

This guidance resource looks at how [Dementia Skilled – Improving Practice](#)<sup>1</sup> can fit within a wider framework of continuous learning and leadership development.

By revisiting the case study of social care worker Sheena, this guidance shows the relationship between:

- dementia learning and the Continuous Learning Framework (CLF)
- dementia learning and the leadership capabilities for social services.

## What is the CLF?



The CLF sets out a framework for continuous learning for the whole of the social service workforce in Scotland. It aims to improve the quality of outcomes for people using social services by supporting workers delivering them to be the best they can be. View the CLF at [www.continuouslearningframework.com](http://www.continuouslearningframework.com).

### The CLF:

- sets out the shared commitment needed from social service workers and employers to lifelong learning and continuous improvement.
- builds on the SSSC Codes of Practice for Social Service Workers and Employers.
- enables you to capture, clarify and evidence daily learning.
- provides a basis for reflection.

### The four key areas of the CLF:

- Personal capabilities – how people manage themselves and their relationships with others in the workplace.
- Organisational capabilities – the culture and conditions in the workplace that enable social service workers to be the best they can be.
- Knowledge, skills, values and understanding – including education, indirect skills and beliefs.
- Qualifications and training – for example Scottish Vocational Qualifications (SVQ), Higher National Certificates (HNC) or other formal learning.



The CLF's personal and organisational capabilities, set out below, can be connected to dementia learning. This is demonstrated in a case study at the end of this resource.

## Personal capabilities

The personal capabilities describe the ways in which people manage themselves and their relationships with others in the workplace. They focus on how people put their knowledge, skills, values, understanding, qualifications and training into practice. They are:

### Managing relationships:

- **empowering people**
- **working in partnership**
- **leadership**
- **empathy**
- **dealing with conflict**

### Managing self:

- **professional autonomy**
- **lifelong learning**
- **flexibility**
- **confidence**
- **resilience**
- **accurate self-assessment**
- **awareness of impact on others**
- **awareness of wider context.**

## Organisational capabilities

Workers can be committed to doing a good job but unless they are part of an organisation that supports them to learn it can be very difficult to make the most of their capabilities. The six organisational capabilities describe the culture and conditions in the workplace that enable social service workers to be the best they can be. They are:

- **creating a learning and performance culture**
- **treating people with dignity and respect**
- **promoting access to learning and development opportunities**
- **promoting access to feedback**
- **focusing on health and wellbeing**
- **planning for learning, development and improved practice.**

## The leadership capabilities for social services

Developing leadership at all levels in the social service sector is important if services are to overcome future challenges and develop in line with key policy drivers such as the integration of health and social care and the implementation of self-directed support. You can read more about the strategy for building leadership capacity in Scotland's social services in the workforce development section at [www.sssc.uk.com](http://www.sssc.uk.com).


The Scottish Social Services Council (SSSC) worked with a range of workers, employers and partners to create six leadership capabilities. They are linked to the CLF and set out the values, attitudes and behaviours which are central to developing effective leadership at all levels in social services. They are:

- **vision**
- **self-leadership**
- **motivating and inspiring**
- **creativity and innovation**
- **collaborating and influencing**
- **empowering.**

In addition to a focus on workers, the strategic approach to developing leadership capability in social services also recognises the importance of developing learning cultures. Employers are encouraged to use the CLF, in particular the organisational capabilities, to help them develop these supportive cultures.

The SSSC's **Step into Leadership** website supports the social service workforce to develop its leadership capability. It also supports people who use care services and their carers to develop citizen leadership.

There is a [guide](#)<sup>2</sup> on **Step into Leadership** illustrating some connections between the leadership capabilities and the **Promoting Excellence** dementia learning framework across all four levels of practice. This can be found on the plan your pathway page.



Access the dementia leadership guide on the **plan your pathway** page

[www.stepintoleadership.info](http://www.stepintoleadership.info)

“Our vision is for frontline workers, managers and strategic leaders to recognise, understand, develop and use their leadership capability to contribute to service design and delivery that meets the personal outcomes of people using services. In doing so it is anticipated that people receiving services have the opportunity to develop their own leadership capability and influence the design and delivery of the services they receive”.

#### Enhancing Leadership Capability

The strategy for enhancing the leadership capability of Scotland’s social services

Delivery plan 2017-2020



Step into leadership is a one-stop-shop for leadership learning

[www.stepintoleadership.info](http://www.stepintoleadership.info)

## The leadership capabilities in the context of dementia practice

### **Vision**

This capability is about seeing how best to make a difference. An awareness of the national picture of dementia care and support, and a commitment to continuous learning, will help you to demonstrate vision.

### **Self-leadership**

This capability is about taking initiative and making a positive difference, as well as taking responsibility for your own dementia learning.

### **Motivating and inspiring**

This capability is about inspiring people through personal example. This could be by recognising and valuing the rights and quality of life of people with dementia.

### **Creativity and innovation**

This capability is about using creativity and innovation to make changes in a person-centred way, which could be supporting people with dementia to develop new skills and make the most of new opportunities.

### **Collaborating and influencing**

This capability is about understanding the value of working together. For example working with people with dementia and their carers as equal partners will help you to provide the best support possible.

### **Empowering**

This capability is about supporting people to feel empowered and enabled. This could be by promoting leadership at all levels and understanding that people with dementia and their carers have the potential to become citizen leaders.

## Case study



As with the [Guidance for assessors and learners<sup>3</sup>](#), this resource relates dementia learning to other capabilities by using a reflective account written by a fictional social service worker, Sheena.

Sheena is a practitioner working in a care home service for adults. She has completed reflective accounts as part of her employer's dementia training programme, which used **Dementia Skilled – Improving Practice**.



Read Sheena's reflective accounts to see how dementia learning has helped her to demonstrate and enhance her personal and leadership capability:

Module one: <http://learn.sssc.uk.com/s/dg5>

Module two: <http://learn.sssc.uk.com/s/dg6>

In this example, there is also evidence that Sheena's organisation is meeting at least three of the organisational capabilities as detailed below. Greenwood care home service for adults has reached a combination of engaged and established based on the information provided by Sheena:

- **Planning for learning, development and improved practice**

Social service workers are part of an organisation that uses planned and strategic approaches to learning and development to support them to continually improve their practice.

- **Promoting access to learning and development opportunities**

Social service workers will have access to a wide range of informal and formal learning and development opportunities which meet their identified needs.

- **Promoting access to feedback**

Social service workers gain access to high quality, fair and honest feedback in a way that enables them to continually learn, develop and improve their practice.

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<sup>1</sup> <http://www.sssc.uk.com/about-the-sssc/multimedia-library/publications/70-education-and-training/2906-dementia-skilled>

<sup>2</sup> <http://www.stepintoleadership.info/assets/pdf/Promoting-leadership-in-dementia-practice.pdf>

<sup>3</sup> <http://learn.sssc.uk.com/s/dg2>