Department for Transport (DfT)

Summary of project deliverables, detailed improvement plans and next steps

02/09/2009

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Department for Transport   Ref: 23/001
Professional Skills for Delivering the DDR training scheme   Issue: 1.1
Summary, improvement plans & next steps   Date: 02/09/2009

CONTENTS

Department for Transport
Professional Skills for Delivering the DDR training scheme
Project summary, improvement plans & next steps

Ref: 23/001
Issue: 1.1
Date: 02/09/2009

1   INTRODUCTION

In August 2007, the Department for Transport (DfT) commissioned CAS to carry out an independent review of the skills and knowledge (competence requirements) that a good Drink Drive Rehabilitation (DDR) Trainer needs to have. This project has produced a competence framework setting out future requirements. It has also produced a number of good practice guidance documents which training providers can use to recruit, select, train and develop high quality Trainers and thereby assure DfT that DDR Trainer competence is being effectively managed.

This guidance is consistent with good practice approaches recognised by:

- Chartered Institute of Personnel Development (CPID).

- British Psychological Society (BPS).

- European Association for Personnel Management (EAPM).

- Qualification and Curriculum Authority (QCA).

- Federation of Awarding Bodies (FAB).

1.1 Background

DDR training is provided to individuals convicted of a drink driving offence who opt to have their sentences reduced by completing it. DDR courses aim to increase their attendees' awareness of the dangers of drink driving. The approaches used in the courses vary considerably from provider to provider but most involve a mixture of presentations, exercises, discussions and role play aimed at increasing knowledge and changing attitudes towards drink driving.

Attendees represent a broad cross-section of the community in terms of age, gender, ethnicity and socio-economic status. For some attendees, issues such as literacy and numeracy, drug and alcohol problems and other medical complaints can impact on their ability to complete DDR courses. These problems must be identified and managed by the DDR Trainer. As such, the role of a DDR Trainer can be very challenging. Trainers need to be skilled in delivering training, motivating trainees, facilitating groups and managing conflict situations.

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Department for Transport
Professional Skills for Delivering the DDR training scheme
Project summary, improvement plans & next steps

Ref: 23/001
Issue: 1.1
Date: 02/09/2009

At present, 22 training organisations offer DDR courses across the UK. They differ in terms of their size, the approaches they take and the amount and scope of the training they deliver.

1.2 This report

This report forms the final deliverable of the project and should be read in conjunction with its two other major deliverables[1]:

- Deliverable 6: DDR Trainer Good Practice Guide (Dated 30/09/2008).

- Deliverable 7: Analysis of DDR training organisations: interview findings (Dated 23/12/2008).

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[1] This project has submitted 10 deliverables to DfT, the most important being Deliverables 6 and 7.

Department for Transport
Professional Skills for Delivering the DDR training scheme
Project summary, improvement plans & next steps

Ref: 23/001
Issue: 1.1
Date: 02/09/2009

2   STRUCTURE OF THE GUIDANCE

This section of the report summarises the competence framework and guidelines that have been developed in the project. For more information on the latter, please refer to DfT Deliverable 6 'DDR Trainer Good Practice Guide' (dated 30/09/2008).
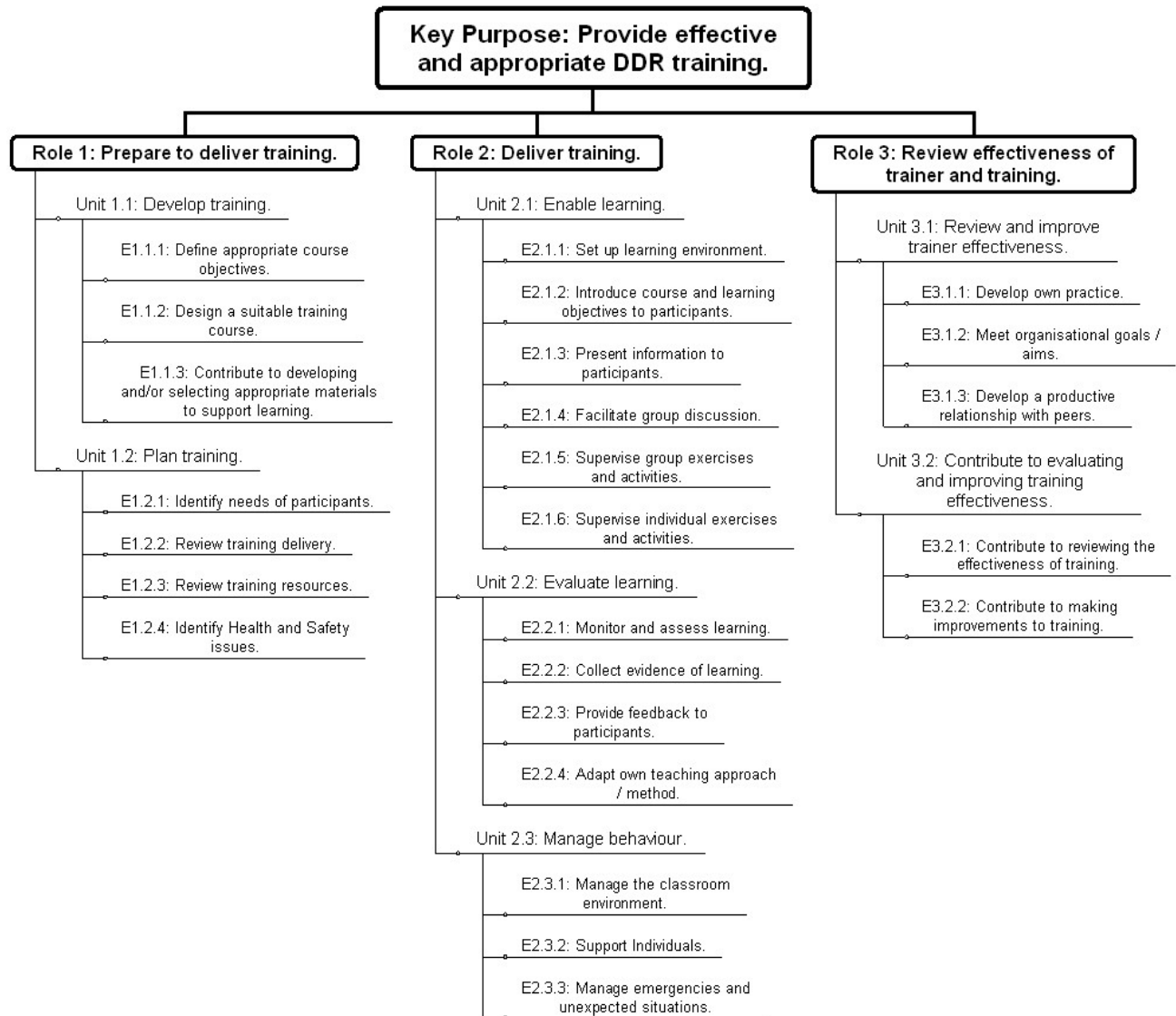
2.1   Competence framework

At the centre of any Competence Management System (CMS) should be a competence framework. Competence frameworks provide a detailed hierarchical description of the tasks and activities that an individual is required to perform in order to meet the requirements of a job role. The information embedded in a framework is central to the design of the processes which support the delivery of a CMS.

CAS has developed a competence framework for DDR Trainers (called the DDR Trainer Framework) which:

- Describes what DDR Trainers should be able to do and the knowledge and understanding that should underpin this.
- Avoids the use of sector- or discipline-specific terminology.
- Is designed to be contextualised to meet the needs of users.
- Is compatible with the design of other related competence frameworks.
- Is based on an analysis of published guidance on training skills and techniques.
- Supports the effective and efficient recruitment and selection of DDR Trainers.
- Supports the development of DDR Trainer training and education programmes.
- Supports continued professional development (CPD) for individual DDR Trainers.

The approach used in the DDR Trainer Framework is the same as that used in the design of qualifications recognised within the UK Qualifications and Credits Framework and is, therefore, consistent with the requirements and principles operated by the QCA. It also adopts a best practice approach drawn from an analysis of competence management systems in other industries.

The diagram below shows the high level structure of the DDR Trainer Framework.

Department for Transport
Professional Skills for Delivering the DDR training scheme
Project summary, improvement plans & next steps

Ref: 23/001
Issue: 1.1
Date: 02/09/2009

Key Purpose: Provide effective and appropriate DDR training.

Role 1: Prepare to deliver training.

Unit 1.1: Develop training.

E1.1.1: Define appropriate course objectives.

E1.1.2: Design a suitable training course.

E1.1.3: Contribute to developing and/or selecting appropriate materials to support learning.

Unit 1.2: Plan training.

E1.2.1: Identify needs of participants.

E1.2.2: Review training delivery.

E1.2.3: Review training resources.

E1.2.4: Identify Health and Safety issues.

Role 2: Deliver training.

Unit 2.1: Enable learning.

E2.1.1: Set up learning environment.

E2.1.2: Introduce course and learning objectives to participants.

E2.1.3: Present information to participants.

E2.1.4: Facilitate group discussion.

E2.1.5: Supervise group exercises and activities.

E2.1.6: Supervise individual exercises and activities.

Unit 2.2: Evaluate learning.

E2.2.1: Monitor and assess learning.

E2.2.2: Collect evidence of learning.

E2.2.3: Provide feedback to participants.

E2.2.4: Adapt own teaching approach / method.

Unit 2.3: Manage behaviour.

E2.3.1: Manage the classroom environment.

E2.3.2: Support Individuals.

E2.3.3: Manage emergencies and unexpected situations.

Role 3: Review effectiveness of trainer and training.

Unit 3.1: Review and improve trainer effectiveness.

E3.1.1: Develop own practice.

E3.1.2: Meet organisational goals / aims.

E3.1.3: Develop a productive relationship with peers.

Unit 3.2: Contribute to evaluating and improving training effectiveness.

E3.2.1: Contribute to reviewing the effectiveness of training.

E3.2.2: Contribute to making improvements to training.

2.2 Using the competence framework

The DDR Trainer Framework can be used in a number of ways. The project has developed a number of guidance notes which explain how the framework can support the recruitment, selection, training and CPD of DDR Trainers.

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Department for Transport	Ref: 23/001
Professional Skills for Delivering the DDR training scheme	Issue: 1.1
Project summary, improvement plans & next steps	Date: 02/09/2009

2.2.1 Recruitment of DDR Trainers

The DDR Trainer Framework provides a basis for defining a recruitment process that is consistent, appropriate and unbiased. A recommended process for attracting and recruiting applicants has been set out and delivered to DfT which is accompanied by:

- Guidance on how to write job descriptions.
- Some example DDR Trainer person specifications.
- Some findings from research which justify the content of the recommended recruitment process.
- A selected bibliography for further reading.

2.2.2 Selection of DDR Trainers

The DDR Trainer Framework can help organisations to define selection criteria and decide how to assess candidates against these. The accompanying guidance describes how to use the framework in the design of application forms, interviews, knowledge tests and psychometric tests. A recommended process has been set out for making sure that Trainers are selected in a fair, reasonable and professional manner which is accompanied by:

- Some recommended interview questions.
- Some findings from research which justify the content of the recommended selection process.
- A selected bibliography for further reading.

2.2.3 Individual DDR Trainer training

The DDR Trainer Framework can guide the content of training courses for new, existing and potential DDR Trainers. It can be used as a basis for developing training remits which make requirements explicit to course developers and/or providers. These remits describe what the learning outcomes of training courses should be and how these outcomes should be assessed. A recommended process for planning the training and development of DDR Trainers has been developed which is accompanied by:

- Some example training remits.
- A list of existing training qualifications and National Occupational Standards (NOS) that may be relevant for DDR Trainers.
- Some findings from research which justify the content of the recommended training process.
- A selected bibliography for further reading.

Department for Transport
Professional Skills for Delivering the DDR training scheme
Project summary, improvement plans & next steps

Ref: 23/001
Issue: 1.1
Date: 02/09/2009

2.2.4 CPD of DDR Trainers

The DDR Trainer Framework can be used to define career paths and succession plans and to make sure DDR Trainers are prepared to fulfil future responsibilities before they are given them. A recommended process is set out for providing staff with opportunities to develop knowledge and skills related to their job role and environment. This is accompanied by:

- Guidance about how to identify qualifications that meet DDR Trainer requirements.
- Guidance about how existing qualifications can be mapped to the new Qualifications and Credit Framework.
- CPD case studies from other industries and professions.
- Some findings from research which justify the content of the recommended CPD process.
- A selected bibliography for further reading.

Department for Transport
Professional Skills for Delivering the DDR training scheme
Project summary, improvement plans & next steps

Ref: 23/001
Issue: 1.1
Date: 02/09/2009

3   KEY PERFORMANCE INDICATORS (KPIs)

3.1   Development of KPIs

As explained previously, the project has developed guidance in four areas of competence management:

1. Recruitment of DDR Trainers.

2. Selection of DDR Trainers.

3. Training DDR Trainers.

4. CPD of DDR Trainers.

If training providers implemented every suggestion in the four guidance documents they could assure themselves and DfT that they had taken a best practice approach to managing the competence of their DDR Trainers. However, we recognise that this may be difficult for some providers (especially smaller ones). For this reason, we have identified the most critical aspects within the guidance documents which we refer to here as KPIs. Taken together, the KPIs describe a realistic and appropriate good practice approach to managing the competence of DDR Trainers. We have identified four KPIs in each of the four areas listed above.

The KPIs for Training DDR Trainers are shown in the table below:

Area	KPI
Training DDR Trainers	T1: Accurate and realistic individual training needs are identified.
	T2: Generic training requirements are developed.
	T3: Effective and practical training remits/plans are developed.
	T4: Training remits/plans are implemented, reviewed and revised as necessary.

In addition, each KPI has a number of questions related to it. For example, the questions which can be used to assess current arrangements are shown in the table below:

cas

Department for Transport   Ref: 23/001
Professional Skills for Delivering the DDR training scheme   Issue: 1.1
Project summary, improvement plans & next steps   Date: 02/09/2009

KPI	Questions
T2: Generic training requirements are developed	1. Is there a set of standard training requirements in place?
	2. Are these requirements defined effectively?
	3. Do the training requirements cross refer to the DDR competence framework?
	4. Are suitable people involved in defining training requirements?
	5. Are training requirements reviewed and updated as necessary?

For a full list of the KPIs and questions refer to Appendix A.
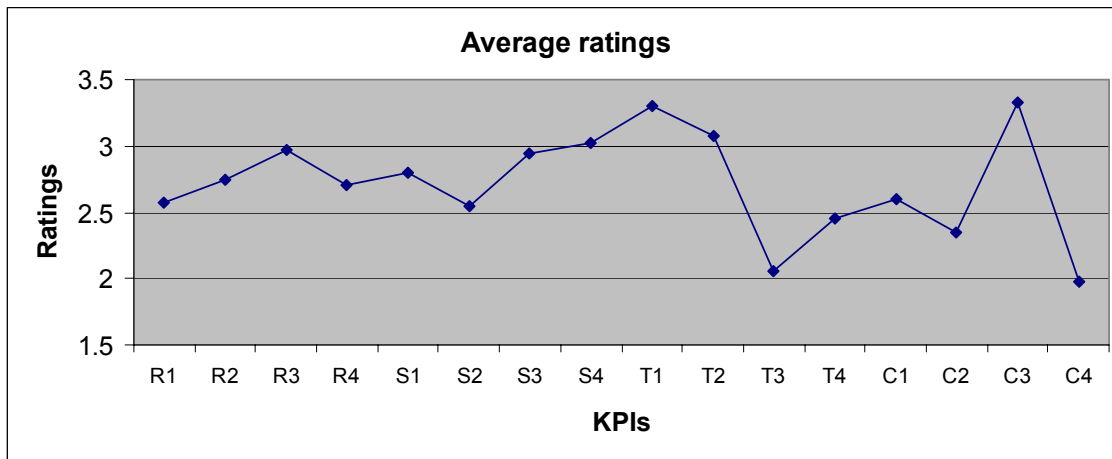
3.2 Assessment of KPIs

The KPIs and related question sets were used to assess each training provider organisation's capabilities. During October and November 2008, CAS carried out individual interviews with all 22 training provider organisations. In addition, CAS reviewed documented organisational processes to collect further evidence and to check the reliability of the claims made in the interviews.

Comments made during the interviews and relevant documentary evidence were rated at the KPI level using the following scale:

Score	Description
0	This process doesn't exist at all
1	This process is being developed.
2	This process exists but it is not effective.
3	This process exists and is partially effective and/or only applies to some members of staff.
4	This process exists and is fully effective.

All organisations received a confidential report on their individual assessments showing how they rated on each KPI and were given some specific suggestions for improvement.

The high level results are shown in the graph below. For more information about these findings (including further analysis of the ratings according to size of the organisation) please refer to Deliverable 7 'Analysis of DDR training organisations; interview findings (dated 23/12/08).

Department for Transport
Professional Skills for Delivering the DDR training scheme
Project summary, improvement plans & next steps

Ref: 23/001
Issue: 1.1
Date: 02/09/2009

Graph 1: Average ratings for each KPI

The key findings from the assessments and evidence ratings were:

- Without exception, all training providers were rated highly on KPI C3. Training providers have effective processes in place to make sure their staff are competent when they begin to perform day to day DDR activities and that their performance is managed.

- Another area where all training providers are rated highly is in the induction and generic training that they give their staff (KPIs T1 & T2). The majority of training providers have a specific induction process which includes initial training in DDR subject matter. Even when new DDR Trainers have been recruited who have a background in alcohol education they receive the DDR training.

- As a general finding, there are good processes in place in most training providers to ensure that the final stages of selection (interviewing and complying with discrimination legislation) are carried out according to good practice (KPI S3). It is normal for potential new DDR Trainers to be subjected to a formal interview before they are offered the role. This interview is usually carried out by more than one person (normally a representative of HR in larger organisations and the DDR manager).

Training providers rated lowest for KPIs T3 and C4. These areas are the focus for the recommended improvement actions which are covered in more detail in Section 4.

Department for Transport
Professional Skills for Delivering the DDR training scheme
Project summary, improvement plans & next steps

Ref: 23/001
Issue: 1.1
Date: 02/09/2009

4   RECOMMENDED IMPROVEMENT ACTIONS

This section sets out:

- How the recommended improvement actions were developed.

- The results of the consultation with training providers about the actions.

The recommended improvement actions provide training providers with some relevant and practical suggestions about how to develop competence management arrangements for DDR Trainers. Each of the four actions is independent so they do not need to be implemented together. We recommend that individual training providers review the suggested actions and implement those most appropriate to their circumstances. The recommended actions are not mandatory but implementation of any one of them will go some way to assure both training providers and DfT that the competence of DDR Trainers is being actively managed.

4.1 Improvement actions development

The findings from the interviews suggested two general areas where the majority of training providers had inappropriate or ineffective processes in place to manage DDR Trainer competence:

- Development and review of training remits for DDR Trainers (KPIs T3 & T4).

- Identification, implementation and review of CPD approaches for DDR Trainers (KPIs C2 & C4).

More specifically, the interview findings revealed that most training providers did not use any of the following for recruitment:

- DDR Trainer role requirements.

- Person specifications.

- Job descriptions.

Another finding from the interviews was that valuable information about individual DDR Trainers from sources such as the selection interview, routine observations of the DDR Trainer and training evaluations was being 'lost' between processes. No training provider had a systematic approach for ensuring that important information gathered on an individual was

Department for Transport
Professional Skills for Delivering the DDR training scheme
Project summary, improvement plans & next steps

Ref: 23/001
Issue: 1.1
Date: 02/09/2009

available for use in parts of the competence management system other than for those that it was collected for originally.

The four findings above were used to develop a set of recommended improvement actions, shown in the table below:

Ref	Recommended improvement action
Action 1a	Develop training remits / plans for all DDR Trainers (beyond the initial training given to all new recruits).
Action 1b	Implement, review and revise as necessary the training remits / plans.
Action 2a	Identify suitable CPD approaches for all DDR Trainers.
Action 2b	Measure and evaluate the effectiveness of the CPD strategy.
Action 3	Develop at least one of the following: DDR Trainer role requirements; person specifications; and / or job descriptions.
Action 4	Use all the information gathered on an individual at each stage of the competence management lifecycle.

The following sections describe each of these in more detail.

4.1.1 Improvement actions 1a and 1b

Action 1a: Develop training remits/plans for all DDR Trainers (beyond the initial generic training given to all new recruits).

The majority of training providers do not offer additional training to their staff beyond internal initial training. However, in cases where further training is given to Trainers, often it is not underpinned by a formal training remit. Without a description of the expected outcomes of training, it is difficult to assess how successful the training actually is. We recommend that DDR training providers develop a formal approach in this regard, including:

- Linking individual training to an individual's training requirements.
- Linking the training remits to the requirements in the recently developed competence framework and good practice guide.

Department for Transport
Professional Skills for Delivering the DDR training scheme
Project summary, improvement plans & next steps

Ref: 23/001
Issue: 1.1
Date: 02/09/2009

- Developing training remits which cover training aims, learning objectives, minimum contents and expected outcomes.
- Reviewing the training remits with DDR Trainers.
- Checking that the training remits cover all the training requirements identified.

Action 1b: Implement, review and revise as necessary the training remits/plans.

The low rating for KPI T3 affects the rating given to KPI T4. Without developing training remits, DDR training providers can do little to assure themselves, or DfT, that the training they give to their DDR Trainers is effective. Where training providers outsourced training (mostly for more general skills such as first aid) their typical practice is to use a preferred supplier rather than have a process for assuring the competence of training deliverers.

We recommend that DDR training providers implement, review and revise training remits/plans. This should include:

- Ensuring that all training given (internal and external) is based on a training plan.
- Evaluating the success of the training given (internal and external) using a number of evaluation methods (e.g. participant reactions, assessment outcomes, etc).
- Checking that external training providers can deliver training to an agreed standard.
- Updating training remits in light of evaluation findings.

4.1.2 Improvement actions 2a and 2b

Action 2a: Identify suitable CPD approaches for all DDR Trainers.

Training providers were rated low in this area because they do little to promote formal CPD practices in their organisation. Most training providers make a considerable effort to assess whether DDR Trainers are competent to carry out their routine activities. However, there is often no formal process for measuring how effective the approach used to manage on the job performance is. For example, it was apparent that the assessment processes used by some training providers are very inefficient.

Much less is done to ensure the updating and ongoing development of DDR Trainers. Some training providers (particularly those that are County Councils) have formal CPD approaches but these address DDR Trainers' 'day jobs' and are not necessarily appropriate for the requirements of DDR training.

We recommend that DDR training providers identify suitable CPD approaches for all DDR Trainers. This should include:

cas

Department for Transport
Professional Skills for Delivering the DDR training scheme
Project summary, improvement plans & next steps

Ref: 23/001
Issue: 1.1
Date: 02/09/2009

- Deciding and making clear where the responsibility for DDR Trainer CPD lies (e.g. with the individual or the organisation).

- Linking CPD approaches to the requirements set out in the DDR Trainer Framework and good practice guidance.

- Ensuring that individuals are kept involved in developing and updating their own CPD.

- Defining individual performance expectations and planning competence assessments that are risk based.

Action 2b: Measure and evaluate the effectiveness of the CPD strategy.

Without identifying a CPD approach for DDR Trainers, training providers can do little to assure themselves, or DfT, that the CPD approach they are using is effective.

We recommend that DDR training providers measure and evaluate the effectiveness of their CPD strategies. This should include:

- Comparing the performance of individual Trainers with previously defined performance expectations.

- Comparing the performance of individual Trainers with the requirements in the DDR Trainer Framework and good practice guidance.

- Measuring the effectiveness of the CPD strategy in terms of increased employee performance, satisfaction and/or client ratings.

- Updating the CPD strategy in light of any findings.

4.1.3   Improvement action 3

Action 3: Develop at least one of the following: DDR Trainer role requirements, person specifications and / or job descriptions.

A number of DDR training providers had none of the following in place:

- Role requirements for the DDR Trainer role.

- Person specifications for the DDR Trainer role.

- Job descriptions for the DDR Trainer role.

Whilst it may not be appropriate for all organisations to develop all of these, we recommend that all should develop at least one (and preferably two). Defining what the DDR Trainer role requirements are and using these to develop person specifications or job descriptions can help make the selection and performance review processes more objective. An up-to-date, accurate job description can help applicants learn more about the role and help new DDR Trainers identify and plan their training requirements.

Department for Transport   Ref: 23/001
Professional Skills for Delivering the DDR training scheme   Issue: 1.1
Project summary, improvement plans & next steps   Date: 02/09/2009

When developing DDR Trainer role requirements, person specifications and / or job descriptions, a number of tasks need to be undertaken, including:

- Defining the requirements of the role in terms of the Knowledge, Skills and Attitudes (KSAs) required.

- Making sure the job description is an accurate reflection of the DDR Trainer's responsibilities.

- Making sure the right mix of people is involved in developing these documents.

- Linking any documents produced with the DDR Trainer framework.

- Reviewing and updating any documents periodically.

4.1.4 Improvement action 4

Action 4: Use all the information gathered on an individual to support a competence management lifecycle.

An important general finding from the interviews was that valuable information from one source (such as the role requirements, selection interview or routine observations of the DDR Trainer) was being 'lost' between processes. Although records are kept which contain this information, it is often not used for further development of the individual. It is important to review the information already gained on an individual for two reasons:

1. It can prevent inefficiency by removing unnecessary, burdensome reviews which duplicate previous assessments.
2. The information can be valuable in other parts of the competence management lifecycle.

We recommend that each DDR training provider should develop a Competence Management System (CMS), underpinned by the DDR Trainer Framework. The CMS should cover the following:

- Recruitment of DDR Trainers. The DDR Trainer Framework provides a clear description of the competences that DDR Trainer recruitment should be based on.

- Selection of DDR Trainers. The DDR Trainer Framework provides a clear description of the competences that DDR Trainer selection decisions should be based on.

- Training of DDR Trainers. The DDR Trainer Framework has a modular structure which makes it easy to see how training can be broken into easily manageable chunks.

- CPD of DDR Trainers. The DDR Trainer Framework gives a clear indication of the standard of performance expected and the knowledge and understanding required to underpin it.

Department for Transport
Professional Skills for Delivering the DDR training scheme
Project summary, improvement plans & next steps

Ref: 23/001
Issue: 1.1
Date: 02/09/2009

The diagram below shows the structure of a typical CMS. The grey arrows in the diagram represent the flow of information through the system.
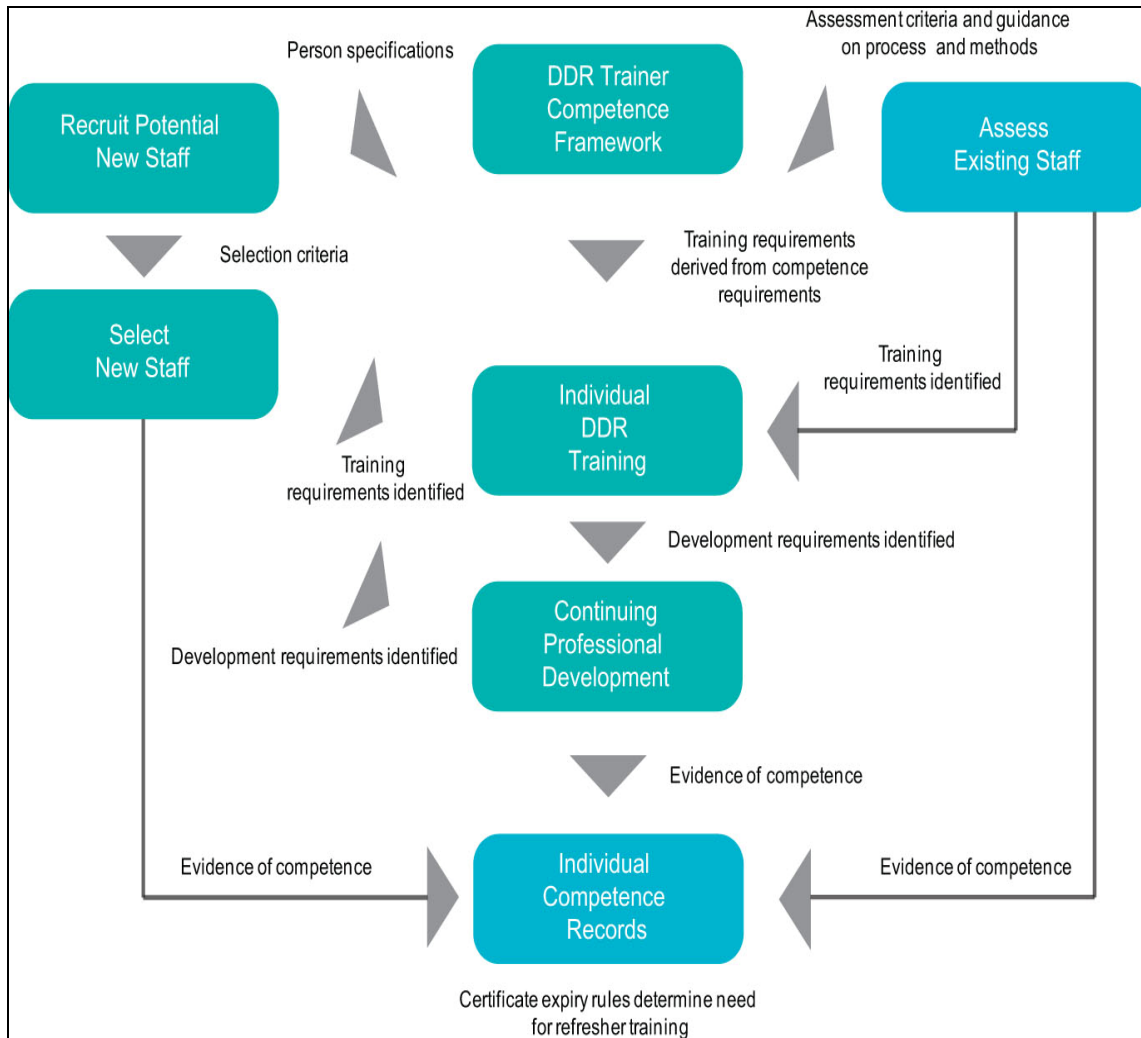
4.2 Improvement actions consultation

In order to make sure that the recommended improvement actions are appropriate for the majority of training providers, they were extensively consulted on with both representatives of DfT, at a number of meetings throughout May and June 2009, and with all training providers who were asked to comment (using an electronic survey) on the actions in terms of how

Department for Transport
Professional Skills for Delivering the DDR training scheme
Project summary, improvement plans & next steps

Ref: 23/001
Issue: 1.1
Date: 02/09/2009

achievable they felt they were and the timescales within which they thought they could realistically implement them. 15 training provider organisations returned the survey.

The survey took each improvement action in turn and asked:

If your organisation does not have this process in place:

- Do you think this improvement action is achievable?
- Would your organisation be able to implement it in the short term (by end of 2009) or do you think it would take more time?
- What would you find difficult about implementing this improvement action?
- What support would you need from DfT or another organisation (e.g. Association of Drink Drive Approved Providers of Training, ADDAPT) to implement this improvement action?

If your organisation has already started to implement a process related to this improvement action:

- What steps did you take to put the process in place?
- What difficulties have you had implementing the action?
- How would you recommend other training organisations start to implement their action?

4.2.1 Summary of improvement actions survey findings

Overall, respondents thought the recommended improvement actions suitable. They recognised that, in general, the actions targeted the areas where training providers most needed to improve their practices. The majority of respondents from larger providers were keen to start implementing the actions in the near future. Some respondents from smaller providers found the improvement actions too demanding and requested that DfT and/or ADDAPT provide more guidance and support. More detailed findings are described below.

Action 1a: Develop training remits / plans for all DDR Trainers

Almost all respondents agreed that this improvement action is achievable and necessary. However, some (mainly those from smaller providers) felt that they would need help to implement it.

Most respondents felt that this action could be achieved by the end of 2009 and many had already started to implement it. However, respondents from smaller training providers mentioned a few barriers that would prevent them from implementing it in the short term. The two most frequently cited were:

Department for Transport
Professional Skills for Delivering the DDR training scheme
Project summary, improvement plans & next steps

Ref: 23/001
Issue: 1.1
Date: 02/09/2009

- Gaining cooperation from DDR Trainers.
- The costs associated with developing materials.

In terms of the support that DfT could give, most respondents suggested that more specific guidance was needed. In particular, one respondent suggested that DfT or ADDAPT should run a training day with places available to representatives of smaller training providers.

Some respondents had already started to implement this action. They argued that it was essential to engage their DDR Trainers in the process. Typically, training remits/plans were introduced in team meetings and Trainers were involved in the development process. Two respondents further suggested linking the remit/plan to the appraisal process and inviting Trainers to suggest goals and targets and define what the 'Trainer requires as well as what the organisation wants them to have'.

Action 1b: Implement, review and revise as necessary the training remits/plans

This improvement action was considered achievable by most respondents. However, not all thought that they would be able to implement it by the end of 2009. Their main request was for guidance materials and help from other organisations (such as larger training providers) to help them implement the improvement action.

The majority of respondents had not started to implement this improvement action. However, of those that had, the biggest barrier to implementation had been the time required.

Action 2a: Identify suitable CPD approaches for all DDR Trainers

Most respondents felt that this improvement action was achievable. However, a minority of respondents felt that CPD was not appropriate for DDR Trainers. This was because their Trainers already had established CPD practices in place for their 'day-jobs' (for example, those DDR Trainers who are probation officers). These providers felt that it would be difficult to separate the DDR CPD from the different CPD practices already in place within their employing organisations.

Most respondents felt that DfT should support training providers by encouraging the sharing of existing approaches amongst all training providers. In addition, it was argued that DfT should publish guidance on a range of standard approaches and recommended best CPD approaches for DDR Trainers.

The cost of implementing CPD approaches was seen as the main barrier to implementation. However, some providers had started to implement CPD for Trainers and they argued that it

CAS

Department for Transport   Ref: 23/001
Professional Skills for Delivering the DDR training scheme   Issue: 1.1
Project summary, improvement plans & next steps   Date: 02/09/2009

could be achieved with relative ease if individual Trainers were engaged in the process from the start. They recommended regular informal meetings with Trainers as well as more formal one-on-one sessions to establish a CPD approach appropriate to each individual.

Action 2b: Measure and evaluate the effectiveness of the CPD strategy

The majority of respondents felt that this improvement action was possible, and approximately half felt that it would be possible by the end of 2009. Most respondents predicted that they would have little difficulty implementing the action and did not request any further help or guidance from DfT.

Of those respondents that had already started to implement this action, most had followed guidelines published by The Institute for Learning or those developed in this project. These providers did not report any significant difficulties.

Action 3: Develop at least one of the following; DDR Trainer role requirements, person specifications and / or job descriptions

This improvement action was considered possible by most respondents. All but one felt that they could implement this by the end of 2009 with appropriate support and direction provided from DfT. A small number of respondents requested further information on how to develop role requirements, person specifications and job descriptions. However, most had started implementing this action and had not had any difficulties using the current guidelines.

It was suggested by some respondents that the job descriptions should be based on the Drug and Alcohol National Occupational Standards (DANOS). However, we believe that this is not strictly appropriate given that the DANOS suite is aimed at people who work with individuals with significant drug and alcohol problems. The majority of individuals who attend the DDR scheme do not have significant drinking problems. The job descriptions need to be mapped to the competence framework for DDR Trainers but DANOS can be drawn on for the details of specific skill and knowledge areas such as dealing with counter-productive behaviours.

Action 4: Use all the information gathered on an individual to feed into the competence management lifecycle

This requirement was considered possible by most respondents and approximately half thought that it would be possible to implement it by the end of 2009.

Two particular barriers were mentioned that would prevent successful implementation of the action:

Department for Transport   Ref: 23/001
Professional Skills for Delivering the DDR training scheme   Issue: 1.1
Project summary, improvement plans & next steps   Date: 02/09/2009

- Lack of permanent staff on full term contracts.
- Lack of understanding about what is fully expected of training providers.

It was suggested that the second of these problems could be solved by DfT or ADDAPT running some workshops to support training providers and equip them with a better understanding of the issues involved.

Respondents that had already started to implement this action reported that they started the process by extending their existing feedback, monitoring and appraisal systems. This was done in line with the suggestions made in the guidance produced by this project.

Department for Transport
Professional Skills for Delivering the DDR training scheme
Project summary, improvement plans & next steps

Ref: 23/001
Issue: 1.1
Date: 02/09/2009

5   NEXT STEPS

5.1   Background

In July 2009, responsibility for the management of the DDR course passed from the DfT to the DSA which is now responsible for ensuring the quality of the delivery of the DDR course by all UK providers.

DSA owns a number of competence frameworks that are of relevance to the DDR Trainer Framework. One is the 'competence framework for safe and responsible car/light van drivers' (referred here to as the Cat B driver framework). The Cat B driver framework describes what it means to be a safe and responsible driver. Two of the five roles are of particular relevance. Role 1 describes the need to be responsible about choosing when and when not to drive and sets out the general requirement to be physically and mentally fit to drive. Role 5 stresses the need to maintain and update driving competence. It also sets out the expectation that safe and responsible drivers should be self aware and able to reflect on their driving behaviours. The DDR course content relates closely to these aspects of the framework in its emphasis on changing driver attitudes and beliefs.

5.1.1   Handover of the DDR Trainer Framework and guidance materials

DfT and DSA need to work closely together to manage the handover of the DDR Trainer Framework and guidance materials. These have not been presented formally to DDR training providers but they have all had ample opportunity to comment on draft versions and are aware of the content. We recommend that DSA launches the DDR Trainer Framework, the guidance, the KPIs and improvement actions at the next provider meeting.

5.1.2   Quality Assurance of DDR Trainers

Audits of DDR training providers have been carried out on DfT's behalf over the past few years by an independent auditor. So far, these audits have been concerned with establishing whether providers and their Trainers deliver their courses in a way that is compliant with the minimum course requirements in DfT's own guidance document. No attempt has been made to check whether Trainers meet the requirements of the DDR Trainer Framework or whether providers have systems in place to manage the competence of Trainers. The assessment of training provider CMS carried out in this project was done on

Department for Transport
Professional Skills for Delivering the DDR training scheme
Project summary, improvement plans & next steps

Ref: 23/001
Issue: 1.1
Date: 02/09/2009

a voluntary and anonymous basis. In future, it should form a part of the quality assurance process.

We appreciate that DSA has a number of options for carrying out quality assurance. For example, it may choose to adopt a similar model to the Qualifications and Curriculum Authority (QCA) and require a third party (QCA uses Awarding Bodies) to undertake the assurance process. From this project's standpoint, the key point is that the DDR Trainer Framework and its associated guidance can provide the underpinning content for a CMS audit protocol. This will need to be integrated with the broader process for quality assuring DDR course provision (see Section 5.3).

5.2 Maintenance of the competence framework and guidance materials

The DDR Trainer Framework and accompanying guidance materials are relevant and up to date as of 2009. However, DSA needs to decide how the framework and guidance materials will be maintained.

Because competence framework development is an iterative process, it is good practice for a framework owner to periodically issue updated versions of its frameworks. This ensures that they are kept current and that improvements reflect user experience, best practices and research findings. Where the framework is part of a set, such as those owned by DSA (including the Cat B driver, Cat A rider and ADI frameworks), the updating process is somewhat more complex because changing one framework is likely to have implications for the others. In the case of the DDR Trainer Framework, it shares content with other frameworks for professional trainers. Changes or improvements in any one of these frameworks may have implications for the DDR framework and vice-versa.

To address these issues DSA should develop and implement a framework and guidance maintenance protocol. This should specify:

- How often a formal review of framework and guidance material content should be undertaken and what it should include (e.g. framework usability feedback, law changes, technological changes and other factors that might influence content).
- How often a formal review of validation evidence associated with each framework should be undertaken and what validation evidence should be gathered[2].

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[2] This step is not yet relevant for the DDR Trainer framework since it has not yet been extensively validated in the same method as the other DSA competence frameworks.

Department for Transport
Professional Skills for Delivering the DDR training scheme
Project summary, improvement plans & next steps

Ref: 23/001
Issue: 1.1
Date: 02/09/2009

- The circumstances under which frameworks and guidance materials should be updated outside of a formal review (e.g. to make minor wording changes).

- Who is authorised to update the frameworks and guidance materials and those responsible for making sure that formal reviews take place.

- Change management controls (e.g. process for logging change requests, who can change the frameworks, how changes will be ratified and version control procedures).

- The procedure communicating framework changes and updates to stakeholders (e.g. DDR training provider organisations).

In order to implement the maintenance protocol, DSA will need to assign responsibility for the following activities:

1. Undertaking formal reviews and updating framework and guidance material contents.

2. Undertaking formal reviews and updating validation evidence.

3. Logging framework and guidance material issues, updating the frameworks between reviews and managing version control.

4. Communicating framework changes to stakeholders and monitoring the use of the frameworks by 3rd party and awarding bodies.

While it is not possible to specify how often these reviews should be undertaken prior to the development of the protocol, it is likely that the recommended review frequency will be approximately every 18 months.

5.3 Assurance of training providers

Historically, the approach to the development of DDR course training content has been relatively informal. DfT has set out high level aims and guidance and it has been up to the providers to use this to develop their own courses. It is recognised that this informal approach needs to be improved and that DSA may issue more up to date, prescriptive requirements for the delivery of the DDR rehabilitation course in the near future[3]. The new guidance and requirements will cover, amongst other areas, the referral procedure, minimum requirements for course content and operation, standards for training staff, course attendance standards and completion of course requirements.

The updated requirements will increase assurance demands placed on training providers regarding training administration, content and delivery. It may suit smaller training providers

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[3] In April 2009 DfT consulted on the next draft version of the DDR guidance. As of June 2009 the final version had not yet been published.

Department for Transport
Professional Skills for Delivering the DDR training scheme
Project summary, improvement plans & next steps

Ref: 23/001
Issue: 1.1
Date: 02/09/2009

to partner with other providers in order to share expertise for the development and delivery of training.

The process by which the quality of the training (both in terms of the training content and training delivery) is assured will need to be developed by DSA. As noted, the DDR Trainer Framework, the guidance and KPIs provide DSA with a basis for judging the competence of Trainers from different training provider organisations. Note that the materials are not designed to compare one Trainer with another. Rather, they should be used to look at the methods and processes that organisations have in place to ensure that the Trainers they employ are competent.

Department for Transport   Ref: 23/001
Professional Skills for Delivering the DDR training scheme   Issue: 1.1
Project summary, improvement plans & next steps   Date: 02/09/2009

APPENDIX A: KPIs AND QUESTION AREAS

RECRUITMENT
R1: Valid role requirements are identified and defined
Are role requirements pre-defined for each Trainer role?
Are the role requirements for DDR Trainer roles properly defined?
Are KSAs included within these requirements?
Are role requirements reviewed periodically?
Are role requirements updated in light of the review?

R2: Suitable person specifications are developed and used
Are person specifications developed for the DDR Trainer role?
Are person specifications reviewed periodically?
Is someone given responsibility for developing the person specs?

R3: Accurate job descriptions are developed and used
Are job descriptions developed for each Trainer role?
Are suitable people involved in writing and reviewing job descriptions?
Does the job description conform to the recently developed DDR Competence framework?
Is the JD a clear representation of the role?

R4: Effective processes to attract applicants are identified
Is there a rationale for how vacancies are advertised?
Is the success of the advertising process measured?
Is appropriate use made of both internal and external recruitment?
Is the balance of internal and external recruitment fair?
Are adverts used suitable for attracting quality applicants?

Department for Transport
Professional Skills for Delivering the DDR training scheme
Project summary, improvement plans & next steps

Ref: 23/001
Issue: 1.1
Date: 02/09/2009

SELECTION

S1: Selection processes, methods and criteria are pre-determined
Is there a consistent process in place for selecting candidates?
Does the process include an appropriate mix of methods at appropriate times?
Are the selection methods applied appropriately?
Is the effectiveness of these methods assessed?
Are changes made to the selection methods in light of the assessment?

S2: Short-listing criteria are pre-determined
Is a suitable range of criteria used for short listing?
Are effective techniques used in the short listing process?
Is information from JDs, person specs or the competence framework used to help shortlist?
Is there an effective decision process used?
Is there a timely procedure to inform successfully shortlisted candidates?

S3: Effective structured interview processes are always used
Is there a structured interview process?
Are the interview questions decided in advance?
Are the questions based on information from JDs, person specs and/or the competence framework?
Do questions cover the full range of competences?
Are records kept on the interviews to feedback to candidates?

S4: An up-to-date discrimination policy is used and adhered to
Is there a discrimination policy in place?
Is there a person who is responsible for designing and enforcing the discrimination policy?
Is the policy taken into account during selection and recruitment processes?
Is this policy reviewed and updated periodically?

CAS

Department for Transport
Professional Skills for Delivering the DDR training scheme
Project summary, improvement plans & next steps

Ref: 23/001
Issue: 1.1
Date: 02/09/2009

TRAINING
T1: Accurate and realistic individual training needs are identified
Is there a system in place for defining individual staff training needs?
Is information from the recruitment and selection processes used to identify individual training needs?
Does the individual get involved in defining their own training needs?
Are the training needs accurate and realistic?
Is there a review process to check that training needs are accurately defined?

T2: Generic training requirements are developed
Is there are a set of standard training requirements in place?
Are these requirements defined effectively?
Do the training requirements cross refer to the DDR competence framework?
Are suitable people involved in defining training requirements?
Are training requirements reviewed and updated as necessary?

T3: Effective and practical training remits/plans are developed
Are training remits written which cover all the information required to develop a training course?
Are training remits written for all the training requirements that have been identified?
Is the ability to deliver remits assured?

T4: Training remits/plans are implemented, reviewed and revised as necessary
Is all training delivered based on a training remit?
Is the success of the training programme evaluated?
Are appropriate methods used to evaluate the success of the training programme?
Are training remits updated in light of the evaluation?

CAS

Department for Transport
Professional Skills for Delivering the DDR training scheme
Project summary, improvement plans & next steps

Ref: 23/001
Issue: 1.1
Date: 02/09/2009

CPD

C1: CPD requirements are identified for all individuals
Are CPD requirements set?
Is there an effective process for establishing these requirements?
Is there a suitable person who is responsible for overseeing CPD?
Are the CPD requirements reviewed?

C2: Suitable CPD approaches are identified
Is it clear where the responsibility of CPD lies?
Are individuals made aware of their responsibility?
Does the process conform to the expectations of the competence framework?
Is the effectiveness of this process monitored and updated when necessary?

C3: An organisation wide CPD strategy is developed
Does the CPD strategy link to good practice or advice?
Are Trainers encouraged to join professional organisations?
Is there a process to monitor and manage on-going Trainer competence?
Are multiple sources of evidence used to make assessments on Trainer competence?
Is there a process to make sure staff are kept up to date with any changes to legislation, training techniques etc?

C4: The effectiveness of the CPD strategy is measured and evaluated
Is the effectiveness of the CPD strategy measured?
Is the effectiveness linked to previously defined performance indicators and linked to the competence framework?
Is the strategy updated in light of the review?

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