



**Cyngor Gofal Cymru**  
Care Council for Wales

*Hyder mewn Gofal - Confidence in Care*



# National Occupational Standards

A guide for social care,  
early years and childcare



Noddir gan  
**Lywodraeth Cymru**  
Sponsored by  
**Welsh Government**

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## Introduction

National Occupational Standards (NOS) are an essential tool that contribute to the delivery of high quality services for social care, early years and childcare.

This guide intends to help employers, learning providers and those involved in the regulation and commissioning of services to navigate the suites of NOS that sit within social care, early years and childcare and use them as an effective tool for individuals, managers and organisations.

## Background

The Care Council for Wales (Care Council) was established in October 2001 to promote high standards of conduct and practice among social care workers and high standards in their training.

The Care Council is the sector skills council for social care, early years and childcare and is responsible for working with employers, people who use services and other key stakeholders, to develop, maintain and update the NOS that sit within its footprint. These currently include the standards for:

- Children's Care, Learning and Development
- Commissioning, Procurement and Contracting
- Health and Social Care
- Inspectors of Services
- Leadership and Management of Care Services
- Sensory Services
- Social Work

NOS play an important part in driving up standards in health and social care and early years and childcare provision, as they inform best practice and underpin the qualifications that are required for the regulation and registration of the workforce.

## What are NOS?

NOS are documents that set out how different aspects of a person's work need to be carried out. They illustrate effective performance within a job role describing the skills, knowledge and understanding that may be needed to perform particular tasks. They define the key functions someone should be able to carry out in an occupation e.g. nursery practitioner, residential child care worker, domiciliary care manager etc.

NOS apply to and are used across the UK four nations; they are developed using a UK approach and approved by agencies working on behalf of the relevant UK government departments. NOS therefore have an official status within the UK.

NOS are developed through consultation with employers and key stakeholders; they are reviewed on a regular basis and are incrementally changed over time.

## What do NOS look like?

**All NOS are presented in the same format and include:**

- A reference number that indicates the suite in which the standard has been developed e.g. **SCDHSC** is Health and Social Care, **SCDCCLD** is Children's Care, Learning and Development

### Example: Reference number

**SCDHSC0034**

- A title that reflects the content

### Example: Title

**Promote the safeguarding of children and young people**

- An overview that gives a brief summary of the standard

## Example: Overview

### **SCDHSC0034**

Promote the safeguarding of children and young people



#### **Overview**

This standard identifies the requirements associated with safe-guarding which must permeate all your work with children and young people. The standard addresses the requirement to establish your own understanding about safeguarding and what you must do in cases of actual or potential harm or abuse. The requirements also include developing relationships that promote safeguarding, promoting rights and inclusion, working in ways that promote wellbeing and supporting children and young people to keep themselves safe.

- Performance criteria (PC) that state the outcomes of competent performance

### Example: Performance Criteria (PC)

#### Performance criteria

*You must be able to:*

#### Maintain your understanding and awareness of harm, abuse and safeguarding

- P1 demonstrate understanding of factors, situations and actions that may cause or lead to **harm and abuse**
- P2 demonstrate understanding of signs and symptoms that may indicate that a child or young person has been, or is in danger of being, harmed or abused
- P3 demonstrate understanding of legal requirements, local procedures and your own accountability where there are concerns that a child or young person has been, or is in danger of being, harmed or abused
- P4 demonstrate understanding of the role of different agencies and the central place of multi-agency working in the **safeguarding** of children and young people
- P5 demonstrate understanding of the actions you need to take when harm or abuse is suspected or has been disclosed, in line with local procedures and the responsibilities and boundaries of your role
- P6 demonstrate understanding of actions you must take and those you must avoid in order to protect the integrity of evidence relating to possible harm or abuse
- P7 reflect on your own behaviour and values to ensure that they do not contribute to situations, actions or behaviour that may be harmful or abusive

#### Implement practices that help to safeguard children and young people from harm or abuse

*You must be able to:*

- P8 monitor actions, behaviours and situations that may lead to harm or abuse
- P9 monitor significant changes in a child or young person's emotional or physical health, personal appearance or behaviour
- P10 follow required procedures for reporting concerns about the welfare of a child or young person and any actions, behaviours or situations that may lead to harm or abuse
- P11 keep detailed, accurate, timed, dated and signed records about any changes, events or occurrences that cause concern
- P12 use supervision and support to consider the impact on yourself and other people of suspected or disclosed harm or abuse

- Knowledge and understanding (K) required to perform competently in the workplace

## Example: Knowledge and Understanding (K)

### Knowledge and understanding

*You need to know and understand:*

#### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that children and young people have to make complaints and be supported to do so

#### Your practice

*You need to know and understand:*

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs that may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 the child or young person's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships



- Additional information that provides explanatory statements of scope and/or examples of possible contexts in which NOS may apply

### Example: Additional Information

#### Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the child or young person. Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

**Active participation** is a way of working that regards children and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child and young person's right to participate in the activities and relationships of everyday life as independently as possible

A child or young person's **background** is their unique mix of personal experiences, history, culture, beliefs, preferences, family relationships, informal networks and community.

**Child centred** approaches are those that fully recognise the uniqueness of the child or young person and establish this as the basis for planning and delivery of care and support

To **communicate** may include using the child or young person's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non verbal forms of communication, human and technological aids to communication

**Electronic communications** may include the use of mobile phones and the internet, including social networking sites

**Harm and abuse** may include neglect; physical, emotional and sexual abuse; financial abuse; bullying; self harm; reckless behaviour

**Key people** are those who are important to a child or young person and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the child or young person has a supportive relationship.

**Others** are your colleagues and other professionals whose work contributes to the child or young person's well-being and who enable you to carry out your role

- Some NOS will detail further information such as behaviours that underpin effective performance or a value statement. This is used in the NOS that sit within the footprint of the Care Council to reinforce the *Code of Practice for Workers and Employers* and rights of children, young people and adults.

### Example: Value Statement

#### Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

To be treated as an individual

To be treated equally and not be discriminated against

To be respected

To have privacy

To be treated in a dignified way

To be protected from danger and harm

To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

To communicate using their preferred methods of communication and language

To access information about themselves

## What can NOS be used for?

NOS are used as the basis of a wide range of activities. This guide includes a range of case studies as examples of how to use NOS. Further illustrations can be found on the [Care Council website](#).

### Qualifications

Traditionally, the most common use for NOS has been in the development of vocational qualifications – National Vocational Qualifications (NVQ) in Northern Ireland, England and Wales and Scottish Vocational Qualifications (SVQ) in Scotland.

In more recent years, they form the basis of vocational qualifications on the Qualifications and Credit Framework (QCF). These are credit based qualifications. More information about the qualifications can be found on the [Care Council website](#).

Units within the QCF diploma qualifications for social care, early years and childcare, reference the NOS on which they have been based. Learners and assessors are encouraged to refer to the standards when completing the unit for clarification about the standard of skills, knowledge and understanding that are expected for learners to achieve the units.

### Training

NOS can be used to inform the content of training programmes. The Care Council recommends that employers seek clarification from learning providers about which NOS have been used to develop their programmes. This can help to ensure that the programme will meet best practice and is mapped to national standards.

### Career Development

NOS can help plan and support career development. The QCF units within the diploma qualifications can be completed as stand-alone accredited units, however, there is likely to be an element of learning and skills development that is needed before competence can be demonstrated to achieve these units where they are being used for career development.

NOS can therefore be used to identify the knowledge, understanding and skills that are needed to move forward in a career. Existing knowledge, understanding and skills can then be mapped against these and a development plan compiled that sets out methods for learning. NOS are a useful tool as they identify the functions of different job roles.

### **Continuing professional development (CPD)**

CPD could be described as “on-going learning and development to improve and extend professional practice throughout a person’s career”.

NOS can be used for CPD in much the same way as that for career development, i.e. they can be used to benchmark existing knowledge, understanding and skills and establish development needs.

### **Recruitment**

NOS are an effective tool for use within recruitment and can be used to develop job descriptions, person specifications and interview questions.

Once the main tasks and responsibilities of a job have been established, the performance criteria and knowledge within the relevant NOS can be used to set out the expectations of the job holder within the job description and person specification.

Interview criteria and questions can be prepared using the NOS to assess candidates’ levels of experience, skills and knowledge and understanding against the requirements of the relevant occupational standards that have been used to inform interview questions. This approach allows for fair assessment of candidates against objective criteria based on nationally agreed standards of practice and supports equal opportunities in the recruitment process.

### **Performance management of the workforce**

NOS can be used to give workers a recognised good-practice framework to work towards, providing benchmarks against which performance can be objectively and fairly assessed.

NOS can be used with individual workers to assist in performance management by helping to set objectives, evaluate performance and identify any learning and development needs.

### **Performance management of organisations**

NOS can be used to benchmark the performance of the organisation, identify areas of best practice and areas for improvement or development.

### **Policy development**

NOS can also be used as the basis of policy development.

### **Where can I find NOS?**

All existing NOS can be located on the NOS database **[www.ukstandards.org.uk](http://www.ukstandards.org.uk)**

Alternatively, the NOS that sit within the footprint of the Care Council for Wales can be located on the [Care Council website](#).

# Case Study 1

## Recruitment

**A large third sector organisation is about to recruit for new managers. The organisation provides services to adults and children and young people with learning disabilities through the provision of supported living; domiciliary care and residential care. A skills audit within the organisation has identified that they have a gap in relation to operational planning.**

Although training is planned, they are keen to ensure that they recruit new managers who have knowledge, understanding, skills and experience in this area.

The National Occupational Standard (NOS) **SCDLMCE5 – Develop operational plans and manage resources to meet current and future demands on the provision of care services** could therefore be used to assist them to identify the knowledge, understanding and skills that can be used within the job description, person specification, interview questions and to measure the competence a person should display during probation.

Please note that this example focuses on the elements that are related to the function of operational planning as part of the job description. The person specification, interview questions and the competence that needs to be shown during probation would be much broader than this function in order to cover other elements of the role. However, you will find that many of the statements and questions can be used to measure other important aspects of the job role e.g. planning, communication, individual participation, performance management etc.

### Job Description

Job descriptions set out the purpose of a job, where the job fits into the organisational structure, the main accountabilities and responsibilities of the role and the key tasks to be performed.

The content of the NOS could be reflected in a key task within the job description for this role as follows:

***'Develop operational plans and manage resources to meet the requirements of the service and the achievement of outcomes for individuals'***

### Person Specification

A person specification outlines the skills that someone will need in order to carry out the job role to an expected standard. The list below is drawn from the performance criteria set out in the NOS and could be used for the person specification:

#### **The Social Care Manager must be able to:**

- Lead the delivery of a service that achieves positive outcomes for individuals
- Promote the vision of the organisation and work in partnership with key stakeholders
- Prioritise objectives, plan and allocate work ensuring the best use of resources & the participation of individuals in the planning process
- Use performance indicators to measure the achievement of positive outcomes for individuals and the service
- Use a range of data collection methods for monitoring and evaluation
- Evaluate and analyse information to make judgements and decisions
- Manage time, resources and workload of self and workers
- Demonstrate an understanding of relevant legislation, statutory codes, standards, frameworks and guidance relevant to services for people with a learning disability
- Ensure that records meet legal and organisational requirements
- Lead practice that supports positive risk taking
- Create a culture that promotes openness, creativity and problem solving

### Interview Questions

Interview questions are designed to allow the employer to evaluate the knowledge, understanding, skills and experience that a candidate possesses, these should relate to the person specification and assess their ability to undertake the job role.

This NOS could be used in the following interview question for the candidate to demonstrate the experience that they have in relation to operational planning and to illustrate the knowledge, understanding and skills that they possess.

#### Part A

'Tell us about a time when you have been involved in operational planning'

#### Part B

'What were the important things to consider?'

### Expected responses

- Clarity of own role and responsibilities
- Understanding of how operational plans link to the vision of the service and the achievement of positive outcomes
- Effective use of resources
- Supporting participation of individuals
- Use of data collection methods
- Ability to evaluate and analyse information
- Ability to prioritise and plan
- Time management
- Performance management
- Leadership skills – motivating others, effective communication, inspiring others, problem solving



### Probationary Period

A probationary period is the period of time within which recruited workers are expected to meet standards set out within the person specification for their role. Some organisations may use different terminology for this, in which case, it would be the requirements and processes of the organisation that are used to confirm new workers in post. In the majority of organisations the probation period would be approximately 6 months. Workers would be expected to meet agreed criteria identified within the person specification rather than all of it during this period of time. The remaining criteria could be measured during on-going performance reviews/appraisals.

**In this example the expected performance criteria that should be met during the probationary period would be:**

P1	Identify own area of responsibility for operational planning
P2	Identify the overall vision of the service provision and the governance within which it operates
P3	Identify the main purpose, aims and objectives of the service provision
P4	Critically evaluate how the vision of the service provision, its purpose, aims and objectives, contribute to the achievement of positive outcomes for individuals
P5	Critically evaluate demographics, trends and changes that are likely to have an impact on the service provision
P6	Appraise options for operational plans in terms of costs, risks, benefits and outcomes
P7	Balance new ideas with tried and tested solutions for operational planning
P8	Lead work with individuals, key people and others to develop an operational plan that is consistent with own area of responsibility
P9	Work towards a clearly defined vision of the future
P10	Articulate a vision for the service provision that generates enthusiasm and commitment
P11	Ensure that individuals, key people and others can see how operational plans link to the overall vision of the service provision and the governance within which it operates
P12	Identify the resources required to achieve the objectives set within the operational plan and to deliver a safe and effective service provision

P13	Ensure that the operational plan is made available to individuals, key people and others in accessible formats
P14	Lead work with individuals, key people and others to identify how the achievement of the operational plan should be measured
P15	Use a range of sources to inform the development of performance indicators
P16	Lead work with individuals, key people and others to develop performance indicators
P17	Identify appropriate data collection methods for the objective measurement of the achievement of operational plans
P18	Agree with individuals, key people and others how they will participate in measuring the achievement of operational plans

Please note that some of these may be dependent on when the new manager has joined the organisation and its cycle of planning. The second section of the NOS outlines the performance criteria needed for a manager to 'Lead and manage the implementation of operational plans and allocate resources within own area of responsibility'. For some managers, this would be more appropriate for measurement during their probationary period. It is important that the job description, the person specification and competencies to be measured during probation are tailored to the need of the organisation.

# Case Study 2

## Career Development

**Lisa has been working as a support worker for a domiciliary service provider for the past 4 years. During this time Lisa's knowledge, skills and confidence have developed considerably.**

Lisa has expressed an interest in taking on more responsibility in order to further develop her knowledge and skills, as she is interested in working towards a management position in the future. Through the organisation's supervision and appraisal processes, Lisa has discussed this with her line manager, who has assessed that Lisa is ready to take on some additional responsibilities.

They have agreed to identify specific areas of work for Lisa to focus on. Whilst Lisa can take on additional areas of responsibility, her work role will remain the same at present and so she will not be taking full responsibility for management functions of the service. There are several potential areas within the organisation where Lisa could develop her experience, ranging from small tasks to additional responsibilities. To focus the discussion and Lisa's development plan, they have consulted the NOS for Health and Social Care. They feel that this will help Lisa to progress her career by ensuring that:

- learning is focused on specific areas
- learning is sufficiently in depth to meet national standards
- the organisation can plan how to meet the identified learning using a range of methods
- the organisation can plan how best to utilise Lisa's developing knowledge and skills, which may include planning for a future management role

Lisa and her line manager have discussed areas for development and have decided to begin with a focus on working with individuals around assessment of needs. One of the NOS for assessment within the health and social care suite would be:

- **SCDHSC0414 Assess individual preferences and needs**

Lisa and her manager agree a development plan, using the CPD toolkit recording template Part A – Planning your learning (<http://www.ccwales.org.uk/continuing-professional-development/>) to record the knowledge and skills that Lisa would need to develop to meet the identified standards. They also look at what she hopes to achieve and the methods and support that she will need to do so. Lisa’s manager will monitor her progress through supervision and appraisal to see how she has progressed against the NOS and what her future learning needs may be.

## Part A - Planning your learning

In this section Lisa has used the NOS **SCDHSC0414 Assess individual preferences and needs** to outline for her manager and herself what the keys areas are that she has to develop in terms of her current skills, knowledge and understanding. For clarity we have referenced the performance criteria and knowledge statements used to inform this exercise, please refer to the NOS for further information and detail.

What knowledge and skills do I need to develop?	What do I want/ need to achieve – What difference will it make?	What methods could I use?	What support will I need?	What are my target dates?	How will I know that I have achieved the outcomes that I want/need?
Be able to carry out comprehensive assessments of the preferences and needs of individuals	An understanding of how to review, gather and analyse information about the preferences of individuals	Use the NOS as a starting point as a guide of what should be completed – P1-P17 seem to be the most pertinent	Access to NOS	One week	Assessments completed to standard set out in NOS and policy

## Part A - Planning your learning (continued)

What knowledge and skills do I need to develop?	What do I want/ need to achieve – What difference will it make?	What methods could I use?	What support will I need?	What are my target dates?	How will I know that I have achieved the outcomes that I want/need?
Understand how to involve individuals in their assessments	Be able to facilitate the participation of individuals and their carers/families in the assessment process	Read policies & procedures on assessment	Access to policies and procedures	One week	Evaluation of experience of individuals assessed – maybe questionnaire or discussion
	Be able to carry out comprehensive individualised assessments	Shadow a more experienced manager for the completion of two assessments	A manager to shadow	One month	
	Know how to complete the necessary paperwork and records for assessments	Carry out ten assessments over next six months with the support of a mentor	A mentor and ten individuals identified for assessment	Six months	
	Know how to present assessment information to individuals that will help them make decisions about their care and support				

# Case Study 3

## Training

**Welshtown Children's Centre is an integrated children's centre that is about to start delivering the Welsh Government's Flying Start Programme.**

The manager of the centre has undertaken a skills audit of the current staff team against the Welsh Government's Flying Start Strategic Guidance and their service level agreement. She has identified a learning need for staff in relation to engaging families in their children's learning.

The manager is keen to ensure that all staff involved in the Flying Start Programme i.e. both Flying Start Family Support Workers, Nursery Practitioners working in the crèche and Health Visitors have a consistent approach to engaging families in their children's learning and development.

The manager feels that the National Occupational Standard (NOS) in the Children's Care Learning and Development (CCLD) suite **SCDCCLD0317 – Engage with families in ways that encourage them to be involved with their children's learning and development** covers all of the key elements that her staff team need to do this effectively.

She approaches a local training organisation that has expertise in childcare to design a training programme for them based on this NOS.

**This case study will look at two main areas:**

- What are the key performance indicators and knowledge and understanding statements that should be reflected in the training and the expected learning outcomes (Part A)
- After the training programme has been delivered how can the NOS be used to ensure that learning has taken place and is being applied in practice (Part B)

**Part A**

The use of the NOS to develop training programmes gives organisations the assurance that the training is relevant, structured and has clear learning goals for those taking part. By having the learning based on the required performance criteria, skills and knowledge, staff will know what is clearly expected of them and managers will have a basis on which they can measure performance and how effective the learning has been.

In relation to this case study the key areas for learning could be broken down into the two main areas – what they should be able to do following the training (1) and what they will know and understand following the training (2).

**(1) What they should be able to do following the training**

As with all NOS there is a broad range of performance criteria that would need to be taken into account. With this NOS there are three main overarching performance criteria that would need to be reflected:

***Liaise with families about their expectations for their child***

***Encourage families to be involved with their child's learning and development***

***Review children's progress with families***

Within each of these three main areas there would be a number of key performance criteria that should be reflected in the course.

### **Liaise with families about their expectations for their child**

#### **Communication**

The training programme should provide staff with information on how to communicate effectively with both children and families in a way that is open and welcoming, and how to adopt an approach that will promote inclusion. This could include methods and techniques for doing so and how to build trust and rapport in a relationship. (P1)

#### **Listening**

Course content should cover listening skills and techniques and enable staff to develop the skills that are needed to listen to both children and their families. This would look at areas such as taking account of the age and abilities of the children and what experiences or feelings that their parents/ carers may have. (P2-P3)

#### **Ability to recognise diversity and difference**

Learning should cover how to recognise the value and diversity of family structures and how these may impact on the family expectations. It should also look at how to encourage families to recognise the skills and capabilities that their child has. This could also look at areas such as cultural differences and expectations. (P4-P5)

#### **Providing support**

This would look at how to support families to access the knowledge and information that they need to know about children's learning and development and how to work with others to create a supportive environment for families to discuss their own child's needs. (P6-P7)



## Encourage families to be involved with their child's learning and development

### Working with families

Course content would provide staff with the knowledge to be able to work with families so that they value the importance of play and to demonstrate how it can extend children's skills and development. It should also cover how to enable families to participate in play. (P8-P10)

### Identification of opportunities and potential obstacles

Learning would cover how staff could identify opportunities for families to be involved with their child's learning and development and what obstacles there may be. (P11-12)

### Partnership working

This would look at how they should work in partnership with families in order to help them recognise the contributions that they make to their own child's learning and development. (P13)

It would also look at how the team work with each other to ensure a consistent approach with clarity about their own and each other's roles and responsibilities. (P7)

## Review children's progress with families

### Review

Learning should reflect how staff can involve families and children in the review of their progress and to how to use information to forward plan. (P14-18)

### Reflective practice

All training courses should include an element of reflective practice within them. With this course it would be important that those taking part are able to reflect after the course and examine their current performance and what they may need to improve upon. They should also be given the skills to continually reflect and evaluate how they have put into practice what they learnt and how this has improved their work. (P19)

**(2) What they will know and understand following training**

There is a broad range of knowledge and understanding that underpins the performance criteria in this NOS but those listed below are specific and of particular reference to engaging families in their child's early learning and therefore must underpin the learning programme.

K17	How to work in partnership with children, young people, key people and others
K21	The nature and impact of factors that may affect the health, well-being and development of children and young people you care for or support
K22	Factors that promote positive health and well-being of children and young people
K23	Theories underpinning our understanding of child development and learning, and factors that affect it
K24	Theories about attachment and impact on children and young people
K25	The importance of effective communication in the work setting
K26	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.
K27	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences
K38	The transitions that children and young people may go through
K39	How families' expectations for children might vary according to the child's gender, religion, culture and ethnicity, background, needs and abilities
K40	How you might demonstrate that you recognise and value diverse family structures
K41	How families can access information on child development
K42	The link between parental/family expectations for their children, their own childhood experiences and knowledge of child development
K43	How you can positively reinforce parent's efforts and involvement

### Expected Learning Outcomes

Learning outcomes of the training programme may therefore be:

At the end of the training programme, practitioners should:

- Know how to communicate effectively with children and families
- Understand the factors that impact upon families' engagement in their children's learning
- Know how to work in partnership with each other and families to involve them positively in their children's learning
- Know how to involve families in reviewing the progress of their children and planning for the future

The implementation of this learning can then be measured in practice following the training programme. (Part B)

## Part B

By using the performance criteria and skills and knowledge as a basis for the design of learning goals, managers and staff have a tool with which they can evaluate how successful the learning has been and also to measure staff's performance against.

There are range of methods that could be used to evaluate participants learning. Some of these are listed below.

Method of Evaluation	How it can be used	Example
<b>Evaluation of training outcomes</b>	At the end of the programme an evaluation sheet is a quick method of establishing whether the programme met the overall learning outcomes and whether participants felt that they had learnt something as a result of it.	Some sample questions for this programme could be: <b><i>Do you feel that as a result of this programme you know how to communicate effectively with families?</i></b> (P1,P2)
<b>Employee self-assessment (before and after the programme)</b>	Self-Assessment is a valuable tool for both employees and employers to use to evaluate learning. These can be used before and after a training session and give staff the opportunity to assess what their current learning needs are in the particular area and set some learning objectives and how these have improved after the programme.	Before the programme a staff member may have a learning goal where they wish to learn more about how to work with families to enable them to participate in their child's play. (P8-13) This could then be evaluated after the programme to see if their knowledge has increased and if they can now apply the theory.
<b>Observational practice</b>	Observation is a very practical way for employers to see if learning has taken place and whether staff are demonstrating what they have learnt to the correct standard.	Staff could be observed working with a family and a manager could assess how they are communicating with that family and whether their approach is open and welcoming and whether they are being inclusive. (P1) They could be observed to see if they can apply the techniques that have been covered in the training programme.

<p><b>Continuing Professional Development</b></p>	<p>CPD is an essential part of learning and development for all staff. As a result of the training course staff could be asked to complete their CPD needs and highlight what future learning they may have as a result. This allows staff not only the opportunity to assess what they need to develop further but gives employers a tool to measure whether learning has taken place, how it was done and how this has impacted on staff.</p>	<p>As a result of the training a staff member may highlight that they need to learn more about the impact of transitions. (K38) By using the CPD toolkit (<a href="http://www.ccwales.org.uk/continuing-professional-development">www.ccwales.org.uk/continuing-professional-development</a>) the staff member and manager can plan how the learning will take place, the opportunities and support needed and once the learning has been completed how confident staff now feel.</p>
<p><b>Supervision/appraisal</b></p>	<p>Using supervision/appraisal is integral to helping staff acquire the skills and knowledge that they need for their role and is an effective means for employers to assess their performance and learning.</p>	<p>Supervision can take account of the above examples and can be used as a method for monitoring how staff are progressing and address any concerns that they may have. It could also be used as a method by itself to address how staff found the course, what they learnt and what future needs they have and they could be monitored regularly throughout future sessions. Having the expected performance criteria gives managers a tool to measure against and to identify any concerns.</p>
<p><b>Question and answer session</b></p>	<p>This could be used as an informal way of gauging how staff found the programme and at a general level what learning took place.</p>	<p>Staff could be asked a range of questions e.g. <b>What obstacles do you think may affect family involvement? What can be done to address these?</b> (P12)</p>

# Case Study 4

## Continuing Professional Development (CPD)

**Tom has been employed as a residential child care manager for six months. He has just passed his probation and his manager has identified a number of learning needs from his probation review and has asked Tom to consider whether there are any others that he feels that he has.**

Tom holds an NVQ Level 4 in Health and Social Care and a Level 4 NVQ in Management. Prior to taking up the post as manager, he had worked for three years as a residential child care worker, two years as a senior support worker and one year as an assistant manager.

Although Tom has been supervising staff for some years, since becoming a manager, he has needed to deal with some difficult performance issues, one of which will now be subject to disciplinary proceedings. Tom feels that he has some immediate additional learning needs in respect of this.

Tom is anxious about managing the process as he has not been involved in disciplinary proceedings before. After discussing this with his manager, Tom uses the CPD toolkit (<http://www.ccwales.org.uk/continuing-professional-development/>) and the National Occupational Standard (NOS) **SCDLMCE10 Manage the conduct and performance of workers in care services** to set out his learning needs for this area of work (Part A).

This NOS outlines the requirements needed when managing the conduct and performance of workers in care services. It includes initiating disciplinary processes and contributing to disciplinary proceedings.

They revisit this at Tom's next supervision to establish how successful they have been in meeting his learning and development needs for this area of work (Part B).

## Part A - Planning your learning

In this section Tom has used the NOS **SCDLMCE10 Manage the conduct and performance of workers in care services** to outline for his manager and himself what the keys areas are that he has to develop in terms of his current skills, knowledge and understanding. For clarity we have referenced the performance criteria and knowledge statements used to inform this exercise, please refer to the NOS for further information and detail.

What knowledge and skills do I need to develop?	What do I want/ need to achieve – What difference will it make?	What methods could I use?	What support will I need?	What are my target dates?	How will I know that I have achieved the outcomes that I want/need?
<p>An understanding of the organisation's disciplinary processes <b>(P13)</b></p> <p>What my role will be <b>(P13-P28)</b></p>	<p>I need to make sure that I follow the right procedures so that I do not do anything that hinders the hearing and that I act in a fair and just way. I also want to minimise the negative impact this may have on the children and young people and staff in the house</p>	<p>Read the policy for conduct and disciplinaries again</p> <p>Meet with personnel to go through the policy and procedure and check out my role</p>	<p>Meeting with personnel</p>	<p>Within one week</p>	<p>Confidence in following procedures and a successful disciplinary hearing</p>

## Part A - Planning your learning (continued)

What knowledge and skills do I need to develop?	What do I want/ need to achieve – What difference will it make?	What methods could I use?	What support will I need?	What are my target dates?	How will I know that I have achieved the outcomes that I want/need?
How to gather & record information for the disciplinary hearings <b>(P15-20)</b> & <b>(K98-K99)</b>		Request a mentor from one of the more experienced managers	A mentor	Within one week	
How to manage the impact on other staff and children in the home <b>(P27-28)</b>		Attend a change management course to develop my understanding of change management techniques & refer to the NOS on leading and managing change <b>(SCD LMCA2 Lead and manage change within care services)</b>	Access to a training course	Within four weeks	I will be able to use some of the techniques I have learned to support the children and young people and staff to cope with the impact of the disciplinary and the change that has resulted from that



## Part B - Recording your learning

In this section Tom has recorded how and when he undertook the learning that he outlined in Part A and what further learning he feels that he requires in order to bring him up to the required level.

What did I do?	When did I do it?	What did I learn?	How have I put this into practice?	What difference has it made?	Do I need any further learning in this area?
Read conduct and disciplinary policy and procedure <b>(K98-K104)</b>	26/2	Importance of recording accurate and factual records <b>(P15,16 &amp;18)</b>	Have double checked that all of my records meet the requirements	I feel more confident	
Met with Sally from personnel <b>(K100)</b>	27/2	The rights of people going through the disciplinary process <b>(P12 &amp; P14)</b>	Informed xxxxx of their rights and the process that we will be following		
Met with Sam who has been allocated as my mentor	1/3	My role and the role of personnel			
		It helped me to reflect on actions that I need to take before reaching the formal disciplinary stage <b>(P1-11)</b>			

## Part B - Recording your learning (continued)

What did I do?	When did I do it?	What did I learn?	How have I put this into practice?	What difference has it made?	Do I need any further learning in this area?
<p>Attended change management course and looked at the LMCS NOS lead &amp; manage change within care services</p> <p><b>(SCD LMCA2 Lead and manage change within care services)</b></p>	25/3	<p>The need for a clear vision and leadership skills that get 'buy in' from others <b>(P1-P10)</b></p> <p>The importance of having an open culture where everyone can express how they are feeling <b>(P11-P13)</b></p> <p>Different techniques that I can use to support the children and young people and staff through this <b>(Whole NOS performance criteria &amp; knowledge statements are relevant)</b></p>	<p>Revisited our 'vision' for the service at the team meeting and at a house meeting with the young people</p> <p>Discussed it individually with staff in supervisions to establish how they are feeling and how they can address any issues</p> <p>Placing an emphasis on things that are going well, good practice etc and making sure that the young people and staff are aware of these</p>	<p>Clarity about what we are aiming to achieve as a service</p> <p>Started me thinking about my leadership style and skills</p> <p>Less anxiety amongst the team</p>	<p>I would like to complete the QCF unit on managing change – this will help to consolidate my learning and contribute to my PRTL (Post Registration Training and Learning)</p>