



Gofal Cymdeithasol **Cymru**
Social Care **Wales**

Range of evidence for the All Wales induction Framework (AWIF) for health and social care

This guide will help managers, employers and those who are supporting staff to complete the AWIF.

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Go to <https://socialcare.wales/qualifications-funding/induction-frameworks/induction-for-health-and-social-care-awif/guidance-for-managers-and-employers/range-of-evidence-for-the-all-wales-induction-framework-awif-for-health-and-social-care> for the latest version.

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How the guide can help

The guide

This guide will help managers, employers and those who are supporting staff to complete the AWIF with a range of ideas about how planning day-to-day work activities can also offer opportunities for evidence collection.

Below is a list of possible scenarios where evidence could be obtained 'naturally' and used towards completion of the AWIF and practice-based qualifications.

This isn't a complete list and we would encourage you to also think of other ways for workers to collect the evidence needed.

Workbooks

Show

[Workbooks](#) give the employer or manager ideas and a structure to support their workers to complete the AWIF. They can also be useful if the employer or manager isn't able to offer an opportunity to obtain a particular piece of evidence within their workplace.

Team meetings

Show

Team meetings can give opportunities to discuss topics as a group. Participation and contributions by workers who are completing the AWIF can be used as part of the required evidence.

For example:

During a team meeting the setting's equality and diversity policy could be used to discuss:

- what's meant by the terms 'equality, diversity, inclusion and discrimination (from progress log 1, section 1.4a and progress log 2, section 2.4a)
- the relationship between the use of social media and personal and professional conduct (Section 5.5a).

Team quizzes or tests[Show](#)

Team quizzes or tests (for example Socrative, Kahoot!) could be used to test new staff's knowledge of the AWIF and remind other staff about it. This can also be used to judge if the worker has sufficient knowledge before signing off on specific learning outcomes.

For example:

- section 7.6 on Infection prevention and control.

Observations[Show](#)

Observing staff with individuals or children and young people and seeing how they interact and communicate. This could be developed during one-to-one discussion, supervision or in feedback sessions.

For example:

- apply the principles of partnership working and coproduction in your work with others to develop positive relationships in the context of 'professional boundaries' (progress log 5.2b)

- identify and use a range of communication methods to meet the needs and preferences of the individual/s that you support (progress log 1.7b)
- identify and use a range of communication methods to meet the needs and preferences of the children and young people that you support (progress log 2.7b)
- apply the principles of partnership working and co-production in your work with others (progress log 5.2b).

Feedback

Show

When a worker receives good feedback, it can be used as evidence to complete relevant sections of the AWIF. This evidence may be developed further through one-to-one discussion and follow up questions.

The organisation could provide a mentor to offer direct support for the new member of staff. The mentor could also provide evidence to whoever is responsible for monitoring the AWIF about how the staff member is meeting standards.

For example:

- apply the principles of partnership working and co-production in your work with others (section 5.2b)
- implement the principles of Mwy na geiriau / More than just words in your work (Section 1.8b and 2.8b).

Supervision

Show

Supervision could include one-to-one discussions or structured conversations to help the worker gain evidence to complete the AWIF. This could be a standard

topic of discussion to support new workers.

For example:

- how to work in ways that build trust (Section 5.2a).

Work products

Show

Work products such as daily paperwork, logs and observations could be reviewed and discussed to check knowledge and skills before signing off on specific learning outcomes.

For example:

- what should be reported and recorded, when this should happen and how this information is stored (section 6.4a)
- how to record written information with accuracy, clarity, relevance and an appropriate level of detail (section 6.4a).

Organisational induction or probation

Show

The setting's induction programme could be designed to make sure that the worker can gain the evidence needed to complete AWIF.

As part of their induction, the worker's job description is likely to be reviewed with them on a regular basis, to make sure they understand their role and responsibilities. This activity could allow the worker to record evidence around:

For example, understanding:

- the purpose of job descriptions and person specifications for defining the expectations and limits of roles and responsibilities (progress log 5.1a).

For example, being able to:

- take account of your own job description, what it requires you to do and the limits of your role (progress log 5.1b).

Case study / ‘what if’ scenarios

Show

Using a previous ‘real life’ example from the setting, the worker could be asked to either write their thoughts on what they would do or to explain this in a one to-one discussion with their employer, manager or mentor, who could then help draw out more details and/or provide a steer.

Reflection and reflective accounts can also be used.

One-to-one discussion

Show

The employer, manager or mentor could have an informal conversation with the worker to look at different topics.

For example:

- the importance of knowing an individual’s preferences and background (the unique mix of a person’s experience, history, culture, beliefs, preferences, family relationships, informal networks and community) (Section 1.3a)
- the importance of knowing a child or young person’s preferences and background (the unique mix of a child’s experience, history, culture, beliefs, preferences, family relationships, informal networks and community) (Section 2.3a)
- what the Codes of Conduct and Professional Practice are, who these apply to and how they can be used (sections 1.1 and 2.1).

Case studies or scenarios could be used as a basis for one-to-one discussion. One-to-one discussion could also be used to follow-up on any observations.

Pre-set questions

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Pre-set questions could be used to help with one-to-one discussion and supervision with the manager or employer, or for the worker to use to support their AWIF workbook. The pre-set questions can help to make sure that evidence is specifically related to your setting.

Examples of pre-set questions

- Describe our values and ethos and how these relate to working with individuals or children and young people.
- What's meant by the term 'well-being' and why this is important?
- Why is it important to observe, monitor and record the health and well-being of individuals affected by particular health conditions?
- How can the environment support the inclusion of all children and young people?

Training

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Training, both internal and external, can be used to cover a wide range of learning outcomes, depending on the nature of the information covered.

For example:

- [Group A safeguarding](#) can be used as the basis for much of the learning outcomes within section 6
- [Sound knowledge, understanding and application of infection prevention and control \(level 02\)](#) can be used as the basis for section 7.6

- any joint health and social care community induction training could be mapped.