

National Strategy for Continuing Professional Development

2016



TÚSLA

An Ghníomhaireacht um
Leanaí agus an Teaghlach
Child and Family Agency

National Strategy for Continuing Professional Development

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FOREWORD

Tusla – Child and Family Agency has committed to developing a workforce that is valued and supported within a learning organisation. The *Tusla Corporate Plan, 2015 -2017* highlights the importance of developing a values-based culture.

I have great pleasure in welcoming the National Strategy for Continuing Professional Development (the CPD Strategy) which was developed by the Workforce Learning and Development Service within Tusla. I believe it will contribute significantly to the building of a learning organisation and the embedding of a values-based culture as espoused in the Tusla Corporate Plan.

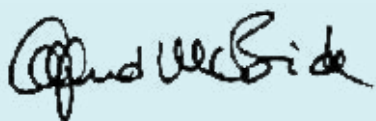
The authors and the working groups who developed the CPD Strategy are to be commended on the clarity of the models presented and the forms included for use by managers and staff in conducting the Personal Development Planning and Training Needs Analysis processes.

Key areas of importance in the CPD Strategy are:

- The importance of all line managers engaging with the Personal Development Planning process to ensure that staff have clarity on their roles, responsibilities and their individual learning and development needs.
- The importance of the participation of managers in the Training Needs Analysis process to ensure that the collective needs of their teams are being addressed in the national training plan and in line with the Corporate Plan objectives.

I welcome the emphasis given in the Strategy to the engagement of staff in a wide range of learning and development activities rather than the traditional focus on classroom style training events only.

I commend this important initiative to you.



Mr Fred McBride
Chief Executive Officer, Tusla

ACKNOWLEDGEMENTS

Many individuals from within and from outside Tusla were involved in early scoping of the work required for this strategy and their guidance and support are acknowledged.

The following staff members of Tusla – Child and Family Agency deserve particular thanks: Dr Caroline Cullen and Dymphna O’Grady for the authorship of the strategy document; Mary Egan and Caroline Duignan for their work on the Proficiencies Reflection Guide. Thanks also to Dr Carmel Devaney, NUIG, who assisted with this guide and undertook the literature review.

The support of the National Steering Group for Workforce Learning and Development, in particular Fred McBride, Colette Walsh, Paul Harrison and Cormac Quinlan, in guiding and providing high-level direction for this work, is gratefully acknowledged.

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PART I



1. INTRODUCTION

1.1 RATIONALE

The establishment of Tusla – Child and Family Agency in 2014 provided a unique opportunity to develop the *National Strategy for Continuing Professional Development* (the CPD Strategy). Tusla requires this CPD Strategy to ensure that staff members maintain up-to-date knowledge and skills as a foundation for professional practice. The CPD Strategy will support staff members through ensuring that there is a system in place to address their learning and development needs. It is recognised that, while the focus of this CPD Strategy is on the CPD needs of staff within the context of their roles for Tusla – Child and Family Agency, it also supports the broad development of these staff in their professional career development and in their pursuit of lifelong learning.

The *Tusla Corporate Plan 2015–2017*, *Tusla Business Plan (2015)* and the *Tusla Business Plan (2016)* outline the Agency's commitment to putting the interests of children first. An overarching vision and mission with underpinning values and behaviours identified for staff has been agreed (See Appendix I). The Tusla Corporate Plan outlines a number of high-level strategic objectives for the organisation. While continuing professional development is relevant to a number of these strategic objectives, it directly addresses four of the actions under strategic objective 5.

Strategic Objective 5

- *Develop a workforce which is valued and supported within a learning organisation.*

Actions underpinning this strategic objective that are most relevant to the implementation of this strategy are:

Actions

- *Support, encourage and facilitate staff through structured professional and career development;*
- *Develop a learning culture by supporting participation of staff in a broad range of applied learning and development activities, including formal training courses, mentoring, e-learning and research opportunities;*
- *Design and deliver associated training as part of the overall recruitment and retention strategy.*

The *Tusla Corporate Plan* is supported by a range of policies and strategies including this CPD Strategy that will enable staff to translate the vision, mission and values of the Agency into behaviours and measurable outcomes. This CPD Strategy will provide a framework through which staff will be involved at all levels in the development and delivery of high-quality services and will be supported to be reflective practitioners.

Professional registration, legislated for by *The Health and Social Care Professionals Act (2005)* (as amended) and administered by CORU (Health and Social Care Professionals Council), requires staff to engage in CPD in order to comply with the Code of Professional Conduct and Ethics for their profession and as a safeguard for service users and the general public. In this way, CPD is regarded as an important factor in maintaining public confidence in the quality of public services. In summary, this CPD Strategy invests in the CPD needs of Tusla staff in order to promote the quality of service delivery to children, young people, and their families and carers.

1.2 STRUCTURE OF CPD STRATEGY

This CPD Strategy document is divided into two sections: Part I outlines the rationale, background and policy supporting this development, the definition of CPD, the target audience and the CPD Cycle that underpins the strategy. Part II elaborates on the CPD Framework components and provides step-by-step guidance on the application of the CPD model in practice for all Tusla staff. It also provides Personal Development Planning (PDP) and Training Needs Analysis (TNA) Forms to support the implementation process.

The CPD Strategy is supported by two additional documents: the Tusla – *Child and Family Agency Proficiencies Reflection Guide for Social Workers and Social Care Workers* (Proficiencies Reflection Guide) and a literature review carried out to support best practice in the area of CPD for social workers, *Literature Review Models of Continuing Professional Development for Social Workers* (Devaney, 2016). While the Proficiencies Reflection Guide focuses on social work and social care staff and the literature review focuses on social work staff only, it is planned that additional Tusla proficiency guides will be developed to support the specific needs of other staff groups from within Tusla, including: family support, psychology, early years, education and welfare, management and administration.

The literature review focuses on CPD for social workers and was carried out in the early stages of the development of this strategy to ascertain best practice for this key group of staff. Many of the themes that emerge from it have influenced this strategy and are applicable for other professional groupings working within Tusla – Child and Family Agency.

2. CPD POLICY STATEMENT

2.1 POLICY STATEMENT

It is Tusla – Child and Family Agency’s policy that Continuing Professional Development is a shared responsibility between Tusla and its staff. This policy applies to all staff working within Tusla.

3. CPD DEFINITION

3.1 CONTEXT

This CPD Strategy requires a definition that is grounded in the intrinsic relationship between the maintenance and development of staff proficiencies, the quality of service delivery and the outcomes for Tusla service users. Drawing on the literature (Madden and Mitchell, 1993; Social Work Registration Board New Zealand, 2010; Skills for Care UK, 2010) definitions of CPD for professionals working with children and families generally promote the following themes:

- A positive learning environment;
- A supportive mechanism for the development of individuals' skills and knowledge in alignment with organisational goals;
- A culture of accountability to service users;
- A process to support the delivery of quality services;
- A focus on improving outcomes for children and families.

CORU (2013) defines CPD for health and social care professionals by focusing on the need to maintain competence throughout the working life of these professionals. They identify the importance of CPD for the provision of safe and effective services:

Continuing professional development is the means by which health and social care professionals maintain and improve their knowledge, skills and competence and develop the professional and personal qualities required throughout their professional life. CPD is an important component in the continued provision of safe and effective services for the benefit of service users (CORU, 2013).

3.2 DEFINITION OF CPD USED IN THIS CPD STRATEGY

The following definition of CPD, adapted for Tusla, incorporates the themes emerging from the literature and from the overarching definition provided by CORU:

Tusla – Child and Family Agency defines CPD as a mechanism to:

- maintain and improve knowledge, skills, attitudes and values of staff;
- assess learning and development needs against organisational goals;
- support quality child protection and welfare practice;
- promote a learning organisation.

4. CPD TARGET AUDIENCE

4.1 TARGET AUDIENCE

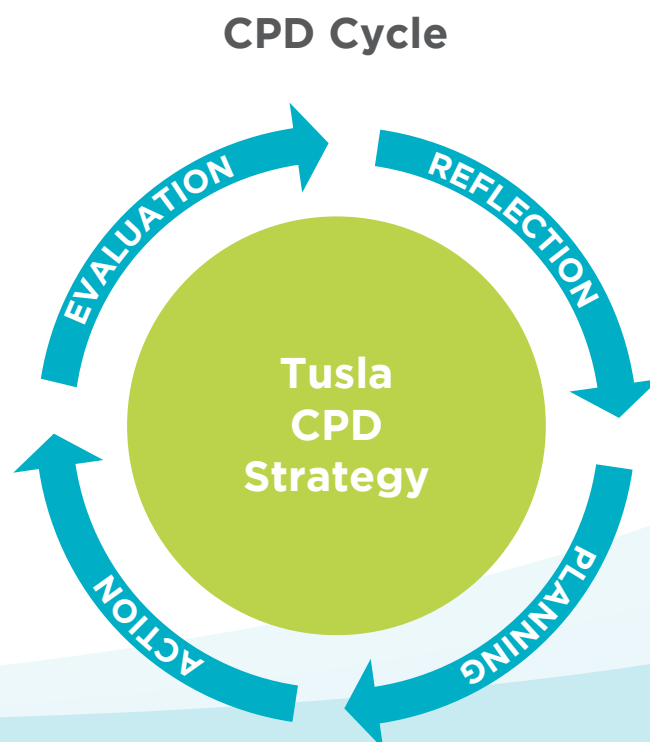
This CPD Strategy applies to the entire Tusla workforce and includes all staff groups. It encompasses staff at all grades including support staff and management, and in all settings including social work, social care, family support, psychology, early years, education and welfare, and administration. It is acknowledged, however, that different staff groups have different roles, responsibilities and learning needs; therefore, the CPD Strategy must be targeted appropriately in order that staff is enabled to effectively protect and promote the welfare of children and young people.

5. INTRODUCING THE CPD CYCLE

5.1 THE CPD CYCLE

This section introduces the CPD Cycle (Friedman and Woodhead, 2008; Bryson, 2011) which is central to the CPD Strategy. The CPD process is theoretically underpinned by the CPD Cycle stages of Reflection, Planning, Action, and Evaluation. Figure 1.0 (The CPD Cycle) illustrates the cyclical nature and feedback loop implicit in the process.

Figure 1.0: The Continuing Professional Development Cycle



Reference: Adapted from PARN (2008)

This cyclical process operates in an ongoing way at each stage of the CPD process and ensures that learning is based on reflective practice and leads to improving staff capability and service improvement. Part II will explain how the CPD Cycle is at the centre of the broader CPD Framework that is central to implementation of this strategy.

PART II

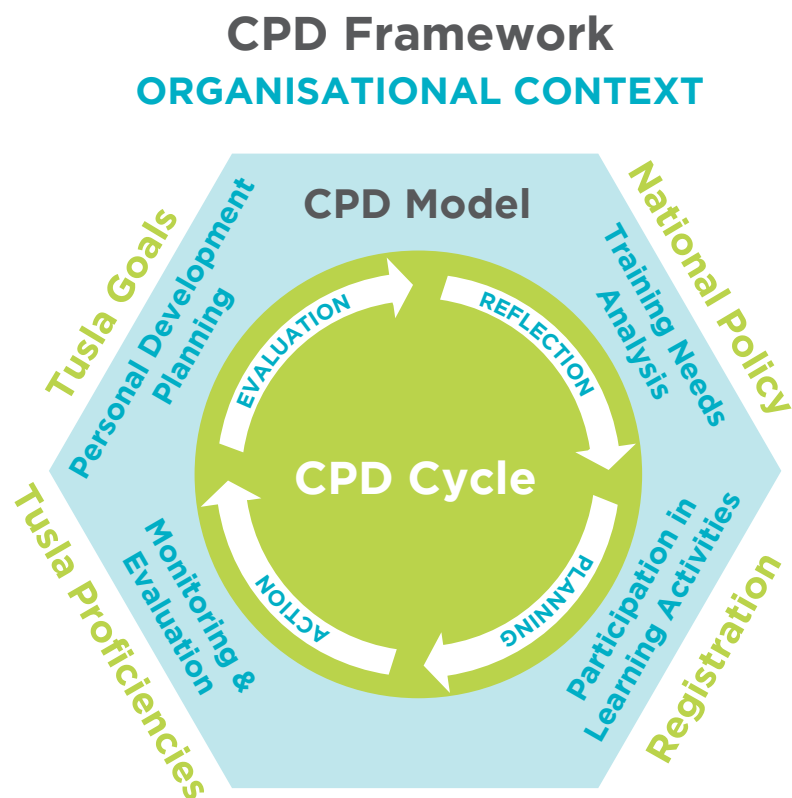


6. THE CPD FRAMEWORK

6.1 THE CPD FRAMEWORK

The CPD Framework has a number of components. These are the CPD Cycle, the CPD Model, and the Organisational Context. Figure 2.0 shows the inter-relationship between the framework components.

Figure 2.0 The Continuing Professional Development Framework



The CPD Cycle, as explained in Part 1, shows that the ongoing process of Reflection, Planning, Action and Evaluation are at the centre of the Framework. Part II explains the other two components: the CPD Model and the Organisational Context.

6.2 THE CPD MODEL

As illustrated below, the CPD Model contains the four steps of Personal Development Planning, Training Needs Analysis, Participation in Learning Activity and Monitoring and Evaluation (see Figure 3.0).

Figure 3.0 The Continuing Professional Development Model



6.2.1 PERSONAL DEVELOPMENT PLANNING

The first step in implementing the CPD Model is Personal Development Planning (PDP). PDP is a planned process conducted by line managers with individual staff members who directly report to them. It is used to identify the Learning and Development (L&D) needs of the individual for their professional role within the organisation. This process results in an L&D plan being agreed and recorded by the manager and staff member in order that the PDP can be monitored and reviewed.

PDP benefits the individual and the organisation. The individual benefits through their participation in a process that enables them to address their learning and development needs. The organisation benefits by investing in staff development and thus improving the provision of quality services.

The critical issue is the matching of the learning and development needs of individual staff to their roles within the context of the goals of Tusla as set out in the Annual Business Plan and the three-yearly Corporate Plan. Guidance for managers on conducting the process and for staff members is provided in *Personal Development Planning Guidance* (Appendix II).

The *Initial Personal Development Plan Form* that is used for the process is provided in Appendix III. The learning activities required to address an individual's learning needs are agreed between the line manager and the individual through this process.

The *Personal Development Plan Six Monthly Review Form* (Appendix IV) is used to reflect on progress over the previous six months, to plan for the next six months and to provide an opportunity to agree ongoing learning activities while evaluating and monitoring this process.

In addition, the Proficiencies Reflection Guide that accompanies this strategy should be used by social work and social care staff and their managers in assisting them

to reflect on their learning and development needs for their roles. Proficiencies Reflection Guides for other relevant staff groups should be adopted if they are in place to support the process.

It is expected that many of the learning and development activities required to support individuals can happen outside of formal training programmes through other learning opportunities such as involvement in project work, supervision, undertaking relevant reading or research and other recommended activities.

6.2.2 TRAINING NEEDS ANALYSIS

The next step in the implementation of the CPD Model is Training Needs Analysis (TNA). Drawing on Donovan and Townsend (2004), TNA is defined in this strategy as the identification of new knowledge, skills, attitudes and values that people require to meet their own and their organisation's development needs. TNA focuses on the identification of the CPD needs of the team as a whole rather than individual personal development needs. The primary aim of the TNA process is to identify and analyse the CPD needs of staff for delivering safe and effective services.¹ The process will actively involve all staff and will promote a learning organisation. It is a method that identifies gaps between current and required levels of knowledge skills, attitudes and values.

6.2.2.1 STANDARD TRAINING NEEDS ANALYSIS FORM

Following the PDP process, it is anticipated that some of the needs identified for individuals will be representative of shared learning needs with other team members and will require a more comprehensive approach. Guidance on the TNA process, *Training Needs Analysis Guidance* is provided in Appendix V. The line manager completes the *Standard Training Needs Analysis Form* to summarise the priority team needs that are arising. The *Standard Training Needs Analysis Form* is provided in Appendix VI. The completed *Standard Training Needs Analysis Form* is submitted on notified dates to the Regional Workforce Learning and Development Office for collation and analysis.

Step 2 (Figure 3.0) of the CPD Model indicates that TNA follows PDP; however, the *Standard Training Needs Analysis Form* can be used outside of the PDP process by Workforce Learning and Development to conduct TNA with relevant priority groups when this is required.

1. *The National Standards for the Protection and Welfare of Children* (HIQA, 2012: Standard 5) advocates the need for regular TNA: 'the training needs of the workforce are monitored on an ongoing basis and identified training needs are addressed to ensure the delivery of effective and safe child protection and welfare services' (HIQA, 2012: 42).

6.2.2.2 ADDRESSING CPD NEEDS AT ORGANISATIONAL LEVEL

Analysis of the training needs will be carried out by Workforce Learning and Development to ensure that the CPD needs arising from the TNA process are meeting the organisational needs of Tusla. Priority will be given to L&D needs that have been identified or recommended in the Annual Business Plan and the three-yearly Corporate Plan. The National Training Plan will outline the required training that results from this process and will form the basis on which managers release staff to attend agreed training programmes.

6.2.3 PARTICIPATION IN LEARNING ACTIVITIES

Tusla – Child and Family Agency is committed to providing opportunities for staff to attend in-service training and has established Workforce Learning and Development under Human Resources to ensure that staff members are provided with learning opportunities. On average, over 600 courses are provided to more than 9,000 attendees per annum.

Release for staff to attend formal training programmes will form **part** of the support that Tusla will provide to staff for participation in learning activities and will complement other ways in which Tusla will support staff in their continuing professional development. Other learning activities that Tusla supports, in addition to release for blended or face-to-face training events, include; attendance at meetings, writing case reports, reflective learning opportunities, time to participate in research activities, coaching, mentoring, and other activities as previously outlined² that provide the opportunity for ‘new learning’.

Tusla’s commitment to the personal development planning process ensures that the L&D plan that is completed by the manager and the individual staff member during the six-monthly PDP meeting provides the opportunity to agree the combination of activities that will be used to meet the CPD requirements. These and other relevant work-related learning and development activities should be used by an individual to write their reflective input into their CPD portfolios once they can demonstrate the new learning they have derived from the activity.

Tusla will support social work staff and other staff that are required to complete 60 credits (approximately 30 hours per annum) through providing a comprehensive range of different L&D activities and will:

- Ensure protected time for attendance at twice-yearly PDP meetings (minimum three hours per annum), and Supervision meetings every four to six weeks as per the *Child and Family Agency Staff Supervision Policy* (HSE, 2013) ranging from 12 to 18 hours per annum. Thus, the combination of attendance at PDP meetings and Supervision meetings may constitute up to 21 hours of protected time per annum. These activities can be recorded by the staff member on their CPD portfolio once new learning can be evidenced from participation in them.

2. CORU gives examples of some of the learning activities that can be used for registration purposes (see Framework for Registration Boards Continuing Professional Development Standard and Requirements, V 2, 2013, 25th July: 31-34) available at www.coru.ie

- Require managers to agree **additional** protected time to the PDP and Supervision process of no less than 10 hours per annum for each staff member. This additional protected time should be agreed between the line manager and the staff member when using the L&D Plan as part of the PDP process.

6.2.4 MONITORING AND EVALUATION

Participation in learning activities should be recorded on the individual's staff file and should be kept under review through the PDP process. In addition, information on the provision and attendance of staff at required training programmes will be collated at national and regional levels. Evaluation of learning outcomes for staff is a required component of all training programmes.

The effective implementation of the CPD Strategy will support the development of a positive work climate and the development of Tusla as a learning organisation. In the initial development of this CPD Strategy, a workshop with stakeholders from social work and social care backgrounds was convened and the recommendations from the group in response to 'what good would look like' are presented here. These recommendations provide a useful frame of reference for what the monitoring and evaluation stages will need to address:

- An organisational and professional climate that supports learning, practice development and quality assessment practice;
- Positive and supportive working relationships between individual practitioners, teams, services – both internally and inter-agency;
- A clear understanding of each other's roles and responsibilities;
- A competent, confident, caring, skilled and knowledgeable workforce supported by the organisation through proactive learning, training and continuing professional development;
- A clear social work career structure/pathway supported by a systematic approach to continuing professional development;
- A Core Induction Programme for newly-appointed social workers to prepare them for practice in the Agency during the first 12 months after qualifying;
- A Supervision Framework that focuses on regular reflective clinical supervision and case-based consultation;
- An approach which considers and builds on the involvement and work of employers, of the Higher Education Institutes (research and learning) and other organisations (i.e. Irish Association of Social Workers, CORU) and national workforce development initiatives;
- A commitment to provide adequate resources in terms of time and staffing, as well as services, to allow practitioners to complete assessments and plan appropriate interventions in a thorough but timely manner;
- Evaluated and evidence-based learning and development that demonstrates positive impact and outcomes for service users.³

³ These points were drawn up as a result of a consultative workshop carried out at the initial stages of the development of this strategy by Ane Auret (2012).

6.3 THE ORGANISATIONAL CONTEXT

The final component in the CPD Framework that needs to be considered in implementing the CPD Strategy is the Organisational Context. Context refers to the broader organisational environment and setting within which the PDP and TNA processes operate. The key elements of the Organisational Context comprise: National Policy; Tusla Goals; Tusla Proficiencies; and Registration as outlined in Figure 2.0.

6.3.1 NATIONAL POLICY

At the national policy level, *Better Outcomes, Brighter Futures, The national policy framework for children and young people 2014–2020* (Department of Children and Youth Affairs, 2014) focuses on the evidence for demonstrable improvement of outcomes for children as a result of service delivery interventions by staff. As part of the PDP process, managers and staff should consider implications for their practice from recommendations arising from this overarching national policy framework and other relevant linked policies.

6.3.2 TUSLA GOALS

Tusla goals derived from the Annual Business Plan and the three-yearly Corporate Plan provide the organisational baseline against which the TNA analysis is carried out. Feeding into the TNA, the PDP process requires managers and staff to consider implications for their practice arising from the Corporate Strategy, the Business Plan, HIQA standards and recommendations, the individual's job description, Supervision and other Tusla policy areas.

6.3.3 TUSLA PROFICIENCIES

The *Proficiencies Reflection Guide* that accompanies this strategy has been developed to set out the proficiencies that should be aimed for by staff in Tusla. Generic proficiencies for staff working in Tusla, derived from the CORU Framework for Standards of Proficiency for Health and Social Care Staff, are identified in this guide.⁴

The Tusla Proficiencies are:

1. Effective communication with internal and external colleagues, children, families and the general public;
2. Role-specific knowledge and skills;
3. Effective protection and promotion of the welfare of children;
4. Knowledge of corporate policies, procedures and practices;
5. Effective information sharing; and
6. Effective multi-disciplinary and inter-agency working.

⁴ This Framework is outlined in *Criteria and Standards of Proficiency for Social Work Education and Training Programmes*. CORU–Health and Social Care Professionals Council.

These proficiencies are reflected on according to whether the staff member is at one of the following three levels in their career: Entry (0–2 years); Intermediate (3–5 years); or Advanced (5+years).

The expectation is that staff members and line managers use these tools in reflecting on the individual’s learning and development needs at the PDP stage.

The Guide incorporates two tools: *Proficiencies Reflection Tool for Social Workers and Proficiencies Reflection Tool for Social Care Workers*. A Working Group⁵ consisting of individuals with a range of skills and expertise in social work practice, social care practice, academia and training developed the Tools for these professional groups. The Tools are based on the CORU Framework Standards of Proficiency, the literature review of CPD for social workers, and an analysis of relevant job descriptions and current best practice. A comparison of the Tusla Proficiencies and the CORU domains for Standards of Proficiency is outlined in Table 1.0 (See Appendix VII). As part of the implementation of the CPD Strategy, further *Proficiencies Reflection Tools* will be developed for additional staff groups from within Tusla as required.

6.3.4 REGISTRATION

The purpose of professional registration is to protect the public by promoting high standards of professional conduct, education, training, and competence among health and social care professionals (CORU 2011). CORU regulates these professions by setting standards for their education and training, competence, professional conduct and ethics. CORU approves pre-registration education and training programmes that professionals must complete in order to register and set requirements for CPD. CORU keeps a register of professionals who meet these standards and will take action through fitness to practise with registrants who don’t meet the standards. Statutory registration is in place for social workers and will soon be implemented for social care workers, followed by psychologists. Other Tusla staff groups that have registration processes in place for their particular profession include nurses.

The requirement for individual social workers under the CORU regulations is that they must keep an up-to-date portfolio evidencing ‘new’ learning that they have acquired through CPD activities over a 24-month cycle. At the end of this cycle, 60 CPD credits are required for registration. CORU has given the guideline that, generally speaking, one hour of learning activity will equate to one CPD credit.

Their portfolio must show evidence of:

- Engagement in a range of CPD activities on an ongoing basis;
- A record of completed learning activities that they believe equates to 60 CPD credits by demonstrating the relevance of the new learning to their professional role based on a self-directed review of their knowledge, skills performance and professional qualities;

5. The working group membership was Mary Egan and Caroline Duignan, Workforce Learning and Development, Tusla, and Dr Carmel Devaney, NUIG.

- A personal learning plan including a written reflection on a number of the CPD activities.

A sample of social workers will be contacted and asked to provide their portfolios for periodic audits to ensure that they comply with the CPD standards and requirements. CORU provides templates for the portfolio.

It is the Registration Board's role to decide if the learning activities that are documented in the portfolio are appropriate for the awarding of the 60 CPD credits that are required to maintain registration. The awarding of credits will depend on the evidence presented in the portfolio by the individual, specifically the evidence that the learning activity has provided an opportunity to acquire new learning.

Individual staff members that are subject to professional registration should use the PDP process to agree with their line manager the learning activities in which they will participate. They should maintain their personal portfolio to document their involvement in these activities, thus, meeting the requirements of registration.

7. CONCLUSION

7.1 CONCLUSION

This CPD Strategy has been developed to support the CPD needs of all staff working in Tusla. It outlines Tusla's policy that CPD is a shared responsibility between Tusla and its staff. Part I of the CPD Strategy explains the background to its development and clarifies what it sets out to achieve. Part II explains how the implementation of the CPD Strategy has been designed based on the CPD Framework. The components of the Framework are: the CPD Cycle, the CPD Model, and the Organisational Context.

The CPD Cycle (Reflection, Planning, Action, and Evaluation) explains the theory that underpins the process of CPD and encapsulates the importance of learning from reflective practice. The CPD Model outlines the steps required for implementation of Personal Development Planning, Training Needs Analysis, Participation in Learning Activities, and Monitoring and Evaluation. At each step, the shared responsibilities of Tusla as an employer and staff members as employees, are explained. Forms to support these steps with accompanying guidance are provided in the appendices at the end of this document. The Organisational Context refers to the need for these steps to be planned, taking on board the requirements of the broader environment of the Tusla Goals, National Policy, Professional Registration, and the Tusla Proficiencies.

Two additional documents that accompany this strategy, which have been developed to support the implementation process, are referenced: *The Tusla – Child and Family Agency Proficiencies Reflection Guide for Social Workers and Social Care Workers and the Literature Review Models of Continuing Professional Development for Social Work* (Devaney, 2016).

APPENDICES



APPENDIX I

TUSLA VISION, MISSION, VALUES, BEHAVIOURS

Vision

In order to achieve our long-term outcomes we have developed a stretching vision for Tusla:

‘All children are safe and achieving their full potential.’

This is an ambitious vision that Tusla is fully committed to delivering.

Mission

Tusla has defined and developed its core purpose and reason for being, which is now encapsulated in its Mission Statement:

‘With the child at the centre, our mission is to design and deliver supportive, co-ordinated and evidence-informed services that strive to ensure positive outcomes for children, families and communities.’

Values and Behaviours

The vision and mission are not just statements; they outline what Tusla wants to be, how it wants to act, and what it wants to deliver. To help achieve this, Tusla has developed a set of values and behaviours that is a firm commitment to service users and stakeholders in how the Agency will act and interact with children, families and other stakeholders:

Courage and Trust

- Reliable, committed and accountable;
- Professional, ethical and responsible;
- Willing to stand up for our values.

Respect and Compassion

- Putting the individual at the heart of our services;
- Protecting the most vulnerable;
- Respectful and considerate towards all.

Empathy and Inclusion

- Fair, responsive and transparent;
- Promoting collaboration and connected thinking;
- Taking a long-term, whole-system view.

(Tusla Business Plan, 2015:9)

APPENDIX II

PERSONAL DEVELOPMENT PLANNING GUIDANCE

WHAT IS A PDP?

Personal Development Planning (PDP) provides a mechanism for managing and developing people effectively. It can assist in providing quality services through ensuring that staff has clarity of role and responsibilities, and access to appropriate learning opportunities to maintain professional competence through Continuing Professional Development (CPD).⁶

HOW TO CONDUCT A PDP?

The manager:

1. Introduces PDP to their direct reports, ideally at a team meeting, and provides an opportunity for clarification;
2. Issues each staff member this PDP Guidance document and advises them to consider key documents when drafting PDP, e.g. Job Description; Tusla Proficiencies Reflection Guide (where appropriate); Work Plan;
3. Instructs staff member to complete a draft of the PDP form (Appendix III) prior to having the PDP meeting;
4. Schedules the Initial PDP meeting for a protected time of 1.5 hours;
5. Schedules a Review PDP meeting for a protected time of 1.5 hours with staff member every six months.

WHAT HAPPENS AT THE PDP MEETING?

The manager and staff member:

1. Review the draft PDP form together;
2. Seek clarifications on information provided;
3. Focus on the implications for the staff member's role arising from relevant key documents, e.g. Job Description; Tusla Proficiencies Reflection Guide (where appropriate); Work Plan;
4. Clarify objectives for the staff member's role for the next six months;
5. Completes the *Individual Learning & Development Assessment* section together;
6. Set the follow-up six-monthly date to review PDP.

6. The PDP Guidance and Forms has been adopted and modified from the HSE West Performance & Development (2010) – *Personal Development Planning Support Pack for Team Members & Managers* for use with Tusla – Child and Family Agency staff.

WHAT IS COVERED IN THE PDP FORMS (INITIAL AND SIX-MONTHLY FORMS)?

INITIAL PERSONAL DEVELOPMENT PLANNING FORM:

The *Initial PDP Form* should be drafted by the individual staff member prior to meeting with their line manager. Clarifications and changes should be agreed between the staff member and their line manager during the PDP meeting. The final version should be completed by the staff member, forwarded to the manager and copies held by both on file. In completing the PDP form the staff member is required to reflect on four key questions as outlined below:

Question 1: Where have you been?

Question 2: Where are you now?

Question 3: What are your strengths, achievements and challenges?

Question 4: What are your individual Learning and Development needs?

QUESTION 1: WHERE HAVE YOU BEEN?

This question focuses on three main areas; educational achievements; employment history and work objectives for the past six months. The staff member should clearly outline their qualifications and their work experience in the tables provided on the *Initial PDP Form*. Opportunity is provided in the *Initial PDP Form* and in the *PDP Six Monthly Review Form* to clarify what their objectives were for the previous six months.

QUESTION 2: WHERE ARE YOU NOW?

This question concentrates on defining the purpose of the staff member's role and on role analysis. All relevant documents⁷ and job descriptions should be used when defining the purpose of their role. Relevant managers and staff should use the *Tusla – Child and Family Agency Proficiencies Reflection Guide for Social Workers and Social Care Workers* to reflect on the proficiencies for their roles.

Effective multi-disciplinary and inter-agency working is a critical element of working with children and families. Sample 1 (Role Analysis: Stakeholders) in Section 2.2 of the *Initial PDP Form* provides an opportunity to reflect on key disciplines, agencies, groups or individuals that staff need to work with to achieve their objectives. The purpose of this role analysis tool is to provide staff with an opportunity to consider and reflect on the multi-disciplinary and inter-agency perspective of their role in order that they determine which critical relationships they need to develop or enhance. A blank version is provided in Section 2.2.1 of the *Initial PDP Form* for staff to complete. Reflective questions are also provided to facilitate role analysis. Role Analysis is an ongoing process and it can be referred to and reviewed when conducting PDP reviews.

7. The Tusla Corporate Plan, the Tusla Business Plan or other relevant high-level documents including national policy, practice guidance, inquiry reports, and/or HIQA recommendations.

Expected changes in work plan or focus of delivery should be considered in completing *Initial PDP Form* and the *PDP Six Monthly Review Form*. During the PDP meeting the staff member can use this section with their line manager to agree specific work objectives for the next six months.

QUESTION 3: WHAT ARE YOUR STRENGTHS, ACHIEVEMENTS AND CHALLENGES?

This question on the *Initial PDP Form* should be completed by listing strengths, achievements to date and challenges in the staff member's role. The ethos of promoting an environment where the strengths, achievements and challenges of ongoing work are discussed and explored is continued in the *PDP Six Monthly Review* meetings.

QUESTION 4: WHAT ARE YOUR INDIVIDUAL LEARNING AND DEVELOPMENT NEEDS?

This question provides an opportunity for the staff member to consider what they need to do to meet their Learning and Development (L&D) needs. The L&D activities needed to address identified needs are documented.⁸ The action planning section of the *Initial PDP Form* records the agreement between staff member and line manager. The *PDP Six Monthly Review Form* provides an opportunity for ongoing monitoring and evaluation of the achievement of the learning goals at six monthly intervals.

PERSONAL DEVELOPMENT PLAN SIX MONTHLY REVIEW FORM:

The *PDP Six Monthly Review Form* follows a similar format to the *Initial PDP Form* and provides an opportunity to monitor progress at six-monthly intervals by focusing on the four key questions outlined in this PDP Guidance document. It particularly focuses on reviewing the staff member's L&D Plan.

8. CORU (2013). *Framework for Registration Boards Continuing Professional Development Standard and Requirements*. CORU Health and Social Care Professionals Council. See Appendix 1, p.30-33: Examples of learning activities and p.36 Personal Learning Plan.

APPENDIX III

INITIAL PERSONAL DEVELOPMENT PLAN FORM

Name:	
Job Title:	
Place of work:	
Line Manager:	
Date of PDP meeting:	

QUESTION 1. WHERE HAVE YOU BEEN?

1.1 EDUCATION

Please record educational achievements

Date	Qualification

1.2 WORK EXPERIENCE

Please record employment history

Date	Job Title and Organisation

1.3 LOOKING BACK

What were your objectives for the past six months (i.e. what were the main components of the work plan⁹ that were your responsibility to implement?)

QUESTION 2. WHERE ARE YOU NOW?

2.1 PURPOSE OF YOUR ROLE

Describe briefly the main purpose of your role? (Refer to relevant documents such as the work plan and your job description to assist you with this question).

⁹. Work plan is defined as work/business plan for a Team, Area or Corporate level.

2.2 ROLE ANALYSIS: STAKEHOLDERS

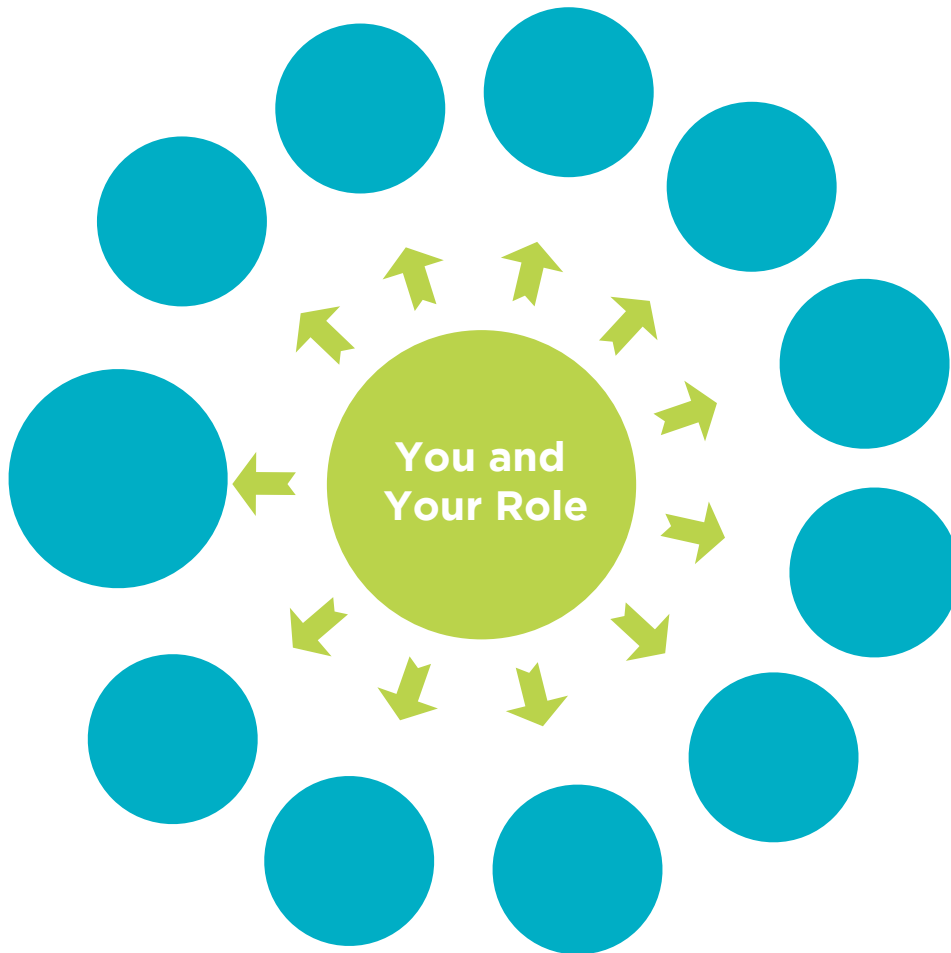
In this section you are asked to reflect on the key stakeholders (key groups and individuals) that you need to work with to achieve your objectives in your role.

A completed sample is provided below.



Sample 1: (Role Analysis: Stakeholders)

2.2.1 Enter the key disciplines, agencies, groups or individuals you need to work well with to achieve your objectives in the diagram below:



2.2.2 Complete the questions below to reflect on your role

a) List the priority groups you are going to engage with

b) Identify how you plan to engage with each of these groups effectively

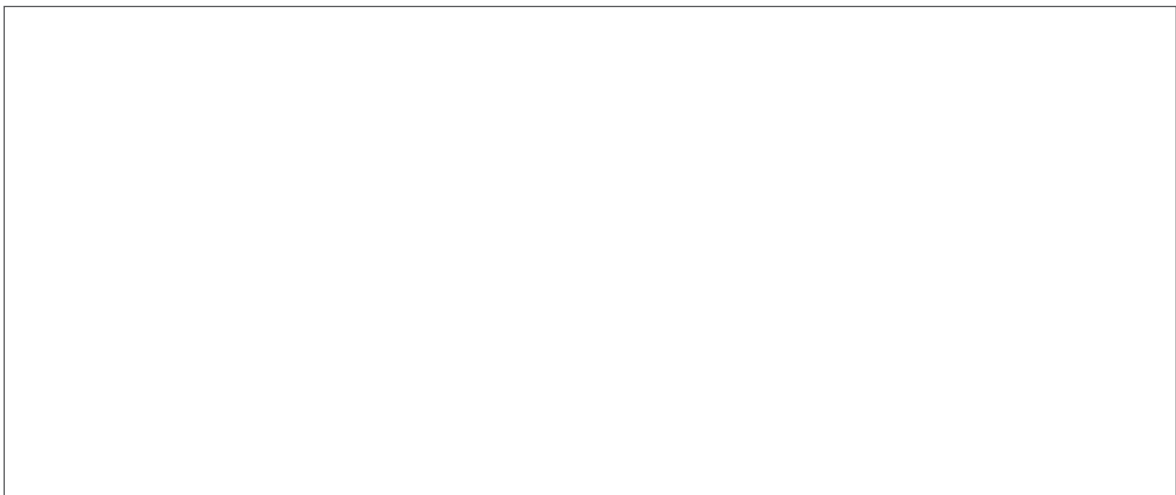
2.3 LOOKING FORWARD

What are your objectives for the next six months (i.e. what are the main components of the work plan that are your responsibility to implement?)

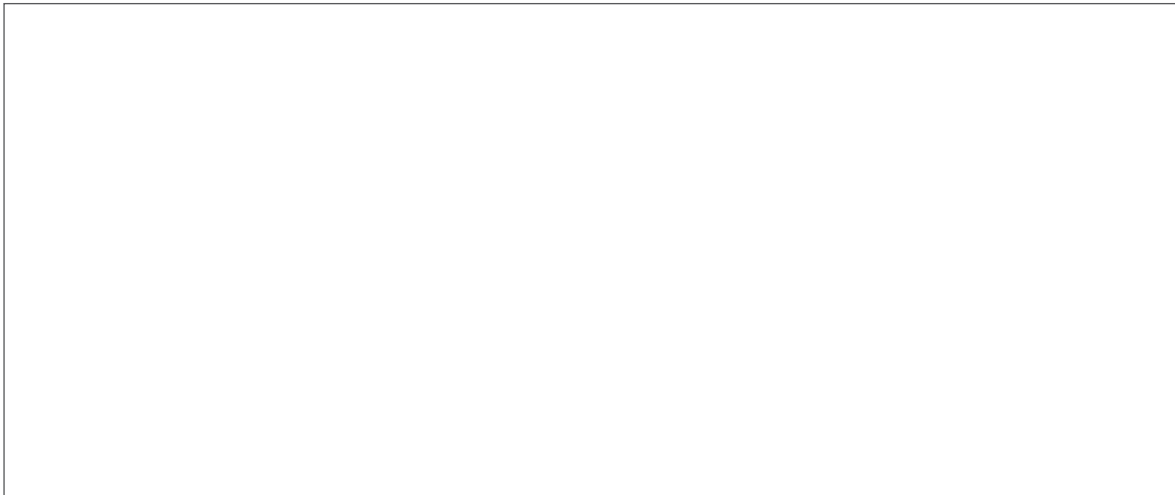


QUESTION 3. WHAT ARE YOUR STRENGTHS, ACHIEVEMENTS & CHALLENGES?

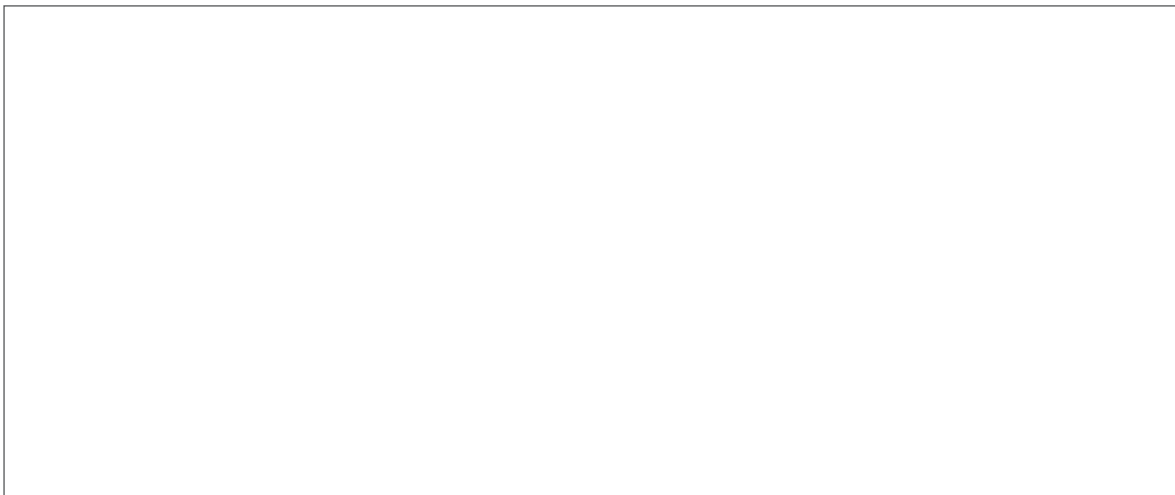
3.1 LIST YOUR KEY STRENGTHS RELEVANT TO YOUR ROLE



3.2 LIST YOUR KEY ACHIEVEMENTS IN YOUR ROLE



3.3 LIST YOUR KEY CHALLENGES IN YOUR ROLE



QUESTION 4. WHAT ARE YOUR INDIVIDUAL LEARNING & DEVELOPMENT NEEDS?

Based on your PDP review and in agreement with your Line Manager, please complete your L&D needs¹⁰ on the *Individual Learning & Development Assessment* record below:

L&D Need Please list below your top (1-3) L&D needs focusing on the learning outcomes you want to achieve e.g. (I will be able to and/or I will understand.)	Reason for inclusion in development plan Why is this a need for you?	Learning objectives Specifically, what knowledge, skills, attitude and values development do you hope to acquire?	Learning & development activities to be used What learning & development activities will address this need for you?	Timeframe Indicate when the activity will take place	What evidence will you keep? How will you evidence that you have addressed this L&D need?
1. Sample L&D Need: I want to be able to assess neglect effectively.	My caseload indicates that neglect is very common.	Consistent method for the assessment of neglect.	Conduct a literature review and attend training event.	Within six months	A copy of literature review; Certificate of attendance.
2.					
3.					
Signature (Employee):			Date:		
Signature (Line Manager):			Date:		
Date of PDP review:					

Electronic versions of these forms are available under Workforce Learning and Development on the Tusla Hub.

10. A broad range of L&D activities should be considered based on CORU (2013) *Framework for Registration Boards Continuing Professional Development Standards – Version 2* (e.g. Examples of these include attendance at in-service training courses; coaching; mentoring; attendance at conferences; writing relevant publications; distance learning; work-based learning including practice-based research projects; availing of supervision; e-learning; enrolling in further academic study on higher education programmes and recorded private study).

APPENDIX IV

PERSONAL DEVELOPMENT PLAN SIX MONTHLY REVIEW FORM

Name:	
Job Title:	
Place of work:	
Line Manager:	
Date of PDP meeting:	

1.0 INTRODUCTION

The PDP Review meeting should take place approximately six months after the initial PDP meeting. The review meeting aims are as follows:

- To review where you are against where you planned to be;
- To review achievements and challenges;
- To highlight changes to objectives or work plan;
- To plan for remaining PDP activities and any new L&D activities arising from changes to work plan;
- To identify barriers that you have encountered in completing your PDP;
- To identify enablers that you have encountered in completing your PDP.

2.0 WHAT WERE YOUR MAIN OBJECTIVES FOR THE PERIOD?

3.0 WHAT OBJECTIVES HAVE YOU ACHIEVED?

(Comment on enablers to you achieving objectives, if relevant)

4.0 WHAT ARE THE GAPS IN ACHIEVING YOUR OBJECTIVES?

(Comment on barriers to you achieving objectives, if relevant)

5.0 RECORD OF YOUR L&D NEEDS AND ACTIVITIES

5.1 WITH REFERENCE TO YOUR *INDIVIDUAL LEARNING & DEVELOPMENT ASSESSMENT FORM*, WHAT L&D ACTIVITIES HAVE YOU PARTICIPATED IN?

5.2 HOW HAVE THEY AIDED YOU IN ACHIEVING YOUR OBJECTIVES?

5.3 WHAT, IF ANY, ARE THE CHANGES TO YOUR WORK PLAN, OR CHANGES IN FOCUS OF ITS DELIVERY?

6.0 LOOKING FORWARD

What are your objectives for the next six months i.e. what are the main components of the work plan that are your responsibility to implement?

6.1 WHAT L&D ACTIVITIES DO YOU REQUIRE TO SUPPORT THE DELIVERY OF THE REMAINDER OF THE WORK PLAN?

Based on your PDP review and in agreement with your Line Manager, please complete your L&D needs¹¹ on the *Individual Learning & Development Assessment* record below:

L&D Need Please list below your top (1-3) L&D needs focusing on the learning outcomes you want to achieve e.g. <i>(I will be able to and/or I will understand.)</i>	Reason for inclusion in development plan Why is this a need for you?	Learning objectives Specifically, what knowledge, skills, attitude and values development do you hope to acquire?	Learning & development activities to be used What learning & development activities will address this need for you?	Timeframe Indicate when the activity will take place	What evidence will you keep? How will you evidence that you have addressed this L&D need?
1.					
2.					
3.					
Signature (Employee):				Date:	
Signature (Line Manager):				Date:	
Date of PDP review:					

11. A broad range of L&D activities should be considered based on CORU (2013) *Framework for Registration Boards Continuing Professional Development Standards – Version 2* (e.g. Examples of these include attendance at in-service training courses; coaching; mentoring; attendance at conferences; writing relevant publications; distance learning; work-based learning including practice-based research projects; availing of supervision; e-learning; enrolling in further academic study on higher education programmes and recorded private study).

APPENDIX V

TRAINING NEEDS ANALYSIS GUIDANCE

WHAT IS A TNA?

TNA is defined in this strategy (section 6.2.2) as the identification of new knowledge, skills, attitudes and values that staff members require to meet their own and their organisation's development needs. It is a method that identifies the gaps between current and required levels of knowledge, skills, attitudes and values.

HOW TO CONDUCT A TNA?

The manager should familiarise themselves with the Cekada five-step basic TNA model as outlined in this guidance.

The Manager:

1. Collates all baseline information on L&D needs identified through the PDP process or from other information gathering.
2. Completes the *Standard Training Needs Analysis Form* as follows:
 - Team/department contact details are outlined on the standard TNA form;
 - The top five L&D needs of the team/department are prioritised;
 - Reasons are documented as to why these L&D needs are prioritised;
 - The numbers of staff and disciplines that identified specific L&D needs are recorded;
 - The new knowledge, skills, attitudes and values that Tusla staff require to meet their own and their team's development needs are identified.
3. Return completed *Standard Training Needs Analysis Form* to Regional Office, Workforce Learning and Development.
4. Attends a meeting with regional manager, Workforce Learning and Development, to agree a plan to address the L&D needs identified.

CEKADA FIVE-STEP BASIC MODEL

The TNA process is based on the **Cekada (2011: 32-33) five-step basic model** below:

STEP 1: DETERMINE THE PURPOSE OF THE TNA

The purpose of the TNA is to ensure that the L&D needs of all staff are addressed.

STEP 2: GATHER DATA

- Data may be gathered in a variety of ways such as completed PDP forms, surveys, focus groups;
- All data gathered will inform the completion of the *Standard Training Needs Analysis Form*;
- Manager completes *Standard Training Needs Analysis Form* with support from Workforce Learning and Development Training & Development Officer if required;
- Common gaps in L&D needs are identified for each team/department;
- The completed *Standard Training Needs Analysis Form* is sent to Regional Workforce Learning and Development Office by the line manager on an agreed date.

STEP 3: ANALYSE DATA

- On receipt of completed *Standard Training Needs Analysis Forms* from line managers, Workforce Learning and Development has responsibility for the analysis step, which involves review; categorisation; analysis and prioritisation.
- The analysis includes matching of L&D needs against current L&D activities provided by Workforce Learning and Development to identify training courses and/or L&D activities that might meet these needs;

National priorities from the three-yearly Corporate Strategy and the annual Business Plan are used to determine the level of priority and the appropriate response. A report will be provided by Workforce Learning and Development to the relevant manager outlining the recommended response.

STEP 4: DETERMINE NEEDS TO BE MET THROUGH LEARNING AND DEVELOPMENT (L&D)

- The regional manager, Workforce Learning and Development schedules a meeting to consult with area manager/senior manager on the collated Area/Department L&D needs identified in the *Standard Training Needs Analysis Forms*;
- Training programmes from the Workforce Learning and Development National Training Directory¹² are matched against identified needs;
- It is recognised that the provision of training programmes may not address all the L&D needs. However, other alternatives should be explored.¹³

12. This refers to Workforce Learning and Development National Training Directory of Courses (2016).

13. There are many ways to meet L&D needs; the methods chosen by people will vary based on their individual learning style. The *Health and Social Care Professionals Act (2005)* requires registrants to engage in a variety of CPD activities in order to maintain their standards of proficiency. A comprehensive list of 35 different learning activities is outlined in CORU (2013: 31-34).

STEP 5: PROPOSE SOLUTIONS

- Area manager/senior manager and Workforce Learning and Development propose solutions to address L&D needs identified;
- Area L&D needs identified are incorporated into Workforce Learning and Development regional training plan as appropriate;
- Workforce Learning and Development will use the findings from this process as the baseline data for informing the regional and national training plans.

CONCLUSION:

This TNA process is used to identify CPD needs in line with the requirements of Tusla. The process will actively involve all staff, and will promote a Learning Organisation. Effective identification of training needs will result in an appropriate response to L&D needs and cost-effective targeting of resources. A TNA process will be conducted with each service at least once every three years.

APPENDIX VI**STANDARD TRAINING NEEDS ANALYSIS FORM**

This form is to be completed by Line Managers with assistance from Workforce Learning & Development as required. Please read Training Needs Analysis Guidance before completion. The shared L&D needs identified with individual staff members through the PDP process provide the foundation for the TNA.

Name of Tusla Area:			
Name of Team/Service:			
Total No. of Team Members:			
Specify No. of each discipline:			
Name of Line Manager:			
Title:			
Address:			
Contact details:		Email:	Tel:
L & D Need Please list below the top (1-5) L&D needs of the team focusing on the learning outcomes you want the team to achieve e.g. <i>(The Team will be able to.... and/or will understand.....)</i>		Reason for inclusion in development plan Why is this a need for the team?	Quantity How many staff identified this L&D need?
ID No.			Learning objectives Please outline what knowledge, skills, attitude and/or values you would hope the team to develop?
1.			
2.			
3.			
4.			
5.			
Line Manager's Signature:		Date: / /	
IMPORTANT NOTE: A copy of this form should be retained by the Line Manager & Workforce Learning & Development			
OFFICE USE ONLY:			
Completed forms to be submitted to: _____		Return date: / /	
Regional Manager, Workforce Learning & Development			
Date received by WLD: / /		Identification No.	

APPENDIX VII

TUSLA PROFICIENCIES AND CORU STANDARDS OF PROFICIENCY DOMAINS

In the table below the Tusla Proficiencies are linked to at least one relevant CORU Standards of Proficiency Domain:

Table 1 Links between Tusla Proficiencies and CORU Standards of Proficiency Domains

No	Tusla Proficiencies	No	CORU Standards of Proficiency Domains
1	Effective communication with internal and external colleagues, children, families and the general public	3	Effective communication
2	Role-specific knowledge and skills	6	Knowledge, understanding and skills
3	Effective protection and promotion of the welfare of children	4	Personal and professional development
		1	Professional autonomy and accountability
4	Knowledge of Agency policies, procedures and practices	5	Provision of quality services
5	Effective Information Sharing	3	Effective communication
6	Effective multi-disciplinary and inter-agency working	2	Interpersonal and professional relationships

The starting point for the development of the Tools was the CORU Standards of Proficiency as outlined in the *Criteria and Standards of Proficiency for Social Work Education and Training Programmes* (CORU, 2014). The six domains under the Standards of Proficiency are generic headings to be used by the health and social care professional groups subject to professional registration under CORU. The six domains are:

1. Professional autonomy and accountability;
2. Interpersonal and professional relationships;
3. Effective communication;
4. Personal and professional development;
5. Provision of quality services;
6. Knowledge, understanding and skills.

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