

improving the quality of training

A Framework to Improve the Quality of Training Provision
within the Substance Misuse Sector in England and Wales



(IQT)

**TACKLING
DRUGS
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The IQT Framework can be accessed through the following websites:

National Treatment Agency
www.nta.nhs.uk

Home Office, Drug Strategy Directorate
www.drugs.gov.uk

1. INTRODUCTION

1.1 Training and the Substance Misuse Sector

The provision of training and development for those working for, and within, the substance misuse sector has, in recent years, grown rapidly. Particularly influential has been the introduction of the Drug and Alcohol National Occupational Standards (DANOS 2003) which are aimed at increasing the competence of the broad workforce involved with the sector.

Additionally, nationally recognised qualifications were introduced across both England and Wales during 2005.

Training and development has always been prominent and valued within the sector. Indeed, in the past, a significant amount of training was developed and undertaken at a local level. However, it has been recognised that a national model of training is needed to ensure that organisations have the necessary competence to implement the National Drug Strategy.

1.2 Rationale

Training and development, and their delivery in the substance misuse sector, need to be provided to a standard that ensures both staff and students receive a consistently good quality product. They will then gain the required knowledge, skills and understanding and also be able to transfer their new expertise to others across the sector.

This document has been commissioned jointly by the Drug Strategy Directorate (DSD) of the Home Office and the National Treatment Agency (NTA). It offers a framework of best practice guidelines to improve the commissioning and delivery of training across the sector in line with national standards of competence and the joint workforce development plan for the substance misuse field.

Its aim is also to help local partnerships working in the substance misuse arena to function more effectively thereby reducing any potential liability claims.

While it may appear a daunting task, the time invested to set up a robust quality assurance system which meets the best practice guidelines, will provide future benefits to the organisation and quickly repay the effort taken.

1.3 How to Use the Framework

The framework is not intended to impose a particular system but offers a set of generic guidelines to add value to the variety of organisations involved in the provision, commissioning and delivery of training for the broad workforce across the substance misuse sector (i.e. those working within government departments, sector skills councils and other training bodies, social and health care sector, criminal justice sector, community regeneration bodies, including those in housing and employment, the voluntary sector and many others).

The quality guidelines are supported by a set of pro-forma documents which can be copied or adapted for use within any organisation. Use of these pro-forma documents is not a requirement in order to comply with the National Minimum Standards, particularly if systems have already been established. However, as already stated, they do represent examples of good practice.

The guidelines, including all the pro-forma documents, can be downloaded from both the NTA and Home Office web sites: www.nta.nhs.uk and www.drugs.gov.uk

The flow diagram below, provides an overview of the framework. The tools and forms provided as [IQT1](#) to [IQT12](#), can be used to aid the action points shown in the flow diagram and are highlighted for ease of reference. These can also be accessed by clicking on any reference to an [IQT](#) tool or form.

1.4 Who Are the Guidelines For?

The guidelines, based on quality assurance standards within the training and development field, have been developed specifically for the substance misuse sector. In particular, they will offer valuable direction and advice to:

- organisations providing in-house training;
- organisations planning training and development initiatives;
- organisations commissioning training and development from external providers;
- individuals working in the training and development field within the drug and alcohol sector; and
- managers responsible for training and development initiatives, and training and development staff.

While every effort has been made to make the guidelines as comprehensive and complete as possible, it is recognised that they are not exhaustive.

It is also recognised that organisations differ in relation to their internal structures, the way they interface with the external environment and in the way they need to organise their training and development activity. This is why the materials have been developed to be as generic as possible while maintaining a focus on the substance misuse sector and allowing individuals/organisations to adapt the tools provided to fit their own specific need(s).

1.5 What Does the Framework Include?

The framework (as represented in the flow diagram which follows) assumes training needs (covered under 3.1.1 below) have already been identified from individual appraisals and local partnership training priorities.

The main focus is then to implement best practice processes to either:

- select and recruit approved internal trainers; or,
- select and procure the services of external training providers.

1.5.1 Selection and recruitment of approved internal trainers

- guidance and tools to aid the process of selection and verification of trainers including:
 - the internal trainer - a generic application form (IQT1);
 - the internal trainer - a generic role profile – (job description (IQT2) and person specification (IQT3);
 - interview questions for trainers (IQT4);
 - an appraisal system to monitor a trainer's performance in line with national standards (IQT10); and tools to identify criteria against which trainer performance can be measured (IQT11, IQT12).

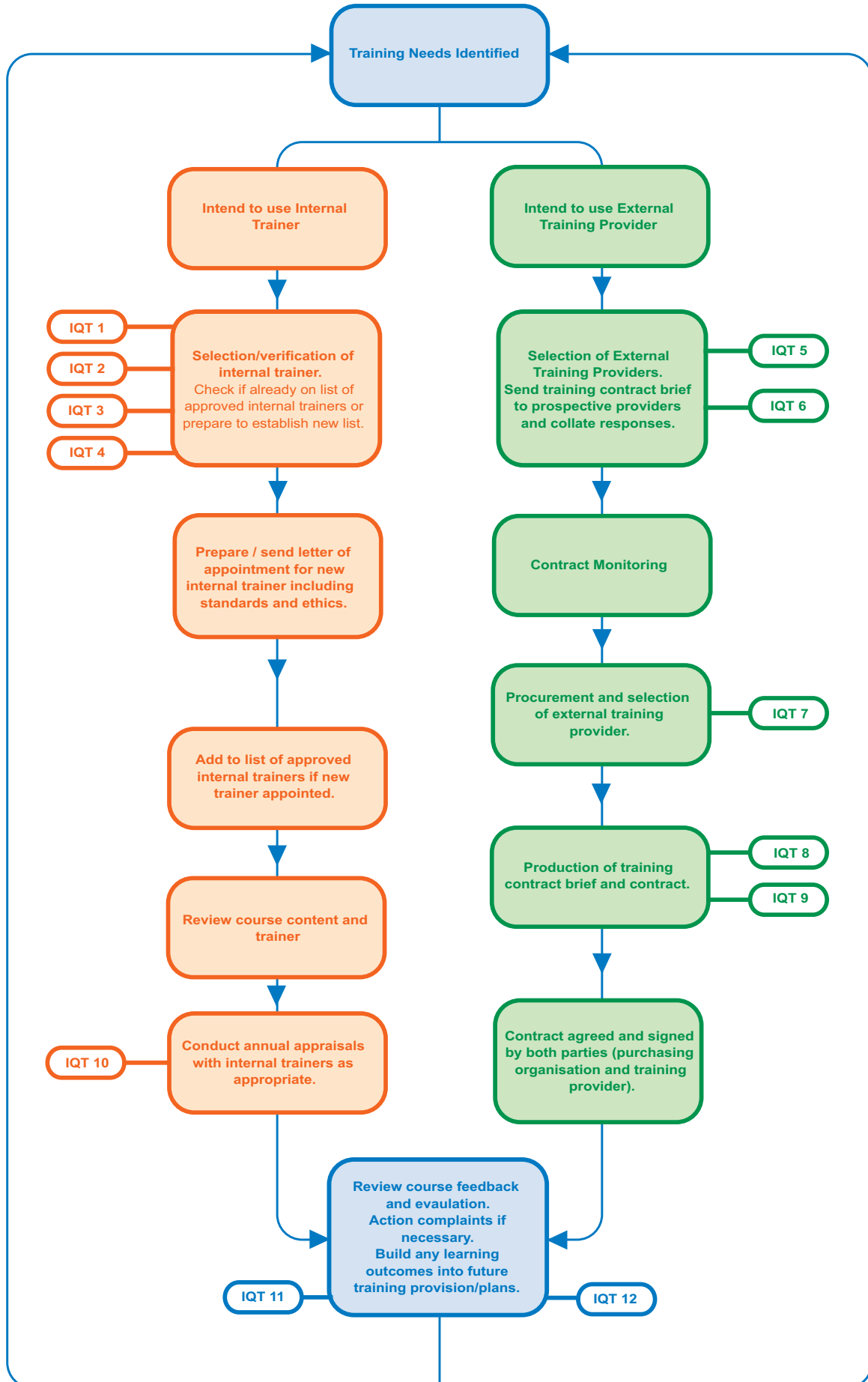
1.5.2 Procurement and selection of external training providers

- a set of documentation which adds value to, and facilitates the process of, contracting with external providers of training, including:

- a checklist for drawing up a contract brief, with an example of an “actual” brief (IQT5, IQT6);
- guidance on what essential elements should be covered in a contract (IQT8), with an example of a contract pro-forma (IQT9) that can be used between a commissioner and provider; and
- a checklist of possible interview questions, which can be used when selecting external training providers (IQT7).



Improving the Quality of Training Flow Diagram



1.5.3 Quality assurance system - to help quality assure both internal trainers and external training providers including:

- an overview of what the quality assurance process should cover and how to achieve it (chapter 4);
- guidance on how to develop evaluation processes, e.g. course feedback forms (IQT11, IQT12) etc.; and
- guidance on how to monitor the performance of trainers and training providers.

2. SELECTION AND VERIFICATION OF APPROVED INTERNAL TRAINERS

Within the sector, a large percentage of local training activity has been organised and delivered by organisations working in partnership with a number of different agencies. This has resulted in trainers, from different organisations and backgrounds, delivering a variety of training initiatives across the geographical area covered by any one particular partnership.

To standardise and improve the quality of training delivery, local partnerships would benefit from developing a list of approved internal trainers (i.e. a list identifying approved trainers from organisations working in partnership with each other).

To produce this list it is recommended that:

- internal trainers are approved through a selection and verification process;
- a generic job description and person specification based on national occupational standards for trainers see www.ento.org.uk are created against which trainers can be selected/verified before being included on the approved trainer list; and
- criteria are identified against which trainers' performance can be measured.

It is assumed trainers already recruited within the local partnership will have complied with their organisations' recruitment procedures, and with employment and equal opportunities legislation.

2.1 Development of a Selection/Verification Process for Internal Trainers

To begin this process, current internal trainers working within the local partnership should be invited to apply to become part of the approved trainers list. An example of a selection /verification application form is given as [IQT1](#).

2.2 Generic Job Description and Person Specification

To carry out a selection/verification process, it is necessary to produce a job description and person specification for a generic trainer against which applications can be measured.

A job description outlines the main tasks and responsibilities while a person specification is a profile of the skills, knowledge and characteristics needed for a worker to perform a specific job (NTA 2003A).

The criteria contained in the person specification must be strictly relevant to the job and should not be discriminatory. A person specification normally describes the attributes that are essential for the job, and those that are desirable. Production of both a job description and person specification should ensure that applicants have a clear understanding of the approved internal trainer role and the personal qualities being sought.

Examples of a generic job description and person specification are given as [IQT2](#) and [IQT3](#) respectively. The Drug and Alcohol National Occupational Standards (DANOS) (Skills for Health) have been used to help compile both of these.

2.3 Criteria Against Which Trainers Can Be Measured

It is necessary to identify specific criteria to ensure that the selection/verification of trainers is as effective as possible.

Recommended criteria include:

- the identified minimum number of teaching/delivery hours the trainer has completed over the past year;
- specific qualifications relating to adult education and their own area of expertise;
- evidence of continuing professional development relating to both training and development and their own area of expertise;
- evaluation and feedback from previous training/development initiatives the trainer has been involved with;
- the trainer's ability to use a variety of teaching strategies and methods;
- the trainer's ability to relate positively with the student group – being aware of equal opportunities policy and practice; and
- the trainer's ability to reflect on, and evaluate, sessions and accept constructive criticism.

The approved trainer selection/verification form ([IQT1](#)) has been developed using the criteria given above, but organisations may wish to adapt it according to their specific needs.

The process involved in selecting/verifying approved internal trainers can be more or less complicated depending on the requirements of the organisation, i.e. it can vary from being purely a paper exercise using the selection /verification form, or it can also include an interview with, and/or a presentation by, the trainer. [IQT4](#) provides a list of suggested interview questions.

3. PROCUREMENT AND SELECTION OF EXTERNAL TRAINING PROVIDERS

Choosing an external training consultant or provider can be a difficult task and a costly one, particularly if you get it wrong!

Therefore, a number of questions need to be asked and answered, e.g.:

- What exactly do you want?
- How/when do you want it done?
- How much money do you have?
- Where do you start looking?
- Who do you ask?
- What is the best fit - individual consultants or training organisations?
- How do you select the consultants/providers you invite in?
- How do you evaluate their experience and expertise?

3.1 Preparation

Three key elements need to be addressed when choosing a training provider:

- identifying and clarifying your organisation's training need(s);
- finding a range of training providers to choose from; and
- developing the criteria for selecting your chosen provider.

3.1.1 Identifying and Clarifying the Training Need(s)

It is essential to be clear about:

- the desired outcomes from a training initiative, e.g. the level of qualification to be gained, learning objectives to be achieved, knowledge and skills to be transferred;
- the identified target group(s), e.g. the level of staff, which organisation(s);
- your understanding of the consultant/provider's role (i.e. What it is? Where does it start and end?); and
- your organisation's involvement/responsibility, e.g. providing a training venue, etc.

3.1.2 Finding a Range of Training Providers to Choose From

It is always good practice to find more than one candidate, no matter how small the piece of work. Clearly, this will usually be a self-fulfilling prophecy if you put the work out to tender, but other methods of extending your net include:

- networking with colleagues – a personal recommendation is a common way of finding a new provider;
- involving the trainees – they can help you clarify their needs;
- using the web – use directories and discussion forums where you can post enquiries and recommendations;
- consulting sector specific magazines, etc.;
- exploring mail shots from training providers;
- consulting the relevant 'training expert' in your organisation; and
- going to local organisations for help (LSC's usually hold lists of training providers, many of them local).

3.1.3 Selecting Your Chosen Provider

Methods of selection range from word of mouth recommendations to more complex tendering processes. Some organisations will be subject to their in-house procurement and tendering processes. Normally, the determining factor is the financial size of the training initiative. It is common in many organisations to have a financial cut off point above which the contract must receive competitive quotes followed by a formal tendering process.

The main purpose of developing a tendering process is to ensure that every individual /organisation is treated fairly and that no inside information relating to one tendering organisation is shared with another.

Developing a comprehensive tendering process is a complicated business and its management is labour intensive. Organisations without a tender process need to decide at what point to go out to tender as a means of demonstrating good value for money. A full explanation of this process is not given here but the bibliography contains references to books covering the tendering process in more depth.

Regardless of the complexity of the recruitment process, a clear contract brief and contract document should be produced.

3.1.3.1 Production of a Clear Contract Brief

It is recommended that, regardless of the financial expenditure on a training/development initiative, a contract brief is always produced. The brief should:

- clearly state the aims and desired outcomes for the initiative;
- be “user friendly”, i.e. easy to follow and understand, not containing obscure abbreviations only known to those within the organisation or the sector;
- be produced well ahead of any proposed date for selection, to allow for distribution and response times;
- be re-examined/reproduced when repeat initiatives are being purchased as training needs are most likely to change and need adapting over time;
- be produced involving as many relevant “stakeholders” as possible, e.g. managers, trainees, etc.;
- outline the budget available for the initiative; and
- be designed in such a way that responses will provide the information which is outlined in the contract brief checklist provided ([IQT5](#)).

An example of a contract brief for the provision of management /supervisory training is given as [IQT6](#).

[IQT7](#) provides short-listing criteria for selecting external training providers against the brief.

3.1.3.2 Production of a Contract Document

A contract can be a verbal agreement as well as written. However, it is recommended that a contract is always documented and duly signed off by both contracting parties, i.e. the purchaser and the provider of the training initiative.

The quality of any training initiative will depend on the relationship which is established between the purchaser and provider. In the process leading up to the signing of the contract it is, therefore, important to discuss and explore the following:

- Your constraints and the trainer's constraints. It is a reality that everybody operates under constraints, yours as the purchaser may include – budgets, your role, other managers' assumptions, etc. The trainer's constraints may include: time, availability, etc.
- What you need/want, e.g. to receive course handouts by a certain date. What the trainer needs/wants, e.g. specialised equipment, etc.
- Clearly, as the purchaser, you will focus on what you want and what the trainer can offer, e.g. expertise, resources, ideas etc. It is also useful, however, to discuss with the trainer what they need and want and what you might be able to offer, e.g. access to people and information.
- In designing the training contract, the checklist given as [IQT8](#) outlines what should be included. A training contract pro-forma is given as [IQT9](#).

4. QUALITY ASSURANCE SYSTEM

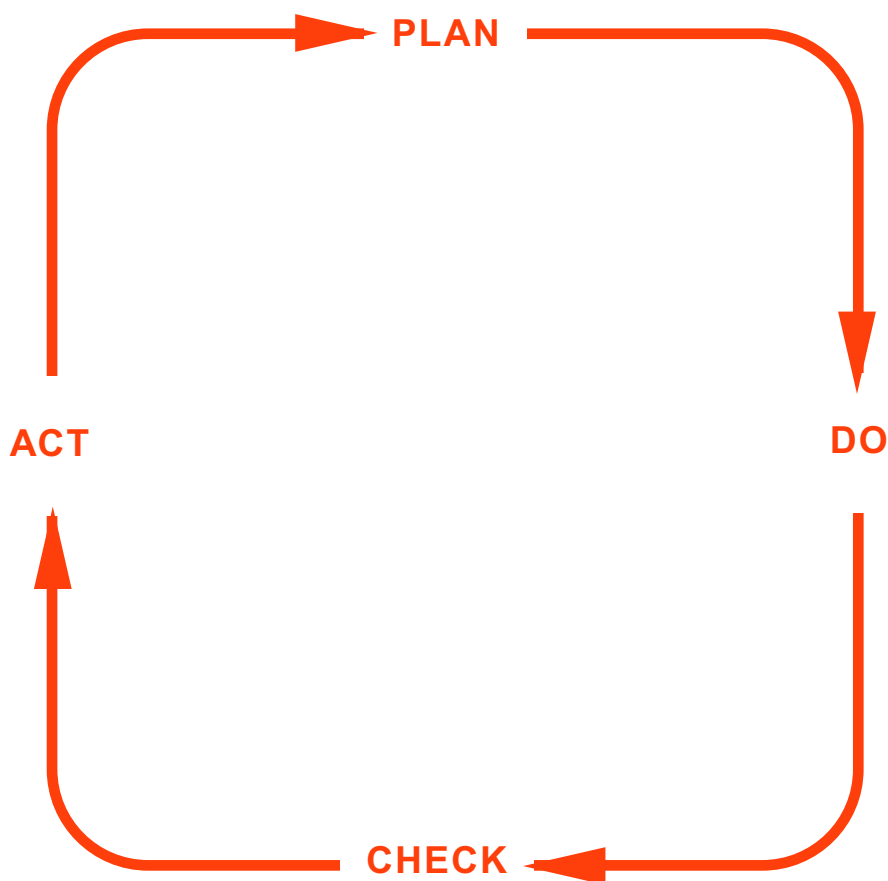
It is important that a robust quality assurance system is developed to ensure the organisation is getting value for money in regard to training, and is achieving its desired outcomes and targets.

The system should:

- encourage feedback from training participants;
- effectively deal with any complaints or poor feedback;
- regularly review the performance of approved internal trainers and external training providers.

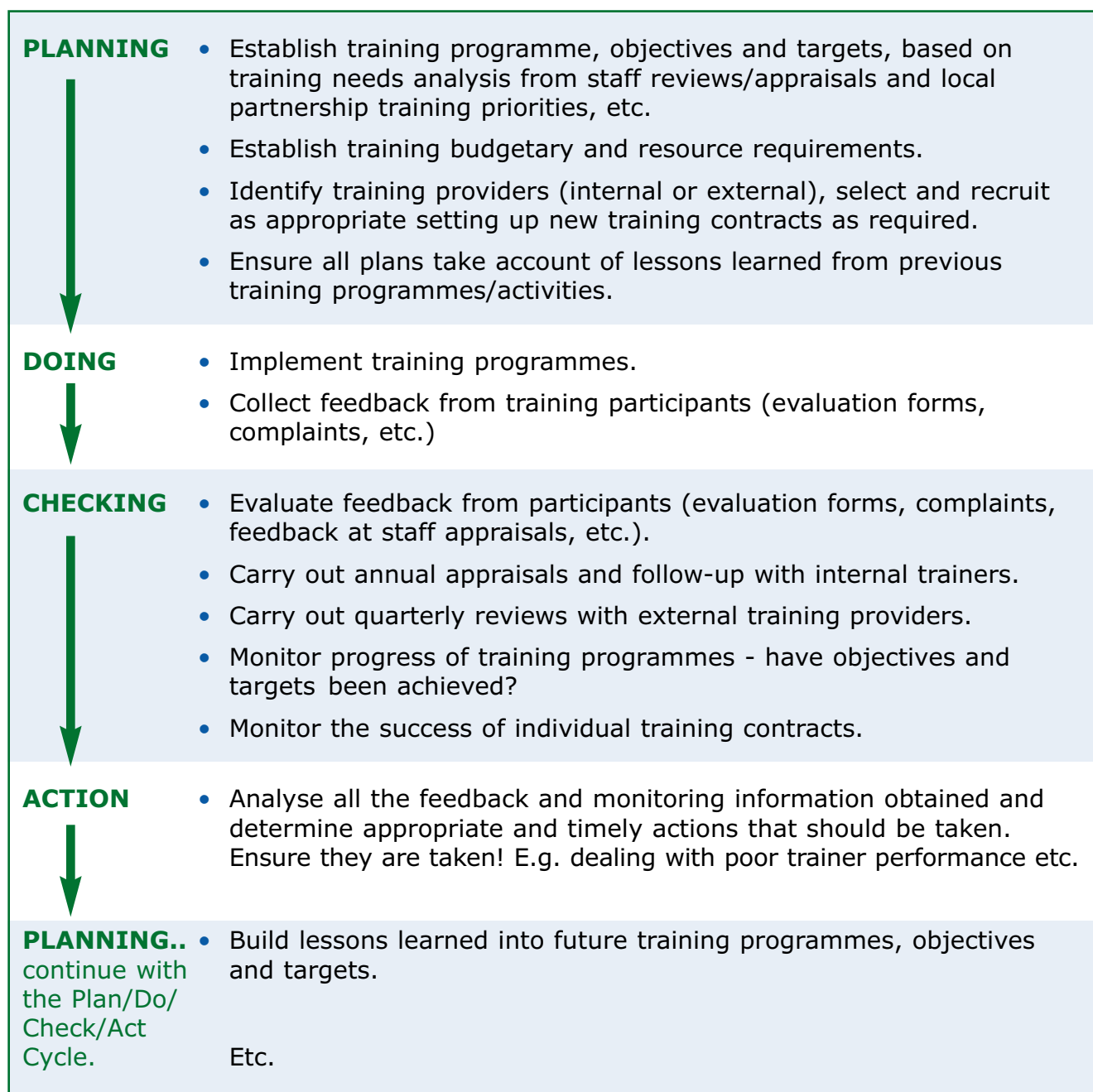
The results of evaluations and reviews should be acted upon in a timely manner and any learning points taken into account for future training plans and initiatives.

One of the simplest, but effective, quality assurance models is the Deming Plan/Do/Check/Act Cycle:



It can be applied to any activity no matter how straight-forward, or how complex, it may be.

For instance, applied to the training provision process outlined in this document:



The remainder of this chapter focuses on the checking and action elements within the quality assurance cycle.

4.1 Training Evaluation

To assure quality and improve training initiatives and trainer performance, it is important that all course provision is evaluated against the proposed learning outcomes for any given training event. Evaluation should take place to assess the impact (subjective, immediate) of a training event and also to measure the outcome (objective, longer term).

It is, therefore, recommended that the impact a training initiative has should be captured and recorded immediately, while the actual difference that a training event has made to work practice will only be measurable some time afterwards.

So learning outcomes should be measured:

- immediately (see Training Event Evaluation Form [IQT11](#)); and
- three or six months after the training event has been completed (see Training Event Follow-Up Evaluation Form ([IQT12](#))).

Where an evaluation form is not appropriate for a particular course or session, exercises should be carried out on the day to elicit feedback.

4.2 Dealing with Complaints or Poor Performance by a Trainer

Complaints may be received about a trainer's performance through evaluation forms, or particularly aggrieved participants may voice their displeasure later by telephone or in writing (particularly if they do not want the trainer to see their comments on a training evaluation form).

There should be a designated member of staff (usually a customer services manager, quality manager, the training manager, or the person responsible for these functions) whose responsibility is to receive, record, review and follow-up complaints about training.

It is important that complaints are properly recorded and followed-up quickly. Participants need to know that their concerns will be taken seriously and acted upon as appropriate. In some cases, they may need to be kept in the loop to be made aware of any actions taken. For example, they may need to take the training again with a different trainer or, at least, to know that their views have been listened to.

If complaints are not dealt with effectively, complainants are very likely to share their experiences with other staff who could, in turn, be influenced or prejudiced against taking future training courses. As a result, the organisation's overall training programme, no matter how well it has been developed and delivered, will quickly get a poor reputation among staff/students.

Your organisation may have its own Complaints Procedure to follow. However, if one is not available or suitable for dealing with a complaint about training, the following route is recommended.

Where the performance of an internal or external trainer has been questioned, possible actions are:

- if necessary, to elicit more information from the participant(s) about the problem;
- for minor issues, to acknowledge in writing and thank the participant(s) for their comments and assure them they will be taken into consideration for future courses;
- for serious issues, to immediately contact the relevant trainer (internal or external) and request a meeting with them to discuss the issues raised (it may be necessary to keep the name of the participant confidential);
- to have a frank two-way discussion with the trainer to get their thoughts on the issues raised and agree a way forward. If it is found that the trainer's conduct has been unacceptable, this could lead to their being removed from the lists of approved internal trainers or external training providers;
- to let the participant know the outcome, as appropriate, of their complaint where immediate remedial action has been taken.

For poor performance by an internal trainer - a good way of monitoring the performance is to undertake a short observation at a training course they are delivering. If the quality of training does not reach the required standard, it is very important to meet with the trainer to share your concerns and look to improve their training delivery in the future.

If poor performance is persistent, it is important to deal with this promptly as, otherwise, your students will not fully achieve their intended learning outcomes.

If the trainer is employed by a partner agency, it is also important to feed back on the performance issues to their manager.

Your organisation may have its own poor performance policy to follow but, if not, then further information can be found in the NTA HR Toolkit (Chapter Thirteen). There are 'Training for Substance Misuse Trainer Courses' available in certain areas, such as the one in West Sussex, www.westsussexdaat.co.uk, which are aimed at increasing the competence of trainers.

For poor performance by an external provider - it is important to give them constructive feedback so they can have the opportunity to improve in the future. You may be entitled to a refund of some of the fee if your training provider has not fully delivered their side of the contract.

The Chartered Institute of Personnel and Development (CIPD) provides support for organisations and practitioners who deliver training and you may wish to sign-post the organisation to their website for advice, www.cipd.co.uk.

4.3 Quality Assurance for External Training Providers

It is recommended that quarterly quality assurance meetings are organised with the provider (or a post-course review is organised if the programme is a 'one off'), where the following is reviewed:

- the contract – to check the extent that the provider is meeting agreed requirements;
- the quality and skills of the trainer(s);
- the level and numbers of people trained;
- the numbers of people receiving accreditation;
- evaluation of the training provision, e.g. course feedback forms; and
- review of the effectiveness of any actions taken to improve performance since the last review, if appropriate.

4.4 Quality Assurance for Approved Internal Trainers

It is recommended that internal trainers have an annual appraisal (with a six monthly follow-up of actions agreed, if necessary) to quality assure their performance, where the following is reviewed:

- the level and number of people trained;
- the number of people receiving accreditation;
- evidence of ongoing professional development;
- evaluation of training provision, e.g. course feedback forms; and
- review of the effectiveness of any actions taken to improve performance since the last appraisal, if appropriate.

4.5 Performance Appraisal for Internal Trainers

The performance appraisal or review is essentially an opportunity for the trainer and those concerned with their performance, usually their line manager, to get together to engage in a dialogue about the trainer's performance, development and the support required from the trainer's manager/organisation. It should not be a top down process or an opportunity for one person to ask all the questions and the other to only reply. It should be a free flowing conversation with a range of views exchanged.

The objective of an appraisal is to help improve individual performance, realise potential and achieve better results for the organisation (Lawson 1992). An appraisal policy should state that the appraisal process is annual and covers all staff. It should also state who does the appraising and that the employee can see their appraisal report.

Key elements of the performance appraisal process are:

- measurement – assessing performance against targets and objectives;
- feedback – providing information for the trainer on their performance and progress;
- positive reinforcement – emphasising what has been done well and making only constructive criticism about what might be improved;
- a frank exchange of views – about what has happened, how the trainer can improve his or her performance, the support they need from their manager/organisation to achieve this and their aspirations for their future career; and
- agreement – jointly coming to an understanding by all parties about what needs to be done, put in place to improve performance generally and overcome any issues raised in the course of discussion.

The specific outcomes sought from undertaking an appraisal process with a trainer are that it:-

- encourages the trainer to reflect on their own practice as a teacher/facilitator/developer;
- enables the trainer to focus on their own learning requirements and helps them create/develop their own personal and professional development plan;
- creates an environment in which to share and discuss ideas and understanding of training/development issues;
- helps raise the standards of the trainer's practice;
- acts as a means of monitoring the standards of the trainer's practice; and
- provides support for the trainer in their practice.

Good practice recommends that both parties should prepare for the meeting beforehand if a successful outcome is to be achieved. The person (appraiser) conducting the meeting should:

- consider how well the individual has performed since the last meeting, e.g. access and examine evaluation forms or any complaints received;
- consider to what extent any agreed development plans from the last meeting have been implemented;
- think about the feedback to be given at the meeting and the evidence that will be used to support it;
- review the factors that have affected performance both those within, and outside, the individual's control;
- consider the points for discussion on the possible actions that can be taken by both parties to develop and improve performance;
- consider possible directions that the individual's career might take; and
- consider possible objectives for the next review period.

The individual (appraisee) should consider the following points:

- what they have achieved during the review period, with examples and evidence;
- any examples of objectives not achieved with explanations;
- what they most enjoy about the job and how they might want to develop the role, e.g. particular area of expertise/interest;
- any aspect of the work in which improvement is required and how this might be achieved;
- their learning and development needs with arguments to support their case for specific training;
- what level of support and guidance they require from their manager/organisation;
- their aspirations for the future, both in the current role and in possible future roles; and
- objectives for the next review period.

There is no one right way to conduct an appraisal – the approach will depend on the nature of the organisation and the people involved. However, at a minimum, it is helpful to have a form which is completed by the appraisee before the appraisal (see [IQT10](#)).

Some organisations have appraisal systems which link appraisals to a salary review. The NTA's staff development tool kit for drug and alcohol services (NTA 2003C) supports the view that it is not best practice to have a direct link between appraisal and salary review/promotion since the goal of a frank and open discussion may not be achieved. The NHS Agenda for Change pay system will, however, link progression at gateway points on the pay scale, to assessment of the knowledge and skills that staff are applying in their jobs.

Finally, in relation to good practice, it is important that staff receive training as both an appraiser and appraisee to ensure they are clear about what is expected of them and can fully benefit from the process.

4.6 Acting on Lessons Learnt

If your purchase of a training programme results in a poor outcome, e.g. you receive a serious complaint or your learning requirement is not met as agreed, it cannot be emphasized too strongly that you evaluate what has happened and make sure that future training programmes take account of the lessons learnt.

By doing so, it will ensure that the training provision continues to improve, your organisation will get value for its training investment and the quality assurance cycle will be completed.

5. SUMMARY AND CONCLUSIONS

This document sets out a framework of best practice guidelines to improve the provision of training and development within the substance misuse field and encourage a consistent approach at national level.

It will ensure that the previous multiplicity of trainers are rationalised to:

- external providers who will sign up to agreed training contracts meeting required quality standards, and
- internal trainers who will be reviewed and only used if they meet the requirements for inclusion on approved lists of internal trainers.

If adopted, this approach will help to ensure that students and staff within the substance misuse arena will receive the same high quality of training, regardless of the geographic area or organisation they work for.

The quality assurance system, which includes robust monitoring of training contracts and ongoing evaluation of trainers and training provision, will ensure that continuous improvement occurs as lessons are learnt and used to inform future training and development programmes.



6. Glossary of Terms

AB	Awarding Bodies	<p>Various awarding bodies offer qualifications For example,</p> <p>City & Guilds: www.city-and-guilds.co.uk Edexcel: www.edexcel.org.uk NOCN: www.nocn.org.uk NCFE: www.ncfe.org.uk</p>
CPD	Continuing Professional Development	<p>CPD is the means by which practitioners maintain, improve and broaden their knowledge and skills and develop the personal qualities required in their professional lives.</p>
CDRP	Crime Disorder Reduction Partnership	<p>The 1998 Crime and Disorder Act established statutory partnerships between the police, local authorities, probation services, health authorities, the voluntary sector and local residents/businesses. Every 3 years the CDRP must conduct an audit of crime, disorder and substance misuse in its area and from this develop a 3 year reduction strategy.</p>
DANOS	The Drug and Alcohol National Occupational Standards	<p>DANOS specify the standards of performance that people in the drug and alcohol field should be working to. They also describe the knowledge and skills workers need to perform to the required standard.</p> <p>www.skillsforhealth.org.uk/danos/resources</p>
DAT'S/ DAATs	Drug Action Teams/ Drug and Alcohol Action Teams	<p>DA(A)T's are strategic bodies made up of senior officers from leading statutory agencies such as health, probation, police and local authorities. Set up in 1995, the role of the DA(A)T's is to ensure that the key aims of the national drug strategy are implemented locally. (DA(A)T's are expected to work closely with CDRP's in two tier local authority areas, and should have integrated their work in unitary authorities areas by April 2004.</p>
DSD	Drug Strategy Directorate	<p>Home Office department responsible for the updated drug strategy.</p> <p>www.drugs.gov.uk</p>
HO	Home Office	<p>The Home Office oversees the police and the National Offender Management Service. The HO also sponsors the Youth Justice Board, Criminal Injuries Compensation Authority and the Criminal Cases Review Commission. The HO works to reduce crime and the fear of crime; combat terrorism and other threats to national security; ensure the effective delivery of justice; deliver effective custodial and community sentences; reduce the availability and abuse of dangerous drugs; regulate entry to and settle to the UK; and support equal opportunities including race relations</p>

Glossary of Terms continued

LSC's	Learning and Skills Councils	The Learning and Skills Council is responsible for all post – 16 education and training, other than in universities. The LSC's national office is in Coventry, with 47 local LSCs across England.
NOS	National Occupational Standards	NOS are tools for supporting operational and human resource management. They are agreed statements of competence, which describe the work outcomes required for an individual to achieve the standard expected of them in work.
NTA	National Treatment Agency for Substance Misuse	An arms length body of the Department of Health, the NTA is a special Health Authority responsible for the delivery of the treatment target within the updated drug's strategy. www.nta.nhs.uk
NVQ's	National Vocational Qualifications	NVQ's are work related competence based qualifications. They reflect the skills and knowledge to do a job effectively, and show that a candidate is competent in the area of work the NVQ represents. NVQ's are based on national occupational standards.
SSC	Sector Skills Council	A network of UK wide sector skills councils has been charged to lead the skills and productivity drive in industry or business sectors recognised by employers. They bring together employers, trade unions and professional bodies working with government to develop the skills and business needs.
SSDA	Sector Skills Development Agency	The SSDA funds, supports and champions the new UK wide network of influential employer-led Sector Skills Councils www.ssda.org.uk

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Produced by Alison Shields – Alison Shields Associates April 2006
Edited by Rosalyn Anderson July 2006

The production of this document has been over seen by the three Sussex Drug and Alcohol Action Teams, we hope you have found this document helpful. If you have any ideas for future revisions or would like further information, please contact Elizabeth Flegg, Workforce Development Manager on 01243 382935'.

Selection/Verification Application Form - Approved Internal Trainer

1. Personal/Employment Details

Title:	Forenames:
Surname:	
Job Title:	
Employing Organisation:	
Manager's name (If applicable):	
Employer's address:	
Work Telephone Number :	
Work e-mail address:	

2. References

Please give contact details for two referees; one should preferably be your current or most recent employer (if applicable). Both will be asked to comment on your training skills, abilities and expertise.

Referee 1.	
Title:	Name:
Occupation:	
Address:	
Telephone No:	
E-mail:	
Capacity in which known:	
Referee 2.	
Title:	Name:
Occupation:	
Address:	
Telephone No:	
E-mail:	
Capacity in which known:	

3. Education, Qualifications and Training

Please give details of your educational history - putting the most recent first. List all college/university qualifications. We will require you to provide original proof of any relevant qualifications.

Name and Address of Establishment	Qualifications	Date

Would you be interested in studying for a training qualification if you don't already hold one?

Yes No

4. Details of all Previous Employment (please put the most recent first)

Name & Full Address of Employer	Dates of Employment	Job Title & Main Duties	Reason for Leaving

5. Training and Development Experience

What experience do you have of delivering training initiatives in the substance misuse sector? Please include dates, level of training, subjects covered etc.

How much of your time is spent on the delivery of training i.e. number of delivery hours over the past year?

How do you monitor and improve your performance as a trainer/developer?

Generic Job Description – Approved Internal Trainer

Job Title: Approved Internal Trainer

Prime Objectives of the Post:

To contribute to the success of the DAT¹ by acting as an approved internal trainer in the development/delivery and implementation of the DAT's Workforce Training and Development Plan, across health, social services and other local authority departments, the voluntary sector, community and independent sector.

Planning/delivering and evaluating training and development programme(s) in relation to substance misuse and related issues to diverse groups of staff, volunteers, users and carers in line with the national and local DAT priorities, policies and strategies.

¹ Drug Action Team – this example of a generic job description for an approved internal trainer cites for ease of reference a DAT as the local partnership 'employing' the trainer. It is appreciated, however, that there are a variety of possible 'employer' partnerships in the sector and the job description has been designed to take this into account.

Range of Duties:

1. Identification of Training Needs

The DAT's Workforce Development Plan is continually being reviewed with regard to anticipated training needs. Approved internal trainers may, therefore, be asked to carry out training needs analysis work to contribute to this on-going process.

2. Course Planning and Design

To design and develop training programmes as agreed with the local DAT. This to include:

- Writing aims and objectives and learning outcomes in line with DANOS and national occupational standards as appropriate.
- Designing the training event using a range of teaching methods.
- Preparing appropriate materials and handouts.
- Organising (where relevant) the training venue, refreshments, special equipment etc.

3. Course Delivery

To support the delivery of training programme(s) as agreed with the local DAT. In delivering the programme(s) to ensure that:

- Participants are able to explore personal values, attitudes and beliefs without prejudice.
- Delivery is adapted to meet participants' needs e.g. different learning styles.
- A conducive learning environment is created, e.g. set up of training room.
- Use is made of group work skills, e.g. handling conflict.

4. Evaluation

To take responsibility for evaluating own training input and, on occasions, that of others, e.g. co-trainer. This to include:

- Monitoring training uptake (where relevant) and liaising with administrative staff.
- Ensuring that necessary evaluation systems are put in place, e.g. end of course evaluation form, follow-up evaluation forms particularly in relation to achievement of learning outcomes, participant satisfaction and changes to working practice.
- Adapting and updating training courses/delivery in the light of ongoing evaluation.
- Developing new programme(s) in line with the DAT Workforce Training and Development Plan.
- Where appropriate, being responsible to external quality assurance bodies.

5. Personal and Continuing Professional Development

To commit to personal and continuing personal development and reflect on practice. To include:

- Evaluating own practice through analysis feedback and performance. Reflecting on professional issues and continually developing skills and own knowledge base as required.
- Maintaining a record of personal and professional development relating to the role of approved internal trainer.

6. Health and Safety

Be accountable for responsibilities as set down in (insert relevant organisation) Health and Safety policies and, in addition, to take reasonable care for own health and safety and that of others.

7. General

Assist the DAT by working on related short term projects, e.g. assist in recruiting staff to implement the local workforce development plan.

Person Specification - Job Title: Approved Internal Trainer

ATTRIBUTES	ESSENTIAL	DESIRABLE
Experience	<p>A minimum of 2/3 years experience in training delivery in their specialist subject and</p> <ul style="list-style-type: none"> • Experience of training and development in the field of substance misuse (AD1.1 and A.D.1.2) • Experience of working in multi-agency settings • Experience of delivering training to meet service needs and equal rights requirements 	<ul style="list-style-type: none"> • Experience of promoting equal opportunities issues at an organisational level • Experience of working with culturally diverse groups (AA4.1, AA4.2)
Qualifications	<ul style="list-style-type: none"> • Expectation that all approved internal trainers will hold a current professional training qualification or be prepared to study towards one as part of their continuing professional development 	<ul style="list-style-type: none"> • A1 NVQ Assessors award (D32/33) Adult training qualification or working towards e.g. C&G 7307, TDLB, NVQ training skills
Training	<ul style="list-style-type: none"> • Evidence of continuing professional development (AC1.1 and AC2) • Willingness to attend training courses relevant to the post (AC1.2) 	<ul style="list-style-type: none"> • Evidence of personal development via a portfolio
Special Knowledge	<ul style="list-style-type: none"> • An awareness of equal opportunities issues and how they impact on organisations and service users • An understanding of DANOS and its application to the field of training and development 	<ul style="list-style-type: none"> • Knowledge of recent trends in training and development e.g. NVQ • Issues facing staff from the voluntary, community and private provision of care to substance users
Equality	<p>Candidates should indicate an acceptance of the commitment to the principles of the underlying Equal Rights Policies and Practices</p>	
Disposition – adjustment/ attitude	<ul style="list-style-type: none"> • Able to work independently as well as part of a team • Able to train alone or co-train • Able to work under pressure to meet deadlines • Able to show initiative, enthusiasm and flexibility (AD4) 	<ul style="list-style-type: none"> • Effective team player
Practical and Intellectual Skills	<ul style="list-style-type: none"> • Good presentation skills (AD2.1) • Organisational skills to manage own workload • Ability to communicate with staff at all levels, users and carers • Understanding of the learning process and group processes • Ability to manage group processes e.g. conflict (AD3) • Able to use Word, E-mail, PowerPoint. 	<ul style="list-style-type: none"> • Creative approach to the preparation of training materials and exercises • Ability to use IT in planning and delivering training
Circumstances - Personal	<ul style="list-style-type: none"> • Must be legally entitled to work in the U.K. • No contra-indications in personal background of criminal record indicating unsuitability to work with children, young people /vulnerable clients/finance (CRB check required as appropriate) • If driving is a feature of the post – must be licensed and appropriately insured (e.g. business use) • Able, on occasions, to work outside normal office hours • Able to work at venues across the DAAT 	<ul style="list-style-type: none"> • Driving license and access to a car (except for people with a disability which prevents this)

Interview Questions for Trainers

- Q1 What is your current role and what experience do you have of substance misuse work?
- Q2 Give examples from your practice when you have designed and delivered training courses.
- Q3 Describe the different substance misuse agencies that you have worked, and delivered training, for.
- Q4 What types of training activities have you delivered and how do they suit different learning styles?
- Q5 Give examples of how you keep your own practice and knowledge up to date.
- Q6 What types of information have you developed to facilitate the learning of others?
- Q7 Give an example from your practice of how you have raised awareness of substances, their use and effects or a specialist substance misuse area.
- Q8 You have delivered two training sessions: one to a group of housing workers, one to a group of workers in primary health care. What might you need to consider in planning these courses? What might you change? What could you utilise for both sessions?

Contract Brief Checklist

Does the Brief explicitly address:

- The aims and desired outcomes for the training initiative
- Where the training initiative is going to be held e.g. in-house, college etc.
- The time-scale for the completion of the work
i.e. when it is time tabled to begin and end
- The duration of the training initiative e.g. 1 week/1 day/1 month etc.
- The cost of the training initiative – what does it include?
 - Preparation
 - Vat
 - Expenses
 - Assessment. Accreditation Validation
 - Accommodation, where relevant
 - Specialised equipment
 - Handouts
- How the training will be delivered e.g. action learning sets, lectures etc.
- Where relevant, what methods of assessment delegates
are required to undertake?
- How the provider will quality assure the training initiative
and the staff delivering it?
- What skills, qualifications and experience the provider
has which make them appropriate for the work?
- How the training initiative will be managed?
i.e. feedback on progress to purchaser?
- Evidence of how the provider will evaluate the programme?

Example of a Training Contract Brief

Training Contract Brief for the provision of management/supervisory training within xxxx organisation

Introduction

xxxx organisation through the production of its strategic workforce development plan has identified the need to provide and purchase management/supervisory training for managers and supervisors working in substance misuse services.

Aims and Objectives

It is expected that managers/supervisors having attended the training programme will be able to:

- 1 Utilise effective management/leadership techniques to motivate, delegate, and maximise the performance of team members.
- 2 Develop strategies to improve the performance of under-performing staff.
- 3 Professionally and confidently discipline employees who fail to achieve the required standards of performance.
- 4 Apply and interpret correctly the Dispute Resolution Regulations that came into effect on 1st October 2004.

The training content should substantially address the knowledge and understanding requirements of the following DANOS Standards:

- 5 DBF006- Manage the performance of teams and individuals.
- 6 DBF006.1 Allocate work to teams and individuals.
- 7 DBF006.2 Agree objectives and work plans with teams and individuals.
- 8 DBF006.3 Assess the performance of teams and individuals.
- 9 DBF006.4 Provide feedback to teams and individuals on their performance.
- 10 DBF007 – Response to poor performance in your team.
- 11 DBF007.1 Help team members who have problems affecting their performance.
- 12 DBF007.2 Contribute to implementing grievance and disciplinary procedures.
- 13 DBF008 – Deal with poor performance in your team.
- 14 DBF008.1 Support team members who have problems affecting their performance.
- 15 DBF008.2 Implement disciplinary and grievance procedures.
- 16 DBF008.3 Dismiss team members whose performance is unsatisfactory.

Venue

Once the format and timescales for the provision of training have been agreed with the selected provider, a suitable venue central to xxxx organisation will be reserved.

Timescales

The delivery of the management training programme should be undertaken within x to x months to 20xx and it is anticipated that the delivery period will take between 5 to 7 days.

Target Group

The target staff group for this training are managers and supervisors working within xxxx organisation. Participants will be from a variety of organisations, including: Health Service, Social Services, the Voluntary Sector.

Budget

The budget for this training is £x. xxxx (organisation) will undertake to bear the cost of accommodation and refreshments. All other costs relating to the provision of the training programme to be borne by the provider who should include a breakdown of their costing in their proposal.

Production of Proposal

In setting out your proposal to undertake this work, please include the following information:

- 17 How the training will be delivered (including timeframes).
- 18 Your skills, qualifications, and experience which make you appropriate to carry out this work.
- 19 How you envisage the training initiative being managed, e.g. feedback on progress.
- 20 How you will evaluate the success of the programme.

Submission of Proposal

A written proposal for this work should be submitted to x, by x date.

Short List Criteria for Selecting External Training Providers Against a Training Brief

- How well do you feel you have met/ surpassed our training brief?
- How do you intend to work with us?
- How do you intend to report back on progress?
- How do you evaluate your courses/training programmes?
- How do you measure the effectiveness of your training subsequent to the course/programme?
- How do you evaluate success?
- What forms of quality control do you have in place with regard to your trainers e.g. presentation and post course evaluation, personal development plans etc?
- What past relevant experience do you have in providing training initiatives in the substance misuse sector?
- What additional services do you offer? For example:
 - Advice on career development, grants/loans
 - Pre course delegate briefing
 - Post course delegate briefing
 - Post course follow up
 - Suitable training/catering facilities
 - Fieldwork and research
 - What support materials do you supply with the course/ programme? E.g. notes, handouts, distance learning materials (where relevant), post course materials.

Training Contract Checklist

Should include:

- The names of the contracting parties
- The obligations of the contracting parties
- The reporting hierarchy
- The start and end dates of work
- Intellectual property rights (where appropriate)
- Termination of the contract on either side
- The financial arrangement (set out as a separate schedule)
- Quality assurance arrangements

Training Contract Pro-Forma

Name of Organisation commissioning training (insert)

Name of 'Officer' managing the contract on behalf of (organisational name)(insert)

Name of Organisation/Trainer (insert)

Course:

Venue:

Date(s)/Times:

Aims and Objectives

The contractor will ensure that the aims and objectives of the training course are achieved (attach contract brief).

Recruitment of Delegates onto the Training Programme

If applicable outline how this is going to happen, who is responsible for it and how it is going to be funded – e.g. marketing the course.

Application Process

If applicable, outline how staff should apply for the training programme, who is responsible for undertaking selection and how this is funded.

Fee Breakdown

(organisational name) will pay the trainer provider:

(Insert the following where appropriate)

Preparation	£
Per Session Rate (e.g. 1 Day)	£
Programme	£
Student Registration Cost (per candidate)	£
Any additional support cost (e.g. assessment)	£
Course materials	£
Awarding body certification	£
Participation certification costs	£
Accommodation/refreshments	£
Travel/Subsistence (Trainers)	£
Specialised equipment	£
Venue	£
VAT	£

Total cost to deliver x course/programme for
(organisations name)

= £

Cancellation Arrangements

If we, as the client, have to rearrange or cancel the course, our terms are as follows:

Over 2 weeks' notice: Nil

Between 2 and 1 week's notice:

(1) Cancellation: 25% of agreed fee

(2) Rearrangement: Nil

Less than 1 week's notice:*
the 50% of agreed fee whether or not
course is rearranged.

* Please note that cancellation as a result of insufficient participants is at the sole discretion of (organisational name).

Equal Opportunities

It is a condition of this contract that you adhere to the (organisational name) equal opportunities policy (copy enclosed) in your presentation of the course(s) and the training materials you use.

Organisational Requirements

(Insert if applicable)

For each of the courses you run for (organisational name), it is your responsibility to ensure that (organisational name's) Project Manager/Training Officer concerned has:

Pre-Training:

- an up-to-date list of equipment required
- handouts (1 set)
- room arrangement requirements
- full programme
- tutor notes

Post-Training:

- completed evaluation forms
- course register
- return of equipment/keys, etc.

The above requirements prepared by the contractor/trainer should be submitted to the (organisational name) representative by xxxx date.

Evaluation

(Organisational name) monitors and evaluates its training on a formal basis. It is, therefore, very important, and a condition of your contract, that you allocate enough time on the course for participants to complete the appropriate (organisational name) evaluation form.

We reserve the right to deduct 10% from the agreed fee should the completed evaluation sheets not be supplied as requested.

Quality

In the event of (organisational name) receiving evaluations with an average score of 2 or less and, therefore, failing to meet their contractual obligations, a full investigation will be carried out and invoices will not be processed until the investigation is satisfactorily completed.

(Organisational name) has the expectation that monitoring meetings will be held quarterly to review progress.

Tax, National Insurance and Insurances

It is your responsibility to notify the Inland Revenue of payments received from (organisational name) in connection with training activities.

It is also your responsibility to maintain up-to-date public liability and professional indemnity insurance (copy of certificates must be attached to this contract on return).

I enclose a duplicate of this contract for you to sign, please sign, date and return to (organisational name) to indicate your acceptance of this contract.

The second copy is for retention by you.

Signed on behalf of

(organisational name):

Signed:

Date:

Signed by Contractor:

Date:

Appraisal Form - Approved Internal Trainer

Name of Trainer:

Organisational Address:

Manager/Appraiser's Name:

Organisational Address:

Date of Appraisal:

Part 1: Record of Activity

Please list briefly the activities you have carried out as an approved internal trainer over the past year. Please list these under the appropriate headings.

Preparation/Planning/Design of Training/Development Initiatives

Training Delivery

Evaluation

Other

Part 2: Your Own Assessment of Your Activities

1. Factors affecting your work – successes and problems.

2. In what areas would you like to improve/develop your practice?

3. What needs to be done, put in place to help you develop/be more effective in your role?

4. Please comment and reflect on the effect of any personal development undertaken over the past year.

5. Your own retrospective view of the time since your last appraisal?

Part 3: The Appraisal Interview

1. Please list below any points you wish to discuss in relation to Parts 1 and 2.
(Please fill in before coming to the appraisal)

2. Points made in discussion at the appraisal.
(Please leave blank until interview)

Part 4: Action Planning

Points identified should be recorded after agreement between you and your appraiser of your aims and objectives for the year. Please insert time scales.

1.

2.

3.

4.

5.

6.

Signature of Appraisee

Date:

Signature of Appraiser

Date:

Training Event Evaluation Form

To help us to continuously improve our training provision, please spend a few minutes answering these questions and hand to the trainer before you leave. Thank you.

Your Name and/or Organisation:

Course Title:

Date:

Venue:

Trainer:

1. Event Relevance:

Please circle as appropriate

1=not at all, 4 = totally

- | | | | | | |
|-----|--|-------|---|---|---|
| 1.1 | How relevant do you feel the course was to you? | 1 | 2 | 3 | 4 |
| 1.2 | Did the course meets its objectives/learning outcomes? | 1 | 2 | 3 | 4 |
| 1.3 | Did the course meet your objective(s)? | 1 | 2 | 3 | 4 |
| 1.4 | Was the course a worthwhile investment of your time? | 1 | 2 | 3 | 4 |
| 1.5 | General comments and/or explanation of your scores: | <hr/> | | | |

2. Course Administration:

Please circle as appropriate

1=not satisfied 4 = completely satisfied

- | | | | | | |
|-----|---|-------|---|---|---|
| 2.1 | Pre-course communication. | 1 | 2 | 3 | 4 |
| 2.2 | Course venue and facilities. | 1 | 2 | 3 | 4 |
| 2.3 | General comments and/or explanation of your scores: | <hr/> | | | |

3. Trainer Effectiveness:

Please circle as appropriate

1=ineffective 4 =very effective

- | | | | | | |
|-----|---|-------|---|---|---|
| 3.1 | Presentation style and delivery. | 1 | 2 | 3 | 4 |
| 3.2 | Subject knowledge/expertise. | 1 | 2 | 3 | 4 |
| 3.3 | Visual aids, materials used. | 1 | 2 | 3 | 4 |
| 3.4 | Ability to handle questions. | 1 | 2 | 3 | 4 |
| 3.5 | General comments and/or explanation of your scores: | <hr/> | | | |

4. General comments and/or suggestions for improvement:

Training Event Follow-Up Evaluation Form

Your Name and/or Organisation:

You attended (insert training event title) on (insert date). To help us continuously improve our training provision, please spend a few minutes answering the following questions and return to (insert relevant address for return). Thank you.

Please circle as appropriate: 1= none at all 4 = major impact

1. What impact has the training event had on your work practice? 1 2 3 4

Please comment on the reason for your score:

2. On reflection, the most useful part of the course was?

3. On reflection, the least useful part of the course was?

4. Have you recommended the course to others?

5. Do you have any further comments/reflections on the event?

