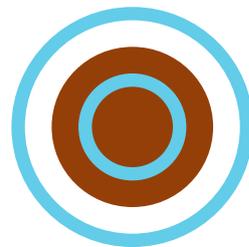
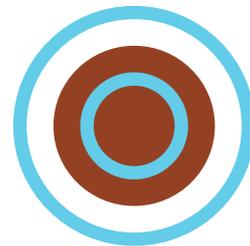
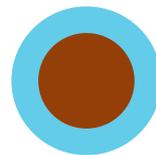
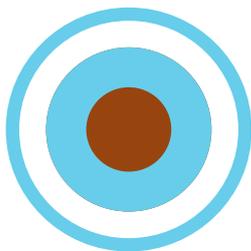


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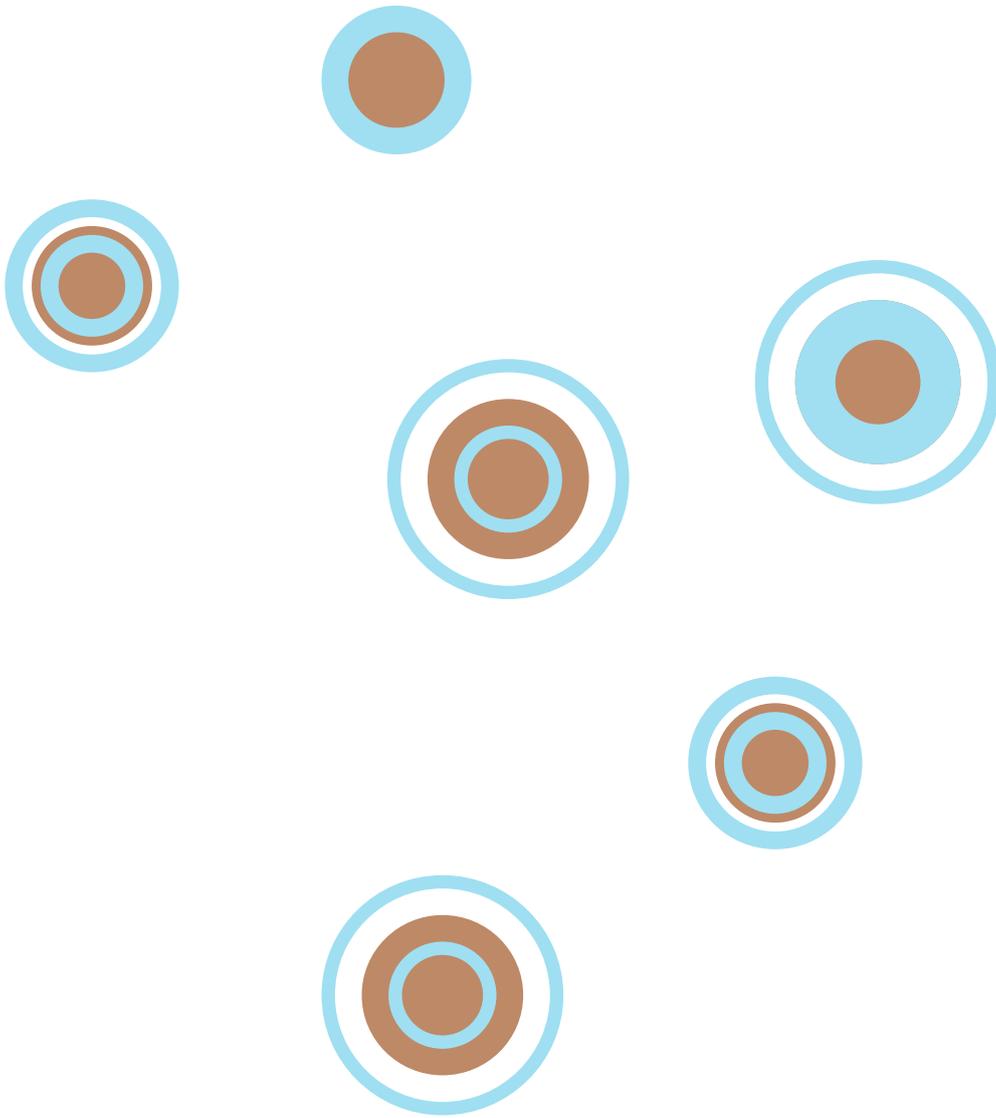
voluntary sector social services workforce unit

## WORKFORCE PLANNING

**A Toolkit for Voluntary Sector Social  
Services in Scotland**



Updated July 2009

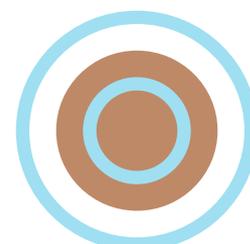
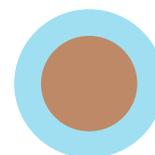


This Workforce Planning Toolkit has been developed as a result of work from a subgroup of the Voluntary Sector Social Services Workforce Unit's Workforce Development Network. Members of the group are listed in Appendix I.

Toolkit co-ordinated by Caroline Sturgeon and Janet Miller, November 2006.

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## Workforce Planning

Workforce Planning is about getting *the right people, with the right skills, in the right place, at the right time.*<sup>1</sup>

The voluntary sector's role within social service provision has increased dramatically in recent years, with the sector now employing more than a quarter of the social service workforce in Scotland. With an ever evolving policy environment, growing expectations from service users and society, demographic challenges, new technologies, limited funding, and an emphasis on regulation, registration and upskilling of the workforce, it is clear that all organisations, whatever their size or service, will have to maximise the use of their current and future resources in order to provide quality services. Workforce planning will help you meet these challenges.

Workforce planning involves analysing your current workforce, and using this knowledge, combined with an awareness of external drivers, to predict and plan the future skills and resources needed to develop new and improved services. The ultimate aim is to provide services which are flexible, responsive and prioritise service user's needs.

## What Will a Workforce Plan Look Like?

An effective workforce plan will:

- present a picture of where the organisation is now and where it wants and needs to be
- identify the workforce needed to achieve the organisation's goals, now and in the future
- set out the values, skills, knowledge and qualifications people need to perform their roles and tasks
- take account of the resources available and needed
- assess the likely impact of external drivers
- present a clear action plan for supporting and developing your workforce in order to achieve the organisation's desired future

This toolkit aims to provide guidance and tools to help you develop your own workforce plan.

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<sup>1</sup> National Strategy for the Development of the Social Services Workforce; Scottish Executive; 2005 , p1

## Who is the Workforce?

Your workforce is made up of everyone who contributes to the delivery of your service. This includes all paid staff, from fundraisers and administrators to front line social service staff, as well as unpaid workers, such as volunteers and management committee members.

This toolkit primarily looks at workforce planning for the paid social service workforce. However, the tools can be easily adapted if you wish to include your wider workforce.

## The Business Case: Can You Afford Not to Workforce Plan?

The following business case sets out the key advantages of Workforce Planning for employers, employees and service users.

### Benefits for Employers

Effective Workforce Planning will:

- Maximise the potential of your current workforce
- Help you achieve regulatory requirements
- Enable you to identify and respond to current skill gaps
- Help you predict and plan for future skills, service needs and gaps
- Enable you to make more effective funding bids
- Link learning and development with future skills and service needs
- Help you maximise the use of technology and new practice ideas
- Improve staff retention rates through support, learning and development, and career pathways
- Reduce costs associated with recruitment and high turnover rates
- Improve service delivery
- Create sustainable services, capable of meeting changing demands on the workforce, and the changing needs of service users and carers

## **Benefits for Staff**

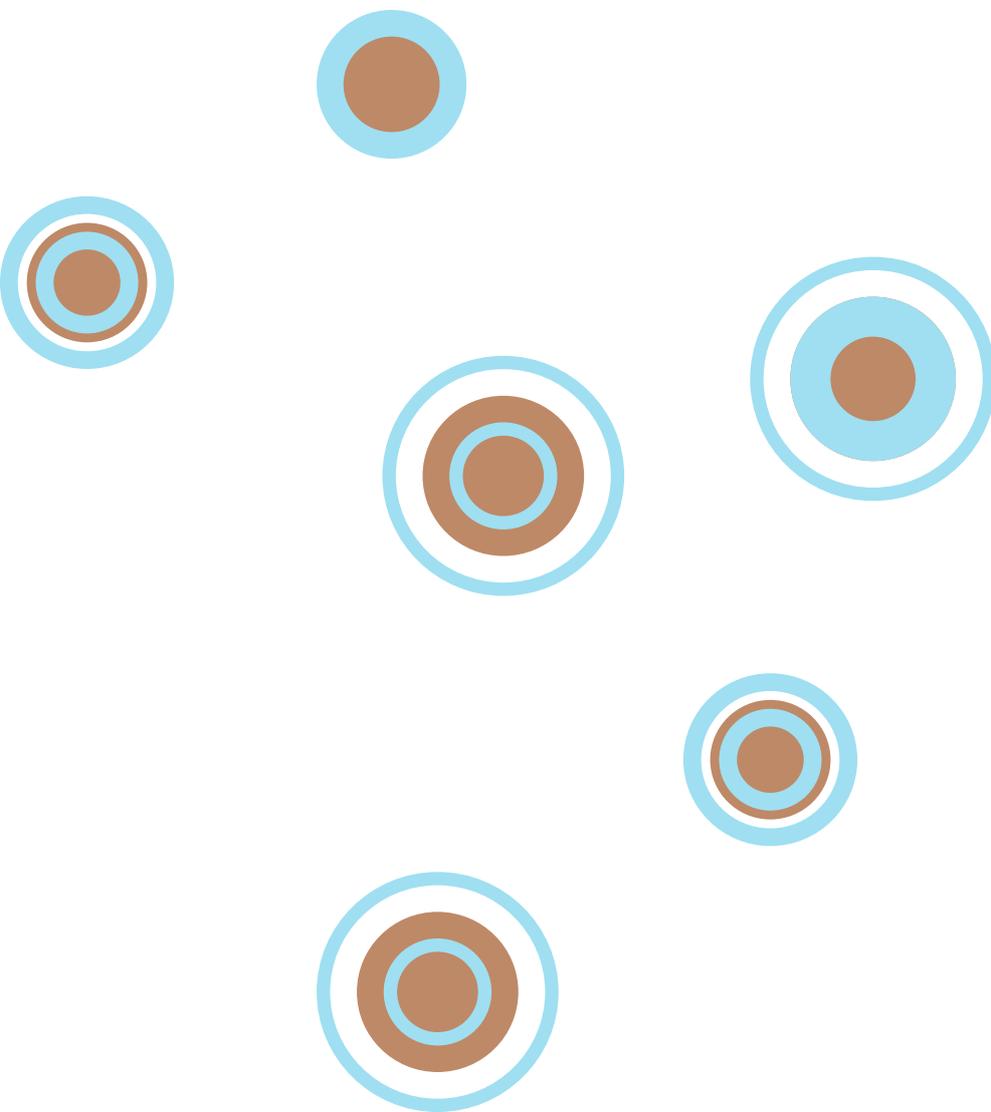
Organisations which have effective workforce planning in place will:

- Help you maximise your potential, and develop your skills and competencies
- Be less likely to have staff shortages, putting less stress on you as an employee
- Offer attractive career pathways
- Be supportive learning organisations, encouraging continuous improvement and development

## **Benefits for Service Users**

Organisations which have effective workforce planning in place will:

- Have well trained, competent staff, who are always looking to develop their skills
- Have less staff turnover, which means more stability for you
- Use your views and opinions to help design and deliver the service you want and need



# About the toolkit...

This toolkit provides an introduction to the key stages involved in workforce planning. The tools included will help you build up the information required to develop your own workforce plan. Blank copies of all the charts and tables are available to download from the Workforce Unit's website: [www.ccpscotland.org/workforceunit](http://www.ccpscotland.org/workforceunit)

The toolkit is structured around six key stages of Workforce Planning, and is colour coded for easy reference. The key stages are as follows:

## Key Stages of Workforce Planning

### 1. Getting Started

establishing scope, timescales and deciding who should be involved

### 2. Context and Drivers

assessing the likely impact of internal and external drivers to help predict needs and trends in the future

### 3. Building a Picture of the Workforce

numbers and roles of staff and level of skills, knowledge and qualifications

### 4. Developing a Vision for the Future

developing a creative vision for the future which takes into account all relevant factors without losing sight of the ideal.

### 5. Analysing and Bridging the Gap

comparison of present workforce to present and future needs; identification of gaps and surpluses, opportunities for change; developing plans and strategies to bridge the gap between the current situation and your future vision

### 6. Developing and Evaluating the Workforce Plan

bringing the plan together, action, and ongoing evaluation



**Figure 1: The Planning Cycle**

Workforce Planning is an ongoing process, as shown in the diagram above. The process should become easier with every consecutive planning cycle as you build on the work and information gathered in previous years.

## Getting Started...

### This section aims to help you:

- Establish the scope of your workforce plan
- Set timescales
- Decide who should be involved
- Plan how the process should be co-ordinated
- Assess the initial resource implications

### Establishing the Scope of Your Workforce Plan

Workforce Planning can take place at a variety of different levels throughout an organisation. Before you start planning, it is necessary to decide whether you will develop a plan for a single unit, a particular service, or for the organisation as a whole.

If you are planning for the whole organisation, how will you co-ordinate and bring together information from the individual units and services?

### Setting Timescales

The timescale that you set for your initial workforce plan will clearly have an impact on its development. Choose a timescale that is manageable yet allows enough time for changes to be made, and make sure this ties in well with your business planning cycles. Remember, however, that workforce planning is an ongoing process which involves continuous evaluation and development – this plan will be the first of many workforce planning cycles.

### Involving the Right People

Workforce planning is not just one person's job; it is a collaborative process which requires input from a number of different people.

Suggestions of some of the people who may be involved in workforce planning are outlined in figure 2. This will vary depending on the type and size of organisation you work for, and some people will clearly play a much larger role than others. In smaller organisations, for example, one individual may undertake several different functions.

# Stage I

**Figure 3: Who Should be Involved?**



## Co-ordinating the Process / Initial Resource Implications

Good co-ordination and management of the planning process is essential. One option, for example, is to take a project management style approach, by appointing a project manager and setting up a steering group to develop a workplan. Estimating the likely resource implications at this stage is also necessary. For example, how will time be made available for staff to take part in the process?

### Stage I: Questions to Consider...

What is the scope of your workforce plan? Single unit, service or whole organisation?

What is the timescale for your initial workforce plan?

Who will be involved in the planning process?

Who will co-ordinate the process?

Does everyone understand what their role in the process will be, and do they have the necessary time, commitment and support to fulfil these expectations?

What are the resource implications at this stage?

## Context and Drivers

### This section aims to help you:

- Assess the organisational factors that will influence your planning
- Identify the key external drivers that will impact on your planning
- Estimate the likely effect of these external and internal drivers

### What Factors will Impact on Your Planning?

There are likely to be a wide range of factors, both positive and negative, that will impact on your planning. Some factors will be specific to the individual organisation – these make up its organisational context. Other factors, known as external drivers, will affect the sector more widely.<sup>2</sup>

### Organisational Context

Every organisation has different historical and internal factors that influence the running of its service, and contribute to its organisational context. Answers to the following questions will identify some of the things you may need to take into account when developing your workforce plan.

- Who is the service for? Is this likely to change or remain the same?
- What are the main reasons for having this service?
- Why was the organisation / service established?
- What are the organisation's goals, vision and mission statement?
- What historical factors influence the way the service is today?
- How is the organisation governed? e.g. by a management or executive committee?
- How do these factors influence the service provided now?
- What impact will these factors have on the service provided in the future?

### External Drivers

External drivers are factors from outside the organisation that impact on planning and delivering your service. Being aware of, and assessing the likely influence of, external drivers will help you plan for the future. A few examples are highlighted below:

- Registration of the workforce with the SSSC and the 'required registration' dates beyond which it becomes an offence for employers, without reasonable excuse, to employ anyone in a post subject to registration who is not registered with the SSSC or another relevant regulatory body
- The qualifications and post registration training and learning required to achieve and maintain registration with the SSSC
- Local Authority commissioning and contracting processes, including re-tendering
- Regulation of services by the Care Commission
- Funding issues
- Demographic (population) change
- Policy emphasis on working in partnership and integration of services
- Sector Skills Councils agendas in supporting the development of the sector
- Workforce implications of the personalisation agenda

<sup>2</sup> You may wish to use planning techniques such as PESTEL or SWOT to help with your analysis and planning. There is a wealth of information available on the internet about such techniques.

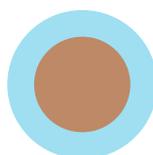
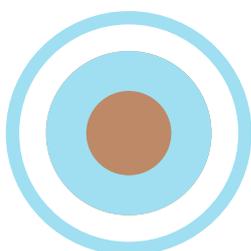
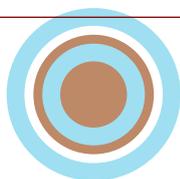
## Stage 2

More information about the changing context of social services in Scotland can be found in Changing Lives: The Report of the 21st Century Social Work Review, which is available to download from [www.socialworkscotland.org](http://www.socialworkscotland.org). The Stage 5 Report of the Sector Skills Agreement is also particularly useful: [www.sssc.uk.com](http://www.sssc.uk.com).

### Stage 2: Questions to Consider...

For each external driver you identify, assess the impact now, the likely impact in the future, and how you can plan around this. An example is provided below:

Driver	Impact Now	Likely Impact in Future	What Can We Do?
Demographic change: Ageing population	Recruitment difficulties	Smaller recruitment pool, more competition for employees  Older workforce  More workers from outside Scotland	Rely less on recruitment, develop retention plans and career pathways; look at benefits and flexible working  Ensure all staff are well supported and succession plans are in place to deal with likely retirements  Plans to enable proper support for SVQs; language assistance if necessary



## Where are we now? Building a Picture of the Workforce

### This section aims to help you:

- Identify the information required to build a picture of your workforce
- Analyse your current workforce through training needs analysis

### Why Do We Need a Picture of the Workforce?

Building a picture of your current workforce will form the basis from which to plan for the future. This involves gathering information about your current employees, and analysing it to establish any gaps or trends that will influence planning.

With comprehensive information, you will be able to identify trends such as:

- Proportion of staff with registrable qualifications
- Skills gaps and skills shortages
- Diversity
- Where new staff have come from
- Where staff go after they leave

### What Information is Needed?

The Scottish Government has developed a tool to help organisations gather standardised data about their workforce for the purposes of evaluation, development and planning. This tool, called the Core Minimum Dataset (CMDS) for the Social Services Workforce, provides a list of key information required for planning. CMDS categories are already used in Care Commission returns.

In the future, it is possible that such a tool will become mandatory as a way of providing valuable workforce data not only for individual organisations, but also as a basis for comparing organisations and building a picture of the whole Scottish social services workforce.

Figure 3 outlines some of the key categories that are included in the CMDS that can be used for building a picture of your workforce.

Don't be put off by the scale of the information required. It is likely that your organisation holds much of this already, but it may be stored in different places within your own HR, training or payroll systems, or be easy to collect through future appraisal cycles. If you are unable to gather all the data, decide which categories are possible for your organisation, and build up gradually from there.

You may also wish to add further categories to your list for data collection, particularly if you are including the wider workforce and volunteers in your planning.

## Stage 3

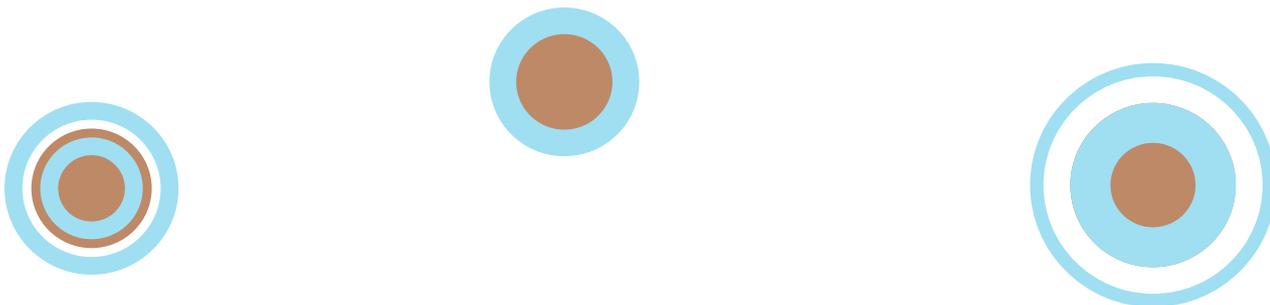
Figure 3:  
**Core Minimum Dataset (CMDS) Categories for Each Employee<sup>3</sup>**

Person/ Employee	Gender	Age category	Disability (Y/N/ not known)	Home postcode	Induction achieved
Qualifications held	Qualifications in process	Registration qualifications /CPD achieved	Start date with organisation	Start date in current post	Entry source (where did person come from)
Focus of service provision	Employee service user group	Job title (actual title)	Job function (function as defined in CMDS)	Pay/salary	Contract type e.g permanent or part-time
Contracted hours	Working hours pattern	Post leaver information:	End date in post	Leaving destination	Main reason for leaving

### Training Needs Analysis

The information you collect on your workforce can be used to carry out a Training Needs Analysis (TNA). This will help assess and plan the learning and development needs of individuals within your workforce. An example of a basic training needs analysis form is outlined in figure 4 on the following page.

Edinburgh Voluntary Organisations Council (EVOC) has developed a tool called the EVOC Care TNA to assist you. This tool utilises some of the draft CMDS (Core Minimum Dataset) categories to create a record of staff qualifications and learning.<sup>4</sup> The EVOC Care TNA is available as an interactive, online resource.



<sup>3</sup> CMDS categories are subject to review by the Scottish Government. Please consult the Scottish Government website: [www.scotland.gov.uk](http://www.scotland.gov.uk)

<sup>4</sup> For more details contact EVOC Learning, Ashley Place, Edinburgh, EH6 5PX, phone 0131 555 9100, visit [www.evoc.org.uk](http://www.evoc.org.uk)

Figure 4:

## Example of a Basic Training Needs Analysis Form

Name	Unit	Job Role	CMDS Job Function	Qs Held	Qs in Progress	Qs for Reg	Start date in post	Future Action	Complete by
Jo Riley	Oak	SP4	C3C	SVQ3	SVQ4	SVQ4 + LMC	June 2000	LMC	Sept 2009
Mary Simm	Elm	SP2	C2C	None	SVQ2	SVQ2	July 2005	CPD	Sept 2010

[Q = Qualification, Reg = Registration with SSSC]

A basic training needs analysis will help you identify the exact qualification levels within your organisation, and how this relates to the regulatory requirements and to the Scottish Credit and Qualifications Framework (SCQF).<sup>5</sup>

You could identify, for example:

- Percentage of staff currently holding registrable qualifications
- Percentage of staff currently working towards registrable qualifications
- Who needs further mandatory training

You could also develop your TNA to include other skills necessary for carrying out the job function, such as health and safety, mentoring and CPD requirements, or specific skills brought to the organisation by other members of the paid and unpaid workforce.

### Stage 3: Questions to Consider...

- Are you collecting comprehensive information about your workforce?
- Is information collected using accepted national categories and definitions?
- Is the information accessible and in single or comparable formats?
- Who is responsible for collecting and analysing the information at different levels within the organisation?

<sup>5</sup>The Scottish Credit and Qualifications Framework (SCQF) brings all mainstream Scottish qualifications – both vocational and academic – into a single framework. It is designed to help learners, employers and educators understand how different qualifications relate to each other in terms of level and complexity. For more information, please visit [www.scqf.org.uk](http://www.scqf.org.uk)

## Stage 4

# Developing a Vision for the Future

### This section aims to help you:

- Develop a vision of where you want your organisation to be in the future
- Look at the type of workforce that you will need to achieve this vision

After building a picture of the current workforce, the next step is to look to the future, and develop a future scenario that is both achievable and visionary. Two key questions must be addressed in order to develop this vision:

1. Where do you *want* your organisation to be in the future?
2. Where do you *need* your organisation be in the future?

Blending the ideal with the realistic should help you develop a picture of where your service is actually going. This vision must have a firm grip on reality, yet not lose sight of innovation and ideals. Once you know where you want to be, the next question to address is:

3. What kind of workforce will we need to support this vision?  
[in terms of numbers, skills, etc]

The following techniques may help you develop answers for these questions:

### Consultation and Visioning

Consultation and visioning exercises can gain involvement from everyone taking part in workforce planning. In an ideal world, how would you like the service to develop? What visions do workers have for their own roles, as well as for their unit and organisation? Do you want to expand services, or focus on one particular area? What are the needs and wants of your service users likely to be in the future? What impact will the development of more personalised services have on the learning and development needs of your workforce?

Organising a visioning day, for example, with staff and board members could help you explore possibilities for the future. Set no limits and encourage creativity. Visioning could bring up suggestions for things like role redesign, partnership working, or more joined up thinking between units.

## Analysis of Organisational Plans, Strategies and Reports

What are the key priorities for the organisation arising from your business, corporate and service plans? How can you ensure these priorities are met through the workforce planning process? Is there anything arising from your Care Commission inspection reports that should be taken into account when workforce planning?

## Predicting Developments in Service Provision

Reading key policy documents may give you an insight into the likely direction that services will take over the coming years. *Changing Lives*<sup>6</sup> for example, highlights the need for a review of current roles, career pathways to be developed, the use of technology to be optimised, and for the further development of person centred approaches. How can you build these ideas into your planning? The Sector Skills Agreement Stage 5 Report<sup>7</sup> is also particularly helpful.

A list outlining some of the key policy documents and strategies is included in Appendix 3.

## Assessing Current Work Practices

Taking a thorough look at the organisation, and the way that your service is delivered may inspire ideas for improvements. Is there anything you could be doing better? Is there scope for collaboration or partnership with other organisations? From the data collected in stage 3, do your teams have an appropriate skills mix?

## Tools and Models

There are various tools and models available to help calculate the approximate numbers and types of staff required to meet the needs of service users. When using such tools, care needs to be taken not to lose sight of person centred approaches and creative solutions.

The Residential Forum, for example, has developed a staffing model that can be usefully adapted to determine the level of support that may be required by service users in care homes for older people, and for younger people. [Further info from [www.socialcareassociation.co.uk](http://www.socialcareassociation.co.uk) ]

6 Scottish Executive (2006); *Changing Lives: Report of the 21st Century Social Work Review* available from [www.socialworkscotland.org](http://www.socialworkscotland.org)

7 Skills for Care and Development (2008); *Sector Skills Agreement: Stage 5 Report* [www.sssc.uk.com](http://www.sssc.uk.com)

## Stage 4

### Analysis of Key Drivers

Your vision must be underpinned by knowledge and analysis of the key drivers which influence your service, as identified in stage 2 (p11). What impact will these drivers have on your planning?

Particular attention must be given to the following two issues:

- **Regulatory Requirements** - perhaps the easiest driver to assess and plan for. Qualifications criteria for registration under phase 1 & 2 with the Scottish Social Services Council are available from the SSSC website: [www.sssc.uk.com](http://www.sssc.uk.com). In April 2009, legislation came in to force which effectively set deadlines for registration with the SSSC for categories of the register that are currently open. The legislation specifies 'required registration' dates for each category of the register, after which employers will be committing an offence if, without reasonable excuse, they employ a worker in a post subject to registration who is not registered with the SSSC or another relevant regulatory body.
- **Funding and Resources** – what is the funding situation likely to look like over the course of your workforce plan? How are your service agreements and contracts likely to affect planning in the short, long and medium term? What about direct payments and individualised budgets? Are there any ways that you could use funding more effectively, through partnership working, for example? Have you contacted your regional Learning Network?<sup>8</sup> Are there sources of funding that you haven't explored? More information is available in the Workforce Unit's "Funding Streams Update": [www.ccpscotland.org/workforceunit](http://www.ccpscotland.org/workforceunit).

#### Stage 4: Questions to Consider...

Does your vision recognise the contribution that can be made by all members of your workforce, both paid and unpaid, care and non-care staff?

Does your vision successfully combine an element of idealism with an understanding of reality?

Does your vision fit in with your organisational aims and mission statement?

Will your vision ultimately improve the service provided for service users and carers?

Can you estimate the approximate resource implications of your vision?

Can you estimate the approximate type and number of jobs needed in the future, and what specialist skills will be required?

<sup>8</sup> Find out how to get in touch with your regional Learning Network at [www.learningnetworks.org.uk](http://www.learningnetworks.org.uk)

## Analysing & Bridging the Gap

### This section aims to help you:

- Assess the difference between where you are now and where you want to be
- Identify priority areas for development
- Develop plans and strategies to bridge the gap between the current situation and your future vision
- Look at ways of supporting, retaining and increasing current skills
- Plan to recruit new employees

### Analysing the Gap

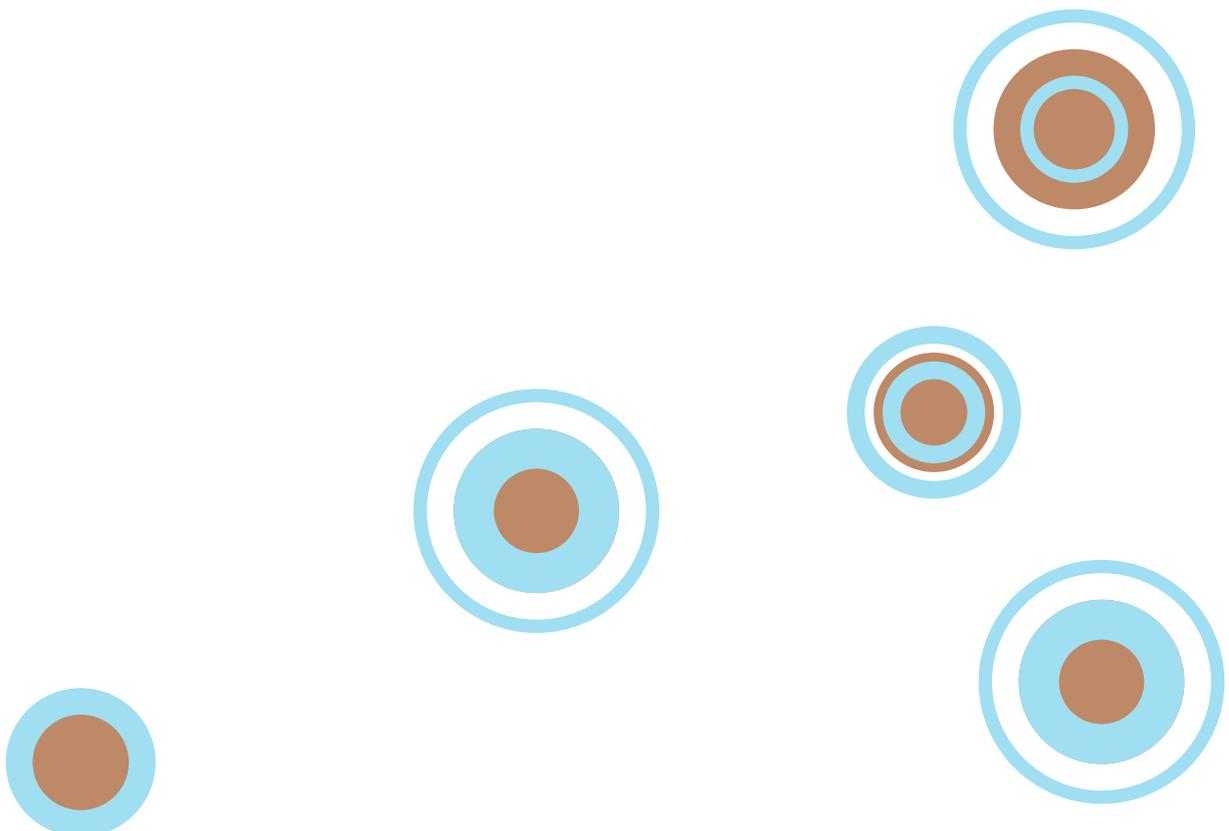
So far in the Workforce Planning process you have:

- Built a picture of where you are now
- Agreed a vision for your future workforce

By comparing the current situation with your future vision, you should aim to identify any gaps or surpluses within your workforce, and within the other resources needed to achieve this vision.

In this analysis, you should also try to predict the likely gaps that may occur in your workforce, as people leave your organisation to retire, take up new posts, etc. What type of workforce, in terms of numbers, skills and competencies, will you need in the future?

Using your analysis, it should also be possible to identify priority areas for development. These priority areas should be taken into account when developing plans and strategies to bridge the gap.



## Stage 5

### Bridging the Gap

After analysing the gaps between the current situation and your future vision, the next stage is to develop action plans and strategies to bridge that gap.

Broadly speaking, there are two main options for getting where you want to be:

1. Planning to support, develop and retain existing staff
2. Planning to recruit new members to your workforce

Both plans must be underpinned by retention policies designed to support the entire workforce. [Figure 5]



Figure 5: Bridging the Gap

#### Planning to Support, Develop and Retain Existing Staff

The following tools and suggestions should help you develop plans and strategies to maximise the potential of your current workforce:

#### Planning for Learning and Development

The training needs analysis carried out in stage 3, combined with information from supervision and appraisals, can help inform plans for the learning and development of individuals within the organisation.

Many organisations have successfully developed individual learning and development plans, which begin with induction, and carry on throughout an employee's time with the organisation. Plans should be based around the individual's role within the team, and the learning and development they require to work effectively.

### **Analysis of Current Roles**

One of the suggestions from *Changing Lives*<sup>9</sup> is to review existing roles within the sector to ensure that the best use is being made of the skills available.

Taking a thorough look at current roles within the organisation could help provide areas for workforce development:

- Are job descriptions accurate and appropriate?
- Do you have highly skilled workers carrying out tasks that could be done by someone else in the team?
- Is there scope for certain roles to be developed or improved?
- Are you optimising the use of technology, and how will this impact on your workforce in the future?

*Changing Lives* also highlighted the need for new roles to be developed, such as a paraprofessional role. Although progress on this is at an early stage, changing roles are likely to be a feature of the workforce in the future.

National Occupational Standards (NOS) can be a useful tool when assessing job roles and specifications. The Standards outline the required competence in terms of skills, knowledge and understanding for particular job functions. [More information on NOS can be found on the SSSC website: [www.sssc.uk.com](http://www.sssc.uk.com)]

Of course, any redesign of roles must be approached with care, ensuring that you comply both with your own policies and procedures, and also with relevant employment legislation and accepted best HR practice.

### **Succession Planning & Career Pathways**

Succession planning involves offering current employees opportunities to develop their skills and competencies, so they can ultimately apply for jobs at a different position within the organisation. This can be a useful way of linking the learning and development needs of the current workforce with future skills gaps. Good plans will help able workers develop their skills and move into other posts within the organisation when a vacancy occurs.

As well as drawing on formal learning and development, succession planning could also use more creative ways of developing skills, such as secondments or job shadowing within the organisation.

One of the advantages of succession planning is that it will help to build more attractive career pathways, enabling people to develop their careers without leaving the organisation.

<sup>9</sup> Scottish Executive (2006); *Changing Lives: Report of the 21st Century Social Work Review*

## Stage 5

### Planning for Recruitment

In addition to developing your existing staff, it is inevitable that you will, at some point, have vacancies to fill. New staff bring new skills, experiences and energy to the team, which can, in turn, help the development of your current workers.

The following tips may help you develop your recruitment plan:

- **Policies and Procedures**  
Are your recruitment policies regularly reviewed to take into account new legislation and guidance? Do they take into account employer responsibilities from the Codes of Practice, and current thinking around safer Recruitment? Are service users and carers fully involved?
- **Learn from your Analysis**  
Using the information gained from your analysis of the Core Minimum Data Set criteria in stage 3, you should be able to look for trends that may influence your recruitment plans. For example; are there any particular jobs that are always difficult to fill? Do trends emerge as to where your employees came from? This could help you target your advertising.
- **Monitoring Service Needs**  
Planning for recruitment can start before a vacancy becomes available. Supervision, staff surveys, and exit interviews are all important sources of information. Constantly monitoring the needs of the service, the skills mix, and the needs of the team can help make sure you advertise for the right job function.
- **Predicting Gaps**  
Some vacancies are inevitably unexpected, but others, such as retirements, can be predicted. Good succession planning, linking training and development to future gaps could help you retain staff, and create desirable career pathways.
- **Accurate Job Descriptions**  
Use a vacancy as an opportunity to ensure that the role you are recruiting for suits the needs of your service, rather than just replacing 'like with like'. Accurate job descriptions, developed using the National Occupational Standards, will help you recruit the right person.
- **Selling Your Organisation**  
What can you offer a new employee that other employers can't? Benefits aren't just financial – the opportunity to 'make a difference', a great working environment, a friendly team, or flexible hours may be just as attractive.
- **Widening the Talent Pool**  
Look beyond the standard advert in the paper. Can you work in partnership with other organisations? Build relationships with local schools and colleges? Work with your local Social Care or Enterprise Academy? Nurture volunteers? Join your regional or local Learning Network?

## Supporting Your Workforce

Your workforce plan must be underpinned by policies that support your entire workforce. Employees who feel valued and supported are much more likely to excel in their work, and stay with your organisation.

### The Continuous Learning Framework

The Continuous Learning Framework (CLF) was developed by the Scottish Social Services Council and the Institute for Research and Innovation in Social Services (IRISS). The framework sets out what people in the workforce need in order to do their job well now and in the future, and describes what employers need to do to support their workforce. It is designed to enrich rather than replace current systems and processes, and relates to the codes of practice which show that both employer and employee have responsibilities for learning and development. The four key elements to the framework are:

- Knowledge, skills, values and understanding
- Personal capabilities
- Qualifications and training
- Organisational capabilities

The framework is not mandatory but can support individuals and organisations to improve approaches to learning and development, career pathways and standards of practice.

[www.sssc.uk.com](http://www.sssc.uk.com)

### Induction

A well structured and supportive induction will help show a new employee that you value their development, and that learning is an integral part of working in a social service environment.

The Scottish Social Services Council has developed induction guidance for the social service sector to help you develop your own policies: [www.sssc.uk.com/preparingforpractice](http://www.sssc.uk.com/preparingforpractice)

### Supervision

The 21<sup>st</sup> Century Review of Social Work recommends that supervision or “professional consultation” should include three core elements – performance management, staff development and staff support.

There is a wealth of information and guidance available on supervision, so we will not go into any detail here, except to say that it can be a useful tool for empowering staff. Thompson<sup>10</sup>, for example, suggests that this empowerment can be achieved through a variety of tasks:

- Monitoring work tasks and workload
- Supporting staff through difficulties
- Promoting staff development
- Acting as a mediator between workers and higher management where necessary
- Problem solving
- Ensuring legal and organisational requirements and policies are adhered to
- Promoting teamwork and collaboration

<sup>10</sup> Thompson, N. (2002) *People Skills*, 2nd Edition. Basingstoke: Palgrave Macmillan.

## Stage 5

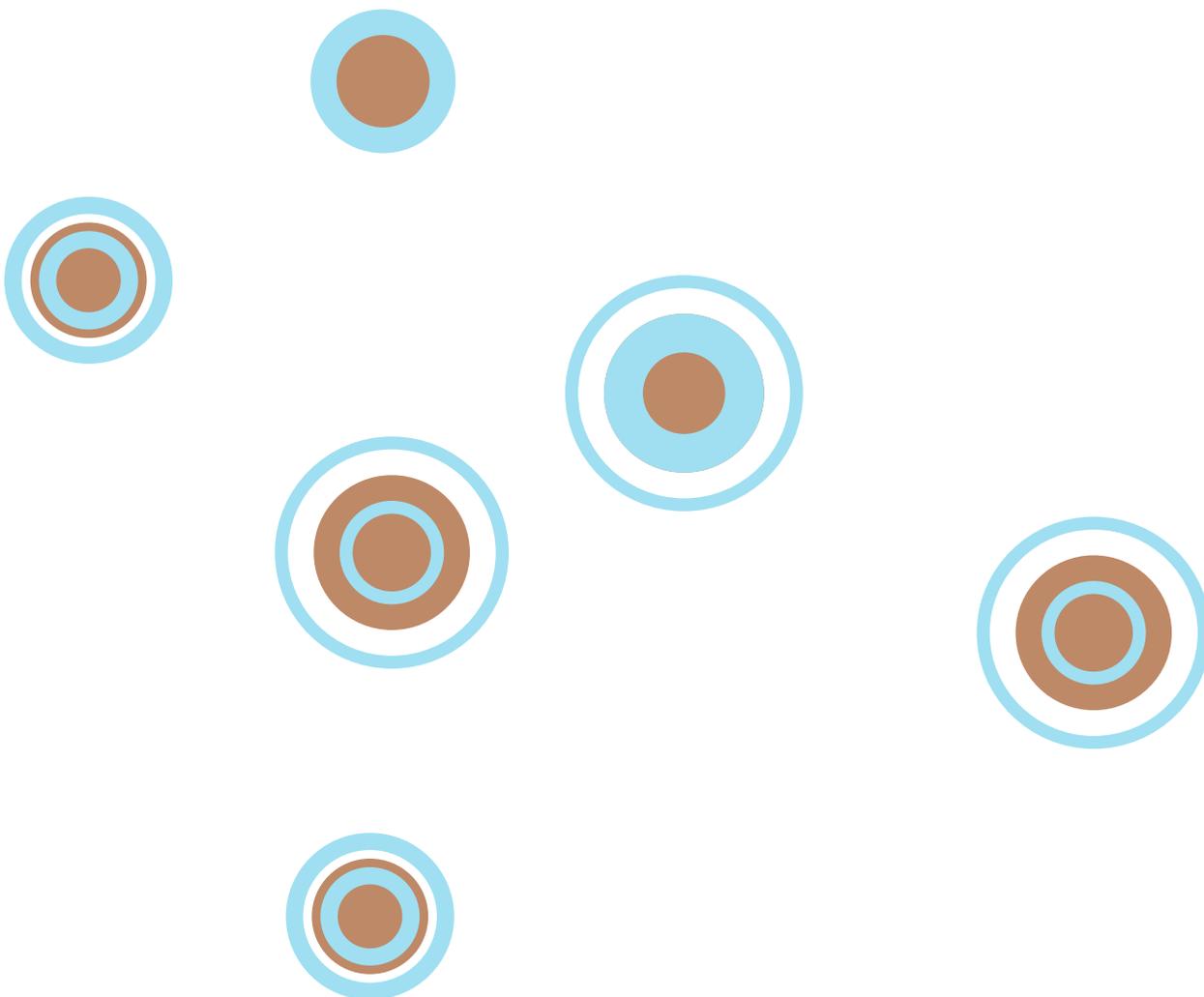
### Developing a Learning Culture

The importance of creating a learning culture within organisations has been highlighted in many recent policy initiatives, including the *National Strategy for the Development of the Social Services Workforce*, and *Changing Lives, the Report of the 21<sup>st</sup> Century Social Work Review*.

Creating a learning culture is all about maximising the potential of all employees within an organisation, and creating a supportive and encouraging environment where people can flourish. It's not just about formal training & learning, but optimising and reflecting on the learning that happens everyday in organisations, as well as looking for new opportunities to learn through initiatives such as mentoring, shadowing or group discussions.

The Social Care Institute for Excellence (SCIE) has created a tool called *Learning Organisations: A Self Assessment Resource Pack*<sup>11</sup> to help organisations assess whether their policies and procedures are conducive to creating a culture of learning. Self assessment packs can be downloaded from the SCIE website: [www.scie.org.uk](http://www.scie.org.uk)

The characteristics of a learning organisation, as identified in the SCIE resource, are outlined in figure 6, below. These have also been adapted into a questionnaire to help you identify priority areas for development within your own organisation. The questionnaire is attached in Appendix 2.



<sup>11</sup> Social Care Institute for Excellence (2004): *Learning Organisations: A Self Assessment Resource Pack*, available from [www.scie.org.uk](http://www.scie.org.uk)

Figure 6:  
**Characteristics of a Social Care Learning Organisation**<sup>12</sup>

#### Organisational Structure

1. Service user and carer feedback and participation are actively sought, valued and resourced, and used to influence and inform practice.
2. Team working, learning and making the best use of all staff skills are integral to the organisation.
3. There is cross-organisational and collaborative working.

#### Organisational Culture

4. There is a system of shared beliefs, values, goals and objectives.
5. The development of new ideas and methods is encouraged.
6. An open learning environment allows learning from mistakes and the opportunity to test out innovative practice.
7. Messages from research and new evidence are thought about and incorporated into practice.

#### Information Systems

8. There are effective information systems, for both internal and external communication.
9. Policies and procedures are meaningful and understood by everybody (based on a human rights and social justice approach).

#### Human Resource Practices

10. There is continuous development for all staff including a clear supervision and appraisal policy.

#### Leadership

11. There is capacity for the organisation to change and develop services over and above day-to-day delivery.
12. Leadership at all levels embodies and models the key principles of a learning organisation.

## Improving Front Line Services

*Improving Front Line Services: A Framework for Supporting Front Line Staff* was produced by ADSW and the Scottish Executive.<sup>13</sup> The document provides practical tips and ideas for supporting and developing your workforce, and is an excellent resource for organisations. The table below (Figure 7) is taken from the document, and highlights some of the benefits that an employee gains from working for a good employer.

Copies of *Improving Front Line Services* are available to download from the publications page of [www.socialworkscotland.org.uk](http://www.socialworkscotland.org.uk)

<sup>12</sup> Social Care Institute for Excellence (2004): *Learning Organisations: A Self Assessment Resource Pack*, p2, available from [www.scie.org.uk](http://www.scie.org.uk)

<sup>13</sup> Scottish Executive (2005): *Improving Front Line Services: A Framework for Supporting Front Line Staff*, available from [www.socialworkscotland.org.uk](http://www.socialworkscotland.org.uk)

## Stage 5

Figure 7:

### What Can You Gain From Working For a Good Employer?<sup>14</sup>

Status and Value	Financial and Social Rewards	Career and Personal Fulfilment
Recognition Value Public support	Pay Pension Benefits and allowances	Continual learning Career progression & diversity Personal achievement
<p><b>This can be achieved by:</b></p> <ul style="list-style-type: none"> <li>• Personal supervision</li> <li>• Long service awards</li> <li>• Achievement awards</li> <li>• Praise and thank yous</li> <li>• Care accolades and other sector awards</li> <li>• Developing a positive public profile</li> <li>• Developing a sense of identity and belonging</li> <li>• Making people feel that they matter</li> <li>• Enabling and empowering leadership and management</li> </ul>	<p><b>This can be achieved by:</b></p> <ul style="list-style-type: none"> <li>• Sickness, paternity and maternity allowances</li> <li>• Flexible working and family friendly policies</li> <li>• Flexible leave arrangements</li> <li>• Sabbaticals</li> <li>• Workplace child care or child care vouchers</li> <li>• Subsidised qualifying training</li> <li>• Subsidised IT equipment and training</li> <li>• Subsidised leisure facilities</li> <li>• Free financial advice and guidance</li> <li>• Wellbeing at work</li> <li>• Healthy workplace</li> </ul>	<p><b>This can be achieved by:</b></p> <ul style="list-style-type: none"> <li>• CPD</li> <li>• Qualifying training</li> <li>• Career pathways</li> <li>• Job swaps</li> <li>• Mentoring and coaching</li> <li>• Delegation</li> </ul>

#### Stage 5: Questions to consider...

Do you have plans in place to:

- Support and supervise staff?
- Recognise & value staff contribution?
- Link your recruitment and retention plans?
- Encourage a culture of learning?

## Structuring and Evaluating the Workforce Plan

This section aims to help you:

- Pull all the work from the previous sections together, to form a workforce plan
- Evaluate the progress of your plan

The suggestions below provide some guidance about how a workforce plan may be structured and evaluated. However, every organisation will have differing requirements of their workforce plan and the guidance should be used flexibly to meet your own organisational needs.

Planning Stage	Structuring the Workforce Plan
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Getting Started</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Context &amp; Drivers</b></p>	<p><b>Introduction</b></p> <p>Your introduction may include an account of:</p> <ul style="list-style-type: none"> <li>• Your organisation’s aims and objectives, mission &amp; vision</li> <li>• The context</li> <li>• The people who should be involved</li> <li>• The timescales for implementing the plan</li> <li>• Aims and objectives of the workforce plan</li> <li>• The scope of the plan</li> <li>• Resource implications</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Building a Picture</b></p>	<p><b>The Current Workforce Situation</b></p> <p>This section may include:</p> <ul style="list-style-type: none"> <li>• A picture of the current workforce in terms of structure, and skills and qualification levels</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Developing a Vision</b></p>	<p><b>Projected Workforce of the Future</b></p> <p>This section may include:</p> <ul style="list-style-type: none"> <li>• A vision of where the organisation wants and needs to be in the future</li> <li>• The estimated staffing required to meet need in terms of numbers, roles, qualification levels and shift patterns now and at a projected future date</li> <li>• The resource implications</li> <li>• National requirements</li> </ul>

## Stage 6

<b>Analysing &amp; Bridging the Gap</b>	<b>Action Plan</b> This section may include: <ul style="list-style-type: none"><li>• An analysis of the workforce required to realise your vision for the future, in terms of numbers, roles, skills, working patterns, timescales for change</li><li>• Highlighting priority areas for development</li><li>• Plans to support and retain existing staff</li><li>• Plans to recruit new staff</li><li>• Underpinning strategy to support the whole of your workforce</li></ul>
<b>Structuring &amp; Evaluating the Plan</b>	<b>Evaluating the Plan</b> This section should outline how you will evaluate the workforce plan, taking into account the following questions: <ul style="list-style-type: none"><li>• Is the plan meeting its objectives?</li><li>• To what extent are your priorities being achieved?</li><li>• What is the impact on workforce gaps?</li><li>• Are strategies being implemented effectively?</li><li>• Are the right people being involved in the process?</li><li>• What is working well?</li><li>• What areas of the plan need to be improved?</li><li>• Is there adequate commitment to the process from across the organisation?</li></ul>

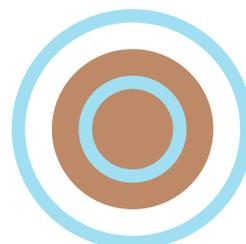
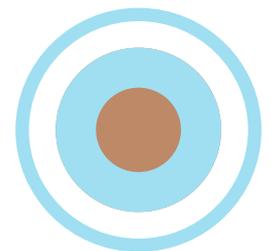
### Conclusion

Developing your workforce plan is just the beginning of a continuous cycle of planning, evaluating and development. The challenge is not only in implementing the plan, but in ensuring that your workforce plan is a living document, that continues to develop your workforce and organisation to its full potential.

This toolkit results from the work of a sub-group of the Voluntary Sector Social Services Workforce Unit's Workforce Development Network.

## Workforce Planning Group Members

Michael Aird	The Richmond Fellowship Scotland
Steven Bell	Scottish Executive
Karen Croan	Quarriers
Caron Duffus	Margaret Blackwood Housing Association
Cathy Fallon	Loretto Housing Association
Trisha Gow	Edinburgh Voluntary Organisations Council
Carmel Liddell	The Action Group
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Karen Miller	The Richmond Fellowship Scotland
Keith Quinn	Scottish Social Services Council
Tom Robson	British Red Cross
Bill Sim	Scottish Borders Council
Alastair Smeaton	The Richmond Fellowship Scotland
Adrian Snowball	Aberlour Child Care Trust



## Appendix 2

### Does Your Social Service Organisation have a Learning Culture? <sup>15</sup>

	<b>Instructions:</b> Give your organisation marks out of 3 for the following statements. [1= we always do this; 2= we sometimes do this; 3= we never do this]	<b>Score</b>
1.	Service user and carer feedback and participation are actively sought, valued and resourced, and used to influence and inform learning	
2.	Team working, learning and making the best use of all staff skills are integral to the organisation	
3.	Opportunities to learn collaboratively with other organisations have been optimised	
4.	There is a system of shared beliefs, values, goals and objectives which underpins learning in the organisation	
5.	The development of new ideas and methods is encouraged and we always provide feedback to people who put ideas forward	
6.	An open learning environment allows learning from mistakes and the opportunity to test out innovative practice	
7.	Messages from research and new evidence are thought about and incorporated into practice	
8.	Learning is facilitated by effective communication systems, both internal and external	
9.	Policies and procedures support a learning culture and are meaningful and understood by everybody	
10.	There is continuous development for all staff including a clear supervision and appraisal policy	
11.	There is capacity for the organisation to use learning and development to change and improve services	
12.	Leaders and managers embody and model the key principles of a learning organisation	
13.	There is evaluation of how learning activities have affected the individual's skills and knowledge	
14.	There is evaluation of the effect of learning activities on individual and/or team performance	
15.	At least once a quarter, there is the opportunity to review what value learning has added to the organisation and what improvements we might need to make	
	Use your scores to identify priority areas for developing a learning culture within your organisation.	

<sup>15</sup> Adapted from SCIE (2004); Learning Organisations: a self assessment resource pack (card 1), and from Scottish Centre for Regeneration (2005); Learning in Regeneration: identifying and meeting learning needs in community regeneration (section 7, p20)

## Useful Links and Resources

## Workforce Planning Guidance

<b>NHS Scotland</b>	<b>National Workforce Planning Framework 2005</b> Available to download from <a href="http://www.scotland.gov.uk/publications">www.scotland.gov.uk/publications</a>
<b>Improvement and Development Agency</b>	<b>Website</b> includes information and resources on workforce remodelling, organisational development and strategic people management: <a href="http://www.idea-knowledge.gov.uk">www.idea-knowledge.gov.uk</a>
<b>Scottish Social Services Council</b>	<b>Workforce Planning Tool:</b> an interactive aid to the workforce planning process. Call the SSSC on 0845 60 30 891.

## Regulation and Development

<b>Scottish Social Services Council</b>	Registration and regulation of the workforce <a href="http://www.sssc.uk.com">www.sssc.uk.com</a>
<b>Care Commission</b>	Regulation of services: <a href="http://www.carecommission.com">www.carecommission.com</a>

## Key Policy Documents

<b>National Strategy for the Development of the Social Services Workforce in Scotland: A Plan for Action</b> [Scottish Executive, 2005]	All available to download from: <a href="http://www.socialworkscotland.org.uk/publications">www.socialworkscotland.org.uk/publications</a>
<b>Changing Lives: Report of the 21st Century Social Work Review</b> [Scottish Executive, 2006]	
<b>Changing Lives: Implementation Plan</b> [Scottish Executive, 2006]	
<b>Sector Skills Agreement Reports</b> [Skills for Care and Development, 2007-8]	
<b>Scotland's Social Services Labour Market: 2nd Report of the National Workforce Group</b> [Scottish Executive, 2006]	
<b>Better Health Better Care</b> [Scottish Government, 2007]	Available from <a href="http://www.scotland.gov.uk">www.scotland.gov.uk</a>

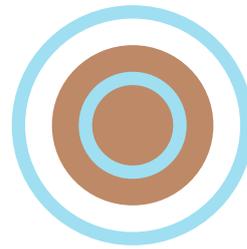
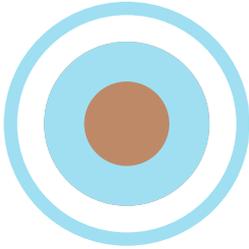
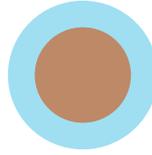
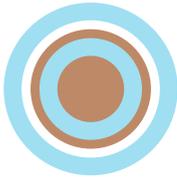
## Appendix 3

### National Policy Information

<b>Scottish Government</b>	Information on all the key policy strands affecting social services: <a href="http://www.scotland.gov.uk">www.scotland.gov.uk</a>
<b>Scottish Council for Voluntary Organisations (SCVO)</b>	Information on issues and policies affecting the voluntary sector: <a href="http://www.scvo.org.uk">www.scvo.org.uk</a>
<b>Social Work Scotland Website</b>	Updates, forums and resources relating to the implementation of the 21 <sup>st</sup> Century Review of Social Work: <a href="http://www.socialworkscotland.org.uk">www.socialworkscotland.org.uk</a>

### Useful Resources

<b>Continuous Learning Framework</b> [SSSC, 2008]	<a href="http://www.sssc.uk.com">www.sssc.uk.com</a>
<b>EVOC Care Training Needs Analysis</b> [Online resource]	<a href="http://www.evoc.org.uk">www.evoc.org.uk</a> 0131 555 9100
<b>Improving Front Line Services: A Framework for Supporting Front Line Staff</b> [ADSW, 2005]	<a href="http://www.socialworkscotland.org.uk/publications">www.socialworkscotland.org.uk/publications</a>
<b>Learning Organisations: A Self-Assessment Resource Pack</b> [SCIE, 2004]	<a href="http://www.scie.org.uk">www.scie.org.uk</a>
<b>Learning in Regeneration: Identifying &amp; Meeting Learning Needs in Community Regeneration</b> [Scottish Centre for Regeneration, 2005]	<a href="http://www.scr.communitiesscotland.gov.uk">www.scr.communitiesscotland.gov.uk</a>
<b>Funding Streams Update</b> [Workforce Unit, 2009]	<a href="http://www.ccpscotland.org/workforceunit">www.ccpscotland.org/workforceunit</a>
<b>National Occupational Standards</b>	<a href="http://www.sssc.uk.com">www.sssc.uk.com</a> or phone 0845 60 30 891 to order a copy on CD Rom
<b>Towards a Competent and Confident Residential Child Care Workforce: A Guide for Residential Managers to the Registration and Continual Professional Development of Residential Child Care Staff</b> [SIRCC, 2006]	<a href="http://www.sircc.strath.ac.uk">www.sircc.strath.ac.uk</a>



## **Voluntary Sector Social Services Workforce Unit**

This toolkit was produced by the Voluntary Sector Social Services Workforce Unit. If you have any questions or comments about this toolkit, or if you would like to share your experiences of developing a workforce plan, please contact Caroline Sturgeon on 01786 849 752, or email [caroline.sturgeon@ccpscotland.org](mailto:caroline.sturgeon@ccpscotland.org)

If you would like to receive regular updates from the Unit, please email your details to: [vswu.admin@ccpscotland.org](mailto:vswu.admin@ccpscotland.org) or contact Laura Weir on 01786 849 752.

Further information, resources and updates are available on the Workforce Unit website: [www.ccpscotland.org/workforceunit](http://www.ccpscotland.org/workforceunit)

