

Consultation on the content of the Care Act learning and development programme

Consultation findings and Skills for Care's response

July 2014

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Executive summary

The Care Act 2014 received Royal Assent and passed into law on the 14 May 2014. It reformed multiple pieces of previous legislation, bringing into a single Act:

- requirements relating to care and support for adults
- the law relating to support for carers
- provision about safeguarding adults from abuse or neglect
- care standards
- the establishment of Health Education England, the Health Research Authority and other issues.

The Care Act brings with it major implications for the learning and development needs of the adult social care workforce in England. Skills for Care and the National Skills Academy for Social Care have been asked by the Department of Health to work in partnership with The College of Social Work to develop a learning and development programme to enable those working in adult social care in England to comply with the Care Act requirements from April 2015.

In order to help develop the programme, Skills for Care ran an open consultation exercise from 21 March 2014 to 11 April 2014. The consultation included an online survey receiving over 700 responses and focus groups involving over 400 people. This report summarises and interprets the findings.

Job roles requiring learning and development

The following job roles were initially identified by Skills for Care as potentially requiring learning and development.

Job roles initially identified by Skills for Care as potentially requiring learning and development

Senior manager	Advice, guidance and advocacy
Middle manager	Occupational therapist
First line manager	Registered nurse
Registered manager	Other care-providing role
Supervisor	Other care-related role
Social worker	Administrative roles
Senior care worker	Personal assistants (PAs)
Care worker	Activities worker
Community support and outreach work	Safeguarding and reviewing officer
Employment support	

The consultation found that:

- *all* the roles initially identified by Skills for Care are likely to be subject to new demands under the Care Act, and to consequently require some learning and development
- middle managers and social workers are especially likely to require learning and development.

In addition, the consultation identified further job roles not already in the matrix (including additional care-providing roles, non-care-providing roles, people outside of the paid workforce, and people in other sectors outside the adult social care sector), all of whom were felt to require learning and development as a result of the Care Act.

Areas for learning and development

Skills for Care identified that, as a result of the Care Act, the job roles referred to earlier are likely to require learning and development in the following areas.

Headline area for learning and development	Detailed areas
General responsibilities of local authorities	Promoting individual wellbeing Preventing the need for care and support Promoting integration Providing information and advice Promoting diversity and quality of services Co-operating
Journey through the care and support system	Meeting needs Assessing needs Charging and assessing financial resources Care and support planning Deferred payment agreements Continuity of care and support Establishing where a person lives
Safeguarding adults	Carrying out enquiries Establishing a Safeguarding Adults Board Carrying out a safeguarding adults review Information sharing
Provider failure and market oversight	Meeting needs when a provider fails Cross-border cases Market oversight

Headline area for learning and development	Detailed areas
	Informing local authorities when failure is imminent Determining whether criteria apply to care providers Assessing financial sustainability of care providers
Transition of children to adult care and support	Assessing a child's need for care and support Assessing a child's carer's needs for support Meeting a child's carer's needs for support Assessing a young carer's needs for support
Other provisions	Debt recovery Discharge from hospital After-care under the Mental Health Act 1983 Prisoners and persons in approved premises Register of sight-impaired disabled adults
Care standards	Performance ratings Duty of candour False or misleading information Regulated activities – training

The consultation found that:

- *almost all* the areas for learning and development initially identified by Skills for Care were confirmed as important
- only in the area of the 'other provisions' of the Care Act were learning and development needs identified by less than ten percent of the survey sample
- in many areas, over 20% of the sample stated they required learning and development, implying that the task of up-skilling the sector as a whole is likely to involve very large numbers of staff undertaking training
- social workers are especially likely to require learning and development in relation to:
 - the general responsibilities of local authorities
 - preventing the need for care and support
 - charging and assessing financial resources and deferred payment agreements
 - carrying out a safeguarding adults review
 - carrying out enquiries
 - assessing a child's carer's needs.

- Care workers are especially likely to require learning and development in relation to the care and support standards.
- Registered managers are especially likely to require learning and development in relation to carrying out enquiries.
- In addition, the consultation identified further areas for learning and development not already referred to. These included a need for staff to develop additional generic skills, additional specialist skills and learning more around particular topics.
- The consultation also identified additional areas for the learning and development of leaders.

Level of learning and development

- When asked about their own job role, respondents most commonly felt that learning and development should be at advanced levels, with significant minorities requesting intermediate or specialist skills development. This was true for all the detailed knowledge and development areas.
- Care workers are significantly more likely than others to require basic skills in: meeting needs, care and support planning, continuity of care planning, information-sharing and regulated activities – training. Care workers are also more likely to require intermediate skills in regulated activities – training.
- The level of learning and development required by social workers and managers is generally similar and mainly targeted at the advanced levels, in line with the overall findings.

There may also be other job roles that are particularly affected, or have specific learning and development needs; however we are unable to accurately identify these due to the limitations of the sample.

Matrix approach, materials and support

The job roles and potential areas for learning and development were organised into a matrix as a tool for visualising learning and development needs and to inform the open consultation exercise (figure 1).

- The matrix approach was welcomed by many, though some focus group participants also had concerns or queries to be addressed.
- Many requests for materials and suggestions for learning and development were received.
- Focus group participants stressed that materials should be timely, accessible, flexible, and linked into existing initiatives.

Implications for programme development

- The scale of the learning and development programme will be considerable.
- Content will need to be developed to cover all the areas of learning and development within the matrix, and, in the absence of detailed information about the impact on specific job roles, all the job roles.
- Content will also need to be developed for all skills levels, with a focus on the advanced level for professionals and the basic level for care workers, who make up the largest share of the workforce.
- Skills for Care and the project steering group will need to consider the suggestions made to include additional job roles and areas for learning and development in the matrix and form a judgement as to whether these are appropriate ways in which to expand the scope of the programme.
- The requests for materials and support will need to be considered within the content development of the learning and development programme.

Skills for Care response

The findings from the consultation exercise together with feedback from other engagement activities, make clear that the programme will need to be designed to meet the needs of a diverse range of roles covering the whole adult social care workforce in England; offer a range of learning and development materials to meet varying levels of learning and development need across the workforce; be freely accessible; provide consistency in terms of quality and content; and, be flexible enough to allow learning and development facilitators to tailor the use of the materials to meet local need.

The programme will include learning and development content for the following areas:

- introduction and overview
- information and advice
- first contact, including assessment, eligibility and advocacy
- charging and financial assessment
- person centred support planning
- transitions
- partnerships and integration, including links with health and housing
- safeguarding.

A suite of free to access learning and development materials will be produced with three key elements for every topic area or sub topic:

- PowerPoint-based training materials
- open learning workbook
- other materials including multi-media tools.

The suite will be designed to cover the whole of the identified workforce as well as providing relevant information to associated workforces and people who use services and their carers.

Four levels of materials will be produced.

1. An overview summarising the relevant section of the Act.
2. More detailed learning materials for those roles most affected to help them implement the change i.e. those who job will be to deliver the changes.
3. A guide for care and other non-care providing roles across the sector so that they can be informed of the changes.
4. Implications for managers and leaders.

The delivery plan for the learning and development workstream for implementing the Care Act includes activity by The College of Social Work on products for social workers.

- **Curriculum Guide and Capability statements for social workers**

The College will develop specialist capability statements for social work, linked to the Professionals Capability Framework (PCF).

- **Products**

The workstream will deliver a CPD curriculum guide on implementing the Care Act for use by social workers, their managers, commissioners and providers of Continuing Professional Development (CPD) including Higher Education Institutions (HEIs), private and voluntary sector providers and in-house provision within local authorities. Capability statements linked to the PCF will also be produced that set out how social workers will demonstrate capability at all career levels.

Comprehensive guidance on the implementation of the programme will be produced and a series of events and support sessions delivered to learning and development facilitators from local authorities, private, voluntary and independent sector organisations, and learning providers.

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1. Introduction

The Care Act 2014 received Royal Assent and passed into law on the 14 May 2014. It reformed multiple pieces of previous legislation, bringing into a single Act:

- requirements relating to care and support for adults
- the law relating to support for carers
- provision about safeguarding adults from abuse or neglect
- care standards
- the establishment of Health Education England, the Health Research Authority and other issues.

The Care Act brings with it major implications for the learning and development needs of the social care workforce. Skills for Care and the National Skills Academy for Social Care has been asked by the Department of Health to work in partnership with The College of Social Work to develop a learning and development programme to enable those working in adult social care in England to comply with the Care Act requirements from 1 April 2015.

In order to help develop the programme, Skills for Care ran an open consultation exercise from 21 March 2014 to 11 April 2014. This report provides the findings of the open consultation.

Research methods

The consultation comprised two strands:

- an online survey open to anyone working in the social care sector and promoted via Skills for Care's website, networks and newsletters
- a focus group pack that was made available on the Skills for Care website for interested facilitators working in the sector to use and return results to Skills for Care.

Skills for Care additionally ran many focus groups directly.

Online survey

The online survey received 707 responses. A profile of respondents is below.

Compared to the adult social care sector as a whole, the survey sample:

- over-represents office staff, professional and managerial staff, and significantly under-represents care workers

- significantly over-represents local authority staff and under-represents staff from the independent sector – this is perhaps unsurprising since local authorities are likely by nature to be most affected by the Care Act
- over-represents community care services and under-represents other areas.

This should be borne in mind when interpreting results.

Table 1: Profile of survey respondents, by job role

	Workforce		Survey sample	
Total	694,801	100%	364 ¹	100%
Activities worker or co-ordinator	1,873	0%	4	1%
Administrative or office staff not care-providing	30,494	4%	53	15%
Advice Guidance and Advocacy	1,635	0%	2	1%
Care Worker	396,128	57%	14	4%
Community Support and Outreach Work	34,517	5%	12	3%
Employment Support	1,024	0%		0%
First Line Manager	14,678	2%	27	7%
Managers and staff in care-related but not care-providing roles	8,562	1%		0%
Middle Management	6,420	1%	45	12%
Occupational Therapist	3,666	1%	4	1%
Other care-providing job role	7,163	1%	28	8%
Other non-care-providing job roles	17,879	3%		0%
Personal assistant	-	0%		0%
Registered Manager	8,743	1%	30	8%
Registered Nurse	25,170	4%	1	0%
Safeguarding and reviewing officer	174	0%	10	3%
Senior Care Worker	41,501	6%	5	1%
Senior Management	5,962	1%	29	8%
Social Worker	16,977	2%	80	22%
Supervisor	10,070	1%	7	2%
Individual employer	-	-	13	4%

¹Question excluded those who did not think they would be affected by the Care Act. Total excludes 'no reply' and those who ticked 'other' but did not specify.

Table 2: Profile of respondents, by type of employer

Type of employer	Workforce ²		Survey sample	
	Number of jobs	%	Number of respondents	%
Independent	1,168,000	72%	145	40%
Local authority	151,000	9%	164	46%
DP recipients	234,000	14%	-	-
NHS/ health sector	76,000	5%	10	3%
Other/ not sure	-	-	41	11%
Total	1,630,000	100%	360 ³	100%

Table 3: Profile of respondents, by main service group

	Workforce ⁴		Survey sample	
	Number of jobs	%	Number of respondents	%
Residential	650,000	40%	79	22%
Domiciliary	685,000	42%	58	16%
Day	66,000	4%	3	1%
Community	229,000	14%	117	33%
Healthcare	-	-	16	4%
Children's	-	-	10	3%
Other/ not sure	-	-	76	21%
Total	1,630,000	100%	359 ⁵	100%

Focus groups

During the open consultation, 38 focus groups were run involving over 400 people. A summary of the audience profiles is included in Appendix A. Two further focus groups were run after the consultation had closed. The views expressed in these two groups were broadly similar, but unfortunately we were not able to include these within the analysis in this report. However, the results were fed through to the Care Act learning and development programme project team.

The focus group script is included in Appendix B. The online survey questionnaire and frequency tables are included in Appendix C and D, separately bound.

² Source: Skills for Care (2013) *Size and Structure of the Adult Social Care Workforce*

³ Excludes 'no response'

⁴ Source: Skills for Care (2013) *Size and Structure of the Adult Social Care Workforce*

⁵ Excludes 'no response'

2. Job roles requiring learning and development

Key points summary:

- All the roles initially identified by Skills for Care are likely to be subject to new demands under the Care Act, and consequently will require some learning and development.
- Middle managers and social workers are especially likely to require learning and development.⁶
- In addition, the consultation identified further job roles not already in the matrix (including additional care-providing roles, non-care-providing roles, people outside of the paid workforce, and people in other sectors outside the adult social care sector), all of whom were felt to require learning and development as a result of the Care Act.

Job roles requiring learning and development

Skills for Care identified the following job roles as potentially requiring learning and development, as a result of the Care Act. Together these job roles account for 91% of the adult social care workforce in England, according to the National Minimum Dataset for Social Care (NMDS-SC).

The job roles and potential areas for learning and development were organised into a matrix as a tool for visualising learning and development needs and to inform the open consultation exercise (see figure 1 on p.viii of the executive summary to this report).

⁶ There may also be other job roles that will be particularly affected, however we are unable to accurately identify these due to the limitations of the sample.

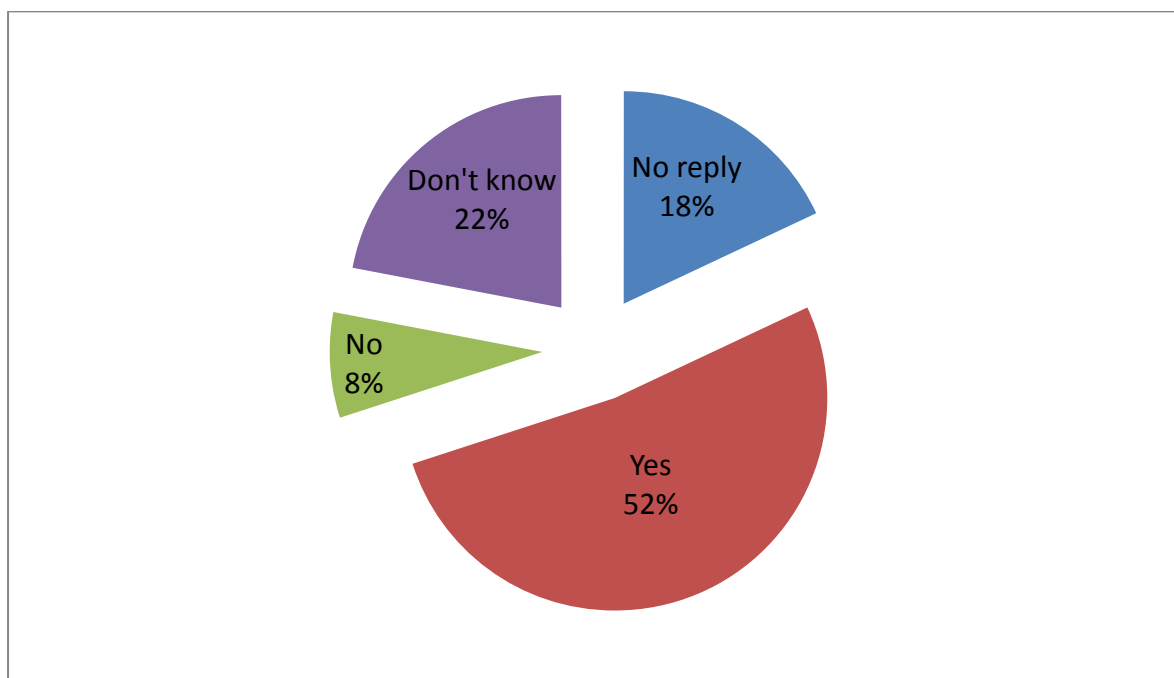
Table 4: 'Matrix' job roles: job roles initially identified by Skills for Care as potentially requiring learning and development

Senior manager	Advice, guidance and advocacy
Middle manager	Occupational therapist
First line manager	Registered nurse
Registered manager	Other care-providing role
Supervisor	Other care-related role
Social worker	Administrative roles
Senior care worker	Personal assistants (PAs)
Care worker	Activities worker
Community support and outreach work	Safeguarding and reviewing officer
Employment support	

We asked focus groups whether they agreed that this list of job roles was the right one. Responses were mixed, with some respondents feeling that it was, others disagreeing and others unsure.

Online survey respondents were asked whether they felt that their own job role would have new responsibilities and therefore require learning and development as a result of the Care Act. Chart 1 shows that just over half of the survey sample agreed that their role would be subject to new responsibilities under the Care Act.

Chart 1: Do you think that your role will be subject to new responsibilities under the Care Act?

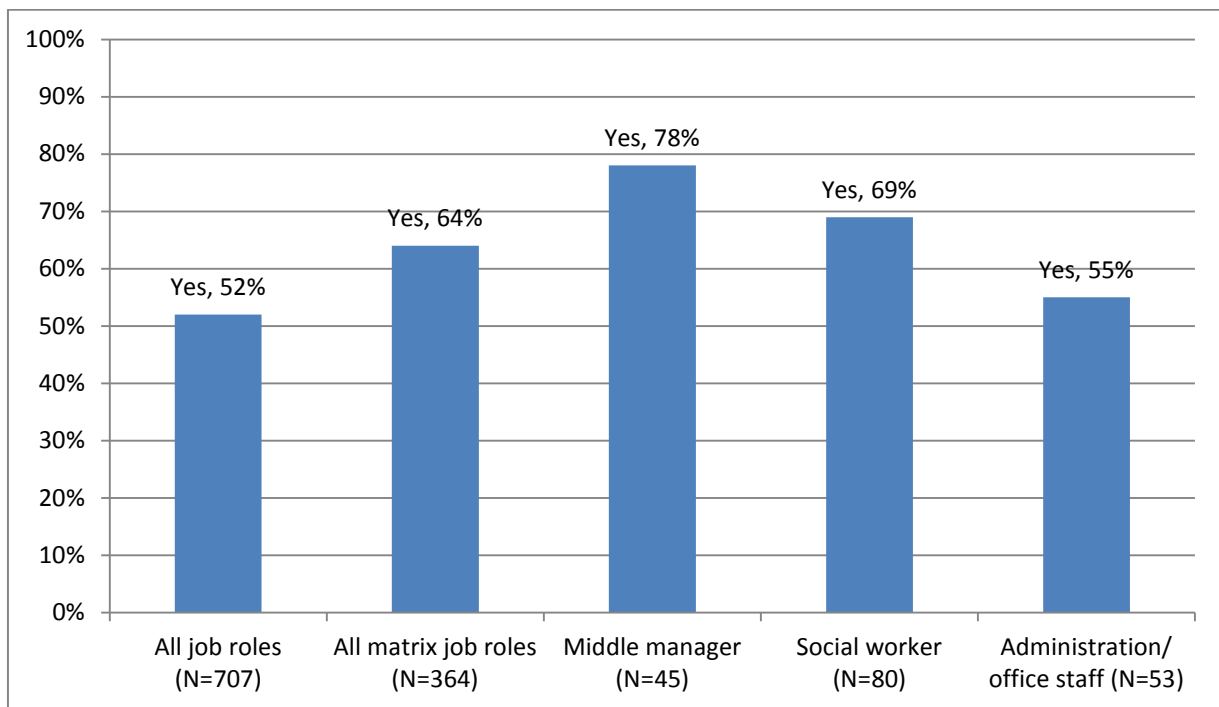


N=707

Chart 2 shows that respondents with 'matrix job roles' (i.e. initially identified by Skills for Care as likely to be affected), were more likely to say their role would be subject to new responsibilities (64%).

Chart 2 also shows that middle managers (78%) and social workers (69%) were much more likely to identify their role as subject to new responsibilities than admin staff (55%) or the sample of matrix job holders as a whole (64%).

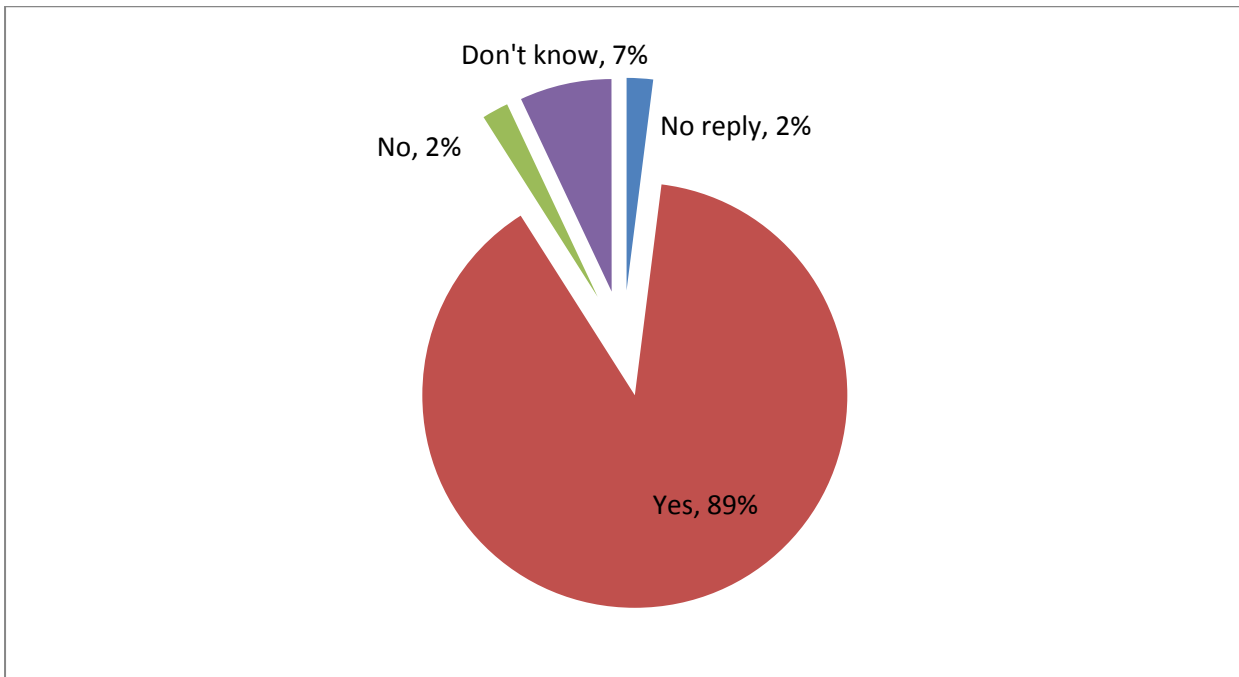
Chart 2: Do you think that your role will be subject to new responsibilities under the Care Act? (broken down by job role)⁷



We asked those who thought their job would be subject to new responsibilities, whether they were likely to need learning and development as a result. The overwhelming majority, 89%, felt that they would.

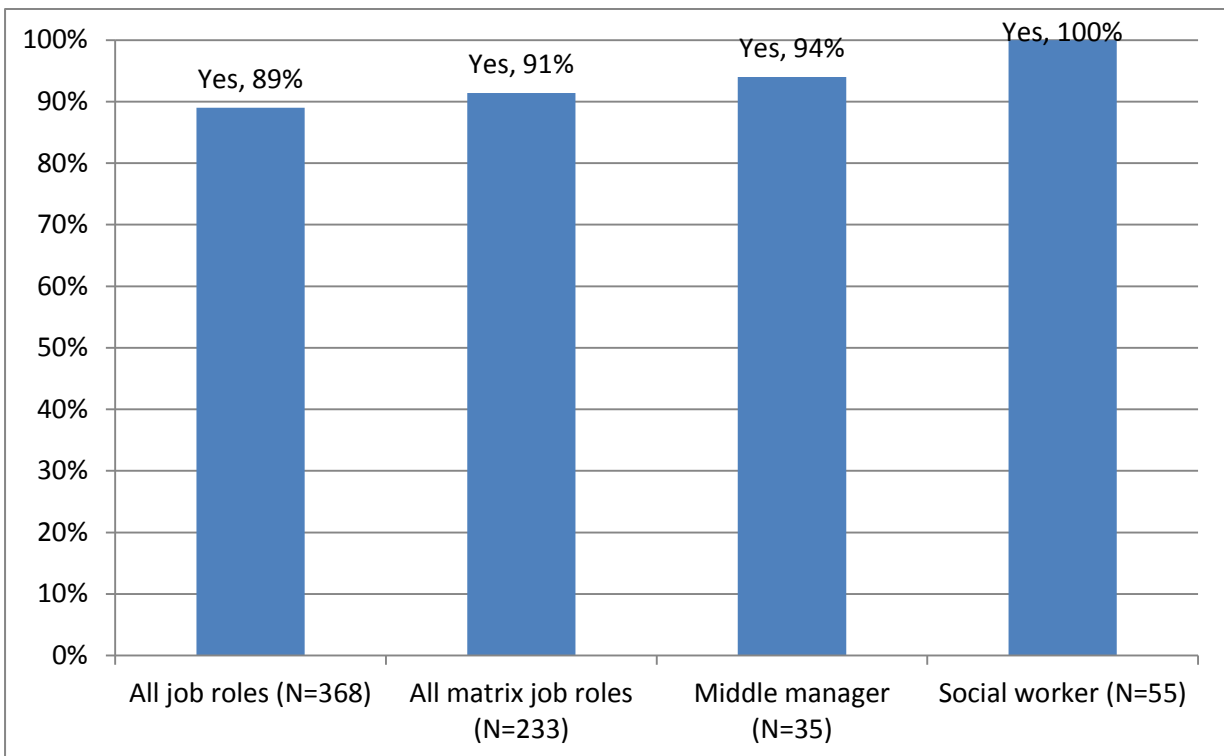
⁷ Due to small sub-sample sizes, we have only further broken down responses by job role where at least 35 people in that job role responded to the question. This rule is observed throughout the report.

Chart 3: Do you feel that people in your job role are likely to need learning and development to meet the new demands imposed by the Care Act?



N=368

Chart 4: Do you feel that people in your job role are likely to need learning and development to meet the new demands imposed by the Care Act? (broken down by job role)



Looking at the breakdown by job role, middle managers (94%) and social workers (100%) were especially likely to feel they needed learning and development. *All* of the 55 social workers who responded to this question said they needed learning and development to meet the new demands imposed by the Care Act.

Additional job roles requiring learning and development

Many focus groups identified additional job roles that they felt would also require learning and development as a result of the Care Act. These included:

- care-providing roles within the adult social care workforce
- non-care-providing roles within the adult social care workforce
- roles outside the paid adult social care workforce
- roles outside (but related to) the adult social care sector.

Care-providing roles

The focus groups identified additional *care providing* roles that they felt were not already covered within the Skills for Care matrix. Excluding those that were in fact included in the matrix, the following were felt to be missing:

- access teams
- apprentices
- assessing and verification staff
- assistive technology workers
- family workers
- hybrid roles
- peer support workers
- 'prevention' roles.

Non-care-providing roles

The focus groups also identified additional *non-care-providing* roles that they felt were not already covered within the matrix, but should be. Again, excluding those that were already included in the matrix, the following were felt to be missing:

- auditors
- champions
- contract management
- compliance officer
- finance officers
- governance officers
- grant officers
- roles with health and safety responsibility

- legal staff
- marketing officers
- quality assurance
- resource management
- trainers, learning and development or workforce development staff
- visiting officers
- field supervisors.

Outside the paid workforce

The focus groups also felt that some people *outside of the paid workforce* deserved to be included, for example:

- board members
- carers (family/friends)
- elected members
- individual employers
- owners
- people who receive care and support
- trustees
- volunteers
- wider members of the community and people coming into contact with care users.

Outside (but related to) the adult social care sector

Finally, the focus groups identified many job roles in *sectors outside (but related to) adult social care*, in particular:

- health
- housing (including extra care)
- universal local authority services such as leisure
- prison services.

In relation to the health sector, the job roles identified as missing from the matrix were:

- allied health professionals, including:
 - dieticians
 - music therapists
 - podiatrists/chiropractors
- clinical leads
- ambulance service
- GPs
- health care assistants (HCAs)

- medications officers
- public health roles
- district nurses
- school nurses.

In relation to children's services, missing job roles included:

- children's services managers
- social workers
- education and support staff
- teaching staff
- staff involved in transitions.

3. Areas for learning and development

Key points summary:

- *Almost all* the areas for learning and development initially identified by Skills for Care are confirmed as important.
- Only in the area of the ‘other provisions’ of the Care Act were learning and development requirements identified by less than ten percent of the survey sample.
- In many areas, more than one in five of the sample stated they required learning and development, implying that the task of up-skilling the sector as a whole is likely to involve very large numbers of staff trained.
- Social workers are especially likely to require learning and development in relation to:
 - the general responsibilities of local authorities
 - preventing needs for care and support
 - charging and assessing financial resources and deferred payment agreements
 - carrying out a safeguarding adults review
 - carrying out enquiries
 - assessing a child’s carer’s needs.
- Care workers are especially likely to require learning and development in relation to the care and support standards.
- Registered managers are especially likely to require learning and development in relation to carrying out enquiries.⁸
- In addition, the consultation identified further areas for learning and development not already in the matrix, including a need for staff to develop additional generic skills, additional specialist skills and learn more around particular topics.
- The consultation also identified additional areas for the learning and development of leaders.

⁸ There may also be other job roles that have particular interests in specific areas, however we are unable to accurately identify these due to the limitations of the sample.

Areas for learning and development

Skills for Care identified that, as a result of the Care Act, the job roles discussed in chapter 2 above were likely to require learning and development in the following areas. These were included in the matrix in figure 1. There may be slight differences in the detailed areas given in figure 1 and table 5 below, since the matrix has been developed further since the consultation.

Table 5: The ‘matrix’ areas for learning and development

Headline area for learning and development	Detailed areas
General responsibilities of local authorities	<ul style="list-style-type: none"> Promoting individual wellbeing Preventing the need for care and support Promoting integration Providing information and advice Promoting diversity and quality of services Co-operating
Journey through the care and support system	<ul style="list-style-type: none"> Meeting needs Assessing needs Charging and assessing financial resources Care and support planning Deferred payment agreements Continuity of care and support Establishing where a person lives
Safeguarding adults	<ul style="list-style-type: none"> Carrying out enquiries Establishing a Safeguarding Adults Board Carrying out a Safeguarding Adults Review Information sharing
Provider failure and market oversight	<ul style="list-style-type: none"> Meeting needs when a provider fails Cross-border cases Market oversight Informing local authorities when failure is imminent Determining whether criteria apply to care providers Assessing the financial sustainability of care providers
Transition of children to adult care and support	<ul style="list-style-type: none"> Assessing a child’s need for care and support Assessing a child’s carer’s needs for support Meeting a child’s carer’s needs for support Assessing a young carer’s needs for support

Headline area for learning and development	Detailed areas
Other provisions	Debt recovery Discharge from hospital After-care under the Mental Health Act 1983 Prisoners and persons in approved premises Register of sight-impaired disabled adults
Care standards	Performance ratings Duty of candour False or misleading information Regulated activities – training

We asked the focus groups whether they agreed that this list of areas identified for learning and development were the right ones. Responses were mixed and included those that agreed, disagreed and were not sure. When respondents were 'not sure' this was because they felt there was a need for clarification, for example because:

- they felt they did not know enough about the Care Act
- they were not sure what assumptions had been made about staff's basic awareness of the Care Act
- the breakdown of roles is very varied
- they felt there was a need to clarify:
 - the scope of the learning and development programme
 - the expected learning outcomes or skill shift
 - the definition or detail of the headings
 - where certain issues might fit in
 - what partners might be needed to deliver against the programme.

Some comments on this area of the matrix were received, including commonly:

- there is a need to reduce the number of sections
- the areas for learning and development include a mix of skills and knowledge
- they are employer focused rather than person focused.

Priority areas for learning and development

Those online survey respondents who had said they needed learning and development as a result of the Care Act were asked in which areas this was likely to be. Survey respondents were also asked about the learning and development needs of staff they have responsibility for. The results are shown in chart 5 overleaf.

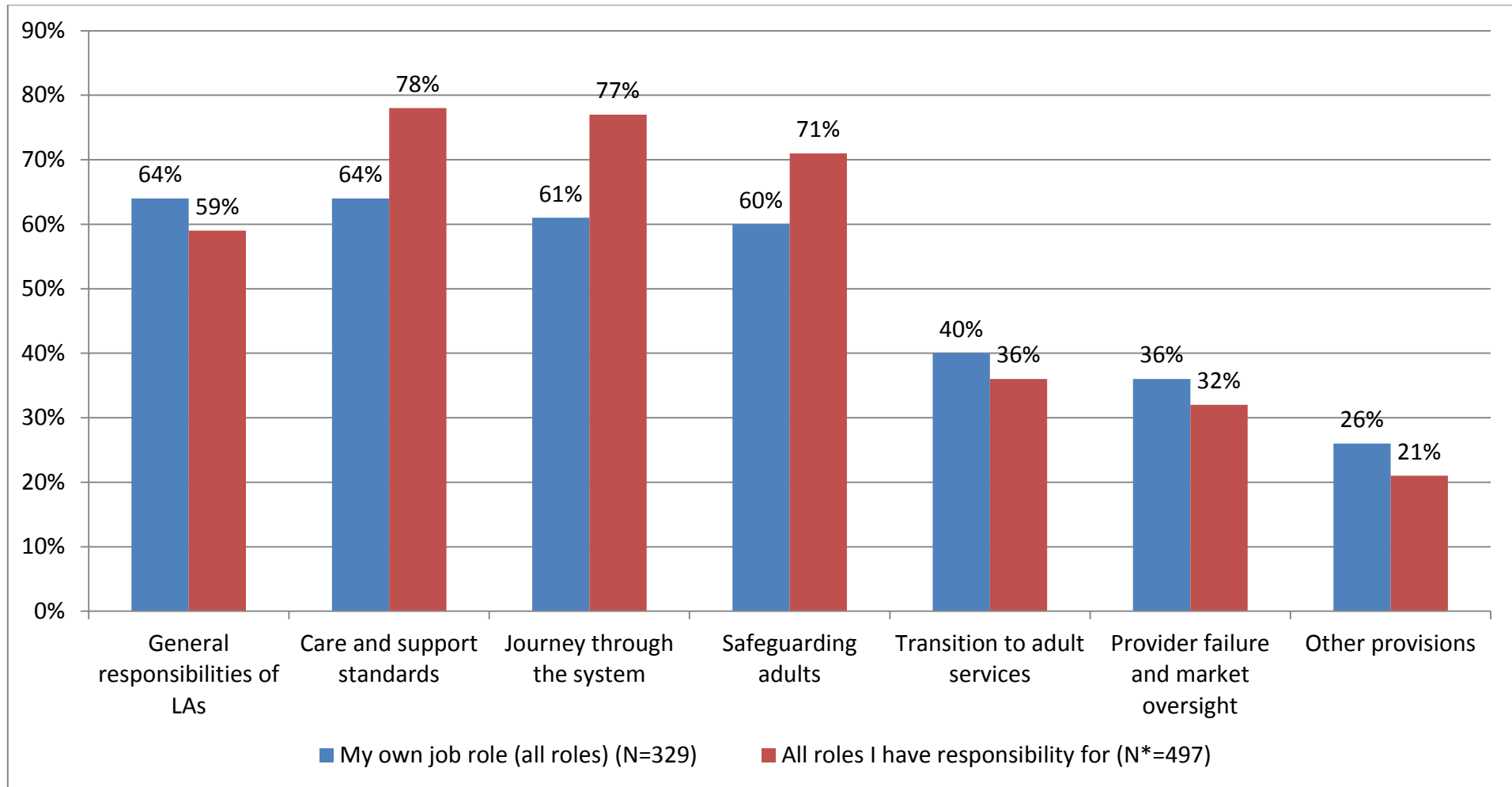
Chart 5 shows that the most popular areas for learning and development were:

- **care and support standards** (64% of respondents felt they needed this for their own job, and 78% of relevant responses said it was needed by staff they had oversight of)
- **journey through the care and support system** (61% of respondents felt they needed this for their own job, and 77% of relevant responses said it was needed by staff they had oversight of)
- **safeguarding adults** (60% of respondents felt they needed this for their own job, and 71% of relevant responses said it was needed by staff they had oversight of)
- **the general responsibilities of local authorities** (64% of respondents felt they needed this for their own job, and 59% of relevant responses said it was needed by staff they had oversight of).

The other areas identified in the matrix were also important, with a significant minority saying they needed learning and development in:

- transition from children to adult services (40% own job, 36% others)
- provider failure and market oversight (36% own job, 32% others)
- other provisions (26% own job, 21% others).

Chart 5: In which of the following areas do you feel people in your role/in the roles you have responsibility for need learning and development? (All job roles)



N* = an artificial base created by adding up the responses from multiple questions relating to the first, second and third most affected roles by the Care Act that respondents have oversight of. This type of analysis is used in several places in the report.

Due to small sample sizes, it was only possible to break down results by individual job roles for:

- middle managers
- first line managers
- registered managers
- social workers
- care workers.

This is shown in chart 6, overleaf. The analysis is based on information not from the job holder, but from people who have learning and development responsibility for people in those job roles (for example workforce development leads, HR staff or line managers).

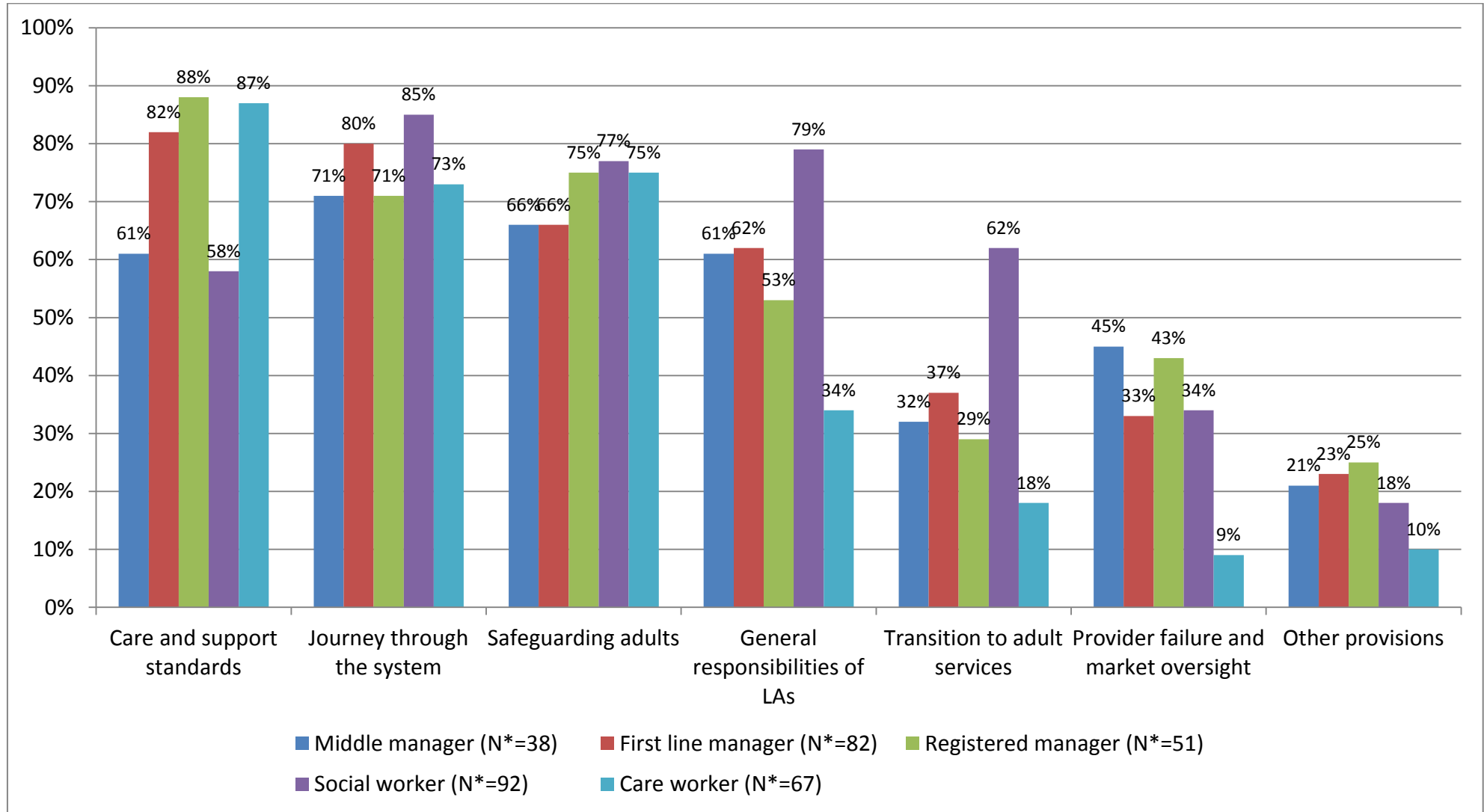
The results show that in most areas the needs of the different roles compared are fairly uniform, with only a small number of areas where the differences in roles were significant. For example, according to people with learning and development responsibility:

- care workers were significantly *more* likely to need learning and development on the care and support standards than social workers or middle managers
- social workers were significantly *more* likely to need learning and development on the general responsibilities of local authorities and the transition to adult services than all other roles.⁹

⁹ When asked about their own role, social workers agreed that they were:

- significantly *more* likely to need learning and development in relation to the general responsibilities of local authorities than the sample as a whole
- significantly *less* likely to need learning and development on the care and support standards.

Chart 6: In which of the following areas do you feel people in your role/in the roles you have responsibility for need learning and development? (specific job roles)



Detailed areas for learning and development

The charts below show the detailed findings in relation to the areas for learning and development. To help understand how important these areas are in relation to the whole picture, we have produced response rates both for people who felt the headline area was important for their role (and were therefore asked about the detailed areas for learning and development) and against the sample as a whole.

The results are quite striking. They suggest that *almost all* areas for learning and development are important. Only in relation to the 'other provisions' of the Care Act is learning and development likely to be required for less than ten percent of the sample. Many areas were highlighted as important for over 20% of the sample, meaning one in five of the 707 who responded felt people in their job role would need this learning and development.

Our sample is not representative of the adult social care workforce as a whole (some 1.5m workers¹⁰), or of those affected by the Care Act, and sample sizes for job roles are small, meaning we cannot accurately gross up to produce projections for the numbers requiring training in total. However, it is evident that the total scale of the learning and development needed is considerable.

The most popular areas for learning and development were:

- regulated activities – training (affecting 25% of the whole sample)
- providing information and advice (24%)
- promoting integration and individual wellbeing (23%)
- care and support planning (23%)
- promoting diversity and quality of services (22%)
- preventing the need for care and support (22%).

¹⁰ Skills for Care (2013) *Size and Structure of the Adult Social Care Workforce*

Chart 7: In which aspects of *the general responsibilities of local authorities* do people in your job role need learning and development?

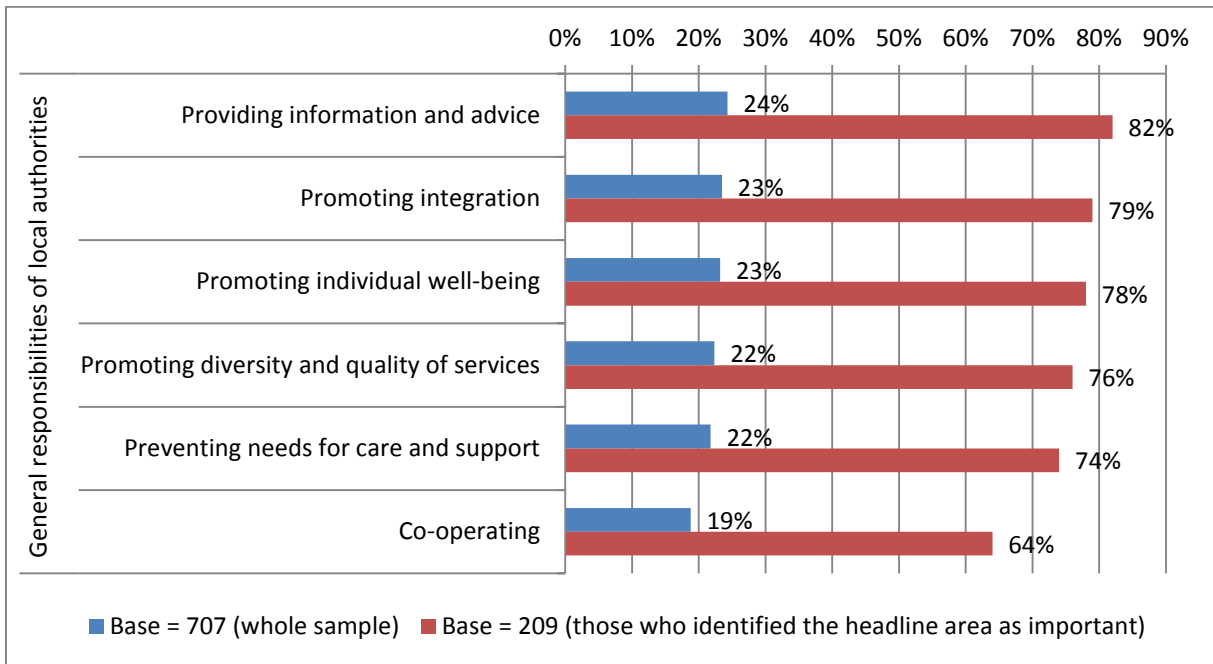


Chart 8: In which aspects of *the journey through the care and support system* do people in your job role need learning and development?

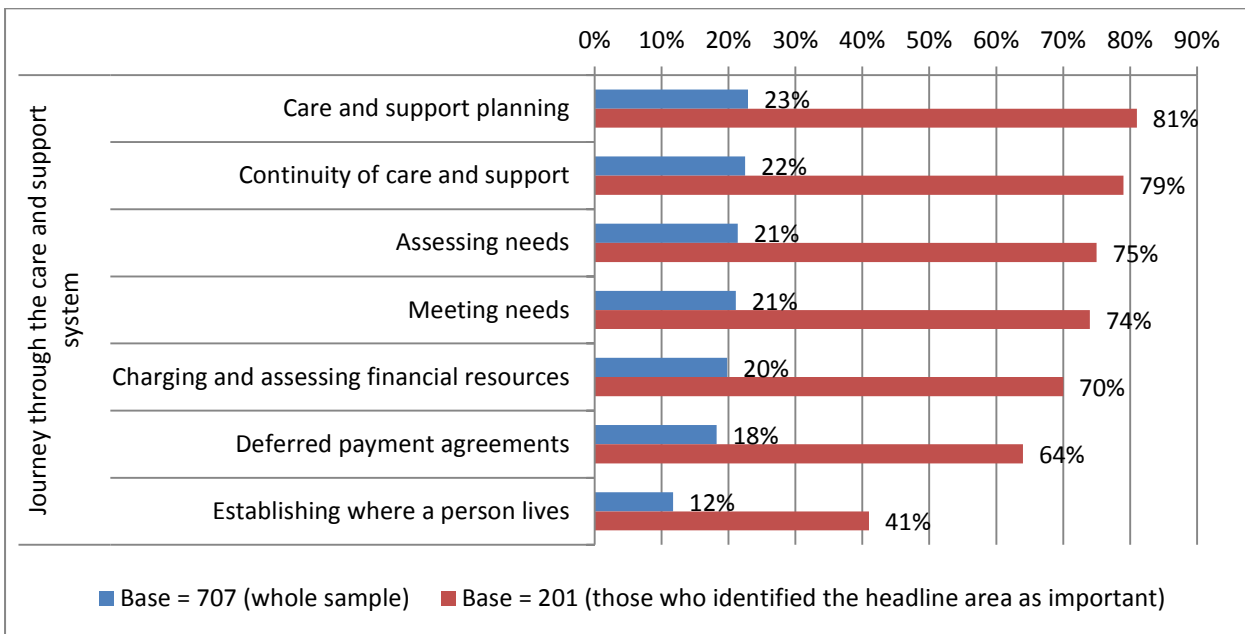


Chart 9: In which aspects of *safeguarding adults* do people in your job role need learning and development?

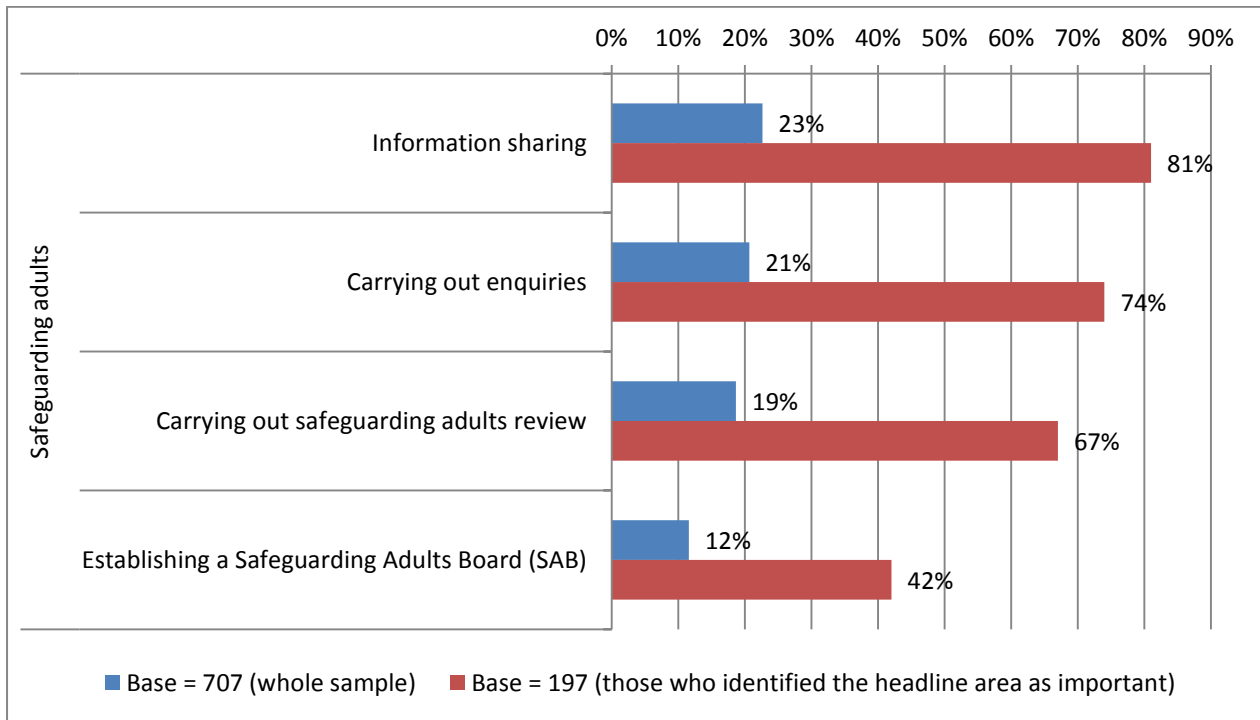


Chart 10: In which aspects of *provider failure and market oversight* do people in your job role need learning and development?

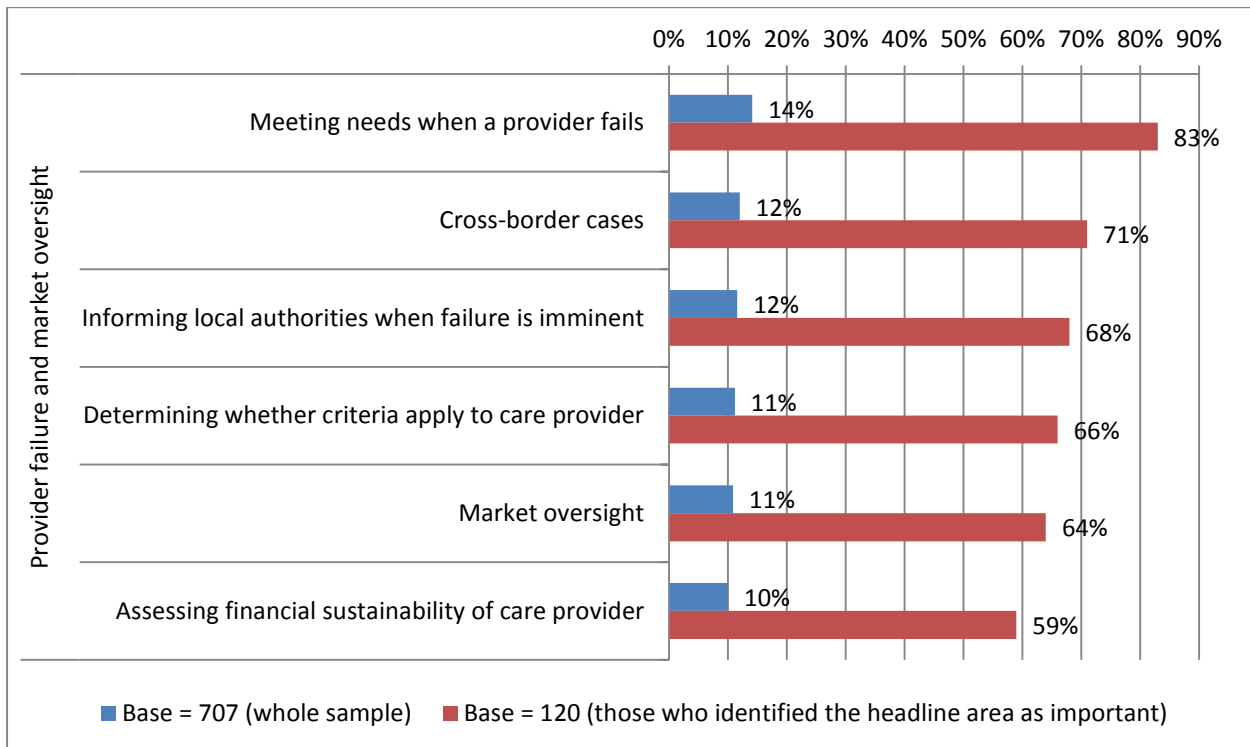


Chart 11: In which aspects of *transition to adult services* do people in your job role need learning and development?

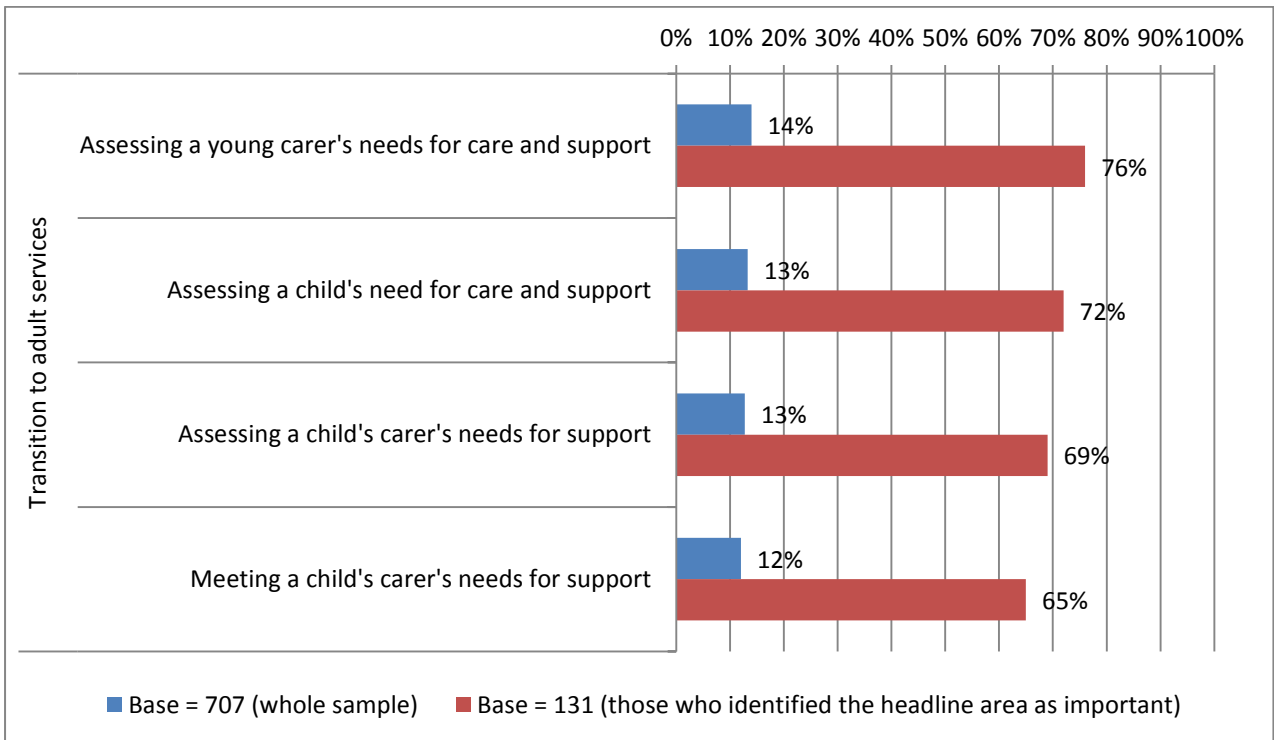


Chart 12: In which *other provisions* do people in your job role need learning and development?

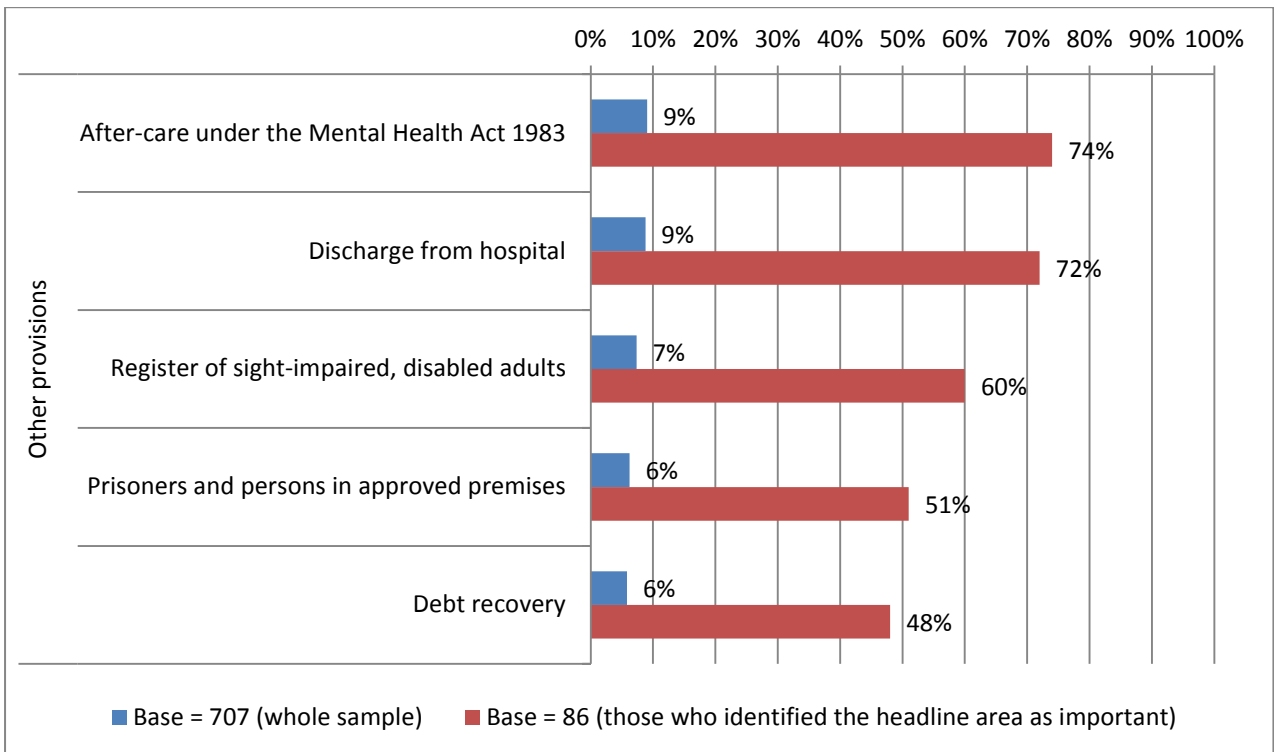
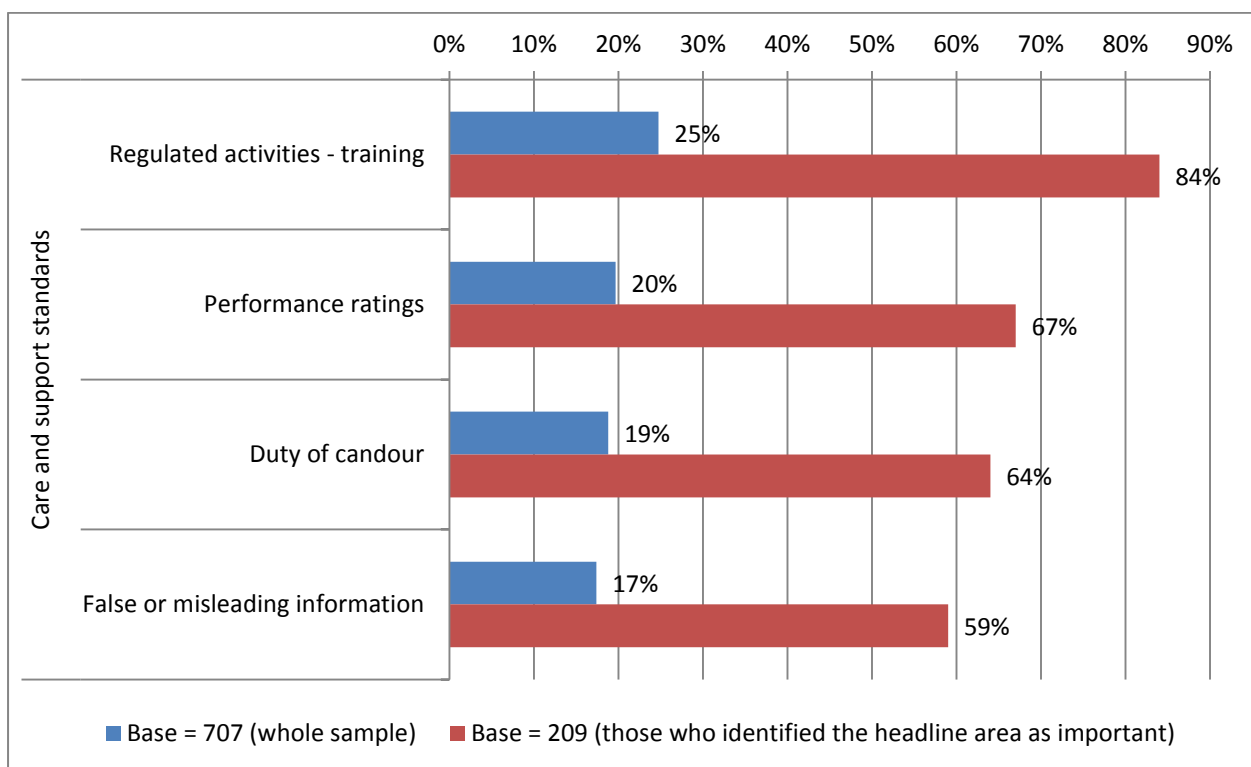


Chart 13: In which aspects of *care and support standards* do people in your job role need learning and development?



Detailed areas of learning and development by job role

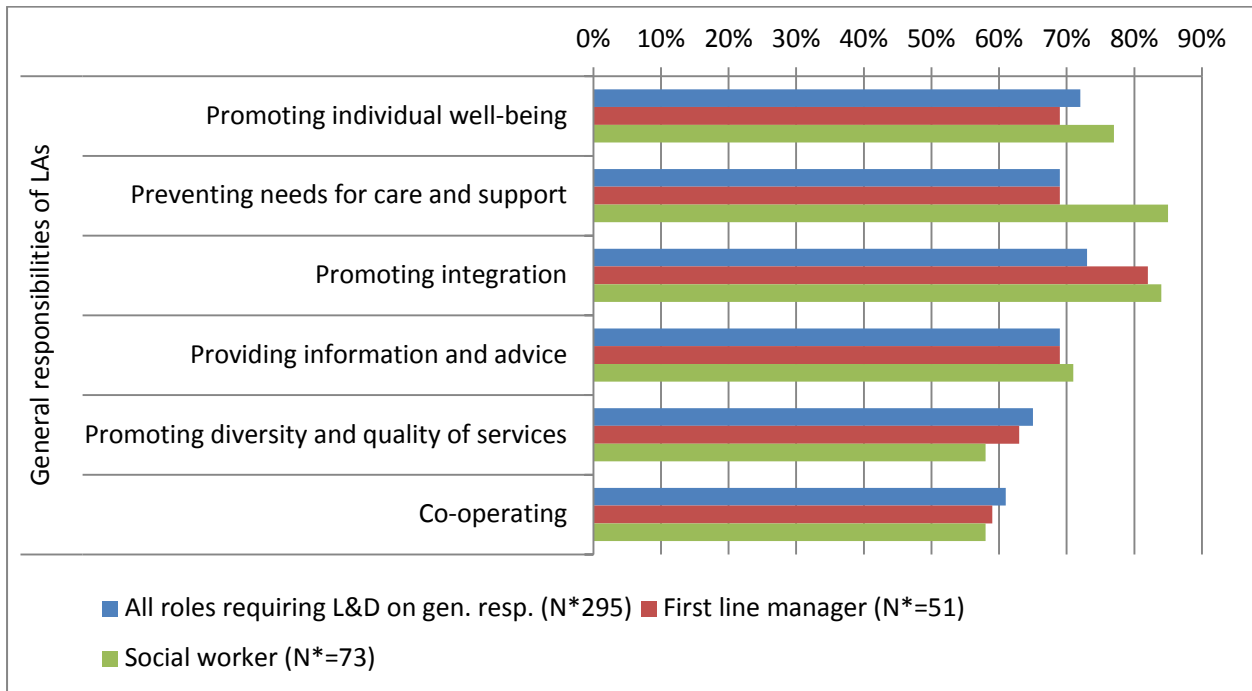
Further information on the learning and development needs of specific job roles comes from the analysis on the survey questions around the roles that respondents had oversight of. Small sub-sample sizes mean it has not been possible to provide a breakdown for every job role but the analysis does provide some information on:

- first line managers
- social workers
- registered managers
- care workers.

This is shown in charts 14-18 below. The charts show that there were few significant differences identified between job roles. However, according to survey respondents with learning and development responsibilities:

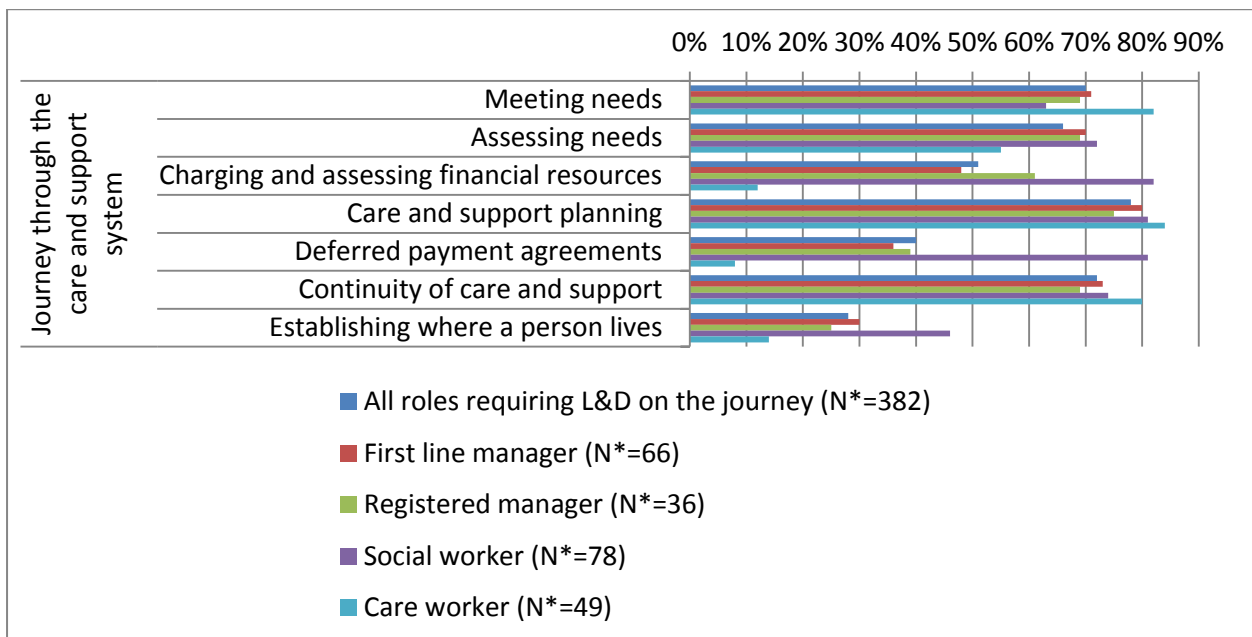
- in relation to the *general responsibilities of local authorities*:
 - social workers were significantly more likely to require learning and development on *preventing needs for care and support* than first line managers or other roles.

Chart 14: On which areas of the *general responsibilities of local authorities* will this job role need learning and development?



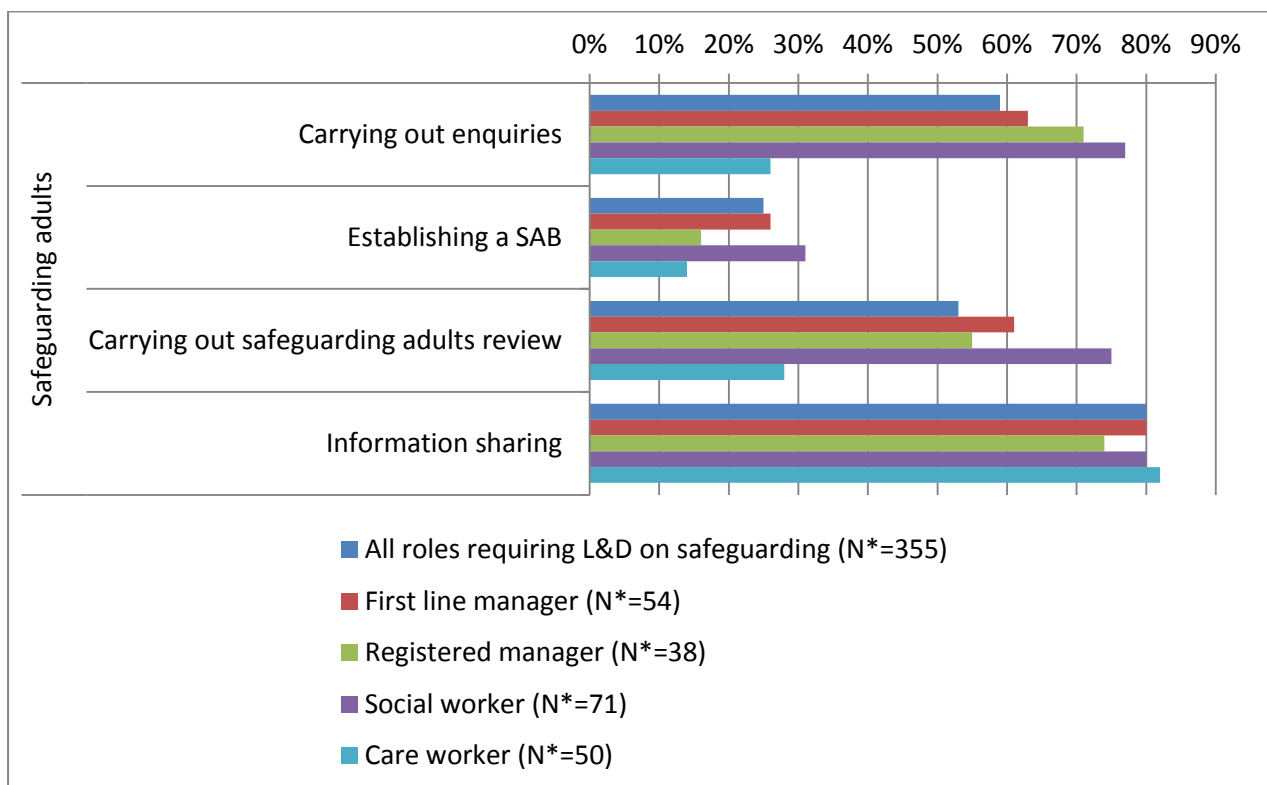
- In relation to the *journey through the care and support system*:
 - social workers were significantly *more* likely and care workers significantly *less* likely to require learning and development both on *charging and assessing financial resources* and *deferred payment agreements* than other roles.

Chart 15: On which areas of the *journey through the care and support system* will specific job roles need learning and development?



- In relation to *safeguarding*:
 - social workers were significantly *more* likely and care workers significantly *less* likely to require learning and development on *carrying out a safeguarding adults review* than other roles
 - social workers and registered managers were significantly *more* likely and care workers significantly *less* likely to require learning and development on *carrying out enquiries*.

Chart 16: On which areas of *safeguarding* will this job role need learning and development?



- In relation to *transition to adult services*:
 - social workers were significantly *more* likely to require learning and development on *assessing a child's carer's needs* than other roles.
- In relation to *care standards*:
 - care workers were significantly *less* likely to require learning and development on performance ratings than other roles.

Chart 17: On which areas of *transition to adult services* will this job role need learning and development?

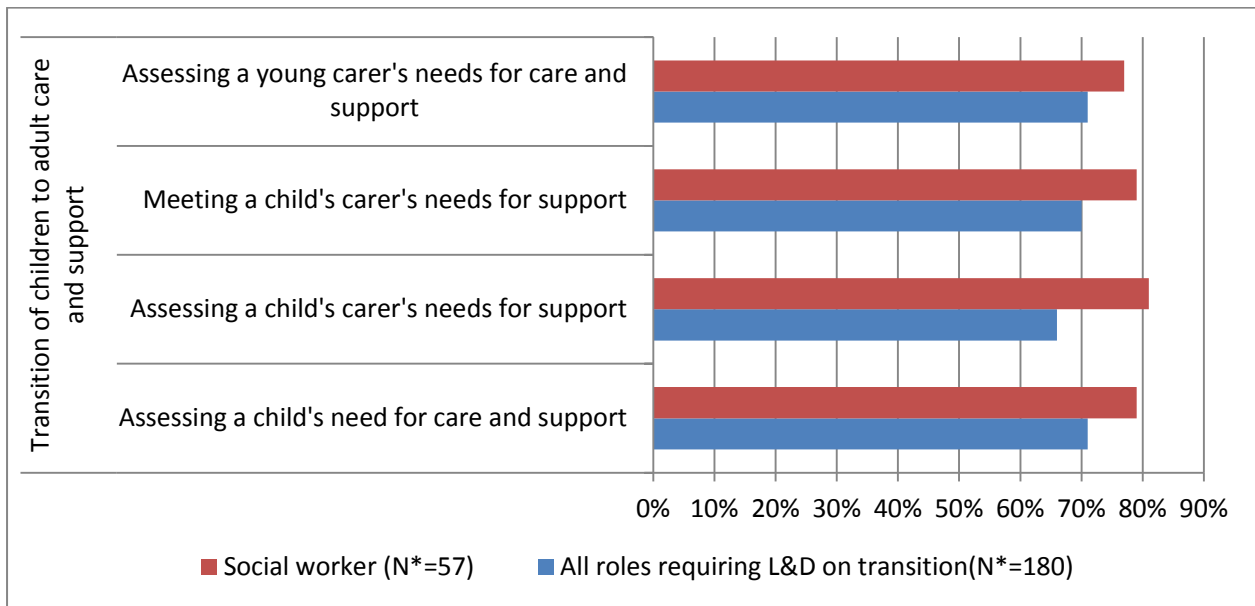
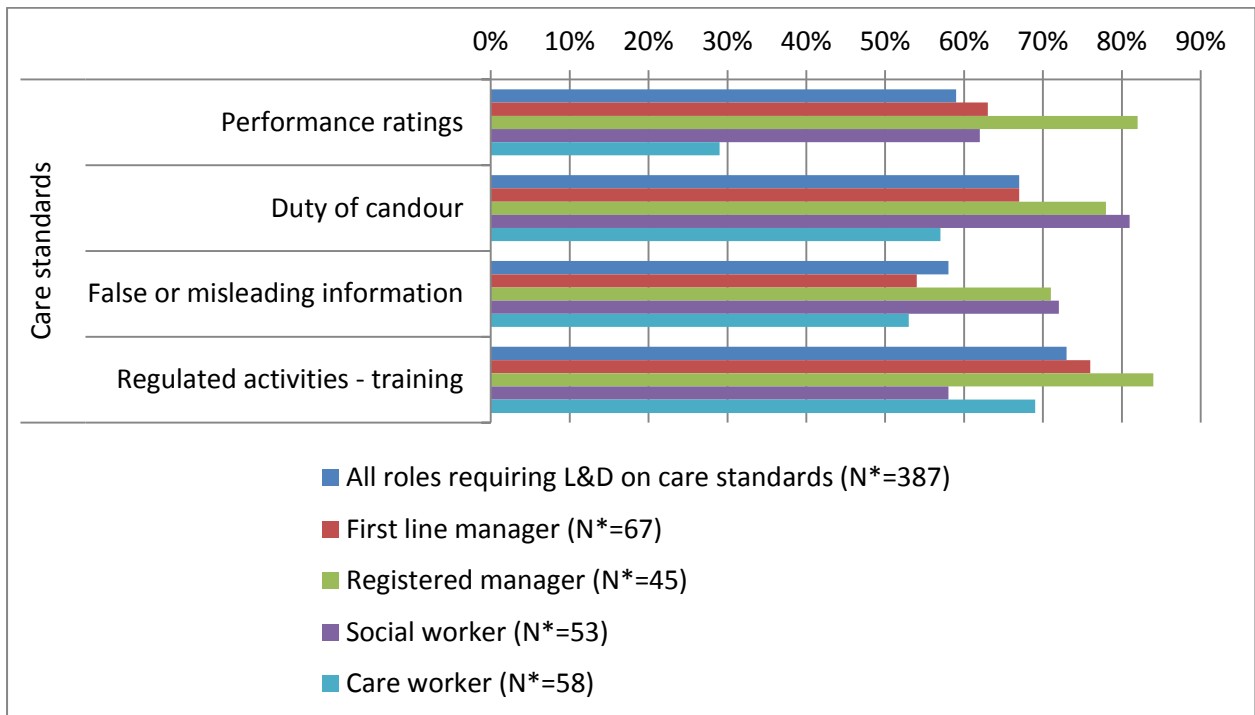


Chart 18: On which areas of *care standards* will this job role need learning and development?



Due to small sub-sample sizes it was not possible to look at every job role in relation to every learning and development area. In relation to provider failure and market oversight, it was not possible to break down any single job role.

Additional areas for learning and development

Many of the focus groups identified additional areas for learning and development that they felt should be added to the matrix. These included:

- developing generic skills
- developing specialist skills
- learning around particular topics.

Generic skills

The focus groups felt that the Care Act will require the development of additional generic skills in the area of:

- communication
- crisis management
- partnership working, including working with communities
- recruitment
- risk management and assessment – including positive risk taking
- service user support – including service user enrolment and supporting Individual Employers
- staff empowerment.

Specialist skills

The focus groups felt that the Care Act will require the development of additional specialist skills in the area of:

- learning disability
- dementia
- quality and performance
- reablement.

Knowledge

The focus groups felt that the Care Act will additionally require knowledge of:

- the benefits system
- dignity and respect
- equality and diversity
- terminology.

The learning and development needs of leaders

Focus group participants were asked whether they agreed that leaders may require learning and development in the following areas in order to meet the requirements of the Care Act:

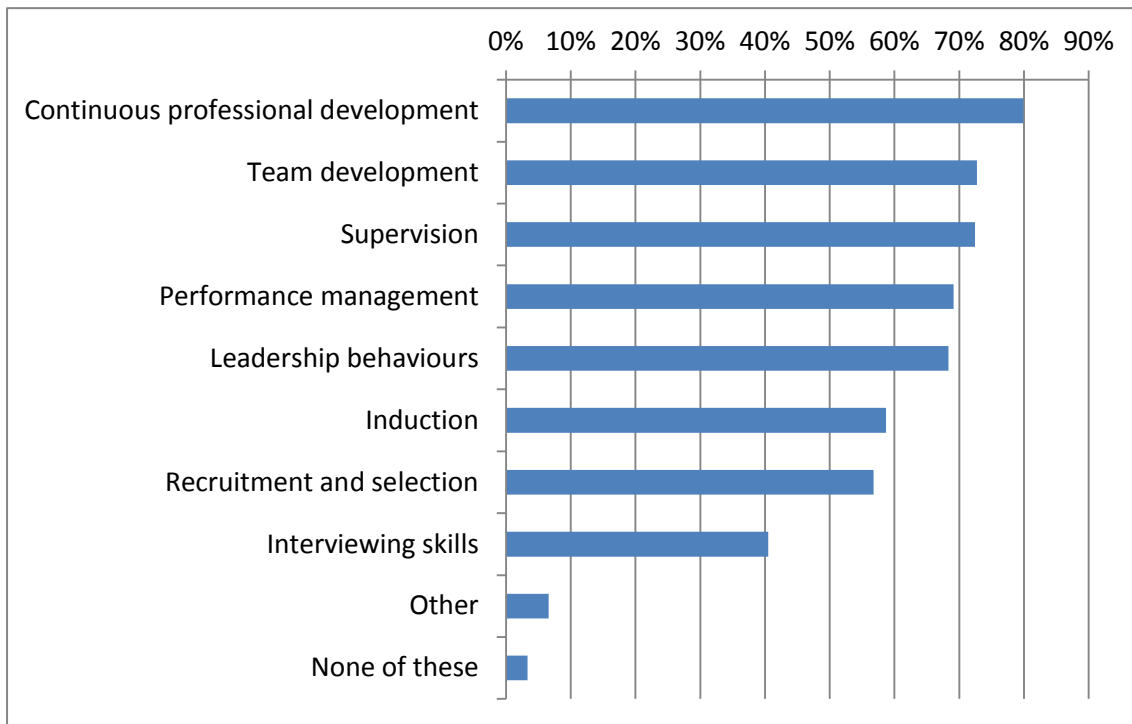
- recruitment and selection
- interviewing skills
- induction
- performance management
- supervision
- team development
- continuous professional development
- leadership behaviours.

Participants agreed with all of the areas listed above and suggested the following additional areas:

- business development skills
- capacity building
- change management
- communication
- community working
- demand management
- employment law
- financial management – including negotiation and social value
- involvement skills
- negotiating and influencing
- partnership working and integration
- person-centred care
- policy development
- primary diagnosis
- regulation
- resilience
- Serious Case Review
- taking ownership of structure.

Respondents to the online survey were also asked in which areas they felt leaders may need learning and development. The results are shown in chart 19 below.

Chart 19: In which of the following areas do you think learning and development will be needed in order to ensure that adult social care leaders are equipped to deliver the requirements of the Care Act?



N=363. Excludes non responses.

4. Level of skills needed

Key points summary

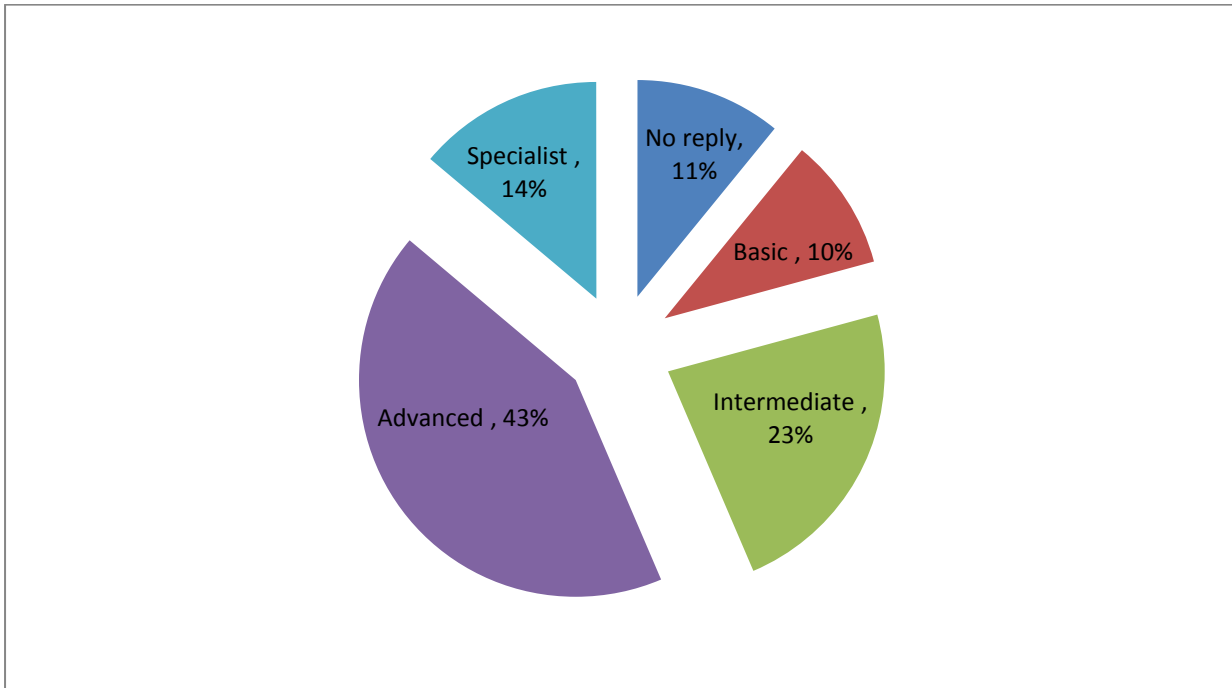
- When asked about their own job role, respondents most commonly felt that learning and development should be at advanced levels, with significant minorities requesting intermediate or specialist skills development.
- This was true for all the detailed knowledge and development areas.
- Care workers are significantly more likely than others to require basic skills in: meeting needs, care and support planning, continuity of care planning, information-sharing, and regulated activities – training. Care workers are also more likely to require intermediate skills in regulated activities – training.
- The level of learning and development required by social workers and managers is generally similar and mainly targeted at the advanced levels, in line with the overall findings.¹¹

Skills levels in general

Survey respondents who felt that people in their role required learning and development in specific areas were asked what level that learning and development should be at. Across all areas, it was evident that respondents most commonly felt that learning and development should be at advanced levels.

¹¹ There may also be other job roles that have needs at particular skills levels, however we are unable to accurately identify these due to the limitations of the sample.

Chart 20: Please rate the level of skills and knowledge you feel will be needed by people in your role (average across all areas)



N*=4153.¹²

Skills levels by detailed learning and development area

The advanced level was the most popular across all the detailed areas of learning and development identified in the matrix, with one exception. In relation to assessing the financial sustainability of care providers (chart 24 below), the intermediate level was identified as more popular than advanced, however this difference was not significant.

In most cases, around half of respondents identified advanced skills as the most important area for development in their job role, with around a quarter stating intermediate skills, an eighth specialist skills and usually less than ten percent stating basic skills.

¹² N* here is an artificial base built up from multiple responses to this question relating to the different areas of skills and knowledge.

Chart 21: Please rate the level of skills and knowledge you feel will be needed by people in your role in relation to *the general responsibilities of local authorities*

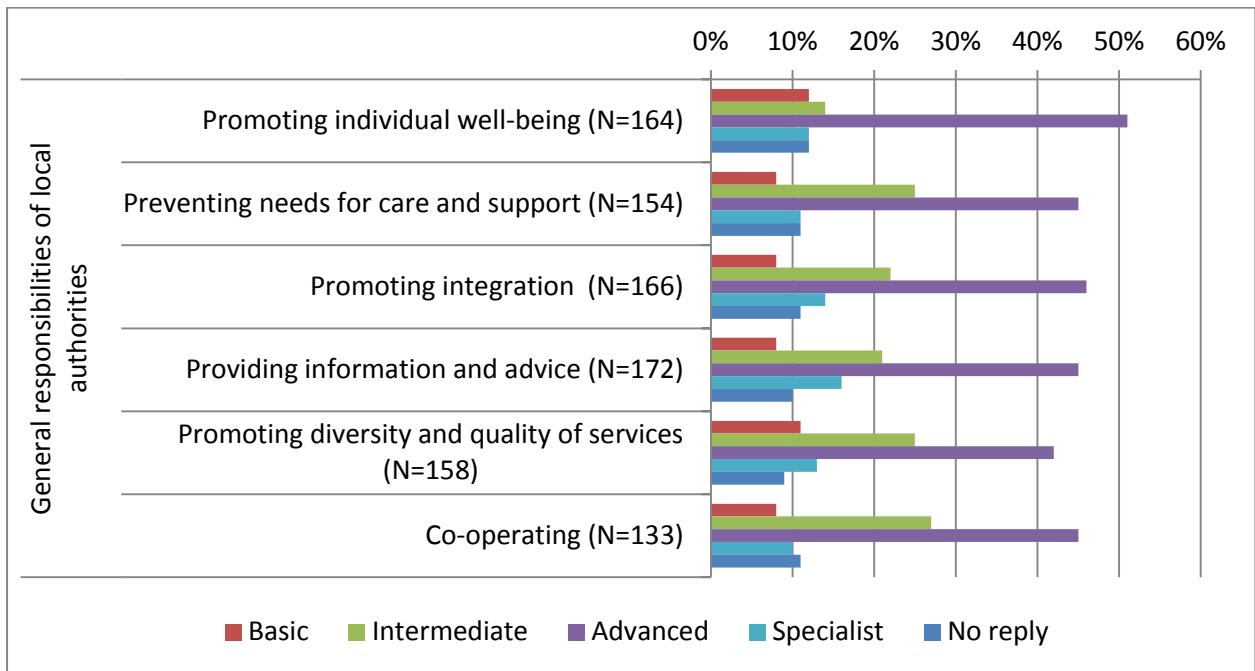


Chart 22: Please rate the level of skills and knowledge you feel will be needed by people in your role in relation to *the journey through the care and support system*

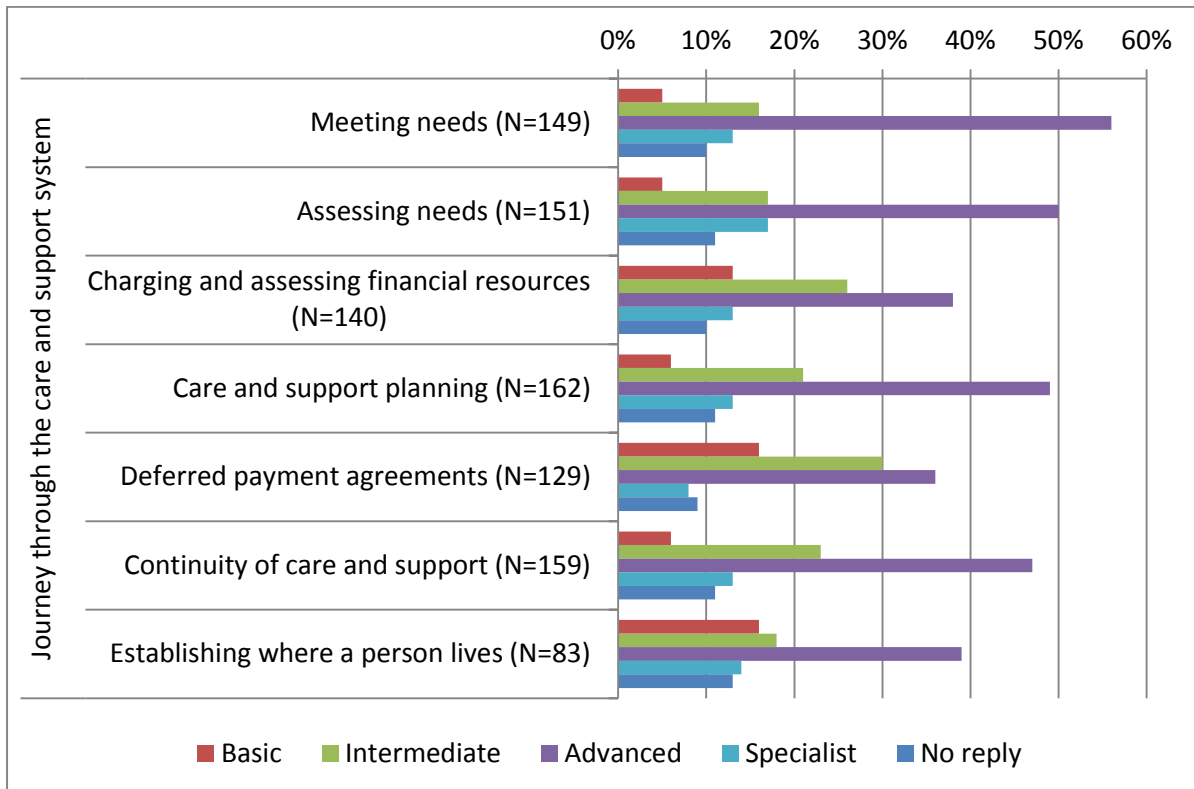


Chart 23: Please rate the level of skills and knowledge you feel will be needed by people in your role in relation to *safeguarding adults*

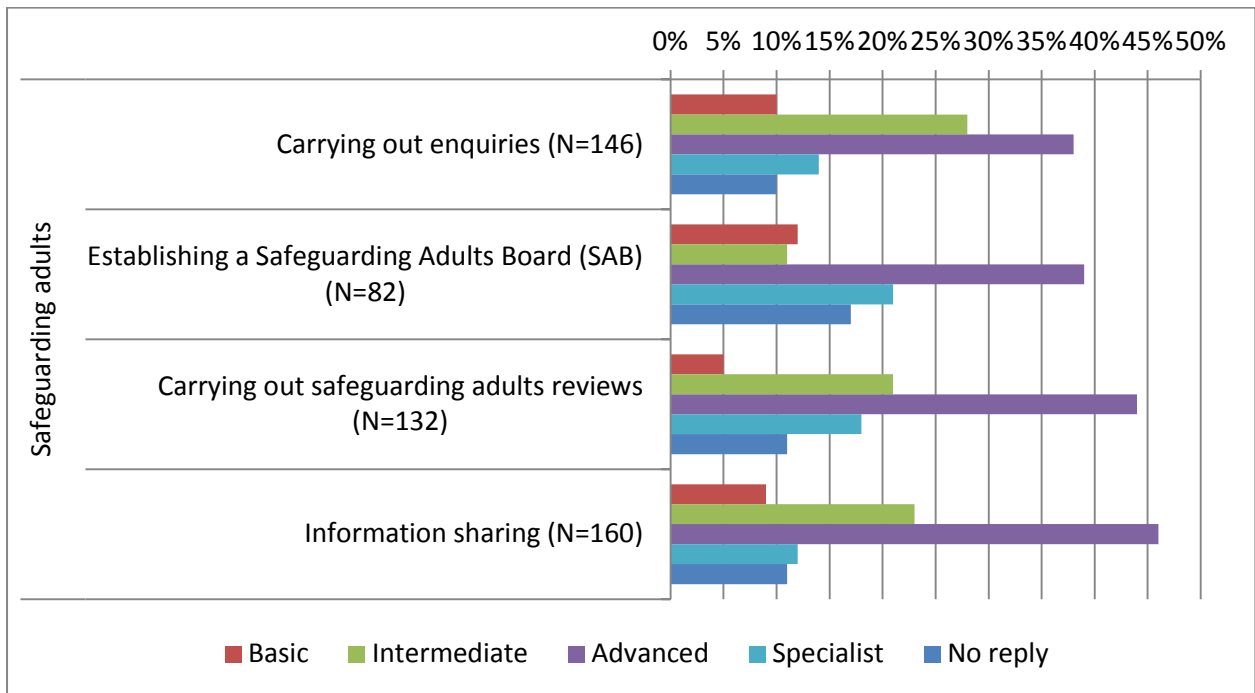


Chart 24: Please rate the level of skills and knowledge you feel will be needed by people in your role in relation to *provider failure and market oversight*

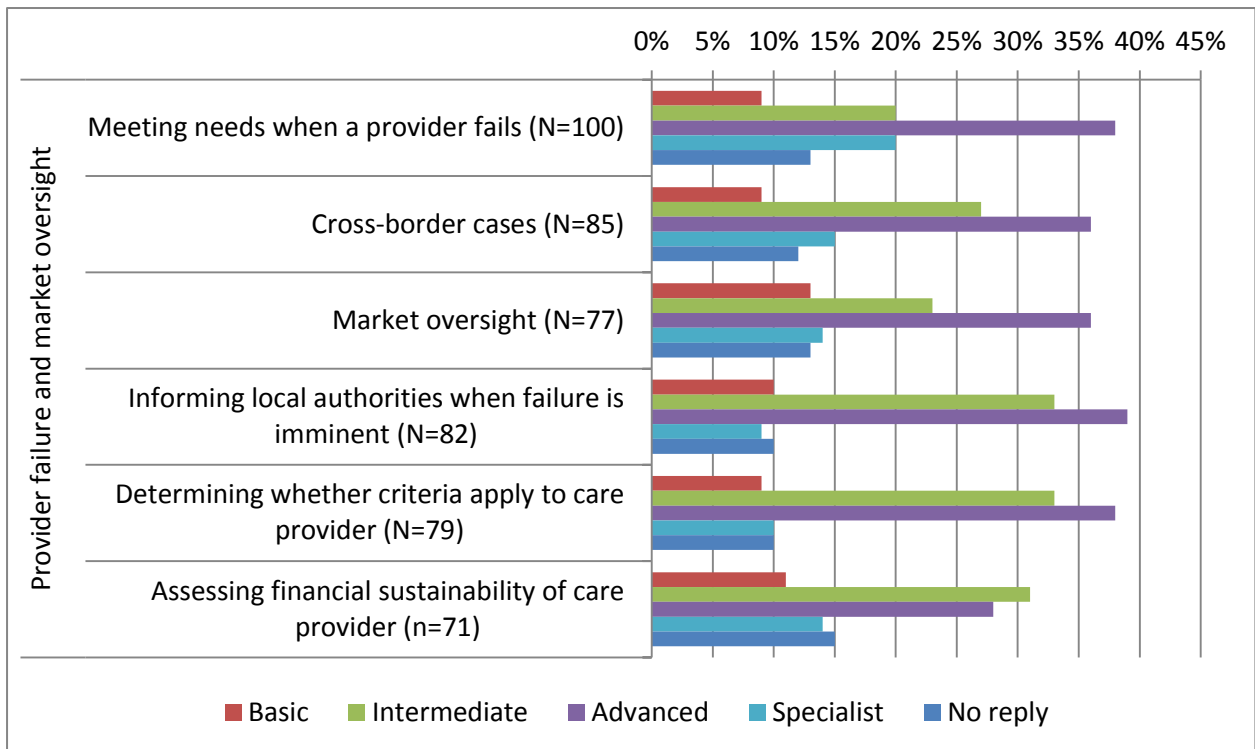


Chart 25: Please rate the level of skills and knowledge you feel will be needed by people in your role in relation to *transition to adult services*

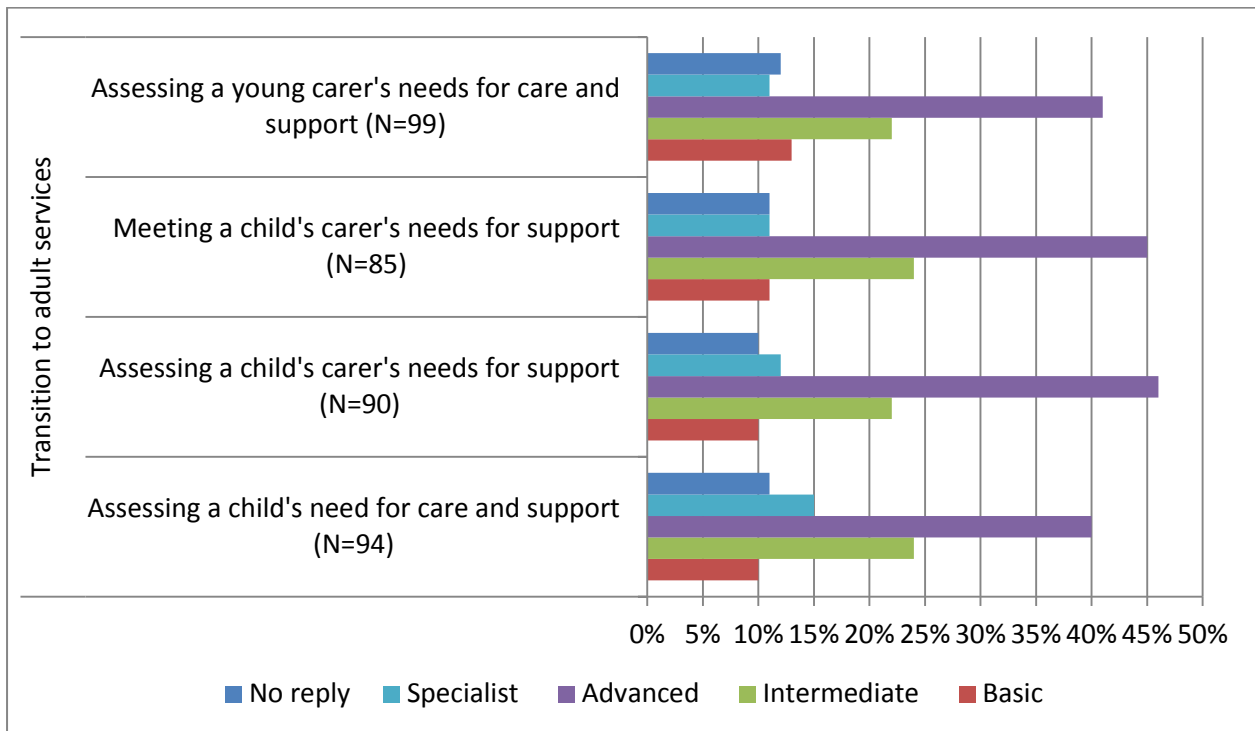


Chart 26: Please rate the level of skills and knowledge you feel will be needed by people in your role in relation to *other provisions*

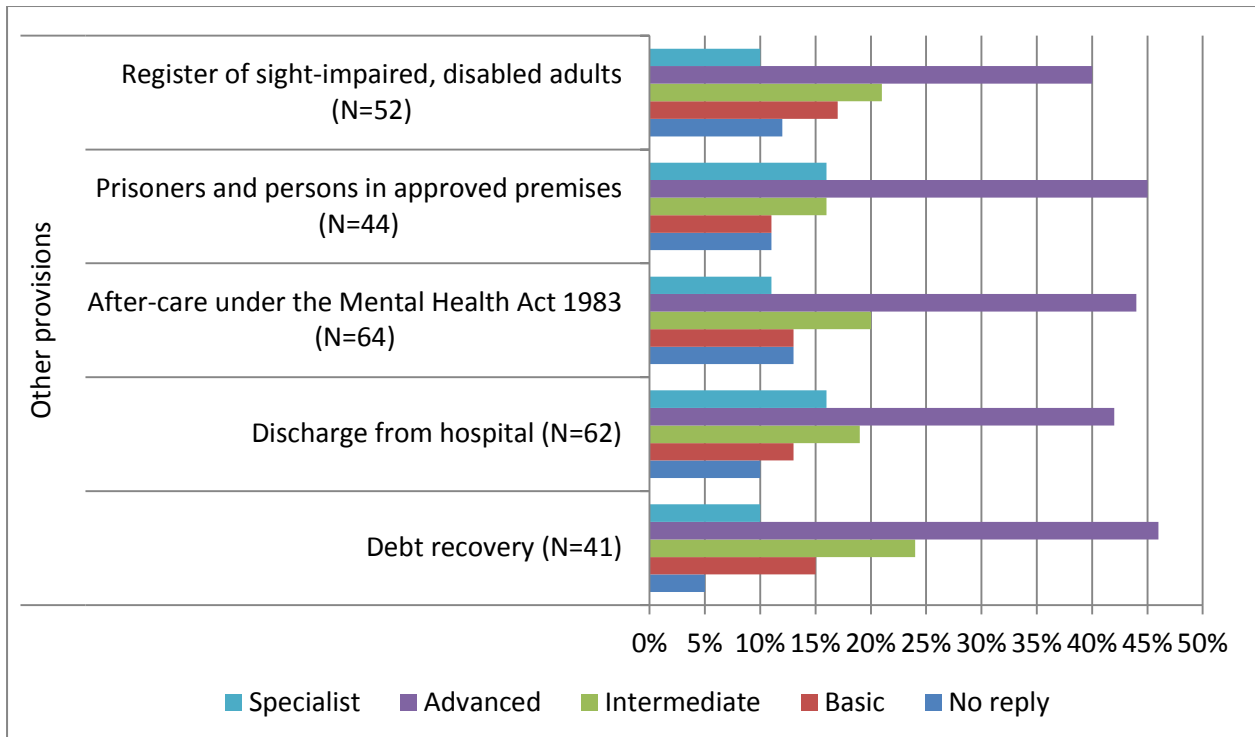
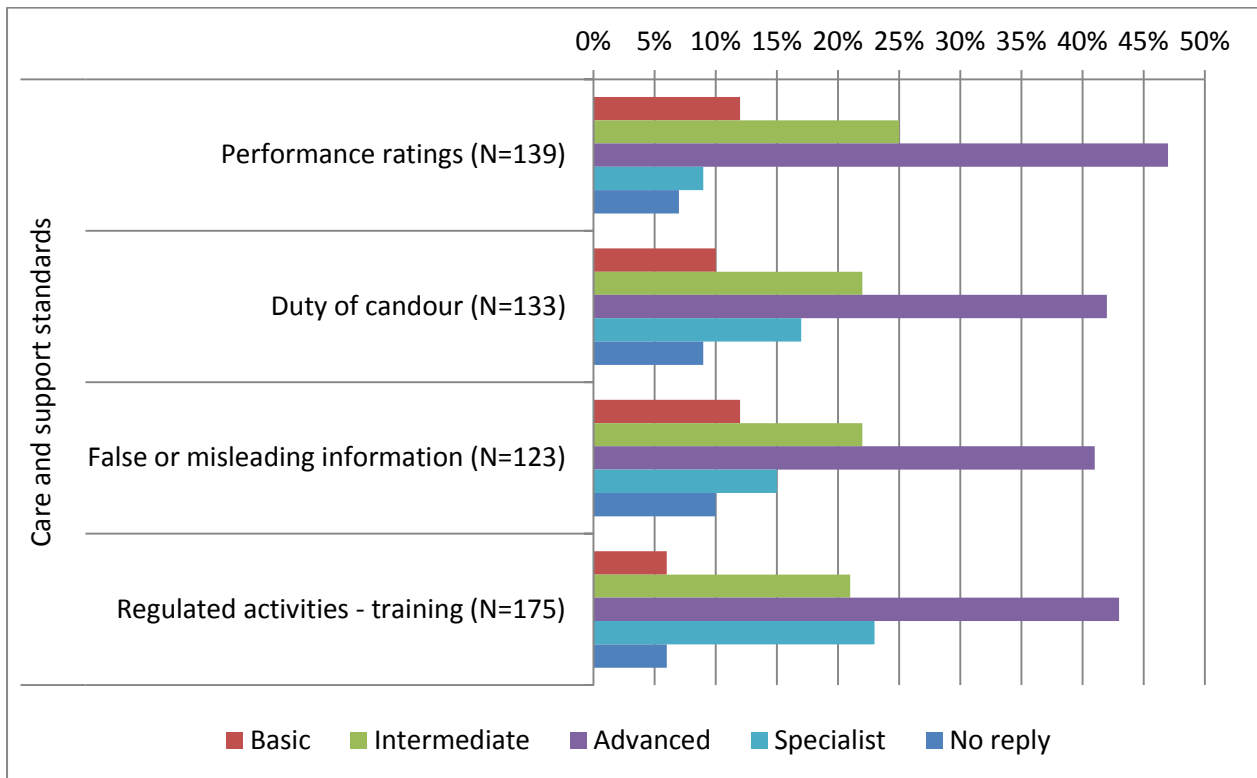


Chart 27: Please rate the level of skills and knowledge you feel will be needed by people in your role in relation to *care and support standards*



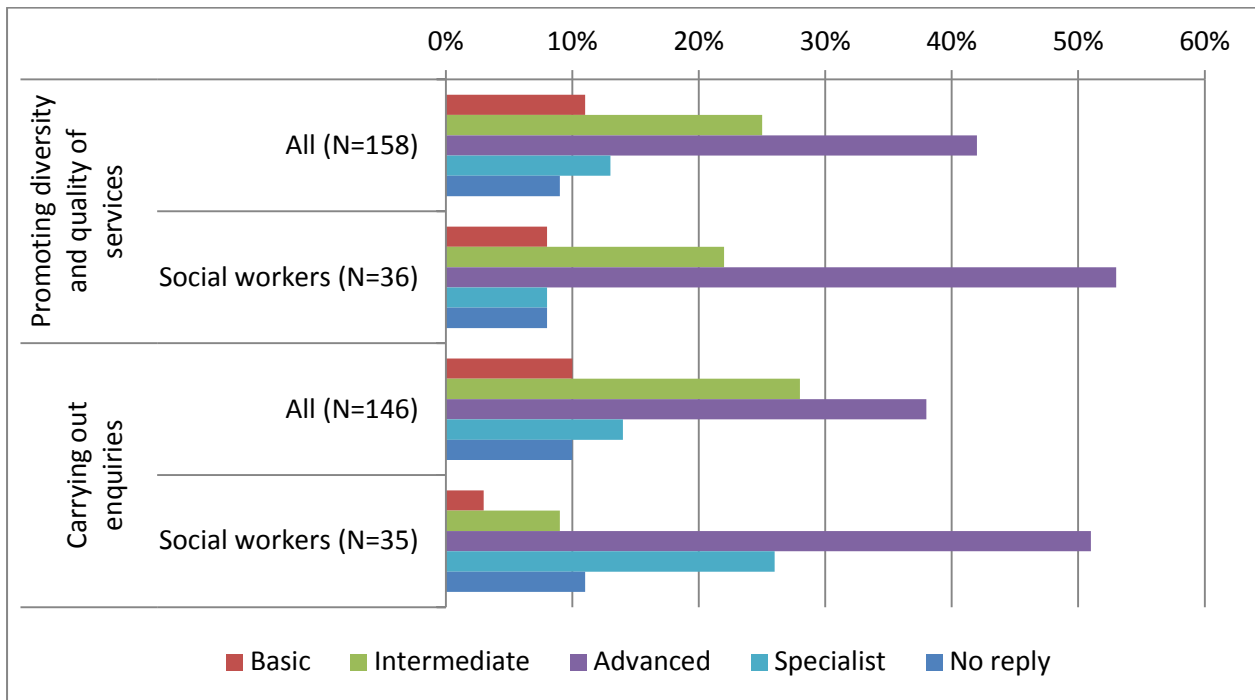
Skill level needed by job role – detailed

Due to small sub-sample sizes, we were only able to break down results by ‘my own job role’ for social workers, and then only in relation to two of the detailed areas for learning and development: promoting the diversity and quality of services, and carrying out enquiries.

In relation to promoting the diversity and quality of services, social workers were slightly more likely to say they needed development at an advanced level than the sample as a whole, and slightly less likely to need development at any other level.

In relation to carrying out enquiries, social workers were slightly more likely to say that they needed development at a specialist or advanced level, and significantly less likely to need development at intermediate level. These findings are perhaps unsurprising given social workers are a professional group.

Chart 28: Skill level needed for social workers, promoting diversity and carrying out enquiries



Further analysis comes from the survey questions relating to ‘people for whom you have learning and development responsibility’. This provides some further detail on the skills levels required by:

- first line managers
- social workers
- care workers
- registered managers.

Charts 29-33 below show the findings. They suggest that there are few significant differences between the job roles; however according to respondents with learning and development responsibilities:

- in relation to *journey through the care and support system*:
 - care workers are significantly *more* likely to require *basic skills* in both *meeting needs* and *care and support planning* than others, and significantly *less* likely to require specialist skills in these areas
 - care workers are significantly *more* likely to require *basic skills* in continuity of care planning than others

- in relation to *safeguarding*:
 - care workers are significantly *more* likely to require *basic skills in information-sharing* and less likely to require advanced or specialist skills than others

- in relation to *other provisions*:
 - care workers are significantly *more* likely to require *basic and intermediate skills in regulated activities – training* than others, and *less* likely to require advanced or specialist skills.

Chart 29: Skill level needed for selected job roles, in relation to the *general responsibilities of local authorities*

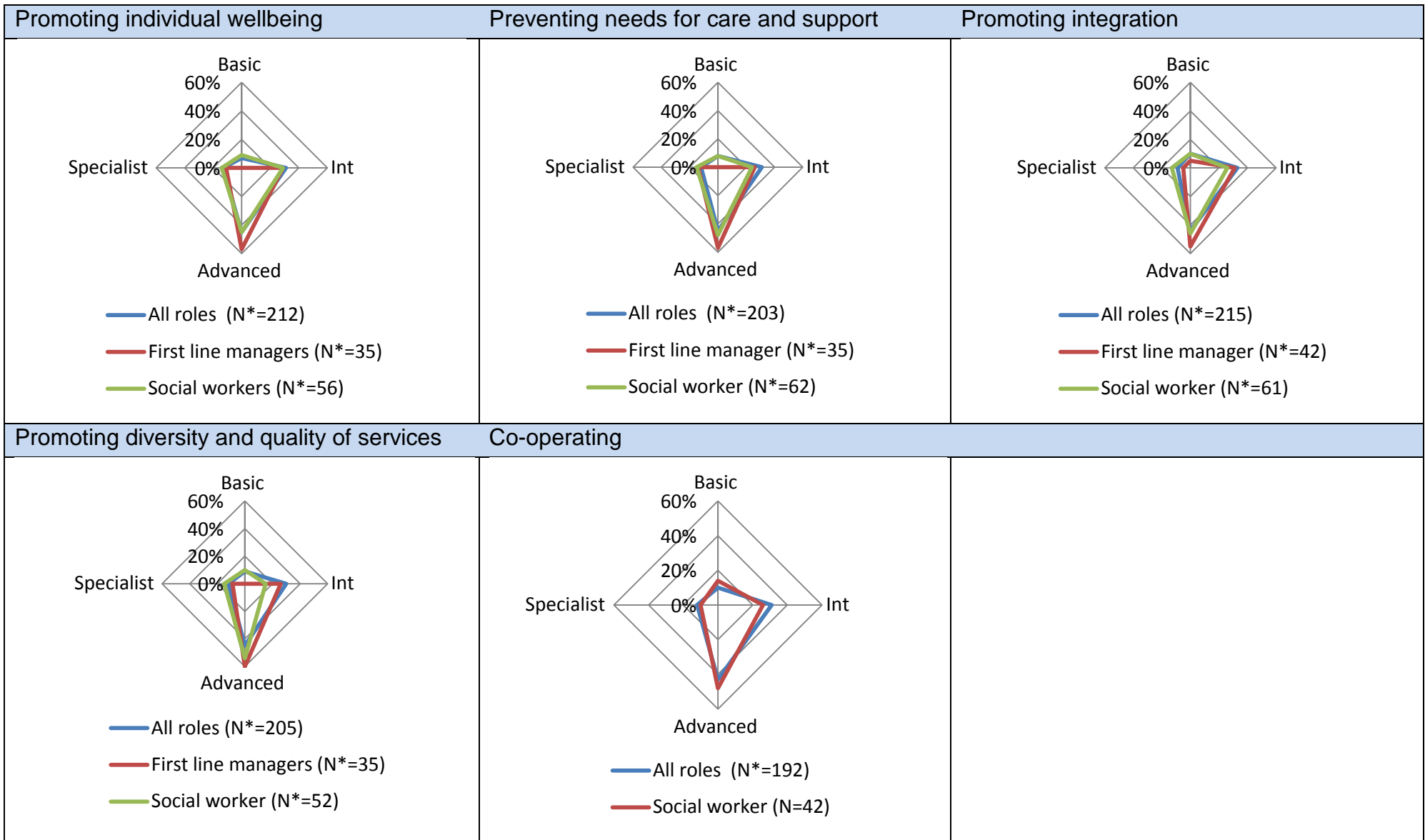


Chart 30: Skill level needed for selected job roles, in relation to the *journey through the care and support system*

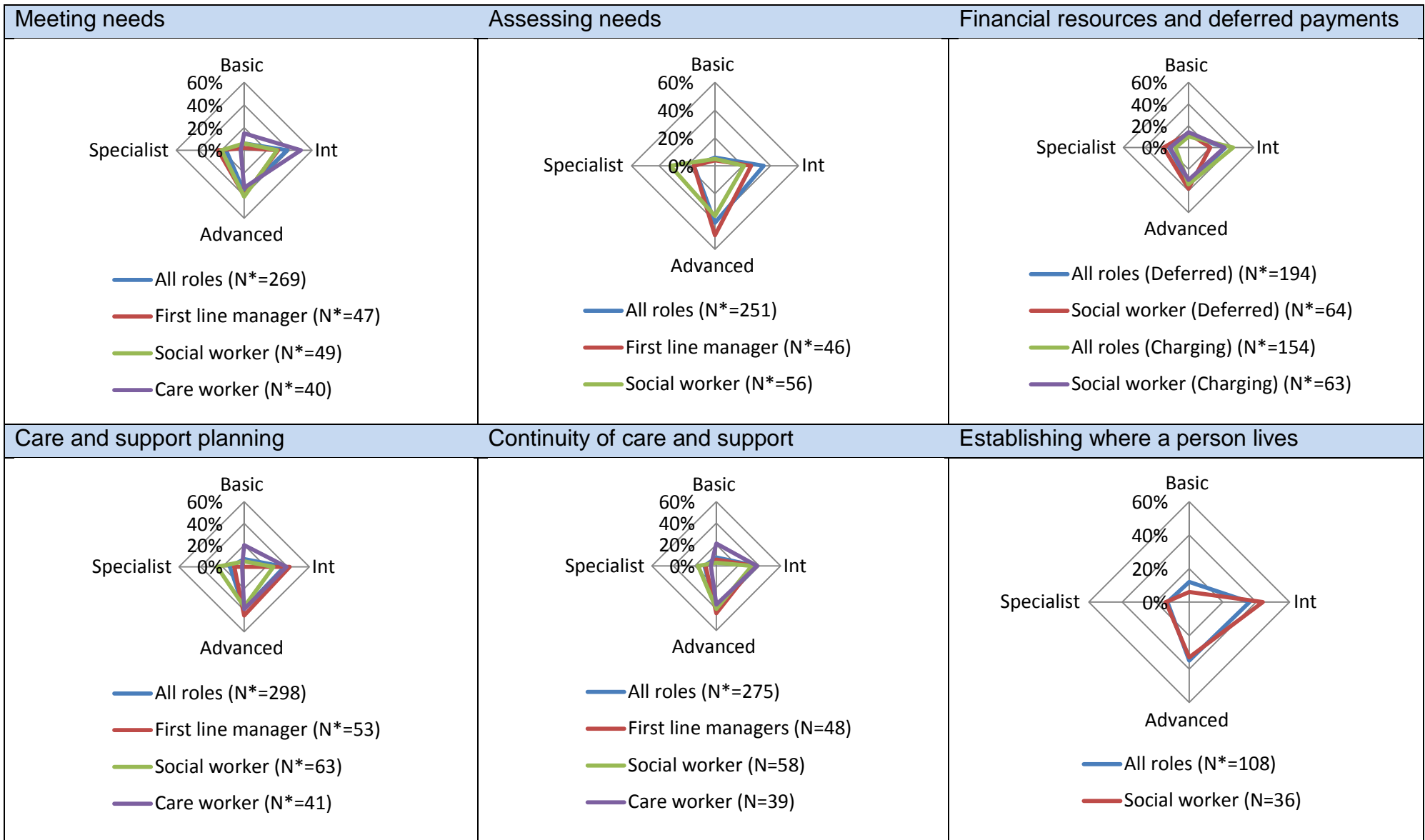


Chart 31: Skill level needed for selected job roles, in relation to *safeguarding*

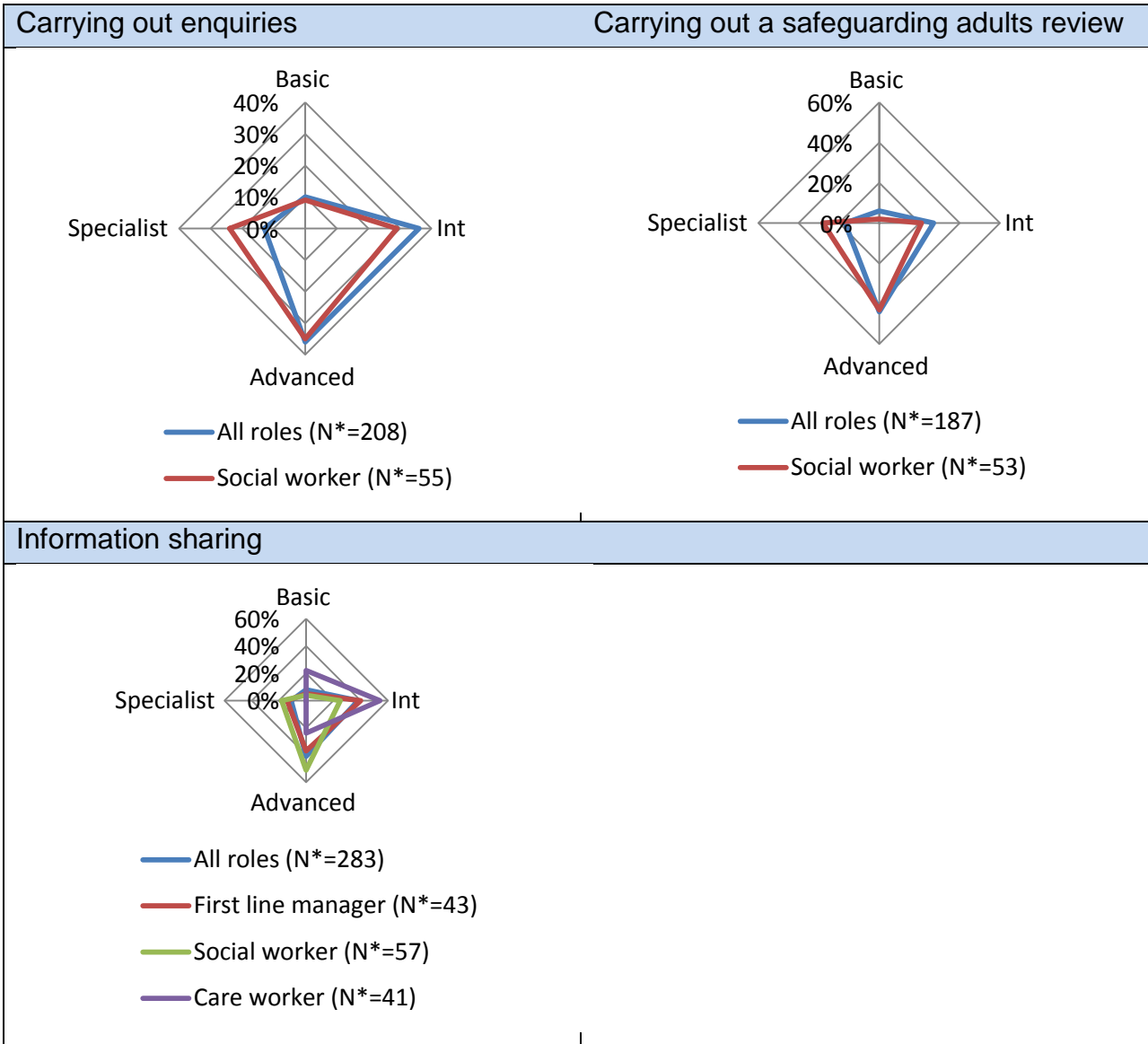


Chart 32: Skill level needed for selected job roles, in relation to *transition to adult services*

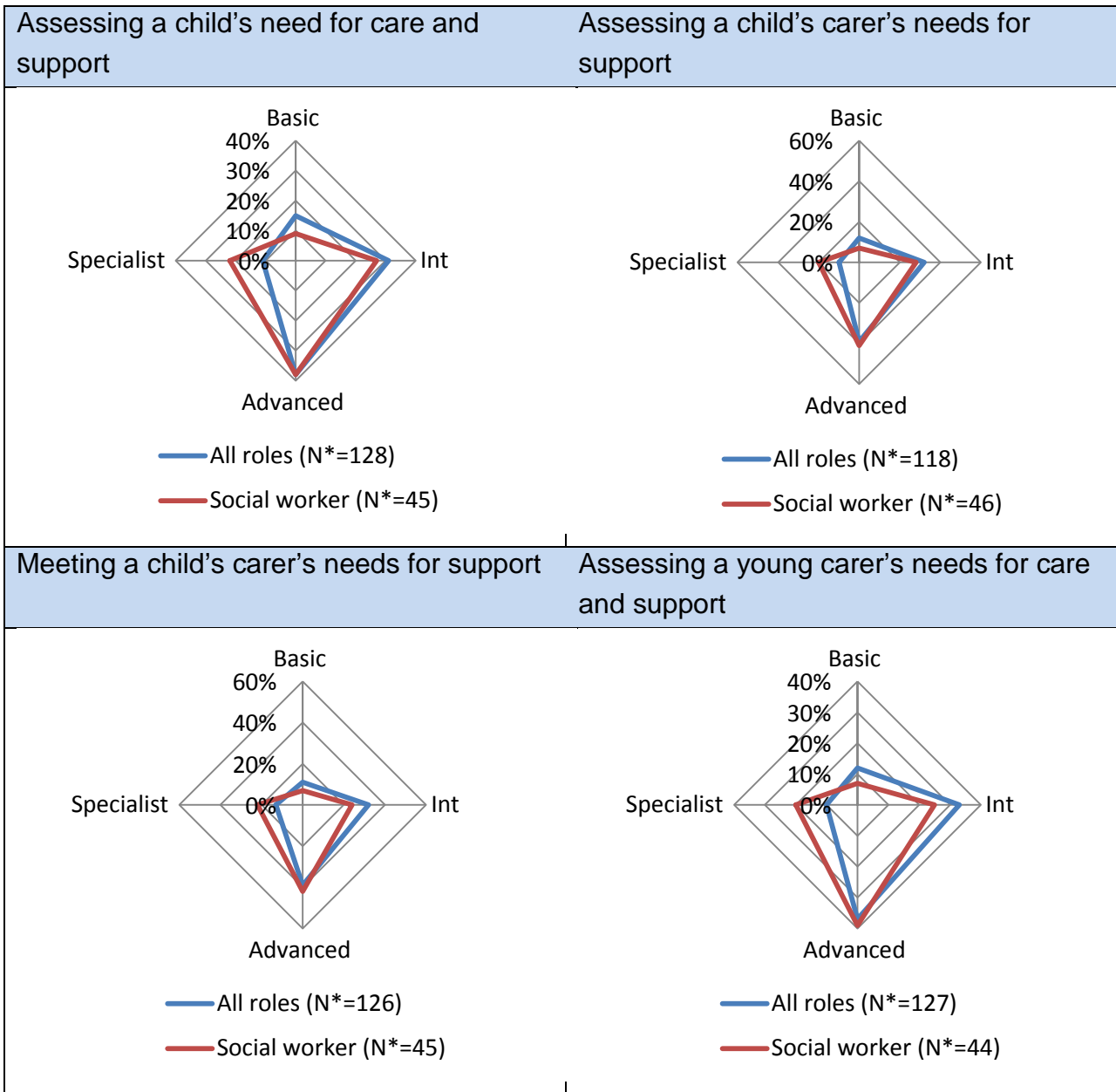
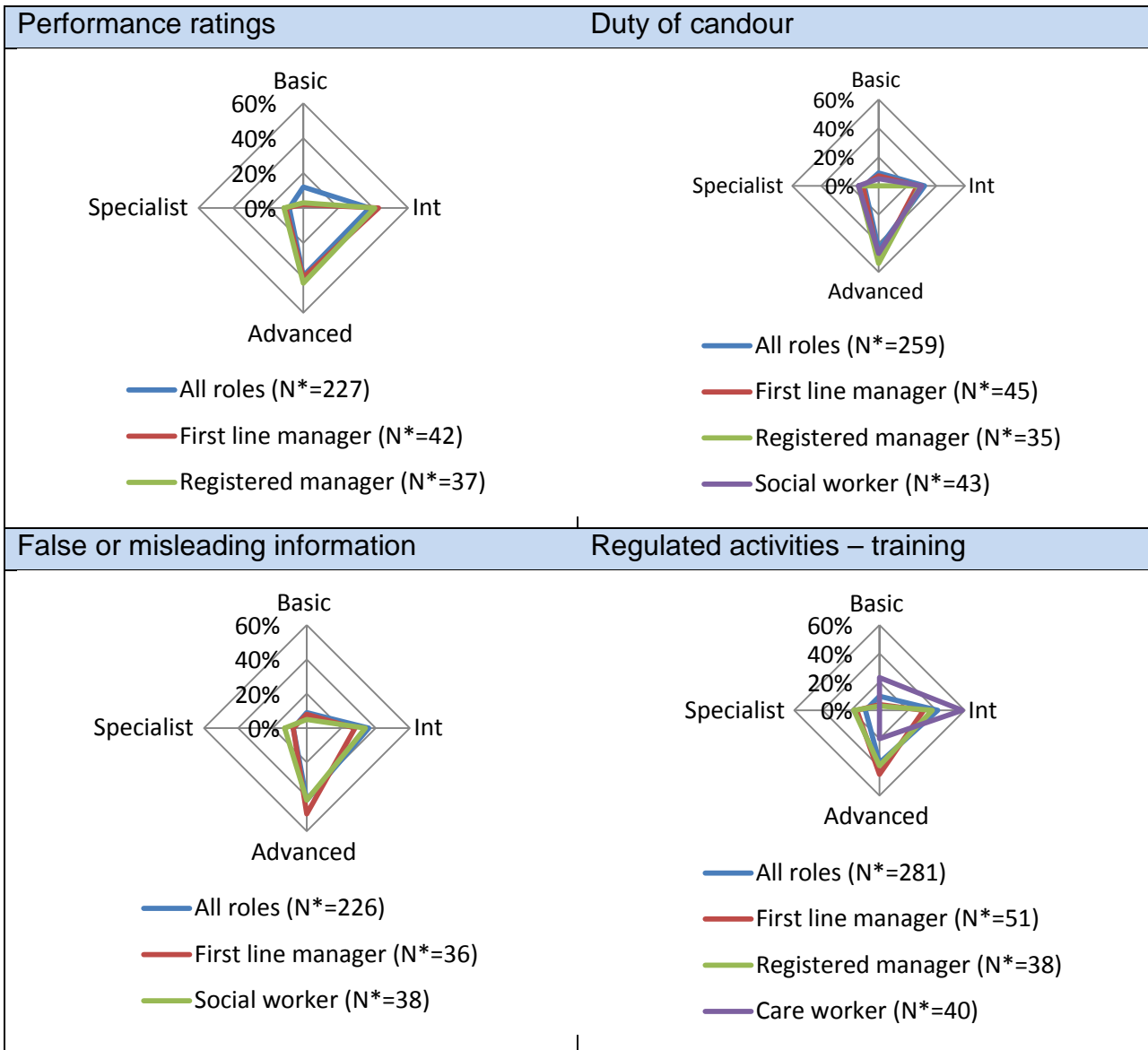


Chart 33: Skill level needed for selected job roles, in relation to care standards



5. Matrix approach and materials

Key points summary

- The matrix approach was welcomed by many, though some focus group participants also had concerns or queries to be addressed.
- Many requests for materials and suggestions for learning and development were received.
- Focus group participants stressed that materials should be timely, accessible, flexible and linked into existing initiatives.

Matrix approach

Focus groups were asked to feedback on what they thought of the matrix approach to identifying learning and development. Responses can be summarised as: those that welcomed the approach – in particular that the approach is likely to include blended learning, consistency and free materials – and those that had concerns or queries.

Concerns raised included:

- a feeling that the development of senior managers may need attention
- that materials must be well written and jargon free
- a feeling by some that the matrix is too difficult to use for the whole sector, with job groupings too broad or too vague
- that there is a need to identify learning outcomes or the desired skill shift linked to the programme.

Queries raised included:

- How were the headings in the matrix selected?
- Will learning be on-line or via e-learning?
- How will accreditation of prior learning take place? How will existing qualifications fit?
- What are the opportunities for networking and standardisation?
- What level will the information be at? Will it be very general or specific?

Materials and support

The focus groups were asked what materials and support they will require to implement the learning and development needed in relation to the Care Act. Participants were clearly keen to receive materials imminently as the Care Bill became the Care Act.

“...We feel that the timing of the resources will be critical. The lessons from other large legislative changes where “resources” were promised has been that these have been available far too late...

Our message is if the resources will not be ready to use and with a comprehensive support framework in place by September 2014 then we would urge you not to waste time and money in developing materials that most organisations will already have had to develop in order to meet the timescales for the workforce development implementation strategy for their staff groups.”

Requests for materials included:

- e-resources – including a SCORN compliant e-learning programme
- online resources
- webinars
- evaluation resources
- funding
- briefings
- case studies
- course outlines
- discussion materials
- DVDs
- example job descriptions
- flowcharts
- guidance on assessments
- induction manual
- law updates
- leaflets
- packs for managers
- pocket sized prompts
- posters
- presentations
- reference guides
- trainer resources
- training needs analysis tool
- training schedule

- workbooks
- worked examples.

Participants suggested that materials should:

- be accessible to all
- include clear concise information
- encompass a competency based approach
- be comprehensive
- involve flexible delivery
- involve stakeholders in design
- be linked to ASYE
- be linked to commissioning
- be linked to LGA and ADASS
- encompass a range of approaches
- be 'ready to roll'
- comprise rolling programmes
- be timely.

Participants requested that learning and development should include:

- access to experts
- awareness sessions
- bite-size sessions
- blended learning
- Champion or regional networks
- face-to-face training
- joint training and networking with LA
- peer sharing
- practice learning
- priority learning for key decision makers
- project work
- reflecting and piloting
- shadowing and secondments
- train the trainer
- workshops.

6. Conclusions, implications for programme development and Skills for Care's response

General findings

To summarise

- *All* the roles initially identified by Skills for Care are likely to be subject to new demands under the Care Act, and to consequently require some learning and development
- In addition, the consultation identified further job roles not already in the matrix, including additional care-providing roles, non-care-providing roles, people outside of the paid workforce, and people in other sectors outside, but related to, the adult social care sector, all of whom were felt to require learning and development as a result of the Care Act.
- *Almost all* the areas for learning and development initially identified by Skills for Care are confirmed as important.
- Only in the area of the 'other provisions' of the Care Act were learning and development needs identified by less than ten percent of the survey sample.
- In many areas, over 20% or one in five of the sample stated they required learning and development, implying that the task of up-skilling the sector as a whole is likely to involve very large numbers of staff trained.
- In addition, the consultation identified further areas for learning and development not already in the matrix, including a need for staff to develop additional generic skills, additional specialist skills and learn more around particular topics.
- The consultation also identified additional areas for the learning and development of leaders.
- When asked about their own job role, respondents most commonly felt that learning and development should be at Advanced levels, with significant minorities requesting intermediate or specialist skills development.
- The matrix approach was welcomed by many, though some focus group participants also had concerns or queries to be addressed.
- Many requests for materials and suggestions for learning and development were received.
- Focus group participants stressed that materials should be timely, accessible, flexible and linked into existing initiatives.

Profiles of affected job roles' learning and development needs

The analysis has enabled us to build up partial profiles of the learning development needs of a small number of affected job roles, namely:

- social workers
- registered managers
- care workers.

These are included in the table below. It should be noted that the table is not an *exclusive* list of the learning and development needs of the job roles listed, as the evidence is only partial. There may also be other job roles that have particular needs in specific areas, however we are unable to accurately identify these due to the limitations of the sample.

Table 6: Learning and development profiles

Job role	Priority needs for learning and development	Priority level
Social workers	General responsibilities of local authorities, in particular: <ul style="list-style-type: none"> ▪ Preventing needs for care and support ▪ Promoting the diversity and quality of services 	Advanced Advanced
	Transition to adult services, in particular: <ul style="list-style-type: none"> ▪ Assessing a child's carer's needs 	Advanced
	Journey through the care and support system, in particular: <ul style="list-style-type: none"> ▪ Charging and assessing financial resources ▪ Deferred payment agreements 	Intermediate or advanced Intermediate or advanced
	Safeguarding, in particular: <ul style="list-style-type: none"> ▪ Carrying out a safeguarding adults review ▪ Carrying out enquiries 	Advanced Specialist or advanced
	Safeguarding, in particular: <ul style="list-style-type: none"> ▪ carrying out enquiries 	Not clear
Registered managers	Care and support standards	Not clear
Care workers	Journey through the care and support system, in particular: <ul style="list-style-type: none"> ▪ Meeting needs ▪ Care and support planning ▪ Continuity of care planning 	Basic Basic Basic
	Safeguarding, in particular: <ul style="list-style-type: none"> ▪ Information-sharing 	Basic
	Other provisions, in particular: <ul style="list-style-type: none"> ▪ Regulated activities – training 	Basic or intermediate

Implications for programme development

The implications for programme development are as follows.

It is apparent that the scale of the learning and development programme will be considerable. Issues with the sample mean that we cannot extrapolate from the survey results and make firm projections about the number of staff that will need to be trained, however the findings suggest that a large number will be affected.

Content will need to be developed to cover all the areas of learning and development within the matrix, and, in the absence of more detailed information about the impact on specific job roles, all the job roles. Content will also need to be developed for all skills levels, including a focus on the advanced level for professionals and the basic level for care workers, who make up the largest share of the workforce. Timeliness of materials production will be key.

Skills for Care and the project steering group will need to consider the suggestions made to include additional job roles and areas for learning and development in the matrix and form a judgement as to whether these are appropriate ways in which to expand the scope of the programme. Skills for Care is unable to include within the scope roles outside of the adult social care workforce, but there may be the capacity through the project steering group to disseminate materials to other stakeholders, for example related Sector Skills Councils.

Skills for Care will need to prepare a response to the queries received in chapter 5 and make these available as FAQs on the website. The requests for materials and support will need to be considered within the content development of the learning and development programme.

Skills for Care response

The findings from the consultation exercise together with feedback from other engagement activities, make clear that the programme will need to be designed to meet the needs of a diverse range of roles covering the whole adult social care workforce in England; offer a range of learning and development materials to meet varying levels of learning and development need across the workforce; be freely accessible; provide consistency in terms of quality and content; and, be flexible enough to allow learning and development facilitators to tailor the use of the materials to meet local need.

The programme will include learning and development content for the following areas:

- introduction and overview
- information and advice
- first contact, including assessment, eligibility and advocacy
- charging and financial assessment
- person centred support planning
- transitions
- partnerships and integration, including links with health and housing
- safeguarding.

A suite of free to access learning and development materials will be produced with three key elements for every topic area or sub topic:

- PowerPoint-based training materials
- open learning workbook
- other materials including multi-media tools.

The suite will be designed to cover the whole of the identified workforce as well as providing relevant information to associated workforces and people who use services and their carers.

Four levels of materials will be produced.

5. An overview summarising the relevant section of the Act.
6. More detailed learning materials for those roles most affected to help them implement the change i.e. those who job will be to deliver the changes.
7. A guide for care and other non-care providing roles across the sector so that they can be informed of the changes.
8. Implications for managers and leaders.

The delivery plan for the learning and development workstream for implementing the Care Act includes activity by The College of Social Work on products for social workers.

- **Curriculum Guide and Capability statements for social workers**
The College will develop specialist capability statements for social work, linked to the Professionals Capability Framework (PCF).
- **Products**
The workstream will deliver a CPD curriculum guide on implementing the Care Act for use by social workers, their managers, commissioners and providers of Continuing Professional Development (CPD) including Higher Education

Institutions (HEIs), private and voluntary sector providers and in-house provision within local authorities. Capability statements linked to the PCF will also be produced that set out how social workers will demonstrate capability at all career levels.

Comprehensive guidance on the implementation of the programme will be produced and a series of events and support sessions delivered to learning and development facilitators from local authorities, private, voluntary and independent sector organisations, and learning providers.

Appendix A: Focus group summary

Date	Host Organisation	Location	No. of Attendees	Audience
24/03/2014	Skills for Care	London	Around 8	Not provided
01/04/2014	Skills for Care	Barking North East London	16	Workforce development leads
02/04/2014	Skills for Care	Skills for Care London Office	7	Learning and Development leads, Employee Engagement, Managers
02/04/2014	LB Ealing	Skills for Care London Office	2	Not provided
02/04/2014	Skills for Care	Skills for Care London Office	8	Not provided
01/04/2014	Cambridgeshire County Council	Cambridge Professional Development Centre	30	Wide ranging including: Training Managers, Safeguard Leads, Senior Care Managers, Independent Living Advisors, Social Workers, Senior Carer, VQ Assessors, Development Managers, DPSO Service Managers
03/04/2014	Richmond Council	York House Twickenham	40	Local authority and independent sector directors, managers, workforce development staff, social workers, others
27/03/2014	Skills for Care	Birmingham	7	Senior Managers, Commissioners, Learning and Development staff

Date	Host Organisation	Location	No. of Attendees	Audience
27/03/2014	Skills for Care	Birmingham	7	Workforce development staff, employers, stakeholder organisations
27/03/2014	Skills for Care	Birmingham	7	Workforce development staff, employers, stakeholder organisations, senior managers
27/03/2014	Skills for Care	Birmingham		Senior managers, HR, learning and development managers
27/03/2014	Skills for Care	Birmingham		
27/03/2014	Skills for Care	Birmingham	Not Provided	Workforce development, HR, learning and development staff, contracts
27/03/2014	Skills for Care	Birmingham	5	Training providers, learning and development staff, commissioners, managers
27/03/2014	Skills for Care	Birmingham	6	Skills for Care staff, employers, training provider, awarding organisation
27/03/2014	Skills for Care	Birmingham	4	
27/03/2014	Skills for Care	Birmingham	8	Employers, commissioners, senior managers, training provider
27/03/2014	Skills for Care	Birmingham	9	Skills for Care staff, training providers, stakeholders, board members
31/03/2014	HCPA	Hertfordshire (Welwyn Garden City).	11	Managers
31/03/2014	HCPA	Hertfordshire (Welwyn Garden City).	11	Managers

Date	Host Organisation	Location	No. of Attendees	Audience
07/04/2014	West Sussex County Council	Chichester	11	Commissioners, employers
25/03/2014	Skills for Care	Colchester	27	Local authority and independent sector directors, managers, owners, workforce development staff, others
26/03/2014	Croydon Council	Croydon - Fairfield Halls	40	Local authority and independent sector managers, workforce development staff, social workers, others
28/03/2014	Wigan Council	Wigan	10	Managers, director, HR
04/04/2014	Durham County Council	Priory House, Durham	4	Learning and development/ practice development staff
27/03/2014	Leicestershire County Council	Leicestershire	8	Project Board for Care Act Implementation
Via email	London Borough of Sutton	Sutton	Not Provided	Not Provided
01/04/2014	North Tyneside Council	North Tyneside	15	Social workers, safeguarding officer, commissioner, managers, OTs, reablement workers
05/03/2014	Skills for Care	Letchworth, Hertfordshire	7	contracts manager, registered managers, training co-ordinators
Not Provided	Hampshire County Council	Hampshire	4	Senior managers
03/04/2014	Birmingham County Council	Birmingham	7	Senior managers, workforce development leads, learning and development staff

Consultation on the content of the Care Act learning and development programme

Date	Host Organisation	Location	No. of Attendees	Audience
01/04/2004	Skills for Care		12	L & D Managers
07/04/2014	Worcestershire County Council	County Hall, Worcester	12	Managers, HR, advanced social work practitioners, qualifications and training leads, social work lecturer
07/04/2014	Buckinghamshire County Council	Aylesbury	17	Directors and managers, learning and development staff
08/04/2014	Skills for Care	University of Gloucestershire	31	Not provided
13/03/2014	Skills for Care	Taunton Rugby Club	14	Not provided
16/04/2014	Norfolk and Suffolk Care Support	St Clements House, Norwich	8	Supervisor, managers including registered managers, training and learning development staff
04/04/2014	Coventry County Council	Civic Centre 1	10	Performance Officer, Independent Living Officer, senior managers, commissioners, policy staff, professional educator

Appendix B: Focus group script

The Care Act England - Learning and development needs QUESTIONS

What is this project about?

Skills for Care has been commissioned by the Department of Health to produce a learning and development programme to ensure that the adult social care workforce is equipped with the skills and knowledge needed to implement the changes required by the Care Act successfully.

What is the focus group for?

The purpose of this focus group is to find out from the adult social care workforce and their employers whether the learning and development needs matrix we have drafted is accurate in terms of the target workforce identified and the skills and knowledge required.

Contributions are being sought as part of an open consultation to inform the development of a national learning and development programme. The consultation will close on 11 April 2014.

Focus groups are being held to ensure that we have really captured the voice of employers and the adult social care workforce.

Focus group questions for discussion:

1. The learning and development matrix is an attempt to identify the target workforce together the new skills and knowledge requirements for each job role.

The job roles and titles listed in the matrix were identified by considering the Customer Journey Map (included in the pack) together with the 30 key social care job roles developed as part of the NMDS-SC (also included in the pack)

Q1: Do you think we have identified the correct job roles?

(Please list any job roles you think may have been missed)

2. The Care Act sets out the general responsibilities of local authorities describing their broader care and support role towards the local community; provides for a person's journey through the care and support system, mapping out the processes for assessment, charging, establishing entitlements, care and support planning, and the provision of care support; and, establishes a range of other measures around care standards and the Care Quality Commission (CQC).

Q2: Do you think that we have correctly identified the key areas for learning and development?

(Please list any key areas you think may have been missed)

3. We have included a simple rating system for estimating the level of new skills and knowledge likely to be needed by each job role in relation to the key areas for learning and development as follows:

Level of new knowledge and skills needed to meet the requirements:

- 0 = None
- 1 = Basic
- 2 = Intermediate
- 3 = Advanced
- 4 = Specialist

Q3: Looking at the job roles you are most familiar with; please agree a rating under each area for learning and development and enter it onto the framework

4. Once revised in line with the feedback from consultation, the learning and development matrix will be used to inform the development of a suite of free learning and development materials for use by employers and local authorities. It will be designed to be adaptable so that it can be used by different organisations in a variety of situations.

Q4: What do you think of this approach?

5. *We are keen to ensure that leaders in adult social care are equipped to deliver the changes required by the Care Act successfully. We are, therefore, going to be working to ensure that new and existing leadership values and skills are included in the programme.*

Q5 In which of the following areas do you think learning and development will be needed in order to ensure that adult social care leaders are equipped to deliver the requirements of the Care Act:

- ✓ Recruitment and selection
- ✓ Interviewing skills
- ✓ Induction
- ✓ Performance management
- ✓ Supervision
- ✓ Team development
- ✓ Continuous professional development
- ✓ Leadership behaviours
- ✓ Other, please specify

Prompts:

- *We are particularly interested to hear people's views about the contribution of leadership skills and values to the successful implementation of the changes required by the Care Act.*

If there is time left within your session you may like to ask the group these additional questions:

6. What type of learning and development resources would be most useful to you and/or your organisation in implementing the changes required by the Care Act?
7. What support with learning and development do you think you and your colleagues may need to implement the changes successfully?

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