**Briefing pack to support the implementation
of the All Wales Induction Framework for Health and Social Care**

**March 2018**

**Introduction**

**Background to the induction framework**

A good induction makes sure health and social care workers understand the importance of person-centred practice and the values that underpin work in health and social care. A well-structured induction will also help workers settle and become more effective in their role. It can increase employee commitment and job satisfaction, and has a positive effect on reducing staff turnover.[[1]](#footnote-1)

Every health or social care service, whether large or small, must give all new workers an induction. The importance of a planned and well-thought-out induction, and the positive impact it has on the quality of the service provided should not be underestimated.

The *All Wales induction framework for health and social care* (induction framework) creates a firm basis for new workers to help them develop their practice and future careers, in and across the health and social care sectors. It also gives employers and providers a clear understanding of the knowledge, skills and values they need to see to make sure new workers are safe and competent to practice at this stage of their development.

This new induction framework is designed for social care workers and healthcare support workers[[2]](#footnote-2), and has been developed with sector representatives from social care and health. It covers care and support for adults, and children and young people.

It provides a structure for a common induction in health and social care across Wales and outlines the knowledge and skills new workers need to gain in the first six months of employment. To make sure it meets the needs of both parts of the sector, a new section has been added on health and well-being. The induction framework’s title has also been changed to the *All Wales induction framework for health and social care*.

**What is the briefing pack?**

This briefing pack has been developed with the support of the All Wales Induction Framework advisory group. It aims to support the implementation of the new induction framework.

This pack is designed to support facilitators to deliver a learning and information session to those responsible for the delivery of induction.

**Who should use it?**

Those responsible for supporting employers, managers and others who have a role in providing and supporting induction for new workers.

**What does this pack contain?**

This briefing pack contains facilitator notes, and appendices with:

* a presentation with full notes pages
* group activities
* handouts
* a link to a webinar
* a link to a film

These will all support the delivery of the sessions.

**How should the pack be used?**

This briefing pack is designed to be delivered in a half-day session, but it can be adapted to suit your needs.

For this pack to be delivered effectively, it’s useful if those delivering it have also undertaken the briefing session. However, this is not a requirement.

**What resources are needed to deliver a session?**

To deliver this session, you will need the following resources.

* laptop/PC
* projector and screen
* speakers
* PowerPoint presentation with notes
* handouts
* copy of the All Wales Induction Framework progress logs, workbooks, guidance and glossary
* *Home from Home* DVD
* copies of different resources
* *What the Act means for me?* workbook
* *Caring with Pride* workbook
* *Positive approaches: reducing positive practice in social care*
* *Duty of candour*
* *Professional boundaries: A resource for managers*
* *Code of Professional Practice for Social Care* and guidance

**The aim of this briefing pack is to:**

* provide effective and informative sessions for those who have responsibility for delivering and supporting the induction
* give participants knowledge and understanding of the new induction framework and supporting resources so they can deliver the session themselves
* help ensure smooth implementation of the induction framework within the health and social care sectors in Wales.

**The briefing session aims to support participants to:**

* have an understanding of the new induction framework and its content
* be able to highlight the importance of a good induction
* have an appreciation of some of the learning activities and how to support learners through the induction process
* understand the links between completing the workbooks and qualifications
* be able to deliver this briefing session to others confidently
* be able to cascade the information to others who have a responsibility for induction.

**Suggested length of the briefing session**

3 hours 30 mins, with time for breaks.

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11. **Presentation – Introduction**

**Approximate time to be allocated:**

15 minutes.

**The aim of this presentation is:**

* to provide background information, context and what has changed in this version of the induction framework.

**Participants will:**

* know about the background to the induction framework
* know about the purpose of the review of the induction framework and the wider context
* be aware of the various resources available to support induction
* understand the importance of a good induction programme.

**Facilitator notes**

* presentation and slides available
* notes pages that can be used by others

**Resources needed**

* 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](https://socialcare.wales/cms_assets/hub-downloads/Workbook-What-does-the-Act-mean-for-me.pdf)
* *Home from Home* DVD (available on our Learning Zone)
* [Caring with Pride](https://mandysgu.gofalcymdeithasol.cymru/course/index.php?categoryid=1)

* [Positive approaches: reducing positive practice in social care](https://socialcare.wales/cms_assets/file-uploads/Positive-Approaches-Final-English-June-2016.pdf)
* [Duty of candour](https://socialcare.wales/resources/openness-and-honesty-when-things-go-wrong-the-professional-duty-of-candour-explanatory-guidance)
* [Professional boundaries: A resource for managers](https://socialcare.wales/cms_assets/file-uploads/Professional-boundaries-A-resource-for-managers.pdf)
* [Code of Professional Practice for Social Care and guidance](https://socialcare.wales/landing-page/code-of-professional-practice-and-guidance)
* handout with direct links to resources ***(handout b)***

**Additional notes**

* it’s important to make sure everyone starts with the same basis of understanding
* the presentation can be adapted, changed, and made more relevant and specific, depending on audience.

**2 –** **The importance of good induction and why people should invest in it**

**Approximate time to be allocated:**

Either:

a) 30 minutes

or

b) 20 minutes (*Home from Home* DVD) plus 30 minutes.

**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.

**Participants will:**

* explore what a good induction is
* understand the benefits of a good induction for the person who uses the service
* understand the benefits of a good induction for the new worker
* develop an understanding of the connection between a good induction process and the use of person centred approaches.

**Facilitator notes**

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.

**Resources needed**

* laptop
* *Home from Home* DVD
* projector
* screen
* speakers
* discussion points ***(handout d)***.

*Home from Home* is a film featuring a series of scenes that the Care Council for Wales commissioned from the professional arts organisation Re-Live. They aim to show the impact of investing in the proper induction of new workers and the use of person-centred approaches on social care workers and people who use social care services.

Although it is set within a residential care home for older people, the underlying message is the same for anyone – adult, child or young person – accessing care and support in a residential care setting.

**3 –****The induction framework and supporting resources**

**Approximate time to be allocated:**

30 minutes.

**The aim of this session is:**

* 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.

**Participants will:**

* start to familiarise themselves with the induction framework, the progress logs, workbooks, glossary, resources and introduction guidance
* start to see the connections between completing the workbooks and the progress logs
* understand the responsibility of the registered manager
* understand the links between the workbooks and the qualifications.

**Facilitator notes**

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.

**Resources needed:**

* 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.

**4 – Workbook activities**

**Approximate time to be allocated:**

30 minutes.

**The aim of this session is:**

* 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.

**Participants will:**

* understand what the learning activities look like
* start to see the links between completing the workbook activities with completing the progress log
* understand how different learning and assessment methods can be used.

**Facilitator notes**

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?

**Resources needed**

* 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.

**Additional notes to be mindful of:**

* this activity can be repeated with other learning activities within the workbooks to suit the audience
* these are some examples of learning methods that can be used to help the worker complete workbook activities 5.4 and 5.5.

**Examples of potential learning** **methods**

|  |  |
| --- | --- |
| **Workbook activity 5.4** | **Workbook activity 5.5** |
| Guided reading | Group work |
| Structured use of supervision | Reflective practice |
| Practical experience | Structured use of supervision |
|  | Practical experience |

**5 –** **‘What if…?’ questions**

**Approximate time to be allocated:**

30 minutes.

**The aim of this activity is:**

* 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.

**Participants will:**

* be able to answer some of the most commonly raised ‘what if…?’ questions
* be able to think about different ways of supporting learners to complete their induction
* be able to offer innovative approaches to support learners
* be able to think about and address any other ‘what if…?’ questions that arise.

**Facilitator notes**

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?

**Resources needed:**

* 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)***.

**Additional notes to be mindful of:**

* there could be an opportunity here to develop a guide of all the potential questions that may arise and to share with others
* this could be a good way of sharing good practice, what works well and other ideas on how to conduct a good induction process.

**6 –** **The good, the bad and the mediocre**

**Approximate time to be allocated:**

30 minutes.

**The aim of this activity is:**

* 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.

**Participants will:**

* be able to identify why an answer is good, bad and mediocre
* be able to work with the learner to develop their answers further
* be able to address some of the issues relating to standardisation of answers for the purpose of them being used for the qualification assessment.

**Resources needed:**

* 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).***

**Prompts for the facilitator**

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…

**7 –** **Personal action plan / learning plan**

**Approximate time to be allocated:**

15 minutes.

**The aim of this action / learning plan is:**

* to develop an action plan / learning plan that can be used to support the implementation of the induction framework.

**Participants will:**

* think about the session and the key things that they can take from it
* think about how they can put this learning into action and implement the framework
* think about the potential challenges
* consider what help and support they may need to address these.

**Facilitator notes**

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.

**Resources needed:**

* action plan template ***(handout m)***.

**8 –** **What next?**

**Approximate time to be allocated:**

10 minutes.

**The aim of this part of the day is:**

To link back to the aims and objectives of the briefing session. These were for participants to:

* have a better knowledge and understanding of the content of the new induction framework and associated resources and how these can be used
* understand the responsibilities of various people throughout the induction process and the links with qualifications
* have an idea of the potential issues that may arise during the induction process and the possible solutions to address these
* have a better understanding of the types of answers expected and how to support learners to achieve this
* think about other ways and methods that may work in certain circumstances.

**Facilitator notes**

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.

1. Induction Factsheet, CIPD [↑](#footnote-ref-1)
2. Employed by NHS Wales [↑](#footnote-ref-2)