

Efficiency savings for recruitment, induction and supervision

Incorporated assessments into interviews, inductions, training and supervision, resulting in a wide range of benefits including saving time, saving money and improving the care, support and safeguarding of individuals.

Highlights

- Achieved cost and time savings, eg. cut our induction time by several weeks
- Gives the interview panel a snapshot of applicants' value base and an understanding of their knowledge and training needs
- Identifies where trained and qualified people do not have the right knowledge before it impacts individuals
- Professionalised our processes
- Enabled an audit trail of induction and training
- New workers feel valued
- Supported and improved our supervision structure
- Facilitates the assessment of the need for refresher training (as per Skills for Care guidance)

Background

Integrate is a Registered Charity who have been supporting adults with Learning Disabilities in the Preston and Chorley area of Lancashire for 30 years.

We are a LA preferred provider and have been awarded Investors in People for the support and training we provide for our employees. As a Charity, we are always looking at how to make savings without reducing the quality of our training or the services we provide. CIS Assessment is helping us to make effective and efficient change.

In January 2011, we had to change how we delivered induction to new staff. We had previously been delivering the Learning Disability Qualification accredited certificate. We have moved to the refreshed Common Induction Standards in line with the wider care sector. These changes enabled us to re-think our approach to the induction of new staff.

Having been introduced to CIS Assessment, we could see the potential to delivering a more flexible and blended approach to our induction training as well as re-thinking our recruitment process and supervision of existing staff. We have implemented the assessments in all three of these areas with significant results.



Using Assessments as part of the Interview

We use the “summary” of the standards as a pre-interview assessment prior to the formal panel interview. Our findings have been that the % score recorded on the CIS summary were reflected by the % marks given by the interview panel. For example a candidate had an 83% correct score on their assessment and 89% score by the panel following formal interviews.

Benefits of Interview Assessments:

1. Provides a **picture of the applicant's knowledge and training needs**.
2. Gives the panel a snapshot of the applicant's value base around social care.
3. **Supports and upholds the panel's decision** and highlights training needs and preferred style of learning for the candidate (scores were only made available to the panel after formal interviews to enable them to remain objective and not be influenced by their score). This provides objective evidence.
4. **Applicants, where English is not their first language, scored less on the assessment tool than on the panel score. This enabled us to identify and provide the required additional support.**
5. Feedback from applicants has been that at first the idea of an assessment was a little daunting; but that **the process is professional and reflects the changes in attitude towards social care employment**. It also confirms Integrate's passion in securing the right person to work in our sector while also identifying the potential in applicants new to this kind of work.
6. New workers feel valued and worth the time and commitment we make in developing them through a training pathway which reflects their individual needs and still **acknowledges the things they already know**.

Using Assessments in Induction of New Workers

The assessment toolkit is proving invaluable in recognising prior knowledge and not repeating training when people already know. It allows flexibility of assessment and a framework to plan what the learner needs and how this will be achieved (blended learning opportunities).

As a Training Coordinator, the luxury of **having access to all the data and progress of our staff is great and the online system means I have an audit trail** of assessment and training relevant to the support needs of our service users all in one place.

We have found that team leaders are now getting used to the system and can see how it will support them. **We have cut our induction time down by several weeks** in terms of staff being safe to work unsupervised. We have achieved this by using the assessment tool in conjunction with training courses and completion of workbooks for some learners while also **observing** them during the time they spend shadowing experienced staff.

“Time and expensive resources are not wasted”

Using Assessment Results in Supervision

We are fortunate to have some staff members who have worked for us for many years, who have done all of the courses. I am encouraging supervisors to **use the assessments to structure supervisions and re-visit topics**.

Often supervisions can become stale and less is brought to the table for discussion. **By using the assessments to focus on one standard and area of support, supervisors can generate discussion on how the standards are relevant to the work they do.** All 8 standards can be covered in a 12 month period.

This also **provides an opportunity to assess the need for refresher training**. Often people are put on training courses because they haven't been trained for 12 months. With the use of the assessment toolkit for subjects like Dementia and Safeguarding, a manager can assess if training is necessary. The benefits are that **time and expensive resources are not wasted and the knowledge that the worker has retained is valued and acknowledged**.

Using Assessments in Training

We have used the assessment of all 8 standards for all our new workers, even if they have brought prior learning evidence with them.

Previously, we accepted training and qualification certificates but we had no way to measure what knowledge new employees had retained.

As we know, qualifications and training delivery can vary and differ in quality. **We recently had a new worker who came with up to date mandatory course certificates and a Level 3 NVQ. However, the scores achieved in the assessments were less than we would have hoped for and significantly less than other workers who had no NVQ.**

Without the assessment tool, we might only have picked up on this during their support of our clients.



Inspection, Qualifications and Audit Trails

CIS Assessment gives us an audit trail showing what people knew when they came to our employment, how they are progressing along, what they have done and Managers can provide observational evidence. When used as a supervision tool it can show continuous learning, which in turn provides an audit trail for CPD. **These are all things we need to evidence compliance to CQC.**

When mapping the Common Induction Standards to the introduction units for the Diploma at Level 2, our awarding body (City and Guilds) **require observational evidence** for the relevant learning outcomes and the managers' comments boxes on the **assessment results provide this**.

For these purposes, I have found it easier to print the managers' comments and put them in the portfolio ready for inspection along with the certificate of completion and reference this to the relevant learning evidence on CIS Assessment.

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