**All Wales induction framework for health and social care**

**Facilitator notes**

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| **Suggested timings** | **Activity** | **Notes** | **Resources** |
| 5 minutes | **Welcome and housekeeping*** order for the day
* aim of the day
 | The aim of the day is to have a look and go through some of the activities that will also be included within the briefing pack. This will hopefully start to help you think about how the briefing pack can be implemented with managers who have a responsibility for carrying out induction. It will hopefully help to think about any additional activities or support that can be provided to ensure that workers have the best possible induction into the social care sector. |  |
| 10 minutes | **1. Presentation*** background information
* context
* changes
 | The aim of the presentation is to provide background information, context and what has changed in this version of the induction framework. | * presentation ***(handout n)***, laptop, projector
* notes pages ***(handout a)***
* copies of workbooks and progress logs
* copies of different resources
* [What the Act means for me? workbook](file:///C%3A%5CUsers%5Cgethinwhite%5CAppData%5CLocal%5CTemp%5CTemp1_AWIF%20briefing%20pack_English.zip%5CAWIF%20briefing%20pack_English%5Csocialcare.wales%5Chub%5Chub-resource-sub-categories%5Cprinciples-of-the-act)
* *Home from Home* DVD (available on our Learning Zone)
* [Caring with Pride](file:///C%3A%5CUsers%5Cgethinwhite%5CAppData%5CLocal%5CTemp%5CTemp1_AWIF%20briefing%20pack_English.zip%5CAWIF%20briefing%20pack_English%5Csocialcare.wales%5Cresources%5Csocial-care-wales-learning-zone)

* Positive approaches: reducing positive practice in social care
* [Duty of candour](file:///C%3A%5CUsers%5Cgethinwhite%5CAppData%5CLocal%5CTemp%5CTemp1_AWIF%20briefing%20pack_English.zip%5CAWIF%20briefing%20pack_English%5Csocialcare.wales%5Cresources%5Copenness-and-honesty-when-things-go-wrong-the-professional-duty-of-candour-explanatory-guidance)
* [Professional boundaries: A resource for managers](file:///C%3A%5CUsers%5Cgethinwhite%5CAppData%5CLocal%5CTemp%5CTemp1_AWIF%20briefing%20pack_English.zip%5CAWIF%20briefing%20pack_English%5Csocialcare.wales%5Clearning-and-development%5Cprofessional-boundaries-a-resource-for-managers)
* [Code of Professional Practice for Social Care and guidance](file:///C%3A%5CUsers%5Cgethinwhite%5CAppData%5CLocal%5CTemp%5CTemp1_AWIF%20briefing%20pack_English.zip%5CAWIF%20briefing%20pack_English%5Csocialcare.wales%5Clanding-page%5Ccode-of-professional-practice-and-guidance)
* handout with direct links to resources ***(handout b)***
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| 20 minutes50 minutes if showing the Home from Home film | **2. The importance of good induction and why people should invest in it*** Activity to highlight the importance of a good induction
 | The aim of this activity is* to show the importance of a good induction and the difference it can make
* to get people to discuss and to think of the further benefits of a good induction.

**\***It is important to do this towards the start of the session as the new induction framework is bigger, and will require time and effort for managers. They will need to believe in the importance of investing their time and resources. We’ve developed a short film that gives a range of different perspectives on the importance of induction for new workers, the organisation, for carers and for people who use care and support services. It aims to capture why a good induction process is important. The film features different types of services, workers, those who are responsible for induction and managers of services. As well as people who use services and their families and carers, it also includes the workers who have undergone a robust induction process, and highlights why a good induction has given them a solid foundation for their career. Some of the activities presented here show how to deliver a good induction. We have also included a handout about the senses framework ***(handout c)***. This may be helpful in supporting managers to understand the importance of induction for workers and people who use care and support. Select one of the exercises outlined below, depending on the situation, time and background of the learners: 1. List the benefits of induction and why investing in a robust induction process is beneficial to services, the worker and the people who use care and support.

**or**1. Play the *Home from Home* DVD. Ask participants to consider the impact of both poor and good induction on Sarah as a new worker and on Betsan.
 | * laptop
* *Home from Home* DVD
* projector
* screen
* speakers
* discussion points ***(handout d)***.
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| 30 minutes | **3. The induction framework and supporting resources*** to show and to demonstrate what the new induction framework looks like and how it can be used
* to get people more familiar with its layout and the links between the progress logs and the workbooks
* to explain the different formats of the framework (word, pdf, online) and how each can be used.
 | This activity is an opportunity to show managers what the new induction framework and resources look like, and to get them familiar with the look and feel of the documents. Depending on circumstances (such as access to the internet or the ability to print hard copies), this can be done as a demonstration on-screen or by going through hard copies of the resources with managers. It will show managers the connection between completing the workbooks and how this can support signing off the progress logs.Suggest that the progress logs and the workbook for section 5 (professional practice as a social care worker) is used, as well as showing the introduction and guidance for managers and workers, glossary of terms and resource page. | * example of word version workbooks and progress logs
* example of pdf version workbooks and progress logs
* example of the Learning Zone version
* laptop and projector
* introduction and guidance for managers and workers, glossary and resources page.
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| 30 minutes | **4. Workbook activity*** to give an example of what the learning activities looks like. There are a range of different activities in the workbooks including case studies, film clips, and questions and answers
* to give a practical demonstration of an example of completing a learning activity
* to give people an idea of the different learning and assessment methods that can be used.
 | Have examples of some learning activities. We suggest activity 5.5 ***(handout e)*** and activity 5.4 ***(handout f)***. Looking at the two activities, what are the different learning methods that could be used to support new workers to complete these? How do you think completion of these activities would help the practice of the worker? How should this be recorded in the progress log? | * different learning activities ***(handout e and f)***
* a full list of potential learning and assessment methods ***(handout g)***
* progress logs, to link completing the activities with signing off the progress logs.
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| 30 minutes | **5. ‘What if…?’ questions*** to help people think about the different situations and scenarios that may arise
* to address some of these common considerations before they become an issue.
 | In groups, select a couple of the ‘what if…?’ questions and discuss possible solutions or what you would do in these situations.What if…* there is no access to internet/computer
* the new worker fails to complete the induction within six months
* a worker leaves / joins part way through completing the induction
* the manager signs off the induction, but when an assessor looks at the evidence presented, they don’t think that it is sufficient or robust enough to meet the standards for the qualifications
* a worker starts and has already completed the induction framework and workbooks with another employer
* a worker starts who is not new to the social care sector
* a worker starts who has completed the workbooks as pre-employment
* a worker moves from one employer to another – what needs to be re-assessed.

Continue in your groups. Are there any other ‘what if…?’ questions you can think of that may arise? How would you go about trying to address these? | * role play film to start questions (link to be added)
* list of ‘what if…?’ questions and responses ***(handout h)***
* health frequently asked questions ***(handout i)***
* registration FAQs ***(handout j)***.
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| 30 minutes | **6. The good, the bad and the mediocre – activity*** to help people think about what makes a good, a bad and a mediocre answer to a learning activity
* to help people think about what support learners would need to develop their answers further
* to try and standardise responses from learners for them to be potentially used towards qualification assessment.
 | You may want to develop a pool of these answers so that they can cover most types of questions, for example:* use the space below to note…..
* talk to your manager about… and record notes
* what is meant by the term… and why is this important
* in the space below, answer the questions to show your understanding of…
 | * examples of good, bad and mediocre versions of answers to the same learning activity, with discussion points ***(handout k)***
* how the manager can support the learner to develop their answers ***(handout l).***
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| 15 minutes | **7. Personal action plan / learning plan*** to develop an action plan / learning plan that can be used to support the implementation of the induction framework.
 | It’s important to get participants to understand the importance of this part of the day and that it isn’t just a ‘process’ at the end of the session. This is important because they have a responsibility to cascade this information when delivering the session to others. This will make sure that messages are consistent and will help raise the level of knowledge and understanding of those who deliver induction.Handouts with the questions for participants to think about what they have learned from the session, how they can implement the framework, how they will put this learning into action, what the potential challenges may be and what will help them to address these. | * action plan template ***(handout m)***.
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| 10 minutes | **8. What next?*** link back to the aims and objectives of the day
 | This will be an opportunity for facilitators to double check the understanding of participants. It could be a good opportunity to do some group feedback for examples of what the participants have added to their action plan. |  |