



Your Induction to Work in Children's Social Care

> A workbook for those working with
children, young people and families

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The text of the CWDC Induction Standards with
additional material by Lynda Tarpey and Mike Campbell

Your Induction to Work in Children's Social Care – a workbook for those working with children, young people and families

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CWDC aims to improve the lives of children and young people. It does this by ensuring that the people working with children and young people have the best possible training, qualifications, support and advice. It helps children and young people's organisations and services to work together, so that the child is at the centre of all our services. It is part of the Sector Skills Council, Skills for Care and Development.

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Introduction

Welcome

Welcome to your new role. It is one in which you will be able to make a real difference to the lives of the children, young people and families you work with.

Any new work role brings with it new things to learn. The Children's Workforce Development Council's (CWDC) *Induction Standards* set out the first things you need to know for your work with children and young people, their families and carers, whatever their needs may be.

Induction is your work entitlement. It is the first step along a pathway that will continue all throughout your career. This Guide will explain what induction is, what to expect when you start your job, and how it can set you on track for giving high quality care or support, and getting recognition for the work you do.

It is also a challenging and demanding area of work, whatever your role. As in any new role, you may feel uncertain at first about what you should do and what your employer expects of you. You are being asked to complete an induction to help you build your confidence and make sure you have the knowledge and skills to succeed. Your manager and colleagues will help you during your induction and you should use the opportunity to ask about anything you do not understand or do not know how to do.

What's in the CWDC Induction Standards?

There are seven *CWDC Induction Standards*:

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

Standard 4: know how to communicate effectively

Standard 5: understand the development of children and young people

Standard 6: safeguard children (keep them safe from harm)

Standard 7: develop yourself

Each standard contains a number of topics, or 'areas' of knowledge that you need to know about before you can work safely without close supervision. Each topic is made up of 'outcomes', which say what exactly you need to know about the topic. The way you show you have learned about the topic – by showing, doing or explaining – is by producing 'evidence'.

You are not expected to know all the outcomes straight away. The outcomes state what you will know *after you have been through induction*.

This may take up to 24 weeks to complete.

These CWDC Induction Standards will not cover the whole of your induction as there will be lots of other knowledge and skills you will need to succeed in your new role. Your manager will tell you what they are and arrange for you to learn and be assessed in those areas too.

Induction programmes work best as part of performance management systems. These are the systems which make sure people are clear about what they should be doing, how well they are doing it and what they need to improve on.

You can expect to be appraised and supervised as part of these systems. This will give your manager the chance to assess how you are applying your learning to your job and to identify any extra learning or support that you might need. If you are self-employed and therefore not part of a wider organisation, systems for supervision and appraisal may not be readily available to you. It is therefore important that you find a way to maintain and improve your skills and knowledge. This may be by sharing resources with others in a similar situation, through your local authority if you contract with them or through a professional organisation

What children and young people expect

The *Standards* are applicable to a wide range of children's services workers. Children and young people have also had their say in what they think you should know about when you first start working with, caring for or supporting them. Some of these messages are summarised briefly below under each heading of the *Standards*. (These are verbatim extracts from responses given during consultation exercises on the Standards with 60 – 70 children and young people between the ages of 7 and 17)

What the standard says:

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

Some comments from children and young people:

A group of 16 to 19 year olds, when asked what new workers need to know about children and young people, said:

“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...”

An individual (11+ year old) said “They should be able to work with diverse cultures.”

16 to 19 year olds said a good worker needs “To know what they are doing in the particular work they are doing with children and young people.”

An individual young person (11+) said that a “good member of staff is the one that helps the young people make sense of their experiences and plan and take action.”

From a group of 14 and 15 year olds, “Keep things confidential but able to help us understand when they have to tell one person.”

One group of 7 to 11 year olds said new staff need to know “Your name, your allergies, your age, where your first aid kit is, where the fire exit is...”

Another group said “Get a medical kit, learn recovery position.”

Standard 4: know how to communicate effectively

Standard 5: understand the development of children and young people

Standard 6: safeguard children (keep them safe from harm)

Standard 7: develop yourself

On being asked, what new workers need to know about children or young people of your age, 11+ year olds said they should have “good communications skills”, and “learn to be empathetic in their work”. A group of 7 to 11 year olds said empathy is being able to imagine being “in someone else’s shoes.”

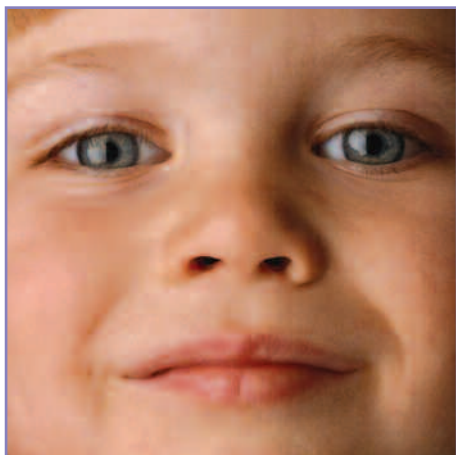
An individual young person said a good member of staff is “one with good communication skills and also one who understands the boundaries.”

16 to 19 year olds said a good worker was “someone with experience of dealing with young people before becoming staff – must already have experience of being an adult with young people, even if it is only within their own family.”

14 and 15 year olds said those working with different age groups need to “understand family background better, know about children of that age and how they feel” and “understand development, be careful what it is you are teaching them, know about their culture, be respectful towards it.”

A group of 11+ year olds said new workers “need to know about health and safety regulations. They need to know about risk assessment procedures. They need to make sure they know the rights of the children they are working with and also ensure the children and young people know those rights too. They need to know and fully understand the child protection act.”

16 to 19 year olds, when asked what experienced staff do better, said they become “good at anticipating the needs of young people”, and that “they become BOTH better at working with children and young people from a wider range of different backgrounds, ages, cultures, problems and needs AND at the same time they become able to specialise with particular groups or problems.”



How to use this workbook

In this edition each standard is preceded by a summary and also an explanation of the links to the other induction standards and the Common Core of Skills and Knowledge. The latter is an important document that sets out what all those in the children's workforce need to know and be able to do. It can be viewed or downloaded at www.everychildmatters.gov.uk/deliveringservices/commoncore

On the standard pages those highlighted in bold are workplace specific and will need to be covered by people moving to new job roles as well as new workers. There are also five extra columns to help you in your induction. The extra columns are not part of the Standards themselves, but you can use them as follows. The third column shows you how the Standards link to the General Social Care Council (GSCC) Code of Practice for workers.

Sample questions are the types of questions your manager may ask to check your understanding. It is not intended that you have to write exam-type answers to these questions. They are for you to use to help you think about how you will answer similar questions that you may be asked. If any of the examples do not fit with your work or workplace then you and your manager should think of examples which do fit.

Induction plan is the column where you and your manager can write what you are going to do and find out what evidence you are going to collect to prove you are able to meet the outcomes.

So for example Standard 1 area 1 outcome b (1.1.b) the Induction Plan could include a discussion in supervision about what are the relevant standards, you as the new worker finding and reading copies of them and then answering questions to prove you understand them. Your planning should be full of actions ie things you are going to do or learn to prove you meet the Standards.

It is useful to collect further learning materials that are relevant to your induction.

Examples of further learning materials could include:

- welcome-pack material you have been given by your new employer
- your employer's health and safety statement (especially if you have been asked to sign it)
- any other policy and procedures documents you have been given
- in-house induction training materials.

You should keep these materials as they may help your further learning as well as your induction – it may be useful to number them and record the numbers against the relevant outcomes, in the evidence column in this booklet.

Evidence This column is also for you to log any other evidence of your learning which you collect. For example supervision and assessment notes.

Date signed off is simply a space for you and your manager to keep note of which outcomes you have covered. A way to use this column is for your manager to put the date and their initials against the outcomes as you demonstrate that you have achieved that area of learning, either in practice or through some form of assessment.

These extra columns are not part of the Standards themselves, and how to use them is up to you and your manager.

Towards the end of this workbook there is a glossary, guidance on next steps and a Certificate of Successful Completion to be completed and signed by your assessing manager when you have met all the CWDC Induction Standards. You should keep this record for future use and any other evidence and learning materials you have collected. This certificate also shows what other learning and skills you need to gain to complete your organisation's full induction. Your manager is required to keep a record of your induction (possibly a photocopy of the certificate of completion at the back of this booklet) to show to inspectors, for example from the Commission for Social Care Inspection.

If you do not already have a relevant qualification you may want to move on from induction to a qualification, for example an NVQ, you will then be given advice about collecting further 'evidence' of your skills. The 'links to national occupational standards' section (on page 63) is there to help you, your manager and your future assessor link what you are learning and doing now to any future qualifications you take. Linking your induction to parts of future qualifications should mean you do not have to repeat things you are doing, but will be able to include the evidence you are using now to count towards, for example, an NVQ level 3 in Health and Social Care. This is why you need to collect all your documents and certificates as described and keep them safely.

Finally there is a section for you to make notes as you work through your induction.

What to expect from your manager

Your manager has two duties related to the CWDC Induction Standards:

1. a duty to arrange for you to learn about the different 'areas' within the Standards;
2. a duty to make sure that you know enough to meet the 'outcomes' for each area.

During your induction period (which could be up to 24 weeks) you will be assessed to make sure you have understood everything you have learned. This assessment may be carried out by someone within your organisation, for example, your line manager, training manager, or a workplace assessor. If part of your induction has included an accredited programme that is externally assessed, then the assessment may be carried out by someone outside of your organisation. Your manager will have the responsibility to sign off your Certificate of Successful Completion when you have successfully completed your induction period.

Managers working with children, young people and their families are also responsible, amongst other things for:

- the safety and well being of individuals whom your organisation works with
- the safety and well being of you and your colleagues while at work
- fulfilling their obligations as set out in law and in professional standards. For example, health and safety law, the Care Standards Act and the General Social Care Council (GSCC) Codes of Practice, all of which are designed to help with the first two bullet points above.

Making sure you understand and can work according to these CWDC Induction Standards is part of the way in which your employer and manager fulfil their responsibilities.

There are expectations upon your employer for the completion of inductions and many organisations are inspected to check they are inducting new workers properly.

This includes an expectation that you, as a new worker, should complete your induction before you are considered 'safe to leave alone with responsibility' for children or young people in your care, and that this should be within 24 weeks of starting your new role. If you are being inducted to work in a community setting it is likely you will have to complete your induction before you can take up your normal work with children, young people and their families who use your services. This is because while you are being inducted you will be supervised, but once your manager is happy with your levels of competence you will be working away from your supervisor.

If you change jobs, after you have successfully completed a CWDC induction, your new manager will want to see your Certificate of Successful Completion, and should be able to accept that you have already covered those parts of the induction standards that are common to all work settings. However, those parts of the induction process that are workplace specific e.g. to do with the workplace's policies and procedures may need to be done each time you change jobs. These are the induction outcomes that are highlighted in bold in the standards and any other outcomes that are specific to the work you are going to be doing.

Assessing your knowledge and skills against the CWDC Induction Standards

There are different ways to learn new things. Sometimes it is better to be told information, sometimes better to watch someone else do a task, sometimes better to talk about ideas with other people, and so on.

Different people learn best in different ways.

So the CWDC Induction Standards do not say how people should learn what's in them – you should discuss and reach agreement with your manager about the ways that will help you learn best. You may attend training sessions, or be asked to read part of a book, a training package, or a policy document, or to talk about your work with another team member who has knowledge to pass on. Your manager may want to discuss how your induction is progressing by linking it to your probationary period, or preparation for approval, or registration, if that is relevant to your job.

In one way or another you will be asked to prove you understand the Standards and that you can put what you have learned into practice.

You and your manager will decide how you learn and how you are to be assessed.

You may be assessed by:

- your manager or a senior staff member observing you work
- talking about information, policies and procedures you have been given
- showing examples of work you have done, for example, risk assessments, care records, etc. (If you are using this kind of evidence, remember to protect the confidentiality of the children, young people and families who use the service in which you work.)
- having evidence of previous learning, for example certificates, and proving you still have the knowledge and skills that learning gave you.

Assessment is not an exam. Your manager should use forms of assessment that best suit you. Assessment can take place during or at the end of your induction programme, or both. It does not all need to be covered on one day. If you are not able to show your manager that you have fully understood any area of your induction programme your manager will need to consider whether to set up further training or learning opportunities for you.

If you already have a qualification, then you will need to show evidence of achieving the Standards at a higher level than someone who is new to working with children and young people. Your new manager will decide with you what you need to do as part of your induction. As a minimum this will mean showing evidence that you can meet the workplace specific standards highlighted in bold.



The CWDC Induction Standards with sample questions

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.

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

Summary

This CWDC Induction Standard sets out what you are expected to know about the principles and values underpinning work with children and young people and how you should put them into practice. You will be expected to show you understand how to promote the values listed and work in a way which supports and respects diversity.

You will be expected to understand the importance of confidentiality, including what you should keep confidential and what you should not. You will also be expected to know how to put into practice your organisation's policies and procedures about sharing information with others.

Taking a child centred approach is at the core of our work and is the key to successful practice. It is one of the ways you will put the principles of care into practice. You will be expected to show you understand how to put the individual(s) you are working with at the centre of your work by meeting the outcomes set out in this Standard. This includes understanding the right of individuals you work with to take risks and your role in relation to that risk-taking.

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

Main Areas	Outcomes	GSCC Code	Sample Questions
1 Principles and values	<p>a Show how you promote the principles and values essential for working with children, young people, their families and their carers.</p> <p>b Know the service standards or codes of practice concerning principles and values relevant to your work.</p>	Protect the rights and promote the interests of service users and carers (1.1 – 1.6)	<p>a Give an example from your work of how you show the following:</p> <ul style="list-style-type: none"> – That you treat children, young people, their families and their carers with respect – That you treat children, young people, their families and their carers as equals – That you treat children, young people, family members and their carers as individuals. <p>b What are the service standards and codes of practice relevant to your work?</p> <p>Describe the principles and values they contain.</p>

Relationship to the other CWDC Induction Standards

This Standard is about the principles that underpin all the other Standards, so your knowledge and work in other areas will be assessed using the values in this Standard.

Relationship to the Common Core of Skills and Knowledge

This Standard links to Annex 1, Effective Communication, Safeguarding Children and Sharing Information core areas.

Induction Plan	Evidence	Date Signed Off

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

Main Areas	Outcomes	GSCC Code	Sample Questions
2 Equality, inclusion and anti- discriminatory practice	<p>a Show how you include people and act fairly.</p> <p>b Support and respect people's differences in your day-to-day work.</p> <p>c Understand different types of prejudice and discrimination and how they can be challenged.</p>	Strive to establish and maintain the trust and confidence of service users and carers (2.3)	<p>a Think of a situation where you have to deal with disagreement. How did you make sure you acted fairly and everyone felt included in the discussion?</p> <p>b Give three examples of how you can support and respect people's differences in your day to day work.</p> <p>c How many different types of prejudice or discrimination can you name? How can you challenge or help other people to challenge them?</p>
3 Person-centred approaches	<p>a Explain how your work relates to any of the five outcomes in 'Every Child Matters'.</p> <p>b Take account of the experiences, preferences, wishes and needs of children and young people, and their families, when providing your service.</p> <p>c Listen to children's and young people's views about risk and safety, and take these into account in your work.</p>		<p>a What are the five outcomes in 'Every Child Matters'? How does your work help achieve these outcomes for the children and young people with whom you work?</p> <p>b Give three examples of occasions when you have changed the way you provide service to take account of the experiences, preferences wishes or needs of the children, young people or families you work with.</p> <p>c What should you do if a child or young person you are working with wants to do something you consider as 'risky' or dangerous? What would you say to them?</p>



Induction Plan	Evidence	Date Signed Off
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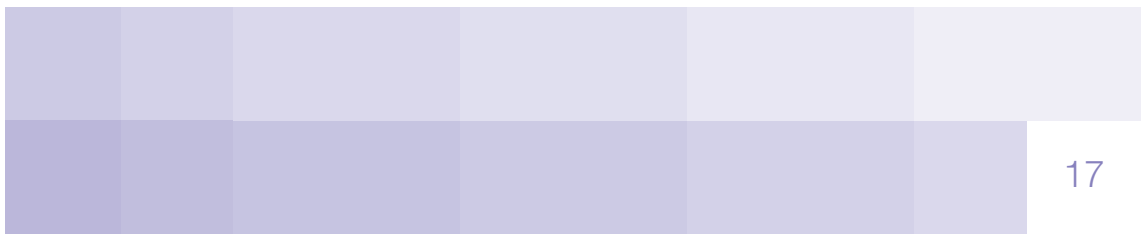
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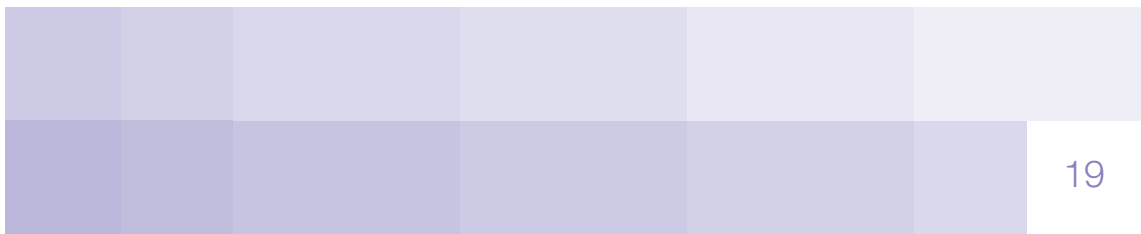


Standard 1: understand the principles and values essential for working with children and young people

Main Areas	Outcomes	GSCC Code	Sample Questions
<p>4 Confidentiality and sharing information</p>	<p>a Understand the importance of confidentiality.</p> <p>b Understand the limits of confidentiality.</p> <p>c Know how to apply policies and procedures about sharing information.</p>	<p>Respect the rights of service users whilst seeking to ensure that their behaviour does not harm themselves or other people.</p>	<p>a What do you understand by the word confidentiality? Why is confidentiality important?</p> <p>b Give two examples of when and to whom you would disclose information you are given. What would you say to the person who gave you the information before you disclosed it to someone else?</p> <p>c If for example a GP/teacher/social worker or professional from another organisation asked for information about a child or young person you work with what would you do? If a relative, friend or neighbour asked for information about a child or young person in your care what would you do?</p>



Induction Plan	Evidence	Date Signed Off



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

Summary

This Standard sets out what you need to know about your role and conduct as a worker with children and young people in relation to legislation, policies and other workers. You will be expected to know and understand the legislation, values, policies and procedures relevant to your work.

You will be expected to know how to work well with colleagues from your own and other organisations involved with the children and young people you work with.

You will also be expected to understand the value of and how to work with families and carers.

Standard 2: understand your role as a worker (employed or self-employed)			
Main Areas	Outcomes	GSCC Code	Sample Questions
1 Work role	<p>a Know your own role and the aims of your work.</p> <p>b Know the overall aims of the setting you work in.</p> <p>c Know the purpose of organisations you come into contact with during your work.</p>		<p>a Explain what your job role is (this is described in your job description).</p> <p>b Explain the aims of your service. How does your role help your service achieve its aims?</p> <p>c List the other organisations and professionals you will be working with and briefly explain their roles.</p>
2 Legislation, policies and procedures	<p>a Know about important laws relating to children and young people, and where you can get further information.</p> <p>b Understand why it is important for you to follow policies and procedures.</p> <p>c Know where to find the policies and procedures relating to the work you do.</p>	Strive to establish and maintain the trust and confidence of service users and carers (2.4)	<p>a What are the important laws relating to children and young people? How will you find out more information about these laws if you need to?</p> <p>b Explain what is meant by a policy and a procedure. Why do we have them? Pick two of your workplace's policies and explain how they affect your work.</p> <p>c Where are copies of your workplace's policies and procedures kept?</p>

Relationship to the other CWDC Induction Standards

This Standard is about how you need to behave as a worker and the relationship you build with others working with the same children and young people as you. These relationships and ways of behaving are what will allow you to succeed as a worker. Part of how you demonstrate your competence in this Standard will be the way in which you show your understanding of your organisation and your role in your work towards the remaining six Standards.

Relationship to the Common Core of Skills and Knowledge

This Standard links to Annex 1, Effective Communication, Safeguarding Children, Sharing information and Multi-agency working core areas.

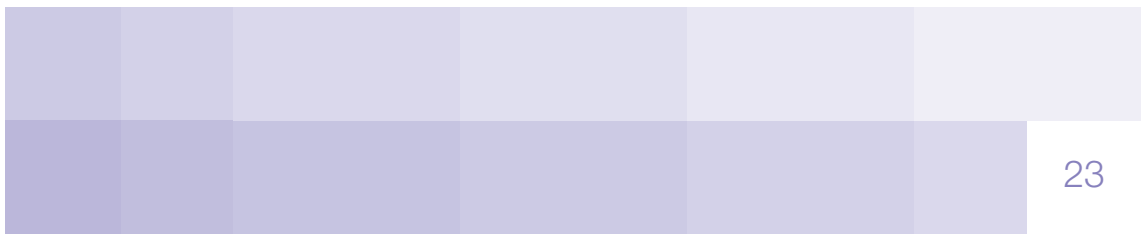
Induction Plan	Evidence	Date Signed Off

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

Main Areas	Outcomes	GSCC Code	Sample Questions
3 Relationships with carers, parents and others	<p>a Understand the valuable role families and carers play in supporting their children so they can achieve positive outcomes.</p> <p>b Understand how you can support children and young people who are carers.</p>		<p>a Think of a child or young person you work with.</p> <p>What do the following people contribute to that individual's care?</p> <ul style="list-style-type: none"> – Unpaid families – Advocates – Significant others (other health and social care professionals, carers and friends). <p>b Give two examples of ways in which you can work with children and young people who are carers.</p>
4 Team working	<p>a Know who else is working with the children, young people and families you work with.</p> <p>b Know who you are accountable to, and who is accountable to you (if appropriate), in your working environment.</p> <p>c Know the principles of effective teamwork.</p>	<p>Respect the rights of service users whilst seeking to ensure that their behaviour does not harm themselves or other people codes 1 – 6</p>	<p>a List the other people working with the children, young people and families in your care.</p> <p>b Draw a diagram showing who you report to, who supervises you (and if appropriate), who reports to you and who you supervise.</p> <p>c List the principles of effective team work and give an example of how you put each principle into practice in your work.</p>
5 Being organised	<p>a Show that you are well organised, reliable and dependable in your work.</p> <p>b Make sure you provide well-organised and safe activities or environments for the children, young people and families you work with.</p>	<p>Uphold public trust and confidence in social care services.</p>	<p>a Give three examples of things you have done which show you are well organised, reliable and dependable in your work.</p> <p>Why is it important to be organised, reliable and dependable in your work?</p> <p>b What do you do to make the activities and environments you provide well organised and safe?</p>



Induction Plan	Evidence	Date Signed Off



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

Main Areas	Outcomes	GSCC Code	Sample Questions
<p>6 Complaints and compliments</p>	<p>a Know about, and be able to follow, the grievance, complaints, compliments procedures relevant to your work.</p> <p>b Know how children, young people and their families can get access to the complaints procedure for your work.</p> <p>c Understand what to do if you receive a complaint or compliment from people you work with.</p> <p>d Understand how you can support people making complaints.</p>		<p>a Describe the grievance, complaints and compliments procedures relevant to your work.</p> <p>b How do children, young people and their families using your service find out about the complaints procedure for your work?</p> <p>What would you do if a child or young person wanted to complain about something you or a colleague had done?</p> <p>c What would you do if a family member complimented you or a colleague during a conversation with you?</p> <p>d How can you work with someone to make a complaint?</p>

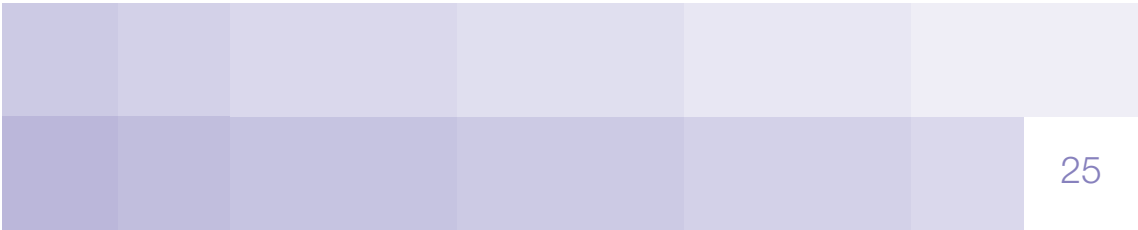


Induction Plan	Evidence	Date Signed Off
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Standard 3: understand health and safety requirements

Summary

This Standard is about all the things you need to know to do your job safely and not to put yourself, your colleagues or the children and young people you work with in danger. How your organisation expects you to behave in these areas is governed not only by its policies and procedures but also by laws and regulations.

You will be expected to understand these laws and regulations as they apply to your role.

You will be expected to undertake specialist learning or training in some or all of these areas.

Current certificates from such training, for example a first aid certificate, are evidence that you have achieved the induction outcomes in the area it covers. However, your manager will want to check that you have understood what you have been taught and can put it into practice.

Standard 3: understand health and safety requirements

Main Areas	Outcomes	GSCC Code	Sample Questions
<p>1 Laws, policies and procedures</p>	<p>a Know about health and safety laws which apply to your working environment.</p> <p>b Know your personal responsibility for the health and safety of the children, young people and families you work with.</p>		<p>a What health and safety laws apply to your working environment?</p> <p>Give two examples of things which could happen in your working environment which would break these laws.</p> <p>b What are your personal responsibilities for health and safety? (If you are employed they will be listed in your organisation's health and safety policy.)</p> <p>How do those responsibilities apply to:</p> <ul style="list-style-type: none"> – Electrical safety – Hazardous substances – Play equipment <p>(NB these are examples only – you can choose other examples which are more relevant to your workplace if you want).</p>

Relationship to the other CWDC Induction Standards

This Standard is about the safety of everyone involved in your workplace. You will be assessed on your understanding of how to maintain safety at work in co-operation with your organisation and other people (see Standard 2) while at the same time maintaining the principles of care (see Standard 1).

Relationship to the Common Core of Skills and Knowledge

This Standard is additional to the Common Core.

Induction Plan	Evidence	Date Signed Off

Standard 3: understand health and safety requirements

Main Areas	Outcomes	GSCC Code	Sample Questions
<p>2 Moving, lifting and handling people and objects</p>	<p>a Know about the laws that govern moving, lifting and handling people and objects.</p> <p>b Know how to assess risks relating to moving and handling people or objects.</p> <p>c Know the safe moving and handling techniques relating to people and objects.</p>		<p>a What legislation governs moving and handling tasks?</p> <p>b Describe three risks which you have to assess before beginning a moving and handling task.</p> <p>How would you record you have assessed these risks?</p> <p>How would you minimise these risks?</p> <p>What are the differences between moving objects and people?</p> <p>c Describe and demonstrate how you would safely move an object.</p> <p>Describe and demonstrate if applicable in your job role how you would safely move a child or young person.</p>

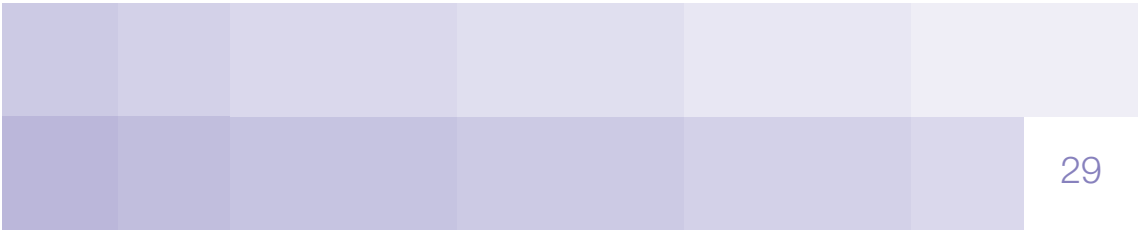


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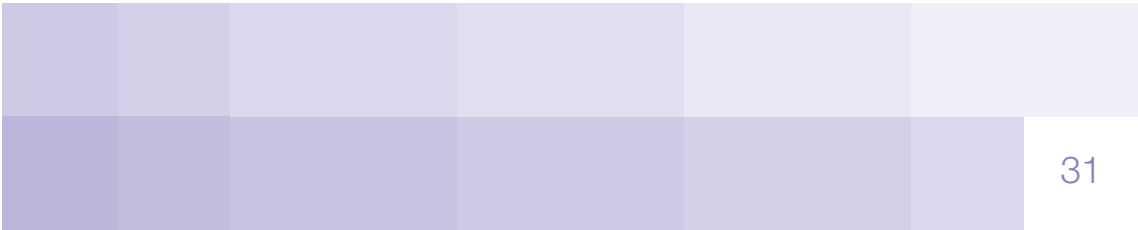


Standard 3: understand health and safety requirements

Main Areas	Outcomes	GSCC Code	Sample Questions
<p>3 Premises</p>	<p>a Know the security measures in place in your work environment.</p> <p>b Understand how to promote fire safety in your work environment.</p> <p>c Understand and apply the safe-working practices of your workplace when visiting other places.</p>	<p>Promote the independence of service users whilst protecting them as far as possible from danger or harm.</p>	<p>a What security measures do you have in your workplace?</p> <p>What is your role in maintaining security?</p> <p>How do you involve the children and young people you work with in maintaining security?</p> <p>b Give three examples of fire hazards in your work place.</p> <p>How can you minimise the risks from those hazards?</p> <p>c How do your workplace's safe working practices apply when, as part of your work, you visit:</p> <ul style="list-style-type: none"> – The cinema – Parks – Holiday accommodation – Health care facilities <p>(NB these are examples only – you can choose other examples which are more relevant to your workplace if you want).</p>



Induction Plan	Evidence	Date Signed Off



Standard 3: understand health and safety requirements

Main Areas	Outcomes	GSCC Code	Sample Questions
<p>4 Medication and health-care procedures</p>	<p>a Know what ‘healthy care’ means for your work with children and young people.</p> <p>b Know about any infection-control needs and allergies of the children and young people you work with, and about any medication they are on.</p> <p>c Know how to get or arrange first aid or medical treatment in an emergency.</p> <p>d Know what you are not allowed to do, in relation to medication and health-care procedures, at this stage in your learning.</p>		<p>a Give three examples of what providing ‘healthy care’ means in your work role.</p> <p>b What basic infection control needs apply to all the children and young people you work with?</p> <p>How do you find out about the individual infection control needs, allergies and medication of the children and young people you work with?</p> <p>What is your role in meeting those needs?</p> <p>c What would you do if a child or young person you work with</p> <ul style="list-style-type: none"> – Had an accident? – Showed symptoms of being seriously ill? <p>d What emergency first aid are you not allowed to give at this stage in your learning?</p> <p>What medication and health care related things are you not allowed to do at this stage of your learning?</p>
<p>5 Personal safety and security</p>	<p>a Know about the range of challenging behaviours presented by particular children and young people you work with.</p> <p>b Understand how you manage challenging behaviour.</p> <p>c Understand how you encourage positive behaviour.</p>		<p>a Describe any challenging behaviour presented by the children and young people you work with.</p> <p>b What are the steps you would take to manage challenging behaviour directed towards:</p> <ul style="list-style-type: none"> – Yourself – Another child or young person – Another adult <p>c Give five examples of ways in which you can encourage positive behaviour.</p>



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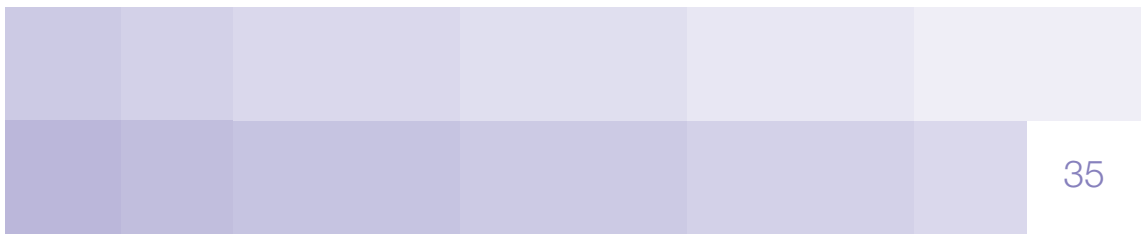


Standard 3: understand health and safety requirements

Main Areas	Outcomes	GSCC Code	Sample Questions
<p>6 Risk assessment</p>	<p>a Identify examples of risks to children and young people in your work environment, and know about appropriate action to reduce or manage the risks.</p> <p>b Know how to apply risk-assessment procedures in your work environment.</p>		<p>a Give three examples of different types of risks to children and young people in your work environment e.g. from their own behaviour, from the environment, from other people.</p> <p>What have you/can you do to reduce each risk?</p> <p>Give an example of a way you have managed one of these risks which you could not remove?</p> <p>b Explain how you applied your workplace’s risk-assessment procedures to each of your examples in 3.6a.</p> <p>Give an example where a positive challenge for a child or young person might involve an acceptable level of risk. Who would you talk to get a decision about this?</p>



Induction Plan	Evidence	Date Signed Off



Standard 4: know how to communicate effectively

Summary

You will be expected to show that you know about communication, what helps and hinders communication and how to use it effectively.

You will be expected to know about, use and understand different forms of communication.

You will be expected to understand the importance of good record keeping and how you can make, use and keep records properly.

Standard 4: know how to communicate effectively			
Main Areas	Outcomes	GSCC Code	Sample Questions
<p>1 Encourage communication</p>	<p>a Show that you understand the children and young people you work with, particularly their views and feelings.</p> <p>b Respond appropriately to what children and young people are communicating to you (in speech, in writing, by body language and so on).</p> <p>c Communicate with children and young people in clear, jargon-free language, without patronising them.</p> <p>d Help children and young people to make their own decisions.</p>		<p>a Give three examples of how you can show empathy with the children and young people you are working with and that you understand their views and feelings.</p> <p>b How should you respond to a child or young person who is showing:</p> <p>i) very aggressive behaviour towards you?</p> <p>ii) laying on a floor and refusing to move?</p> <p>c How would you communicate with children and young people clearly and effectively?</p> <p>d How would you encourage children and young people to make their own decisions?</p> <p>Give examples of phrases you could use which would</p> <p>a) encourage them to make their own decisions</p> <p>b) discourage them from making their own decisions.</p>

Relationship to the other CWDC Induction Standards

This Standard is about how you communicate and record information. These are fundamental skills for a social care worker and are needed to achieve all the other Standards. You will need to communicate to your manager that you understand all the outcomes expected of you in all the Standards. How well you put these outcomes in all the other Standards into practice in your day-to-day work will, in part, depend on the communication skills in this Standard.

Relationship to the Common Core of Skills and Knowledge

This Standard links to Effective Communication and Sharing Information core areas.

Induction Plan	Evidence	Date Signed Off

Standard 4: know how to communicate effectively

Main Areas	Outcomes	GSCC Code	Sample Questions
<p>2 Knowing about communication</p>	<p>a Know about and describe effective ways of communicating with children, young people and their families.</p> <p>b Show how you use effective communication in your work.</p> <p>c Know about the main barriers to communicating with children and young people.</p>	<p>Strive to establish and maintain the trust and uphold public trust and confidence in social care services.</p>	<p>a What is meant by effective communication?</p> <p>Describe two effective ways of communicating with children and young people.</p> <p>Describe two effective ways of communicating with their families.</p> <p>b Give two examples of how you use effective communication within your work.</p> <p>c What are the main barriers to communication with children and young people?</p> <p>Give two examples of barriers that you face in communicating with children and young people you are working with and how you have overcome them.</p>
<p>3 Communication with parents and carers</p>	<p>a Know when to provide information to parents and carers.</p> <p>b Understand how to raise concerns with parents and carers in an appropriate way.</p> <p>c Respond appropriately to what parents and carers are communicating to you.</p> <p>d When making decisions about the children and young people you work with, consult their parents and carers (if appropriate).</p>		<p>a What information should you pass on to parents and carers?</p> <p>b If you had to raise a sensitive subject to a parent or carer, how would you go about it?</p> <p>c If you were talking to a parent or carer who was getting quite aggressive, how would you deal with them?</p> <p>d Give three examples of decisions you make regarding the children and young people you work with, about which you would feel it appropriate to consult their parents or carers?</p>



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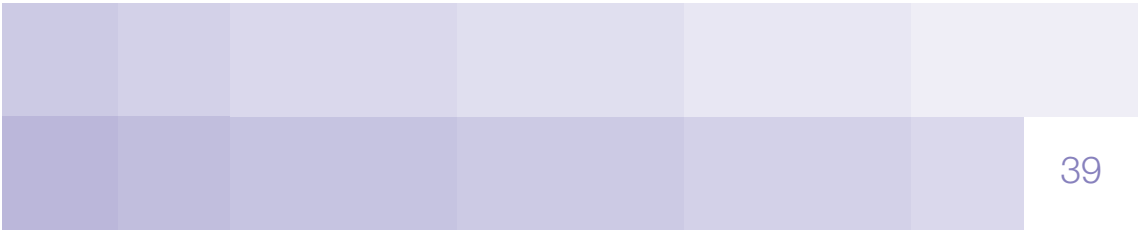
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Standard 4: know how to communicate effectively

Main Areas	Outcomes	GSCC Code	Sample Questions
<p>4 Principles of keeping good records</p>	<p>a Show a basic understanding of the importance of keeping accurate records.</p> <p>b Know the purpose of each record or report you use in your work.</p> <p>c Know how to record information that is understandable, relevant, clear and concise, factual, and can be checked.</p> <p>d Share the information you record with the relevant young people, children, parents and carers (in line with the policy of your work environment).</p> <p>e Understand and explain the difference between observation, facts, information gained from others, and opinion.</p> <p>f Know about formally assessing need and the reporting frameworks which apply to your work environment.</p>	<p>Strive to establish and maintain the trust and</p>	<p>a Why is it important to keep accurate records?</p> <p>What makes the difference between an accurate and inaccurate record?</p> <p>b Give an example of a record or report that you may have to make use of.</p> <p>Why is this record or report important? Who else will use it?</p> <p>c How do you record information so that it is:</p> <ul style="list-style-type: none"> – Understandable – Relevant – Factual – Clear and concise <p>What does a record need to contain so that it can be checked?</p> <p>d How would you share the information you record with relevant children, young people, parents and carers in line with your work environment's policy?</p> <p>e In relation to writing reports and records, explain what is meant by the following and how they differ from each other:</p> <ul style="list-style-type: none"> – Observation – Fact – Information from others – Opinion <p>f Explain the formal needs assessment and reporting frameworks used in your work environment.</p>

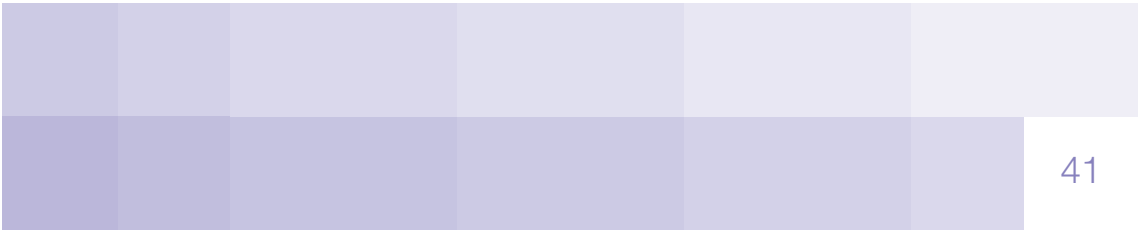


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Standard 5: understand the development of children and young people

Summary

This Standard sets out what you need to know about the development, behaviour and special needs of the children and young people you work with.

You will be expected to show that you understand these needs and can work with and promote the child or young person's learning and development.

Standard 5: understand the development of children and young people

Main Areas	Outcomes	GSCC Code	Sample Questions
1 Attachment and stages of development	<p>a Have a basic understanding of how children of all ages form attachments, and how these attachments affect their development.</p> <p>b Understand the important developmental needs of the children and young people you work with.</p>	Protect the rights and promote the interests of service users and carers.	<p>a In what ways do children of different ages form different attachments? Give three examples.</p> <p>What affect may these have on their development?</p> <p>What other factors affect the attachments children form?</p> <p>b Give two examples of developmental needs that the children and young people you work with may have.</p>

Relationship to the other CWDC Induction Standards

Ensuring that every child or young person has the opportunity to learn and develop is fundamental to the principles and values underpinning your work (Standard 1). Understanding the development needs and transitions of individual children and young people will allow you to be more effective as a worker (Standard 7), to communicate better with them (Standard 4) and to anticipate some of the health and safety risks related to their development stage (Standard 3).

Relationship to the Common Core of Skills and Knowledge

This Standard links to Child and Young Person Development and Supporting Transitions core areas.

Induction Plan	Evidence	Date Signed Off

Standard 5: understand the development of children and young people

Main Areas	Outcomes	GSCC Code	Sample Questions
<p>2 Supporting play, activities and learning</p>	<p>a Know how to encourage learning and development in the children and young people you work with.</p> <p>b Explain how play, hobbies and interests are important in children's and young people's learning and development.</p> <p>c Explain the importance of setting appropriate routines for children and young people.</p>		<p>a How would you encourage learning and development with the children and young people you work with in the following situations?</p> <ul style="list-style-type: none"> – At home – Outdoors – In a 1-1 situation – With friends <p>b Why are play, hobbies and interests important in children and young people's learning and development?</p> <p>c Why is it important to set appropriate routines for children and young people?</p> <p>Give three examples of set routines for the children and young people you work with.</p>
<p>3 Observation and judgement</p>	<p>a Know the purpose of observing a child's or young person's behaviour.</p> <p>b Understand why children and young people you work with might behave in unexpected ways.</p>		<p>a Why do you observe a child or young person's behaviour?</p> <p>b Give two examples of ways a child or young person you work with may behave unexpectedly.</p> <p>Why do they do this?</p>
<p>4 Understanding contexts</p>	<p>a Understand the importance of seeing a child or young person you work with as part of a wider family, caring or social network.</p> <p>b Understand the contribution family, caring and social networks make to the development of children and young people.</p>		<p>a What is meant by a wider family, caring or social network?</p> <p>Why is it important to see the children and young people you work with as part of a wider family, caring or social network?</p> <p>List who is included in these networks for one of the children or young people you work with.</p> <p>b Give two examples of contributions that family, caring or social networks can make to the development of that child or young person.</p>



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Standard 5: understand the development of children and young people

Main Areas	Outcomes	GSCC Code	Sample Questions
<p>5 Transitions (Transitions are stages in children's lives – some are general, some are individual)</p>	<p>a Have a broad understanding of what 'transition' means in relation to the children and young people you work with.</p> <p>b Understand the significant milestones which mark transition in the lives of the children and young people you work with.</p> <p>c Know how the children and young people you work with respond to the social changes they face in their lives.</p> <p>d Understand how to support individual children and young people through transition.</p>		<p>a What is meant by the term 'transition' in relation to the children and young people you work with?</p> <p>b Give two examples of significant milestones which mark the transitions that the children and young people you work with face.</p> <p>c What social changes do the children and young people you work with face? How can they respond to social changes they face in their lives?</p> <p>d How could you support the children and young people you work with through these transitions?</p>
<p>6 Supporting disabled children and children with special educational needs</p>	<p>a Know what the 'social model of disability' means in relation to your work.</p> <p>b Understand the needs of children and young people who are disabled or have learning difficulties.</p> <p>c Understand the need to adapt activities and experiences so individual children and young people can take part.</p> <p>d Understand how you might support children and young people with special educational needs, and their families, in relation to your work.</p>		<p>a Explain what is meant by the 'social model of disability' in relation to your work?</p> <p>b Give three examples of needs which may be specific to children and young people who are disabled or have a learning disability?</p> <p>c Think of a simple game you use in your work. How can you adapt it so individual children and young people who are disabled or have a learning disability can join in?</p> <p>d How may the need for support to children and young people who are disabled or have a leaning disability and their families differ from that of others in your care? How can you help meet these needs within your work?</p>



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Standard 6: safeguard children (keep them safe from harm)

Summary

This Standard sets out what you need to know and do if you find yourself working with a child or young person in danger of harm or neglect. This is a situation in which you will have to make difficult decisions. By achieving the outcomes in this Standard you can be confident you have the basic skills to support a child or young person you work with in this situation.

You will be expected to show you understand what laws, policies and procedures there are to protect a child or young person from harm.

You will be expected to show you understand what harm and neglect are and how to recognise they may be happening to a child or young person you work with.

Standard 6: safeguard children (keep them safe from harm)			
Main Areas	Outcomes	GSCC Code	Sample Questions
1 Laws, policies and procedures	<p>a Know about laws and national guidance relating to protecting (safeguarding) children.</p> <p>b Describe your workplace's policies and procedures on helping children and young people who have been abused.</p>		<p>a What are the main pieces of legislation that relate to protecting (safeguarding) children?</p> <p>b What are your workplace's policies on helping children and young people who have been abused? Describe the main points of these policies.</p>
2 Providing safe environments	<p>a Understand what children and young people want and need to feel safe.</p> <p>b Have an awareness of what contributes towards a safe environment for the children and young people you work with.</p>		<p>a What do you feel children and young people want and need in order to feel safe?</p> <p>b How can you help meet these needs in your work?</p> <p>How can you contribute to ensuring the children and young people are in a safe environment?</p>

You will be expected to show that you understand what to do if harm or neglect is happening, and to whom you should report it.

You will be expected to show that you understand what to do if the harm or neglect is occurring as a result of the systems of your organisation or because of actions of a colleague or manager.

Relationship to the other CWDC Induction Standards

Harm and neglect are contrary to the principles of care (Standard 1). Dealing with them effectively will need good communication skills (Standard 4) and close working with your organisation and colleagues (Standard 2).

Abuse and neglect put a child or young person's safety and wellbeing at risk (Standard 3). They also damage a child or young person's learning and development. To work with a child or young person at risk or suffering from harm or neglect will require you to use all the skills you are developing as part of this induction.

Relationship to the Common Core of Skills and Knowledge

This Standard links to Safeguarding and Promoting the Welfare of the Child, Multi-agency Working

Induction Plan	Evidence	Date Signed Off

Standard 6: safeguard children (keep them safe from harm)

Main Areas	Outcomes	GSCC Code	Sample Questions
<p>3 Recognising and responding to abuse</p>	<p>a Understand the different ways in which children and young people can be harmed by adults, other children and young people, or through the internet.</p> <p>b Understand what is meant by the following:</p> <ul style="list-style-type: none"> – Physical abuse – Sexual abuse – Emotional abuse – Domestic abuse – Faltering growth – Institutional abuse – Bullying – Self-harm <p>c Describe signs and indicators of possible abuse and neglect.</p> <p>d Describe the procedure you need to follow if you suspect any child is being abused, neglected or bullied.</p> <p>e Understand that parental problems (for example, domestic violence or drug and alcohol abuse) can increase the risk of harm to a child.</p> <p>f Describe what emergency action needs to be taken to protect a child, including outside normal office hours.</p>	<p>Promote the independence of service users whilst protecting them as far as possible from danger or harm.</p>	<p>a Give two examples of how children and young people could be harmed by each of the following:</p> <ul style="list-style-type: none"> – Adults – Other children or young people – Individuals through the internet. <p>b Give two examples of each of the following:</p> <ul style="list-style-type: none"> – Physical abuse – Emotional abuse – Sexual abuse – Domestic abuse – Faltering growth – Bullying – Institutional abuse – Self-harm <p>c Give two examples of the signs and symptoms you might expect to see in a child or young person suffering from:</p> <ul style="list-style-type: none"> – Physical abuse – Emotional abuse – Sexual abuse – Domestic abuse – Faltering growth – Bullying – Institutional abuse – Self-harm <p>d In what way might different types of abuse of power need a different response? What would you therefore do if you suspect abuse, neglect or bullying?</p> <p>How does this fit into your workplace procedures?</p> <p>e How can parental problems (e.g. domestic violence or drug and alcohol abuse) increase the risk of harm to a child or young person?</p> <p>f If a child or young person were at risk of harm what action would you take to protect them?</p> <p>How and why may this action be different in and outside office hours?</p>



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Standard 6: safeguard children (keep them safe from harm)

Main Areas	Outcomes	GSCC Code	Sample Questions
<p>4 Working with other agencies</p>	<p>a Understand what ‘multi-agency working’ means for you and your work environment.</p> <p>b Understand other agencies’ roles and responsibilities in keeping children safe from harm.</p> <p>c Know about your local Safeguarding Board and any role your agency, organisation or employer has on it.</p>		<p>a What does ‘multi-agency working’ mean for you and for your work environment?</p> <p>Name the other agencies involved.</p> <p>b Explain in detail how one of these agencies works to protect (safeguard) children and young people and their roles and responsibilities in doing this.</p> <p>c What is your local ‘Safeguarding Board’? Who is involved in this Board?</p> <p>What role does your agency, organisation or employer have on it, if any?</p>
<p>5 ‘Whistle-blowing’ (reporting failures in duty)</p>	<p>a Know when and how to refer a concern you have about child protection.</p> <p>b Explain who to consult in relation a child-protection or child-welfare concern.</p> <p>c Understand your duty to report the unsafe practice of others.</p> <p>d Know what to do if you have followed your own workplace’s policies and procedures on reporting concerns, and you are not satisfied with the response.</p> <p>e Identify what to do when you do not get a satisfactory response from other organisations or agencies.</p>		<p>a If you had a concern regarding child protection when and how would you refer it?</p> <p>b With whom would you discuss any concerns you have in relation to child protection or child welfare?</p> <p>c What would you do if you felt the practice of a colleague was unsafe?</p> <p>Why is it important to report unsafe practice by others?</p> <p>Describe your organisation’s whistle blowing policy.</p> <p>d What would you do if you had reported abuse or unsafe behaviour by a colleague but no action was taken by the person you reported it to?</p> <p>e What would you do if you didn’t receive a satisfactory response from another organisation or agency after reporting a child protection or child welfare concern?</p>



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Standard 7: develop yourself

Summary

This Standard aims to help prepare you to make the most of the support and development opportunities that will be available to you as a worker. This is important for your own career and wellbeing and to help you provide the highest standard of care possible.

You will be expected to show that you know how to access and use information and supervision systems in your organisation.

Standard 7: develop yourself			
Main Areas	Outcomes	GSCC Code	Sample Questions
<p>1 Your role and registration</p>	<p>a Understand the current or planned requirements (if any) for you to be registered with a relevant regulatory body.</p> <p>b Know what the relevant regulatory body for your work says about your continuing personal and professional development.</p>		<p>a Which regulatory body (if any) is responsible for registering your profession? How do you register with that body? What are their requirements for you to remain on their register?</p> <p>b What do the registering bodies' guidelines and code of conduct say you need to do in terms of continuing personal and professional development?</p>
<p>2 Using support and supervision to develop your role</p>	<p>a Understand the purpose of staff supervision in your work environment.</p> <p>b Know the staff support or supervision arrangements available to you.</p> <p>c Understand how your work may affect you personally, and where you can get support in dealing with this if necessary.</p>		<p>a Why is supervision a necessary part of the work you do? What are your/your employing organisation's aims and objectives for supervision? Give four examples of the types of problems or issues you would need to discuss in supervision. What do you expect to gain from supervision?</p> <p>b How is supervision organised and how frequently does it take place in your organisation?</p> <p>c Give four examples of ways in which your work may affect you personally. For each example explain where you could get support in dealing with it. (NB this may be within your organisation or from those outside your workplace).</p>

You will be expected to show that you understand the importance of your own learning and development as part of your job role and career development.

This induction is the first learning and development milestone in your new role. When you have achieved the CWDC Induction Standards your manager will complete the certificate at the back of this booklet, including what further Standards you need to achieve. Standard 7 is about making this induction the beginning rather than the end of your development as a worker.

Relationship to the Common Core of Skills and Knowledge

This Standard is additional to the Common Core.

Induction Plan	Evidence	Date Signed Off

Standard 7: develop yourself

Main Areas	Outcomes	GSCC Code	Sample Questions
<p>3 Meeting learning needs as part of continuing professional development (CPD)</p>	<p>a Show how your day-to-day work has been influenced by feedback from your colleagues or from children, young people and their families.</p> <p>b Work with your manager, or other relevant person, to agree and follow a professional development plan.</p> <p>c Understand the methods you can use to improve your work.</p>		<p>a Give three examples of feedback you have received from the children, young people and families you work with.</p> <p>How did you change the way you work as a result of the feedback you received?</p> <p>If you did not change the way you worked explain the reasons why not.</p> <p>b What is a professional development plan?</p> <p>How do you and your manager or other relevant person agree your development plan?</p> <p>Who is responsible for making sure your professional development plan is followed?</p> <p>What is the purpose of your professional development plan?</p> <p>How do you make sure you follow this plan?</p> <p>c Explain methods you can use to improve your work. Which do you think will be most useful in your work and why?</p>
<p>4 Career progression</p>	<p>a Understand the importance of continuing professional development.</p> <p>b Understand the opportunities for your career to progress and identify who can help you make the most of those opportunities.</p>		<p>a In your role, why do you need to develop and improve your skills and knowledge?</p> <p>Give three examples of training which you are required to update regularly and explain why this is necessary.</p> <p>b Describe the routes your career could take from your current job role. What do you need to do to progress in any of these ways?</p> <p>Which people or organisations can help you make the most of these opportunities?</p>



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Glossary

Words used about people and organisations

Carers Anyone who has a role caring for or supporting one or more individuals, having acquired that role by virtue of their relationship to that person. Unpaid carers are frequently family members.

Children's Services This means services provided to children, young people, their families and carers.

CWDC is the part of the sector skills council that supports your development. The full name is the Children, Young People and Families Workforce Development Council which aims to improve the lives of children, young people and families. It does this by ensuring that the people working with children have the best possible training, qualifications, support and advice. It will also help children and young people's organisations and services to work together so that the child is at the centre of all services. CWDC is one of five bodies forming the UK Skills for Care and Development Sector Skills Council and coordinates the Children's Workforce Network. CWDC is led by employers through a board of 25 representatives from organisations across its range of sectors.

Manager/Line Manager The person who is directly responsible for supervising a worker, or who has responsibility for a workplace where one or more workers may visit or work. Looking at all the new work roles emerging in the social care sector this role might include someone (e.g. an individual receiving direct payments) instructing a personal assistant or a volunteer.

Safeguarding Board There is a Local Safeguarding Children Board (LSCB) in each local authority. Children can only be safeguarded properly if the key agencies work effectively together. LSCBs are designed to help ensure that this happens. They put the former area child protection committees (ACPCs) on a statutory footing. The core membership of LSCBs is set out in the Children Act 2004 and includes local authorities, health bodies, the police and others. The objective of LSCBs is to coordinate and to ensure the effectiveness of their member agencies in safeguarding and promoting the welfare of children.

Significant others Those, other than workers, who are significant to the person receiving care or support. These are likely to include family members, friends, and others in a person's local community or network.

Worker(s) Anyone who has a role caring for or supporting one or more individuals, having been recruited to that role through a social care sector organisation or an individual. A worker may be a paid employee, self-employed or a volunteer.

Words used about work and work documents

Active listening The process of actively seeking to understand the meaning of another person's communication, whether the communication is spoken or conveyed in a different way. Active listening includes the use of verbal and non-verbal skills (and may also involve use of technological or other aids).

Assess/Assessment There are two references.

(a) There is the formal assessment of children and young people's needs. In particular, assessment processes must take account of the Common Assessment Framework (CAF) which is a key part of delivering frontline services that are integrated and focused around the needs of children and young people. The CAF is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met.

(b) There is the assessment by managers to ensure workers meet the induction standards. This is the act of judging and appraising a worker's ability to meet a specific requirement or expectation as set out in the Standards.

Care Plan A required document that sets out in detail the way daily care and support must be provided to an individual. Care plans may also be known as 'plans of support', 'Individual plans', etc.

Continuing Professional Competence The maintenance or updating of knowledge, skills and competence to keep abreast of good practice and changes in legislation e.g. the need to update or refresh your First Aid course every three years.

Continuing Professional Development (CPD) An ongoing and planned learning process that contributes to personal and professional development and can be applied or assessed against competences and organisational performance. This can include the development of new knowledge, skills and competences. Comprehensive induction can be viewed as the initial building block of an ongoing CPD process. CWDC and Skills for Care are developing a CPD strategy for the social care sector.

Empathy The ability of someone to put themselves in somebody else's shoes and to understand how that person might feel (this was the definition from a group of young people themselves).

Every Child Matters – The five outcomes The Every Child Matters green paper identified the five outcomes that are most important to children and young people.

They are:

- > Be healthy
- > Stay safe
- > Enjoy and achieve
- > Make a positive contribution
- > Achieve economic wellbeing

The five outcomes are universal ambitions for every child and young person, whatever their background or circumstances. Improving outcomes for all children and young people underpins all of the development and work within children's trusts. The outcomes are mutually reinforcing. For example, children and young people learn and thrive when they are healthy, safe and engaged; and the evidence shows clearly that educational achievement is the most effective route out of poverty.

Healthy care This broadly refers to what children and young people should expect and what they are entitled to in a healthy care environment. The National Children's Bureau has developed the National Healthy Care Standard, on behalf of the Department for Education and Skills:

Children and young people in a healthy care environment will:

- > experience a genuinely caring, consistent, stable and secure relationship with at least one committed, trained, experienced and supported carer
- > live in an environment that promotes health and well-being within the wider community
- > have opportunities to develop the personal and social skills to care for their health and well-being now and in the future
- > receive effective healthcare, assessment, treatment and support

A child or young person living in a healthy care environment is entitled to:

- > feel safe, protected and valued in a strong, sustained and committed relationship with at least one carer
- > live in a caring, healthy and learning environment
- > feel respected and supported in his/her cultural beliefs and personal identity
- > have access to effective healthcare, assessment, treatment and support and have opportunities to develop personal and social skills, talents and abilities and to spend time in freely chosen play, cultural and leisure activities
- > be prepared for leaving care by being supported to care and provide for him/herself in the future

Person-centred approaches Approaches to care planning and support which empower children and young people, and the people who care for them, to make the decisions about what they want to happen in their lives. These decisions then form the basis for any plans that are developed and implemented.

Professional development plan A required document drawn up by a worker and line manager, setting out the learning needs, activities and qualification opportunities agreed as a route to develop the worker's knowledge and skills over a period of time. In planning for your future learning and development you and your manager should consider using the new Social Care CPD framework to help in identifying the next steps in your learning and how your career might progress.

Social Model of Disability The social model has been developed by disabled people in response to the medical model and the impact it has had on their lives.

Under the social model, disability is caused by the society in which we live and is not the 'fault' of an individual disabled person, or an inevitable consequence of their limitations. Disability is the product of the physical, organisational and attitudinal barriers present within society, which lead to discrimination. The removal of discrimination requires a change of approach and thinking in the way in which society is organised.

The social model takes account of disabled people as part of our economic, environmental and cultural society. The barriers that prevent any individual playing a part in society are the problem, not the individual. Barriers still exist in education, information and communication systems, working environments, health and social support services, transport, housing, public buildings and amenities. The devaluing of disabled people through negative images in the media – films, television and newspapers – also act as a barrier.

The social model has been developed with the aim of removing barriers so that disabled people have the same opportunity as everyone else to determine their own life styles.

A simple example is that of a wheelchair user who has a mobility impairment. He is not actually disabled in an environment where he can use public transport and gain full access to buildings and their facilities in the same way that someone without his impairment would do.

The social model of disability has fundamentally changed the way in which disability is regarded and has had a major impact on anti-discriminatory legislation. However, some disabled people and academics are involved in a re-evaluation of the social model and they argue that the time has come to move beyond this basic position.

Transition There are two uses of this word.

(a) As it applies to children and young people.

The text below is taken from the Common Core of Skills and Knowledge for the Children's Workforce:

Children and young people naturally pass through a number of stages as they grow and develop. Often, they will also be expected to cope with changes such as movement from primary to secondary school and for children with disabilities or chronic ill health, from children's to adults' services. Such changes are commonly referred to as transitions. Some children may have to face very particular and personal transitions not necessarily shared or understood by all their peers. These include: family illness or the death of a close relative; divorce and family break-up; issues related to sexuality; adoption; the process of asylum; disability; parental mental health; and the consequences of crime.

It is important to understand a child or young person in the context of their life, to recognise and understand the impact of any transitions they may be going through. It is also vital to recognise the role of parents and carers in supporting children at points of transition and to understand the need for reassurance, advice and support that parents and carers may express at these points.

(b) Second, as it applies to workers, transition will be the moving from one job or role to another, either sideways or upwards, in the same organisation or into another work setting or organisation.

Whistle blowing Raising concerns and reporting failures in duty about the way care and support is being provided, such as practices that are dangerous, abusive, discriminatory or exploitative.

Words used about knowledge and skills

Be aware of / have an awareness of To know that something exists e.g. legislation about promoting equal rights, and what it is concerned with at a general level rather than in detail.

Know / know how to To have a clear and practical understanding of an area of work, with enough detail to be able to carry out any tasks or procedures linked with it.

Knowledge sets Sets of key learning outcomes for specific areas of work within social care. They are designed to improve consistency in the underpinning knowledge learnt by the adult social care workforce in England. Although designed initially with adult social care in mind, some of them are applicable to different work settings, for example, medication.

Skills sets The Common Core of Skills and Knowledge for the Children's Workforce provides the basic set of skills and knowledge needed by people (including volunteers) whose work brings them into regular contact with children, young people and families. These should be used to support workers' learning, especially in multi-disciplinary teams.

Recognise To understand a concept e.g. equal opportunities, and how it affects the way work is carried out in practice.

Show / Respond / Share / Identify (examples of 'doing' verbs) To be able to provide practical evidence in an area of work (e.g. in communication) at a skill level appropriate to what is required in the role.

Understand To grasp the meaning of a concept and to grasp its broad purpose and principles (such as with legislation, policies and procedures).

Acronyms

- > **CPD** Continuing Professional Development
- > **CWDC** Children's Workforce Development Council
- > **HSC** Health and Social Care
- > **GSCC** General Social Care Council
- > **NVQ** National Vocational Qualification
- > **UN** United Nations (UN Convention on the Rights of the Child)
- > **DfES** Department for Education and Skills

Links to National Vocational Qualifications

There is not an exact match between the new CWDC Induction Standards and the knowledge specifications for the National Vocational Qualifications (NVQs) but there is a good deal of common ground, which will support the assessment and achievement of both the induction standards and, when appropriate, relevance core units within NVQs. Health and Social Care at levels 3 and 4.

In undertaking this mapping exercise there has been an attempt to concentrate on being as specific about the links as possible rather than including general similarities. Not all the four NVQ core units have been used for every outcome in the Induction Standards if there are no specific links to that unit, and the knowledge requirements have been adequately covered elsewhere.

The mapping has only included the knowledge specifications of the NVQs and not the performance criteria. Wherever possible the matching process has linked the Induction Standard to distinct “knowing” and “doing” elements knowledge specifications in the National Occupational Standards.

The detailed mapping grids can be viewed and downloaded from the induction pages of the CWDC website at www.cwdcouncil.org.uk



What next? Further knowledge and skills

Once you have successfully completed your induction it is important to continue learning and gaining sets of skills, both to progress your career and to better meet the needs of the children, young people and their families who use your service. The children's workforce is changing and developing and there will be training and information available on the common core for working with children, young people and families, the common assessment framework, multi agency working, the lead professional role and the new information sharing system. It is important that you keep up to date with these developments and build this learning in to your development plan.

Essential learning for specific tasks

The CWDC Induction Standards provide you with the basic information and skills necessary for work in social care. There will be some tasks, however, that you may be required to do that will need further learning before they can be performed safely. Examples include handling medication, using moving and handling equipment and preparation of food. You should have the appropriate learning for these tasks before you are asked to undertake them on your own. Your manager will discuss with you what extra learning you require and this will be included in your Certificate of Completion at the end of this booklet.

The information in that certificate forms the basis of a plan for how you are going to learn and progress. This is called a 'personal development plan'. Reviewing your progress against this plan should form part of your supervision and appraisal meetings with your manager.

Once your manager is sure you have all the knowledge and skills needed to do your job you will be ready to work unsupervised if your job demands it.

Basic skills or skills for life

It may be that you have found some parts of your induction a bit of a struggle to complete, perhaps because your reading or writing skills (basic skills or 'skills for life') set you back. If this has been a problem for you then discuss it with your manager. There is lots of help available because lots of people have the same problem – your manager can help you find that help. Alternatively you can visit the following websites yourself: www.literacytrust.org.uk (see the 'adults' part of this site) www.learn-direct-advice.co.uk (search on 'basic skills' or 'skills for life').

Underpinning knowledge and further qualifications

Successful completion of induction should mean that you are not required to learn the same information over again. If some of the evidence requirements are similar for your next qualification for example. It may mean that your evidence for induction will count towards the knowledge requirements for the core units of NVQs in Health and Social Care at each level.

An NVQ itself, for example Health and Social Care level 3, will take longer than your induction and will need to be done while you are working so your assessor can observe your work practice. Your assessor will also want to see all the work you did and evidence you collected for your induction – so keep it safe.

Your manager (or a training officer, if you are in a large organisation) will explain to you how to start on an NVQ. You might find it helpful to also read *A quick start to NVQs in social care*, which is available at www.skillsforcare.org.uk (see Our Projects/Types of Learning/Quick start to NVQs).

Continuing professional development

Learning should continue throughout your career, and will enable you to develop new skills and open up career options. This will support your professional development, which will be beneficial both to the organisation and for your career progression.

Continuing professional competence

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

Your organisation should insist that you update your skills regularly. For example, first aid and moving and handling certificates are only valid for a limited period and then must be updated. If you notice that any of your certificates are about to expire in this way you should tell your manager so they can arrange a refresher course for you.

Supporting flexible movement between service 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 children's service or part of the social care sector.

GSCC Codes of Practice

Finally, successful completion of induction will help you to meet the GSCC codes of practice for social care workers, which describe the standards of professional conduct and practice required of social care workers as they go about their daily work. These codes reflect existing good practice, and must be met by all workers. The tables in this document show how the induction standards support the codes but you will need to comply with the codes in full.

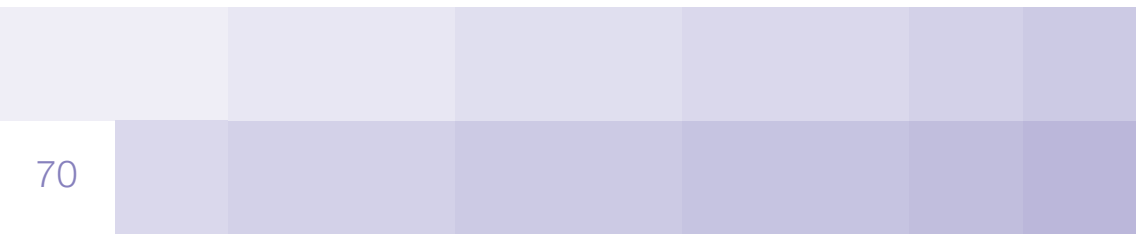
Your employer also has to adhere to a code of practice that includes their duty to establish a competent workforce. Successfully completing your induction is a part of this. The CWDC Induction Standards have been designed to help make sure that you can provide a quality service for the individual(s) you work with, and that includes making sure you are safe to leave alone with responsibilities. It is your manager who will make the decision about when you are safe.

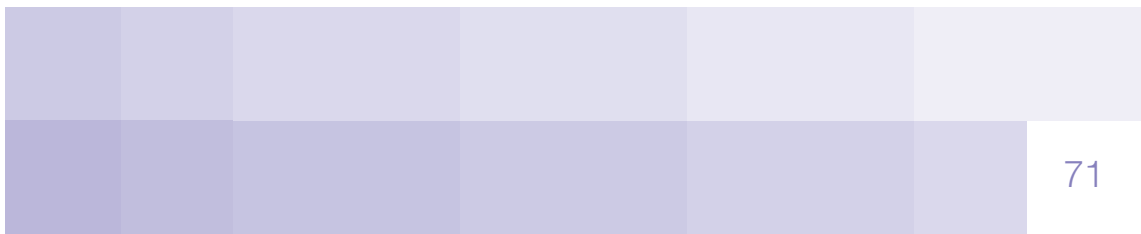
Your notes and ‘things to remember’

For example:

- > Names of your new colleagues
- > Telephone numbers and emails
- > Information for your work

NOTE: Remember the importance of confidentiality (standard 1/ 4) – this workbook should not contain information that should only go in official records for your workplace. Ask for your manager’s advice if you are unsure what can be written here.





Your Induction to Work in Children's Social Care – a workbook for those working with children, young people and families

This is the official CWDC workbook for those who are new to a role working in social care services with children and/or young people. Most services are legally required to induct their new staff and CWDC recommends that all social care services should do so. From September 2006 these standards become the recognised ones to meet the induction requirements of the National Minimum Standards that relate to the Care Standards Act 2000.

The *CWDC Induction Standards and the Certificate of Successful Completion* are freely available at www.cwdcouncil.org.uk but this workbook contains additional material not available in the free edition. As well as an extensive introduction there are sample questions as examples of the sort of things managers will want to check to be able to confirm that an individual meets the standards. The workbook also highlights what children and young people have told us is most important to them in the people who work with them. The additional material has been written for CWDC by Lynda Tarpey and Mike Campbell, who have vast experience as practitioners, managers, consultants and writers.

The workbook also assists a new worker to plan, gather and record evidence of their induction learning, which can then be used when going on to further training or a qualification. The workbook explains how the standards relate to the Common Core of Skills and Knowledge and National Occupational Standards in Health and Social Care. A Certificate of Successful Completion is included, to be signed off by the new worker's manager, to show that induction has been completed. It is stressed that the standards will need to be added to in order to meet the particular requirements of each workplace and organisation.

The Children's Workforce Development Council (CWDC) aims to improve the lives of children, young people and families. It does this by ensuring that the people working with children and young people have the best possible training, qualifications, support and advice. It helps children and young people's organisations and services to work together, so that the child is at the centre of all our services.

CWDC is part of the Sector Skills Council, Skills for Care and Development.

Your Induction to Work in Children's Social Care – a workbook for those working with children, young people and families is priced at £15, including postage and packing.

To order further copies of this publication, please call the Children's Workforce Development Council publications on 0113 244 6311.