frameworks - tier 2 and/or 3
- ✓ Non-social care management qualification for those not directly managing care provision

### Job titles might include:

Assistant manager, deputy manager, manager, registered manager.





## Senior leader

Senior leaders are responsible for the leadership, development and direction of an organisation. They might control a number of services or areas of work and are responsible for developing and implementing the organisation's strategic vision.

### Criteria

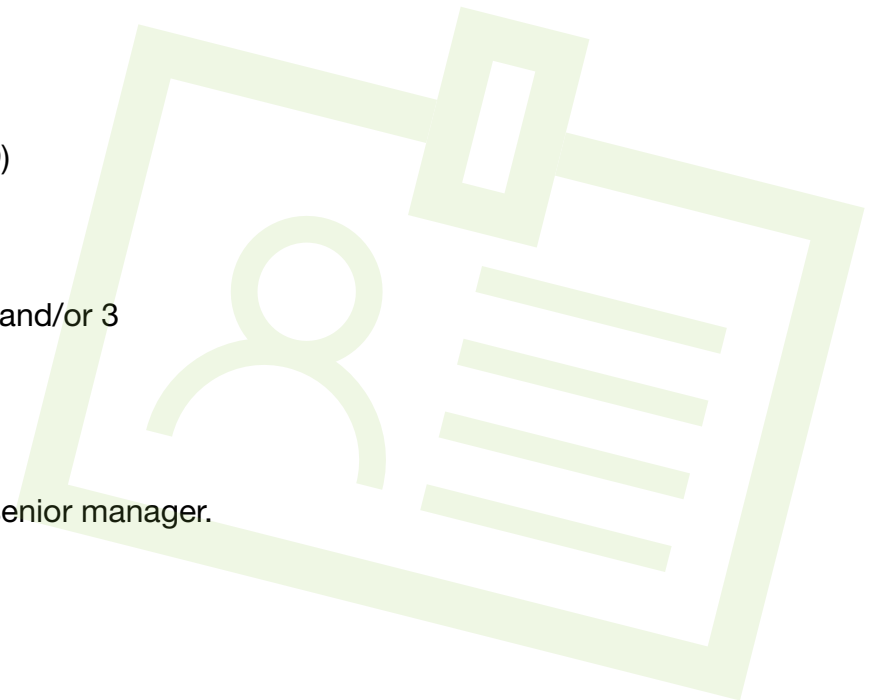
- ✓ Management qualification
- ✓ Leadership qualities of a front-line worker (LQF)
- ✓ Core skills education and training frameworks - tier 1
- ✓ Additional activity for continuing professional development (CPD)

### Where relevant:

- ✓ Applicable core skills education and training frameworks - tier 2 and/or 3
- ✓ Relevant [leadership programme](#) for job role

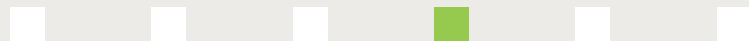
### Job titles might include:

Assistant chief executive, assistant director, chief executive, director, senior manager.



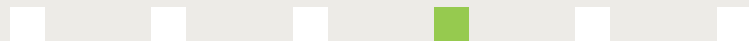
The learning and development pathway includes:

- **diplomas** - the different levels of [diploma qualifications](#) available that are approved by Skills for Care. They can be completed as a standalone qualification or as part of an apprenticeship.  
Approved Diplomas have mandatory units that develop knowledge and skills common and core across the sector and optional units that learners choose from to develop more specific or specialist knowledge and skill.
- **links to the [Leadership Qualities Framework \(LQF\)](#)** – this describes the attitudes and behaviours needed for high quality leadership at all levels. It separates leaders into four levels:
  - **front-line worker:** including care assistants, volunteers, temporary and ancillary staff
  - **front-line leader:** including supervisors, team leaders and shift leaders
  - **operational leader:** including registers managers and service managers
  - **strategic leader:** including directors and senior management
- **core skills education and training frameworks** - these describe knowledge and skills on a specific topic. They are ‘tiered’ dependent on role and responsibility rather than hierarchical structures. You can use them to assess current strengths and development needs, and design learning and development activities. The frameworks available are:
  - [dementia](#)
  - [end of life care](#)
  - [learning disabilities](#)
  - [mental health](#)
  - [person-centred approaches.](#)



## Case studies: examples of pathways

The adult social care sector offer various development opportunities that don't follow a direct pathway. Some workers may wish to progress into more senior roles, while others may wish to develop within their current roles. The following fictional case studies provide different examples of pathways within adult social care.



## Meet Rosie...

**Rosie is an adult care worker in a dementia service. Here is her story so far...**

### **In the beginning**

Rosie started her journey in social care as an **Adult Care Worker apprentice**. In the first few months of her apprenticeship she completed the **Care Certificate**, learning the fundamental skills needed to work competently in health and social care. She went on to complete her **Level 2 Diploma in Care** before passing her apprenticeship.

Rosie's organisation recognise the importance of providing its workforce with learning and development opportunities to ensure that they have the right skills and knowledge to deliver high quality care.

In the early days of her role, she was supported to ensure she was provided with the learning and development opportunities to meet the **leadership qualities of a front-line worker (LQF)** and Tier 1 of relevant Core Skills and Education Training Frameworks. As Rosie role is focused on people living with dementia, her organisation has supported her to achieve the learning outcomes of **Tier 2 of the Dementia Core Skills Education and Training Framework**.

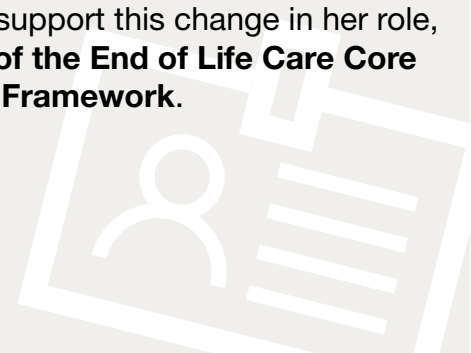
### **Developing her skills**

As her role has progressed, Rosie has developed an interest in activity provision for people with dementia and wanted to develop her skills in this area. Her organisation supported her with developing her knowledge and she was able to take part in a learning programme in activity provision.

She also developed her knowledge in specific subjects at **Tier 3 of the Dementia Core Skills Education and Training Framework**, which included “dementia risk reduction and prevention” and “living well with dementia and promoting independence”.

### **What's next?**

Rosie has found that her job role is changing and she is providing increasing amount of support to people approaching the end of life. To support this change in her role, Rosie will work towards **Tier 2 of the End of Life Care Core Skills Training and Education Framework**.



## Meet Luke...

**Luke is a deputy manager in a residential care home. Here is his story so far...**

### In the beginning

After having had to care for a close family member, Luke decided that he would like to work in the adult social care sector. Luke was offered a role in a local residential care home and completed the **Care Certificate** and a **Level 2 Diploma in Care** alongside the developing the core skills from **tier 1 and 2 (where relevant) of the Core Skills Education Frameworks** and demonstrating the **leadership qualities of a front-line worker (LQF)**.

### Developing his skills

Luke decided that he wanted to progress into a managerial position. His organisation recognised Luke's potential and supported him on this journey. He became a Senior Care Worker, completing his **Level 3 Diploma in Adult Care** through a local college. Alongside this accredited qualification, Luke's organisation also supported him to meet the **leadership qualities of a front-line leader (LQF)**.

He was then provided with the opportunity to study for the **Level 4 Certificate in Principles of Leadership and Management in Adult Care**, which he completed and passed

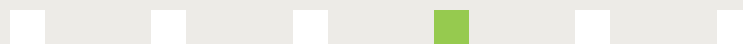
with flying colours whilst developing his leadership qualities further.

Luke's passion in social care and his ambition to progress meant that he was offered the position of deputy manager with the agreement he'd complete his **Higher Apprenticeship in Care Leadership and Management** to develop his leadership and management skills, and the **qualities of an operational leader (LQF)**.

### What's next?

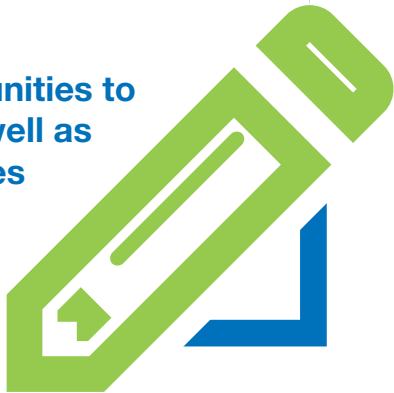
Luke's completed his apprenticeship and is enjoying his role as deputy manager but he realises that whilst there are certain parts of the role that he finds really rewarding, there are other areas he doesn't. He decides his next step is to specialise rather than moving into a registered manager position.

He enrolls onto the **Level 4 Diploma in Adult Care** and starts to develop knowledge and skills to meet several of the outcomes in tier 3 topic areas in the **Core Skills Training and Education Frameworks**. This will help him focus on the area of care he really enjoys – care coordination – rather than management responsibility. Luke hopes to take up a care coordinator role at a senior level when he's completed the qualification.





## Top tips: deciding what learning and development to provide

- ✓ Carry out a learning needs analysis
  - ✓ Develop a plan to address learning need
  - ✓ Create learning pathways for your workforce, building in continuing professional development (CPD)
  - ✓ Provide workers with opportunities to develop within their role, as well as moving between different roles
- 

## How Skills for Care can help

We can...

- offered tailored support to help you and your organisation **undertake a learning needs analysis** and create a **plan to develop your workforce**. **Contact us** to find out how
- help you to develop your workplace values if you haven't already established them - take a look at our **online toolkit**.

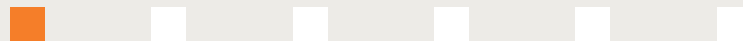
# Apprenticeships

Apprenticeships are work-based training programmes. They're a hugely popular way to develop the adult social care workforce with over 90,900 care-related apprenticeships\* started in the academic year 2016/17.

## Apprenticeships at a glance:

- Anyone over the age of 16 and living in England can become an apprentice
- Apprentices are embedded within the workforce
- Apprenticeship training works for new recruits and existing workers to support their development and career aspirations
- The Government provide funding towards apprenticeship training
- Apprenticeships are assessed to ensure competence

\*By 'care-related apprenticeship' we mean the social care pathway of the Health and Social Care Framework (Intermediate and Advanced Apprenticeships), the Care Leadership and Management Framework (Higher Apprenticeship) along with Adult Care Worker and Lead Adult Care Worker Apprenticeship Standards.



## How apprenticeships work

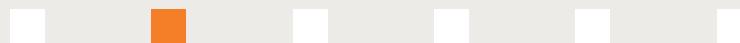
### The basics

Apprenticeships are based on standards - short documents listing the skills, knowledge and behaviours needed for an apprentice to be competent in their role.

Apprenticeship standards replaced apprenticeship frameworks at level 2 and 3 in January 2018, and will replace level 5 in September 2018, as well as bringing a new apprenticeship to the sector at level 4.




New standard	Equivalent framework
<a href="#"><u>Adult Care Worker</u></a> Available	Intermediate Apprenticeship in Health and Social Care
<a href="#"><u>Lead Adult Care Worker</u></a> Available	Advanced Apprenticeship in Health and Social Care
<a href="#"><u>Lead Practitioner in Adult Care</u></a> Available September 2018	No equivalent
<a href="#"><u>Leader in Adult Care</u></a> Available September 2018	Higher Apprenticeship in Care Leadership and Management

Completing an apprenticeship standard in adult social care involves demonstrating competence in the standard and completing several qualifications. To pass the apprenticeship, the apprentice has to successfully complete an .





## Here's an example of what is involved in completing the new Adult Care Worker Apprenticeship Standard.

	Apprentices must demonstrate: <ul style="list-style-type: none"><li>■ the knowledge, skills and behaviour within the standard</li></ul>	 And complete: <ul style="list-style-type: none"><li>■ Level 2 Diploma in Care</li><li>■ 15 Standards of the Care Certificate</li><li>■ Functional skills (English and maths)</li></ul>	 They then have to complete and pass the end-point assessment, which in this standard is made up of: <ul style="list-style-type: none"><li>■ a situational judgement test</li><li>■ a professional discussion.</li></ul>
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### What's an end-point assessment?

An end-point-assessment is an independent holistic assessment of the knowledge, skills and behaviours the apprentice has developed throughout their apprenticeship. Apprentices must pass the end-point assessment to achieve their apprenticeship and will be given a grade.

The assessment must be carried out by an independent Apprenticeship Assessment Organisation – they must not have been involved in training or assessing the apprentice previously and must be on the [Register of Apprenticeship Assessment Organisations](#).

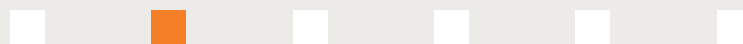
### Integration with health

Skills for Care is often asked about 'integrated apprenticeships'. In Spring 2017 we assessed the level of activity around integrated apprenticeships and found that they are in reality rotational apprenticeships – where apprentices are employed in one sector, and gain work experience through placements in a different sector. They've been valuable in:

- gaining a wider understanding of the journey people take when accessing social care and health services
- giving apprentices career development options
- improving knowledge sharing between sectors to improve the quality of care.

**Contact Skills for Care**  
about how we can  
provide tailored support  
with understanding  
**apprenticeships**  
**standards** and  
**apprenticeship reform.**

[Scoping Integrated Apprenticeships in Health and Social Care](#), Skills for Care and Skills for Health, 2017



## How to get started with apprenticeships

### Understand the standards

Take time to look at the knowledge, skills and behaviours within the standards to see how each one could meet your organisation's workforce development needs.

For example:

- if you have a high turnover of new care workers, providing structured development and support through an Adult Care Worker Standard could improve retention and create a high quality care workforce
- if you struggle to recruit experienced registered managers, you could use the Leader in Adult Care Standard to 'grow your own' and develop existing workers.

Don't be afraid to choose a healthcare standard, such as the Healthcare Support Worker Standard, if that is more appropriate for your organisation. You can [search for apprenticeship standards here](#).

Completing an apprenticeship standard in adult social care involves demonstrating competence in the standard and completing several qualifications. To pass the apprenticeship, the apprentice has to successfully complete an end-point assessment.

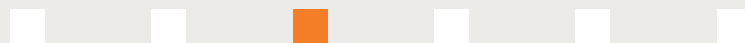
### Choose who to work with

Other than you and your apprentice, there are two other key parties involved in delivering apprenticeship standards.

1. The learning provider - who must be on the [Register of apprenticeship training providers](#).
2. The end-point assessment organisation - who must be on the [Register of end-point assessment organisations](#).

You will contract and negotiate directly with the learning provider and will have a say on who the end-point assessment organisation is.

provides advice on how to choose a learning provider.



### Negotiate with your chosen learning provider

As the customer you have a right to ensure the learning provider's service meets the needs of your apprentice, your organisation and individuals accessing care and support. You might want to negotiate elements of delivery (including who delivers parts of the apprenticeship, e.g. Care Certificate standards), costs, frequency of assessor visits to the workplace and the support available.

### Get involved

As the employer, you're a key partner in the delivery of an apprenticeship – you may wish to be heavily involved in developing the knowledge, skills and behaviours of your apprentice and choose to deliver parts of the programme internally.

Or you might prefer your learning provider to deliver all the elements.

Either way, it's important you are clear on who delivers and assesses the learning, when and how.

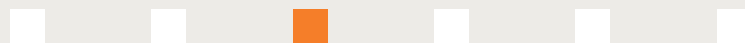
### Make an investment

You'll have to make a financial investment in an apprenticeship standard.

If your organisation has an annual paybill of over £3m, you're a levy-payer and will pay the full cost\* of an apprenticeship from your levy account. If your organisation is a non-levy payer, the Government will contribute 90% of the cost\* of the apprenticeship and you'll pay the remaining 10%.

Find out more about arrangements for non-levy and levy payers on our [apprenticeship funding webpage](#).

\*Up to an agreed amount or cap.



### Prepare apprentices

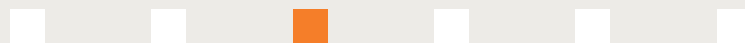
Achieving an apprenticeship is a great achievement but for some apprentices the end-point assessment may cause anxiety and fear.

Managers and mentors should support apprentices overcome these concerns and see the end-point assessment as a celebration of what they've achieved and how they've developed. Your learning provider can advise you on how to prepare apprentices, but developing their confidence is key.

### Look at alternatives

The thought of an end-point assessment might be too much for a potential apprentice. Or there may not be a standard available to meet the needs of particular workers. Or apprenticeships may not suit your business model.

Apprenticeships provide great benefits to your organisation and individual learners, but they aren't suitable for every worker and every organisation. Remember, there are other ways to effectively develop your workforce that you might want to look at.   
will give you some ideas.



## Government funding and apprenticeships

The Government funding contribution for apprenticeship standards is determined in line with an allocated 'cap'. The 'cap' is based on an anticipated total cost of delivery. The actual cost agreed upon with a learning provider could be higher or lower than this.

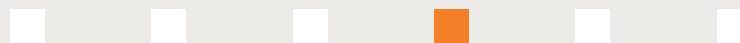
Apprenticeship Standard	Government cap
Adult Care Worker	£3,000
Lead Adult Care Worker	£3,000
Lead Practitioner in Adult Care	£5,000
Leader and Manager in Adult Care	£6,000

For [non-levying paying employers](#), the government will contribute 90% of the training costs, up to the cap. The remaining 10% and any additional cost will be met by the employer.

[Levy paying employers](#) will pay 0.5% of their payroll over £3 million into their digital account and the government will top-up their digital account by 10%.

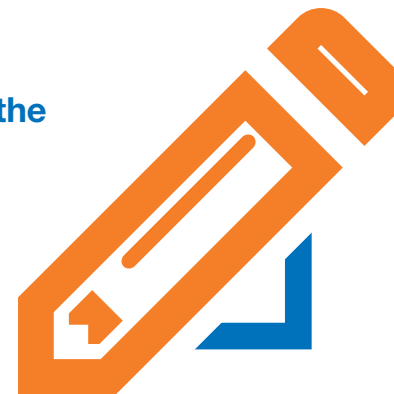
You can find more information on apprenticeship funding and financial incentives on our [apprenticeship webpages](#).

[Contact Skills for Care](#) to find out how we can offer tailored support with understanding funding and apprenticeships.



## Top tips: getting started with apprenticeships

- ✓ Check whether your organisation pays the levy or not as this will affect how you access government funding for apprenticeship delivery.
- ✓ Read up on the new standards and funding arrangements on [Skills for Care's website](#).
- ✓ See where the new standards can support workforce development challenges or priorities.
- ✓ Find a quality learning provider – check they are on the [Register of apprenticeship training providers](#).

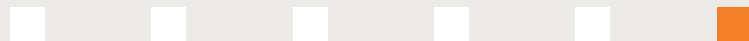


If you need any specific support for your organisation on apprenticeships **contact Skills for Care** to discuss how we can help.

## How Skills for Care can help

We can...

- provide tailored support specifically for your organisation, helping you to get started with apprenticeships - [get in touch](#) to arrange an initial conversation
- provide advice on the development of new standards - we've supported the adult care and social work trailblazer groups through the development of new standards and understand the rules around them
- support you to understand apprenticeships - our [webpages](#) are full of useful information and resources as well as links to important documents
- help you find an apprenticeship training provider – we [endorse training providers](#) who deliver high quality training in health and social care so once you've found a provider on the [Register of apprenticeship training providers](#), check they meet our quality standard.
- provide external quality assurance for Apprenticeship Assessment Organisations – we've been asked by the adult care trailblazer group to assure the quality of end-point assessments in adult care. [Find out more on our website.](#)

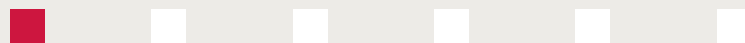


## Qualifications

A qualification is awarded to a learner who has demonstrated that they have reached a specified level of attainment, through a reliable assessment method, which is accredited by a recognised awarding organisation\*.

Qualifications can play an important role in learning and development and there are a wide variety available within adult social care. From diplomas which enable learners to develop the skills, knowledge and information required to become competent workers, to a range of smaller awards and certificates which are more focused on specific topics.

\*Awarding organisations design qualifications, set assessments for these qualifications, and award the certificate. They are regulated by Ofqual. See Skills for Care's [approved qualification list](#) to see which awarding organisations we're working with.





## Diplomas: the background

In January 2018 the Regulated Qualifications Framework (RQF) replaced the Qualifications and Credit Framework (QCF). Skills for Care developed qualification specifications for each occupational competency diploma under the new framework.

The table shows the diplomas which are currently available and their equivalent under the previous framework. Whilst workers will need to continue to update and refresh their learning, any qualifications they've already achieved will still be valid and they won't need to repeat learning at the same level.

**Diplomas can be completed as a standalone qualification or within an apprenticeship standard.**

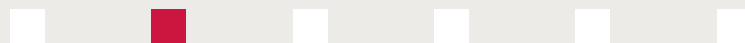
New RQF Diploma	Equivalent QCF Diploma
Level 2 Diploma in Care	Level 2 Diploma in Health and Social Care
Level 3 Diploma in Adult Care	Level 3 Diploma in Health and Social Care
Level 4 Diploma in Adult Care	Level 4 Diploma in Adult Care
Level 5 Diploma in Leadership and Management in Adult Care*	Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services

### Integration with health

The creation of qualification specifications also gave the adult social care and health sectors an opportunity to integrate learning and development and improve the portability of qualifications between the two sectors.

- The RQF Level 2 Diploma in Care will be used across health and adult care settings.
- The RQF Level 3 Diploma in Adult Care shares mandatory, core content with Level 3 Diploma in Health.

\*Available Autumn 2018.



## How to get started with diplomas

### Understand the new diplomas

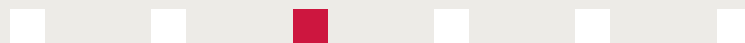
Take time to look at the qualification specifications for each diploma, you'll get a feel of what your worker will be expected to achieve and see how they fit within your current workforce development plans.

As an employer you're unlikely to notice much change to the diplomas at level 2 to 4, although the content has been updated to reflect changes within the sector and align with the apprenticeship standards.

Changes at level 5\* are more significant to reflect the changing role of managers in adult social care and now include topics covering:

- self-awareness
- decision making
- innovation and entrepreneurial skills

\*The new Level 5 diploma in Leadership and Management in Adult Care will not be available until September 2018. In the meantime, learning providers will continue to offer the QCF Level 5 Diploma in Leadership for Health and Social Care and Young People's Services.



## Choose approved qualifications

Approved qualifications reflect best practice and ensure that all criteria within the qualification specification has been met. They support a common understanding of what a worker will achieve at a given level of occupational competence.

All Skills for Care approved qualifications:

- include consistent mandatory content that has been consulted on with the sector
- include a range of optional units (where appropriate) developed in line with best practice
- are approximately the same size
- *might* have slightly different titles, but their title will reflect the qualification specification it was approved against.

### Look out for the logo



[Click here to find approved qualifications](#)

## Remember the optional units

All approved diplomas will require learners to complete optional units which give the learner an opportunity to develop knowledge and skills in areas of interest, specialisms or the organisation's priorities. Whilst the range and content of optional units are likely to be similar across different awarding organisations' qualifications, they may not be exactly the same and some diplomas may carry a particular focus or emphasis.

It's worth talking to learning providers about your workforce development needs and to find diplomas that offer optional units that reflect these needs.

## Choose who to work with

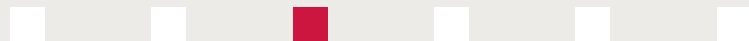
Deciding which learning provider to work with is important to the success of the qualification and the impact the learning has within your organisation.

provides advice on how to choose a learning provider.

## Look at alternatives

You might find that diplomas and aren't suitable for all your workers and there are other ways to effectively develop your workforce. Our section will give you some other ideas for learning and development.

**Contact Skills for Care** about how we can provide tailored support with understanding **qualifications**.



## What about other qualifications?

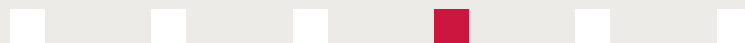
Awards and certificates refer to qualifications that are shorter in length than a diploma. They focus on a particular area of specialism and enable workers to continue their professional development through qualifications.

Skills for Care has produced two qualification specifications for certificates, one in [Leadership and Management](#) and one in [Commissioning](#).

Other awards and certificates are available in a variety of topics. You should choose qualifications that will meet your workforce's development needs.

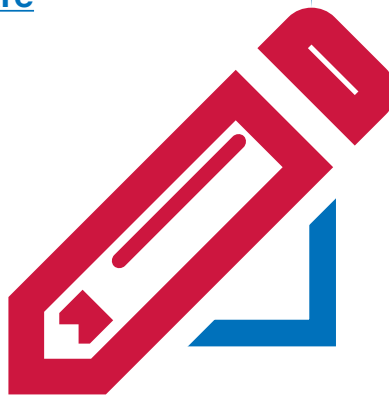
### Understand CPD qualifications

Continuing Professional Development (CPD) qualifications each have a specific purpose and their outcomes may differ slightly even if their title sounds the same. If you wish to use smaller qualifications to provide CPD for your workforce, take your time to find the ones that meet your needs.



## Top tips: getting started with qualifications

- ✓ Read the new specifications and see where they can support workforce development challenges or priorities
- ✓ Remember that optional units can be used to develop specialist knowledge and skills
- ✓ Ask your learning provider if the diplomas they offer are approved by Skills for Care
- ✓ Find a quality learning provider

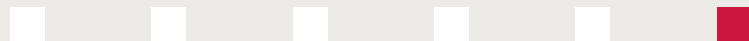


If you need any specific support for your organisation **contact Skills for Care** to discuss how we can help.

## How Skills for Care can help

We can...

- provide tailored support specifically for your organisation, helping you to understand qualifications and implement an effective qualification programme. [Get in touch](#) to arrange an initial conversation.
- provide advice on the new qualifications - we've developed the [qualification specifications](#) for each occupational competency diploma and therefore understand the content.
- provide advice regarding the development of new qualifications or specifications. If you feel there's a gap in the qualification market, we can help you explore whether a qualification is needed and if so, what steps to take next.
- guide you to approved qualifications – look at [our list of approved qualifications](#) to check that the qualification you offer your workforce are approved (that they meet our specifications and provide consistent and transferable learning).
- support you to understand qualifications – [our web pages](#) are full of useful information and resources.
- help you find a learning provider - Skills for Care [endorse learning providers](#) who deliver high quality training in health and social care.
- make funding available for qualifications - we disperse [Workforce Development Funding](#) on behalf of the Department of Health and Social Care. This fund supports the achievement of qualifications within the sector.



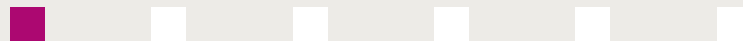
## Alternatives to apprenticeships and qualifications



Apprenticeships and qualifications bring with them a host of benefits for both the learner and the organisation, but there are other options available to develop a competent workforce. The variety of learning opportunities available in adult social care is almost limitless and is ever-evolving and can provide employers' and their workforce with bespoke, engaging, cost-effective and outcome-driven development solutions.

In this section we'll look at some traditional and not-so-traditional alternatives.

**If you choose not to use diplomas or apprenticeships as a workforce development route, you could still make use of the learning outcomes within them to shape your own learning programmes.**





## Learning programmes: what are they?

Learning programmes are a popular alternative to apprenticeships and qualifications.

### A learning programme:

- is a structured approach to learning and development that has clear learning aims or objectives.
- is traditionally delivered by a trainer in a face-to-face classroom environment, however digital approaches are becoming more popular.
- is normally quite interactive – with learners engaging in discussions and activities.
- is varying in length, from a couple of hours to several days. Some might have work to complete away from the classroom.
- could be accredited\* or non-accredited.

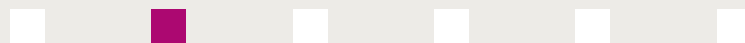
### What learning programmes are available?

Our endorsed providers offer a wide range of courses, including a number of learning programmes that we have designed. From core skills to specific topics such as dementia and end of life care to first aid to health and safety and food safety and nutrition. The courses are wide and varied and will help you to develop your workforce.

### Skills for Care's *New Visions for Leadership* learning programmes

It's important that leaders and managers are given the opportunity to develop themselves if the highest standards of quality in social care are to be attained and maintained across the sector. Our [new visions for leadership support](#) the development of social care leaders and managers, who want to develop their leadership skills and learn alongside their peers.

\*An accredited learning programme has an assessment element that is approved by an awarding organisation.



## What is elearning?

Elearning is now common-place in many organisations and courses on a vast variety of topics are widely available. As elearning develops, it's becoming more engaging and interactive, making it more appealing and accessible to learners.

### Elearning:

- is learning that takes place through a computer-based programme so learners can access it on computers, smartphones and tablets.
- is normally broken down into 'bite-sized' modules and supports workers learn new information and refresh or update existing knowledge.
- should assess what the worker has learnt and the impact their learning has on their work.
- is best delivered as part of a blended learning programme – used in combination with other learning methods, e.g. face to face learning, group discussion, hands-on practice.

### The benefits of elearning:

- it's flexible and can be completed almost anywhere, at any time.
- good elearning programmes will test and assess the learner's knowledge throughout the programme and/or upon completion and will track results.
- 'learning management systems' are often used to create and deliver personalised development plans, alerting individuals when they need to carry out a learning programme and monitor an individual's progress.



### Considerations of elearning:

- elearning isn't for everyone – workers who aren't confident with technology may find elearning intimidating.
- the content can be hard to review, unless you've completed it yourself.
- it isn't practical or 'hands-on'.
- 'Off the shelf' elearning will also be generic not bespoke to your organisation, so it's important to support learners understand how they can embed their learning into their work practice.



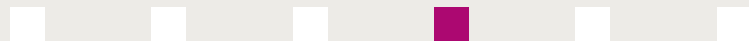
## Different ways to learn

### Going digital

Digital technology offers new, and often cost effective, ways for workers to learn and develop, and is transforming the way we learn. It not only provides new ways to learn (elearning, virtual and augmented reality, access to videos and online talks, and so on), but offers efficient and effective ways to collaborate, work together and learn from one-another. It can provide opportunities for workers to access developmental activities that might otherwise have been too expensive or impractical.

Hover over each type of learning for a full description.

**Remember:** Whilst technology brings a host of benefits, using technology can be daunting for some people. The necessary time should be spent enabling people to feel capable and confident with these techniques. Skills for Care's work on [Digital Skills](#) can help you support these workers.



## Non-digital

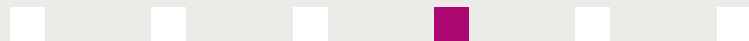
There are many more ways to learn which don't necessarily involve digital technology, here's a round-up of popular methods available today.



Hover over each type of learning for a full description.



**These different approaches are not just alternatives to apprenticeships and qualifications. They could be used as delivery and assessment method within such a programme too.**



## Top tips: getting started with alternatives to apprenticeships and qualifications

- ✓ Consider all the options when planning learning and development offers and opportunities
- ✓ Don't be afraid to try something new
- ✓ Remember that some workers will be more digitally confident than others – support those that lack confidence
- ✓ Read [this guide](#) for more information on choosing activities that meet your aims and objectives, as well as suiting your learners' learning style

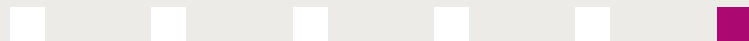


**Contact**  
**Skills for Care** about how we can offer tailored support to choose, design and implement **new approaches to learning and development.**

## How Skills for Care can help




We can...

- provide tailored support from our sector specialists to support you to explore the different approaches to learning and development and how they could be implemented across your organisation. **Get in touch** to arrange an initial conversation.
- help you find a learning provider and learning programmes from our **endorsed learning providers** who deliver high quality training in health and social care.
- provide information on digital skills – our **digital skills webpages** provide information about development workforce skills, best practice and cyber security.
- offer action learning - our action learning facilitators can support you to explore action learning, and design and deliver a sustainable programme. **Get in touch** to arrange an initial conversation.
- provide **leadership and management programmes** – we offer a variety of programmes designed to support and develop leaders and managers at all levels in social care.





# Choosing the right approach to learning and development

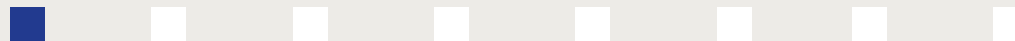
## **Excellent learning and development activity provision can:**

-  Enable workers to put what they've learnt into practice
-  Help create a culture of continued development and improvement.
-  Motivate workers to seek out other activity

## **On the other hand, poor experiences could lead workers to:**

-  Feel demotivated about development
-  Approach future activities with apprehension and apathy

Choosing the right approach isn't always straight forward and can depend on a variety of factors. In this section we explore some of these factors and provide advice to help you make a decision.



## Understanding your learning objectives

Consider what you're hoping to achieve, for the learner and the organisation. Developing the skills of learners will require a different approach to learning than developing knowledge. Developing an in-depth understanding of a complex subject area will require a more interactive and assessed approach than gaining a general overview of a topic area. Where there are practical elements to learning which require staff to be 'hands on' and observed, face to face practical training and assessment needs to take place. This could be complemented with other methods of learning, but should not be replaced by them.

### Developing occupational competence:

Try...

- Apprenticeship standards
- Approved Diplomas
- Learning programmes based on the above

### Developing skills:

Try...

- Augmented or virtual reality
- Observation or shadowing
- Role-play

### Developing knowledge:

Try...

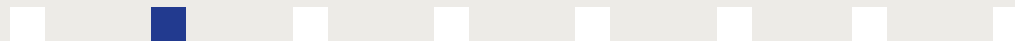
- Flipped learning
- Networking
- Research

### Personal and professional development:

Try...

- Action learning
- Coaching
- Mentoring

**Contact Skills for Care** about how we can offer tailored support to **choosing the right approach to learning and development.**





## Learning styles and preferences

The Care Quality Commission found that “[In outstanding providers] training is tailored to the individual needs and learning styles of staff.” Understanding how a worker learns best is key to finding development opportunities that will motivate and engage them. For example:

**Qualifications:** Some may be motivated by the opportunity to achieve a qualification, but others may find this type of assessed learning intimidating or fear failure.

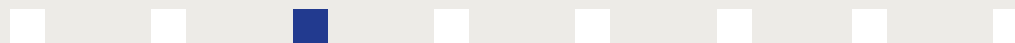
**Elearning:** Some may enjoy the flexibility and pace of elearning, whereas others may find using a computer off-putting or stressful.

**Mentoring:** Some may relish the opportunity to be mentored, while others could find the level of self-reflection daunting.

Understanding how a learner learns best could help design activities that will appeal to them and help them retain information or skills. You could use time in [supervision and appraisal sessions](#) to understand your workers’ preferences and motivations.

There are various models of learning you could look at to help understand different types of learning styles. A commonly

\*Source: [Key lines of enquiry, prompts and ratings characteristics for adult social care services](#), Care Quality Commission, 2017.



recognised one is the VAK model that proposes three different learning styles:

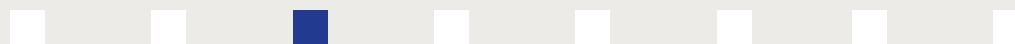
1. **Visual:** visual learners like to see what they are learning, for instance through pictures, diagrams, charts, shapes
2. **Auditory:** auditory learners like to hear what they are learning, for instance through lectures, discussion, repetition, rhyme
3. **Kinaesthetic:** kinaesthetic learners like to feel what they are learning, for instance through a 'hands-on approach', movement, experiencing the learning.

There's an additional style which has also been identified which is the reading/writing learner:

4. **Reading/writing:** a learner who uses words and writing – there's an overlap with Visual and Auditory learners, but these learners like to write things down.

**Whilst learner style and preference are important to support development, remember that learning requires individuals to step out their comfort zone and try something new.**

**Contact Skills for Care** about how we can offer tailored support in **choosing the right approach in learning and development.**



## What else should I consider?

Once you've decided what learning is required and how this should be delivered, this section outlines what else should be considered when planning your learning and development.

### What if my chosen learning provider isn't delivering the course I need?

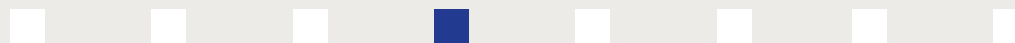
- see who else might be offering the course – check [Skills for Care's endorsed provider directory](#)
- talk to the learning provider about bespoke delivery
- consider an alternative method of learning.

### Workers learning through observation can feel intrusive and uncomfortable to everyone, how can I ensure the privacy and dignity of people accessing services is protected?

- request consent and explain why observations are taking place
- use naturally occurring events to observe practice
- make the most of all opportunities.

### How can I overcome limited access to access to computers or tablets or lack of uninterrupted peace and quiet for elearning?

- commission elearning that's smartphone compatible
- plan ahead scheduling time for learning.



### **The cost of the training is more than my budget, what can I do?**

- consider the different factors affecting the cost of learning and development – explore this topic in more detail
- look at what funding is available – see [link](#) for more information.

### **My workers have different shifts or have different contracted hours, how can I manage their availability?**

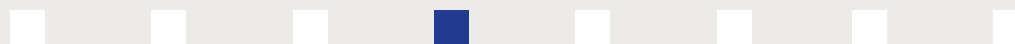
- understand when it's more appropriate to release workers, and when it isn't
- dedicate specific, uninterrupted, time to learning activity
- find times when workers are gathered together and make the most of this, whether it's arranging a workshop and having a reflective practice session at a team meeting or sharing some updated information at a handover.

### **My workforce is apprehensive or isn't very receptive to learning, what can I do to change this?**

- reinforce the importance of development activity
- ensure activity is tailored to workers' development needs
- enable workers to implement what they've learnt quickly.

### **I want to implement digital learning activities but some of my workforce are not confident with computers, how can I support them?**

- provide additional time and support to develop workers' digital skills
- develop 'digital champions' to support less confident staff and promote the benefits of digital learning and working.



## Using assets within your community

Our communities are filled with organisations and individuals with diverse skills, knowledge, qualities, resources and experiences. These organisations and individuals can be accessed to help support workforce development, provide local knowledge and build local relationships. Sharing knowledge and skills can also help with the cost of learning and development.

In their State of Care report, CQC recognised the value of these local exchanges of expertise and noted how they are becoming more common place:

**‘There is some innovation taking place in adult social care... Examples include... social care providers offering collaborative training to other providers on topics such as dementia and end of life care.’**

**[State of Care 2016/17](#), Care Quality Commission, 2017**



Below are some examples of how you might use the assets within your community to support learning and development.

### Within adult social care...

You need...	Potential source...	You have...	Solution...
...a dementia refresher for your team.	...is a local care home who are specialists in dementia care.	...just booked an end of life care workshop and have a couple of spare places.	...rather than those spare places going to waste, offer them to dementia specialist home. In return, ask one of their specialist nurses to spend a few hours with your team. Use your <a href="#">local Registered Manager Network</a> to make contact with other organisations.

## A bit wider...

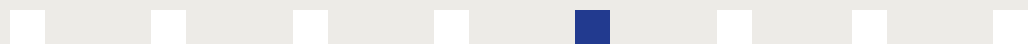
You need...	Potential source...	You have...	Solution...
...manual handling training for some new recruits.	...a learning provider you regularly use.	...an amazing workforce!	...suggest that the learning provider's tutors or assessors shadow some of your workers to support their continuing development and sector-currency, in return for a couple of places on their next manual handling course.
...some refresher training.	...lots of local contacts in different fields.	...people accessing care and support with a variety of needs.	...your contacts might welcome the opportunity to demonstrate equipment to your team or talk about a new product or service, (e.g. suppliers to talk about hoisting or continence); or build relationships (e.g. funeral directors to talk about care of the deceased).

Even wider...

You need...	Potential source...	You have...	Solution...
<p>...to develop your workforce's awareness of the services available in your community.</p>	<p>...a community group who run various activities and hosts different events in your locality.</p>	<p>...just booked an end of life care workshop and have a couple of spare places.            ...an amazing workforce!            ...people accessing care and support with a variety of needs            ...gardens            ...a training room            ...an understanding of the Care Act 2014            ...and so on...</p>	<p>...what you potentially have to offer your local community group is endless.</p> <p>Talk to the community group about how you could work together to share knowledge, experience, expertise and resources.</p>

In 2017, the CQC recognised that one of the characteristics of an outstanding provider is that the service **'...takes a key role in the local community and is actively involved in building further links. Contact with other community resources and support networks is encouraged and sustained.'**

**Contact Skills for Care** about how we can offer tailored support in **choosing the right approach to learning and development.**



## Assessing learning and development

As well as planning the delivery of development activity, you'll also need to know whether or not it was successful. Some learning activities will have built in assessment, others lend themselves to particular methods, and others are more flexible.

It's important not to see assessment as a 'one-off' activity. Assessment is an ongoing process to ensure workers continue to implement and embed their learning into their practice. provides more information on this on-going process.

Here are some tips on how to you can assess knowledge and skills.

### Assessing knowledge

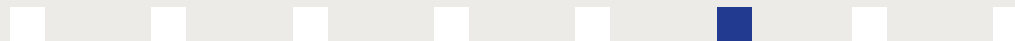
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### Assessing skill

Hover over each type of assessment for a full description.

**Remember to support learners to contextualise what they've learnt and check their understanding of application.**

**[Contact Skills for Care](#) about how we can offer tailored support in finding the right approach to assessment.**





## Top tips: getting started with choosing the right approach to learning and development

- ✓ Consider what the aim of the learning is and whether this suggests a particular methodology
- ✓ Understand your workers'
- ✓ Don't let barriers stand in your way – there can be ways around them if you think creatively
- ✓ Make sure anyone carrying out assessments of knowledge and skill is competent to do so - they might require support to develop assessment skills.

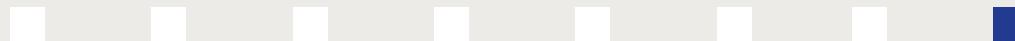


**Contact**  
**Skills for Care** about  
how we can offer tailored  
support in **choosing**  
**the right approach**  
to learning and  
development.

## How Skills for Care can help

We can...

- provide tailored support to help you explore the different approaches to learning and development and how they could be implemented across your organisation. **Get in touch** to arrange an initial conversation.
- help you find a learning provider - we **endorse learning providers** who deliver high quality training in health and social care.
- provide information on assessment - find all you need to know about **effective workplace assessment here**.

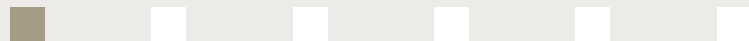


# Delivering and assessing learning and development

Once you've determined what topics and outcomes you want to achieve, and you have an idea of how you might achieve them, consider who will support you.

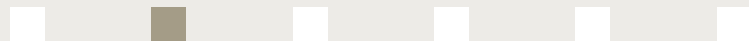
Ask yourself:

- Do we have the resources and expertise within the organisation to deliver and assess this learning?
- Could we collaborate with other organisations?
- Do we need to commission an external learning provider?



## Internal learning and development opportunities

Adult care organisations are filled with experienced, knowledgeable and supportive workers. You may be able to draw on these skills and abilities to support the development of other workers and share expertise. This could be done through shadowing, mentoring or delivering workshop sessions. Some organisations will have designated teams responsible for developing their workforce.



## Learning and Development Champions

CQC recognised that **'Good managers truly valued their staff, supporting them to maintain their knowledge of best practice and person-centred care through training and establishing 'champions' in different areas of care.'**

[The state of adult social care services 2014 to 2017, Care Quality Commission, 2017](#)



Skills for Care worked in partnership with employers to support experienced care workers to become Learning and Development Champions.

Following a two day development programme, Champions went on to:

- assess and induct new starters
- make Care Certificate delivery more interactive
- deliver training sessions e.g. nutrition and moving and handling
- explore dementia care mapping.

Some of their next steps will be to:

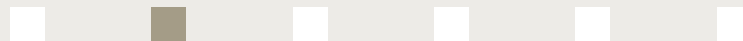
- develop other CPD opportunities
- create ways to share good practice across the organisation
- continue to make training programmes more stimulating
- access more resources, e.g those at [Skills for Care](#).

### Considering developing Learning and Development Champions?

Our Champions told us that:

- the opportunity to take on more responsibility added to their enthusiasm for social care
- the role gave them more development opportunities
- the programme developed their insight into the learning and development of others
- learning and development received more focus following the programme
- the activity to date has supported team building.

If you'd like to find out more about the pilot or talk to us about how we can provide tailored support to developing your own Learning and Development Champion - [get in touch](#).



## In-house trainers and assessors

The person delivering and assessing the activity must be occupationally competent in the knowledge and skills they are developing or assessing in others and their knowledge and capability should exceed the level at which they are delivering or assessing. In addition to this:

**Trainers** must have the skills to support others to learn and develop, such as facilitation, teaching, coaching or mentoring skills. As a minimum, they should be able to:

- answer questions on the subject
- deliver information in a way that others will understand and absorb
- demonstrate skill in a way that other will understand and absorb
- explain why they are doing something
- support learners to practice skills
- support the learner to implement new knowledge and skills
- adapt delivery to suit the audience
- manage group dynamics.

**Assessors** must be able to make judgements on capability and understanding as well as being able to provide constructive and support feedback. As a minimum, they should be able to:

- select the most appropriate assessment method
- adapt assessment method to suit the learner, topic, skill or situation
- assess holistically
- provide effective feedback
- record the outcome of the assessment
- maintain records of assessments and outcomes.

## Developing 'in-house' trainers and assessors

Enabling experienced and competent workers to train as trainers and assessors is a great way to support their development - either within their current role or to enable progression. It also supports the sustainability of learning programme delivery and allows programme delivery to be flexible, creative and adapt to the nuances of your organisation.

Use supervision and appraisal sessions to identify individuals who may wish to explore this opportunity. Give careful consideration to who delivers and assesses in-house training just as you would when using external provision.

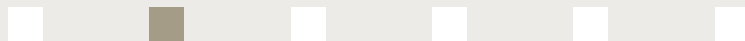
Accredited courses can be delivered in-house where the organisation is registered with an awarding organisation (to deliver qualifications or accredited learning programmes) or on the [Register of apprenticeship training providers](#) (to deliver apprenticeships). There will be specific, external, requirements regarding the competency of tutors and assessors in these cases. This normally only occurs when the adult care organisation has an internal, specialist training team.

It's the employer's responsibility to decide who within their workforce is competent to provide and assess a learning and development activity, although there are some courses that must be delivered by a qualified trainer, for example first aid courses.

Quality, assessed, external courses can provide you with confidence in the ability of workers as well as evidence of their competence to support the development of others. For instance:

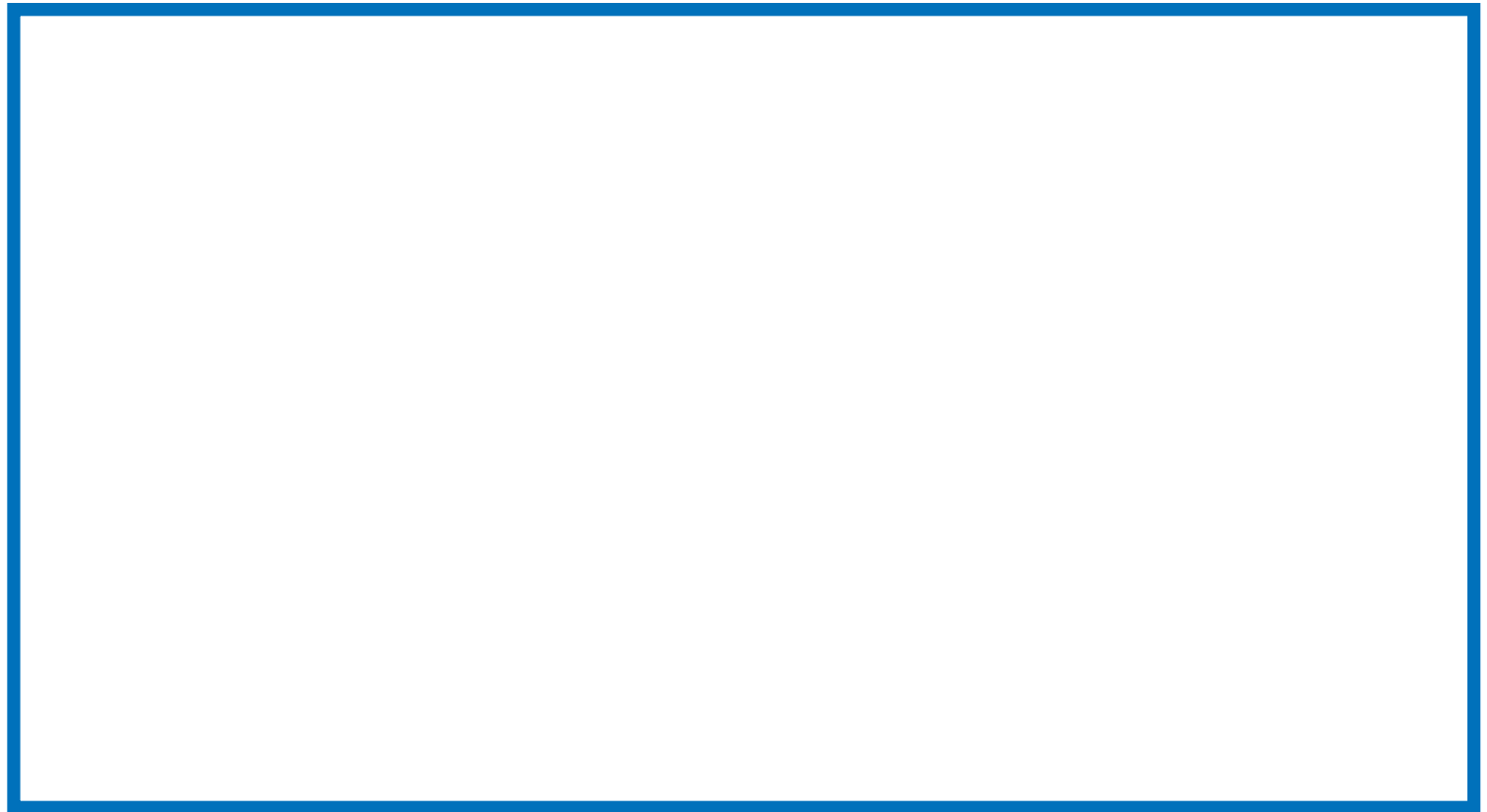
- qualifications, apprenticeships or accredited/assessed learning programmes in a particular subject area
- qualifications or accredited/assessed learning programmes in facilitation, coaching, communication, assessment and so on
- 'train the trainer' programmes.

We recommend that you keep records of your decisions about the competency of internal trainers and assessors.



## Choosing an external learning provider

There are hundreds of learning providers working in the adult social care market, so choosing the right one(s) for your organisation can seem like a daunting task. Here, we provide some additional practical advice for finding and selecting a learning provider to work with.





## Top tips: getting started with delivering and assessing learning

### Implementing an in house programme:

- ✓ take time to understand the capabilities within your workforce to offer internal development activity
- ✓ create opportunities for current workers to develop training and assessment skills
- ✓ be clear on why you consider a worker competent to deliver or assess learning, keeping a record your decisions.

### Commissioning an external provider:

- ✓ take your time to find a learning provider who will work in partnership with you to meet your objectives
- ✓ keep a record of the learning providers you have considered
- ✓ be confident and clear in what you want to achieve
- ✓ have conversations about the different approaches to take and negotiate bespoke packages to meet your needs
- ✓ keep programmes under review, adapt them as needed and evaluate their success.



Collaborate with other organisations:

- ✓ Working in partnership with other organisations, groups and networks could open doors to new ways to support workforce development, find out more in the [Using assets within the community](#) section.

## How Skills for Care can help

We can...

- provide tailored support to help you to explore the different approaches to delivering and assessing learning and development activity. [Get in touch](#) to arrange an initial conversation.
- help you find a learning provider and learning programmes through our [endorsed learning providers directory](#) who deliver high quality training in health and social care
- provide tailored advice on developing Learning and Development Champions. [Get in touch](#) to find out more.

# How much does learning and development cost?



Whether it's the upfront financial cost of commissioning an external learning provider; developing your internal provision; or the time and resource costs associated with workers being away from their 'day job', learning and development will involve investment.

Good investment in training will lead to a happy, confident and competent workforce and will be a positive benefit in the long-term.

Here we explore what can affect the cost of learning and development and what funding is available.



## Factors affecting the cost of learning and development

Here we'll explore some of the many different factors that can affect the cost of learning and development.

### Thinking about the programme

#### **The size of the programme**

A smaller programme may be cheaper to purchase or deliver in both cost and workers' time but you need to consider if the learning and development need is met.

#### **The level and outcome of the programme**

More challenging programmes, or niche programmes, may be more expensive due to the specialist skills and knowledge required to support and assess learners.

#### **The delivery and assessment method**

Face-to-face delivery and assessment can be more costly than distance learning approaches, but are essential in certain circumstances for creating a competent workforce.



## Thinking about the learner

### **The level of support the learner receives along the way**

Frequent contact with trainers and assessors is important to ensure learners are properly supported, on-track with their development activity, and implementing their learning. Some learners may require more support than others and this may affect the price of the programme. If the programme is being delivered in-house, this will have an additional impact on resource as both the learner and trainer (coach, mentor) will require time away from their work.

### **The amount of prior learning a learner brings with them:**

Some learners may already have portfolios or evidence of learning that can be included within their new programme, but it's important to remember those that don't. For those that do, there'll be less teaching and assessment required. This is particularly the case with qualifications or apprenticeships where prior learning can be recognised and accredited.

## Other considerations

### **Collaboration**

Working in partnership with other care providers with similar learning aims could reduce the associated costs – joining together to commission an external learning provider or working together to share expertise through internal training events.

### **The number of learners:**

Delivering learning to be larger number of learners could reduce costs due to economies of scale.

Remember, while the cost of a learning programme is an important factor, you shouldn't compromise on the quality of the programme delivery. A poor quality programme, leads to a poor quality workforce which would need further investment in re-training or poor quality care being delivered. Search for a high quality learning provider in our [endorsed provider directory](#).



## Funding: what's available

There are several sources of funding for learning and development available within the sector, but investment is key. Here we explore some different funding options for you to consider.

**Investment:** Your workers are your best assets – invest in them and reap the rewards. With finances getting tighter and tighter, we know that learning and development budgets are often reduced. But investing in the development of your workers can save your organisation money elsewhere (e.g. recruitment) and high quality care provision could improve profits (e.g. marketability).

Hover over each type of funding for a full description.



## Top tips: getting started with the cost of learning and development

- ✓ consider where apprenticeships can meet your workforce development objectives as this is where government funding is currently targeted
- ✓ research different sources of funding – but don't let limited external funding halt workforce development
- ✓ consider how relationships with partners and networks could help reduce the cost of learning and development
- ✓ remember, don't compromise on the quality of the programme. Lower costs now could cost more in the future with further investment required for re-training or poor quality care being delivered.



**Contact**  
**Skills for Care** about  
how we can provide  
tailored support  
in finding ways to  
fund learning and  
development.

## How Skills for Care can help

We can...

- provide tailored support specifically for your organisation, supporting you to explore the different funding opportunities – **get in touch** to arrange an initial conversation.
- distribute funding on behalf of the Department of Health and Social Care. The **Workforce Development Fund** provides a contribution towards learning and development activity.
- provide information on apprenticeship funding. Find out more about levy and non-levy funding options **here**.

**Contact**  
**Skills for Care** about how we can provide tailored support in finding ways to **fund learning and development.**





## Measuring success

Earlier in this guide, we considered the benefits of investing in learning and development and how to decide what activity to invest in. But how will you know whether you've made the right decisions? The answer is that you need to be able to measure the success of your learning and development initiatives and activities.



## Setting objectives: Output, Outcomes and Impact - what's the difference?

To establish the success of learning and development activities, you firstly need to establish what you want to achieve. The terms 'outputs', 'outcomes' and 'impact' are often mentioned when we talk about measurement or evaluation, but what do they mean?

	What does this mean?	For example...
<b>Outputs</b>	The activities, services and products produced – what is delivered.	...the number of workers completing a course.
<b>Outcomes</b>	The changes, benefits, learning or other effects that take place as a result of the services and activities provided – what is achieved.	...workers apply new skills and knowledge to the care and support they offer.
<b>Inputs</b>	The longer term consequence or fundamental change.	...people accessing services report improve wellbeing and satisfaction.

## Making your objectives SMART

SMART objectives offer a structured way to help you measure the impact of your learning and development activity. Setting SMART objectives means they are:

**S**

**Specific:** something that describes a precise, single outcome or achievement. Use action verbs such as 'change' or 'develop'.

**M**

**Measurable:** you need to be able to observe and record change to evidence that your objective has been achieved. This can be done numerically (how many or how much?) or descriptively (what's change?).

**A**

**Achievable:** objectives should be achievable – they shouldn't be too easy or too difficult otherwise they will be demotivating to the individual.

**R**

**Realistic:** a realistic objective is one that can be achieved given the time and resources available.

**T**

**Time bound:** deadlines should be set to focus attention on achieving the objective.



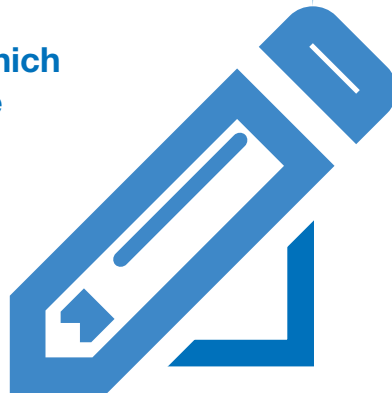
## A model to help you

Here we summarise the [Workforce outcomes measurement model](#) – a 6 step approach to assessing whether your workforce interventions are making a difference.



## Top tips: measuring success

- ✓ Understand your learning and development needs
- ✓ Clearly define your learning and development objectives based on your needs
- ✓ Create a learning and development plan that will support your objectives
- ✓ Define the measurement which will indicate if your objective is met.



## How Skills for Care can help

We can...

- provide tailored support for your organisation to help plan an effective learning and development offer building in outcome and impact measurements - [contact us](#) to arrange an initial conversation
- provide advice on exploring different ways in which to measuring impact and provide real-life examples.

**Contact**  
**Skills for Care** about  
how we can offered  
tailored support to your  
organisation in **measuring**  
**the success of learning**  
**and development.**



## Keeping the workforce up to date

We're frequently asked about how and when learning should be refreshed. It's important that refreshing learning isn't seen as a 'tick box' exercise to repeat or reconfirm prior learning. Instead, it should be seen as an opportunity to:

- reassess knowledge and skills
- update learning
- apply knowledge and skills differently
- develop further.

Organisations that invest time and effort in regularly assessing the competence of their workers and providing effective learning opportunities will have a more skilled, capable and competent workforce.

In stark contrast, those care organisations only focused on delivering the absolute minimum in learning and development are at increased risk of not meeting the CQC standards expected and could lose staff and clients to better care providers.



## When should workers refresh their learning?

There are various different reasons why a worker needs to refresh their learning, here we explore some of these reasons:

- **introduction of new legislation or new best practice**

Workers must be up to date with current legislation and best practice and trained in how to apply this to their work.

- **introduction of a new risk**

This could include new equipment, a change to the environment, policy, procedure, or service delivery method; someone receiving care developing additional support needs; or a new client with different needs.

- **timeframes**

In some cases, refresher training is required or recommended at specific time intervals. See our section for more information.

- **keeping up to date**

Much training in social care does not have compulsory or recommended refresher periods. Competent workers should go no longer than three years without some form of refresher training or opportunity to develop knowledge and skills further. However, it's likely that a worker would need to refresh their knowledge and skills more regularly due to the nature of the adult care sector.

- **worker competency**

Workers' competence should be monitored and feedback gathered to ensure that they continue to demonstrate the skills required for their role. See our section for more information.

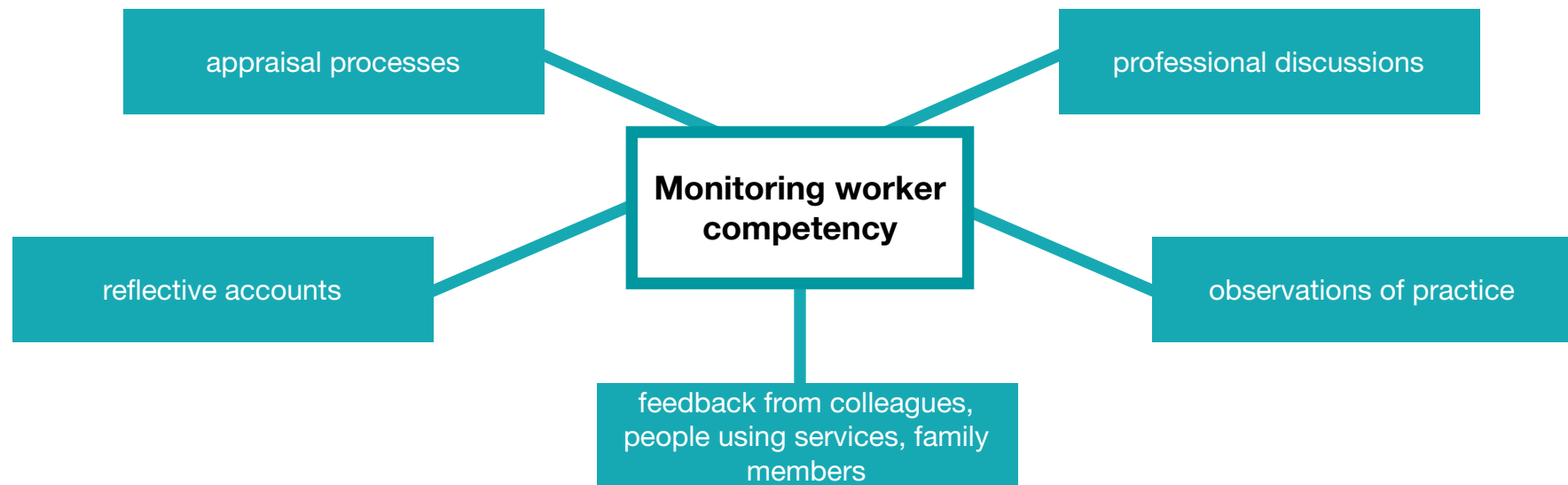
[Contact Skills for Care](#) about how we can provide tailored support in assessing when workers should refresh their learning.



## Monitoring worker competency

There are various different ways in which a workers competency can be monitored and assessed. Gathering information will often rely on a culture that values quality care delivery, openness and personal development, and where all workers, no matter what their role is, recognise and take note of good and poor practice and have the confidence and support to address any concerns.

If a gap in a worker's knowledge or skills has been recognised, learning and development should be organised. In some cases, the worker may be required to stop performing a particular task until they are re-trained and considered competent.





## Core and mandatory training guide

Skills for Care has developed guidance on refreshing knowledge and skills in a variety of topic areas based on a review of a wealth of legislation, guidelines, statutory guidance, standards and recommendations. This was produced in partnership with a panel of social care employers, learning providers and representative organisations.

This was updated in 2017 in line with CQC's revised inspection framework.

### Learning and development: core and mandatory training guide

1. [Communication](#)
2. [Dignity](#)
3. [Equality and diversity](#)
4. [Fire safety](#)
5. [First aid and basic life support](#)
6. [Fluids and nutrition](#)
7. [Food hygiene](#)
8. [Health and safety awareness](#)
9. [Infection prevention and control](#)
10. [Medication management](#)
11. [Mental capacity and deprivation of liberty safeguards](#)
12. [Moving and assisting People](#)
13. [Moving and handling objects](#)
14. [Person-centred care](#)
15. [Positive behaviour support and non-restrictive practice](#)
16. [Recording and reporting](#)
17. [Safeguarding adults](#)
18. [Safeguarding children](#)
19. [Specific conditions and continuing professional development](#)

Required or recommended time frames should not be a barrier to enabling a worker to refresh or re-train earlier should the need arise.

**Contact**  
Skills for Care about how we can provide tailored support in assessing when workers should refresh their learning.



## How should workers refresh their learning?

There are some topics that need to be refreshed through the completion of a specific qualification or course and in a specific timeframe – First Aid for example – but for the most part refreshing knowledge and skills can be achieved in a variety of creative ways.

offers ideas about different methods of learning and development as well as tips on which might be most suitable.



## Top tips: getting started with keeping the workforce up to date

- ✓ Use refresher training to reassess knowledge and skill and update learning, and also enable workers to apply knowledge and skills differently and develop personally and professionally.
- ✓ Create a culture that values quality care delivery, openness and personal development.
- ✓ Don't let required or recommended time frames be a barrier to enabling a worker to refresh or re-train earlier should the need arise.
- ✓ Think creatively about how a worker could refresh and update their learning to keep them engaged in the process.
- ✓ Always keep a record of the learning and development each worker achieves; evidence of their achievement; evidence of assessments of competency; and decisions regarding refreshing learning.

**Contact**  
**Skills for Care** about how  
we can support you in  
assessing **when workers**  
**should refresh their**  
**learning.**



## How Skills for Care can help

We can...

- provide tailored support to help you plan workforce development activity – **get in touch** to arrange an initial conversation.
- help keep you up to date with key changes and new information through our **e-news or social media**
- offer programmes to support development and refresh learning through our **seminars** and learning programmes\* to support the workforces' continued development.

\*Learning programmes are offered through our endorsed providers.

