

Towards a Region-Wide Training Strategy for the 1990s

Carolyn Kagan

Preface

The last twelve years has seen a unique level of co-operation between the Health Authorities, Local Authorities and related organisations in Greater Manchester and Lancashire (the area of the former North Western Regional Health Authority) over the improvement to services to people with a learning disability (mental handicap). The closure of all the long stay hospitals by the year 2000, and the resettlement of all their residents in ordinary houses in local communities across the Region, has been the most ambitious part of the programme, and this is now within sight of completion.

No less significant, however, has been the contribution of small, specialist teams of staff with the brief to assist agencies across the Region in the training of their staff and the development of the full range of their services to people with a learning disability. Over the years, they have made an exceptional contribution to promoting a high quality of care and service in all settings.

The world has moved on a great deal since the original publication of *A Model District Service* in 1982. After ten years, all the stakeholders decided it was necessary to review their approach to the service, and an extensive process of consultation was undertaken. This resulted in the Region wide strategy document *A Strategy for the 1990's*, which reaffirmed the basic principles of *A Model District Service* but identified a large number of issues for further development.

Carolyn Kagan of the North Western Training and Development Team has written this document as an essential complement to *A Strategy for the 1990's*. In it she identifies the vital role of training in enabling all those with a concern for service to people with a learning disability to develop the necessary values, skills and knowledge to enable service users to enjoy the best possible quality of life. The document identifies the essential components of an effective and comprehensive training process, and highlights the contribution which can be made on a Regional basis within that overall process.

I commend this document to all readers as a valuable tool in enabling us all to fill our commitment to an ever increasing quality of service to people with learning disabilities in the North West.

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Chair
North West Regional Joint Strategy Group for Services to People with a Learning Disability

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Executive Summary

The region-wide strategy document, *A Strategy for the 1990s*, emphasised a number of priorities for service development.

A region-wide approach to training in learning disability services must recognise the inter-connections of different elements of training and retain an emphasis on training as an aid to improving the lives of people with learning disabilities by a process of staff and service development.

People using services and other stakeholders in the lives of people with learning disabilities should expect that services are appropriate and flexible, and that training helps services ensure people with learning disabilities lead more fulfilling lives.

Training & Service?

This is a time of turbulence in services with unprecedented increases in complexity, speed of change and uncertainty.

Training plays a crucial part in offering opportunities for all stakeholders to develop the values, skills and knowledge necessary to reverse the process of devaluation of people with learning disabilities.

Training must ensure all stakeholders have opportunities to develop their knowledge, values and skills.

Training goes beyond formal courses to include in-house activities and supervision.

A Region-Wide Training Strategy

Training strategies need to address ways of empowering people with learning disabilities and enabling and encouraging other stakeholders to make their contribution.

Training strategies should target action at the levels of individual interactions, group or service

level activities and activities aimed at service activities.

Training strategies should address **who** should participate in **what** training and **how** it is delivered.

What is Required?

Training must be seen as an essential component of quality service provision and development.

Contracts

Purchasers and commissioners should write contracts which include requirements for joint training, and for monitoring its effectiveness.

Service specifications could include standards for access to, nature, delivery, take up and monitoring of training.

Budgets

Designated budgets are required for training to cover access to training, staff replacement, expenses enabling people with learning disabilities, carers and non-professional people to participate, and the purchase of training materials.

Management Support

Managers are well placed to understand the nature and function of training and can demonstrate their commitment to ensuring appropriate training is delivered to the right people at the right time.

Managers can be proactive in establishing training needs and incorporating these with service development plans and individual staff development plans.

Stakeholders and Participants

The major stakeholders in the lives of people with learning disabilities (the people themselves, families and friends, support staff, people living

in local communities and service organisations) have just expectations of region-wide training.

Training must extend to all the stakeholders in the lives of people with learning disabilities.

Region-wide Training Activities

Training needs to be realistic and relevant. It should achieve a balance between attitude development, conceptual knowledge and practical skill.

Training needs analyses should be undertaken at different levels. They should involve all stakeholders in the lives of people with learning disabilities and clarify proactive training activities.

Training activities can include on the job advice and information, supervision, development reviews or appraisals, team development events, agency training or local joint training workshops, sub-regional and region-wide training workshops and academic courses.

Components of Region-wide Training

There is a web of training available within the region supported by a network of interested people.

The training opportunities in the region include local joint training teams, sub-regional joint training forums, North Western Training & Development Team, independent agencies and universities and colleges.

Delivery of Region-wide Training

A number of ways have been found in which effective use of limited and contracting resources for training can be made region-wide.

Training can extend beyond agency and authority boundaries and regional events can be mounted by districts in rotation.

The North Western Training & Development Team is able to mount region-wide training events linked to other areas of its development work.

The Way Forward for Region-wide Training

Training can help extend good practice in the light of region-wide priorities.

Regional priorities which should be incorporated into training include values training; opening up community resources; empowerment; promoting quality; purchasing; education; day activities; health gain and forensic issues.

All localities should develop local training strategies.

User Involvement

All districts should explore ways of enhancing user participation in training as planners, course participants and trainers.

Creative means of overcoming obstacles to greater user involvement in training should be found.

Management

Managers should be involved in the planning and budgeting of training as well as releasing staff for training. They should encourage attendance on training and incorporate staff development issues into review and supervision systems.

Managers should take responsibility for training. They should compile a training needs analysis, audit available talents, interests and enthusiasms for delivering training and develop local expertise.

Managers should ensure that money is available for staff and other stakeholders to attend courses that advance region-wide priorities.

Managers should ensure that staffing calculations take into account allocations for staff training.

Managers should ensure that all staff have access to training opportunities as part of their staff development plans.

Managers should ensure training and development issues feature in staff supervision and review processes.

Validation and Accreditation

Local services should explore closer links with colleges and universities with a view to extending credit accumulation and transfer systems to relevant training activities.

NVQ should be fully integrated into service practice throughout the Region.

Evaluation of Efficacy

Attempts to monitor and evaluate the efficacy and impact of training should continue as part of a quality assurance process.

Evaluation of training should take place at individual, service and regional levels, and its contributions to the advancement of regional priorities assessed.

Introduction

Since the early 1980s the evolution of services to people with learning disabilities in the north west has been underpinned and influenced by the policy statement *A Model District Service*¹. A wide range of statutory and voluntary agencies have endorsed the policy statement which outlines three fundamental principles of service design:

- The use of ordinary means which are valued in the local community in order to enable people to live ordinary lives.
- The status of people who have a learning disability should be enhanced by services, both by what is done and the ways it is done.
- People who have learning disabilities are individual human beings with their own abilities, preferences and needs.

There has been a strong tradition in the north west of developing and reviewing policy through region-wide, interagency groups. This approach has been reflected by the Regional Advisory Group, as well as the Regional Training Team which was formed in 1986 to encourage moves towards *A Model District Service* through staff training and development initiatives. The Regional Training Team made significant progress in the development of local and region-wide joint training², and in building an environment in which training could flourish. The momentum it produced achieved a broad base for training resources and initiatives.

In 1992 a single North Western Training & Development Team was established, with a workload defined by the Joint Strategy Group, which was formed to embrace the resettlement task as well as the wider remit of all learning disability services in the north west.

At the outset, it was recognised that a work programme for the North Western Training &

Development Team needs to be set in the context of a clearly defined vision and a set of objectives for region-wide work as a whole. This in turn suggested the need for a stock take of the progress to date and a shared approach to the future task and the implications for training. Accordingly a full day workshop was held, and a subsequent discussion paper produced on priorities for the region-wide strategy for learning disability services in the 1990s. Linked to this, three workshops on Strategic Region-Wide Training were held from June-Nov 1992. This paper builds on these events and should be read alongside the paper on the region-wide strategy³.

Currently, major upheavals in services are taking place resulting from Government policy changes and new legislation. The purchaser/provider restructuring is affecting Health, Social Services, Education and voluntary organisations. The role of joint agency co-ordination and user/carer participation received greater emphasis. These and other wholesale changes are beginning to shake down.

Over the last decade, community services have developed as resettlement from hospitals to community living has taken place. In addition, local authorities have developed a substantial programme of hostel closure. Altogether, nearly 2000 people are now living in domestic scale ordinary housing in Greater Manchester and Lancashire who were previously in institutions.

Day services are changing too. Many people across the region are attending further and adult education; over 400 people with a wide range of learning disabilities are employed through supported employment schemes. Schools are beginning to respond by including children in mainstream provision.

With change and progress in services the requirements of people using services change. New demands from both users and carers are being placed on service workers.

¹ NWRHA, 1983, *A Model District Service*, NWRHA: Manchester.

² Regional Training Team reports, 1986-1990.

³ 1993, Joint Strategy Group, *A Strategy for the 1990s*.

The aspirations of people with learning disabilities, family members and workers, are constantly changing and developing. Services and those who deliver them will also need to change. It is partly through strategically planned and funded training that services will be able to respond in a proactive way to the changing demands and needs of people using the services.

People using services should expect that:

- services realise statutory and legal requirements to ensure that clients and carers are not at risk from unsafe practices
- services exercise their responsibilities to define staff roles to ensure the most effective and efficient use of public monies
- services develop flexible and appropriate mechanisms to meet individual people's changing needs.

It follows from these just expectations that the purposes of training will include:

- the continual confirmation of the principles underlying services supporting people living ordinary lives in the community
- knowledge about the actual means of reaching these service goals
- planned, supported and resourced communications between users and providers
- the development of new skills and knowledge
- the maintenance of competent levels of skills and knowledge
- the development of links between training and action in supporting people in achieving more fulfilling lives in their communities.

The Role of Training in the Development of Services

This is, therefore, a time of turbulence in services with unprecedented increases in complexity, speed of change and uncertainty. Training is an essential and valuable resource which will have to be used wisely to support and encourage the

new emphasis within services⁴. It plays a vital part in helping agencies strike a balance as they oscillate between the imperatives of the vision of 'what could and should be' and the practicalities of organising support for people with learning disabilities. As it is, two dangers present themselves if the balance is not achieved. An emphasis on the vision may paralyse day to day activities. On the other hand, an emphasis on day to day activities may result in a general loss of direction and sense of meaning in the work.

In an evolving and developing pattern of supports to people with learning disabilities, opportunities to understand and explore the value base, and develop appropriate knowledge and skills are vital not only for staff involved in direct service provision, but also for service users, carers, and members of the wider society. Training in its broadest sense plays a crucial part in offering opportunities for all stakeholders to recognise the fundamental problem facing people with learning disabilities, and develop values, skills and knowledge necessary to reverse the process of devaluation.

Training therefore should not only be concerned with knowledge and skill development in practitioner staff. If services aim to work toward the development of ordinary lives for people with learning disabilities, training must also ensure that other stakeholders (service users, carers, and members of the general public) have similar opportunities to develop their knowledge, values and skills.

Training in this broad sense goes beyond formal courses. While these conventionally play an important part in the development of staff, informal in-house activities and supervision processes are also important in ensuring the delivery of high quality services. Equally, other stakeholders also require access to a similar range of opportunities if they are to share the value base and develop knowledge and skills that will enable them to contribute to the achievement of the ordinary life model.

⁴ 1993, Bell, L., *Tossing the Coin: A Discussion Paper on the Future of Social Services Staff Development & Training Units*. Joint Initiative for Community Care, 61 West Hill, Aspley Guise, Milton Keynes MK17 8DS.

Towards a Region-Wide Training Strategy⁵

If services aim to encourage, and contribute to a range of supports that will enable people with learning disabilities to achieve valued 'ordinary lives', training strategies need to address not only direct service provision, but also ways of empowering people with learning disabilities, and enabling and encouraging other stakeholders to make their contribution.

In developing services, expectations and boundaries of good practice should be constantly challenged within the agreed value base. In the context outlined above, a coherent training strategy should support service aspirations by targeting action at different levels, which can be categorised as individual interactions, group or service level activities, and activities aimed at wider society. The broad components of a strategy can be identified as:

- People - the target group
- the providers of training.
- Content - what is included in the training.
- Process - how the training is delivered.

A matrix illustrating the types of activity that might be included in a coherent training and development strategy is shown in Table 1.

⁵ Region-wide refers to the part of the North West covering Greater Manchester and Lancashire i.e., the former NWRHA.

Level	People	Content	Process
Individual	Direct Service Staff	Values, attitudes, expectations Skill development Knowledge development	Supervision with line manager Modelling by colleagues, interaction with service users carer
	Carers	Values, attitudes, expectations Skill development	Interaction with service staff other carers, service users
	Service Users	Values, attitudes, expectations Skill development	Interaction with service staff service users
Service	Direct Service Staff - practitioners - managers Commissioners/Purchasers	Values, attitudes, expectations Skill development Knowledge development	In house training Training workshops (single service) Joint Training Workshops (incl. carers, service users) Professional Training
	Carers	Values, attitudes, expectations Skill Knowledge	Carer groups Carer workshops Participation events
	Service Users	Values, attitudes, expectations Skills	Service user groups (eg advocacy) Service user workshops (eg relationships, assertiveness) Participation events
Society	Indirect Service Staff, eg - leisure - general health practitioners - housing Members of Public - individuals - groups - wider society	Values, attitudes, expectations	Training workshops Direct contact Open forums Training workshops Direct contact Open forums

Table 1: Types of Activity Within a Coherent Training and Development Strategy

What Is Required for Coherent Region-Wide Training?

Training must be seen as an essential component of quality service provision and development. Training is not a frill to be added to basic service implementation.

If training is to preserve its place in the development and maintenance of quality services that are constantly improving,⁶ a number of pre-requisites must be assured.

Contracts

Purchasers and commissioners in health and social service agencies have responsibility for writing contracts for those providing services. They should include requirements for joint training, as well as for some monitoring of its effectiveness, in all contracts. Service specifications could include standards for access to, nature, delivery, take up and monitoring of training. In order to do this effectively purchasers and commissioners must be able to grasp the complexity of training resources within the region as well as the philosophy underlying services and the direction in which services and supports for people with learning disabilities are moving.

Budgets

Training requires designated budgets. Whilst most statutory agencies have professional training departments and general training budgets, much training currently takes place locally without a designated budget. This means that many staff are involved on a goodwill basis both as trainers and often as participants; staff release for training cannot be covered leading to inaccessible training and/or inadequately staffed services whilst people participate in training; expenses are not available for people with learning disabilities, carers or other non

professional people leading to inaccessible training and a failure to reach some important stakeholders; training resources developed elsewhere cannot be purchased and used resulting in unnecessary duplication of the preparation of materials.

Management Support

If training is to be valued as a core component of service, managers must understand its nature and function and must demonstrate their commitment to ensuring appropriate training is delivered to the right people at the right time. Managers must identify and clarify their responsibilities and state their commitment to training. They must find ways of releasing staff in meaningful teams if necessary and of ensuring training has an impact on the service and on the lives of people with learning disabilities. Managers are well placed to be proactive and not reactive in establishing training needs within their particular services and for their own staff. A key management task should be to contribute to a service development plan incorporating staff training and development, as well as individual staff development plans for their staff.

Stakeholders and Participants

There are four major groups of stakeholders in the lives of people with learning disabilities. These are: people with learning disabilities, their families and friends; support staff; people living in local communities; and service organisations.

Table 2 summarises the stake these different groups have in a Region-Wide Training Strategy.

If services are to help people with learning disabilities participate in and be included in their communities, training must extend beyond staff in the learning disability service. Training must also be offered to people in communities who

⁶ See the role of training in quality services - Burton, M., 1993, *Roads to Quality*, Regional Advisory Group for Learning Disability Services: Manchester.

have not previously been invited to contribute to the lives of people with learning disabilities.

Their families and friends as well as members of the public are all important stakeholders in the future of services supporting people with learning disabilities and should, therefore, have access to training.

People with Learning Disabilities, their Families and Friends	Support Staff	Service Organisations	People Living In Local Communities
<ul style="list-style-type: none"> • opportunities to be involved with services • opportunities to influence services in terms of better outcomes for users • increased knowledge, understanding and information • reassurance of competent staff • shift of balance between user interests and the system • eliminate practices disliked • understand how service system works and how to complain • sharing of successful strategies leading to increased courage • shift in balance of power and control • greater access 	<ul style="list-style-type: none"> • responsive to shifting priorities and changes • access to opportunity via training profiles, accreditation • personal satisfaction and development • opportunity and ability to influence what others do in jobs and vice versa • clear integration with agency purpose • risk management • enable them to take positive steps in all the changes • understanding of how to effect change • link vision with concrete model of service • clear statement of what can be expected at work • access to new ideas and thinking outside own agency • sense of direction and belonging 	<ul style="list-style-type: none"> • more effective, competent workforce, meeting agency objectives • high quality with value for money • organisational development • reaffirmation of purpose of service • benefits for related services • proactive not reactive • avoidance of scandals • public image and accountability • contract development • information to top managers • pool resources from wider networks and experience • demonstration of service efficacy • staff retention • return on investment in staff 	<ul style="list-style-type: none"> • more opportunities and invitations to be involved in the lives of people with learning disabilities • reassurance that public services are not haphazard • inclusion in support of people with learning disabilities • greater responsiveness to local conditions • greater understanding of people with learning disabilities • ability to enable people with learning disabilities to be supported locally • enhanced building or rediscovering sense of community • active part in community • contribute to helping community take responsibility for all its members • ability to identify capacities to enhance the lives of vulnerable people

Table 2: Stakes in a Region-Wide Training Strategy of Different Interest Groups

Where is Region-Wide Training Now?

Region-Wide Training Activities

Training should needs to be realistic and relevant. It should achieve a balance between attitude development, conceptual knowledge and practical skill. It should be extended beyond direct contact paid staff to include managers (at all levels), volunteers, carers and friends, members of the public and staff in other statutory and voluntary organisations that have some contact with people with learning disabilities.

Training plays a vital part in the development of staff and services more generally, enabling them to ensure better futures for people with learning disabilities. Different kinds of training activities

contribute to different aspects of staff and service development, as shown in Table 3. These training activities can be specified for particular services. Furthermore, they can be highlighted in individual staff members' career development plans. (Staff will, of course, learn from experience, colleagues, the people they work with and so on: not all staff development is due to training per se).

Training needs analyses, undertaken at individual, team, agency, locality and region-wide levels, can help clarify proactive training activities. Such analyses should not be confined to contact staff. They should involve all stakeholders in the lives of people with learning disabilities. Ideally, training activities will result from training needs analyses.

Training/Activity	Development Issue
On the job advice and information:	staff-client 'fit'; skill development.
Supervision:	skill/knowledge/emotional/service development; role building; staff-client 'fit'; confidence.
Development review or appraisal:	role building; resources for personal and professional development; staff-client 'fit'.
Team development events:	knowledge; interpersonal communications; service coherence and development; staff-client 'fit'.
Agency training:	policy, practice and professional development; operational procedures; agency priorities; knowledge
Local joint training:	inter-professional skills and communications; knowledge; coherence of aims and practices.
Sub-regional and region-wide training:	knowledge and understanding; joint training; national training; new practices; values and vision.
Academic courses:	professionalism; knowledge and understanding; critical appraisal of research and theory; skill; inter-disciplinary and inter-professional links; confidence.

Table 3: Different Training Activities and their Links with Staff and Service Development

Components of Region-Wide Training

There is a web of training available within the region supported by a network of interested people between whom the information flows. Figure 1 shows the inter-related systems.

Each system has a number of specific features and strengths.

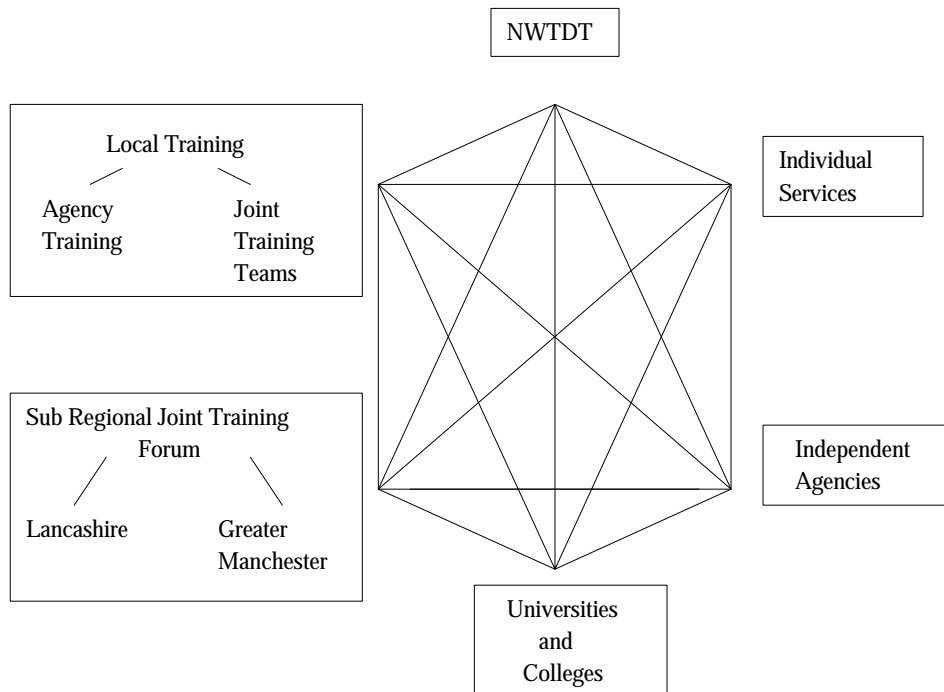


Figure 1: Inter-related Training Opportunities in the Region

Local Training

- Joint Training Teams now operate in most districts. They act as a local focus for identifying training needs and co-ordinating provision. Some are within staff development sections.
- The level of training, which is mainly in-house staff development, is at introductory, intermediate and advanced standard, but is as yet mostly outside the NVQ qualifying and post qualifying frameworks.
- Provision of training is usually by in-house staff or training officers.

Individual Services

- A great deal of training takes place within services in individual agencies.
- Expertise may be from within the service or from outside the specific service.
- Staff teams develop common understanding and skills.
- Focus is on specific capabilities to support particular people with learning disabilities.

- Main focus is on base line introductory training; skill development especially in communication; Insight into Challenges; personal relationships and sexuality; counselling; supported employment.

Sub-Regional Joint Training Forums

- Lancashire has a county wide joint training co-ordinating group, and the Greater Manchester metro districts have considered the benefits of setting one up.

- Task is to coordinate and stimulate the work of local teams, and to act as a resource, and a reference point for external training agencies.
- Lancashire's County Group also provides training or purchases training. The focus is on specialist courses (e.g., TSI or level 3 Personal Relationships and Sexuality), train the trainers courses and one-off large scale events.
- Lancashire's County Group also acts as a link to existing County training resources, and to external training resources e.g., The University of Central Lancashire.

North Western Training & Development Team

- Acts as a link between local training initiatives, the Joint Strategy Group, the Regional Advisory Group and the Social Services Directors Strategy Group.
- The aim is to ensure that training remains a high priority, and is coherent with the region-wide strategy.
- The NWTDT also provides training itself or purchases training from external sources. The focus is on regionally co-ordinated workshops and leading edge training.
- The NWTDT circulates information about local and national training events and trainers. It acts as an information broker and is able to locate particular expertise sought by individual districts.

Independent Agencies

- The flourishing training scene region-wide, and the push to self financing training events has encouraged the growth of independent contractors. Information is circulated by the NWTDT about independent contractors.
- Some of the independent agencies are established agencies or businesses like Tameside Association for Community (TACL), or British Institute of Learning Disabilities (BILD), some are independent entrepreneurs, and some are existing agencies

selling spaces on courses, like Calderstones, or the Universities.

- The focus of this training is bought-in courses, leading edge training, day conferences and marketing of training materials commercially available.

Universities and Colleges

- Institutions of higher, further and adult education all offer a range of courses at post graduate, under graduate and pre-degree level.
- Generally focus their attention on qualifying or post-qualifying courses, as well as external in-house training.
- Training incorporates leading edge research and thinking.
- The range of training also extends to NVQ training in Colleges of Further Education.
- Training extended to people outside services.

Delivery of Region-Wide Training

There are a number of ways in which effective use of limited and contracting resources for training can be made region-wide. All of these practices exist currently in some parts of the region.

Training can extend beyond agency and authority boundaries in a number of ways. Regional events can be mounted by districts in rotation. Different districts could offer regional training in different areas of practice; or districts could take it in turns to mount similar training events. Nevertheless, if districts offered training on a *quid pro quo* basis, costs could be kept down.

If districts were unable to offer region-wide training, they could form coalitions with neighbouring authorities and work a similar rotational system.

If region-wide events are thought to be valuable, but districts are unable to coordinate events across agency boundaries, some advance funding

would enable the NWTDT to mount region-wide events at low cost. As it is, the NWTDT mount region-wide events closely tied in with the other areas of their development work. Nearly all aspects of service development highlight areas for training that the team is able to catalyse across

agency and district boundaries. However, with little local district resource and management support, the implementation into practice will remain limited.

Rotational use of district training venues will also help keep costs down.

What Is the Way Forward for Region-Wide Training?

Region-Wide Strategy Priorities

If training is to sustain current good practice and to extend this in the light of region-wide priorities, a number of areas for training emerge. These should be incorporated in training at all levels from region-wide to individual, and include the priorities outlined in Table 4.

These training activities should have priority along with the development of services. The contribution users of services as well as their carers, relatives, neighbours, friends and advocates can make as trainers or as participants should be made explicit in the planning of all events.

Training Issues	Priorities
Values Training:	for new staff and for existing staff in order to ensure appropriate implementation of underlying service principles and philosophy.
Opening Up Communities:	for staff in wide range of agencies; people with learning disabilities and families; members of communities.
Empowerment:	for service users, families and friends; members of communities; advocates; managers.
Promoting Quality:	for all staff providing services to people with learning disabilities, families and friends; managers; purchasers; politicians; inspectors; registration officers.
Purchasing:	purchasers and providers involved in setting specifications and drawing up contracts.
Education:	teachers, governors and parents from special and mainstream schools; tutors in HE, FE and, AE; careers advisers.
Day Activities:	day centre staff; recreation and leisure staff; detached and community development workers; people with learning disabilities; families and friends; members of local communities.
Health Gain:	health promotion officers, GPs, FHSAs, purchasers, voluntary carer organisations, initial training courses.
Forensic:	forensic service staff, police, court staff, probation officers, GPs, psychiatrists, social workers.

Table 4: Region-Wide Priorities and Training Issues

Local Training Strategies

strategies, key components of which might be those illustrated in Table 5.

As well as individual training and development plans, all localities should develop local training

Key Component	Comment
Summarise Purpose of Strategy:	Serves as an introduction to the document.
Overall Training Aims:	In producing a strategy document reference will need to be made to the policy contexts and the underlying philosophies.
Role of Training Department/Managers:	It is useful to outline the role of line management and seek agreement to it.
Components of the Strategy:	Describe the initiatives that underpin the strategy.
Identify Priorities:	In terms of target groups, time and resource constraints.
Ensure Implementation of What is Learned:	It is helpful to specify strategies for helping participants implement what they have learned. These strategies should include monitoring implementation.
Specify Outcomes Expected:	For example, benefits to relevant stakeholders, numbers involved, qualifications expected.
Monitoring Training Effectiveness:	Methods need to be built in at an early stage. A range of models will help to ensure reliable feedback.
Gain Support:	The strategy will have a greater chance of success if it has the full support of senior managers within the organisation.

Table 5: Local Training Strategies: a possible outline

User Involvement

User involvement in the planning and delivery of services is central to the development of quality services.

The desire to involve users is not always matched by an ability to do so in an effective way, and expertise has grown in knowing how not to involve users rather than how to.

There is growing recognition of the dangers of tokenism and patronising and condescending efforts. We know **what** we want, but not

necessarily **how** to achieve it. We need to create a climate that recognises that we do not have the answers as yet, and that therefore supports experimentation.

There are many examples of genuine attempts at user involvement, and we need to learn from them and continually strive for improvement.

In addition to greater participation in services, people with learning disabilities can also become more involved in training.

They can participate as trainers, as planners and as course participants. Table 6 summarises the

implications of such involvement.

Role of Users	Implications
Users as Trainers:	<p>Appropriate fees and expenses are required when people are used as trainers or consultants. Negotiation of preferred payment should take place prior to the event.</p> <p>Consultation on how users will contribute, and how their contributions relate to and fit in with whole programme or course, should take place prior to the event.</p>
Users as Planners:	<p>People with learning disabilities can be helped to identify training that is relevant for the staff that support them in order to improve their quality of life. At the individual level, this may be about our ability to understand what a person is communicating.</p> <p>Gaining input for a training strategy for a service, a district, or the region is complex. Involving people (with learning disabilities) in established professional meetings does not always work well. We need to look for creative alternative ways of involving users in the planning process.</p> <p>It may be possible to restructure the meeting in order to facilitate the active involvement of non-professionals. How is the information presented? Can support be provided to ensure information is being understood?</p> <p>In the short term, can a parallel meeting be run? A link person may attend the meeting of users and feed back to the strategy group. Care must be taken to ensure that users are not just responding to and helping professionals: professionals should also respond to and help groups of users.</p>
Users as Course Participants:	<p>Appropriate training may be required in order to carry out tasks that impact on the quality of the service e.g., staff recruitment and selection. Adapt the delivery, not the content, and provide appropriate support. Isolating individual users may not always be a pleasant experience.</p>

Table 6: Ways of Involving Users in Region-Wide Training

Experience of involving people with learning disabilities in training has grown. A range of

solutions overcoming obstacles to progress have been found, as illustrated in Table 7.

Obstacles	Solutions
<p>Access.</p> <p>Inadequate toilet facilities.</p> <p>Lack of transport.</p> <p>Lack of experience and confidence of trainers in facilitating the involvement of users.</p> <p>Self consciousness of trainers.</p> <p>Lack of skill in presenting material in accessible way.</p> <p>Time needed for preparation and support prior to and during event.</p> <p>Need to ensure understanding in planning and participation.</p> <p>Difficulties in attending meetings because of other priorities.</p> <p>Need different methods of presenting information.</p> <p>Unsuitable course material (e.g., some aspects of Patterns for Living felt to be offensive).</p> <p>Participants may not complete the course, making working in pairs difficult.</p> <p>Lack of follow up to training.</p> <p>Some service users are not used to participating in joint learning with staff.</p> <p>Insufficient resources.</p> <p>Inability to pay proper consultant fees because of limit imposed by benefits.</p> <p>Expenses difficult to pay.</p> <p>Lack of advocates.</p> <p>Lack of staff time available to provide necessary support.</p> <p>Emphasis is on staff training needs.</p>	<p>Move training venues.</p> <p>Move training venues.</p> <p>Shorter training days to fit with transport schedules.</p> <p>Use experienced facilitators as the models when starting up (e.g., Paul Taylor; Frances Brown).</p> <p>More experience.</p> <p>Gain experience alongside more experienced presenters.</p> <p>Schedule such time; involve carers or contact staff in preparation; ensure the right person is available for support; work in small groups.</p> <p>Prepare well in advance; involve carers or contact staff; invite in person, not only by letter.</p> <p>Keep carers and staff informed to ensure participants are able to attend.</p> <p>Gain experience alongside experienced practitioners in using symbols.</p> <p>Modify course material after consultation with service users; respond to feedback from participants.</p> <p>Have flexible patterns of working within courses.</p> <p>Staff and users plan feedback to managers following training.</p> <p>Include some people who have experience of joint learning and staff that are known and liked.</p> <p>Offer lunch and refreshments.</p> <p>Pay up to the limit and also pay in kind (e.g., take consultants out for a meal).</p> <p>Find out which other funds can be made available for over expenses.</p> <p>Use staff whilst pushing for encouragement of advocate involvement.</p> <p>Take all opportunities to gain management support and to revise staffing priorities.</p> <p>Take all opportunities to influence discussions about the service so that greater account is taken of user involvement.</p>

Table 7: Means of Overcoming Obstacles to Participation of People with Learning Disabilities in Training

Management

Part of a manager's role is to pass on her knowledge and expertise. Managers are often seen as powerful people and therefore this adds weight to the message being put over in training. Thus managers should be involved in the planning of training as well as in budgeting and releasing staff for training. Managers should encourage attendance on training and incorporate staff development into review and supervision systems.

Responsibility for Training

Managers are well placed to plan and manage a training responsibility (in conjunction with staff development sections where they exist). This responsibility may include compiling a training needs analysis, auditing available talents, interests and enthusiasms for delivering training and develop local expertise where existing interests do not match up with the training needs.

Budgets

Managers should ensure that money is allocated for staff and other stakeholders to attend courses/workshops that advance region-wide priorities.

Staff Release

Staffing calculations need to take into account an average allocation of days for staff training.

Timetable of courses/workshops needs to take into account the pressures on staff release at certain times of the year.

Part of Staff Development Process and Profiles

Access to quality training opportunities is an important part of any staff member's development. Attendance on courses that are part of the region-wide Training Strategy hold status within a person's CV (curriculum vitae) or application form and possibly contribute to NVQ accreditation.

Supervision and Individual Performance Review (IPR)

Managers should ensure that supervision or individual performance review are incorporated into work practice. It is their responsibility to ensure training is considered as part of these processes. Furthermore, they should ensure that attendance at training events is encouraged and discussed.

It is the managers who have overall responsibility for ensuring the processes of staff and organisation development are coherent. Figure 2 shows one way of summarising this.

A Systematic Process for Staff and Organisation Development

(JICC copyright)

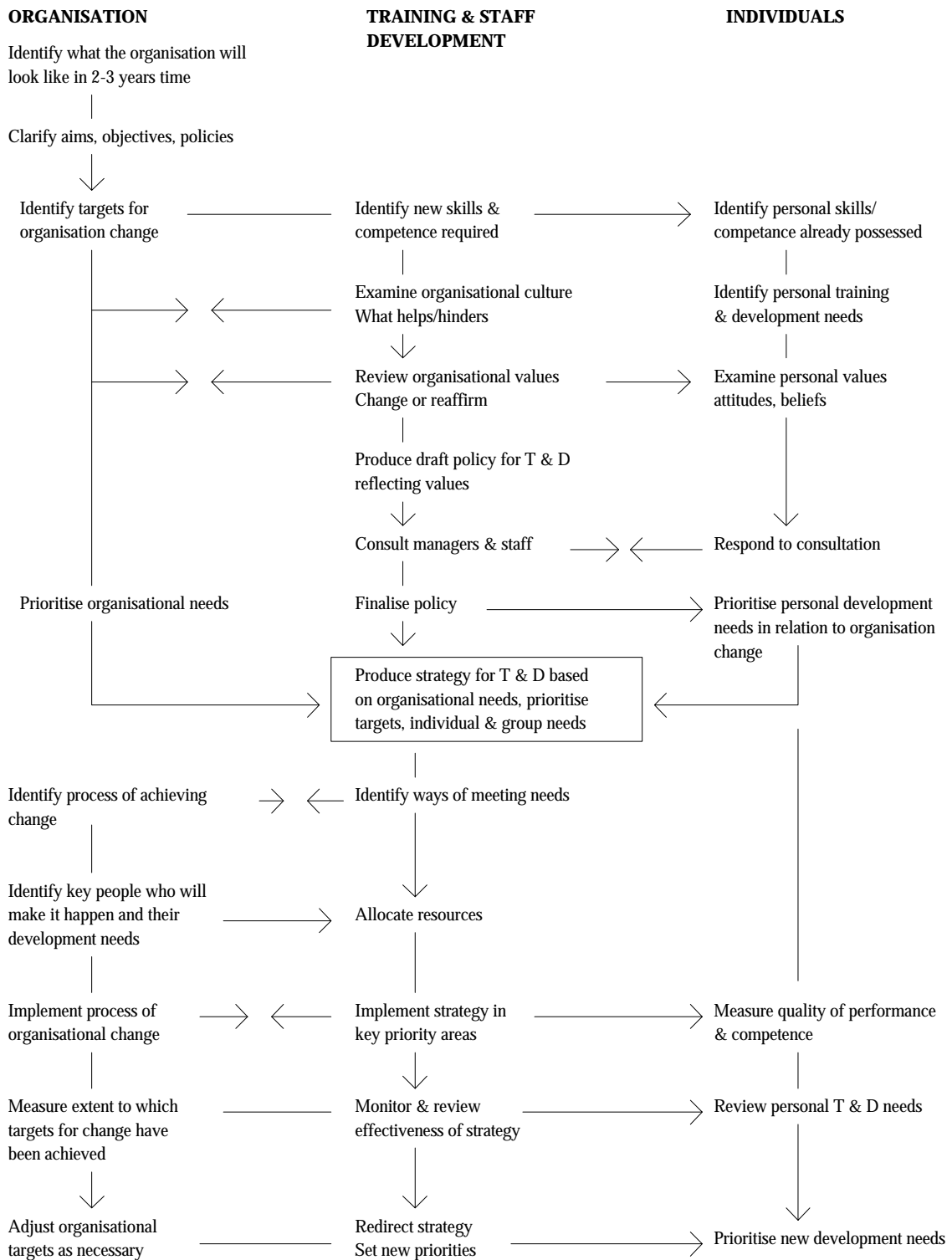


Figure 2: A Systematic Process for Staff and Organisation Development

(from Bell, L., 1993, *Tossing the Coin*, JICC. Reproduced with permission from JICC).

Validation and Accreditation

CATS

Staff undertake many hours of training. Credit accumulation and transfer schemes (CATS) within further and higher education try to acknowledge all effort expended by students in their studies. It may be possible to credit the learning that has taken place on training courses.

This could be by recognising the effort expended for purposes of entry to other courses with advanced standing (i.e., students would study a shorter course as a result of credit for prior learning). This credit could be specific credit from particular courses (i.e., to enable exemption from specified study), or general credit (i.e., to enable students to study fewer modules on their chosen course). The onus would be on students to request advanced standing and to provide any evidence for the receiving institution. Exemption could not be guaranteed.

Alternatively it could be by accrediting the training course with a CATS credit/level rating that had wide currency in further and higher education. (Particular courses may not recognise the credits gained in terms of exemption, others would. It may be possible to devise a credit accumulation course consisting of the requisite number of credits at particular levels and awarded by a particular institution - this should be explored within the region).

NVQ

Several authorities are introducing NVQ. All workers have a right to access NVQ. There are several training implications:

- Assessors training.
- Verifiers training
- Supervisors training.
- Workers training and compilation of records of achievement.

- Training on non NVQ issues and how this can be incorporated into the evidence required.

The full integration of NVQ into service practice should be a regional priority.

Evaluation of Efficacy

The evaluation of training and its impact is not easy. This does not mean that no attempt to do so should be made. Ensuring that training is available, and tracking the efficacy and impact of training is a part of quality assurance. The evaluation of training is linked to other service systems, and should be highlighted at individual, service and region-wide levels.

Individual

Authorities and individual people can monitor the personal skill and professional development that takes place as a result of training. This can be done in a variety of ways but all should be structured and interlocked with other staff support and monitoring systems such as individual appraisal, supervision etc. If supervision and individual development systems are not in place they should be introduced as a priority.

Service

Ways can be found of monitoring the impact of training on the service and its development. These should all interlock with other service review systems such as review, evaluation, annual report etc. If regular service reviews and quality assessment exercises are not part of service practice they should be introduced.

Regional

If a region-wide Training Strategy is to be useful it needs to be monitored in terms of how it contributes to the progress of the region-wide strategy⁷. This will require collecting individual and service level training evaluations.

⁷ 1993, Joint Strategy Group, *A Strategy for the 1990s*.

Review of Local Contributions to Region-Wide Training Strategy

These charts are intended as an aid to help services develop more coherent approaches in reviewing their own progress and to do better what they do.

1. Availability of Training: How have different stakeholders in your locality developed their values/attitudes/expectations/skills/knowledge:

Stakeholders	Values	Attitudes	Expectations	Skills	Knowledge
Direct Care Staff Practitioners Managers					
Carers					
Service Users					
Commissioners					
Indirect Service Staff Leisure General Health Practitioners Housing Other:					
Members of the Public Individuals Groups Wider Society					
Other:					

2. Budgets: How can budgetary support for training be improved?

	What is the current situation?	Priorities for improvement?	Who is responsible for change?	Progress	Date of next training review
1. What training budgets are available?					
2. How much training takes place on a goodwill basis from: <ul style="list-style-type: none"> - trainers? - participants? 					
3. What expenses or fees are available to: <ul style="list-style-type: none"> - people with learning disabilities? - carers or other non professional people? 					
4. How much staff release is available for training?					
5. What training materials have been made available?					

3. Contracts: How can training be better incorporated into contracts?

	What is the current situation?	Priorities for improvement?	Who is responsible for change?	Progress	Date of next training review
1. What do commissioners understand about what is expected of the service they are providing?					
2. To what extent do contracts specify: <ul style="list-style-type: none"> - standards for access to training? - delivery of training? - take up of training? - monitoring of training? 					
3. To what extent do commissioners have access to training resources within the region?					

4. Management Support: How can management support for training be improved?

	What is the current situation?	Priorities for improvement?	Who is responsible for change?	Progress	Date of next training review
1. Where is training specified as an essential component of quality service provision and development?					
2. To what extent do managers understand the nature and functions of training?					
3. In what ways do managers demonstrate their commitment to ensuring appropriate training is delivered to the right people at the right time?					
4. How do managers actively support training activities?					
5. How are staff released (in meaningful teams as necessary) for training?					
	What is the current situation?	Priorities for improvement?	Who is responsible for change?	Progress	Date of next training review

6. What mechanisms for staff release and cover are there?					
7. How are courses timetabled to fit in with other pressures within the service?					
8. How do managers ensure training has an impact on: - the service - the lives of people with learning disabilities?					
9. How is individual progress and development monitored?					
10. What individual staff development plans are in place?					

	What is the current situation?	Priorities for improvement?	Who is responsible for change?	Progress	Date of next training review
11. What is the role of training in supervision and performance review?					
12. What does the local audit of training reveal in terms of: <ul style="list-style-type: none"> - available expertise - gaps in available expertise - development strategies for expanding local expertise? 					

5. Participants and Stakeholders: How can training for different stakeholders be improved?

	What is the current situation?	Priorities for improvement?	Who is responsible for change?	Progress	Date of next training review
<p>1. In the past 6 months what training has been made available to:</p> <ul style="list-style-type: none"> - people with learning disabilities - families and friends of people with learning disabilities - direct care staff - managers - members of the public 					
<p>2. In the past 6 months what opportunities have there been for the following to contribute to training:</p> <ul style="list-style-type: none"> - people with learning disabilities - families and friends of people with learning disabilities - direct care staff - managers - members of the public 					

6. Scope of Region-Wide Training: How can region-wide training be improved?

	What is the current situation?	Priorities for improvement?	Who is responsible for change?	Progress	Date of next training review
<p>1. How are the following principles of training achieved?</p> <ul style="list-style-type: none"> - continual confirmation of service principles - means of reaching service goals - communications between users and providers - development of new skills and knowledge - maintenance of competent levels of skills and knowledge - enhancement of action in supporting people with learning disabilities to lead more fulfilling lives 					

	What is the current situation?	Priorities for improvement?	Who is responsible for change?	Progress	Date of next training review
2. What is the balance between attitude development, conceptual knowledge and practical skill in training?					

	What is the current situation?			Priorities for improvement?	Who is responsible for change?	Progress	Date of next training review
	Who participated	How was learning implemented?	How was training monitored?				
3. In the past 6 months which of the following have been undertaken: <ul style="list-style-type: none"> - on the job advice and information - supervision - development review/appraisal - team development events - agency training - local joint training 							

	What is the current situation?			Priorities for improvement?	Who is responsible for change?	Progress	Date of next training review
	Who participated	How was learning implemented?	How was training monitored?				
<ul style="list-style-type: none"> - sub regional and region-wide training - academic courses 							

	What is the current situation?	Priorities for improvement?	Who is responsible for change?	Progress	Date of next training review
4. How many staff have a personal development plan?					
5. How do personal development plans link with training?					
6. What does the training needs analysis for your service contain at different levels: <ul style="list-style-type: none"> - team - agency - locality - region-wide 					

	What is the current situation?	Priorities for improvement?	Who is responsible for change?	Progress	Date of next training review
<p>7. In what ways does your service participate in the following training systems:</p> <ul style="list-style-type: none"> - individual services - local training - agency training - joint training teams - sub-regional joint training teams - NWTDT newsletter - events - independent agencies - universities and colleges 					

	What is the current situation?	Priorities for improvement?	Who is responsible for change?	Progress	Date of next training review
8. How is training delivered? - locally - shared across districts - region-wide					

7. Region-Wide Priorities: How can region-wide priorities be addressed?

	What is the current situation?		Priorities for improvement?	Who is responsible for change?	Progress	Date of next training review
	What training has taken place?	Who participated?				
<p>1. In the past six months what training has taken place in the following areas:</p> <ul style="list-style-type: none"> - Values training - Opening up communities - Empowerment - Promoting quality - Purchasing - Education - A place to live - Day activities - Health gain - Forensic 						

8. Local Training Strategies: How can local training strategies be improved?

	What is the current situation?	Priorities for improvement?	Who is responsible for change?	Progress	Date of next training review
<p>1. What progress has been made in developing a local training strategy?</p> <ul style="list-style-type: none"> - Membership of development group - Purpose of strategy stated - Overall training aims specified - Role of training depts and managers clarified - Components of strategy outlined - Priorities reidentified - Expected outcomes specified - Implementation strategies suggested - Monitoring of training effectiveness systems developed - Support for strategy gained 					

9. User Involvement: How can user involvement in training be improved?

	What is the current situation?	Priorities for improvement?	Who is responsible for change?	Progress	Date of next training review
1. In the past six months how have users been involved in training as: - trainers - planners - course participants					
2. What has been learnt about the involvement of users in training?					
3. What strategies are there for including more people with learning disabilities in training?					

10. Validation and Accreditation: How can progress towards validation and accreditation of training be improved?

	What is the current situation?	Priorities for improvement?	Who is responsible for change?	Progress	Date of next training review
1. Who is responsible for NVQ?					
2. What have workers been told about NVQ?					
3. How will NVQ work be supervised? accredited?					
4. What help have potential supervisors and accreditors been given?					
5. How has NVQ been integrated into services?					
6. What attempts have been made to secure educational credits for different training activities?					
7. Who are the local contact people for credit accumulation and transfer in colleges and universities?					

11. Evaluation of Efficacy: How can the evaluation of training be improved?

	What is the current situation?	Priorities for improvement?	Who is responsible for change?	Progress	Date of next training review
1. How is training monitored at the levels of: - individuals - services - region					
2. What evaluation of training takes place locally?					
3. What service reviews and quality assessment exercises have been undertaken in the past six months?					
4. How is the implementation of what is learnt in training ensured?					

Additional Reading

1992, Boam, R., & Sparrow, P., *Designing & Achieving Competency*, McGraw Hill.

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Appendix 1: Membership of the Working Group

The group that met to prepare this document was drawn from membership of the Regional Advisory Group Training Sub Group. Different people contributed at different stages including:

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Olive Carroll
Owen Cooper
Sheila Gallagher
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