NHS

National Treatment Agency for Substance Misuse

Staff development toolkit for drug and alcohol residential services

National minimum standards for care homes for younger adults and adult placements

DrugScope

Alcohol Concern

EATA

European Association for the Treatment of Addiction

National Treatment Agency

More treatment, better treatment, fairer treatment

The National Treatment Agency (NTA) is a special health authority, created by the Government in 2001, with a remit to increase the availability, capacity and effectiveness of treatment for drug misuse in England.

The overall purpose of the NTA is to: double the number of people in effective, well managed treatment from 100,000 in 1998 to 200,000 in 2008; and increase the proportion of individuals completing or appropriately continuing treatment, year on year.

Staff development toolkit

This toolkit has been commissioned by the NTA as a contribution to its workforce development strategy, in particular to enable residential service managers to meet the human resource standards of the *National minimum standards for care homes for younger adults and adult placements*. The pack contains a series of sample forms. The complete pack is available online at www.nta.nhs.uk.

Target audience

This toolkit is for the managers of drug and alcohol residential treatment services.

Acknowledgements

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Iain Armstrong (Alcohol Concern), Frank Bond (National Drug Users Development Agency), David Finney (National Care Standards Commission, [NCSC]), Fiona Hackland (DrugScope), Debbi Murtagh (Odyssey Trust), Carole Richardson (NTA), Ian Robinson, European Association for the Treatment of Addiction (EATA) and Andy Tilden (Training Organisation for Social Care, [Topss]).

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Broadway Lodge
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Clouds House
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Phoenix House.

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Contents

1 Introduction

This toolkit aims to provide straightforward and practical guidance on staff development for drugs and alcohol residential services.

It is intended for the busy manager, who is not a human resources specialist, but who is required to comply with the staffing requirements of the *National minimum standards for care homes for younger adults and adult placements*.

> ***National minimum standards for care homes for younger adults and adult placements* were introduced through the Care Standards Act 2000 (backed up by the Care Homes Regulations 2001).**
>
> **The Care Standards Act 2000 also established the National Care Standards Commission (NCSC) as the body which regulates care homes.**
>
> **Inspectors from the NCSC will expect to see human resources policies and procedures that meet the National minimum standards on their inspection visits.**

1.1 How to use the toolkit

The toolkit is divided into sections, each of which contains guidance notes covering a key area of staff development activity. Each can be treated as a stand alone section. It is hoped that you will feel able to dip into the toolkit as required, perhaps referring to particular sections as the need arises.

The guidance notes are supported by a set of pro forma documents, which can be copied or adapted for use in your own organisation. Use of these pro forma documents is **not** a requirement to comply with the *National minimum standards*, particularly if you already have your own systems established. However, they do represent examples of good practice, which you are free to use.

This toolkit, including all the pro forma documents can be downloaded from the NTA web site: www.nta.nhs.uk.

1.2 The staffing requirements of the National minimum standards

The importance of staffing issues in the *National minimum standards for care homes* is summarised in the introduction to the standards: "*Probably the most important factor for younger adults living in care homes is the staff who work there*". Some of the key areas where this toolkit can help to meet the *National minimum standards* and the Care Homes Regulations 2001 are indicated overleaf.

Toolkit sections and related standards and regulations

Toolkit section	National minimum standards for care homes	The Care Homes Regulations 2001
Section 3 **Job descriptions**	**Standard 31.1** "…staff have clearly defined job descriptions…"	
Section 4 **Recruitment and selection**	**Standard 34.1** "The registered person operates a thorough recruitment procedure based on equal opportunities and ensuring the protection of users." **Standard 34.2** "Two written references are obtained before making an appointment and any gaps in the employment records explored." **Standard 34.3** "New staff are confirmed in post only following completion of a satisfactory police check, satisfactory check of the Protection of Children and Vulnerable Adults and Nursing and Midwifery Council (NMC) registers." **Standard 34.8** "The recruitment and selection of volunteers is thorough and includes police and POVA/POCA (Protection of Vulnerable Adults/Protection of Children Act) checks."	**Regulation 19** The registered person shall not employ a person to work at the care home unless (a) the person is fit to work at the care home (b) …he has obtained in respect of that person the information and documents specified in - (i) paragraphs 1 to 6 of Schedule 2, for example 1. Proof of the person's identity, including a recent photograph 2. The person's birth certificate 3. The person's current passport (if any) 4. Documentary evidence of any qualifications of the person 5. Two written references relating to the person 6. Evidence that the person is physically and mentally fit for the purposes of the work which he is to perform at the care home.

Toolkit section	National minimum standards for care homes	The Care Homes Regulations 2001
Section 5 **Induction**	**Standard 35.3** "All staff receive structured induction training (within six weeks of appointment)"	**Regulation 18** The registered person shall, having regard to the size of the care home, the statement of purpose and the number and needs of service users (a) ensure that at all times suitably qualified, competent and experienced persons are working at the care home in such numbers as are appropriate for the health and welfare of service users… (c) ensure that the persons employed by the registered person to work at the care home receive: (i) training where appropriate to the work they are to perform; and (ii) suitable assistance, including time off, for the purpose of obtaining further qualifications appropriate to such work.
Section 6 **Training and development**	**Standard 35.2** "The home has a training and development plan…" **Standard 35.5** "Each member of staff has an individual training and development assessment and profile…" **Standard 35.6** "A training needs assessment is carried out for the staff team as a whole and an impact assessment of all staff development is undertaken." **Standard 35.7** "Training and development are linked to the home's service aims and to service users' needs and individual plans; and service users are involved in determining staff training needs and plans."	
Section 7 **National Vocational Qualifications**	**Standard 32.5** "Care staff hold a care NVQ 2 or 3…or the registered manager can demonstrate that through past work experience staff meet that standard." **Standard 32.6** "50% of care staff… in the home achieve a care NVQ 2 (by 2005). **Standard 37.2** The registered manager has: "ii. qualifications at level 4 NVQ in both management and care (by 2005); OR iii. where nursing care is provided by the home, is a first level registered nurse and has a level 4 NVQ in management (by 2005)."	As above

Toolkit section	National minimum standards for care homes	The Care Homes Regulations 2001
Section 9 **Appraisals**	**Standard 36.4** "Staff have regular, recorded supervision meetings at least six times a year." **Standard 36.6** "Staff have an annual appraisal with their line manager to review performance against job description and agree career development plans."	**Regulation 18** (2) The registered person shall ensure that persons working at the care home are appropriately supervised.
Section 10 **Supervision**	**Standard 36.3** Staff who supervise colleagues are trained, and are supported/supervised by senior staff." **Standard 36.4** "Staff have regular, recorded supervision meetings at least six times a year…"	

2 National Occupational Standards

National Occupational Standards have been developed for most occupations in the UK.

They describe the standards of performance and the level of knowledge required for a worker to be effective in a particular occupation.

All National Occupational Standards are made up of a series of units. Each unit describes the standards of performance and the level of knowledge required for a particular function in a job.

These standards have many potential uses, for example when writing job descriptions, planning training and conducting appraisals. They also provide the framework around which National Vocational Qualifications (NVQs) are developed.

This toolkit has been produced at a time when National Occupational Standards are becoming increasingly important for the drugs and alcohol sector. The Drugs and Alcohol National Occupational Standards (DANOS) have only recently been developed and were approved by the Qualifications and Curriculum Authority in August 2002.

The Drugs and Alcohol National Occupational Standards include units designed to reflect specific functions of the drugs and alcohol sector. However, where appropriate, they also incorporate National Occupational Standards from other sectors.

For example, in the drugs and alcohol area of "service delivery" there are 45 units, 16 of which are taken from the care sector. This 'sharing' of units between occupational areas is intended to maximise the transferability of skills and qualifications.

2.1 How National Occupational Standards are developed

National Occupational Standards are developed through consultation with those who actually work in the relevant occupational area. Until March 2002, the organisations responsible for developing National Occupational Standards were the National Training Organisations (NTOs). From March 2002, Sector Skills Councils are being established to continue this work.

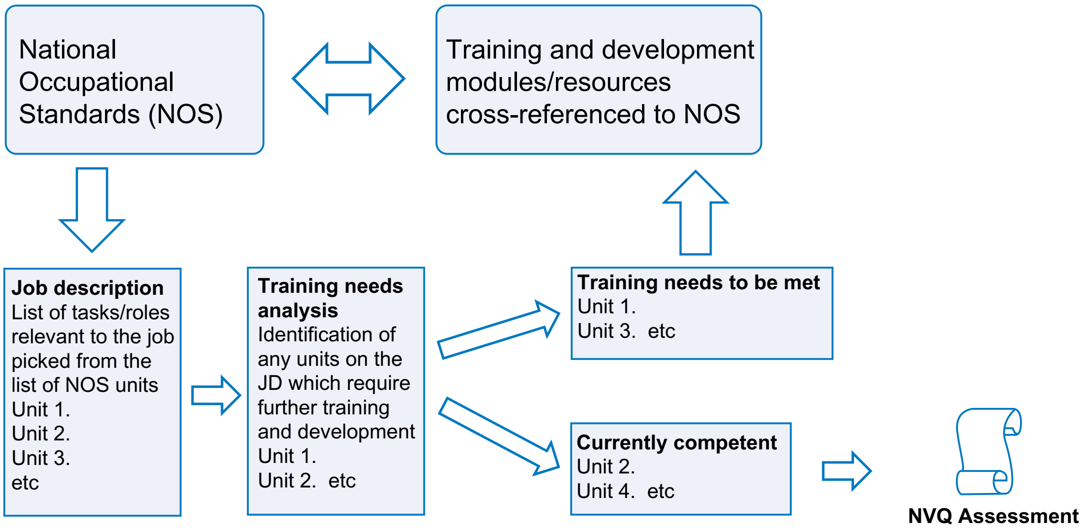
Copies of National Occupational Standards are available from NTOs or Sector Skills Councils (either in hard copy, on CD-ROM or to download from a web site). For contact details see below.

National Occupational Standard	NTO/Sector Skills Council
Care	**Training Organisation for Social Care (Topss)** Tel: 0113 245 1716 www.topss.org.uk
Management	**Management Standards Centre** Tel: 020 7240 2826 www.management-standards.org
Drugs and alcohol	**Skills for Health** Tel: 0117 922 1155 www.skillsforhealth.org.uk
Other occupational areas	Details of other sector skills councils can be obtained from the Sector Skills Development Agency.

For full contact details of NTOs and Sector Skills Councils, see Sources of further information and support.

Diagram 1: National Occupational Standards

This diagram illustrates how National Occupational Standards are used to integrate recruitment, appraisal and training delivery.



3 Job descriptions

Standard 31.1
"The registered manager ensures that staff have clearly defined job descriptions and understand their own and others' roles and responsibilities."

Standard 31.3
"Staff job descriptions are linked to achieving service users' individual goals as set out in the Service User Plan."

A job description describes the tasks and responsibilities that comprise a job. Recruitment, selection and subsequent appraisal should be based around the worker's ability to perform against the job description and accompanying person specification.

The length and complexity of a job description will vary according to the job involved, but a good simple description is valuable for even the most straightforward of jobs.

In order to write a job description, you will need to be clear about the job's main features i.e. the main tasks, duties, expected results and the relationship with other jobs.

If you are the job holder, or line manager to the job holder this information may seem fairly obvious. However, it is usually a good idea to discuss the job with others (e.g. other job holder/s or line manager/s) to ensure that all aspects of the job are considered, including ways the job may be changing or developing.

If you need to write a job description for a job which you do not know well (or perhaps you are writing a job description for a job that is being newly created), then a more formal analysis of the job may be required. This process of collecting information to write a job description may be assisted by using a '**job analysis questionnaire**' – this provides a checklist of the key issues to be covered. A job analysis questionnaire can be completed by the current job holder/s or during an interview with the job holder/s.

See Job analysis questionnaire – Form 1

National Occupational Standards

National Occupational Standards provide a good basis for job descriptions, because they are made up of units that describe the tasks and roles applicable to an occupational area.

For example, when writing a job description for a drugs or alcohol residential worker, it would be useful to review the list of Drugs and Alcohol National Occupational Standards (DANOS) units and pick out those that are relevant to the job in question. The unit titles then provide a list of tasks relevant to that job description and within the units the expected standards of performance and knowledge required are described.

A job description based on National Occupational Standards will also assist in identifying training and development opportunities and qualifications relevant to that job.

The structure of a job description

A job description should include the following:

- **Job title**
- **Department**
- **Reporting to**
- **Location**
- **Grade**
- **Date** (when last up-dated)
- **Main purpose of job** (one sentence describing the overall purpose of the job)
- **Main tasks of the job**
  (Identify units from National Occupational Standards applicable to the role e.g. DANOS and/or Care. Also consider the needs of service users as set out in the service user plans.)
- **Level of responsibility**
  (e.g. number of staff supervised, role as a team member, compliance with regulations/legislation etc.)
- **Working conditions**
  (e.g. hours of work, any travelling required etc).

See Job description pro forma - Form 2

4 Recruitment and selection

Standard 34.1

"The registered person operates a thorough recruitment procedure based on equal opportunities and ensuring the protection of users."

A thorough recruitment and selection procedure will increase the chance of identifying the most suitable applicant for a job vacancy. It also assists those responsible for recruitment to be confident in their decision making.

The recruitment process is usually the first direct experience an employee has of an organisation. It is therefore important that the process is as professional as possible and promotes a positive image of the organisation.

Poor recruitment practices will give out the wrong messages to successful applicants who may begin their employment with negative impressions of the organisation and a lack of understanding of their new role. This could lead to a high turnover of employees and poor performance.

For every successful applicant there will inevitably be many more unsuccessful applicants. It is vital that they are also treated as fairly and professionally as possible. This is an opportunity to promote a positive image in the local community among whom there will be potential future employees and service users.

4.1 Developing job descriptions and person specifications

4.1.1 Job description

The first stage in recruitment and selection is to be clear about the requirements of the job that is to be filled. If this is not clear, it will not be possible to decide which applicant is most suitable!

The job description provides a description of the job to be filled (See section 3 for how to develop a job description).

4.1.2 Person specification

Once you have an accurate and up-to-date job description, it will be possible to decide on the attributes of the ideal person to fill that job. This is described in the 'person specification'.

A person specification is a profile of the skills, knowledge and characteristics needed for a worker to perform a specific job. The recruitment and selection process revolves around identifying methods to assess the skills, knowledge and characteristics of applicants to find the individual who most closely matches that person specification.

A clearly written person specification provides an objective set of criteria against which to make a decision that can, if necessary, be justified at a later stage.

A person specification normally presents the key attributes required to do the job as either 'essential' or 'desirable'.

Typically, the person specification is divided into a number of categories to help you focus on specific attributes required for the job. For example:

1. **Physical** – e.g. mobility, good eye sight etc
2. **Education and training** – any specific qualifications or prior training
3. **Experience** – any specific prior experience
4. **Specialist skills and knowledge**
5. **Personal qualities** – e.g. reliability, self motivation, good team worker etc
6. **Social circumstances** – e.g. ability to work unsociable hours etc.

See Person specification pro forma - Form 3

4.1.3 Equal opportunities

The attributes on the person specification must be objective, based purely on the requirements of the job and not on any form of direct or indirect prejudice. It is vital that you do not specify any attributes that would unfairly discriminate against applicants.

The main laws on equality relevant to recruitment and selection are:

Sex Discrimination Act 1975

This makes discrimination on the grounds of gender or marriage unlawful and applies to men and women.

Race Relations Act 1976

This makes discrimination on the grounds of race, colour, nationality, ethnicity or national origin unlawful. The law covers people from all racial groups, including white people.

The Race Relations Amendment Act (2000) extended the application of the Race Relations Act for public bodies: "It is unlawful for a public authority in carrying out any functions of the authority to do any act which constitutes discrimination".

Disability Discrimination Act 1996

This deals with discrimination against disabled people – that is when someone treats a disabled person less favourably than someone else without justification, for a reason related to their disability. Employers are required to make 'reasonable adjustments' to work arrangements or premises which place a disabled person at a substantial disadvantage. *The employment provisions of this act only apply to employers with 15 or more people.*

Age discrimination

Legislation specific to age discrimination is planned to be introduced by about 2004.

Equal opportunities guidance

Equal opportunities legislation can be complex to interpret. For example, in certain limited circumstances it is lawful to discriminate in recruitment, promotion and transfer in a job for which the sex or race of the worker is a Genuine Occupational Qualification (GOQ). Section 7 of the Sex Discrimination Act, for example, states that a job may be restricted to one sex where the essential nature of the job, or of particular duties attached to the job, calls for a member of one sex (Equal Opportunities Commission, 2002). However, there are strict criteria to be met before a GOQ can be regarded as acceptable and this would always be open to challenge from an aggrieved individual. Complaints against an employer would be heard in an employment tribunal, where the burden of proof would lie with the employer to establish the validity of a GOQ.

If you are in any doubt about complying with equal opportunities legislation do not hesitate to seek advice. The following bodies provide free information and guidance on all aspects of equal opportunities legislation and good practice:

- Equal Opportunities Commission
  Tel: 0845 601 5901
  www.eoc.org.uk
- Commission for Racial Equality
  Tel: 020 7939 0000
  www.cre.gov.uk
- Disability Rights Commission
  Tel: 08457 622633
  www.drc-gb.org

4.2 Attracting applicants

Once you have a job description and person specification you can begin to attract job applicants. If you use the local job centre or a recruitment agency, the job description and person specification will provide detailed information to help attract the most appropriate applicants. Alternatively, you may decide to advertise.

4.2.1 Job advertisements

The job advertisement must always be written after the job description and person specification have been produced. This will help you to be exact about the job on offer and the person you are looking for. This greatly increases your chances of attracting the right person for the job.

4.2.2 Application forms

It is good practice to use an application form rather than asking applicants to submit CVs. The use of an application form helps in the shortlisting process as details of all applicants are presented in a standard format. Most application forms also allow for personal details (e.g. name, age, address, nationality etc) to be removed prior to shortlisting. This is good practice with regard to equal opportunities.

Writing a job advert

A good advert makes key facts clear at a glance – this will attract the attention of those who may have an interest in the job.

The key facts that should be clear at a glance are:

- Organisation name (and logo if applicable)
- Job title
- Location
- Salary (plus any benefits).

Further details should then be contained in the main text of the advert:

- brief description of the organisation
- brief description of the job (taken from the job description)
- brief description of the essential (and possibly desirable) characteristics required of the job holder (taken from the person specification)
- working conditions (e.g. hours, also, is it possible to job share / work part time etc)
- how to apply (e.g. complete an application form)
- provide a contact name and address (and telephone number if appropriate)
- state closing date for applications.

Do not be afraid to specify the ‘essential’ criteria you identified in writing the person specification. This will encourage candidates to ‘self select’. Remember that a carefully worded advert, based upon an accurate job description and person specification, will save time in the long run. If the advert is too vague about the person required, you are likely to receive more inappropriate applications that you then have to process. It is easier and more efficient to receive a smaller number of very appropriate applications.

4.3 Selection

4.3.1 Shortlisting

Once applications for the job have been received it is necessary to select those candidates that you wish to interview.

This process involves comparing the information on the application forms to the requirements defined in the person specification.

Plan in advance who will be responsible for shortlisting applicants to ensure that the decision making process is consistent.

The decision whether or not to shortlist a candidate should be recorded (perhaps as a note attached to each application), with reasons which relate to the essential and desirable criteria from the person specification.

How selective to be at the shortlisting stage will depend in part on the number of applications received. However, you would not shortlist any applications that do not meet all of the essential criteria from the person specification.

Remember, the more applicants you shortlist the more time consuming will be the assessment/interview process (and potentially the more confusing will be the selection of a suitable candidate). This once again demonstrates the importance of a detailed job description and person specification in order to reject unsuitable candidates before the interviewing/assessing stage.

Once you have arrived at a shortlist of applicants, you are ready to carry out a more in depth assessment of those applicants.

4.3.2 Assessment of shortlisted applicants

It is good practice to review the required attributes on the person specification and identify the most appropriate assessment method for each of the desired attributes. For example, some attributes may already be apparent from the application form, others may require in-depth questioning during an interview and others may be more suited to assessment through a short work-related task.

Arranging for shortlisted applicants to complete a work-related task either before or during their interview can in some circumstances reveal a great deal about an applicant's suitability for a job.

If this option is chosen, then do be sure to plan the task thoroughly in advance both to ensure that any necessary resources are available and that each candidate is treated equally.

4.3.3 Interviews

Interviews remain the most commonly used method of selecting candidates for a job. They are particularly useful as an opportunity for both employer and candidate to find out large amounts of information about each other in order for each to come to a decision.

However, interviews can be unreliable as a means of predicting the future success of a candidate in a job. This is largely due to many interviews being haphazard and unstructured. It is also due to the decision making process itself. Studies have shown that 85% of selection decisions are made within 4 minutes of the start of the interview (Webster).

The purpose of an interview is to answer three fundamental questions:

1. Can the candidate do the job? Is he or she competent?
2. Will the candidate do the job? Is he or she motivated?
3. How is the candidate likely to fit into the organisation?

Further aims of the interview are:

1. to provide the candidate with information about the job and the organisation
2. to give the candidate a favourable impression of the organisation to encourage the most appropriate candidate to join.

There is no doubt that the effectiveness of an interview will be greatly enhanced by thorough preparation.

Preparing for the interview

1. Estimate the time needed for each interview, allowing for time to complete notes after each one. As a general rule, do not schedule more than six interviews in one day.
2. Decide the timetable – it may be a good idea to see those travelling the shortest distance first.
3. Arrange a suitable venue for the interviews; ensure adequate seating, lighting, heating and avoid all interruptions, e.g. put a notice on the door and divert any phone calls.

4. Ensure you have copies of the job description and person specification.
5. Select appropriate members of the interview panel. It demonstrates good practice with regard to equal opportunities to aim for a diverse interview panel (e.g. if possible avoid single sex panels). Also, consider whether panel members are competent interviewers (in particular, all interviewers must be aware of their responsibilities in compliance with equal opportunities legislation).
6. Have a copy of each candidate's application form (for each member of the interview panel). Ensure these are available well in advance, so that interviewers have read the application forms *before the interview*.
7. Identify the aspects of the job in which the candidate fully matches the specification or where they have little or no experience in order that these points can be probed more deeply during the interview. In these areas the interviewers have to make a judgement on the importance of such gaps and how readily the gaps can be filled by future training and experience.

Arrange the layout of the room

Decide on the atmosphere that you wish to create. For example, desks can be a barrier between candidate and interviewer – you may wish to create a more relaxed, informal atmosphere with comfortable seats arranged at right angles (rather than confronting each other!).

Reception of candidates

Brief the person who will be meeting the candidates as they arrive – who to expect, where they should wait and who will be conducting the interviews.

Upon arrival candidates should be offered a comfortable place to wait, refreshments (water/tea/coffee) and shown the location of the WCs.

The interview

You should start interviews by putting candidates at their ease. You want them to provide information and to talk freely and openly. Start with an 'ice-breaker' question such as 'How was your journey this morning?'

During the interview it is good practice to follow a standard structure for all candidates. **Therefore, the main areas for questioning should be planned in advance (based upon the requirements identified in the person specification).** Following a standard structure will be the most effective way to ensure that each candidate is treated equally and that nothing is missed out. It will also assist with time keeping. If you are conducting a panel interview, allocate areas for questioning to each member of the panel before the interview. It also helps if each interviewer, when concluding his or her topics, invites others to pose any additional questions in case a pertinent question has been missed or not answered in sufficient depth.

One of the main benefits of a panel interview is that the panel member who is not asking questions at a particular time has an opportunity to:

- write notes of the candidates' replies
- note the reaction of the candidate to questions (uneasy/surprised/hesitant etc)
- note the candidate's eye contact, posture, tone of voice etc.

Following the opening of the interview, it is the candidate who should be encouraged to do most of the talking. This is helped by the interviewer/s using open questions and listening actively and attentively.

Questioning during an interview

Ask **open** questions – this encourages the candidate to express him/her self (these questions usually start with Why? What? When? Where? How? Tell me about…).

Follow up with **probing** questions – perhaps to investigate further when an answer is too superficial or general ("tell me more about…").

Ask questions about **situations in the past** – this may indicate how a candidate will respond in the future.

You may wish to use **hypothetical** questions – these involve putting a situation to a candidate and asking how they would respond.

Avoid **closed** questions that can be answered by Yes or No.

Avoid **multiple** questions – these can be confusing:
("What do you think caused the problem, what solutions have you considered and why?).

Do not use **leading** questions which contain their own answer:
("You feel you can work well in a team do you?").

Do not attempt to help out a person who is struggling by answering your own questions. This will be counter-productive.

Do not be distracted from listening to the candidate. This is another reason for planning questions in advance so the interviewer can concentrate on listening to a candidate's responses rather than planning the next question while the candidate is speaking.

Also, beware of the 'halo effect' when a good first impression is seized upon by the interviewer who then only looks for information which will reinforce the first impression. First impressions can affect how prepared an interviewer is to listen to the candidate. Try to avoid making a judgement before having a chance to hear what the candidate has to say.

Questions which imply an intention to discriminate must not be asked. This includes questions relating directly or indirectly to race, marital status, political or religious beliefs.

Skills of 'attention' interviewing

The successful interviewer will concentrate on the candidate and encourage the candidate through actively showing interest. This can be achieved both verbally and non verbally:

Verbal

- open questioning
- summarising what has been understood
- probing for further information/explanation

Non-verbal

- maintaining eye contact
- smiling
- nodding
- open and relaxed posture.

Encourage the candidate to ask any questions about the job and the conditions of employment. These should be answered as openly and accurately as possible. Also, it is useful to assess the candidate's reaction to the information provided.

Finishing the interview

In the closing stage of the interview, candidates should be asked if they have anything they wish to add in support of their application. They should be given the opportunity to ask questions. At the end of the interview the candidate must be thanked and told what the next step will be.

At the end of each interview, write up your notes so you can remember the key points and, if appropriate, provide feedback to the candidate or justify the decision made.

Remember that job applicants (and employees) are legally entitled to request copies of information kept about them. Therefore, restrict your comments on the interview notes to an objective assessment of how the candidate meets (or does not meet) the requirements of the person specification.

4.3.4 Diagram 2: Interview structure – a checklist

Opening

Welcome ⇩	
Introduce interviewer/s ⇩	Who the interviewer is and why s/he is conducting the interview Remember your 'ice breaker' question
Explain the structure of the interview ⇩	Make clear what is going to happen and approximately how long the interview will last
Reassure candidate that the interview is a two-way process ⇩	The candidate can ask for questions to be repeated/clarified and will have an opportunity to ask any further questions at the end
Explain that you will be taking notes ⇩	Don't ask if it is OK for you to take notes – they may say no!

Interview content

Structure your questioning around the pre-set questions you have developed based upon the requirements identified in the person specification ⇩	Also, probe further to clarify information given on the application form
Encourage the candidate to ask any questions ⇩	For example, about the job and the conditions of employment

Close

Check the candidate's continued interest in the job ⇩	The candidate may decide that the job / organisation / environment is not for them
Explain what will happen next ⇩	When a decision will be made and how the candidate will be informed of the result
Thank the candidate ⇩	
Show him/her out ⇩	
Interviewers write up their notes/decision sheet	Notes should be placed with the candidate's application form.

Analysing the result of the interview

The analysis of the result of an interview should concentrate on establishing the extent to which the candidate has met the person specification. Reference should be made to each of the essential and desirable requirements set out in the person specification and an indication given of how the candidate measures up to them. Candidates who fail to demonstrate that they have the essential qualities required can be eliminated. The final choice will be made on the basis of the candidate who rates highest on both the essential and desirable characteristics.

Even successful candidates may lack some of the skills and knowledge required for their new job. This should be noted in order to assist planning of induction and foundation training once the person starts their new post.

Interviews – conclusion

Remember that interviews are more than just an opportunity for you to find out more about the suitability of a candidate for a particular job. They are a two-way process enabling the candidate to find out if he/she wishes to work for the organisation. They are also an opportunity to create a positive impression of the organisation (even unsuccessful candidates are potential future employees, service users etc).

See Interview assessment form - Form 4

4.3.5 References and checks

The Care Homes Regulations 2001 state that the following documents must be obtained for any "persons carrying on, managing or working at a care home:

1. Proof of the person's identity, including a recent photograph

2. The person's birth certificate

3. The person's current passport (if any)

4. Documentary evidence of any relevant qualifications of the person

5. Two written references relating to the person

6. Evidence that the person is physically and mentally fit for the purpose of the work which he/she is intended to perform at the care home or, where it is impracticable for the person to obtain such evidence, a declaration signed by the person that he/she is so fit." (Schedule 2, page 22)

Criminal record checks

> ***Standard 34.3***
> ***"New staff are confirmed in post only following completion of a satisfactory police check, satisfactory check of the Protection of Children and Vulnerable Adults and NMC (Nursing and Midwifery Council) registers."***

In March 2002 the Criminal Records Bureau (CRB) was set up as an executive agency of the Home Office. It aims to support safer recruitment practices to protect children and vulnerable adults through making police checks more accessible to employers.

The CRB holds information from the Police National Computer; Department of Health; Department for Education and Skills (DfES); and local police records.

It provides information to employers through the "Disclosure" scheme. This allows employers to conduct criminal record checks before recruiting a member of staff.

Clearly, the information held is of a sensitive nature. Therefore, in order to use the Disclosure service, organisations must register with the CRB and agree to comply with their *Code of Practice*. They must also nominate a person within the organisation who will be the organisation's signatory when using the scheme.

Once your organisation is registered, a set procedure is followed to check the criminal records of a successful job applicant:

1. You ask the successful job applicant to telephone the Disclosure Information Line at the CRB. He or she will be asked a series of questions which form the basis of their application form. The part-completed application is sent to the applicant.

2. The applicant checks the details on the form are correct, signs the form and sends it to your organisation.

3. Your organisation's signatory countersigns the application form and sends it to CRB for processing.

4. Once processed, a copy of the disclosure is sent to the job applicant and a copy is sent to your organisation.

The Disclosure service will be self-financing. Therefore, there is a fee of £300 for your organisation to register to use the scheme and a further fee of £12 for each disclosure.

For further information contact:
Criminal Records Bureau (CRB), Disclosure Information Line: 0870 90 90 811 www.disclosure.gov.uk

5 Induction

Standard 35.3

"All staff receive structured induction training (within six weeks of appointment) and foundation training (within six months of appointment) to Sector Skills Council specification…"

The aim of induction is to introduce a new postholder to all issues, other services, people and procedures that may be relevant to their job. It is often forgotten that an employee who changes role within the organisation will also need to be inducted into their new post.

5.1 Why is induction important?

Induction should help new employees to settle into their new job and to become effective in their work as quickly as possible.

Failure to induct new employees can lead to slow progress, and potentially dangerous or expensive mistakes that put the standard of service at risk. It may even result in a new employee leaving (or being dismissed) after a relatively short period of service. This will then require the entire cost of another recruitment and selection process to replace them.

5.2 When should induction take place?

In effect, the induction has already started during the recruitment and selection process when candidates are learning about the organisation and the job. Any promises made to candidates during the recruitment and selection must be honoured.

Most importantly, provide a good reception to the new employee and a feeling of 'welcome' on day one.

Remember that there is only so much information that any new employee can absorb in one go. Therefore, ensure that essential information (such as health and safety, introduction to colleagues) is provided immediately and that further information is spread over a number of weeks.

Ensure that new employees receive any relevant written material such as the terms and conditions of employment and the codes of conduct and practice set by the General Social Care Council (GSCC).

Standard 34.5

"Staff are employed in accordance with, and are given copies of, the codes of conduct and practice set by the GSCC."

It is useful to use a checklist of the main points to be covered in an induction. This has the following benefits:

- It makes clear to the new employee what their induction will include.
- It assists in co-ordinating the induction, especially if a number of people will be involved.
- Finally, it is a document that can be signed as a record that the induction was completed. The signed induction checklist should be placed in the new employee's personnel file.

See Induction checklist - Form 5

5.3 What standards should new staff meet?

5.3.1 Topss England (training organisation for social care) – Induction standards

Topps England has developed a set of induction standards describing what a new member of staff should be able to do (and what they need to understand) within the first six weeks of employment.

There are five units in the induction standards:

1. understand the principles of care
2. understand the organisation and the role of the worker
3. understand the experiences and the particular needs of the service user groups
4. maintain safety at work
5. understand the effects of the service setting on providing services.

Topss England Foundation Standards

The Topss Foundation Standards build on the outcomes and learning described in the Induction Standards. They provide a basis for continuing a new member of staff's learning and development during their first six months of employment.

There are five units in the Foundation Standards:

1. understand how to apply the value base of care
2. communicate effectively
3. develop as a worker
4. recognise and respond to abuse and neglect
5. understand the experiences and particular needs of the individuals using the service.

Guidance and support for a new member of staff

The new member of staff must be supported and monitored in their work towards achievement of the Topss standards through regular supervision meetings (see Section 10) and the appraisal system (see Section 9).

National Occupational Standards

The Topss Induction and Foundation Standards are cross-referenced to the National Occupational Standards in Care. Therefore, induction and foundation training can be linked to the employee's ongoing training and development.

Further information on the Topss Induction and Foundation Standards (including how to obtain copies of employee induction portfolios) can be found on the Topss web site: www.topss.org.uk.

Induction of existing employees

Induction does not only apply to new employees - individuals moving to a new job within their organisation may also need an induction to their new role. Most importantly, there may be training and development needs to be identified and addressed before the individual can perform all aspects of their new role to the standards required.

5.4 Probationary period

In appointing new members of staff, a further safeguard is to offer the position subject to successful completion of a probationary period. The length of the probationary period will vary according to each organisation's policy. It is useful to link successful completion of the probationary period with the monitoring and evaluation of induction training (i.e. during the first six weeks) or foundation training (i.e. during the first six months).

It would normally be inappropriate for a probationary period to last longer than six months.

6 Training and development

Standard 35

"The registered person ensures that there is a staff training and development programme which meets Sector Skills Council workforce training targets and ensures staff fulfil the aims of the home and meet the changing needs of service users."

The primary aim of training and development is to ensure that staff develop the skills, knowledge and attitudes to fulfil their job descriptions and deliver quality services.

The appropriateness of any training and development activity should be considered and clear expectations of improvement in performance should be identified and measured.

Clearly, the training needs of individual members of staff will vary - from the new trainee requiring training and development in all areas of service delivery, to the experienced staff member who needs to keep up-to-date with current practice. In all cases, however, training and development provision must be properly managed to ensure that the service objectives of the organisation are met.

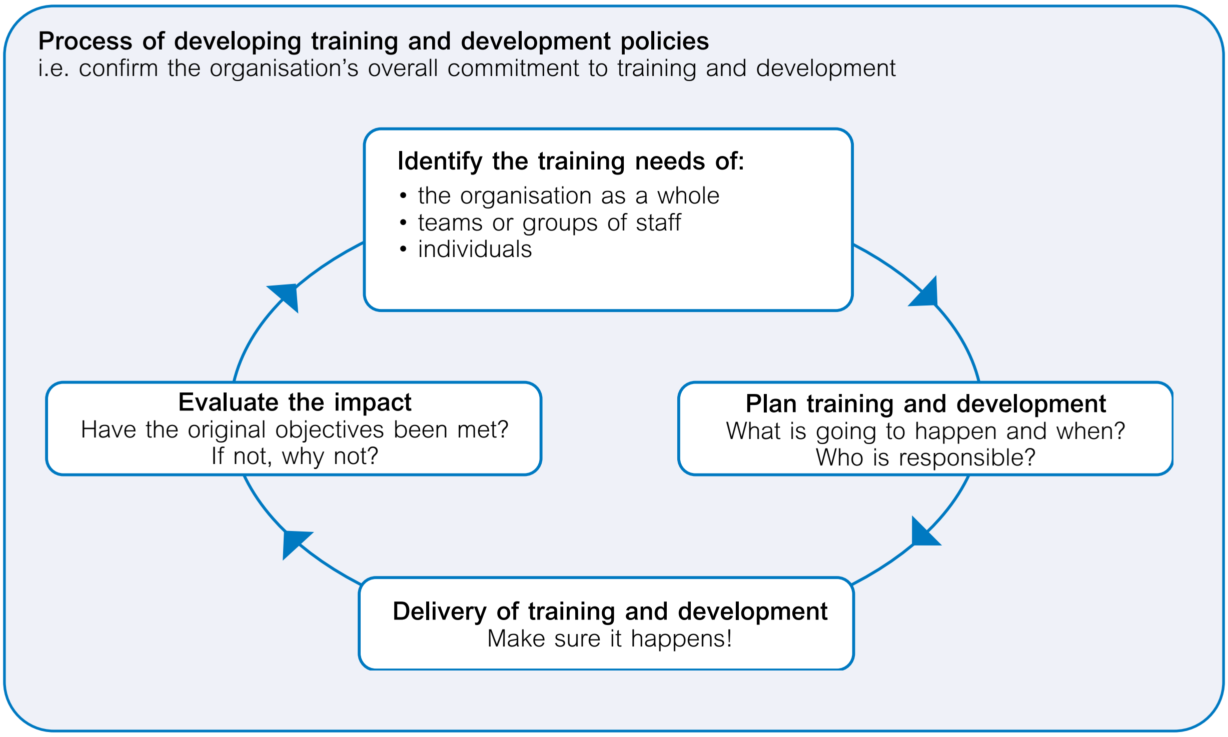
The management of training and development is typically approached in four inter-related stages:

- identify the training needs of staff
- plan training and development activities
- deliver training and development activities
- evaluate the impact of training and development.

All the above takes place within the context of the organisation's overall objectives, usually defined in the organisation's training and development policy.

There is no doubt that training and development activity will be most successful when it takes place within a 'learning organisation'. That is, an organisation where managers recognise the importance of creating and sustaining a positive attitude to training and development.

Diagram 3: Management of training and development



6.1 Training and development policy

The philosophy and values of an organisation towards the training and development of its employees are reflected in its training and development policy (*A handbook of training tools, SCODA (Standing Conference on Drug Abuse*).

A training and development policy is not necessarily a written document – it may be implicit in the organisation's attitude towards staff development.

However, a written training and development policy *is* good practice:

- It confirms the commitment of senior managers to the training and development of employees.
- It specifies the priorities, standards and scope of its training activities.
- It provides operational guidelines for managers and employees.
- It demonstrates a commitment to providing quality services.

The training and development policy is best devised through consultation between managers and staff. It should be reviewed and, if necessary, revised annually. A training and development policy pro forma with guidance notes can be found in Form 6.

The requirement to comply with the *National minimum standards for care homes* will have a direct impact on training and development policy for care homes. *The National minimum standards* will particularly influence the priorities, standards and scope of its training activities.

For example, a care home's policy is likely to include the following:

- trainees (including all staff under 18) will be registered on a Sector Skills Council standard training programme (Standard 32.4)
- 50% of care staff to achieve a care NVQ Level 2 by 2005 (Standard 32.5)
- the registered manager to achieve a management NVQ Level 4 by 2005 (Standard 37.2).

Training and development policy pro forma - See Form 6

6.2 Training needs analysis (TNA)

Standard 35.5

"Each member of staff has an individual training and development assessment and profile…"

A training needs analysis (TNA) is the process by which training and development needs are identified.

A TNA seeks to identify the gap between the current skills and knowledge of staff, and the skills and knowledge required to achieve the objectives of the organisation.

Once any 'skills gaps' are identified, plans can then be made to fill these gaps (e.g. planning appropriate training and development activities).

No organisation has unlimited resources (time or money) to provide training and development. Therefore, conducting a TNA is important as a means of **prioritising** training and development activities.

This is not only important to make the best use of time and money. It is also demoralising for employees to be trained in an area where they are already competent, or conversely not to receive the training they need to undertake their roles with confidence.

6.2.1 Conducting a training needs analysis

A TNA seeks to answer two key questions:

1. *What skills and knowledge do staff need in order to achieve the objectives of the organisation, now and in the future?*
   To answer this question, you will need to be familiar with your organisation's business plan. The business plan should describe the aims and objectives of the home – training and development activities need to focus on achieving the objectives of the home (including looking ahead to future needs). It is also helpful to consult up-to-date job descriptions.

2. *What skills and knowledge do staff currently possess?*
   You will need to collect information about the current skills and knowledge of staff e.g. through observation of work, formal or informal interviewing of staff and/or completion of questionnaires.

6.2.2 Conducting a TNA with an individual member of staff

Step 1

Identify the functions of the individual's job and the standards to which it must be performed (remember also to include any new and emerging functions).

National Occupational Standards

A job description, based on National Occupational Standards will provide a description of the functions of the job, i.e. a list of unit titles will identify the key functions. Within each unit, the standards of performance and knowledge required will be described.

Step 2

Assess the existing skills and knowledge of job holders against the requirements of the job. This will highlight any areas where training and development may be required.

National Occupational Standards

Each individual employee should examine the units applicable to their job (i.e. from the job description) and assess where they are already competent and where they may need further training and development.

This process is usually carried out during a discussion between the individual and their line-manager. The individual should be provided with copies of the units relevant to their job prior to the discussion.

It is helpful to use a questionnaire to assist in identifying where the individual is competent or not yet competent. The questionnaire would usually be completed separately by the individual and also by their line manager and then discussed (normally during regular supervision meetings or the appraisal process).

See TNA questionnaire example - Form 7

See TNA questionnaire pro forma - Form 8

6.2.3 Team and organisational TNAs

Standard 35.6

"A training needs assessment is carried out for the staff team as a whole…"

TNAs conducted with individuals should be scrutinised to identify where there are common training and development needs across a number of individuals. This is likely to be the case, particularly where staff members work in the same team or have the same job role.

There are also many occasions when changes affecting the organisation will result in training and development needs for all employees (or groups of employees).

For example:

- the home plans to deliver services to a new client group, or expand existing services
- the home introduces new procedures (e.g. a new appraisal system)
- changes in legislation (e.g. equal opportunities, health and safety, child protection, drug classifications etc)
- the computer system is up-dated.

These are cases where the need to develop new skills or knowledge will be applicable to many staff - provision can therefore be planned for the relevant groups or teams.

In conducting a TNA, it is important to remember that training and development will not be the answer to every problem! Be sure to consider other solutions which may be more appropriate (e.g. re-organisation of job roles). The achievement of business objectives may require interventions that are beyond the remit of training and development.

The *National minimum standards for care homes* identify some of the skills and experience that can be taken into account when conducting training needs analysis:

Standard 32.3

"Staff have the skills and experience necessary for the tasks they are expected to do, including:

i. knowledge of the disabilities and specific conditions of service users

ii. specialist skills to meet service users' individual needs, including skills in communication and in dealing with anticipated behaviours

iii. understanding of physical and verbal aggression and self-harm as a way of communicating needs, preferences and frustrations

iv. understanding of the cultural and religious heritage of each service user

v. techniques for rehabilitation including treatment and recovery programmes, the promotion of mobility, continence and self care, and outreach programmes to re-establish community living

vi. appreciation of, and ability to balance the particular and fluctuating needs of individuals and the needs of all service users and

vii. professional relationships with e.g. GPs, social workers, nurses, psychiatrists, therapists and staff working in other care homes and community and specialist agencies."

6.3 Planning to meet training needs

Standard 35.2

> ***"The home has a training and development plan, dedicated training budget, and designated person with responsibility for the training and development programme."***

The training needs analysis will have highlighted where training needs exist.

It should also have identified where there are urgent needs to be addressed (e.g. if there were skills gaps in areas which affect the safety of service users).

The next step is to plan training and development activities, taking account of the home's training and development policy, resources available and priorities to be met.

6.3.1 Individual training and development plan

Each member of staff should have an individual training and development plan, recording training and development needs identified and action to be taken. This can be up-dated at regular intervals during the individual's employment, to keep track of all training and development activities undertaken.

See Individual training and development plan pro forma - Form 9

6.3.2 Organisational training and development plan

In order to co-ordinate all training and development activity in the home (and to monitor the training budget), it is also useful to maintain a central training and development plan. This provides a summary of all training and development activity.

A typical training and development plan for an organisation describes:

- training planned in relation to specific jobs or roles
- aims and objectives for each training activity
- performance standards to be achieved
- person/s responsible for implementation
- priority given to each training need
- methods to be used
- resources required
- target dates for completion of activities
- methods to be used in evaluating the training.

(Adapted from: *A Handbook of Training Tools, SCODA, 1998*)

See Organisational training and development plan pro forma - Form 10

National Occupational Standards

Increasingly, training and development delivery is being cross-referenced to units from National Occupational Standards.

For example, the NTA has commissioned a series of competency based training modules designed to develop the skills and knowledge relevant to the DANOS and Care National Occupational Standards.

6.4 Training and development methods

In planning training and development activity to meet identified needs, there are numerous options available. The most appropriate method of training and development will depend upon the preferences of the individual, cost, availability etc.

In all cases, training and development will be most effective when line managers are closely involved in supporting their staff to apply new skills and knowledge in the workplace.

Some of the main training and development options are described below:

Method	Comment
External training courses	Appropriate for meeting knowledge and skills requirements which are not specific to the organisation. This may also have the benefit of bringing staff into contact with people from other organisations.
Internal training courses (sometimes delivered by an external facilitator)	Most cost effective when a group of staff require the same training. Allows training content to be tailored to the specific needs of the organisation.
Working alongside more experienced colleagues	Informal but often a very effective way of learning (staff may benefit from training in coaching or instruction skills).
Open and flexible learning programmes e.g. videos, books, CD-ROMs	Useful because the person can work at a time and pace to suit them. Often helpful as an addition to other learning methods, although some people miss the interaction with trainers and other learners if too much emphasis is given to open learning resources.
E-learning	Internet based learning such as ‘Learndirect’ (see Sources of further information).
Mentoring	A more experienced member of staff (other than the individual’s line manager) is allocated to meet routinely with the individual to provide advice and support.
Action learning	Groups of colleagues working together over a period of time to solve a specific problem.
Job rotations and secondments	Useful to broaden an individual’s skills and knowledge and possibly to enhance understanding between different work areas within an organisation.
Project work	Giving an individual responsibility for a specific piece of work, normally with specific objectives to be achieved within a set time. This may require the individual to conduct their own research.
Attendance at conferences or seminars	Useful for keeping up-to-date with new developments and networking/sharing experience with colleagues from other organisations.

6.5 Evaluation of training and development

Standard 35.6

"...an impact assessment of all staff development is undertaken to identify the benefits for service users and to inform future planning."

Evaluation of any training and development activity is important to assess its impact. Effective evaluation relies on the training and development activity having clear objectives in the first place. This reflects the well known truism '*if you don't know where you're going, how will you know when you've arrived?*'

The main reasons for conducting an evaluation are as follows:

- to identify whether the training and development has achieved its original objectives and whether any further training and development needs to be planned
- to find out what worked well or not so well, so future provision can be enhanced and improved - this includes providing feedback to trainers
- to help learners reflect on what they have achieved and plan next steps in their personal development
- to measure the effectiveness of the investment of time and resources and so justify any further expenditure.

6.5.1 Evaluation methods

Most training events will make use of evaluation forms to record the learners' immediate reaction to the training they have received. Some trainers also use end of course discussions or feedback sessions.

Such 'end-of-day' evaluations can be collated and reviewed to discover how effective the training event has been and identify how future events can be improved.

However, such evaluation forms often tell you more about how much the individuals enjoyed the activity rather than how effective the activity was in achieving learning objectives.

Therefore, in addition to the immediate post-event evaluation forms or discussions, it is also valuable to consider the extent to which new skills and knowledge will be applied in the workplace.

A recommended approach would be for a line manager and the learner to review the impact of any training and development activity within about two weeks of the activity taking place and then again after at least three months. In both cases, the evaluation needs to focus on:

- how well the activity met the original objectives
- how similar activities in the future can be improved
- are the skills and/or knowledge from the training still being used?
- what further training and development may be required.

Such an 'impact assessment' provides a realistic indication of the benefits for service users and is useful to inform planning of future training and development activity. The impact assessment can usually be included as part of regular supervision meetings or the appraisal process.

See Training and development impact assessment form - Form 11

7 National Vocational Qualifications (NVQs)

Standard 32

"Staff have the competencies and qualities required to meet service users' needs and achieve Sector Skills Council workforce strategy targets within the required timescales."

Standard 32.5

"Care staff hold a care NVQ 2 or 3…or the registered manager can demonstrate that through past work experience staff meet that standard."

Standard 32.6

"50% of care staff (including agency staff) in the home achieve a care NVQ 2 (by 2005)."

Standard 37.2

The registered manager has:

"ii. qualifications at level 4 NVQ in both management and care (by 2005); OR

iii. where nursing care is provided by the home, is a first level registered nurse and has a level 4 NVQ in management (by 2005)."

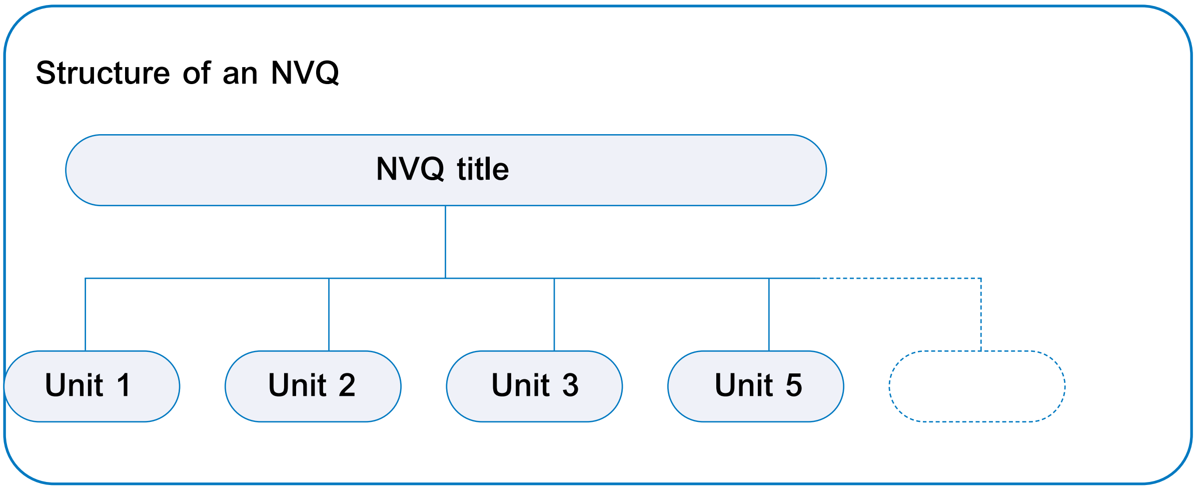
NVQs are work-based qualifications which provide recognition of a person's competence.

Competence can be defined as:
'*The ability to perform a task or tasks to the* ***standards*** *required in employment*'.

An NVQ is achieved when a person's occupational skills and knowledge are formally assessed and found to meet the National Occupational Standard (as defined by the Sector Skills Councils).

7.1 NVQ units

NVQs are made up of a number of units (derived from the National Occupational Standard).



A full NVQ is achieved when all the mandatory units and the specified number of optional units have been completed (some of the units are usually chosen from a list of options, enabling the NVQ to be tailored to specific job roles).

It is also possible to gain a certificate of unit credit for individual units.

7.2 NVQ levels

NVQs are awarded at five levels, ranging from straightforward and routine roles (Level 1) to senior management and professional roles (Level 5).

The complexity and level of responsibility of the role determines the appropriate NVQ level.

Not all NVQs are available at all five levels.

For example the care NVQ is available at levels 2, 3 and 4:

> ***Care level 2***
>
> ***"Candidates will usually be delivering care in support of, and under the direction of, a colleague who is accountable in the area of practice, although this person may not always be in the immediate vicinity while the candidate is working with clients…"***
>
> ***Care level 3***
>
> ***"… candidates will have a degree of responsibility and autonomy, and will be required to make decisions within boundaries and limits agreed with their team."***
>
> ***Care level 4***
>
> ***"Candidates for this award may often be working as managers and supervisors of other workers…" (Ref: Topss, 2002)***

7.3 Benefits of NVQs

7.3.1 The organisation

- can encourage and motivate people through formal recognition of their skills and knowledge
- can demonstrate to service users and funders that the organisation provides quality services
- can integrate the achievement of qualifications with other uses of National Occupational Standards (e.g. job descriptions, identification of training needs, appraisals etc).

7.3.2 The individual

- gains formal recognition of their ability to do their job to a national standard
- gains credit for existing skills, knowledge and experience
- has a clear framework for developing skills and knowledge to help them in their job and/or to progress in their career.

7.4 Assessment of an NVQ

Since NVQs are based on work, the assessment system is also work-based. Those working towards the NVQ (usually called the 'candidates') produce evidence from their work to show that they are able to meet the required standards consistently in a range of different situations. Candidates work with an assessor whose role is to support the candidate in collecting the most appropriate evidence and to make a judgement on when the standards have been met.

There are various types of evidence that can be used, but some of the most important are:

- observation of the candidates' normal work by an assessor
- questions (oral or written) asked by the assessor

- examples of documents, records, reports etc produced in the workplace by the candidate
- statements from witnesses (usually colleagues or managers) who have observed the candidates' performance
- feedback from service users.

All the evidence is presented in a file (the 'portfolio') as proof of the candidate's ability to meet the National Occupational Standard.

Diagram 4: The candidate's route towards an NVQ

Identify the NVQ which most closely matches your job

⇩

Agree with your assessor where you are already competent and where you need any further development to achieve the NVQ

⇩

Undertake any training and development (if necessary)

⇩

Collect evidence of your competence (which is assessed by your NVQ assessor)

⇩

NVQ awarded when all units completed

7.5 Who's who in the NVQ system?

7.5.1 The Qualifications and Curriculum Authority (QCA)

The QCA oversees the NVQ system, ensuring that NVQ qualifications meet particular criteria and are broadly comparable across different sectors. The QCA formally approves NVQs and quality assures the activities of awarding bodies.

7.5.2 Awarding bodies

NVQs are awarded by "awarding bodies" – these are usually organisations which have been awarding vocational qualifications for many years.

For example, the awarding bodies offering care NVQs are:

- Edexcel/BTEC
- City and Guilds
- The Open University.

(Regardless of the awarding body selected, all care NVQ candidates would be working towards exactly the same National Occupational Standards).

7.5.3 Approved NVQ centres

NVQs are actually delivered through “approved NVQ centres”. These are organisations that have been approved by an awarding body to deliver NVQs.

Approved NVQ centres include further education colleges, private training providers and employer organisations. In fact, any organisation that meets the conditions set by an NVQ awarding body can become an approved NVQ centre. To become an approved NVQ centre, an organisation must demonstrate that it has sufficient resources and staff to successfully deliver NVQs.

7.5.4 The people involved

External verifiers

Representatives of the awarding body, responsible for visiting approved NVQ centres to ensure that the assessments carried out within all centres are to a consistent standard.

Internal verifiers

Responsible for quality assurance of the assessment process within the approved NVQ centre.

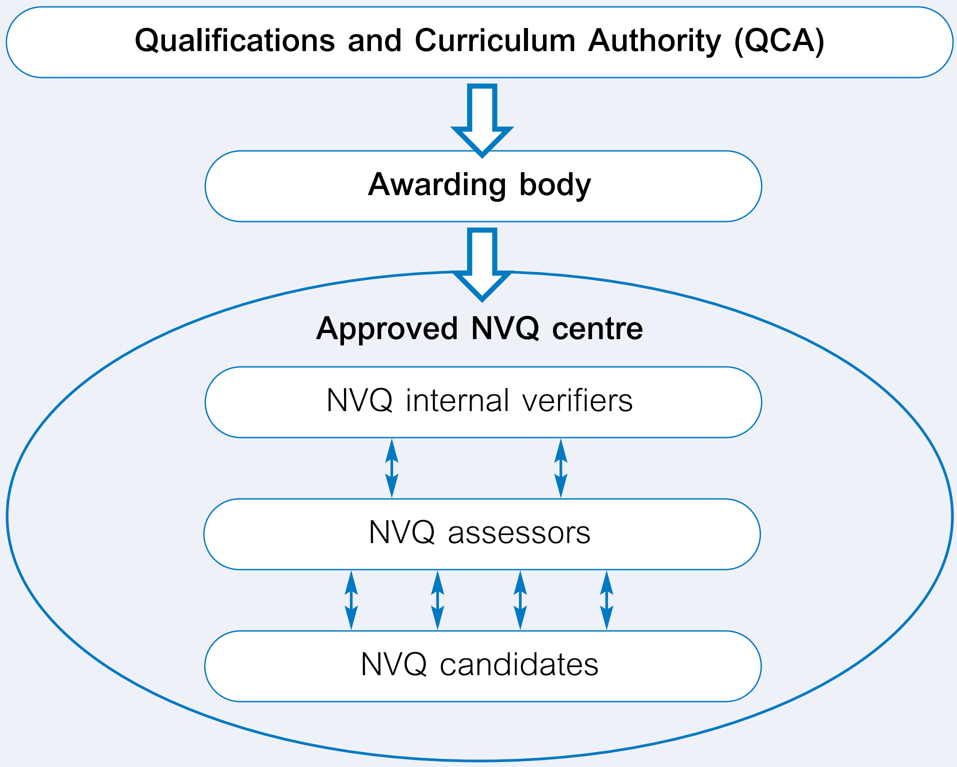
NVQ assessors

Responsible for planning and carrying out NVQ assessments.

NVQ candidates

Responsible for collecting evidence of their competence.

Diagram 5: NVQs – the people involved



7.5.5 Who can be an NVQ assessor?

An NVQ assessor must be experienced in the relevant occupational area and hold the NVQ assessor award.

Often, supervisors or managers train to become NVQ assessors so they can assess their own staff. This makes sense, as they are often the people who know the candidate’s work the best.

Supervisors and managers who are not trained assessors can still help their staff to achieve their NVQs by:

- providing statements to confirm a candidate's competence
- providing the candidate with opportunities to collect evidence
- providing support and encouragement.

The NVQ assessor award

Until July 2002, the NVQ assessor award comprised two units taken from the training and development NVQ:

D32 Assess candidate performance

D33 Assess candidate using differing sources of evidence.

This will continue to be a recognised assessors award for many years to come. However, the training and development national occupational standards have recently been revised and up-dated. Therefore, after August 2002, trainee NVQ assessors will work towards new units:

Unit A1 Assess candidates using a range of methods

or

Unit A2 Assess candidates' performance through observation.

In order to achieve the assessor award, trainee assessors must produce evidence from actual assessments of NVQ candidates over a period of time. Realistically, the minimum time taken to achieve the NVQ assessors award is about three months, although it can take longer depending upon the trainee assessor's motivation and time available for carrying out assessments.

7.6 The component parts of an NVQ unit

Within each NVQ unit, the skills and knowledge required are described in detail. Guidance is also provided regarding the amount and types of evidence to be presented. The component parts of an NVQ unit are outlined below.

NVQ component	Description
Unit	*A major function performed in a job:* *e.g. "Unit 02: Promote people's equality, diversity and rights".*
Element	A smaller task or role (part of a unit): *e.g. "Element 02.3: Promote people's right to the confidentiality of information".*
Performance criteria	The standard to which the task must be completed: *e.g. "p.c. 3: Information is disclosed only to those who have the right and need to know, and when proof of identity has been obtained".*
Range statement	The different circumstances or contexts in which the task could be performed: *e.g. "Range 1: Information stored (a) electronically or (b) in writing".*
Knowledge and understanding	What a competent person would need to know and understand in order to carry out the function: *e.g. "Knowledge Specification 26: Why it is important to encourage individuals to communicate what they want as long as this does not adversely affect the rights of others".*
Evidence requirements	The evidence candidates must show to prove they have met the required standard: *e.g. "Your assessor must observe you in real work activities…".*

Examples taken from care unit 02 / DANOS Unit AA4, Promote people's equality, diversity and rights.

7.7 How can you deliver NVQs for your staff?

Providing NVQs for your staff can be achieved in a number of ways, ranging from becoming your own approved NVQ centre and delivering the entire programme in-house, to buying in a full NVQ assessment service from an external organisation.

There is no right or wrong approach – the most appropriate way to deliver NVQs will vary according to each organisations' circumstances.

7.7.1 Becoming an approved NVQ centre

In order to become an approved NVQ centre, you will need to apply to one of the awarding bodies which awards the NVQ you wish to run.

The awarding body will send you an application pack to complete. You will need to show that you have the staff and resources available to:

- administer the NVQ programme
- provide opportunities and resources for workplace assessment
- provide sufficient NVQ assessors
- provide sufficient NVQ internal verifiers.

NVQ assessors will be expected to meet with each other and the internal verifier/s to standardise their assessment decisions. Assessors and internal verifiers will also be required to meet with external verifiers when they visit from the awarding body (about every six months).

Therefore, becoming an approved NVQ centre requires a significant investment in time and resources.

Normally, only an organisation with an on-going need for a large number of staff to achieve NVQs would benefit from becoming an approved NVQ centre. Otherwise, the investment in time and money needed would not be cost effective.

7.7.2 Working with an approved NVQ centre

An alternative to becoming an approved NVQ centre is to work with an existing approved NVQ centre. This has a number of benefits:

The approved NVQ centre will provide:

- all NVQ documentation and induction of candidates
- assessment
- internal verification
- liaison with the awarding body
- administration of the programme (e.g. registering candidates and applying for certification).

For example, staff may enrol on an NVQ programme at a local FE College, or with a local training provider. In this situation, much of the assessment will still take place in the workplace, but the assessor will visit from the approved NVQ centre.

Normally the approved NVQ centre will charge a fee per candidate, based upon the time and other resources required to deliver the programme.

7.7.3 Working in partnership with an approved NVQ centre

For many organisations, a third way is a practical option. Staff in your own organisation can be trained as NVQ assessors, but their assessments are quality assured by an external approved NVQ centre. The external approved NVQ centre is then responsible for administering the programme and liaising with the awarding body.

The proportion of assessment and training delivered in-house by your own staff or by the approved NVQ centre can be negotiated. This approach will reduce the costs paid to the approved NVQ centre and keeps your staff closely involved in the process.

When negotiating such an arrangement, remember:

- assessment is required by all NVQ candidates
- some candidates will be able to achieve the NVQ without additional training and will be ready for immediate assessment
- where NVQ candidates do require training, you may wish to deliver all or some of that training in-house.

7.7.4 Joining an NVQ consortium

Some approved NVQ centres are set up and run by a consortium of organisations. By working together, a number of organisations can spread the costs of running an NVQ centre and share each other's expertise.

Useful contacts for care NVQ consortia

- Topss England has established nine regional committees to promote the use of National Occupational Standards and NVQs across all the English regions.

Topss England
Tel: 0113 245 1716
Web site: www.topss.org.uk

- The Association for Care Training and Assessment Networks (ACTAN) acts as a link between existing care NVQ approved centres on a local, regional and countrywide basis.

ACTAN (Association for Care Training and Assessment Networks)
Tel/fax: 01304 211740
Web site: www.actan.net

7.8 Delivering NVQs – getting started

To find out which awarding bodies offer a particular NVQ, contact the Qualifications and Curriculum Authority (QCA).

QCA produce a quarterly listing of all NVQs and awarding bodies called Datanews. This can be consulted (and downloaded) on the QCA web site at: www.qca.org.uk/nq/subjects/datanews.asp

Or perhaps more simply, call the QCA enquiry line on 020 7509 5555.

You then have three main choices:

1. **To become an approved NVQ centre**
   Phone the awarding bodies that award the NVQ you are interested in and ask them to send you details of how to apply to become an approved NVQ centre.

2. **To work with an approved NVQ centre (or an NVQ consortium)**
   a) Phone the awarding bodies that award the NVQ you are interested in and ask for a list of their approved NVQ centres in your region.

   b) Phone your local approved NVQ centres to discuss your requirements.

3. **To work with a care NVQ consortium**
   Contact Topss or ACTAN for information on NVQ consortia in your region.

7.9 Drugs and alcohol NVQs

A framework of qualifications for drugs and alcohol workers, based on the Drugs and Alcohol National Occupational Standards (DANOS), will be developed during 2003.

Currently there are no NVQs specifically for the drugs and alcohol sector. However, a number of the DANOS units are taken from the Care National Occupational Standards and appear in care NVQs. Therefore, some of the care units are likely to count towards a future qualification for drugs and alcohol workers.

See Cross-reference of care NVQ units to DANOS - Form 15

7.10 NVQs: Important points

And finally, some important things to remember about NVQs:

Access is open to all	There are no entry qualifications required for NVQs. People work towards the NVQ which most closely matches their job role.
NVQs recognise competence regardless of how competence has been achieved	Some people will have many years' experience in their work and already be working to the standards specified in the NVQ. Such people achieve the NVQ by presenting evidence of their competence.
NVQs are not training courses	NVQs provide a standard against which people can be assessed. Training can be designed to meet NVQ requirements, but not all candidates will need training to achieve the NVQ.
There are no exams	Candidates collect and present evidence of what they know and can do.
There is no pass or fail	Candidates are found to be either competent or not yet competent. If they are not yet competent they would usually undertake further training or gain more experience before being re-assessed.
Organisations and candidates set targets for completion of NVQ units	Units can be achieved in any order and at a pace to suit the individual and the needs of the organisation.

8 Funding of training and qualifications

8.1 The Learning and Skills Council (LSC)

The Learning and Skills Council (LSC) is responsible for all post-16 education and training. It was formed in April 2001, assuming the responsibilities of the Training and Enterprise Councils (TECs) and the Further Education Funding Council. It is responsible for the funding, audit and development of post-16 learning.

The LSC's national office is based in Coventry, with 47 local LSCs across England. The local LSCs are responsible for setting local plans within the national framework.

To find your local LSC:
Call the LSC Helpline: 0870 900 6800
Or visit the LSC web site: www.lsc.gov

8.1.2 Modern apprenticeships

Modern apprenticeships are the main initiative through which the LSC funds learning and qualifications in the workplace.

Modern apprenticeships are for young people aged between 16 and 24. There are two types of Modern apprenticeship – Foundation and Advanced.

A Foundation Modern Apprenticeship leads to the achievement of an NVQ Level 2 and normally takes about one year to complete.

An Advanced Modern Apprenticeship leads to the achievement of an NVQ Level 3 and can take between one and three years to complete.

In addition to their NVQ, trainees on modern apprenticeship programmes also work towards key skills in:

- communication
- application of number
- information technology
- problem solving
- improving own learning
- working with others.

Trainees on modern apprenticeships spend the majority of their time in the workplace, but will attend a training provider or FE college on a regular basis (funded by the LSC). The time spent at the training provider or FE College will be negotiable – typically one day every two or three weeks.

If you wish to take on a young person as a new member of staff, or wish to put a current employee on a modern apprenticeship programme, contact your local LSC for further information. They will send you a list of training providers and FE colleges in your region that are funded to run modern apprenticeship programmes.

8.2 European Social Fund (ESF)

The ESF is an important source of funding for activities to develop employability and human resources. The ESF will support five key activities in the UK between 2000 and 2006:

- active labour market policies
- equal opportunities for all and promoting social inclusion
- improving training and education and promoting lifelong learning
- adaptability and entrepreneurship
- improving the participation of women in the labour market.

In England, ESF funding is managed by the regional government offices.

Contact your local government office for information on ESF and any other regional funds available in your area.

To find a list of government offices or for further information about the ESF, visit the ESF news web site: www.esfnews.org.uk

Or call the ESF Division at the Department for Education and Skills 0114 2677296.

The ESF normally provides 45% of the costs of a project – the rest, which is known as 'match funding' has to come from other sources. The majority of ESF funds are now channelled through 'co-financing organisations'. These are organisations that have successfully applied to their local government office to run ESF projects and to provide the 55% match funding required.

Learning and Skills Councils (LSCs) will usually be approved co-financing organisations – therefore, contacting your local LSC may be the most straightforward way of accessing ESF funding.

8.3 A franchise arrangement with your local further education (FE) college

Some FE colleges will enter into franchise agreements with local organisations. This can sometimes be used to subsidise the cost of staff training and accreditation.

Under a franchise agreement the college enters into a contract arrangement with an employer whereby the college agrees to pay some or all of the costs of delivering a programme leading to the achievement of recognised qualifications. In order to provide this funding, the college registers the candidates as students of the college and claims funding from the LSC for the number of 'guided learning hours' delivered and qualifications achieved.

The policy on franchise arrangements will vary according to the college involved, but it may be worth making enquiries. Most FE colleges have a department that specialises in delivering services for local employers (usually called the 'Business Development Unit' or 'Enterprise Unit').

8.4 Topss England

In April 2002, Topss obtained £15 million funding from the Department of Health to support care sector employers in achieving NVQ targets for their staff. This included funding for line managers to achieve the NVQ Registered Manager Award, the NVQ assessor and internal verifier awards and to provide support to NVQ candidates. Unfortunately, this funding was heavily over-subscribed. However, this was the second year that Department of Health money had been channelled through Topss England. Therefore, when you are planning an NVQ programme for your staff, it would be worthwhile contacting Topss to find out the latest news on funding available in your region.

Topss England
Tel: 0113 245 1716   Web site: www.topss.org.uk

9 Appraisals

Standard 36.6

"Staff have an annual appraisal with their line manager to review performance against job description and agree career development plans."

An appraisal is an in-depth and recorded discussion of an employee's performance. It is also an opportunity to discuss any development needs and to set future objectives, related to the needs of the organisation.

Individuals, managers and the organisation benefit from an effective appraisal scheme:

Individual: an appraisal gives job holders the opportunity to discuss all aspects of their role, in an in-depth way. It should clarify how people can contribute to the objectives of their team/department and the organisation. It also provides an opportunity for successes to be acknowledged and areas for development to be identified and remedied.

Manager: the appraisal provides an opportunity for managers to clarify their expectations of individuals. It creates a forum for an exploration of new ideas and helps them to recognise any problem areas or difficulties. It may serve to strengthen the relationship between managers and their staff.

Organisation: an appraisal system is a visible commitment that the organisation values its people. An organisation can use the appraisal system to clarify and reinforce its objectives and strategy, making sure that an individual's performance priorities support these objectives. (Ref: *Managing Best Practice: Appraisal*, The Industrial Society)

There is no 'right method' of running an appraisal scheme. However, some factors to consider are:

- The appraisal scheme should be visibly supported by top management.
- Managers and staff will be more committed to the scheme if they are consulted in its development and introduction.
- Paperwork should be simple and jargon free.
- Appraisers and appraisees need time to prepare for the appraisal interview (usually about a week). Interview forms can be used to help prepare for the appraisal interview.
- Appraisal interviews may vary in length from about 30 minutes to two hours.
- Staff need a named person they can contact who deals with any questions or concerns.
- The greater the participation and input of the appraisee, the more successful the process is likely to be.
- Training of both appraisers and appraisees is strongly recommended if appraisals are to be effective. Appraisal training for managers may include:
  - effective interviewing (e.g. structuring questions, awareness of body language, listening skills)
  - how to give constructive feedback
  - how to handle disagreement.

9.1 Clarifying the purpose of the appraisal

It is vital that all those involved in the appraisal process are clear about its objectives. Recommended objectives are:

- providing feedback on past and current performance
- identifying training and development needs
- setting objectives/targets for the future.

Some organisations will use appraisals to collect information for salary reviews (or to assess potential for promotion). A direct link between appraisals and salary review/promotion is not recommended. A person is unlikely to participate openly and honestly in a discussion of their development needs if they know that their salary review depends upon the outcomes of the discussion.

9.2 Appraisal – the paperwork

The paperwork should be kept to a minimum. This pack contains two suggested forms:

See Self appraisal form - Form 12
Used by the appraisee to collect their thoughts in advance of the appraisal discussion (the headings on the form can be used as an agenda for the discussion).

See Appraisal record form - Form 13
Used to record any agreed actions as a result of the discussion.

It will also be necessary to refer to other documentation such as the appraisee's job description and relevant National Occupational Standards (NOS).

The appraisal is an ideal time to discuss an individual's training needs. Therefore, records of any previously agreed training needs and action plans should also be to hand.

9.3 Preparing for the appraisal discussion

Hand the appraisee the self appraisal form – check that the appraisee is clear about their role in the appraisal interview.

Agree an appropriate date (normally in about one week's time) and a location where you will be comfortable and away from interruptions. Allow about two hours for the meeting – it may well take less time, but far better to finish early than to feel hurried.

Before the appraisal interview, ensure the appraisee has filled in the self appraisal form – the discussion will be structured around the headings on the self appraisal form.

Some organisations expect the appraisee to hand their self appraisal form to the appraiser in advance of the meeting. However, it is not actually essential for the appraisee to show you what they have written on their self appraisal form – it is primarily to help them prepare for the discussion.

If you do not receive the self appraisal form in advance, prepare for the discussion by looking through the headings and deciding

(a) what you expect to see, and

(b) any issues you wish to raise in each section.

9.4 The appraisal discussion

Start by putting the appraisee at ease.

Use the self appraisal form as an agenda, and work through its headings.

For each of the sections discussed, allow the appraisee first to put forward their own views i.e. expanding on their comments written on the self appraisal form. Once the individual has had the opportunity to put their view, add your own comments and discuss the issues generally.

Make sure you both consider the whole period under review, not just the recent past.

It is a good idea to start by checking that you and the appraisee share the same view of what the job entails. Refer to the job description and note any changes since the job description was last reviewed.

Look back at the objectives set at the last appraisal. Objectives that have been achieved should be acknowledged. Where objectives are only partially or not met they should be reviewed to decide if they are still valid, and if so, what needs to happen to support the appraisee in achieving them.

The appraisee's own objectives for the year ahead and any changes they wish to see should be discussed taking full account of the organisation's or departmental objectives. As far as possible, the aim is to satisfy the individual's aspirations as well as meeting the organisation's objectives.

9.4.1 Positive feedback

Give full praise and recognition for things done well. Be specific, giving examples of things done well. It is particularly helpful to express appreciation of tasks which did not come easily to the individual, perhaps requiring real effort or persistence.

9.4.2 Tackling performance weaknesses

If an appraisee identifies their own areas for improvement:

- commend the individual for their frankness in suggesting areas for improvement
- discuss them constructively - if possible get the appraisee to make their own suggestions for how they can overcome problems.

Some people will be their own harshest critics. If the appraisee feels they have not performed to the required standard, but you feel that their work is perfectly satisfactory, then reassure them that this is the case.

The more difficult situation is where you perceive weaknesses that the appraisee has not recognised. In these situations:

- Be specific – be prepared to give actual examples to back up your comments. Avoid vague and unsupported assertions.
- Keep positive – focus on what can be done to improve the situation. The aim is to improve performance, not to de-motivate the individual.
- Do not tackle more than two areas of weakness in any depth. This is as much as most people can take before becoming defensive.
- Confine your comments to behaviour that can be changed. Your aim is to help people be more effective at work, not to change their personalities!

  (Ref: *Appraisal*, Fletcher C.)

9.4.3 Agreeing objectives

Action to be taken must be realistic and practical. As far as possible the appraisee should take responsibility for action rather than projecting it onto someone else.

Objectives set by the appraisee will need to be discussed and possibly modified to ensure that they relate to the objectives of the organisation.

Effective objectives must be SMART:

Specific	detailed
Measurable	will it be clear when the objective has been achieved?
Agreed	mutually agreed rather than imposed
Realistic	achievable
Time bound	set a date for completion or review.

9.4.4 Training needs analysis (TNA)

The discussion of job role, strengths, areas for improvement and objectives to be met can then be used to focus on where further training and development is needed. The TNA should relate to the current and emerging demands of the job and needs of the organisation.

9.4.5 Concluding the appraisal discussion

Conclude the discussion by checking if the appraisee has anything further they want to add.

Summarise the main points, in particular each person should summarise any action they have agreed to take. Try to end on a positive note!

Appraisal should not be viewed as a one off event, but be part of ongoing supervision and support. Set dates for interim supervision meetings to discuss progress and difficulties.

Complete the appraisal record form - this may be completed in the interview itself, or very shortly afterwards. Both appraiser and appraisee sign and date the form and keep a copy.

10 Supervision

Standard 36.4

"Staff have regular, recorded supervision session meetings at least six times a year with their senior/manager in addition to regular contact on day to day practice…"

Supervision is the process of managing, negotiating and monitoring the performance of staff while providing guidance and support, such as identifying and addressing training needs.

The support provided through supervision should help staff to meet the needs of service users, without the demands of the work adversely affecting their own health and well-being.

"Staff should not have to take home the unresolved anxieties and problems from work and try to deal with them in isolation" (ref. *The good management guide for the voluntary sector*, Harris J.).

All staff will benefit from regular 'managerial' supervision and some staff in specialist roles additionally require 'specialist' supervision which allows them to develop their professional role through reflection on their work.

The provision of regular supervision is most effective when integrated with the annual appraisal system.

Supervision sessions provide the ongoing support and guidance between annual appraisals. Regular supervision sessions mean that appraisals are seen as part of a continuous process, not an isolated annual event (and should certainly help to reduce anxieties that appraisals will produce any nasty surprises!).

Any objectives or training and development activities agreed during the annual appraisal should be monitored and reviewed during supervision.

The approach to supervision should be similar to that of appraisals - both should be:

- supportive and developmental
- separate from any assessment of pay or promotion.

10.1 Functions of managerial supervision

The principle functions of managerial supervision can be identified as follows:

10.1.1 Managing workload

- ensuring policies and practices of the home are being carried out
- prioritising and allocating work
- reviewing objectives and standards to be achieved
- clarifying responsibilities and task boundaries.

10.1.2 Training and development

- planning training and development activities (e.g. updating the individual's training plan – Form 9)
- evaluating training and development that has taken place (e.g. completing the impact assessment form – Form 11).

10.1.3 Being supportive

- enabling people to cope with stress
- developing sensitivity to crises in individuals and teams
- being prepared to step in when people are under stress
- actively listening
- if necessary, representing staff needs to higher management

(adapted from *Supervision in the Helping Professions*, Hawkins & Shohet).

10.2 Conducting supervision meetings

Ensure managerial supervision is provided for all staff on an equal basis (do not be tempted to avoid dealing with people who appear to present most difficulties – this will only aggravate any problems).

Reflect on your own preferences – some people are more comfortable talking about task based issues, while others may prefer dealing with emotional aspects of the work. Try to cover all aspects (work allocation, training and development, and support), even if your instinctive reaction is to focus on one area more than another.

10.2.1 Preparing for the supervision meeting

Although a regular supervision meeting may appear less formal than the annual appraisal, it is still important to plan ahead:

- agree a date and time in advance (usually about a week)
- allow sufficient time (set aside about one hour)
- choose a location that is comfortable, private and will be free from interruptions
- ensure any relevant documents are available (e.g. most recent appraisal record, individual training plan, training and development impact assessments etc).

10.2.2 The supervision meeting

Take time to 'warm up' - establish rapport and put the individual at ease.

Aim to discuss all the areas described in Standard 36.4 of the *National minimum standards for care homes*:

> ***"36.4 Staff have regular, recorded supervision meetings at least six times a year with their senior/manager… covering:***
>
> ***i translation of the home's philosophy and aims into work with individuals;***
>
> ***ii monitoring of work with individual service users***
>
> ***iii support and professional guidance; and***
>
> ***iv identification of training and development needs."***

At the end of the supervision meeting, summarise the main points discussed, noting any actions to be taken. Try to end on a positive note *and always set a date for the next supervision meeting.*

In conducting a supervision meeting, you will certainly be providing feedback, and possibly tackling performance weaknesses. Good practice in these areas is described in Section 9 - Appraisals.

See Supervision record form - Form 14

10.3 Specialist/clinical supervision

Standard 36.5

"Staff have access to specialist supervision as indicated by service users' assessed needs."

In addition to the managerial supervision provided for all staff, some staff will require specialist supervision. For example, this would apply to staff with a counselling role. In the counselling context, "supervision is concerned with:

(a) the relationship between the counsellor and service user, to enhance its therapeutic effectiveness

(b) monitoring and supporting the counsellor in the counselling role

(c) the relationship between the counsellor and the supervisor, in order to enable the counsellor to develop his/her professional identity through reflection on the work, in the context of this relationship, which will be both critical and supportive

(d) clarifying the relationships between counsellor, client, supervisors and (if any) the organisation(s) involved

(e) ensuring that ethical standards are maintained throughout the counselling work" (British Association of Counselling).

Clearly, the need for specialist supervision will depend upon the work roles of individual members of staff. Counselling provides a good example of the importance of 'non-managerial' supervision. Indeed, the Volunteer Alcohol Counsellors Training Scheme (VACTS) - recommends that counsellors must attend a minimum of one hour of supervision for every eight hours' counselling.

Glossary of terms

Term	Explanation
ACTAN	Association for Care Training and Assessment Networks
Awarding body	The bodies approved to award qualifications (including NVQs)
Competence	The ability to perform a task or tasks to the standards required in employment
CRB	Criminal Records Bureau
DANOS	Drugs and Alcohol National Occupational Standards
DfES	Department for Education and Skills
ESF	European Social Fund
FE	Further Education
GOQ	Genuine Occupational Qualification
GSCC	General Social Care Council
Learndirect	A government initiative using information technology to widen access to learning, including on-line learning resources
LSC	Learning and Skills Council
NCSC	National Care Standards Commission
NMC	Nursing and Midwifery Council
NOS	National Occupational Standards
NTO	National Training Organisation
NVQ	National Vocational Qualification
QCA	Qualifications and Curriculum Authority
SCODA	Standing Conference on Drug Abuse
SSC	Sector Skills Council (the bodies replacing National Training Organisations)
SVQ	Scottish Vocational Qualification
TNA	Training needs analysis
Topss	The training organisation for social care
Unit A1 and A2	NVQ assessor awards (replacing D32 & D33 NVQ internal verifier award)
Unit D34	NVQ internal verifier award
Unit V1	NVQ internal verifier award (replacing D34 NVQ internal verifier award)
Units D32 and D33	NVQ assessor award

Sources of further information and support

Advisory, Conciliation and Arbitration Service (ACAS)
Head Office, Brandon House, 180 Borough High Street, London, SE1 1LW
Tel: National Helpline 08457 47 47 47
www.acas.org.uk

Alcohol Concern
Waterbridge House, 32-36 Loman Street, London, SE1 0EE
Tel: 020 7928 7377
Email: contact@alcoholconcern.org.uk
www.alcoholconcern.org.uk

Association for Care Training and Assessment Networks (ACTAN)
PO Box 310, Dover, CT15 7RA
Tel/fax: 01304 211740
www.actan.net

BTEC Edexcel
Edexcel Foundation, Stewart House, 32 Russell Square, London, WC1B 5DN
Tel: 0870 240 9800
Email: enquiries@edexcel.org.uk
www.edexcel.org.uk

Chartered Institute of Personnel and Development (CIPD)
CIPD House, Camp Road, Wimbledon, London, SW19 4UX
Email: lis@cipd.co.uk
Tel: 020 8971 9000
www.cipd.co.uk

City and Guilds
1 Giltspur Street, London, EC1A 9DD
Tel: 020 7294 2468
Email: enquiry@city-and-guilds.co.uk
www.city-and-guilds.co.uk

Commission for Racial Equality
St Dunstan's House, 201-211 Borough High Street, London, SE1 1GZ
Tel: 020 7939 0000
Email: info@cre.gov.uk
www.cre.gov.uk

Criminal Records Bureau
PO Box 110, Liverpool, L3 6ZZ
Tel: 0870 90 90 811 (Information)
0870 90 90 822 (Registration line)
www.disclosure.gov.uk

Disability Rights Commission
DRC Helpline, Freepost MID 02164, Stratford-upon-Avon, CV37 9HY
Tel: 08457 622633
Email: enquiry@drc-gb.org
www.drc-gb.org

Drugscope
Waterbridge House, 32-36 Loman Street, London, SE1 0EE
Tel: 020 7928 1211
Email: info@drugscope.org.uk
www.drugscope.org.uk

European Association for the Treatment of Addiction (EATA)
Waterbridge House, 32-36 Loman Street, London, SE1 0EE
Tel: 020 7922 8753
Email: secretariat@eata.org.uk
www.eata.org.uk

Equal Opportunities Commission
Arndale House, Arndale Centre, Manchester, M4 3EQ
Tel: 08456 015901
Email: info@eoc.org.uk
www.eoc.org.uk

Learndirect
Tel: 0800 100 900
www.learndirect-advice.co.uk

Learning and Skills Council
Cheylesmore House, Quinton Road, Coventry, CV1 2WT
Or
101 Lockhurst Lane, Coventry, CV6 5SF
General Enquiries Helpline: 0870 900 6800
Email: info@lsc.gov.uk
www.lsc.gov.uk

Management Standards Centre
3rd Floor, 2 Savoy Court, Strand, London, WC2R 0EZ
Tel: 020 7240 2826
Email: management.standards@managers.org.uk
www.management-standards.org/

National Care Standards Commission (NCSC)
St Nicholas Building, St Nicholas Street, Newcastle upon Tyne, NE1 1NB
Tel: 0191 233 3600
Email: enquiries@ncsc.gsi.gov.uk
www.carestandards.org.uk

National Council for Voluntary Organisations (NCVO)
Regent's Wharf, 8 All Saints Street, London, N1 9RL
Tel: 020 7713 6161
Email: ncvo@ncvo-vol.org.uk
www.ncvo-vol.org.uk

National Treatment Agency
5th Floor, Hannibal House, Elephant and Castle, London, SE1 6TE
Tel: 020 7972 2214
Email: nta.enquiries@nta.gsi.gov.uk
www.nta.nhs.uk

Open University
Validation Services, 344-354 Gray's Inn Road, London, WC1X 8BP
Tel: 020 7278 4411
Email: general-enquiries@open.ac.uk
www.open.ac.uk

Qualifications and Curriculum Authority (QCA)
83 Piccadilly, London, W1J 8QA
Tel: 020 7509 5555
www.qca.org.uk

Sector Skills Development Agency
Callflex Business Park, Golden Smithies Lane, Wath-upon-Dearne, South Yorkshire, S63 7ER
Tel: 0870 000 2399
Email: info@ssda.org.uk
www.ssda.org.uk

Skills for Health
Goldsmiths House, Broad Plain, Bristol, BS2 0JP
Tel: 0117 929 0055
Email: office@healthwork.co.uk
www.skillsforhealth.org.uk

Topss (England)
Albion Court, 5 Albion Place, Leeds, LS1 6JP
Tel: 0113 245 1716
Email: info@topssengland.org.uk
www.topss.org.uk

Voluntary Sector National Training Organisation (VSNTO)
Regents Wharf, 8 All Saints Street, London, N1 9RL
Tel: 020 7713 6161
Email: vsnto@ncvo-vol.co.uk
www.voluntarysectorskills.org.uk

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Standing Conference on Drug Abuse (SCODA). *A quality framework for drug training*. 1998: London.

Voluntary Sector National Training Organisation (VSNTO) *Would you credit it? A guide on Scottish and National Vocational Qualifications for the voluntary secto*r: VSNTO, March 2001: London.

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10 Forms and tools

The pro forma documents included here can be copied or adapted for use in your own organisation. Use of these forms is not a requirement to comply with the *National minimum standards for care homes*, particularly if you already have your own documentation. However, they do represent examples of good practice, which you are free to use – all documents and procedures should be regularly reviewed to ensure they remain fit for purpose.

1. Job analysis questionnaire
2. Job description pro forma
3. Person specification pro forma
4. Interview assessment form
5. Induction checklist
6. Training and development policy pro forma
7. Training needs analysis questionnaire (example)
8. Training needs analysis questionnaire (pro forma)
9. Individual training and development plan pro forma
10. Organisational training and development plan pro forma
11. Training and development impact assessment form
12. Self appraisal form
13. Appraisal record form
14. Supervision record form
15. Cross-reference of care NVQ units to DANOS

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5th Floor, Hannibal House
Elephant and Castle
London SE1 6TE
Tel: 020 7972 2214
Fax:020 7972 2248
nta.enquiries@nta.gsi.gov.uk
www.nta.nhs.uk

All NTA publications and updates on our activities are available on www.nta.nhs.uk.

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