



Filipinos in Care
Caring Hands, Filipino Smiles

PROJECT CHARM



Care Home Aspiring Registered
Managers Programme

PROGRAMME OVERVIEW

CPD
CERTIFIED
The CPD Certification
Service

CMI Chartered
Management
Institute
RECOGNISED



FILIPINOS IN CARE

PROGRAMME AT A GLANCE

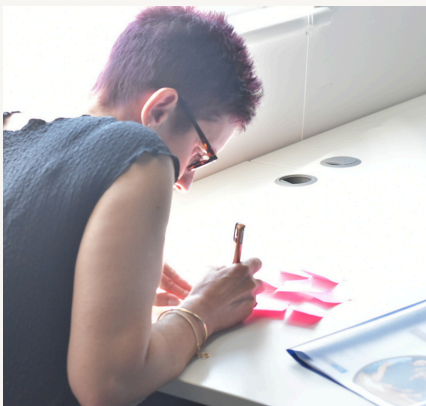
Project CHARM is Filipinos in Care's flagship CPD-accredited and Chartered Management Institute recognised leadership programme for aspiring Registered Managers in adult social care. Designed around the realities of modern care home leadership, it combines sector-specific regulatory knowledge, real-life cases, leadership theory and practice-based learning. The programme helps participants build the competence and confidence to lead with integrity, accountability and vision. It also supports the development of future care home leaders in line with wider priorities around leadership capacity, staff retention and quality improvement.

Advancing the Profile of Internationally Educated Professionals and Leadership Capacity in Social Care

Project CHARM was developed in response to ongoing workforce pressures in social care, where Registered Manager vacancies remain high and leadership turnover continues to affect service stability and quality. Internationally educated professionals make a vital contribution to the sector, yet many remain underrepresented in senior leadership positions.

Filipinos in Care launched Project CHARM to help address this gap through accessible, evidence-informed and culturally responsive leadership development. Offered free of charge, the programme is delivered with the support of sector partners and volunteer facilitators who are committed to developing future leaders from within the profession.

"This programme shows what is possible when we invest in people. Project CHARM supports aspiring leaders in social care and helps build a stronger leadership pipeline for the future". - Jay Trondillo, Programme Lead



Partnership, Impact, and What's Next

Throughout the programme, participants were supported by senior care leaders and executives who served as guest speakers and mentors, offering practical insight and inspiration grounded in real-world experience. As the first cohort graduates, the programme now enters its mentorship phase, enabling participants to continue their development through Chartered Management Institute resources and dedicated mentoring support.

Graduates of the 40-hour, CPD-accredited and CMI-recognised programme leave with both a certificate and Foundation Chartered Manager status, enhancing their professional credibility and preparedness for leadership.

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PROGRAM OBJECTIVES

Upon completion of the programme, participants will be able to:

- »» Demonstrate knowledge and application of effective leadership styles and reflect on personal leadership.
- »» Understand the importance of diversity, equality, and cultural competence in management practice.
- »» Engage with peer learning and feedback in a professional and constructive manner.
- »» Interpret governance processes, compliance structures, and financial reports relevant to care services.
- »» Design an inclusive team culture plan and evaluate team effectiveness strategies.
- »» Reflect on practice and leadership growth through structured discussions and assignments.
- »» Communicate learning insights and critical reflection through structured written and verbal assessments.
- »» Critically evaluate the statutory and regulatory responsibilities of a Registered Manager.



PROGRAMME TIMETABLE

DAY 0
20 June 2026

KICKOFF
WEBINAR

2 HOURS

9AM - 11AM
Virtual

DAY 1
11 July 2026

MODULE
1

FULL
DAY

9AM - 4PM
In Person

DAY 2
15 August 2026

MODULE
2

FULL
DAY

9AM - 4PM
In Person

DAY 3
12 September 2026

MODULE
3

FULL
DAY

9AM - 4PM
In Person

DAY 4
17 October 2026

MODULE
4

FULL
DAY

9AM - 4PM
In Person

MODULE OVERVIEW

MODULE 1: THE ROLE OF THE REGISTERED MANAGER AND STATUTORY RESPONSIBILITIES

- Overview of the role and professional accountability
- CQC assessment framework and regulatory compliance
- Reflective journaling, role-mapping exercises
- Case study analysis on unsafe and outstanding care

MODULE 2: LEADERSHIP AND PEOPLE MANAGEMENT

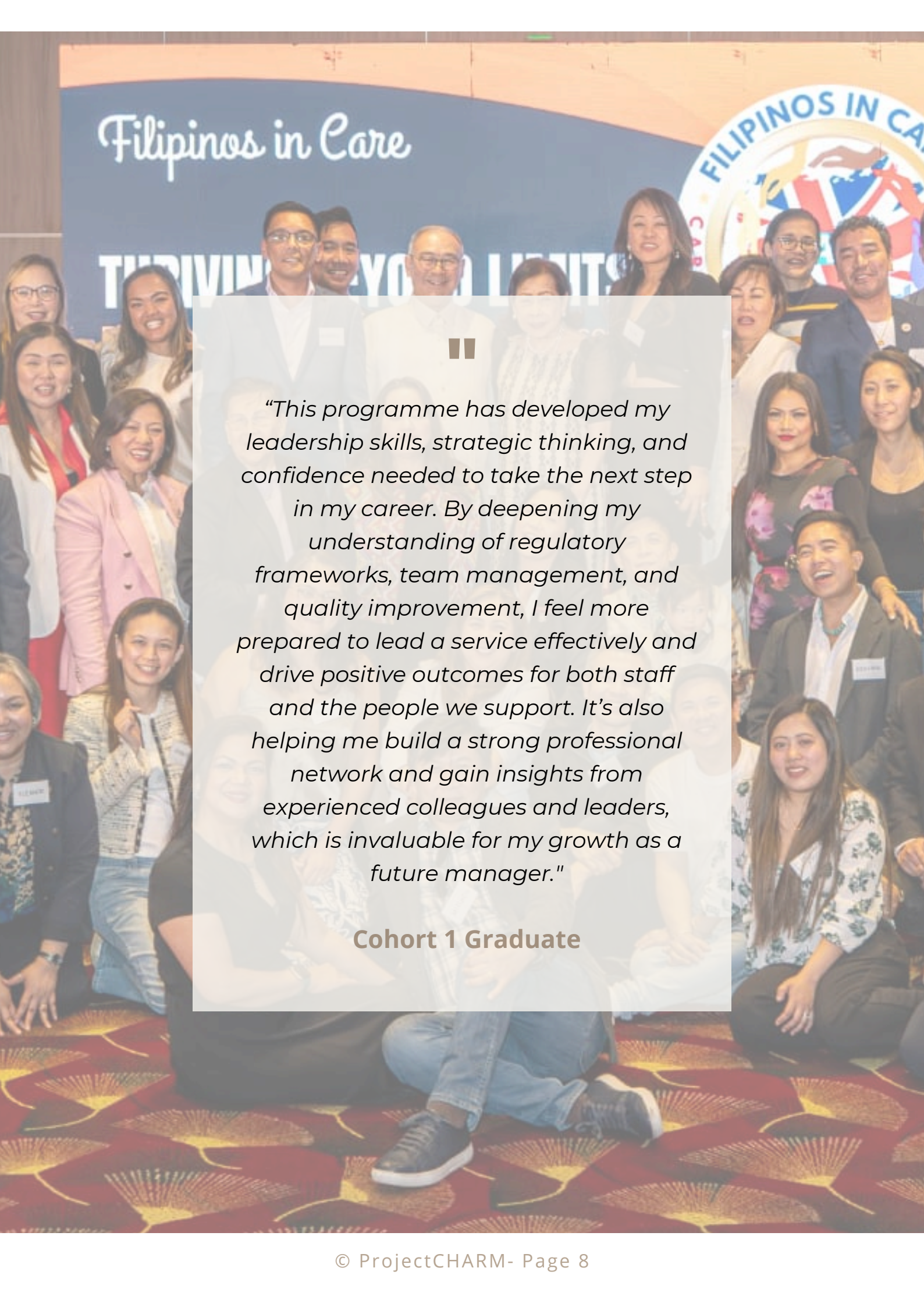
- Defining Leadership in Care Homes
- Self-assessment using Goleman's leadership style inventory
- Vision-mapping and values alignment exercises
- Emotional intelligence, resilience, and culture building

MODULE 3: GOVERNANCE AND OPERATIONS MANAGEMENT

- Governance and management in care home settings
- Applying governance frameworks to real CQC published cases
- Operational management fundamentals
- Risk Management and Building a Culture of Continuous Improvement

MODULE 4: LEADERSHIP IN ACTION: MANAGING CHANGE AND IMPROVING OUTCOMES

- Managing and Implementing Change in Care Homes
- Measuring Change Outcomes in Care Homes
- Financial Acumen and Operational Management in Care Settings
- Leadership Tools for Driving Improvement



"This programme has developed my leadership skills, strategic thinking, and confidence needed to take the next step in my career. By deepening my understanding of regulatory frameworks, team management, and quality improvement, I feel more prepared to lead a service effectively and drive positive outcomes for both staff and the people we support. It's also helping me build a strong professional network and gain insights from experienced colleagues and leaders, which is invaluable for my growth as a future manager."

Cohort 1 Graduate

HOW THE PROGRAMME IS DELIVERED

Project CHARM employs a face-to-face model blended with virtual learning, using Canvas for assignments and other learning materials. The programme places strong emphasis on experiential, reflective, and peer-assisted learning. Each module is grounded in adult learning principles and delivered through the following methods:

- **Scenario-Based Learning:** Participants analyse realistic case studies aligned with CQC outcomes.
- **Group Work and Peer Discussion:** Each cohort is divided into teams for ongoing collaborative learning.
- **Leadership Self-Assessments:** Participants assess their leadership styles using validated tools.
- **Journaling and Reflective Practice:** Structured journaling prompts guide personal insight.
- **Facilitated Debriefs and Feedback:** All exercises include clear debrief questions to reinforce learning.
- **Canvas Integration:** Pre-readings, module discussions, group work, post-module reflections, and feedback surveys are hosted in Canvas.

ASSESSMENTS INCLUDE:

- Reflective Essay
- Self-Assessment and Reflective Summary
- Group Presentation on a Quality Improvement Plan
- Care Home Strategic Plan

NOTES:

Each assessment is aligned to learning outcomes and is evaluated using a 4-criteria rubric (Content and Understanding, Structure & Clarity, Use of Evidence & References and Reflection & Critical Thinking) scored from 1 to 5.

FOLLOW- UP SUPPORT:

- **Peer support network** – Group platform for continued collaboration
- **One-to-one mentoring** – Follow-up coaching and mentoring sessions. Each participant will be assigned a mentor for up to 2 months after the course.
- **Structured check-ins** – Virtual catch-ups to track progress and share successes with their mentor and the programme team.



OVERVIEW OF CANVAS VLE (VIRTUAL LEARNING ENVIRONMENT) USE

The Project CHARM Programme utilises Canvas as the official Learning Management System (LMS) to deliver a structured, interactive and supportive blended learning experience.

Canvas will serve as the central hub for accessing course materials, participating in discussions, submitting assignments, receiving feedback, and completing programme and module evaluations.

Canvas will also be utilised to book and manage the mentorship support as part of the cohort benefit for joining the programme.

Learners are expected to actively engage with Canvas before, during, and after each module to ensure successful progression through the programme.

PRE-MODULE DISCUSSIONS

Before each module delivery, learners will complete a Pre-Module Discussion Activity on Canvas.

- Pre-module discussions are designed to activate prior knowledge, stimulate critical thinking, and allow participants to reflect on key themes ahead of the in-person sessions.
- These discussions must be completed at least 24 hours before the module face-to-face session.
- Facilitators will revisit and summarise key insights from these discussions during the module's introductory session.

FACE-TO-FACE SESSIONS AND RECAP

During the face-to-face delivery, facilitators will:

- Recap key points raised during the pre-module discussions.
- Encourage learners to critically build upon their reflections through interactive activities and group discussions.
- Connect theoretical frameworks to real-world leadership practice within the care sector.

FOLLOW- UP SUPPORT

Following the face-to-face teaching session, learners are required to participate in a Post-Module Discussion on Canvas.

- Post-module discussions aim to consolidate learning, trigger reflective practice, and encourage brainstorming of ideas applicable to their current or future leadership roles. Learners are also able to comment on each other's contributions.
- Learners are expected to respond thoughtfully to the post-discussion question and, where appropriate, engage with their peers' contributions.

ASSIGNMENTS AND ASSESSMENT SUBMISSIONS

- At the conclusion of each module, a formal assignment will open on Canvas.
- Learners will have 7 calendar days to complete and submit the assignment, except for the final summative assignment, which allows for 14 calendar days due to the depth of work required.
- Assignments must be uploaded directly via Canvas under the specified assignment submission area for each module.

Each assignment will be assessed using a standardised marking rubric, also visible on Canvas, which evaluates:

1. Content and Understanding
2. Structure & Clarity
3. Use of Evidence & References
4. Reflection & Critical Thinking

Scores range from 1 (Inadequate) to 5 (Excellent) across all criteria.

Assignments must achieve a passing standard to meet the completion requirements for the programme.

SURVEYS & FEEDBACK

Learners will also complete:

- Module Evaluation Surveys on Canvas after each module to provide feedback on the content, delivery, and learning environment.
- Pre-Programme and Post-Programme Surveys to assess changes in knowledge, skills, and leadership confidence over the duration of the programme.

Completion of surveys is vital to our quality assurance and programme improvement processes and forms part of the course engagement requirements.

PROGRAMME COMPLETION AND CERTIFICATION

- To complete the CHARM Programme and be eligible for certification:
 - Learners must participate in all modules, contribute meaningfully to pre- and post-module discussions, complete all assignments with passing grades, and submit all required evaluations and surveys.
 - All coursework and surveys must be completed within the timelines set out unless mitigating circumstances are approved by the Programme Lead in writing.
 - Upon successful completion, learners will receive a Certificate of Completion, which qualifies for 40 CPD credits, an optional CMI verified certificate of completing the programme and access to CMI resources after the programme.
 - If the learner misses attendance in any of the modules, they will have the option to attend the next cohort to complete the programme.

IMPORTANT NOTE

By participating in discussions, submitting assignments, and completing surveys on Canvas, learners consent to the use of anonymised data for programme evaluation and research purposes. Personal identifying information will not be disclosed.

THANK YOU!

On behalf of Filipinos in Care and the Project CHARM team, we sincerely thank every participant for your time, energy and enthusiasm. We hope you have learned a great deal throughout this journey and that the knowledge and experiences gained will inspire you as you move forward in your career.



FILIPINOSINCARE.ORG.UK

All information is correct at the time of going to press. Please contact Filipinos in care at info@filipinosincare.org.uk for more information.