

“we’re helping
to create well
trained care
staff”

care training code:

a guide for training and development providers

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a. what this guide is for

This Care Training Code guide has been designed to help anyone providing training and development for the adult social care workforce.

The Code provides:

- an overview of the core values which should form the basis of social care training and development
- questions and issues that should be thought about when discussing needs of the purchaser and learners and providing training and development.

b. what is social care?

“Social care” consists of a group of services that provide personal care and support to people, helping them maintain or achieve independence, play a fuller part in society, protecting them in difficult situations and helping manage complex relationships. Many of the people who are supported by these services are among society’s potentially most vulnerable.

There are many organisations and individuals who purchase, use and provide learning support. They all have an important role to play in developing a high quality social care workforce by making sure that learning and development is focused on the real needs of the people who use services, and carers whose voices should be heard in planning and delivering education and training provision. There is also a need to provide value for money in an environment of tight resources, and to produce positive and real results.

c. what are the core values of social care training and development?

Training and development needs to reflect the core values of social care as set out in the Common Induction Standards¹ and GSCC Codes of Practice².

Training and development providers in the social care sector particularly value:

- placing the needs of people who use services at the heart of their designs for learning
- supporting the development of social care services
- the potential of learning to benefit people emotionally, intellectually, socially and economically, and learning's contribution to community growth and sustainability
- all learners: their progress and development, their learning goals and aspirations and the experience they bring to their learning and to others
- equality, diversity and inclusion in relation to learners, the workforce, and communities
- reflection on, and evaluation of, their own practice and their continuing professional development as learning providers
- collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.

These are based on the 'Professional values' described in the Lifelong Learning UK's 2007 document 'New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector' and are contextualised to meet the needs of the care sector. They set out what would be expected of teachers, tutors and trainers in a variety of roles and responsibilities.

d. introduction

Training and development should be considered as a 'partnership' between the provider, the employer/purchaser and the learner. Providers should also engage with people who use services, and carers, in the development and delivery of programmes. Skills for Care has developed a framework to support the involvement of people who use services, and carers, in education and training provision which can be found on the Skills for Care website.

The social care sector is a rewarding sector to work with. The development and delivery of learning that can help shape and support the many people whose lives are enabled by social care can be a powerful motivator.

If you are not up-to-date with the sector, talk to people in it. Make contact with the regional Skills for Care team, local social care networks and talk to providers of care services from different parts of the sector. Above all, talk to networks of people who use services. They are usually delighted to talk to you about their perspectives on what trainers need to 'bring to the table'. Increasingly, people who use services, and carers, are employers in their own right, so you could well find new markets for your training and development amongst these people.

In order to contract with the social care sector and deliver successful training/development programmes for it, you should:

- understand the nature of the sector, its range, scope, complexity and diversity
- understand broadly how social care services are delivered by public, and independent (private and voluntary) sector providers, with over 60% being delivered by the private sector where many businesses are very small
- understand the different 'types' of services (for example residential care home, day care, domiciliary care, community support) and their 'focus' (for example older people, learning disabilities, physical disabilities, mental health needs, sensory impairment)
- be aware that the sector is undergoing significant change and is increasingly influenced by service and workforce regulation, and that legislation is in hand to place people who use services at the heart of service planning, commissioning and delivery
- have a strong awareness of the underlying value-base that emphasises dignity, respect and the promotion of independence, and the 'social model' of care³. Social care commissioners will expect to see those values reflected in your training/development delivery
- understand the statutory requirements for training and the Common Induction Standards
- understand the health and safety aspects of working in a range of care settings especially those concerning safeguarding vulnerable adults⁴.

³ note to see glossary ⁴ note to see glossary

e. what will social care providers want to know about us?

The Care Training Code: a guide for purchasers of training and development sets out a process and questions for people in the care sector looking to find an appropriate training/development provider. You could use this as a checklist to incorporate into your marketing or tendering material, or use it as the basis of discussions and negotiation with potential clients.

The following might help you do this:

- be able to evidence your answers to the questions and be able to provide independently verifiable 'references' from users of your services
- ask questions of your potential client. Invest time in understanding their training development requirements, the context and any constraints in which you will be delivering the programme
- remember that many private and voluntary sector care providers are very small businesses, and you might be working for an individual employing personal assistants to meet their needs. All will expect high value for money and will need you to understand the pressures they work under and their particular needs and constraints
- be clear about how flexible you can be in delivering the training/development programme. Does the programme design really reflect what the client needs or is it more a reflection of the constraints you work under? Consider a range of delivery methods, including delivery at your client's workplace, distance learning, e-learning etc. Could you deliver the programme better in partnership with another learning provider who might bring complementary expertise/flexibility?
- social care employers may expect a high level of workplace learning. Be able to evidence how you can facilitate this but also be clear with them about what you need from them in order for you to do your job. You need to avoid expensive time being wasted when your learner suddenly becomes unavailable due to work pressures. You need to understand the '24/7' pressures in social care
- social care employers will expect you to be familiar with the need to safeguard vulnerable adults and to plan work-based activities safely. It is good practice to undertake a joint risk assessment with the manager concerned in order to consider, and minimise, any risk
- tutors and other staff entering care settings to undertake training/development may need to have been checked through the Criminal Records Bureau (CRB). It is best to plan ahead for this so as to avoid delaying programmes to gain CRB clearance. You should also make sure that staff going onto clients' premises or into individual people's homes have appropriate identification before they try to gain access
- be clear about who will actually be delivering the training/development for you and what is their experience of social care and learning delivery
- be clear about your costs. It may be possible to incorporate 'external' funding, and/or any sources of funding to which your client may have access
- explain your terms and conditions but also expect to explain what happens if you are unable to complete your contract satisfactorily
- expect to negotiate the contract: ensure that you agree a final contract with the client setting out who will do what and by when.

f. what are the considerations about standards and regulations?

There are a wide range of National Occupational Standards (NOS)⁵ for adult social care. These include:

- for **front-line staff**: there are NOS at Levels 2 and 3 which inform the Health and Social Care NVQs and into apprenticeships⁶
- for **registered managers**: In addition to the NVQ Level 4 in Health and Social Care, there are NOS which inform the NVQ at Level 4 for registered managers
- for **other managers**: there are NOS at Level 4 embedded into a 'generic' NVQ in Health and Social Care which is increasingly regarded as a specialist practitioner award as well as one for managers
- for **Social Work post-qualifying training (PQ)**⁷, a new framework was implemented in 2007 to take account of changes in social work practice, inter-professional working, involvement of people who use services and the person-centred approach. The new awards are based on NOS for social work which underpin learning outcomes and curriculum, GSCC Codes of Practice and nationally agreed standards for specialist areas produced by GSCC, including leadership and management.

Skills for Care has developed a number of 'knowledge sets'⁸. These are sets of key learning outcomes for specific areas of work within adult social care which extend National Occupational Standards. They are designed to improve consistency in the knowledge of the adult social care workforce. The knowledge sets augment the Common Induction Standards for adult social care⁹ and the NVQs in Health and Social Care to ensure that workers have sufficient knowledge and understanding to develop their skills in particular areas.

You should also be aware of the development of new qualifications, for example the 14-19 Diploma 'Society, Health and Development'¹⁰, and also the outcomes of the work of Skills for Care as part of the social care Sector Skills Council – in particular, the Sector Qualifications Strategy (SQS)¹¹.

When delivering NVQ-based training and development, you will need to demonstrate both an understanding of, and adherence to, the Quality and Curriculum Authority's (QCA)¹² 2006 NVQ Code of Practice. It can be used to benchmark your quality considerations which can then provide information to people purchasing your training and development. Also show that you understand that awarding bodies are likely to look for additional quality factors in delivering NVQs to social care, in particular a commitment to the real involvement of people who use services and due regard for data protection and confidentiality.

When delivering higher education level training and development, it is helpful to demonstrate both an understanding of, and adherence to, the Quality Assurance Agency for Higher Education's (QAA)¹³ Code of Practice.

⁵ note to glossary ⁶ note to glossary ⁷ note to glossary ⁸ note to glossary
⁹ note to glossary ¹⁰ note to glossary ¹¹ note to glossary ¹² note to glossary ¹³ note to glossary

g. where can I find more information?

The glossary at the end of this guide provides further information about many of the terms and organisations mentioned in this guide. It also provides links to further information.

You may also find it useful to contact Skills for Care who carry a vast range of information and resources about all aspects of training and development. Skills for Care has a national office (in Leeds) and offices in each region.

National telephone: 0113 2451716

e-mail: info@skillsforcare.org.uk

website: www.skillsforcare.org.uk

All of these will be able to direct you to your regional office.

<p>14-19 Diploma</p>	<p>A new programme of learning being introduced in 2008. ‘Society, Health and Development’ Diploma will be available for 14-19 year olds combining learning in schools or colleges with application in a working environment. Will be available at level 1 (equivalent to 4-5 GCSEs), level 2 (equivalent to 5-6 good GCSEs) and level 3 (equivalent to 3 A-levels).</p>
<p>Apprenticeships: Health and Social Care, Level 2 and advanced</p>	<p>The Health and Social Care Apprenticeship Programme is available at Level 2 and Advanced. It is a framework of qualifications and other components that have been identified by employers from the sector as providing a valuable route into training and subsequent accreditation for trainees/students and staff.</p> <p>On completion of the framework the Apprentice will be eligible to be awarded an Apprenticeship Completion Certificate at Level 2 or Advanced.</p> <p>Historically, Apprenticeships have attracted mainly those in the 16-24 aged group - as LSC funding focused on this age band. From September 2007 those over 25 became eligible for LSC funding to undertake Adult Apprenticeships, although this funding is restricted to local priorities.</p> <p>The participation and completion of an Apprenticeship Framework is not restricted to those in receipt of funding.</p> <p>www.skillsforcare.org.uk www.apprenticeships.org.uk</p>
<p>Association of Care Training and Assessment Networks (ACTAN)</p>	<p>ACTAN is a national organisation representing health & social care sector training, education and development providers. It aims to promote and develop best practice across health, care and education and represents the members on a local, regional and national level. A wide range of publications is available.</p> <p>www.actan.org.uk</p>
<p>Common Induction Standards for Adult Social Care</p>	<p>The standards are designed for people entering social care work and those changing roles or employers within adult social care. They set out the areas of knowledge that care workers need to know before they can work unsupervised. They comprise: understanding principles of care; understanding the organisation and role of the worker; maintaining safety at work; communicating effectively; recognising and responding to abuse and neglect; developing as a worker and are designed to be met within a 12-week period. The standards are not set at any particular qualification level, but they readily link to the NVQ level 2 - the minimum qualification used within the sector.</p> <p>www.skillsforcare.org.uk</p>
<p>General Social Care Council (GSCC)</p>	<p>GSCC is the social care workforce regulator and ‘guardian of standards’ for the social care workforce in England. It is responsible for the codes of practice, Social Care Register and social work education and training, thereby increasing the protection of people who use services, their carers and the general public.</p> <p>www.gsc.org.uk</p>
<p>GSCC Code of Practice for Employers of Social Care Workers</p>	<p>Describe the standards of conduct and practice within which employers of social care workers should work and sets down the responsibilities of employers in the regulation of workers.</p> <p>www.gsc.org.uk</p>

GSCC Code of Practice for Social Care Workers	Describe the standards of conduct and practice within which social care workers should work. www.gsc.org.uk
Knowledge sets	Knowledge sets provide descriptions of specific knowledge and understanding to help social care workers undertake their role and are designed to improve consistency in the learning of the adult social care workforce. They are key learning outcomes for specific areas of work and extend the NOS. Knowledge sets are designed to be used separately or alongside the Common Induction Standards and as part of a worker's continuing professional development. The following knowledge sets are available, with more topics planned: Infection prevention and control, Dementia, Nutrition & well-being, Safeguarding of vulnerable adults, Workers not involved in direct care, and Medication. www.skillsforcare.org.uk
National Occupational Standards (NOS)	NOS describe the skills, knowledge and understanding required by workers for specific functions. They are based on an analysis of functions performed in the workplace and form the basis of NVQs, for which they are commonly known as the 'competencies'. NOS are available for care staff, social workers, managers and some social work post qualifying awards. NOS can be used for defining work roles, for staff recruitment, supervision and appraisal purposes. They have also been broken down into knowledge and skills sets (see above). www.skillsforcare.org.uk
National Vocational Qualifications (NVQ)	NVQs are work-related, competence-based qualifications. They reflect the skills and knowledge needed to do a particular job effectively, and show that an individual is competent in the area of work the NVQ represents. They are based on national occupational standards (NOS). Adult social care has NVQs at levels 2-4. Skills for Care have a short guide to NVQs at: www.skillsforcare.org.uk www.qca.org.uk/14-19/qualifications/index_nvqs.htm
NVQ Code of Practice	The NVQ code of practice specifies the quality assurance and control requirements that apply to NVQs. It supplements the statutory regulatory documents used for accreditation. It is published by the QCA (see below). www.qca.org.uk/libraryAssets/media/qca-06-2888_nvq_code_of_practice_r06.pdf
Post-qualifying awards in social work education and training (PQ)	The PQ framework, re-launched by GSCC in 2005, builds on the social work degree and takes into account recent changes in social work practice. The new framework allows social workers to continue their education and training in a flexible and modular way and came into force in September 2007. There are three levels of awards: PQ Award in Specialist Social Work, PQ Award in Higher Specialist Social Work, and PQ Award in Advanced Social Work.
Protection of vulnerable adults (POVA)	See 'Safeguarding vulnerable adults' below

<p>Quality Assurance Agency for Higher Education (QAA)</p>	<p>QAA provides quality assurance services for UK higher education. It safeguards the public interest in sound standards of higher education qualifications and encourages continuous improvement in the management of the quality of higher education. Quality reports for each HE institute are available on the QAA website. www.qaa.ac.uk</p>
<p>Qualifications and Curriculum Authority (QCA)</p>	<p>The QCA maintains and develops the national curriculum and associated assessments, tests and examinations as well as accrediting qualifications in colleges and at work, including NVQs. It also regulates awarding bodies and exams to ensure they are fit for purpose. The QCA publishes the NVQ Code of Practice. www.qca.org.uk</p>
<p>Safeguarding vulnerable adults</p>	<p>A vulnerable adult is someone who has a limited ability to care for or protect themselves for any reason. It might be because of age, mental or physical incapacity, sensory loss, or physical or learning disabilities. It might be someone who is usually able to manage but is unable to do so because of an accident or illness. ‘Safeguarding’ is a broader concept than ‘protecting’ which can imply protection of danger as well as crisis intervention. It goes beyond ‘POVA’ requirements. www.dh.gov.uk</p>
<p>Sector Qualifications Strategy (SQS)</p>	<p>Being developed in 2007, the SQS will map out the standards, learning and qualifications required by the adult social care sector in England. This will enable a range of people to have a clearer understanding of the standards, learning and qualifications required for a competent workforce. The SQS will be a key tool in developing a fit-for-purpose, flexible and responsive system for recognising achievement. The SQS will be one way of meeting the challenges of the SSA (see below) www.skillsforcare.org.uk</p>
<p>Sector Skills Agreement (SSA)</p>	<p>From the end of 2007 the SSA will map out the skills needed by the adult social care ‘workforce of the future’ and how these skills will be developed. It will give employers, workers, people who use services and carers real influence over how the skills of the workforce are developed and resourced. www.skillsforcare.org.uk</p>
<p>Social Care Institute for Excellence (SCIE)</p>	<p>SCIE’s aim is to improve the experience of people who use social care by developing and promoting knowledge about good practice in the sector. Using knowledge gathered from diverse sources and a broad range of people and organisations, SCIE develops resources which are shared freely, supporting those working in social care and empowering people who use services. www.scie.org.uk/</p>
<p>Social mode of care / disability</p>	<p>The ‘social model’ approach involves shifting the focus from people’s deficits to people’s strengths and coping capacities and the challenges they face in achieving their desired outcomes – challenges that are often as much a product of their social situation as of any personal limitations or impairments. The ‘social model’ is distinct from the ‘medical model’ which tends to address people’s impairment. www.drc.org.uk/citizenship/howtouse/socialmodel/</p>

To request this document in an alternative format please contact us.

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