Workforce Development Guide for:

The Private, Voluntary and Independent Sector

Including
Personal Assistants & Carers

2017/18
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Contents

Introduction

Private, Voluntary & Independent Sector

During the Supervision and Appraisal process and other informal situations, you have the opportunity to discuss workloads, caseloads and other related issues with your staff. From these discussions you will be able to review staff performance and identify any areas which may require further development and support.

You should identify areas of skills and knowledge which require developing to ensure your staff are competent to carry out duties in line with their job responsibilities and business needs.

There are many solutions to meet learning and development needs which you should consider, such as:

- Action Learning Sets
- Coaching
- Mentoring
- Work Shadowing
- Co-Working
- Guided Reading
- Peer Support
- Team Briefings

This guide will support you to consider solutions which you are **unable** to provide within your organisation.

Employers of Personal Assistants

You should identify areas of skills and knowledge which require developing to ensure your personal assistant(s) are competent to carry out duties in line with their job responsibilities.

This guide will support you by detailing what learning and development solutions are provided by Wakefield Council Adults Integrated Care Workforce Development Team.

Carers

This guide will support you in your caring role by providing details of learning and development solutions provided by Wakefield Council Adults Integrated Care Workforce Development Team.

Assessing Needs

This section is relevant to:-

Private, Voluntary & Independent Sector

As an employer you are responsible for the development of your staff to ensure that service users are at the centre of their own care and support, giving them choice and control over their lives.

There are a number of ways you can support staff performance:

Statutory Duties
Staff are required to undertake the following learning and development as part of their job responsibilities:
- The Care Act 2014
    - Care Planning
    - Safeguarding
- Health & Safety
- Medication
- The Care Certificate

The Grey Matter Group (TGM) Assessment Tool
This tool is an online assessment and competence recording system that evidences the achievement of essential standards for health and social care providers, which underpins the delivery of quality care and support.

Induction
It is important to set standards and culture awareness during your induction process so that new staff can improve the service they deliver. This not only benefits the organisation, but the team and you as their manager.

Supervision
The supervision process enables you and your staff to openly discuss workloads or caseloads. The process allows you to review and audit the quality of work and to discuss any areas of concern whereby learning and development may be required in line with job responsibilities.

Meetings
In order to standardise practice, or to discuss new policies or procedures, managers are encouraged to deliver action learning sets which provide a safe environment for open discussions. This may highlight any collective emerging requirements.

Listening and Observing
By listening to staff and observing practice, you are able to suitably judge best practice, competency and compliancy.

The Grey Matter (TGM) Assessment Tool

This section is relevant to:-

Private, Voluntary & Independent Sector

Employers of Personal Assistants

Carers

This Assessment Tool provides a skills gap analysis where staff complete online or paper based assessments to evidence knowledge, identify gaps, and prioritise learning and development needs across a wide range of subject areas.

The learner undertakes an assessment, or a range of assessments, and once completed the system generates an individual learner report. This report then provides evidence of staff competencies and identifies any skills or knowledge gaps.

The tool is a useful way to assess knowledge prior to training as it may identify that an individual does not need to attend a training course, and instead can work shadow or research information in the specific subject area.

The tool can also be used alongside the recruitment and selection process, for example to suitably assess the candidate's knowledge of the Care Certificate or to contribute to the values based recruitment process.

Using the assessment tool is an efficient cost effective way of evidencing knowledge which can be used to continually assess staff to ensure that learning has taken place. It can also be used as part of staff CPD, and more importantly, as evidence in CQC inspections.

Modules include:

- Autism Awareness Assessment

- Care Act Awareness Assessment

- Care Certificate Assessments & Assessor Assessments

- Care Certificate Demonstrate

- Care Certificate for Shared Lives Service

- Care Certificate Interview

- Care Certificate Top Up

- Care Plans

- Challenging Behaviour

- Dementia Assessments

- Deprivation of Liberty Safeguards (DoLS)

- Diabetes Assessments

- End of Life Assessment

- Epilepsy Awareness Assessment

- Falls Prevention

- Fire Safety Awareness Assessments (inc. refreshers)

- First Aid at Work Assessment

- Food Safety Assessment

- Infection Control Assessment

- Learning Disabilities Induction on Standards Assessment

- Managers Induction Standards

- Medication Assessments

- Mental Capacity Act Assessments (MCA)

- Moving & Handling

- Moving and Handling Falls Prevention Assessment

- Nutrition & Hydration Assessments

- Safeguarding

- Sensory Loss Awareness Assessment

- Stroke Awareness Assessments

- Understanding Assisting and Moving Individuals Assessment

- Understanding Values and Attitudes in Health & Social Care

To access TGM Assessment Tool use the following link:

www.Carecertificate.co.uk

Learning & Development Solutions

This section is relevant to:-

Private, Voluntary & Independent Sector

Employers of Personal Assistants

Carers

A range of Learning and Development Solutions are available for you to access via the Wakefield Council Adults Integrated Care Workforce Development Team.

Some of these solutions are fully funded by Wakefield Council and some are fully funded by the Government.

NCFE Distance Learning Qualifications

This section is relevant to:-

Private, Voluntary & Independent Sector

Employers of Personal Assistants

Carers

These qualifications which are fully funded either by the Government or The EU enable learners to enhance their skills whilst gaining a Level 2 Nationally Recognised Qualification. To commence this distance learning, candidates are required to attend an induction to complete the relevant paperwork which enables the Government to release the necessary funding. The inductions last no more than 2 hours (8 minimum group size) and can be held at your place of work (room allowing) or at a location close by.

Guidance for Managers and Staff

- Learners need to be of 19 years of age and over.

- Distance learning is an alternative to learners attending a taught training course.

- Distance learning provides a nationally recognised qualification for learners, which demonstrates knowledge and competency in the identified subject area.

- A taught course does not lead to a qualification.

- Learners will have to undertake some independent research and be committed to completing the qualification.

- Deadlines for completion will be set by the awarding body on the day of induction.

- Managers should consider business needs and learner commitments (such as annual leave) when selecting an induction date as extensions will not be approved in these circumstances. However, in extenuating circumstances (learners on long term sickness during the designated time given for completion of the workbook), extensions _may_ be approved.

- Learners are required to attend an induction session, which could last up to 2 hours, where they will be instructed on the process of completing their qualification.

- As part of the induction process initial assessments in both maths and English are undertaken by the learner to help identify any needs they may require support with. The assessments are not timed and the learner can take as long as they need to complete these. The assessments are marked by the Learning Provider and the results are not shared with the employer. Each time a learner undertakes an induction they are required to undertake another maths and English test this enables the funding to be released.

- Should a learner have an additional support need that is identified, the Learning Provider will put measures in place to support the completion of the initial assessments. For example the inductor or a manager may support the learner by reading aloud the questions or by acting as a scribe for the individual.

- If the Learning Provider is aware of a learners support needs in advance of the induction they can plan and implement the appropriate measures for that individual.

- These qualifications are fully funded by the Government and staff will be required to complete relevant paperwork. The paperwork does include a request for staff **National Insurance number**, which is required for funding purposes only. This must be provided on the day of the induction.

- Also, due to funding regulations a learner who is not an EU/UK national must evidence that they have been a permanent resident for the whole of the last 3 years before funding can be accessed. This rule is set by the Skills Funding Agency and has no relation to a learner's employment status.

- Learners will be provided with the following resources: course information, learning resources, candidate assessment and s.a.e. envelopes. On-line learners will be provided with password access to their learning materials.

- Should learners withdraw or fail to complete the course (without extenuating circumstances) the learning provider will charge the *individual* for costs incurred. This varies between provider and chosen course.

To access any of the following Level 2 Qualifications, please contact the Adults Integrated Care Workforce Development Team on the details below:

WorkforceDevelopmentAdults@wakefield.gov.uk
or

01977 723527

Aim:
Learners will have a better understanding and awareness of Autism.

Outcomes:
- Describe what is meant by Autism
- Discuss the theories that relate to Autism
- Explain how Autism is diagnosed
- Discuss the characteristics that may be present in individuals with Autism
- Explain the conditions that commonly co-occur with Autism
- Describe common misconceptions surrounding Autism
- Discuss how Legislation and guidance underpins support for individuals with Autism
- Explain how to support individuals with Autism using a person-centred approach
- Recognise speech, language and communication in individuals with Autism
- Identify how Social Interaction may differ in individuals with Autism
- Discuss strategies that are used to support communication and social interaction for individuals with Autism
- Identify how individuals with Autism process Sensory information
- Explain how to recognise and support Sensory needs
- Recognise the cognitive differences individuals with Autism may have in processing information
- Identify behaviour within the context of Autism
- Explain how to support positive behaviour
- Describe how to support individuals to develop coping strategies
- Identify and translate the experience of living with Autism
- Define how to support individuals to maintain their personal safety
- Recognise the purpose of positive risk taking
- Identify how to support individuals with transitions and life events
- Recognise how to support individuals to access services and facilities
- Explain how to support individuals with employment

Duration:
6 weeks for completion

Certificate in Principles of Business & Administration – NCFE Level 2

Aim:
To enhance the skills of administration staff and give a more in depth understanding into business administration.

To give staff a qualification in Business and Administration skills.

Outcomes:
- Identify the employment rights and responsibilities of the employee and employer
- Discuss the purpose of health, safety and security procedures in a business environment
- Explain how to communicate effectively with others
- Discuss how to work with and support colleagues
- Recognise how to plan own work and be accountable to others
- Demonstrate the purpose of improving own performance in a business environment and how to do so effectively
- Discuss the types of problems that may occur in a business environment and how to deal with them correctly
- Explain how to make an receive telephone calls
- Demonstrate how to handle mail
- Identify how to use different types of office equipment
- Recognise how to keep waste to a minimum in a business environment
- Identify how to make meeting arrangements
- Discuss procedures for organising travel and accommodation arrangements
- Demonstrate diary management procedures
- Express the purpose of delivering effective customer service and how to do so
- Demonstrate the purpose of information technology in a business environment
- Explain how to manage electronic and paper-based information
- Demonstrate the importance of producing documents that are fit-for-purpose and of quality
- Recognise the procedures to be followed when producing documents

Duration:
6 weeks for completion

Certificate in Care Planning – NCFE Level 2

Aim:
Staff will be able to work in a more person centred way whilst developing personalised care plans

Outcomes:
- Describe person-centred thinking and planning
- Demonstrate care planning for the care worker
- Describe the principles for supporting an individual to maintain personal hygiene
- Discuss the importance of good nutrition and hydration in health & social care settings
- Explain the principles of continence care
- Describe the importance of supporting sleep

Duration:
6 weeks for completion

Certificate in Cleaning Principles – NCFE Level 2

Aim:
Learners will increase their knowledge and understanding of a range of both generic and specialist cleaning principles.

Outcomes:
- Describe the requirements for dealing with routine and non-routine waste
- Explain how to handle and transfer routine and non-routine waste
- Describe the process for recycling waste and the transfer of hazardous and non-hazardous waste and clinical waste
- Identify appropriate health and safety legislation in relation to cleaning and support
- Describe how to work in a safe manner
- Explain how to control risks in the workplace
- Describe how to communicate effectively with customers whilst performing tasks
- Explain how you will meet customers' needs
- Identify the appropriate way to respond when disagreements arise
- Recognise and explain the importance of team working
- Describe the importance of maintaining high levels of cleanliness in environments where there is a high risk of infection
- Discuss how to prepare for the cleaning of interiors and washrooms
- Describe how to carry out the cleaning of interiors and washrooms
- Explain how to check cleaning resources, disposal of waste and return equipment

Duration:
12 weeks for completion

Aim:
Learners will increase their understanding and awareness of Common Health Conditions.

Outcomes:
- Identify how to contribute to monitoring the health of individuals affected by health conditions including record keeping
- Describe sensory loss and the reasons for this, the effect on individuals and steps needed to overcome this
- Explain the causes of stroke and the changes that can occur in an individual following a stroke
- Identify the development causes and symptoms of dementia and the impact on the individual affected
- Recognise the signs of arthritis and the impact on the individual
- Describe the treatment and support options available to people with arthritis
- Identify the signs and symptoms of Parkinson's disease
- Describe the treatment options and the support available to people who develop Parkinson's

Duration:
6 weeks for completion

Certificate in Customer Service Knowledge – NCFE Level 2

Aim:
To develop skills and knowledge about employee rights, career pathways in customer service, communicating with customers, promoting goods and services and working as a team.

Outcomes:
- Describe factors affecting an organisation and the customer service role
- Recognise employee rights, responsibilities and organisational procedures
- Explain career pathways in customer service
- Recognise how employees are supported in their role
- Demonstrate knowledge of departmental policies and procedures
- Identify the principles of customer service in an organisation
- Describe how customer needs and expectations are identified
- Recognise how to balance customer expectations against the organisation's offer
- Describe how complaints are handled
- Identify Legislation relating to customer service
- Demonstrate effective communication with customers
- Discuss how to handle customer service information
- Demonstrate effective communication whilst working in a team
- Discuss methods of meeting the needs of a diverse range of customers
- Explain methods for promoting and evaluating products and services

Duration:
6 weeks for completion

Certificate in Understanding the Principles of Dementia – NCFE Level 2

Aim:
Learners will develop skills in the principles of dementia care and formally recognise their knowledge in the Principles of Dementia Care whilst supporting the care of service users, friends and families at this sensitive time of life.

Outcomes:
- Apply their knowledge of dementia awareness
- Describe and apply a person centred approach to the care and support of individuals with dementia
- Identify the factors that can influence communication and interaction with individuals who have dementia and how to address these
- Discuss the importance of equality, diversity and inclusion in dementia care
- Explain the administration of medication to an individual with dementia and how to do this using a person centred approach
- Recognise different behaviours in the context of dementia
- Describe the benefits of engaging in activities in social care

Duration:
6 weeks for completion

Certificate in Understanding the Care Management of Diabetes – NCFE Level 2

Aim:
Learners will develop Knowledge of the different types of diabetes and how these occur and an awareness of how the onset of Type 2 diabetes can be delayed with lifestyle changes.

Learners will also be able to describe diabetes diagnosis, initial care, ongoing care and the treatment of diabetes used to control blood sugar levels.

Outcomes:
- Describe the function of glucose in the blood
- Discuss the function of insulin in the blood
- Identify the different forms and causes of diabetes
- Recognise the risk factors for developing Type 2 diabetes
- Explain how diabetes is confirmed
- Describe factors relating to the prevention of Type 2 diabetes
- Explain how diet, exercise and lifestyle affect Type 2 diabetes
- Discuss the social impact of diabetes
- Demonstrate how to work with individuals to manage diabetes
- Describe how diabetes is monitored
- Explain how diabetes is treated
- Describe the treatment for hypoglycaemia
- Describe the treatment for hyperglycaemia
- Identify the possible complications resulting from diabetes
- Identify ways of preventing and detecting complications

Duration:
6 weeks for completion

Certificate in Understanding Dignity & Safeguarding in Adult Health and Social Care – NCFE Level 2

Aim:
Learners will develop knowledge and understanding of the key principles of dignity, duty of care and safeguarding.

Outcomes:
- Identify the national and local context of safeguarding and protection from abuse
- Recognise potential and actual abuse and harm
- Discuss how to respond if abuse or harm is disclosed, suspected or alleged
- Explain how to reduce the likelihood of abuse or harm
- Identify information and support in relation to abuse or harm
- Describe the principles of dignity in adult health and social care
- Recognise the impact of health and social care services on individuals
- Explain how to apply the principles of dignity
- Describe how person-centred approaches contribute to dignity
- Explain the role of the health and social care worker in promoting dignity
- Describe the importance of professional relationships for dignity and service provision
- Describe the meaning of the duty of care
- Identify the dilemmas and conflicts relating to the duty of care
- Describe how to recognise and report unsafe practices
- Discuss the impact of your own actions on individuals and others
- Explain the importance of consent in health and social care practice
- Describe the dilemmas in safeguarding in adult health and social care
- Identify issues of public concern in adult health and social care
- Identify the impact of serious case reviews on care practice

Duration:
6 weeks for completion

Certificate in Understanding End of Life Care – NCFE Level 2

Aim:
To develop and formally recognise their knowledge in the Principles of End of Life Care whilst supporting the care of patients, service users, friends and families at this sensitive time of life.

Outcomes:
- Recognise different perspectives on death and dying
- Identify the aims, principles and policies of end of life care
- Describe factors regarding communication in end of life care
- Explain how to access the range of support services available to individuals and others.
- Discuss approaches to managing pain and discomfort
- Explain how to assist in minimising an individual's pain or discomfort
- Describe how to monitor, record and report on the management of an individual's pain or discomfort
- Recognise how an individual's dementia can affect their end of life care
- Describe how to support the individual
- Explain how to support family, significant others and friends
- Describe how to support an individual as they are approaching death
- Explain how to care for the deceased
- Identify the support that may be needed by family, significant others and friends
- Identify the relevant legislation and policies
- Describe the process of loss and grief
- Describe loss in the context of end of life care
- Explain how to support the bereaved
- Recognise how to manage your own feelings

Duration:
6 weeks for completion

Certificate in Equality & Diversity – NCFE Level 2

Aim:
To support individuals to promote equality and diversity in the workplace, and the wider community. To gain an understanding of personal and social identities, beliefs, values, stereotyping and labelling, prejudice and discrimination.

Outcomes:
- Identify equality and diversity in your place of work
- Describe the protection of rights in a place of work
- Discuss equality and diversity in the workplace
- Describe The Human Rights Act 1998
- Identify how to Access support and information
- Illustrate how creating a diverse working environment is essential
- Discuss the value of creating and maintaining a diverse environment

Duration:
3 weeks for completion

Certificate in Infection Control – NCFE Level 2

Aim:
Learners will understand the meaning and importance of infection control, the causes of infections, the conditions in which they thrive and the ways that they can be spread as well as methods used to prevent and control any spread of infection.

Outcomes:
- Describe how infection is caused
- Identify how infection can spread
- Describe the 'chain of infection'
- Explain the need to recognise Health Care Associated Infections (HCAI)
- Demonstrate the importance of personal hygiene
- Describe the importance of effective hand washing
- Describe the principles of using PPE
- Explain the importance of maintaining a clean environment
- Describe roles and responsibilities in relation to cleaning, decontamination and waste management
- Discuss the sterilisation process, effective waste management, how to handle laundry and how to safely handle sharps
- Describe the role of risk assessment in relation to infection control
- Explain the principles of infection control procedures

Duration:
6 weeks for completion

Certificate in Information, Advice or Guidance – NCFE Level 2

Aim:
Staff will be able to work in a more customer focused and person centred way when dealing with individuals.

Outcomes:
- Recognise the importance of adhering to Confidentiality and Data Protection
- Explain models of interaction
- Discuss how to develop interaction skills for providing information, advice or guidance to individuals
- Describe how values, beliefs and attitudes may affect interaction with individuals
- Demonstrate key skills when communicating such as listening and questioning styles etc.
- Discuss interaction, impartiality and empathy skills
- Demonstrate effective team working when interacting
- Explain the importance of good record keeping
- Describe the difference between signposting and referral
- Recognise the ways in which we can signpost or refer individuals

Duration:
6 weeks for completion

Certificate in Principles of Working with Individuals with Learning Disabilities & Autistic Spectrum Conditions – NCFE Level 2

Aim:

To enable learners develop an understanding of the principles required to ensure that an individual with learning disabilities is provided high quality person-centred care.

Outcomes:

- Describe the meaning of learning disability and issues linked with learning disability support
- Discuss how the attitudes and beliefs of others affect individuals who have learning disabilities
- Demonstrate knowledge of themes of inclusion, human rights, advocacy, empowerment and active participation
- Identify the central place of communication when working with individuals who have learning disabilities
- Illustrate the effects of personalisation on the provision of services
- Demonstrate the importance of positive risk-taking for individuals with disabilities
- Describe how to take a person centred approach to enabling individuals to take risks and how to balance risk taking with duty of care
- Discuss relevant legislation within the context of learning disabilities
- Describe how to support people with learning disabilities to stay healthy and safe
- Identify how to support individuals to access healthcare, barriers to healthcare and the main functions of healthcare services
- Recognise and discuss autistic spectrum conditions
- Identify key areas of knowledge and important themes such as individuality, communication, behaviour and person centred support when working with people with autistic spectrum conditions
- Identify the importance of safeguarding individuals from different types of abuse
- Identify the signs and symptoms that might indicate that abuse is occurring
- Discuss when individuals might be particularly vulnerable to abuse and what to do if abuse is suspected or alleged

Duration:

6 weeks for completion

Certificate in Understanding the Safe Handling of Medicines – NCFE Level 2

Aim:

Learners will develop knowledge of different types of medication and what they are used for, how to store and dispose of medicines in a safe way, how to administer medicines safely and how to ensure that record keeping and audits are completed correctly.

Outcomes:

- Describe different types of medication and uses
- Identify classification of medicines
- Discuss Legislation and guidelines relating to medication
- Describe their roles in the medication process
- Discuss how to access information about medication
- Describe how to check information on medication
- Identify procedures concerning medication
- Describe requirements for medication storage in different settings
- Describe storage of controlled drugs
- Discuss the methods for the safe disposal of medication
- Describe the preparation required for the administration of medicines
- Explain the processes of the safe administration of medication
- Discuss how to support individuals when they administer their own medication
- Describe the procedures to follow if there are issues with administering medicines
- Describe methods for monitoring the effects of medication
- Explain the audit processes concerning medications
- Explain the importance of keeping records relating to medication up-to date
- Identify the relevant legislation relating to confidentiality
- Identify the key definitions of accountability and responsibility
- Describe your accountability and responsibility in relation to medication

Duration:

6 weeks for completion

Certificate in Mental Health Awareness – NCFE Level 2

Aim:
To raise awareness of mental health and the problems that can cause mental ill-health. To develop knowledge of a range of different mental health issues, covering causes of the issues as well as how mental health problems can be managed and treated.

Outcomes:
- Describe the meaning of mental health and mental ill health
- Discuss the impact of community based mental health care
- Explain the social context of mental illness
- Explain the legal context of mental illness
- Describe the impact of stress
- Identify the causes of anxiety
- Recognise the effects of phobias
- Identify the effects of depression
- Describe the effects post-natal depression
- Discuss the effects of bipolar disorder
- Describe the effects of schizophrenia
- Identify the symptoms of dementia
- Identify the symptoms of eating disorders
- Describe Attention Deficit Hyperactivity Disorder

Duration:
6 weeks for completion

Certificate in Nutrition & Health – NCFE Level 2

Aim:
Learners will develop knowledge of healthy eating and the role of food in maintaining health and an increased confidence in planning and achieving a healthy diet. In particular an understanding of how an individual's dietary needs change throughout their life and that individuals have different requirements. Learners will develop skills in their understanding of food labelling and the ability to use this information.

Outcomes:
- Describe and explore the principles of healthy eating, healthy diet, nutrients in food and their role in maintaining health, healthy food preparation
- Identify the nutritional needs of a variety of individuals, including children and young people, older people, special dietary requirements, barriers to healthy eating
- Utilise food and nutrition information to plan a healthy diet including food labelling, food additives, applying the principles of healthy eating

Duration:
6 weeks for completion

Certificate in Team Leading – NCFE Level 2

Aim:
Learners will develop their skills by gaining key knowledge to work within a team leading role. This qualification is suited to learners who are aspiring to become team leaders / managers within the future.

Outcomes:
- Describe the requirements of successfully leading a team by reviewing the team leader's role
- Explain the team leader's role in Health & Safety, Security and Customer Service
- Discuss the team leader's role and involvement in performance management and supporting team members
- Explain how to effectively communicate objectives and measure progress against these
- Describe the importance of effective communication within the team and with colleagues
- Discuss the team leader's role of delegation within a team, and how to give clear instructions
- Explain the team leader's role when taking part in meetings and presenting information
- Describe the team leader's role in supporting Equality & Diversity within teams and state how the team leader is able to promote and support minority groups / disabled team members
- Discuss the theories of motivation and the use of delegation as a motivational tool

Duration:
9 weeks for completion

Open Learning

This section is relevant to:-

Private, Voluntary & Independent Sector

Employers of Personal Assistants

Carers

Open Learning Packs have been developed to deliver subject specific learning to all staff as an alternative to, or to complement, delivered training. The Open Learning Packs are developed by subject specialists within the Adults Integrated Care Workforce Development Team.

To access any of the packs detailed over please contact us and we will forward the relevant workbooks. There is no set time to complete the Open Learning Packs, as they enable learners to work at their own pace. Once the learning journey is completed, you as managers or supervisors, mark the Open Learning Pack. We are currently developing answer booklets for all Open Learning Packs to assist you in this process. Once marked, the completion form can then be sent to us and a certificate of completion will be issued in due course.

If we do not have an Open Learning Pack to meet your needs, please do contact us as we would welcome any requests for development of new subject specific Open Learning Packs.

To access any of the following Open Learning Packs, please contact the Adults Integrated Care Workforce Development Team on the details below:

WorkforceDevelopmentAdults@wakefield.gov.uk

or

01977 723527

The Care Act 2014

Advocacy

Aim:
To enable you to develop knowledge, experience and skills about Independent Advocacy.

To help you reflect on the implications of the Act for your role, so that you will know what you must do differently and what you may need to do differently.

Outcomes:
- Identify when a person needs an Independent Advocate
- Organise for an Independent Advocate to facilitate the involvement of a person
- Identify Independent Advocacy under the Care Act
- Define the four areas of substantial difficulty in the Care Act
- Describe the different people employed as Independent Advocates (Including Independent Mental Capacity Advocates)
- Discuss the role/s of an Independent Advocate
- Recognise the interface with the Mental Capacity Act 2005
- Analyse when Independent Advocacy duties apply

Assessment & Eligibility

Aim:
To enable you to develop specialist knowledge in the Care Act in relation to: First Contact, Identifying Needs, Assessment and Eligibility.

Outcomes:
- Recognise the importance of the role of prevention within social work
- Demonstrate knowledge of the assessment and eligibility process
- Identify the range of assessment methods for both service users and carers and ensure that appropriate and proportionate assessment methods are used, including when integrated assessment is required
- Explain the changes in the Care Act in relation to new responsibilities for carers
- Identify when safeguarding might come into the assessment process
- Describe the definition of wellbeing
- Discuss the process to follow when a person refuses an assessment
- Demonstrate understanding of the National Eligibility Framework and the National Carers Eligibility Framework and how to apply these to assessments carried out
- Maintain accurate records and ensure that those being assessed are given copies of their assessments including a written record of their eligibility determination

Dementia

Dementia Awareness

Aim:
To develop skills, knowledge and awareness of dementia which will enable employees to begin working in a person centred way with individual service users.

Outcomes:
- Recognise what Dementia is and is not
- Describe the different types of Dementia and conditions that could lead to the development of Dementia
- Discuss the development and progression of Dementia an describe the effects of Dementia on the individual
- Recognise the rights and choices of the individual with Dementia
- Describe the types of behaviour a person with Dementia may display and identify some of the reasons for these
- Describe and recognise a range of strategies for coping with different behaviours
- Identify and apply a range of techniques to enable service users to maintain independence
- Discuss and employ a range of effective communication techniques
- Recognise the potential effects on sufferers and their carers

Dementia Early Diagnosis

Aim:
To enable learners to begin to explore the early signs of dementia and the effects these may have on the individual and their families.

To ensure that learners recognise the importance of individuals obtaining an early diagnosis and how to support them to do this.

Outcomes:
- Recognise some of the issues and stigmas preventing or delaying early diagnosis
- Identify symptoms that could indicate early signs of dementia
- Describe the processes used to diagnose dementia
- Identify what to do following a diagnosis
- Define the role of health and social care professionals
- Differentiate the symptoms of young onset dementia

Dementia & Learning Disabilities

Aim:
To enable learners to recognise and work with people with learning disabilities who go on to develop dementia.

Outcomes:
- Recognise the signs and symptoms of dementia
- Describe some of the issues concerning people with learning disability who develop dementia
- Recognise a person with learning disabilities and dementia
- Recognise a person with Down's Syndrome and dementia
- Describe the effects of dementia on the brain
- Discuss the development and progression of dementia
- Identify health issues related to dementia

Effective Communication with People who have Dementia

Aim:
To develop enhanced communication skills when working with people with dementia.

Outcomes:
- Demonstrate a greater understanding of the ways in which people with dementia communicate.
- Describe approaches to communicating with people with dementia
- Identify the difficulties that may be encountered
- Describe how to be more responsive to the needs of the person with dementia and apply this in practice
- Recognise the vital importance of the range of communication methods and ensure they are utilised

Person Centred Approach to Care of People with Dementia

Aim:

To develop skills and knowledge to apply a person centred care approach for people with dementia.

Outcomes:

- Describe what is meant by person centred care
- Recognise how a person's attitude and behaviour influence the response of the person with dementia
- Recognise that person centred care is essential for the well-being of people with dementia
- Describe personhood and the principles that underpin a person centred approach
- Identify ways to put into practice a person centred approach

Other Open Learning

End of Life Care

Aim:
To provide learners with the opportunity to explore and understand end of life care and to develop knowledge and skills for working with people who are approaching the end of their life.

Outcomes:
- Describe what End of Life Care is – the basic principles and components
- Identify the many endings that people experience during their life course and the different ways that people deal with endings
- Demonstrate good communication skills relating to End of Life Care
- Explain the differences between death and dying and the different courses that the end of life process might take
- Describe some of the common fears experienced by people facing the end of their life
- Identify some of the key components of good care for people approaching the end of their life
- Describe the emotional, social and spiritual care you need to give an individual who is approaching the end of their life and their loved ones
- Recognise what to expect when someone reaches the end of their life
- Recognise the importance of following an individual's wishes and beliefs in terms of "Rites of Passage" and after care immediately after they have died, including any cultural observances
- Recall the relevant national policy and best practice models of End of Life Care

Epilepsy

Aim:
To develop skills, knowledge and awareness of Epilepsy which will enable employees to begin working in a person centred way with individual service users.

Outcomes:
- Describe the different types of Epilepsy
- Identify the risks of inheriting Epilepsy
- Describe Sudden Unexpected Death in Epilepsy
- Identify how Epilepsy is diagnosed
- Describe the different types of Seizures
- Recognise common Seizure triggers
- Describe methods to reduce Seizure triggers
- Explain what to do when someone has a Seizure
- Identify Emergency Medicines and who can administer them

Hearing Impairment

Aim:
To enable learners to work effectively and support, people with a range of hearing impairments.

Outcomes:
- Describe the ear and its functions
- Identify signs of deterioration in hearing and its causes
- Describe the definitions of deafness
- Recognise the range of conditions that can cause hearing impairment
- Identify the range of hearing tests and their purposes
- Identify a range of hearing aids and their uses
- Demonstrate the ability to assist in the maintenance of hearing aids
- Discuss the various communication support services available and be able to identify how to access these

Parkinson's Disease

Aim:
To enable staff to develop their awareness and skills when working with people who have Parkinson's Disease.

Outcomes:
- Demonstrate a clear understanding of Parkinson's Disease
- Identify and describe the effects of Parkinson's Disease
- Describe the development and progression of Parkinson's Disease
- Discuss ways to assist the person with their disease
- Recognise and describe the effects on the person with Parkinson's Disease

Safeguarding Adults – Level 1

Prerequisite before Completion:
Staff should carry out the TGM Assessment on Safeguarding Adults.

Aim:
To enable staff to develop knowledge, experience and skills in the policies and procedure for safeguarding adults.

Outcomes:
- Describe what safeguarding is and your role in safeguarding adults
- Describe the different categories of abuse
- Demonstrate how to work with dignity and respect when working with individuals who may have been abused
- Recognise an adult potentially in need of safeguarding and the action you need to take
- Explain the procedures for raising a 'safeguarding concern'
- Explain the process of whistleblowing
- Describe the policies, procedures and legislation that supports adult safeguarding

This Open Learning Pack is recommended by the Wakefield & District Safeguarding Adults Board as the basic awareness level that all staff, and partner agencies, should aim to complete within their first 12 weeks of employment.

Visual Impairment

Aim:
Learners will have an understanding of the term visual impairment and the effects this can have on a person and how to identify and access the help and support available to a person with a visual impairment.

Outcomes:
- Define and describe what is meant by 'visual impairment'
- Discuss the various types of visual impairment
- Describe the effects of the various types of visual impairment
- Recognise how a person can live with low vision
- Identify and access the help and support available to a person with a visual impairment

Specialist e-Learning

This section is relevant to:-

Private, Voluntary & Independent Sector

Employers of Personal Assistants

Carers

Accessible Information Standard e-Learning

e-Learning for Healthcare in partnership with NHS England have produced an interactive e-learning resource to support all health and social care staff to effectively apply and follow the Accessible Information Standard. The Standard tells organisations how they should make sure that people with disabilities, impairments or sensory loss receive information in formats that they can understand and receive appropriate support to help them to communicate.

http://www.e-lfh.org.uk/programmes/accessible-information-standard/

Caring with Confidence

Caring with Confidence helps unpaid carers make a positive difference to their life and that of the person they care for. If you help or support a family member, friend or neighbour with a long-term physical or mental health condition, disability or problem related to old age. Caring with Confidence can help you develop your skills and knowledge for your caring role.

Caring with Confidence online sessions let you:

- Learn simple techniques to help you care.
- Work at your own pace and at a convenient time.
- Do as much or as little at a time as you want.
- Find details of organisations that can give you further information and advice.
- Build up a collection of useful resources and notes

To access these free sessions, please click on the below link:-
http://nhschoices.leopink.com/

Continuing Health Care

The CHC training tool is designed to enhance and develop the knowledge and application of NHS Continuing Healthcare to all practitioners involved in the breadth of the process and to provide a uniform approach to a national standard.

The topics covered include the legal background to NHS Continuing Healthcare policy, high quality assessment and decision-making, dealing with disputes, and skills training for staff involved in NHS Continuing Healthcare.

Please see below the e-Learning available on Continuing Health Care:
http://intranet/Support/Pages/Continuing-healthcare.aspx
http://nhscontinuinghealthcare.e-lfh.org.uk//

Dementia

Dementia is becoming increasingly prevalent, both due to our ageing population and improved recognition of the condition. However, the nature of dementia means that managing the condition can pose unique and sometimes difficult issues, both in the community and in hospital. The Dementia e-learning sessions have been designed to familiarise health and social care staff with recognising, understanding, assessing and managing dementia, and with providing high-quality dementia care.

These sessions have been written by subject matter experts in both psychiatry and medicine for the elderly. They support the implementation of both the National Dementia Strategy and the Prime Minister's Challenge on Dementia, and also offer further information in line with relevant legislation, such as the Mental Capacity Act 2005.

To access:
http://www.e-lfh.org.uk/programmes/dementia/

Click Register (top right hand of page)

Click I work within the Social Care Sector in England

Enter Registration Code 1RLS8

End of Life Care

End of Life Care for All (e-ELCA) is an e-learning project, commissioned by the Department of Health to support the implementation of the End of Life Care Strategy (July 2008).

E-ELCA aims to enhance the training and education of health & social care staff involved in delivering end of life care to people, so that well informed high quality care can be delivered by competent and confident staff and volunteers, wherever the person happens to be.

There are over 150 highly interactive sessions of e-learning within the e-ELCA. These are arranged in four modules:
- o Advanced care Planning
- o Assessment
- o Communication skills
- o Symptom management, comfort and well being

To access:
http://www.e-lfh.org.uk/programmes/end-of-life-care/

Click Register (top right hand of page)

Click I work within the Social Care Sector in England

Enter Registration Code 1RLS8B

Forced Marriage E-Learning

This course has been developed with the Forced Marriage Unit of the Foreign and Commonwealth Office and Home Office. It aims to raise awareness, challenge perceptions and inform you of the correct actions to take should you suspect someone is at risk.

After completing this training you will be able to:
- • Recognise the warning signs of forced marriage
- • Take the right actions to help protect the potential victim
- • Co-operate effectively with other agencies

For a free resource pack and to register for the E-Learning please use the below link:

http://www.safeguardingchildrenea.co.uk/resources/awareness-of-forced-marriage-register-for-training/

Learning Disability E-Learning

The e learning training *'Meeting the physical health needs of people with learning disabilities' i*s aimed at support workers who work with people with learning disabilities. It aims to equip support workers with up to date knowledge and information to support people effectively in accessing health care. Additionally, the training aims to enable support workers to understand their role in facilitating, maintaining and improving an individual's health

The support worker will require an **email address** in order to register to access the training.

This training includes 4 learning outcomes:

LEARNING OUTCOME 1:
General Health and Health Inequalities of People with Learning Disabilities.
LEARNING OUTCOME 2:
Additional Health Needs of People with Learning Disabilities.
LEARNING OUTCOME 3:
Health Facilitation.
LEARNING OUTCOME 4:
The Legal Framework.

www.healthfacilitationelearning.co.uk

Mental Capacity Act e-Learning

The Social Care Institute for Excellence (SCIE) has updated its Mental Capacity Act e-learning resource to make it fully Care Act compliant. The free online course explores the Mental Capacity Act including best interests decision-making and how to support people to make their own decisions.

The course is for everyone who looks after or cares for someone, for example, doctors, nurses, care assistants, social workers, and family members.

http://www.scie.org.uk/mca/e-learning/?utm_campaign=6968616_SCIE%20E%20Bulletin%2015%20April%202016&utm_medium=email&utm_source=SCIE&utm_sfid=&utm_role=&dm_t=0,0,0,0,0

Motor Neurones Disease

A resource developed by the Royal College of Nursing (RCN) and is designed to offer you support in your care for people living with motor neurones disease.

After completing all sections you should:
- Have an improved understanding of what MND is, and the red flags for its diagnosis
- Have increased awareness of the symptom management and treatments that are available
- Appreciate the importance of coordination and a multi-disciplinary approach to achieving good care for people living with MND
- Recognise the importance of keeping and sharing accurate records with your colleagues in the multidisciplinary team
- Have explored the importance of advance planning and timely support for changing symptoms
- Have considered the impact of a diagnosis of MND on a person and their family and carers
- Know how to look after yourself as a professional when nursing during this and other challenging cases
- Know where to go for further information

To access the e-Learning please visit:-
http://mnd.rcnlearning.org.uk/what-is-motor-neurone-disease/

Positive Behavioural Support e-Learning

The National Skills Academy have developed an e-learning tool to enable staff working across Health & Social Care sectors support vulnerable people.

The aim of this course is to help develop a positive and proactive workforce. It gives a broad overview of Positive Behavioural Support (PBS) as a key way of achieving this. PBS is the recommended approach to caring for vulnerable people, in line with governmental policy. The Department of Health specifically recommends PBS as part of their plan to make services better, following the inquiries into Mid Staffordshire and Winterbourne View.

http://www.nsahealth.org.uk/e-learning/courses-we-offer/319-positive-behavioural-support?_ga=1.147012274.463334294.1455289602

Funding

This section is relevant to:-

Employers of Personal Assistants

Individual Employer Funding

If you employ your own care and support staff using a personal health budget (PHB), a social care budget or your own money, you can apply to Skills for Care to get money for training for you and your personal assistant. The funding could be used for training on:

- Moving & Handling
- First Aid
- Communication
- Dementia Awareness

Who can apply?

If you receive a direct payment from your local authority or use your own money to employ your own care and support staff, you can apply for this funding.

What can I claim for?

The fund can be used for training to develop you as an employer and to develop the skills of your PA.

The fund can cover the direct costs of training and qualifications, travel and the cost of hiring replacement support whilst your usual PA is attending training.

More information

More information and useful resources about employing your own care and support staff can be found on the Skills for Care website:

www.skillsforcare.org.uk

If you have any questions please call 0113 2411275 or email funding@skillsforcare.org.uk.

For more information please visit:-

http://www.skillsforcare.org.uk/Learning-development/Funding/Individual-employer-funding/Individual-employer-funding.aspx

Workforce Development Fund

This section is relevant to:-

Private, Voluntary & Independent Sector

Employers of Personal Assistants

Workforce Development Fund 2017/18
Employer factsheet

What is the Workforce Development Fund?
The Workforce Development Fund (WDF) is a funding stream from the Department of Health disseminated by Skills for Care via a network of organisations and employer led partnerships.

What is its aim?
WDF supports the achievement of qualification units and continuing professional development of staff across the adult social care sector in England.

What's in it for my organisation?
WDF is a contribution towards the cost of completing units and qualifications on the Qualifications and Credit Framework (QCF), meaning you can claim back a proportion of the costs of your workers' training. Funding is calculated on the credit size of QCF units - £15 per credit. A list of acceptable units for funding is available at www.skillsforcare.org.uk/wdfunits.

How much you can claim back will depend on the qualification, the units selected and how many credits make up those units. Here are some examples of what could be claimed:

- Common Induction Standards mapped to QCF units (24 credits) - up to £360
- Level 2 Diploma in Health and Social Care (minimum of 46 credits) - up to £690
- Level 3 Diploma in Health and Social Care* (minimum of 58 credits) - up to £870
- Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services, adult pathways* (minimum of 80 credits) - up to £1200
- Level 2 Award in Supporting Individuals with Learning Disabilities (12 credits) - up to £180
- Level 3 Certificate in Stroke Care Management (26 credits) - up to £390

A maximum of 60 credits per learner per funding year can be claimed so qualifications which are larger than 60 credits will need to be claimed over more than one funding year. This equates to a maximum contribution of £900 per learner per funding year. Funding years run from 1 April to 31 March.

What can I claim for?
You can claim for units and qualifications completed between 1st January 2014 and 31st March 2015. Employers can make claims for WDF to support the cost of course fees (or employer contributions) and for associated costs, such as employees' salaries while they are undertaking training, coaching and mentoring costs, venue costs for the training and if required backfill (wage replacement costs).

Can I apply?
To access the funding employers must meet certain criteria:
- You must be an adult social care employer operating in England.
- You must join a WDF partnership, or be part of a large national organisation that has a WDF grant with Skills for Care.
- You must have a National Minimum Data Set for Social Care (NMDS-SC) account, which has been fully completed or updated in line with the requirements for funding between the advertised dates. To set up a free account go to www.nmds-sc-online.org.uk. If you require any support with NMDS-SC please contact our Support Service on 0845 873 0129.

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Where do I go to apply?

For more information, details of partnerships you can join and how to do this, eligibility criteria and acceptable units please visit www.skillsforcare.org.uk/accessingWDF14-15.

How do I evidence claims?

A completed QCF unit summary sheet should be submitted for each unit claimed. Your learning provider can use our template unit summary sheet or an alternative version can be supplied as long as it contains these items:

- Candidate name
- Candidate registration number
- Unique learner number
- Name of Awarding Organisation
- Name of training provider or centre number
- Unit code
- Unit title
- Internal verifier signature and date (has to be dated between 1 January 2014 and 31 March 2015)

Electronic files containing this information are also acceptable.

We strongly recommend that you agree in writing at the outset with your learning provider that completed unit summary sheets will be supplied on a regular basis to enable you to claim funding.

What about double funding?

WDF is a contribution to the cost of employees undertaking vocational qualifications from our list of acceptable units. This funding allows employers to claim from more than one source, for example the National Apprenticeship Service (NAS) or the Skills Funding Agency (SFA).

There are some important points to note:

- Employers cannot make a profit from their employees undertaking training and can only claim for costs that they have directly incurred as a result of their employees undertaking training.
- Where employers are claiming from more than one source of public funding they must ensure that they do not claim the same cost from more than one source e.g. if the course fee has been covered from one source of public funding, it cannot be claimed via WDF.
- It is an employers' responsibility to ensure that they do not claim more funding than the cost to them of employees undertaking training but direct costs such as course fees, employees' salaries and backfill if required (i.e. wage replacement costs) can be included for this fund.
- Employers must ensure that they have records in place to evidence the costs of any funding claims they make.

Further information

Visit www.skillsforcare.org.uk/wdf for further information about WDF, including our most frequently asked questions available at www.skillsforcare.org.uk/wdffaqs.
Email wdf@skillsforcare.org.uk if you have any further questions.

Or contact your local employer led partnership

Leeds City Council – Shahida Mahmood Organisational Development Officer Tel: 07712215350

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Workforce Development Responsibilities & Requirements for CQC Inspections – Registered Managers

This section is relevant to:-

Private, Voluntary & Independent Sector

Introduction

The **Care Quality Commission** (CQC) regulate a range of care providers across England who are involved in delivering personal care. This includes residential care, nursing homes and care agencies.

The CQC expect all regulated providers to comply with their Fundamental Standards of Quality & Safety.

CQC use the 'Mum Test'; *'Is this service good enough for my mum or anyone I love to use?'* and have published handbooks which set out how they will monitor, inspect and regulate Adult Social Care services.

The Changes

As a Registered Manager **you** are accountable and legally responsible for compliance with CQC requirements.

All CQC providers must comply with the Fundamental Standards Regulations, which are:

The Fundamental Standards are:-

1. Person Centred Care

2. Dignity & Respect

3. Need for Consent

4. Safe and Appropriate Care and Treatment

5. Safeguarding Service Users from Abuse

6. Meeting Nutritional Needs

7. Cleanliness, Safety and Suitability of Premises and Equipment

8. Receiving and Acting Upon Complaints

9. Good Governance

10. Staffing

11. Fit and Proper Persons Employed

12. Duty of Candour

The aim of the inspection regime is to get to the heart of people's experiences. Inspectors will look at the quality and safety of the care provided based on the things that matter to people. They will look at whether the service is:

- ✓ **Safe**

- ✓ **Effective**

- ✓ **Caring**

- ✓ **Responsive to people's needs**

- ✓ **Well-led**

These 5 areas are referred to as the **Key Lines Of Enquiry** (KLOE).

Guidance

Skills for Care have developed a range of tools, resources and support that can help Registered Managers prepare and respond to CQC inspections and regulations. The resources can help you to demonstrate evidence around the KLOEs to show that you provide a safe, effective, caring, responsive and well-led care service and meet the fundamental standards.

"The Recommendations for CQC Providers Guide", developed by Skills for Care, is an online resource comprising of 7 sections. This is a free online resource that will be regularly updated to reflect changes relating to workforce development.

Sections:

1. **Introduction**
   This section explains more about the guide and how it can be used to help meet the new Fundamental Standards.

2. **Care Management and Leadership**
   Use this section to learn more about recruiting the right managers and leaders, registered manager qualifications, registered manager and leadership programmes, manager induction standards and creating the right culture.

   For CQC regulated providers, fit and proper persons are essential in the effective management of the organisation. Directors and Registered Managers of such providers are accountable if the CQC standards are not met.

   Leaders and Managers must ensure that **high-quality** and **person centred** care is delivered. **Learning and innovation** must be supported and the provider must promote an **open and fair culture**.

As a Registered Manager:

- ✓ You must have the right values, skills, qualifications and experience to undertake this position as this is essential to the success of the organisation.

- ✓ You must notify CQC in writing that you will no longer be operating in that position.

- ✓ It is equally the responsibility of the individual hoping to become the Registered Manager to formally apply to the CQC rather than the provider they will be working for. (Refer to the CQC website).

Qualifications

The current qualification recommended for those wishing to become a Registered Manager is the **Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services** choosing the following pathways:

1. Management of adult services **or**
2. Management of adult residential services

For those who may have studied in previous years the following are still valid:

1. Registered Manager's Award (RMA)
2. An NVQ Level 4 in Leadership and Management in Care Services (LMCS)

Other relevant qualifications may be taken into account by CQC when determining the appropriateness of the individual to become a Registered Manager.

In addition to formal qualifications, it is recommended that Managers complete the **Manager Induction Standards** and the **Registered Manager Handbook and Programme**

Manager Induction Standards are aimed at those new to management as well as those in a post who have previously managed other care services. They are also intended for aspiring or potential managers to help support their development.

The standards can to be used in a wide range of settings, including people who manage their own services and micro-employers, as well as small, medium and large organisations across the public, private and voluntary sectors.

The standards are a measure of good practice and it is recommended that new managers should normally have demonstrated all the knowledge requirements of the recommended core standards within six months of taking up a management role.

The Skills for Care **Registered Manager Programme** is a national initiative. It has been set up in recognition that Registered Managers can sometimes feel isolated, and that it is vital to support them in their role.

The Programme better equips Registered Managers to meet the challenges they face; to give them easy access to help, advice and information; to reduce their isolation by supporting links and networks at local and national level; and to promote their leadership role.

The Programme is being promoted and run through the National Skills Academy for Social Care - now merged with Skills for Care - working in partnership with a wide range of social care organisations.

The programme provides network opportunities at both local and national levels to support registered managers to fully recognise their pivotal leadership role. It also enables those registered on the programme to access benefits that include funding opportunities, free HR, legal and peer support help lines, and over 200 electronic resources.

Registered Managers can also use an online toolkit to benchmark their leadership capacity against the Leadership Qualities Framework (LQF) using the self-assessment toolkit.

http://www.skillsforcare.org.uk/Leadership-management/Registered-managers/Registered-managers.aspx

The **Lead to Succeed Programme** is the first national training programme for care managers. The programme has been designed to develop the leadership and managerial behaviours of operational leaders working in any part of adult social care.

It is comprised of a series of workshops, each of which helps develop a more strategic approach to the day-to-day management of the people and processes that drive social care, and so improve the quality of care experienced by people who need care and support.

Lead to Succeed looks at the first principles, practical strategies and successful behaviours within the context of 5 workshop topics:

- **Leading and Managing Cultural Development:** Learn practical approaches to influencing your organisation's culture to best reflect the values of social care

- **Successful Behaviour for Managers and Leaders:** Explore leadership and management experiences and identify the behaviours and strategies that will achieve the most positive outcome

- **Supervision and Appraisal:** Evaluate, validate and improve existing practices, and pinpoint the successful behaviours and strategies for effective staff supervisions and appraisal, as required by the CQC

- **Leading and Managing the Process of Change:** Learn about the successful leadership and management behaviours and strategies to introduce and embed change within a care environment

- **Leading and Managing the Inspection Process:** Create practical strategies for successful performance during critical CQC inspections.

This engaging and practical programme provides new and seasoned Operational Leaders with the behaviours and tools needed to tackle the issues they face every day.

The **Emerging Leaders Programme** is for those with experience of managing and leading services who want to become more effective in their current role and/or progress to become senior managers, heads of service or directors.

This programme will enable you to:
- develop the skills and confidence to become a more highly-effective leader
- develop your leadership potential as a social care professional
- extend your capabilities to lead in a complex and changing environment
- increase your impact on, and value to, both your employer and people who need care and support.

The aim is for this programme to become the recognised route to excellent high-level leadership in the social care sector. It's designed to be thought-provoking and tailored to a leader's needs.

The **Front-line Leaders Programme** consists of three modules mapped to the Skills Academy's Leadership Qualities Framework (LQF), to the latest CQC Essential Standards, and to the Skills for Care Manager Induction Standards (MIS).

This means they are all specifically tailored and relevant to the current social care context. The six-month programme uses a blended approach to learning, comprising six full workshop days and four one-hour online (virtual) classroom sessions.

Learners who successfully complete all elements of the programme will be eligible to achieve the Institute of Leadership & Management (ILM) Level 4 Award in Leadership qualification or a certificate from the National Skills Academy.

3. Finders Keepers

To support providers to find the right staff with the right values and attitudes, and keep them, Skills for Care has created a recruitment and retention toolkit for the adult social care sector.

This practical resource is designed to help care providers, particularly smaller organisations, to improve the way they recruit staff and keep them on board. It emphasises the importance of planning your approach to recruitment and retention.

Finders Keepers aims to help providers improve their own plans and activities by providing information and advice over four themes:

- attract more people to your organisation
- take on the right people
- foster talent and increase skills
- keep your staff

The toolkit is illustrated with case studies, which provide lots of ideas for improving recruitment and retention strategies.

Values-based Recruitment Toolkit

Working in partnership with the National Skills Academy for Social Care we have produced an online Values-based Recruitment Toolkit, which puts social care values at the heart of the recruitment and selection process by providing employers with various tools and resources which support values-based recruitment.

The toolkit is designed to help employers put social care values at the heart of their recruitment and selection practice, so that they can build a strong social care culture, help people develop careers in social care, and deliver high-quality services through having the right people in place; doing the right thing, in the right way.

The toolkit includes:
- a personality profiling questionnaire for candidates
- The Leadership Qualities Framework as a guide to behaviours and values
- Finders Keepers to help recruit and retain staff
- easy-to-access advice and information
- examples of job ads and interview questions.

Because values are evidenced in everyday behaviours, they also underpin the Care Certificate and Manager Induction Standards, social care qualifications and apprenticeship pathways and the Leadership Qualities Framework.

4. **Inducting Care Workers**
   Use this section to learn about the expectations of the national induction standard, effective ways to deliver training, choosing learning providers, responsibilities around assessing competence, refresher training, employing 16-18 year olds and the use of recruitment agencies.

   An **effective** induction programme can be the beginning of a long and productive relationship between provider and care worker. It can help set expectations and embed standards across the workforce and provide a stable footing for longer-term development.

   The Care Certificate is the national induction programme for people new to health and social care. The length of the induction process will vary but most should be able to complete it within 12 weeks. This should not replace the organisations Induction Programme.

   In order to be an assessor, the person must themselves be competent in the standard they are assessing. For almost all assessors, this will be by virtue of holding a qualification related to the role. However, this doesn't mean that in every case the same person is competent to assess every standard.

5. **Induction Related Training**
   Use this section to learn about different types of training that can help new care workers to meet the induction standard expectations. It covers what training all care workers should undertake to more role-specific learning.

6. **Continuing Development**
   Use this section to learn about adult social care qualifications, from entry-level to diplomas, awards, certificates and apprenticeship programmes. These qualifications can develop beyond induction and ensure providers have the right mix of skills and competences to deliver better care. The section includes how qualification funding can also help.

   The development of new care workers should not stop after their induction. Continuing professional development is important to build **new** skills and competences and to ensure the workforce can respond to the **changing needs** of people who need care and support.

7. **Intelligence, Innovation and Quality Improvements**
   Use this section to learn about innovative ways of working, the benefits of using the National Minimum Data Set for Social Care, the Social Care Commitment, Learn from Others and longer-term ways of providing better care.

Being better positioned to know how you currently compare with others is important for future growth and driving forward standards of care. Providers can learn from one another, building on what worked for others and being aware of processes that have proved challenging in the past.

Registered Manager's should use the **NMDS** and **Learn from Others** online resource.

The Care Certificate

This section is relevant to:-

Private, Voluntary & Independent Sector

The Care Certificate is designed for staff **new to care**, it also offers opportunities for **existing** staff to **refresh** or **improve** their knowledge. It is the start of their career journey and is only one element of the training and education that will make them ready to practice within their specific sector.

The Care Certificate provides clear evidence to employers, patients and people who receive care and support that their health and social care worker has been trained and developed to a specific set of standards and has been assessed for the skills, knowledge and behaviours to ensure that they provide compassionate and high quality care and support.

The approach used to deliver the learning required to meet the outcomes of the Care Certificate Framework ensures there is an auditable record of assessment decisions.

The Care Certificate builds on, and replaces, the National Minimum Training Standards and the Common Induction Standards and sets out explicitly the learning outcomes, competencies and standards of behaviour expected.   It reflects how these behaviours are underpinned by the **6 C's**:

1. Care
2. Compassion
3. Competence
4. Communication
5. Courage
6. Commitment

Standards

The Care Certificate comprises of 15 Standards:

1. Understand your Role
2. Your Personal Development
3. Duty of Care
4. Equality and Diversity
5. Work in a Person Centred Way
6. Communication
7. Privacy and Dignity
8. Fluids and Nutrition
9. Awareness of mental health, dementia and learning disabilities
10. Safeguarding Adults
11. Safeguarding Children
12. Basic Life Support
13. Health and Safety
14. Handling Information
15. Infection Prevention and Control

It **does not** replace the organisations induction, nor will it focus on the skills and knowledge required for a specific setting. Therefore, it is essential all organisational and workplace induction programmes are maintained.

The Care Certificate is a key component of the 'total' induction which an employer must provide legally and in order to meet the Fundamental Standards of Quality and Safety as set out by the Care Quality Commission, most notably Outcome 10.

Who should undertake the Care Certificate?

The Care Certificate should be undertaken by workers providing **direct care services**. Other roles may be included where achievement of all the standards is possible. As some of these roles would be very different in health and social care, it is up to the employer to decide whether the Care Certificate is appropriate. However to be awarded the Care Certificate, the person must meet all of the outcomes and assessment requirements for **all** 15 standards.

Each worker starting within a new role is expected to have training, education and assessment as part of their induction within the **first 12 weeks of** employment (pro rata for part time employees).

It is recommended that all staff should be assessed prior to commencing the Certificate and reassessed on completion to ensure compliancy using the assessment tools on www.CareCertificate.co.uk.

It is also recommended that existing staff are assessed in the same way to ensure they are compliant to the new Certificate.

Assessor Requirements

The Assessor is the person **responsible** for making the decision on whether the worker has met the standards set out in the Care Certificate.

In order to be an Assessor, the person must themselves be **competent in the standard they are assessing**. For almost all assessors this will be by virtue of holding a qualification related to the role. However, this **does not** mean that in every case the **same** person is competent to assess every standards. For example it may be necessary to use a different assessor to assess Standard 12 – Basic Life Support.

There is **no** requirement for assessors of the Care Certificate to hold any assessor qualification; the employer must be **confident** that the person with this responsibility is **competent** to assess.

Those staff holding qualifications such as:
- NVQ or Diploma in Health & Social Care at Level 2,3, or 5
- Social Work degree
- Registrered Manager Award

could be deemed as appropriate to assess.

If the assessor **does not** hold a relevant qualification then they should be familiar with and work to the standards set out in the National Occupational Standard LSILADDO9 Assess learner achievement:
https://tools.skillsforhealth.org.uk/external/3175_LSILADD09.pdf

Assessment

The assessment of the Care Certificate should be as rigorous as the assessment of any formal qualification. The learner can't be 'part skilled' or 'have some knowledge' **and** meet the standards.

Evidence must be:

- ✓ **Valid** – relevant to the standards for which competence is claimed
- ✓ **Authentic** – produced by the learner
- ✓ **Current** – sufficiently recent for assessors to be confident that the learner still has that same level of skills or knowledge
- ✓ **Reliable** – genuinely representative of the learner's knowledge and skills
- ✓ **Sufficient** – meets in full all the requirements of the standards

One of the most frequently raised question in regard to work place learning is *'How much evidence is enough (sufficient) to meet the standard?"* The evidence is sufficient when the assessor is **confident** that the learner has met the standard. This decision is a judgement of the individual assessor.

Assessment of Performance

Evidence of performance prefixed with words such as:
- ➢ demonstrate
- ➢ take steps to
- ➢ use
- ➢ show

Assessment must be undertaken in the workplace **during** the learners real work activity and **observed** by the assessor unless the use of simulation is expressly allowed.   Learners can practice and develop their new skills in a classroom but where possible, assessment evidence must be collected during real work activity.

All performance required to meet the standards must be assessed and **no** evidence of prior experience is allowed. The **exception** to this is Basic Life Support, depending on the level of training required, it may be necessary to recognise prior learning which can be clearly evidenced and is within the recommended refresher period.

Assessment of Knowledge and Understanding
Assessment of knowledge and understanding is prefixed with verbs such as:

- describe
- explain
- define
- list
- identify

This can be undertaken using written or verbal evidence such as the workbook, written questions or case studies.

There is no best way to assess as each assessment should be **appropriate** to the **setting**, the **learner** and the **outcomes** to be assessed. Each employer must determine what is appropriate and what action to take if someone is **not** able to meet the standards having been given the appropriate level of support to do so.

Assessment evidence can include but is not restricted to:

- ✓ Observation records
- ✓ Oral or written answers to questions
- ✓ Small project such as a poster/presentation
- ✓ Multiple choice questions
- ✓ Record of stimulated activity

Certificates of Attendance, attendance on study days or e-learning **without** assessment of what has been learnt is **not** evidence towards achievement of the Care Certificate.

Holistic Assessment

Whilst each of the standards in the Care Certificate are independent, they are also in many cases interrelated. This means that whilst it is still possible to assess each standard separately, it is much more efficient to use the same evidence to meet different standards as far as possible. This is called holistic assessment. Where possible, the same evidence may also be used towards achievement of QCF qualifications and Apprenticeships.

Recording Assessment Decisions

Documentation of assessment and evidence of practice is the responsibility of the worker and their employer. The evidence must be recorded in a workbook, portfolio or online. This document will be used in gathering evidence of the Care Certificate and in terms of portability can be used as evidence when changing roles or moving between employers.

It will also be a place where workers can document their continued training, and education. This methodology brings these roles in line with professional roles in both health and social care.

The recording method should be used to gather assessment information from peers and supervisors. It should include feedback from the service user(s) who receive care and support as part of an ongoing appraisal and development process.

Accreditation

It is not the intention or expectation that the Care Certificate will be accredited as a national qualification. The Care Certificate does not require local accreditation by any awarding body or Higher Education Institution, and there is no requirement for it to have external quality assurance.

Award of the Care Certificate

This will be via the employer using the approved national template. It should be recorded by the employer and where possible made accessible via a national system. Where the employer does not use a national system the record must be maintained locally and made available where appropriate for inspection purposes.

Care Certificate

Further information on the Care Certificate is available from Skills for Care on the link below:-
http://www.skillsforcare.org.uk/Learning-development/Care-Certificate/Care-Certificate.aspx

Materials and Workbooks available from Skills for Care:
http://www.skillsforcare.org.uk/Learning-development/Care-Certificate/Care-Certificate-supporting-resources.aspx

Useful Resources

Care Improvement Works

Care Improvement Works – Skills for Care

Free reliable guides, learning tools and resources for providers of Adult Social Care in England. These are mapped to the CQC's inspection questions and key lines of enquiries (KLOEs).

Find improvement and workforce development resources to help improve your service – whatever your inspection rating.

Care Improvement Works is supported by Think Local Act Personal (TLAP). It includes links to additional resources from TLAP and the National Institute for Health and Care Excellence (NICE).

Click here to find out more http://www.careimprovementworks.org.uk/

Carers UK - Digital Tools Creating Real Networks of Care

Carers UK have launched the Digital Resource for Carers, a solution that combines their own digital products and online resources with links to local information and support, providing a comprehensive online tool for carers. It includes:

- An e-learning resource that helps carers identify & build networks
- A care co-ordination app for people sharing care
- The role of good nutrition
- Upfront guide to caring
- Looking after someone Carers Rights Guide
- Being Heard a self-advocacy Guide for Carers

To access this please see the link below:-
https://www.carersuk.org/for-professionals/carersuk-products/digital-resource-for-carers

Learn from Others

Autism Learning Materials

In recent years, the Skills for Care Workforce Development Innovation Fund, and other initiatives, have supported projects to improve the skills of the social care workforce caring for people with autism.

We encouraged organisations to share their experiences on our Learn from Others website and are excited to be launching a designated section to share good autism practice within the sector. This will be added to with more examples of good practice from learning and development projects currently underway.

To access the case studies and learning materials visit the link below and click on the 'autism' section.

http://learnfromothers.skillsforcare.org.uk/?utm_source=Skills%20for%20Care&utm_medium=email&utm_campaign=6706278_enews%2028%2001%2016&utm_content=Learn%20from%20Others&dm_i=1E83,3ZQLI,HWJQC0,EF4O3,1

Research Knowledge Base

The Skills for Care Research Knowledge Base (RKB) is a free online database that contains information about adult social care.

It's updated regularly and includes research documents, good practice guidance, journal articles, evaluations and evidence reviews from across adult social care.

The RKB has links to over 1,800 research reports and other related documents from the last 10 years.

It's been designed to help you find relevant information quickly and easily. You can search by subject, publisher, year and geographical area.

http://www.skillsforcare.org.uk/NMDS-SC-intelligence/Research-evidence/Research-Knowledge-Base/Research-Knowledge-Base-.aspx

Social Care Institute for Excellence (SCIE)

SCIE Mental Capacity Act Film

Our new film explains the principles of the Mental Capacity Act and how they work in practice for people who may lack capacity. It also looks at how the Act supports everyone to plan for their future, when they may lack capacity.

http://www.scie.org.uk/mca/introduction/using-mental-capacity-act?utm_campaign=7276889_SCIE%20E%20Bulletin%201%20July%202016%20&utm_medium=email&utm_source=SCIE&utm_sfid=003A000000blc3HIAQ&utm_role=Other&dm_i=4O5,4BYVT,UW4FG,FVIL5,1

Skills for Care Information Hub

The Skills for Care's information hub brings together essential links and resources for individual employers and personal assistants from a range of sources, including news, events, case studies and videos.

To access the hub go to:

www.skillsforcare.org.uk/iepahub

The National Skills Academy

The Knowledge Exchange

The Academy's online Knowledge Exchange contains comprehensive information about the Care Certificate. It includes the latest Care Certificate news, articles on key topics, such as the 15 standards and the assessment process, and provides a single point of access to free resources from the Care Certificate's partners.

Access to the Knowledge Exchange is one of the benefits of becoming a National Skills Academy for Health Employer Partner. If you provide health or care services within England as part of the NHS or in the independent or voluntary sectors – whether you have one employee or several thousand - you can register as an Employer Partner for free at:

http://www.nsahealth.org.uk/employer-partners

The Social Care Commitment

The Social Care Commitment is the sectors promise to provide people with high quality services. The employer statements from the Commitment correspond with the CQCs KLOEs. The statements and the task you choose can be used as evidence to support CQC compliance. When employers and employees make their commitment they automatically create a development plan at the same time, these development plans record the tasks and activity that the employer or employee has promised to do as part of their commitment showing how the commitment is put into practice. These can then be easily mapped across to the KLOE and Fundamental Standards and used as evidence to support CQC compliance.

Links

CQC

The Essential Standards of Quality and Safety

http://www.cqc.org.uk/content/essential-standards

The new inspection model

http://www.cqc.org.uk/content/our-new-inspection-model

Provider Handbooks

http://www.cqc.org.uk/content/adult-social-care-providers

Key Lines of Enquiry (KLOE)

https://www.cqc.org.uk/sites/default/files/20140924_asc_community_services_kloe_prompts_and_sources_of_evidence_column_final_v1-0.pdf

Skills for Care

Recommendation for CQC providers

http://www.skillsforcare.org.uk/Standards/Care-Quality-Commission-regulations/Recommendations-for-CQC-providers-guide.aspx

NMDS

http://www.skillsforcare.org.uk/NMDS-SC-intelligence-research-and-innovation/NMDS-SC/NMDS-SC-and-workforce-intelligence.aspx

Next Steps

www.skillsforcare.org.uk/nextsteps

SCIE – Social Care Institute for Excellence

http://www.scie.org.uk/care-act-2014/

http://www.scie.org.uk/prevention-library/

http://www.scie-socialcareonline.org.uk/About/About

http://www.scie.org.uk/publications/guides/index.asp

http://www.scie.org.uk/publications/ataglance/index.asp

http://www.scie.org.uk/publications/briefings/index.asp

http://www.scie.org.uk/publications/elearning/index.asp

http://www.scie.org.uk/socialcaretv/index.asp

http://www.scie.org.uk/topic/developingskillsservices/managingknowledgeresearch

The Care Act 2014

For more information visit:
http://www.local.gov.uk/care-support-reform

Free resources page visit:
http://campaigns.dh.gov.uk/2014/12/30/care-support-public-information-campaign-materials/feed

Adults Integrated Care Workforce Development

How to Contact us:

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Castleford
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