



CWDC Induction Standards

> Guidance for those responsible for the induction of those working with children, young people and their families in Children's Services in Hampshire



Hampshire
County Council

cwdc
Part of the Sector Skills Council,
Skills for Care and Development

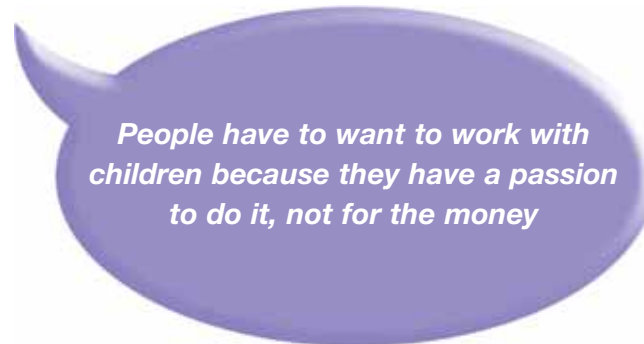
Contents

1.0 > Introduction	page 3
2.0 > Timeframe for successful completion	page 5
3.0 > Who should complete the induction?	page 6
4.0 > Delivery of induction	page 8
5.0 > Assessing workers' learning	page 10
6.0 > Common core compliance and pathways to NVQ	page 12
7.0 > Guidance – supporting information	page 15

1.0 > Introduction

- 1.1** Induction is an entitlement for every new worker coming into the children's services workforce. This guidance has been written for those responsible for the induction process of new workers. In most cases this will be the workplace manager or supervisor¹. The guidance comes with a Work Book which should be used to plan the induction process with the new worker, and which will state how the standards are to be, and have been, achieved. At the heart of the induction process are the needs and views of the children and young people².

What children and young people want from new workers



- 1.2** Induction is the first piece of learning a worker undertakes when joining a new organisation. The Children, Young People and Families Workforce Development Council (CWDC) Induction Standards have been designed to provide a structured start for workers in their first 24 weeks of employment. The Standards will help ensure that workers are then safe to take on the appropriate level of responsibility for the individuals and families they support. When workers are expected to perform any tasks that are not covered by the CWDC Induction Standards, appropriate training must be provided before the work is undertaken.
- 1.3** Evidence shows that a structured induction process, along with programmes for continuing professional development, play a significant part in the retention of staff. The standards can be used as a tool for managers to test the skills, knowledge and experience of new staff, and will help identify their development needs. There are also links between the standards and the National Occupational Standards (NOS) for Children's Care Learning and Development (CCLD) at level 2, Health and Social Care (HSC) Children and Young People at level 3 and Learning, Development and Support Services at level 3. The standards are closely linked to Health and Social Care NVQ core units at levels 2 and 3, and will also provide evidence towards optional and additional units. Workers should use the induction process to gather evidence that can be used towards the future achievement of appropriate NVQs, and therefore part of the process of achieving future qualifications.

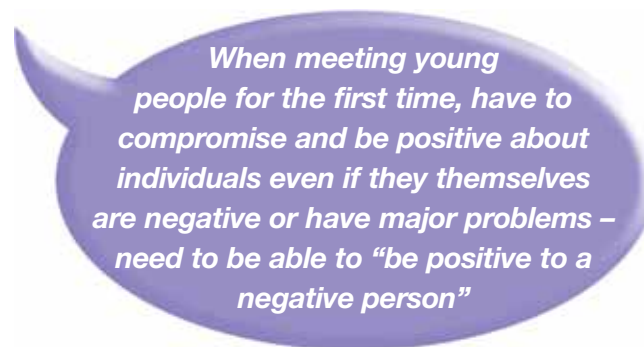


¹ For purposes of consistency, throughout this guidance 'manager' is used to denote the person responsible for the worker's induction

² Quotes are verbatim comments from children and young people who have been consulted about what new workers in children's services need to learn and do, and how they need to behave

- 1.4** The CWDC Induction Standards meet the requirements of the GSCC code of practice for the social care workforce, which describes the standards of professional conduct and practice required of workers as they go about their daily tasks. This code reflects existing good practice, and must be met by all social care workers. The induction process will help managers to meet their employer's responsibility to promote the GSCC's codes of practice, and to provide training and development opportunities to enable workers to strengthen and develop their skills and knowledge. In particular, it will help managers to meet employer's code 3.1: "*providing induction, training and development opportunities to help **social care workers** do their jobs effectively and prepare for new and changing roles and responsibilities*".
- 1.5** Induction provides the introduction to practice in children and young people's services. In the first implementation phase (October 2006 to September 2007), this guidance applies to all staff working in social care. During this period the CWDC Induction Standards will be piloted across other children's services. There are some groups of staff (such as managers of services) where additional work is being done by the CWDC and the Children's Workforce Network (CWN)³ to identify any additional induction requirements for other groups of staff. Guidance is given here to help managers and workers to be clear about what to expect from the induction process.

What children and young people want from new workers



1.6 Relationship between the CWDC Induction Standards and earlier standards

- 1.6.1 The CWDC Induction Standards replace the induction **and** foundation standards first published in 2001 by the then Topss England. Further guidance will be provided on the relationship between the CWDC Induction Standards and National Minimum Standards (NMS) induction requirements. The CWDC is proceeding on the expectation that the CWDC Induction Standards will become the NMS requirement from Sept 2006, and that the 2001 induction and foundation standards will cease to be recognised for use with new staff from then (i.e. staff whose start date is 30 Sept 2006 are the last to whom the 2001 induction and foundation can be applied).

CWDC expects that CSCI and Ofsted will recognise these CWDC Induction Standards from 1 October 2006

- 1.6.2 The CWDC Induction Standards support the existing requirements, within the National Minimum Standards (NMS), for employers to provide induction for their staff.

³ The Children's Workforce Network is an alliance committed to creating and supporting a world-class children's workforce in England. The Children's Workforce Network (CWN) is a strategic body, bringing together the relevant Sector Skills Councils (including the Children's Workforce Development Council) and other partners. It is a voluntary grouping of independent partners, who recognise that collaboration will help them to achieve the more effective implementation of their individual and joint roles. See www.childrensworkforce.org.uk

2.0 > Timeframe for successful completion

2.1 The outcomes in the CWDC Induction Standards are designed to be met through planned learning within the first 24 weeks of joining the workforce. The 24 week period allows for different types of employment arrangement and is a *maximum*, catering for a wide range of employees and situations. For example, a full time worker might complete induction quickly, whereas a part time or night worker, or a worker with a first language that is not English, may need the full period. Workers may complete sooner than 24 weeks if desirable and practicable, unless the requirements of law, guidance or external regulation state otherwise. In this context, 'worker' means employees, self-employed people, home-based workers, either full or part time. Further guidance will be provided to support the induction of volunteers.

2.2 The criteria for successful completion of CWDC Induction Standards are:

- that the responsible manager can confirm each area of the standards has been evidenced against the plan;
- that evidence of learning which has taken place away from the work place is referenced in the completed work book;
- that completion has been within the 24 weeks

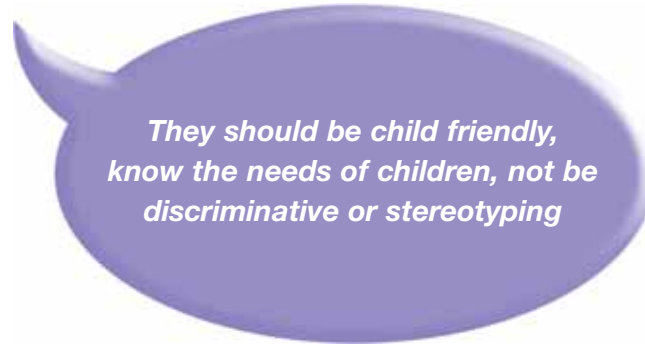


3.0 > Who should complete the induction?

3.1 a) Workers new to the children's workforce:

Workers new to the **children's workforce** should undertake and complete planned learning that meets all the CWDC Induction Standards, and have their understanding and skills assessed.

What children and young people want from new workers



b) Workers new to an organisation who have already successfully completed an accredited and assessed induction programme:

Workers who have already completed an accredited and externally assessed induction programme will not need to repeat a full common induction. Evidence of successful completion will act as a 'passport' that will enable managers to have confidence in those areas of induction that are common to all worksites. Those responsible for the induction process will, however, need to consider whether the worker must undertake induction that is workplace specific. This relates to policies, procedures and arrangements particular to the organisation, service user groups or service settings, and which they are unlikely to have covered elsewhere.

c) Workers new to an organisation who have successfully completed an induction that has not included an accredited and assessed programme:

Workers who have completed an induction that has not included an accredited and externally assessed programme may need to repeat a full common induction. Managers will need to check how the induction was delivered and assessed, and to make an assessment of the worker's learning needs in relation to the CWDC Induction Standards. As a minimum, it is likely that the worker will need to repeat those induction outcomes that are workplace specific, as in (b) above.

d) Workers new to an organisation who hold a relevant qualification but have not completed an induction:

Workers who hold a relevant vocational or professional qualification but have not completed an induction of any kind will not need to undertake a full induction. As with b) above, evidence of successful achievement of a relevant qualification **should** act as a 'passport', which will enable managers to have confidence that areas of induction common to all worksites have been covered. They will, however, need to consider whether the worker **should undertake** those induction **areas that are workplace specific and check that the other induction areas have been successfully covered in the course of gaining their qualification.**

e) Workers new to an organisation who do not hold a relevant qualification and have never successfully completed an induction, but who are not new to the children's workforce.

Workers who have practised previously in the **children's workforce**, but who have not achieved a relevant NVQ and have never been required to complete an induction, may have varied levels of experience. Those responsible for induction will need to make an assessment of the worker's learning needs in relation to the CWDC Induction Standards and will particularly need to consider whether the worker must cover those induction **areas** that are workplace specific. In addition, managers should consider the learning needs linked to specific tasks expected of the worker but not covered by the CWDC Induction Standards and how these are to be met.

3.2 Workers in transition from one service setting or user group to another may also need to cover some or all of the workplace specific induction areas.

It is good practice to consider the learning needs of all new staff. Even those who hold relevant qualifications, and/or have successfully completed induction in the past, may benefit from the opportunity to refresh their learning and keep up to date.



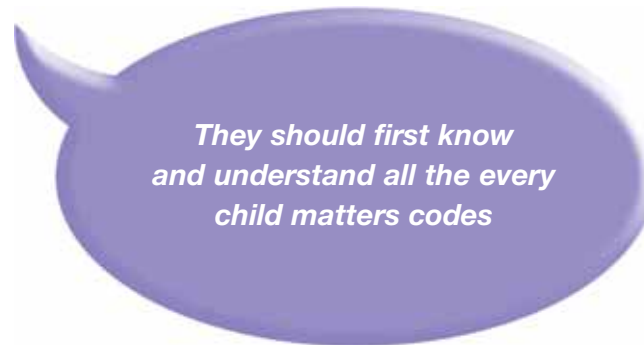
4.0 > Delivery of induction

4.1 Learning outcomes

The published Induction Standards are a set of specific outcomes that will be achieved through planned learning. These will also correspond to one or more of the 'five outcomes' for children and young people which the Every Child Matters green paper identified as most important to children and young people and that everyone in children's services should be working towards:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

What children and young people want from new workers



4.2 Planned learning

There are many ways that people learn and managers should use the mix of activities and processes that will best meet the needs of their new workers. These may include:

- One-to-one discussion
- taught programmes
- distance learning
- e-learning
- guided reading
- structured use of supervision
- shadowing
- mentoring by a more experienced colleague

4.3 Planning Induction

The first task of the manager is to sit down with the worker and plan the induction process. It will be necessary to identify the priority areas to be covered within the first six weeks. These will depend on the key tasks which the worker is expected to undertake on starting their job. The manager and worker should go through the Work Book and plan together how each outcome is to be achieved. Evidence will then need to be provided by the agreed date, and signed off by the manager as meeting the standard expected at the level of responsibility required of the worker. It is recommended that employers, wherever possible, use the Induction Standards to complement any relevant probationary, registration, approval, etc. processes already in place as required by the employer.

4.4 External training

Managers or employers may choose to buy in parts of the induction from one or more external training agencies, or to work in partnership with other agencies to provide shared learning opportunities locally. This might be provided, for example, through accredited professional networks, Local Safeguarding Children's Board training, local strategic partnership workforce development arrangements, or through Children's Trusts. There are also opportunities for joint commission of external training by children's services employers to ensure consistency of delivery.

These can be effective ways of enabling new workers to meet parts of the standards. However, it is not possible for induction to be delivered entirely separately from the workplace. Many of the standards relate directly to the workplace – its policies, procedures and practices – and others will need to be applied to the worker's own role and responsibilities. Managers are therefore vital to the learning and are an essential support to the process even if someone else delivers part of the learning input.

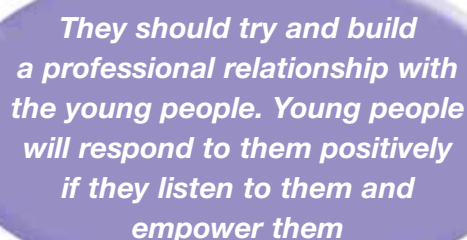
4.5 Accredited programmes

It is important to note that induction is not a course. However, some aspects of induction are likely to be delivered as part of a taught programme. It is the manager's responsibility to ensure that the learning activities used as part of induction are of a suitable quality. Where managers feel they need further evidence of quality they should seek advice from the relevant workforce development lead for their organisation, service or employers' network.. However, where programmes that have been accredited through an awarding body as part of a qualification, are used they will have been approved as meeting a quality standard.

4.6 Supporting the learning process

Whatever pattern of activities the manager decides on to enable new workers to meet the Induction Standards, he or she has a responsibility to ensure that they are given enough time, encouragement and support to reach successful completion and truly learn from the process. Regular and frequent supervision will have a significant part to play in this support.

What children and young people want from new workers



They should try and build a professional relationship with the young people. Young people will respond to them positively if they listen to them and empower them

5.0 > Assessing workers' learning

5.1 As part of their own learning managers need to know how to induct their workers effectively. The development of supervision and induction skills is a key part of managers' continuing professional learning, and it is the responsibility of employing organisations to ensure managers are competent to induct new workers. Managers have a responsibility to ensure that everyone who assesses new workers against the CWDC Induction Standards, including themselves, have the skills and knowledge needed to carry out this role. Managers need to be encouraged to develop formal assessment skills through accredited learning.

This is possible in organisations where the manager has experience of the front line job role – but in multi-professional / multi-disciplinary organisations – it will be impossible and inappropriate for the manager to be the expert practitioner in all spheres of their responsibility. In these structures, the manager must identify someone else to be responsible for the induction of the staff.

5.2 Assessing knowledge and skills during induction

Knowledge and skills can be **assessed** from observed actions and questioning, whether written or verbal. The **methods used** for the outcomes in the Induction Standards will therefore **depend on whether it is knowledge or practice skills or both that are being assessed**.

If assessment is carried out in a group setting, the process must clearly assess the knowledge of **each** new worker, rather than the understanding of the group as a whole.

5.3 Accredited assessment

It is the manager's responsibility to ensure that a new worker's knowledge is accurately assessed as reaching the required standard for induction. This will depend on the workers' entry into the workforce

5.4 Recording assessment

Using accredited assessment systems will mean that questions, answers and assessment decisions are clearly recorded. Otherwise managers will need to consider whether and how to record each of these stages in assessment.

Managers are not required to record every part of the assessment process. There are, however, advantages in keeping full records for each new worker, e.g. as evidence to inspectors regarding the induction process, as support for registration or approval processes, or to link later with NVQ assessment. This information is an essential contribution to the worker's personal development plan.

5.5 Assessment as part of the learning process

New workers may not always show understanding of an outcome within the induction areas when first assessed on it. Further learning opportunities will need to be provided and the knowledge or skill reassessed by an agreed time.

5.6 Certifying and signing off the assessment process

When the manager is satisfied that a new worker has met all the outcomes within the CWDC Induction Standards, it is their responsibility to sign off the induction as complete.

Who can sign off? While this will depend on the setting, there must be a designated manager or responsible person who has co-ordinated the induction. It will normally be the workplace manager who should complete and sign the Certificate of Successful Completion included in the new worker's Work Book. **They should not sign off induction certificates lightly.** They should be aware of the implications of this for themselves and the individuals using the service, the questions the regulators might ask and their duty to ensure that newly inducted staff are **safe and competent**. Evidence of reckless or negligent signing off of certificates of induction is likely to be deemed a disciplinary matter within the organisations' policies and procedures, could lead to questions being asked by the regulator and bring the manager's own registration or professional conduct into question.

Therefore recorded evidence that the manager has acted reasonably and responsibly is important; this could be from an accredited system or from supervision notes.

5.7 Essential, Basic or Life Skills

The induction process for a new worker may reveal the need for additional help in order to meet the functional levels of language, literacy, numeracy or IT, which are necessary for the job. This area of work is a top government priority and there are many schemes directed at helping workers improve⁴.

What children and young people want from new workers

To treat children and young people with respect, to treat children and young people as their own equals, to treat each child and young person as an individual. To know that one person's problem isn't another's, have good communication skills and to be empathetic



⁴ visit web sites www.basic-skills.co.uk or tel: 020 7405 4017 and www.literacytrust.org.uk or tel: 020 7828 2435

6.0 > Common Core compliance and pathways to NVQ

6.1 When a worker has successfully completed the learning that meets the CWDC Induction Standards, she or he will have ensured initial compliance with the Common Core of Skills and Knowledge for the Children’s Workforce at ‘beginning’ level. Managers should have access to the Common Core, or organisational guides where they exist, as a resource to support the induction process.⁵ It is the aim of CWDC to ensure that the CWDC Induction Standards are Common Core compliant:

6.2 Once the Induction Standards have been completed, they provide part of the first building blocks for the NVQ relevant to their particular work, and will have begun to meet the knowledge requirements for a number of these units. Listed below are the Health and Social Care (Children and Young People) NVQ links with the Induction Standards⁶, and their link across to the Common Core.

Induction Area	Common Core areas	HSC NOS/NVQ links
<p>Standard 1: understand the principles and values essential for working with children and young people.</p>	<p>Annex 1 Effective communication Safeguarding children Sharing information</p>	<p>Core Unit HSC34: Promote the well-being and protection of children and young people (Children and Young People, Principles of Care, level 3)</p>
<p>Standard 2: understand your role as a worker (employed/ self employed)</p>	<p>Annex 1 Effective communication Safeguarding children Sharing information Multi-agency working</p>	<p>Links to a number of HSC units</p>
<p>Standard 3: understand health and safety requirements</p>	<p><i>Additional to the Common Core</i></p>	<p>Core Unit HSC32: Promote, monitor and maintain health, safety and security in the working environment (Health and Safety, level 3)</p>
<p>Standard 4: know how to communicate effectively</p>	<p>Effective communication Sharing information</p>	<p>Core Unit HSC3: Promote effective communication for and about individuals (Communication, level 3)</p>
<p>Standard 5: understand the development of children and young people</p>	<p>Child and young person development Supporting transitions</p>	<p>Links to number of units - see detail of National Occupational Standards (supporting document available from CWDC)</p>
<p>Standard 6: safeguard children (keep them safe from harm)</p>	<p>Safeguarding and promoting the welfare of the child Multi-agency working Sharing information</p>	<p>Core Units HSC 31 – 34, and Optional Unit HSC325 Contribute to protecting children and young people from danger, harm and abuse (level 3)</p>
<p>Standard 7: develop yourself</p>	<p><i>Additional to the Common Core</i></p>	<p>Core Unit HSC33 Reflect on and develop your practice (Personal and Professional Development, level 3)</p>

⁵ www.everychildmatters.gov.uk/deliveringservices/commoncore

⁶ Further work is being undertaken on this through the pilot stage of implementation

6.2 Further work will be undertaken during the pilot stage of implementation (October 2006 to September 2007) to produce the links between the Induction Standards and other National Occupational Standards for children services.

6.3 If the worker has successfully completed a certificated programme (i.e. one that is accredited and externally assessed) as a component of their induction, an assessor⁷ can have confidence that only the knowledge areas outlined above require further evidence to be produced. While an assessor may wish to sample the evidence provided by the certificated programme, it is not necessary to reassess it all. The ability to apply knowledge in the workplace, and the competence that then emerges, will develop over time, and be demonstrated through some or all of the following: direct observation (simulation where permitted), witness testimonies, work products and reflective accounts/assignments.

If the worker has successfully completed an induction that does not have a certificated component (i.e. not accredited and externally assessed), an assessor must assess the evidence provided to meet the induction outcomes against all of the knowledge requirements in the core units. This is because there is no other external quality check about what has been covered.

6.4 Some of the knowledge requirements from optional and additional NVQ units at each level will also be met through successful completion of induction. This is especially true of those knowledge areas that recur throughout National Occupational Standards. For children's social care workers, these are:

- Active support and empowerment
- Rights, choice and responsibility
- Equality, diversity and discrimination
- Understand the individual
- Promote children and young people's health and well-being
- Codes/practices/standards/guidelines/legislation
- Roles and responsibilities
- Accessing help and information
- Team and multi-agency working
- Handle information
- Problems and dilemmas
- Communication
- Manage/respond to change
- Health and safety/emergencies
- Risk
- Safeguard children.

These form the basis of the knowledge required for competence in all units. Workers should agree with their assessor which knowledge requirements in optional and additional units have been evidenced or partly evidenced in this way.

⁷ Assessors will include NVQ occupational assessors as well as other relevant vocational assessors and practice teachers and work-place assessors

6.4 Knowledge and skills sets

The children's workforce will continue to benefit from the diverse knowledge and skill sets that individuals and professions bring to it and that the value of these distinctive contributions need to be promoted alongside the development of shared understandings, skills and values. Once induction has been completed, workers can continue their development by completing knowledge and skills sets. These can be used in a variety of ways:

6.4.1 *Essential learning for specific tasks*

The successfully completed induction demonstrates that a worker has the basic information and skills necessary for work in children's social care. There will be some tasks, however, that a worker may be required to do that will necessitate further learning before they can be performed safely. Examples include working with disabled children, handling children's medication, and managing challenging behaviour. Knowledge and skills sets will provide workers with the information and skills they need to be able to perform these and other tasks safely. They should not be asked to undertake these tasks until this has happened and assessment of the appropriate learning taken place.

6.4.2 *Underpinning knowledge for NVQs*

Induction can provide evidence towards meeting the knowledge requirements of the core units of NVQs in Health and Social Care at each level. It will not provide all the underpinning knowledge for the whole of an NVQ. Knowledge and skills sets may be undertaken to meet knowledge requirements and/or performance criteria needed for the worker to complete the remainder of their NVQ.

6.4.3 *Continuing professional development*

Learning should continue throughout a worker's career, and should enable him or her to develop new skills, and open up career options. Knowledge and skills sets can be chosen by the worker in consultation with their manager to support professional development that will be beneficial to the organisation and to the worker's career progression. They can be particularly useful as a tool for succession planning. Further guidance on a recommended continuing professional development framework is to be published shortly by Skills for Care and CWDC and will be useful in this regard.

6.4.4 *Continuing professional competence*

Workers may not wish or be required to develop skills in new areas, following the completion of their NVQ. However, it will still be necessary for them to keep the skills that they have up to date. Knowledge and skills sets can provide an opportunity for workers to ensure that they are working in accordance with current best practice.

6.4.5 *Supporting flexible movement between work settings*

Workers who are moving service setting, or starting work with a different service user group will have new things to learn so that they can understand how their practice may need to be adapted to the changed circumstances. Knowledge and skills sets can provide the learning necessary for workers to make a successful transition into a different part of the social care sector.

7.0 > Guidance – supporting information

Principles and Values Statement

These Principles and Values underpin all the Induction Standards. They apply to all work with children, young people and their families, and should specifically cross-reference to Standard 1: *Understand the principles and values essential for working with children and young people.*

For new staff working at higher levels, awareness of the UN Convention on the Rights of the Child will be important. A statement of inter-professional values is currently being developed by the Children's Workforce Network and, once available, should also further support and extend these principles.



Principles

- The welfare of the child and young person is paramount.
- Workers contribute to children's care, learning and development, and safeguarding and this is reflected in every aspect of practice and service provision.
- Workers work with parents and families who are partners in the care, learning and development and safeguarding of their children recognising they are the child's first and most enduring carers and educators.

Values

- The needs, rights and views of the child are at the centre of all practice and provision.
- Individuality, difference and diversity are valued and celebrated.
- Equality of opportunity and anti-discriminatory practice are actively promoted.
- Children's health and well-being are actively promoted.
- Children's personal and physical safety is safeguarded, whilst allowing for risk and challenge as appropriate to the capabilities of the child.
- Self-esteem and resilience are recognised as essential to every child's development.
- Confidentiality and agreements about confidential information are respected as appropriate unless a child's protection and well-being are at stake.
- Professional knowledge, skills and values are shared appropriately in order to enrich the experience of children more widely.
- Best practice requires a continuous search for improvement and self-awareness of how workers are perceived by others.



Supporting the GSCC Code of Practice

The CWDC Induction Standards

Main areas

Standard 1: understand the principles and values essential for working with children and young people

Standard 2: understand your role as a worker (employed/self employed)

Standard 3: understand health and safety requirements protecting them as far as possible from danger or harm

Standard 4: know how to communicate effectively

Standard 5: understand the development of children and young people

Standard 6: safeguard children and keep them safe from harm

Standard 7: develop yourself

Links with GSCC Code of Practice

Social care workers must:

1. Protect the rights and promote the interests of service users and carers (1.1 – 1.6)
2. Strive to establish and maintain the trust and confidence of service users and carers (2.3)
4. Respect the rights of service users whilst seeking to ensure that their behaviour does not harm themselves or other people.

2. Strive to establish and maintain the trust and confidence of service users and carers (2.4)
4. Respect the rights of service users whilst seeking to ensure that their behaviour does not harm themselves or other people codes 1 – 6
5. Uphold public trust and confidence in social care services.

3. Promote the independence of service users while

2. Strive to establish and maintain the trust and confidence of service users and carers. (2.2)
5. Uphold public trust and confidence in social care services.

1. Protect the rights and promote the interests of service users and carers

3. Promote the independence of service users while protecting them as far as possible from danger or harm

6. Be accountable for the quality of their work and take responsibility for maintaining and improving their knowledge and skills

Exemplar for the lay-out for Induction Standards Workbook

Standard 1: understand the principles and values essential for working with children and young people.	
Main areas	Outcomes
1: Principles and values	<ul style="list-style-type: none">a Show how you promote the principles and values essential for working with children, young people, their families and their carers.b Know the service standards or codes of practice concerning principles and values relevant to your work
2: Equality, inclusion & anti-discriminatory practice	<ul style="list-style-type: none">a Show how you include people and act fairly.b Support and respect people's differences in your day-to-day work.c Understand different types of prejudice and discrimination and how they can be challenged.
3: Person-centred approaches	<ul style="list-style-type: none">a Explain how your work relates to any of the five outcomes in 'Every Child Matters'.b Take account of the experiences, preferences, wishes and needs of children and young people, and their families, when providing your service.c Listen to children's and young people's views about risk and safety, and take these into account in your work.
4: Confidentiality and sharing information	<ul style="list-style-type: none">a Understand the importance of confidentiality.b Understand the limits of confidentiality.c Know how to apply policies and procedures about sharing information.

Exemplar for the lay-out for Induction Standards Workbook

Standard 1: understand the principles and values essential for working with children and young people.

Induction plan	Evidence	Date signed off

For more information please call:

0113 244 6311

Or visit www.cwdcouncil.org.uk.

Or write to CWDC, 3rd Floor, Friends Provident House,
13-14 South Parade, Leeds, LS1 5QS

Or fax us on 0113 390 7744.

