

Guidance for Drink Drive Rehabilitation (DDR) Training Providers



1 INTRODUCTION

The purpose of this guidance is to give Drink Drive Rehabilitation (DDR) training providers the information they need to put in place systems and processes to ensure that DDR Trainers are recruited, selected, trained and continually developed in a manner that meets good practice. This will go some way to assure DDR training providers that their DDR Trainers have the ability to perform their role to recognised standards (as specified in the DDR Trainer framework).

1.1.1 Scope

The guidance provided in this document is relevant to all DDR Trainers recruited internally or externally, or seconded in or sub-contracted, by organisations appointed by Department for Transport (DfT) to deliver DDR training courses.

All guidance provided in this document conforms to current good practice and the standards of professional bodies such as the:

- Chartered Institute of Personnel Development (CIPD).
- British Psychological Society (BPS).
- European Association for Personnel Management (EAPM).
- Qualification and Curriculum Authority (QCA).
- Federation of Awarding Bodies (FAB).

1.1.2 Context

DDR training is provided to individuals convicted of a drink driving offence who opt to have their sentence reduced by completing training. The DDR course aims to increase course attendees' awareness of the dangers of drink driving. The approach used in the courses varies 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 the DDR course. These problems must be identified and managed by the DDR Trainer. As such, the role of a DDR Trainer can be challenging. DDR Trainers need to be skilled in delivering training, motivating trainees, facilitating groups and managing conflict situations.

DDR training is delivered by a number of organisations in the UK. Training provider organisations have a varied profile, most particularly in terms of size, background and geographical spread. However, irrespective of these factors, the context in which most DDR Trainers work is relatively similar and the quality of the delivery of DDR training must be consistently high across the board. Therefore, it is essential that *all* organisations have processes in place which ensure that high quality training is delivered by competent DDR Trainers.

The challenge for training providers is putting in place an effective Competence Management System (CMS). For example, one of the main elements of a CMS is making sure that DDR training providers have recruitment processes that maximise the chance of attracting high quality applicants who will make suitable DDR Trainers. Information collected during this project has indicated that some providers have experienced difficulties in attracting and retaining suitably qualified, competent staff. The part-time nature of some training roles and issues concerning pay and conditions has made attracting suitable applicants a challenge for some. In addition, some providers have experienced difficulty attracting applicants who are representative of the general community (particularly in terms of ethnicity). Once suitable individuals have started their positions as DDR Trainers, all organisations need to plan the ongoing training and continual professional development of these staff carefully. Some providers feel that DDR Trainers may not necessarily be given the right initial and then subsequent ongoing training in the most cost-effective, efficient way possible.

This guide aims to give DDR training providers tools which help them put in place efficient, cost-effective approaches to competence management. This will ensure that they have the best possible chance of identifying suitable individuals for DDR Trainer roles and continually training and developing those individuals so that their competence managed appropriately and kept up to date.

The content of this document is NOT mandatory for DDR Trainers – it has been written as guidance for DDR training providers.

A clear process for assuring the competence of DDR Trainers has been developed. The full process is described in the figure below:



There is also a [Glossary of Terms](#) which gives details on the meanings of some of the words used throughout.

3 DDR TRAINER COMPETENCE FRAMEWORK

A [DDR Trainer competence framework](#) has been developed. It describes what DDR Trainers should be able to do and the Knowledge and Understanding that should underpin these activities.

A [supporting explanatory document](#) is also provided which gives information about the content and structure of the DDR Trainer framework.

4 DDR TRAINER FRAMEWORK

The following tables contain the complete DDR Trainer competence framework. For more information about how the DDR Trainer framework can be used, please see the [explanatory document](#).

Purpose	Provide effective and appropriate DDR training.
R1	Prepare to deliver training.
U1.1	Develop training.
E1.1.1	Define appropriate course objectives.
PC1.1.1.1	Identifies relevant Department for Transport Drink Driver Rehabilitation course guidelines.
PC1.1.1.2	Defines learning objectives with reference to course guidelines.
PC1.1.1.3	Defines learning objectives with reference to other existing good practice.
E1.1.2	Design a suitable training course.
PC1.1.2.1	Identifies all relevant individual learning needs.
PC1.1.2.2	Develops a course schedule/timetable.
PC1.1.2.3	Identifies training delivery options (methods and media).
PC1.1.2.4	Selects training methods that meet learning objectives and individual learning needs.
PC1.1.2.5	Selects training media that meet learning objectives and individual learning needs.
PC1.1.2.6	Defines assessment criteria and schedule of assessment.

PC1.1.2.7	Defines roles and responsibilities of course deliverers.
PC1.1.2.8	Identifies other people who could contribute to the learning process.
PC1.1.2.9	Identifies resources needed to deliver the course.
PC1.1.2.10	Agrees course with appropriate people (e.g. Department for Transport).
E1.1.3	Contribute to developing and/or selecting appropriate materials to support learning.
PC1.1.3.1	Chooses materials that are suitable for the subjects covered, type of participants, learning situation and length of course.
PC1.1.3.2	Adapts materials from external sources taking into account copyright laws.
PC1.1.3.3.	Develops materials that are suitable for the subjects covered, type of participants, learning situation and length of course.
U1.2	Plan training.
E1.2.1	Identify needs of participants.
PC1.2.1.1	Communicates effectively with participants when planning training.
PC1.2.1.2	Identifies participants who need support with literacy.
PC1.2.1.3	Identifies participants who need support with numeracy.
PC1.2.1.4	Identifies participants who need support with language.
PC1.2.1.5	Identifies participants who need physical or emotional support.
E1.2.2	Review training delivery.
PC1.2.2.1	Reviews course timetable/schedule to ensure that it is appropriate for the participant group.
PC1.2.2.2	Adapts course timetable/schedule to meet the needs of the participant group.

PC1.2.2.3	Reviews course delivery methods to ensure they are appropriate for the participant group.
PC1.2.2.4	Adapts course delivery methods to meet the needs of the participant group if required.
PC1.2.2.5	Reviews training media to ensure they are appropriate for the participant group.
PC1.2.2.6	Adapts training media to meet the needs of the participant group if required.
E1.2.3	Review training resources.
PC1.2.3.1	Makes sure the venue is suitable for delivering training.
PC1.2.3.2	Makes sure teaching resources are appropriate for delivering training.
PC1.2.3.3	Manages external contributors, if necessary
E1.2.4	Identify Health and Safety issues.
PC1.2.4.1	Identifies H&S Policies associated with the venue.
PC1.2.4.2	Determines the suitability of the venue in terms of H&S.
PC1.2.4.3	Identifies the general H&S risks to participants, yourself and external speakers.

Ref	Statement
Purpose	Provide effective and appropriate DDR training.
R2	Deliver Training.
U2.1	Enable learning.
E2.1.1	Set up learning environment.
PC2.1.1.1	Arrives at venue in sufficient time.
PC2.1.1.2	Sets up venue to meet the training plan.
PC2.1.1.3	Welcomes participants as they arrive.
PC2.1.1.4	Undertakes training administration.
E2.1.2	Introduce course and learning objectives to participants.
PC2.1.2.1	Conducts exercises to make sure all group members introduce themselves.
PC2.1.2.2	Clearly describes the training objectives.
PC2.1.2.3	Agrees expected outcomes with participants.
PC2.1.2.4	Agrees standards of behaviour with participants.
PC2.1.2.5	Clearly explains what participants need to do to complete the course.
PC2.1.2.6	Clearly describes any referral procedures to participants.

PC2.1.2.7	Explains where participants can find extra support and information.
PC2.1.2.8	Explains any health and safety procedures.
E2.1.3	Present information to participants.
PC2.1.3.1	Presents information in an appropriate tone and manner.
PC2.1.3.2	Presents information at an appropriate speed.
PC2.1.3.3	Maintains appropriate eye contact and uses appropriate body language.
PC2.1.3.4	Makes appropriate use of visual aids to support information being presented.
PC2.1.3.5	Encourages participants to ask questions at appropriate stages in the presentation.
PC2.1.3.6	Summarises information so that key learning points are reinforced.
E2.1.4	Facilitate group discussion.
PC2.1.4.1	Explains aims and expected outcomes to the group
PC2.1.4.2	Reinforces standards of behaviour expected during group discussions.
PC2.1.4.3	Encourages all participants to take part in discussions.
PC2.1.4.4	Encourages participants to express concerns, make comments and ask questions at their own speed.
PC2.1.4.5	Gets involved in discussion as appropriate.
PC2.1.4.6	Facilitates debates between group members, if required.
E2.1.5	Supervise group exercises and activities.
PC2.1.5.1	Ensures group members understand the aims and expected outcomes of exercises and activities.
PC2.1.5.2	Provides clear guidance and instructions about how to participate in exercises and activities.

PC2.1.5.3.	Reinforces standards of behaviour expected during exercises and activities.
PC2.1.5.4	Encourages ownership of the learning process by the group.
PC2.1.5.5	Encourages all participants to take part in exercises and activities.
PC2.1.5.6	Provides assistance to group if required.
PC2.1.5.7	Manages the timing and speed of group activities effectively.
E2.1.6	Supervise individual exercises and activities.
PC2.1.6.1	Ensures participants understand the aims and expected outcomes of exercises and activities.
PC2.1.6.2	Encourages all participants to complete exercises and activities.
PC2.1.6.3	Provides clear guidance and instructions about how to complete exercises and activities.
PC2.1.6.4	Provides assistance to participants if required.
U2.2	Evaluate learning.
E2.2.1	Monitor and assess learning.
PC2.2.1.1	Makes an initial assessment of participants' capabilities.
PC2.2.1.2	Makes sure learning is occurring during training through observation.
PC2.2.1.3	Makes sure learning is occurring during training through questioning.
PC2.2.1.4	Makes sure learning has occurred following training using relevant and appropriate assessments.
PC2.2.1.5	Adopts teaching and learning strategies that will facilitate and encourage long term changes in behaviour.
E2.2.2	Collect evidence of learning.
PC2.2.2.1	Records relevant evidence associated with learning.

PC2.2.2.2	Stores relevant evidence of learning in line with confidentiality and legal requirements.
E2.2.3	Provide feedback to participants.
PC2.2.3.1	Ensures feedback is relevant, clear and easy to understand.
PC2.2.3.2	Works with learner to set additional learning objectives if required.
E2.2.4	Adapt own teaching approach / method.
PC2.2.4.1	Considers own teaching performance in light of evidence of learning.
PC2.2.4.2	Makes appropriate decisions about whether to adapt facilitation style.
PC2.2.4.3	Adapts teaching to enhance learning based on group reaction.
PC2.2.4.4	Checks the effectiveness of individual vs. group exercises and adapts approach in response.
U2.3	Manage behaviour.
E2.3.1	Manage the classroom environment.
PC2.3.1.1	Reduces distractions and disruptions as much as possible.
PC2.3.1.2	Reinforces agreed standards of behaviour.
PC2.3.1.3	Establishes and maintains appropriate boundaries between trainer and group
PC2.3.1.4	Intercepts challenging behaviour from an individual or group.
PC2.3.1.5	Identifies and manages dynamics during group activities.
PC2.3.1.6	Challenges behaviour in groups that discriminate against others.
PC2.3.1.7	Identifies risks to classroom safety and acts to minimise them.

E2.3.2	Support Individuals.
PC2.3.2.1	Shows sensitivity to participants needs and acknowledges their experiences, values, abilities and cultural beliefs.
PC2.3.2.2	Adopts a presentation style that is inclusive and democratic.
PC2.3.2.3	Treats any information confidentially and according to legal and organisational requirements.
PC2.3.2.4	Seeks assistance from others when unable to assist with an individual's concerns or distress.
E2.3.3	Manage emergencies and unexpected situations.
PC2.3.3.1	Takes constructive action to defuse abusive and aggressive behaviour.
PC2.3.3.2	Calls for any necessary assistance and support without delay.
PC2.3.3.3	Uses group dynamic to manage individual bad behaviour.
PC2.3.3.4	Manages physically or verbally aggressive behaviour in ways which are consistent with statutory and agency requirements.
PC2.3.3.5	Makes time for everyone involved in the situation to express their feelings and examine their behaviour.

Ref	Statement
Purpose	Provide effective and appropriate DDR training.
R3	Review effectiveness of trainer and training.
U3.1	Review and improve trainer effectiveness.
E3.1.1	Develop own practice.
PC3.1.1.1	Keeps up-to-date with changes in legislation.
PC3.1.1.2	Keeps up-to-date with changes in approved health advice.
PC3.1.1.3	Keeps up-to-date with developments in training delivery.
PC3.1.1.4	Keeps up to date with developments in training media.
E3.1.2	Meet organisational goals / aims.
PC3.1.2.1	Evaluates performance against organisational goals / aims.
PC3.1.2.2	Cooperate with improvement suggestions.
E3.1.3	Develop a productive relationship with peers.
PC3.1.3.1	Communicates effectively with peers and colleagues.
PC3.1.3.2	Exchanges good practice with peers and colleagues.
PC3.1.3.3	Makes sure that colleagues perform effectively, if applicable.

PC3.1.3.4	Provides feedback on performance to colleagues, if applicable.
PC3.1.3.5	Develops the performance of new staff.
U3.2	Contribute to evaluating and improving training effectiveness.
E3.2.1	Contribute to reviewing the effectiveness of training.
PC3.2.1.1	Evaluates feedback from participants.
PC3.2.1.2	Evaluates the effectiveness of learning.
PC3.2.1.3	Evaluates the effectiveness of outside contributors.
PC3.2.1.4	Evaluates the effectiveness of training media.
PC3.2.1.5	Evaluates the suitability of the venue.
PC3.2.1.6	Identifies relevant changes in legislation or approved health advice.
E3.2.2	Contribute to making improvements to training.
PC3.2.2.1	Contributes to updating learning objectives in light of training review.
PC3.2.2.2	Contributes to updating course schedule/timetable in light of training review.
PC3.2.2.3	Contributes to updating training methods in light of training review.
PC3.2.2.4	Contributes to updating training media in light of training review.
PC3.2.2.5	Selects a new venue if required.
PC3.2.2.6	Agrees updates with appropriate people (e.g. Department for Transport).

Knowledge and Understanding Requirements

Ref	Knowledge and Understanding Statement		Source	Assessment Approaches
R1	Prepare to deliver training.	Source	Link to Framework	
U1.1	Develop training.			
K1.1.1	Knowledge of where to get DDR course guidelines.		PC1.1.1.1	Review training documentation, interview trainer.
K1.1.2	Knowledge of good practice in formulating learning objectives.		E1.1.1	Review training documentation, interview trainer.
K1.1.3	Knowledge about how different learning needs should be incorporated into training design.	ENTO L4	PC1.1.2.1	Review training documentation, interview trainer.
K1.1.4	Knowledge of how principles and concepts of learning should be incorporated into training design.	ENTO L4	E1.1.2	Review training documentation, interview trainer.
K1.1.5	Knowledge of principles of adult learning and implications for training design.		E1.1.2	Review training documentation, interview trainer.
K1.1.6	Knowledge of the range of training delivery options and which training outcomes they are best suited to.		PC1.1.2.3, PC1.1.2.4, PC1.1.2.5	Review training documentation, interview trainer.

K1.1.7	Knowledge of the range of training media options and which training outcomes they are best suited to.		PC1.1.2.3, PC1.1.2.4, PC1.1.2.5, E1.1.3	Review training documentation, interview trainer.
K1.1.8	Knowledge of different types of assessment and when they should be used.		PC1.1.2.6	Review training documentation, interview trainer.
K1.1.9	Knowledge of sources of course material.		E1.1.3	Review training documentation, interview trainer.
K1.1.10	Knowledge of course authorisation requirements.		PC1.1.2.10	Review training documentation, interview trainer.
K1.1.11	Knowledge of how to identify resources needed to deliver effective learning sessions.	ENTO L6	PC1.1.2.9	Review training documentation, interview trainer.
U1.2	Plan training.			
K1.2.1	Knowledge of how different learner needs can be managed during training.		E1.2.2	Interview trainer.
K1.2.2	Knowledge of how to identify an appropriate venue for learning.	ENTO L6	PC1.2.3.1	Interview trainer.
K1.2.3	Knowledge of how to conduct an H&S risk assessment.		E1.2.4	Review documentation, interview trainer.

K1.2.4	Knowledge of relevant legislation and organisational policies related to H&S.		E1.2.4	Interview trainer.
K1.2.5	Knowledge of simple first aid		E1.2.4	Interview trainer.
R2	Deliver Training.			
U2.1	Enable learning.			
K2.1.1	Knowledge of appropriate introductions exercises for adult groups.		PC2.1.2.1	Interview trainer.
K2.1.2	Knowledge of appropriate room layout for different learning approaches.		PC2.1.1.2	Interview trainer.
K2.1.3	Knowledge of protocols associated with identity checks.		PC2.1.1.4.	Interview trainer.
K2.1.4	Knowledge of how to put groups and individuals at ease	ENTO L13	E.2.1.2	Interview trainer, observe trainer.
K2.1.5	Knowledge of where participants can find appropriate extra support and information.		PC2.1.2.7	Interview trainer.
K2.1.6	Knowledge of where to get information about venue H&S procedures.		PC2.1.2.8	Interview trainer.
K2.1.7	Knowledge of how to deliver an effective presentation.		PC2.1.2.2, PC2.1.2.5, PC2.1.2.6. E2.1.3	Interview trainer, observe trainer.
K2.1.8	Knowledge of how to give instructions to individuals and groups in a way that meets the learning needs of all participants.		E2.1.3, E2.1.4, E2.1.5, E2.1.6	Interview trainer.

K2.1.9	Knowledge of principles of leading group discussions.		PC2.1.2.3, PC2.1.2.1, E2.1.4	Interview trainer.
K2.1.10	Knowledge of typical roles groups perform in learning situations.	ENTO L13	E2.1.4, E2.1.5	Interview trainer.
K2.1.11	Knowledge of how to identify and manage group dynamics in learning situations in terms of formation, maintenance and closing.	ENTO L13	E2.1.4, E2.1.5	Interview trainer.
E2.1.12	Knowledge of how to facilitate learning and when to intervene in group activities.	ENTO L13	E2.1.4, E2.1.5	Interview trainer.
U2.2	Evaluate learning.			
K2.2.1	Knowledge of appropriate methods for establishing learners' knowledge before and after training.		PC2.2.1.1	Interview trainer.
K2.2.2	Knowledge of how to evaluate individual learning in a group environment.		PC2.1.2.2, PC2.1.2.3	Interview trainer.
K2.2.3	Knowledge of organisational policies and legal requirements relating to storing evidence of learning.		PC2.2.2.1	Interview trainer.
K2.2.4	Knowledge of what types of feedback are appropriate in different learning situations.		E2.2.3	Interview trainer.
K2.2.5	Knowledge of appropriate times to provide feedback.			Interview trainer.
K2.2.6	Knowledge of how to work with pupils to reflect on what they have learnt/skills they have gained and where further learning is required.	NOS STL30	PC2.2.3.3	Interview trainer.
K2.2.7	Knowledge of how to adapt teaching style to meet the needs of learners.		E2.2.4	Interview trainer, observe trainer.

U2.3	Manage behaviour.			
K2.3.1	Knowledge of factors that may inhibit learning.		PC2.3.1.1	Interview trainer.
K2.3.2	Knowledge of the importance of modelling the behaviour you want to see and the implications of this for your own behaviour.	NOS STL41	PC2.3.1.2	Interview trainer.
K2.3.3	Knowledge of the importance of positive reinforcement for effort and achievement and how to provide this.	NOS STL41	PC2.3.1.2	Interview trainer.
K2.3.4	Knowledge of how to deal with issues of power and authority in groups.	ENTO L13	PC2.3.1.3, PC2.3.1.4, PC2.3.1.5	Interview trainer.
K2.3.5	Knowledge of how to observe classroom situations and identify risks to your own safety and the safety of learners.		PC2.3.1.6	Interview trainer.
K2.3.6	Knowledge of legal requirements and organisational policies related to the confidentiality of information provided by learners.		PC2.3.2.2	Interview trainer.
K2.3.7	Knowledge of when learners should be referred to other organisations that can provide extra support.		PC2.3.2.3	Interview trainer.
K2.3.8	Knowledge of how to manage conflict, including negotiation skills and a range of diffusion and de-escalation strategies, positive handling and recovery strategies.	NOS STL41	E2.3.3	Interview trainer.
K2.3.9	Knowledge of when it is appropriate to call for assistance and support to manage a situation.		E2.3.3.2	Interview trainer.
R3	Review effectiveness of trainer and training.			

U3.1	Review and improve trainer effectiveness.			
K3.1.1	Knowledge of where to find information about changes to legislation.		PC3.1.1.1	Interview trainer.
K3.1.2	Knowledge of where to find information about changes to approved health advice.		PC3.1.1.2	Interview trainer.
K3.1.3	Knowledge of where to find information about developments in training delivery and media.		PC3.1.1.3, PC3.1.1.4	Interview trainer.
K3.1.4	Knowledge of organisational targets and goals related to training.		E3.1.2	Interview trainer.
K3.1.5	Knowledge of how to go about developing own performance to meet organisational targets and goals.		PC3.1.2.2	Interview trainer.
K3.1.6	Knowledge of the principles of effective communication and how to apply them in order to communicate effectively with colleagues.	Mgmt Stds Ctr D1	PC3.1.3.1	Interview trainer, observe trainer.
K3.1.7	Knowledge of the importance of exchanging information and resources with colleagues.	Mgmt Stds Ctr D1	PC3.1.3.2	Interview trainer.
K3.1.8	Knowledge of techniques that are appropriate for monitoring the performance of colleagues.		PC3.1.3.3	Interview trainer.
K3.1.9	Knowledge of how to provide colleagues with useful feedback on their performance.	Mgmt Stds Ctr D1	PC3.1.3.4	Interview trainer.
K3.1.10	Knowledge of techniques for mentoring new staff.		PC3.1.3.5	Interview trainer.
U3.2	Review and improve training effectiveness.			

K3.2.1	Knowledge of best practice in training evaluation.		E3.2.1	Review documentation, interview documentation.
K3.2.2	Knowledge of best practice in updating training objectives and plans.		E3.2.2	Review documentation, interview trainer.

Personal skills

Descriptors	Links to Framework	Assessment Approach
Reliable, self-disciplined, organised, thorough and proactive.	E1.1.1, E1.1.2, E1.1.3, E1.2.1, E1.2.2, E1.2.3, E1.2.4, E2.1.1, E2.2.1, E2.2.2, E3.1.1, E3.1.2, E3.2.1, E3.2.2	Psychometric test, structured interview.
Open to new ideas and experiences, flexible, copes with change.	E1.1.3, E1.2.1, E2.1.1, E2.2.4, E3.2.2	Psychometric test, structured interview.
Confident in a group, enthusiastic, sociable, authoritative and assertive when necessary.	E1.2.1, E2.1.2, E2.1.3, E2.1.4, E2.1.5, E2.1.6, E2.3.1, E2.3.2, E3.1.3	Psychometric test, structured interview.
Sensitive, makes time for others, able to make others feel at ease, intuitive and introspective.	E1.2.1, E2.1.2, E2.1.3, E2.1.4, E2.1.5, E2.1.6, E2.2.3, E2.3.1, E2.3.2, E2.3.3, E3.1.3	Psychometric test, structured interview.
Calm under pressure, even tempered, in control of self.	E2.1.2, E2.1.3, E2.4.4, E2.1.5, E2.1.6, E2.2.3, E2.3.1, E2.3.2, E2.3.3	Psychometric test, structured interview.

Range statements

Range statement
In and out of the classroom.
Individuals and groups
Large and small groups

5 DDR TRAINER FRAMEWORK - EXPLANATION

5.1 Introduction

At the centre of any Competence Management System (CMS) is a competence framework. Competence frameworks give a detailed hierarchical breakdown of the tasks that an individual is required to be able to do in order to meet the requirements of a job role. The information embedded in a framework is used to deliver all the activities within a CMS. These include:

- [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.
- [Continual Professional Development 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 DDR Training skills.

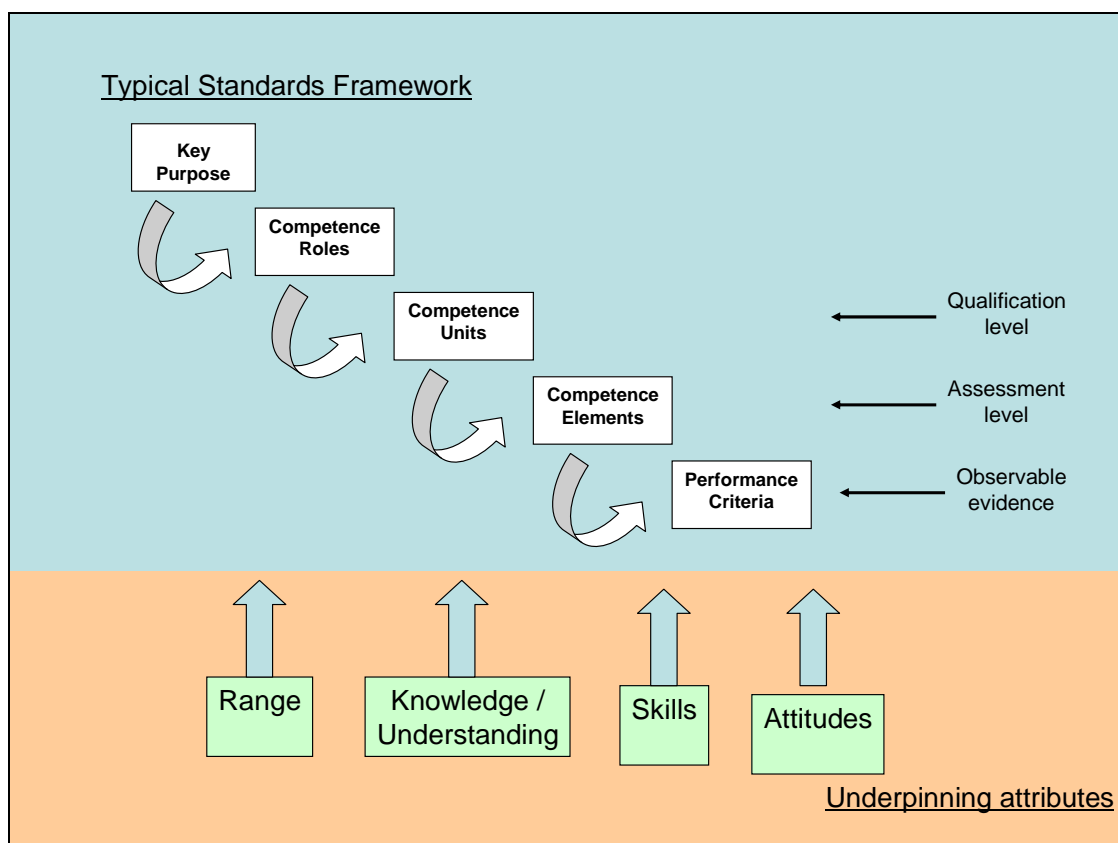
DfT has developed a competence framework for DDR Trainers (herein referred to as the DDR Trainer framework). The DDR Trainer framework contains a single set of generic competence requirements which:

- 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 individual DDR trainer continued professional development.

5.2 Design of the DDR Trainer Framework

The approach used in the DDR Trainer framework is the same as that used in the design of qualifications recognised within the Credit and Qualifications Framework and is, therefore, consistent with the requirements and principles operated by the UK Qualification's Authority. It also adopts a best practice approach drawn from best practice competence management systems in other industries where training is used successfully. Competence frameworks have been developed for trainers in a number of related areas and are common in sectors concerned with vulnerable adults where they are used to tackle issues relating to the assurance of competence.

The figure below shows the basic structure of all competence frameworks underpinning UK National Qualifications.



Typical Standards Framework

For DDR Trainers the key purpose of the competence framework is to provide effective and appropriate DDR training. This key purpose is achieved in three main roles:

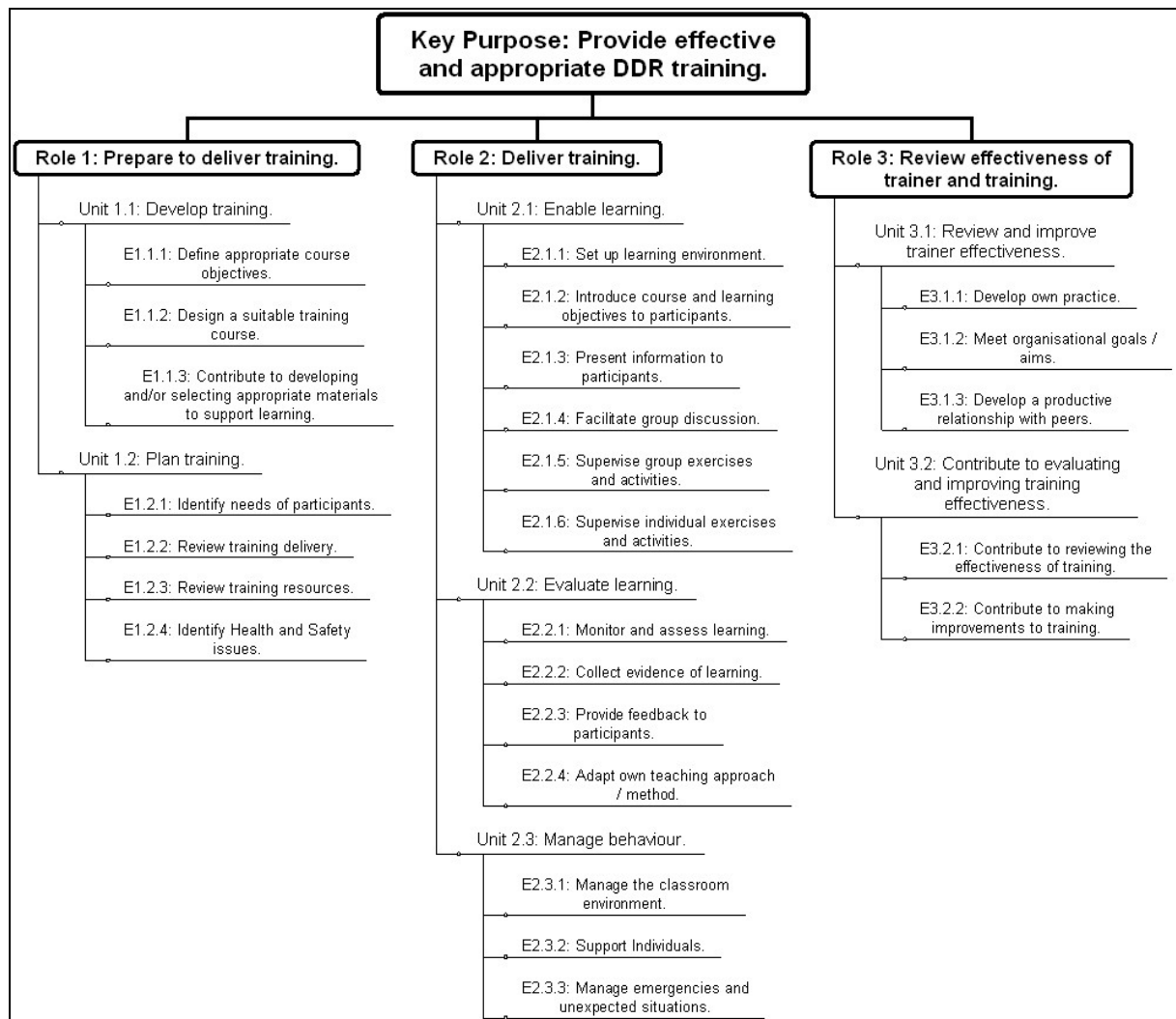
- Role 1: Prepare to deliver training.
- Role 2: Deliver training.
- Role 3: Review effectiveness of trainer and training.

Each role is broken down into a small number of competence Units, such as “Enable learning”. There are 7 Units in total. Each Unit is then subdivided into a small set of competence elements, such as “Set up learning environment” and “Present information to participants”. There are 25 Elements in total. Associated with each Element are performance criteria which set out the standard of behaviour that an effective and appropriate DDR Trainer is expected to meet. Some of the performance criteria under “Present information to participants” are:

- Presents information at an appropriate speed.
- Maintains appropriate eye contact and uses appropriate body language.
- Summarises information so that key learning points are reinforced.

Underpinning the DDR Trainer Framework is a detailed breakdown of the knowledge requirements and personal skills that are needed to achieve the required standard (e.g. knowledge of different types of assessment, knowledge of principles of leading group discussions, knowledge of best practice in training evaluation etc). In addition, the range of situations in which DDR trainers have to demonstrate their competence is specified. For example, there is a need to demonstrate that you can train effectively with both small and large groups.

The diagram below gives the high level structure of the DDR Trainer Framework



6 DDR TRAINER RECRUITMENT

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.

The recommended process links to the following documents:

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

7 GOOD PRACTICE DDR TRAINER RECRUITMENT

7.1 Introduction

All organisations need to plan carefully when recruiting staff. Careful planning helps ensure that recruitment and selection is consistent, appropriate and unbiased. It also increases the chance that you will identify the most suitable person for a role.

This guidance document is designed specifically for DDR Training provider organisations. It contains information about good practice at each stage of recruitment and gives guidance on how to make best use of the DDR Trainer framework. All DDR Training providers should consider each part of this guidance and use it to ensure that they have a recruitment process in place that both meets good practice and suits their needs.

The details of how recruitment is undertaken will vary from provider to provider. For example, in smaller organisations fewer people may be involved in the process. However, it is essential that all staff involved in recruitment and selection should understand the recruitment process (and preferably be trained), and that at least one member of the team should have specialist knowledge.

The main requirement is that you have considered each aspect of your recruitment process and can justify the approach you have taken.

7.2 Good practice in recruitment

It is good practice for an organisation employing staff to develop a standard recruitment policy. The stages of recruitment generally comprise the following:

- Identifying a vacancy.
- Defining role requirements.
- Advertising a vacancy.
- Managing the response to an advertisement.

All providers should have policies and processes in place to manage each stage of recruitment. In addition, an appropriate individual(s) should be assigned responsibility for managing the recruitment process. Whatever the nature of the provider organisation, the following considerations will apply when recruiting trainers:

- The process in place for recruiting trainers should be consistent, appropriate and unbiased.
- The [DDR Trainer framework](#) should be the starting point for defining the type of staff needed in the role.
- The [person specification](#) should align with the DDR Trainer framework as well as meeting the specific requirements of the organisation.
- The [job description](#) should align with the DDR Trainer framework.

8 GOOD PRACTICE IN ATTRACTING APPLICANTS

8.1 Identifying a vacancy

Vacancies generally arise through two circumstances:

- A staff member leaves the organisation.
- The organisation grows or expands.

Where vacancies arise through a staff member leaving, a review should be conducted to determine whether tasks can be re-assigned to other staff members or are no longer required. If tasks cannot be reassigned then a vacancy should be formally identified and a recruitment process undertaken.

When the organisation grows or expands staffing requirements should be reviewed to establish whether new posts are required. Where the need for an additional post(s) is identified a vacancy(s) should be formally identified and a recruitment process undertaken.

8.2 Defining role requirements

The first step in your recruitment process should always be defining the requirements of the role you are recruiting for. In this case, the role is DDR Trainer and the full set of possible requirements is defined by the DDR Trainer framework and DDR course outline. However, the specific requirements of the role may vary according to the needs and abilities of your organisation. For example, some DDR Trainer roles may involve developing training material whereas others may not.

The DDR Trainer framework and the DDR course specification contain a full list of all the things a DDR Trainer may need to know or be able to do. The DDR Trainer framework provides a description of all the skills, knowledge and personal attributes required by the trainer. The DDR course specification provides all the specific knowledge (e.g. relating to the effects of alcohol, driving attitudes, etc) that the trainer needs to deliver the course.

You need to review these documents carefully and decide which knowledge, skills and personal attributes (KSA) applicants must have, which KSA would be desirable and which aspects you are prepared to train after you have recruited your new staff member. The subset of KSA you choose represents the requirements for your particular DDR Trainer role.

Some skills and attributes are easier to train than others. Therefore, in some cases, recruits will need to have particular skills or attributes when they start work but in other cases they can be developed. This must be taken into account when thinking about your requirements.

8.3 Developing a person specification

Once you have identified your DDR Trainer role requirements, this subset of KSA should be developed into a [person specification](#).

The person specification describes all of the criteria (KSA) that an applicant must meet, or partially meet, on entry to a job. The criteria must be specific, measurable, and justifiable in relation to the job requirements and updated if the role changes. They must not be unnecessarily restrictive. Generally a person specification will cover the following areas:

- Job related qualifications.
- Experience.
- Knowledge.
- Personal Attributes.
- Job Specific Requirements (e.g. having a valid driving licence).

A short description of each area is provided below.

Job related qualifications

Defines the level of education and examination standard that the job requires, including professional or technical qualifications, e.g. GCSE, 'A' level, BTEC, etc. Consideration should always be given to other qualifications of an equivalent level, e.g. overseas qualifications or NVQs. Care must be taken not to define higher qualifications than are really necessary as this may have a discriminatory impact.

Experience

Defines the level of relevant experience the job requires, including the type, level and quality of experience. It should be noted that experience may not always have been gained at work. Valuable experience may have been gained through charity work, hobbies, bringing up a family etc. In addition, the stipulation of length of experience should be used with caution as quality of experience is usually more important (it is possible to have 10 years of bad experience).

Relevant experience may be considered in place of a qualification. For example, a person may have substantial experience of training and have all the other attributes that are required without possessing a formal training qualification. The person specification should indicate what level of experience would be considered in place of a qualification.

Knowledge

Defines the type and depth of knowledge the job requires. Consideration should be given to what type of knowledge it is reasonable to have upon entry to the job.

Personal attributes

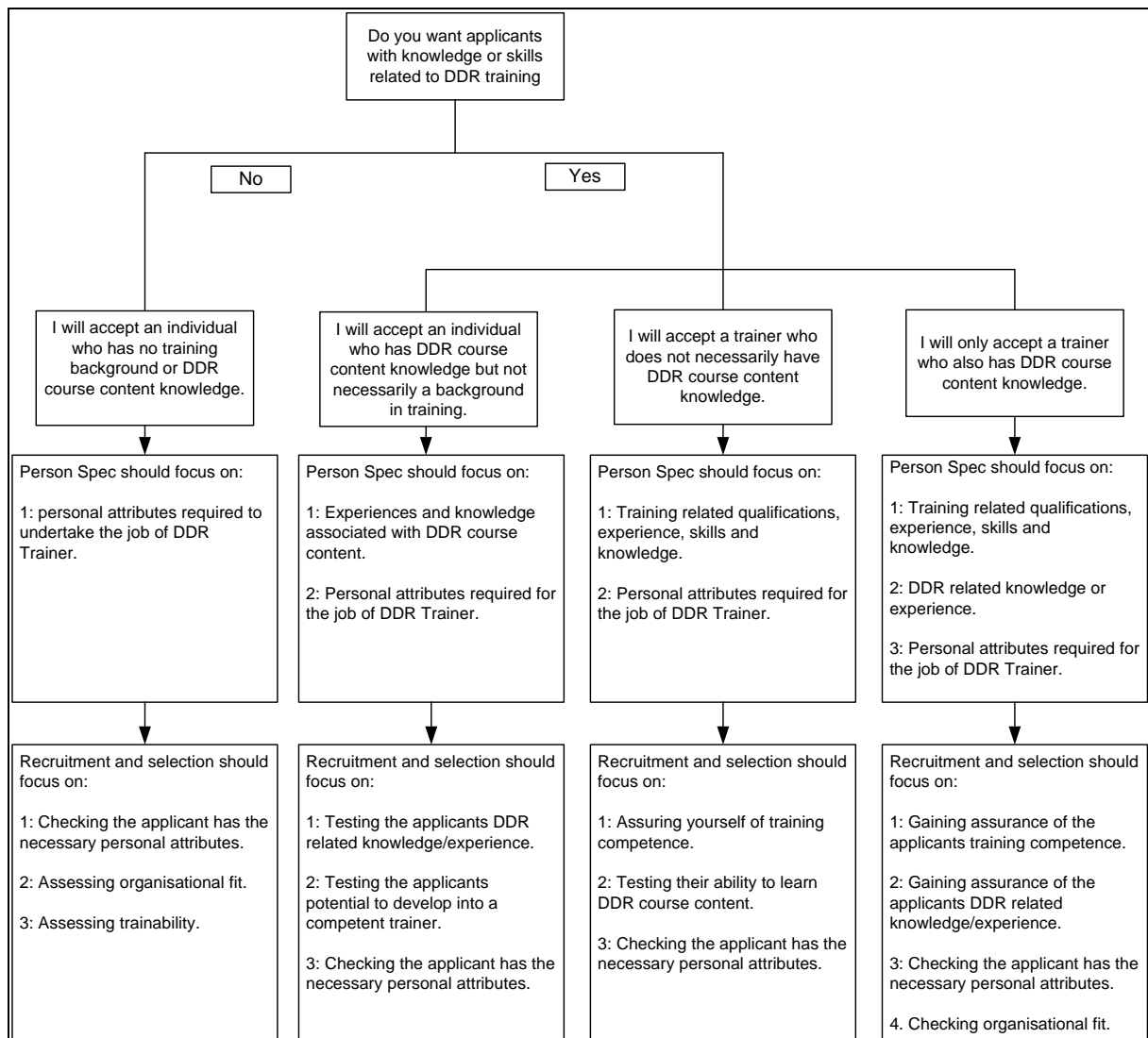
This section should cover those personal attributes that the job requires. Careful consideration should be given to identifying those attributes that are essential to successfully undertaking the job. In addition, care should be taken before including requirements that might disadvantage a disabled person. The Disability Discrimination Act (1995) imposes a duty on employers to make reasonable adjustments to their working arrangements and premises to prevent or reduce any substantial disadvantage that a disabled applicant would otherwise have. Consideration may, therefore, need to be given to allocating particular tasks to other employees. If there are physical requirements associated with the job then be specific, e.g. 'must be able to lift and move heavy items', and avoid broad statements such as 'fit and healthy'.

Job specific requirements

This section should cover all of the requirements specific to the role that do not relate to any of the above categories but are necessary for an individual to successfully undertake the job. Examples of these that may be relevant to DDR Trainers include:

- Having a valid driving licence.
- Being willing to work weekends.
- Being available at short notice.
- Being willing to travel as part of the job.
- Being willing to work alone.

The following diagram (Figure 1) provides a decision tree that will assist you in deciding where you should focus your attention when designing a person specification for your particular DDR Trainer role and undertaking recruitment.



Person Specification and Recruitment Decision Tree

In reality it is likely that most organisations will require person specifications that fall between these specific descriptions. For example, the organisation may wish to recruit DDR Trainers with the required personal attributes, knowledge of good practice in training and some experience of providing training. In this case the personal attributes, knowledge and experience related to delivering training would be essential and all other aspects (e.g. qualifications) would be desirable.

8.4 Attracting the right candidates

Once you have defined the role requirements and developed a person specification the next step is to start looking for potential recruits.

One of the key factors that will determine the success of the recruitment and selection process is whether the right candidates apply for the role. Choosing an appropriate method for attracting candidates will increase the chances of attracting the right type of people (as defined in the [person specification](#)).

A decision must be made about the most appropriate way to attract candidates. The usual methods are to advertise in a suitable publication or website or use a recruitment agency.

8.4.1 Advertising a vacancy

The [job description](#) and [person specification](#) should determine the content of the advert. In an ideal world, a company can precisely describe their requirements and expect to get a response from a suitable pool of candidates. In reality, a number of factors can determine the success or failure of a recruitment campaign and these should be considered before placing an advertisement:

- Local employment conditions e.g. levels of unemployment, potential pool of qualified or experienced staff.
- Pay and conditions relating to area e.g. recruiting workers for central London.
- Willingness to attract a less qualified pool of candidates that could be trained.
- Capacity to train unqualified trainers.

Advertisements should be clear and designed to appeal to all sections of the community using positive images and wording. All advertisements should indicate the:

- Outline requirements of the job.
- The necessary and desirable criteria for job applicants (to limit the number of inappropriate applications received).
- Nature of the organisation's activities.
- Job location.
- Reward package.
- Job tenure (for example, contract length).
- Details of how to apply.

8.4.2 Working with recruitment agents

Many organisations make use of recruitment agents. In order to ensure an effective working relationship when dealing with recruitment agencies remember the following:

- Different markets are serviced by different agencies. It is important that an organisation selects one which reflects its aims and objectives and has experience of its labour market.
- Be clear about what is required from the agency. Provide a brief in writing; ensure it is fully understood and that all information is current and accurate.
- Provide an accurate and up-to-date job and/or person specification.
- Make sure the agency uses selection methods that are consistent with the organisation's recruitment policy. Agree the criteria against which applicants will be selected from the initial approaches, to the short-list stage.
- Ensure equal opportunities standards are adhered to consistently and are in line with the requirements for in-house recruitment.

8.4.3 Advertising a vacancy internally

Generally, internal and external advertisements should be placed simultaneously. However, applications submitted by internal candidates can be considered before those submitted by external candidates.

9 SUMMARY

This guidance document gives DDR training providers information and advice to help them put in place recruitment systems and processes which ensure that DDR Trainers are recruited on a fair, reasonable and professional basis and have the ability to perform the role of DDR Trainer to recognised standards. It outlines how to make best use of the DDR Trainer framework within the recruitment process.

While it is not possible to specify the exact recruitment process that an individual DDR provider should choose (this depends on the particular circumstances of the organisation), there are a range of things that all providers should do to meet good practice. The following list describes all the things that we would expect to see in an acceptable DDR Trainer recruitment process:

- A [person specification](#) that is clearly based around the DDR Trainer framework and that takes into account the specific kind of recruit the organisation requires.
- A process for attracting candidates that takes into account the intended market and uses advertising or other forms of communication that clearly tell potential applicants what to expect from the job and the recruitment process.
- A clear and well written [job description](#).
- A selection system which is built around the person specification.

10 EXAMPLE DDR TRAINER PERSON SPECIFICATIONS

The following tables provide three examples of DDR trainer person specifications:

Example 1: DDR Trainer Specification appropriate for recruiting staff with no existing knowledge or skills related to DDR training. Note: recruiting against this person specification would only be appropriate if the organisation intended to provide the applicant with significant post-employment training to develop their competence.

EXAMPLE 1: DDR TRAINER PERSON SPECIFICATION		
Job Title: DDR Trainer		
JOB RELATED QUALIFICATIONS	PRIORITY	ASSESSMENT
Appropriate training qualification	Desirable	Application form/CV
Appropriate professional qualification	Desirable	Application form/CV
EXPERIENCE	PRIORITY	ASSESSMENT
Experience of developing training courses.	Desirable	CV/Interview/References
Experience of planning training courses.	Desirable	CV/Interview/References
Experience of delivering training courses	Desirable	CV/Interview/References
Experience of dealing with challenging groups and individuals	Desirable	CV/Interview/References
Experience of evaluating and updating training courses.	Desirable	CV/Interview/References
Experience as a trainer/lecturer in an adult environment	Desirable	CV or Interview
Experience of working with offenders.	Desirable	CV or Interview
Experience of working with people with problems with alcohol.	Desirable	CV or Interview
KNOWLEDGE	PRIORITY	ASSESSMENT
Knowledge related to developing training courses.	Desirable	Interview/Testing
Knowledge related to planning training courses.	Desirable	Interview/Testing
Knowledge related to delivering training courses.	Desirable	Interview/Testing
Knowledge related to reviewing and updating own knowledge.	Desirable	Interview/Testing

Knowledge related to reviewing and updating training courses.	Desirable	Interview/Testing
Knowledge related to DDR course content. As specified in DDR course specifications and training plans.	Desirable	Interview/Testing
PERSONAL ATTRIBUTES	PRIORITY	ASSESSMENT
Conscientious – Reliable, self disciplined, organised, thorough and proactive.	Essential	Interview/Testing
Adaptable – Open to new ideas and experiences, flexible and copes with change.	Essential	Interview/Testing
Outgoing – Confident in a group, enthusiastic, sociable, authoritative and assertive when necessary.	Essential	Interview/Testing
Empathic – Sensitive, makes time for others, able to make others feel at ease, intuitive, introspective.	Essential	Interview/Testing
Emotionally stable – calm under pressure, even tempered, in control of self.	Essential	Interview/Testing

Example 2: DDR Trainer Specification appropriate for recruiting staff with skills related to training but no specific DDR related course knowledge. Recruiting against this person specification would be appropriate if the organisation was prepared to provide an applicant with DDR course knowledge based training before undertaking the job.

EXAMPLE 2: DDR TRAINER PERSON SPECIFICATION		
Job Title: DDR Trainer		
JOB RELATED QUALIFICATIONS	PRIORITY	ASSESSMENT
Appropriate training qualification	Essential	Application form/CV
Appropriate professional qualification	Essential	Application form/CV
EXPERIENCE	PRIORITY	ASSESSMENT
Experience of developing training courses.	Desirable	CV/Interview/References
Experience of planning training courses.	Essential	CV/Interview/References
Experience of delivering training courses	Essential	CV/Interview/References
Experience of dealing with challenging groups and individuals	Essential	CV/Interview/References
Experience of evaluating and updating training courses.	Desirable	CV/Interview/References
Experience as a trainer/lecturer in an adult environment	Essential	CV or Interview
Experience of working with offenders.	Desirable	CV or Interview
Experience of working with people with problems with alcohol.	Desirable	CV or Interview
KNOWLEDGE	PRIORITY	ASSESSMENT
Knowledge related to developing training courses.	Essential	Interview/Testing
Knowledge related to planning training courses.	Essential	Interview/Testing
Knowledge related to delivering training courses.	Essential	Interview/Testing
Knowledge related to reviewing and updating own knowledge.	Essential	Interview/Testing
Knowledge related to reviewing and updating training courses.	Essential	Interview/Testing
Knowledge related to DDR course content as specified in DDR course specifications and training plans.	Desirable	Interview/Testing
PERSONAL ATTRIBUTES	PRIORITY	ASSESSMENT
Conscientious – Reliable, self disciplined, organised, thorough and proactive.	Essential	Interview/Testing
Adaptable – Open to new ideas and experiences, flexible and copes with change.	Essential	Interview/Testing

Outgoing – Confident in a group, enthusiastic, sociable, authoritative and assertive when necessary.	Essential	Interview/Testing
Empathic – Sensitive, makes time for others, able to make others feel at ease, intuitive, introspective.	Essential	Interview/Testing
Emotionally stable – calm under pressure, even tempered, in control of self.	Essential	Interview/Testing

Example 3:

DDR Trainer Specification appropriate for recruiting staff with knowledge and skills related to alcohol dependency and / or working with offenders (for example) but no specific training skills. Recruiting against this person specification would be appropriate if the organisation was prepared to provide an applicant with trainer training before undertaking the job.

EXAMPLE 3: DDR TRAINER PERSON SPECIFICATION		
Job Title: DDR Trainer		
JOB RELATED QUALIFICATIONS	PRIORITY	ASSESSMENT
Appropriate training qualification	Desirable	Application form/CV
Appropriate professional qualification	Essential	Application form/CV
EXPERIENCE	PRIORITY	ASSESSMENT
Experience of developing training courses.	Desirable	CV/Interview/References
Experience of planning training courses.	Desirable	CV/Interview/References
Experience of delivering training courses	Desirable	CV/Interview/References
Experience of dealing with challenging groups and individuals	Desirable	CV/Interview/References
Experience of evaluating and updating training courses.	Desirable	CV/Interview/References
Experience as a trainer/lecturer in an adult environment	Desirable	CV or Interview
Experience of working with offenders.	Essential	CV or Interview
Experience of working with people with problems with alcohol.	Essential	CV or Interview
KNOWLEDGE	PRIORITY	ASSESSMENT
Knowledge related to developing training courses.	Desirable	Interview/Testing
Knowledge related to planning training courses.	Desirable	Interview/Testing
Knowledge related to delivering training courses.	Desirable	Interview/Testing
Knowledge related to reviewing and updating own knowledge.	Desirable	Interview/Testing
Knowledge related to reviewing and updating training courses.	Desirable	Interview/Testing
Knowledge related to DDR course content as specified in DDR course specifications and training plans.	Essential	Interview/Testing
PERSONAL ATTRIBUTES	PRIORITY	ASSESSMENT

Conscientious – Reliable, self disciplined, organised, thorough and proactive.	Essential	Interview/Testing
Adaptable – Open to new ideas and experiences, flexible and copes with change.	Essential	Interview/Testing
Outgoing – Confident in a group, enthusiastic, sociable, authoritative and assertive when necessary.	Essential	Interview/Testing
Empathic – Sensitive, makes time for others, able to make others feel at ease, intuitive, introspective.	Essential	Interview/Testing
Emotionally stable – calm under pressure, even tempered, in control of self.	Essential	Interview/Testing

11 GUIDANCE ON WRITING A JOB DESCRIPTION

The following pages give further information about Job Descriptions (JDs) and give some advice about how you can develop them for the DDR Trainer role.

A JD aims to describe the job in order to:

- Give the candidates a broad idea of the purpose of the post.
- Provide a measure against which the job can be evaluated.
- Provide a measure against which to judge success.

The JD sets out the main responsibilities of the job and should include:

- The overall purpose of the job.
- The responsibilities of the job holder.
- Who the person reports to and is responsible for.
- Key standards of performance.

JD writing is a process that typically involves the manager, supervisor and employee. The following describes the role of each:

- **Manager** – The only person who is authorised to assign accountabilities to a job and approve a JD. A manager may often delegate responsibility for preparing a draft JD to a direct supervisor.
- **Supervisor** – The supervisor will often be the person most familiar with the day to day roles and responsibilities of the jobs that report to them. Supervisors can prepare a draft JD for review with a manager.
- **Employee** – The employee is not responsible for writing their JD. However, they may have valuable insight into the job requirements.

Remember a JD should not over or understate the duties required in a job. Either way, the document will not reflect what the person does on a day to day basis and may raise or lower expectations.

12 STANDARD TEMPLATE FOR JDS

Job title	Please insert the job title
Band	If relevant
Hours	Include details of any regular working days or requirement to work shifts.
Responsible to	The title of Line Manager
Accountable to	The immediate Line Manager
Responsible for	Staff Managed (attach structure chart, if relevant)
CRB Disclosure	Yes / No / Enhanced
Overview of responsibilities of the post: <p>This is likely to be the largest part of the JD.</p> <p>This section must clearly and accurately and in plain English describe the job which the post holder is required to carry out.</p> <p>A JD should describe the outcomes of the work assigned to a position – it should <i>not</i> include a description of <i>how</i> the work is done or the <i>process</i> or <i>procedure</i> to be followed.</p>	
Key standards of performance <p>These are the key outcomes expected from the post. Try to make these quantitative and specific, such as 'Reduce re-offending rates of course attendees by x%'.</p>	

Agreed: ----- (Job holder) Date -----

Agreed: ----- (Manager) Date -----

Date to be reviewed: -----

Please note – the template above is only an example. It is up to individual DDR Training providers to tailor it for their own requirements.

13 GOOD PRACTICE DDR TRAINER RECRUITMENT – SUPPORTING RESEARCH FINDINGS

Careful planning helps ensure that recruitment and selection is consistent, appropriate and unbiased

It is good practice to develop a standard policy for recruitment so that an organisation can implement a consistent recruitment method as suggested by HREOC (The Human Rights and Equal Opportunity Commission) which will in turn help to attract candidates.

Careful planning also increases the chance that you will identify the most suitable person for a role

Kristof (1996) found worker performance to be higher when their cognitive style matched the problem solving demands of the environment, suggesting the person – job ‘fit’ to be an important factor in understanding job performance and work behaviour.

Careful planning of the recruitment process, along with an appropriate use of job analysis is essential for creating an accurate person specification.

It is good practice for an organisation employing staff to develop a standard recruitment policy

It is good practice to develop a standard recruitment policy as it will help to follow the regulations, such as the Age Discrimination Regulations Act, in a fair and open manner ensuring that the most suitable person will be selected for the position. It provides a structure for carrying out recruitment procedures which follow guidelines that are suggested by the Equal Opportunities Commission, Commission for Racial Equality and the ACAS (Advisory, Conciliation and Arbitration Service) Codes of Practice.

Choosing wrong selection methods and misunderstanding of the recruitment procedure may lead to the selection of unsuitable employees, which in turn will result in a loss of profit for the company. Using a clearly written guidance document which is based on good recruitment practice can help the company to reduce the negative effects of unsuccessful recruitment practices such as high levels of turnover, absenteeism, lateness and sabotage (Searle, 2003, p8).

Why should the DDR Trainer Framework be the starting point for defining the type of staff needed in the role?

Effective assessment and management of recruitment should start from the formulation of a forward looking competence framework. Carrying out a competence analysis is an alternative way of identifying and using job characteristics as the basis for selection (Warr, 2002, p.104).

Why should the person specification align with the competence framework as well as meeting specific requirements of the organisation?

For most organisations use of the competence framework is an essential part of selection and performance management. Competences describe what a person needs to do well in order to perform well in the job (CIPD). These competences are often defined in the person specification and then used as a selection criteria; person specification will describe the essential and desirable qualities that the applicant should have, as well as the attainments that are necessary for a successful performance (Searle, 2003, p27).

Good practice in attracting applicants

Good practice in attracting candidates involves having media exposure of the firm, for example via recruitment advertising. Also, changing to new technologies may help applicants become more attracted to the organisation (Searle, 2003, p5).

Internal methods: Providing opportunities for career development

External methods: Advertising in trade press, newspapers or the organisations website; working with a job centre or building up links with local colleagues (CIPD).

Why should role requirements be defined?

Role requirements, when based a job analysis, will help to identify what is needed from a successful performance in a job. This is essential in a modern day job as the advancements in technology have caused jobs to be less stable than what they were in the past (Searle, 2003, p23).

Why should person specifications be developed?

Person specifications help you to choose the right person in terms of the skills, knowledge and personal attributes that are needed for the job, rather than ending up choosing a person for subjective reasons, such how much we 'like' and individual (Plumbly, 1985).

Interviewers that use a job specification tend to pay less attention to irrelevant information and are likely to spend more time on making their decision; equally, interviewing without specification poses more risk to the company under the current UK legislation (Arvey, 1979, In: Cook, 1988).

14 GOOD PRACTICE DDR TRAINER RECRUITMENT – FURTHER READING

Arvey, R. D. (1979a) Unfair discrimination in the employment interview legal and psychological aspects. *Psychological Bulletin*, 86, 736-65.

Arvey, R. D. (1979). *Fairness in selecting employees*. Adison Wesley, Reading, Mass.

Cook, M (1988). *Personnel Selection and Productivity*. John Wiley and Sons.

Cortina, J. M., Goldstein, N. B., Payne, S. C., Davison, H. K. and Gilliland, S. W. (2000). The incremental validity of interview scores over and above cognitive ability and conscientiousness scores. *Personnel Psychology*, 53, 325-51.

Judge, T. A. Martocchio, J. J. and Thorensen, C. J. (1997). Five factor model of personality and employee absence, *Journal of Applied Psychology*, 82, 745-755.

Kristof, A. L. (1996). Person-organization fit: An integrative review of its conceptualizations, measurement, and implications. *Personnel Psychology*, 49, 1, 1-49.

Plumbley, P. (1985). *Recruitment and Selection*. British Library Cataloguing in Publication Data. Dotesios Printers Ltd, UK.

Searle, R. H. (2003). *Selection and Recruitment, a critical text*. The Open University, Walton Hall, Milton Keynes.

Warr, Peter (2002). *Psychology at Work*. Fifth edition, Penguin Books Ltd, England.

http://www.hreoc.gov.au/info_for_employers/best_practice/recruitment.html

(The HREOC; Human Rights and Equal Opportunity Commission is an independent statutory organisation that is located in Australia. It carries out policy and legislative development into human rights by undertaking research projects into human rights and discrimination issues for example).

<http://www.cipd.co.uk>

15 DDR TRAINER SELECTION

The DDR Trainer framework can help you to define selection criteria and decide how to assess candidates against these e.g. application forms, interviews, knowledge or psychometric tests. A [recommended process](#) to make sure that the people are selected in a fair, reasonable and professional manner has been set out.

The recommended process links to the following documents:

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

16 GOOD PRACTICE DDR TRAINER SELECTION

16.1 Introduction

The selection process defines how the company will go about choosing the right candidate for the role from a pool of applicants. There are a number of methods that can be used during selection and the choice will to some extent depend on the number of applicants, the knowledge and capabilities of existing staff and the budget for recruitment.

This section provides guidance on best practice selection methods, how to choose between these and how to use these techniques to enhance your chances of finding the best candidate for the role.

There are a number of stages in the selection process:

- Getting initial information from candidates.
- Short-listing.
- Assessment of candidates using interviews and other psychometric methods.
- Deciding between candidates.
- Appointing a candidate.
- Providing feedback.

The following section provides information regarding each of these stages with specific reference to the role of DDR Trainer.

17 CHOOSING YOUR SELECTION METHODS

One of the first things you must consider when designing your selection process is which selection methods you will use. It is not a good idea to rely on any one method alone to identify the right person for a job¹. By using a range of methods, you increase your chances of gathering valid and reliable information about all the criteria you need to consider. For example, you may use a telephone interview, a face-to-face interview and a role play. This section will provide information on a relevant range of techniques. However, it is not possible to provide a definitive recommendation on which ones you should use. To decide this you must review your person specification and consider factors such as the number of candidates and your budget.

17.1 Getting initial information from candidates

The first stage in the selection process involves gathering initial information from candidates. Generally, there are two main formats for gathering information at this stage, the curriculum vitae (CV) and the application form.

17.1.1 Curriculum Vitae

The advantage of CVs is that they give candidates the opportunity to sell themselves in their own way and don't have the restrictions of fitting information into boxes as often happens on an application form. A good CV will stand out immediately and will also give you an indication of the candidate's ability to collate and present information. However, CVs allow candidates to include lots of additional, irrelevant material which may make them harder to assess consistently.

17.1.2 Application forms

Application forms allow for information to be presented in a consistent format and, therefore, make it easier to collect information from applicants in a systematic way and objectively assess the candidate's suitability for the job.

¹ The British Psychological Society Code of Good Practice for Psychological Testing (available at www.psychtesting.org.uk).

The most useful application forms are those that have been tailored for a specific job. Information from the job description and person specification can be used to guide this process.

Application forms can also be used to collect sensitive information, for example for equal opportunities monitoring and medical information: such information should be kept separate and confidential (for example using a separate piece of paper or detachable slip from the main application form).

Application form design is important - a poorly designed or unwieldy application form can discourage candidates from applying. For example, devoting lots of space to present employment disadvantages a candidate who is not currently working. Under the Disability Discrimination Act 1995, it may be necessary to offer application forms in different formats. Application forms should:

- Be realistic and appropriate to the level of the job.
- Use clear language.
- Be readable and easy to complete.
- Not request detailed personal information unless relevant to the job.
- State the procedure for taking up references, how these will be used and at what stage in the recruitment process they will be taken.
- Be accompanied by details of the job and clear information about the application and selection procedure.
- Enable you to draw up a short list of candidates.
- Provide a source of information to draw on in the interview.
- Help track how applicants found out about the position – to enable a review of the effectiveness of recruitment methods used.
- Provide a store of information about good but unsuccessful candidates that can be filed (either in hard copy or electronically) for future use.

17.1.3 Choosing a format for gathering information

It is up to the individual DDR Training provider to decide whether CVs or application forms would best suit their individual needs. There is no particular evidence that either format provides any particular advantage to either applicants or organisations provided that a systematic approach is used to evaluate the information contained in them. Under some circumstances it may be appropriate to use both CVs and application forms. For example,

you might require applicants to fill out a short application form which gathers essential information used to short-list candidates but then use CVs as the focus of interviews. As previously stated, the advantage of a CV is that a candidate is likely to include all the information they think is important, including things that may be relevant and might not have a box on a form. On the other hand, using an application form helps you to consistently collect all the information that you require to short-list candidates. If a large number of applications are likely to be received or if short-listing will be undertaken by more than one person working independently, an application form will almost certainly make comparing between applicants easier and more consistent.

17.2 Short-listing candidates

The next stage in the selection process is short-listing candidates. The aim of this process is to reduce your pool of applicants to a number that it is practical to take forward for further assessment.

To short-list you can clearly make use of information you have collected from applicants, either in the form of a CV or application form. However, there is a range of techniques you can use to short-list. These include biodata instruments (i.e. scored biographical information forms) and telephone interviews.

17.2.1 Application sift

Applications should be sifted by reviewing them against the criteria in the advertisement which will have been defined by the [person specification](#) and [job description](#). Applicants, who fail to meet these criteria in their application form or curriculum vitae, should be rejected at this stage, unless otherwise agreed by those involved in the selection process. Those who do meet the criteria should be added to the short list.

Two types of criteria can be used. Eligibility criteria are those which applicants must meet to be short-listed. For example, if you have decided that you are only going to recruit people who have significant training experience, you may decide to make it a requirement that they possess a recognised training qualification. Desirable criteria are those which improve the attractiveness of an applicant but can be balanced with other information. For example, you may decide that it is useful but not essential to have knowledge of the effects of alcohol. It is

helpful to have a systematic way of combining evidence concerning desirable criteria, possibly through use of a scoring system.

17.2.2 Biodata instruments

Biodata instruments are special forms of application form sift. They are usually presented as questionnaires and involve the formal scoring of biographical and other personal information. Research has shown these instruments to be reliable and valid techniques² but they require significant development and, in some versions, considerable research effort. However, generally only large companies can afford to develop biodata approaches and it is unlikely that this approach will be suitable for recruiting DDR trainers. Therefore, advice on how to use these instruments is not included here.

17.2.3 Telephone interviews

Telephone interviews can be a useful way of conducting an initial screen of applicants. They provide a way of gathering extra information while minimising the expense and time involved in interviewing applicants face-to-face. Telephone interviews can either be structured (involving pre-defined questions) or informal. All telephone interviews should be assessed against the criteria defined in the person specification and job description to ensure that the process of short-listing applicants is fair and unbiased. In principle, telephone interviews are no different from ordinary interviews but interviewers often report that the lack of face-to-face contact makes assessment harder.

17.2.4 Choosing a format for short listing

The process for short-listing candidates will depend upon the needs of the DDR training organisation and the number of applicants for a role. If you receive a large number of applications then an application sift is likely to be the most appropriate method. However, if you have a smaller pool of applicants, or communication skills and personal attributes are the key requirements for entering the role, then a telephone interview may be more appropriate.

² See, for example, Stokes, G.S. & Cooper, L.A. (2001). Content/Construct Approaches in Life History Form Development for Selection. *International Journal of Selection and Assessment*, 9(1-2), pp138-151.

17.3 Interviewing

Interviewing is, in fact, only one type of face-to-face selection technique. Other commonly used techniques are discussed in the following section (Section 17.4 – Other Psychometric Methods). However, because it is probably the most frequently used selection technique, and the one most likely to be used by DDR training provider organisations, it has been presented in a separate section.

17.3.1 Arranging interviews

Short listing should be completed as quickly as possible after the closing date and interviews carried out within a reasonable time scale. Delays at this stage often result in the loss of the best candidates. When organising interviews take into account the following:

- Enough time should be scheduled with each candidate to allow for a relaxed, unhurried interview.
- Do not schedule too many interviews for one day.
- Do not take weeks to conduct interviews that can be handled in a few days.
- Consider the location of the interview, its accessibility to candidates with disabilities and the distance a candidate will have to travel.

Notify the Candidate of the:

- Time and location of the interview and give directions.
- Name of the interviewer.
- Where the candidate should report.
- Intention to administer psychometric tests or other psychometric methods (if applicable).
- Any information required at, or prior to the interview, such as a resume or samples of prior work products.
- Procedures for cancellation (if necessary) and rescheduling, including the telephone number of the contact person.

17.3.2 Carrying out interviews

Interviews should be used to:

- Explore specific experience and skills.

- Confirm that candidates meet the experience, knowledge requirements and have an understanding of the demands of the job.

Interviews are a flexible method for assessing and selecting candidates and are widely used in the recruitment process. However, they need to be systematic and consistent to be effective. Unplanned interviews carried out by untrained staff can result in a disappointing experience for the candidate and a poor outcome for the company in terms of recruiting competent and suitable staff. The most common pitfalls when interviewing are:

- The self-fulfilling prophecy effect. Interviewers may ask questions designed to confirm initial impressions of candidates gained either before the interview or in its early stages.
- The stereotyping effect. Interviewers sometimes assume that particular characteristics are typical of members of a particular group. In the case of sex, race, disability, marital status or ex-offenders, decisions made on this basis are often illegal. However, the effect occurs in the case of all kinds of social groups.
- The halo and horns effect. Interviewers sometimes rate candidates as 'good' or 'bad' across the board and thus reach very unbalanced decisions.
- The contrast effect. Interviewers can allow the experience of interviewing one candidate to affect the way they interview others who are seen later in the selection process.
- The similar-to-me effect. Interviewers sometimes give preference to candidates they perceive as having a similar background, career history, personality or attitudes to themselves.
- The personal liking effect. Interviewers may make decisions on the basis of whether they personally like or dislike the candidate. Clearly this can be important if the interviewer is going to work directly with the recruit but may not be relevant if this is not the case.

Given that interviews remain one of the most common selection tools, it has been a matter of some concern to find ways to increase their validity and reliability. One common way to do this is to impose structure on the process. There is a range of ways that interviews can be structured (as described in the following section). However, regardless of structure, the following things should always be done before any interview:

Familiarise yourself with the job role

- Note the essential duties and responsibilities of the position and any working conditions that have a significant impact on the performance of those duties and responsibilities.
- Prepare to discuss the job briefly, in terms that the candidate can readily understand, remembering that the candidate is also making an employment decision.

Familiarise yourself with the candidate

- Review the candidate's application form or CV. Make a note of key points to be discussed during interview.
- Outcomes of other selection assessments (e.g. psychometric tests) if used.

Define the Interview Process

- Decide whether to conduct a panel interview, a one-to-one interview or a series of one-to-one interviews (known as sequential interviewing).
- Decide on the interview technique that is appropriate.
- Develop a framework for interviewing all candidates. This will ensure consistency and make sure that all important areas have been covered.
- Develop a limited set of specific questions pertaining to the essential duties and responsibilities according to the style of interview selected.

17.3.3 Structuring the interview

Deciding what style of questioning to use

There is a range of possible ways to structure interview questions. The two main styles of described below³.

Behavioural interviews

Typically one person interviews the candidate. During the interview the candidate is asked to discuss their experience of dealing with situations which are the same as or similar to those they will experience in the job. In their descriptions they are asked to paint a picture of their reasoning and thinking about their decisions or behaviour without bringing in non-essential details. An example relevant to recruiting DDR trainers might be to ask them to describe an occasion when they had to deal with someone who was being confrontational and refusing to listen to what you were saying. It is important that enough time is allowed for the candidate to form an answer. Behavioural interviewing is a useful technique for getting the candidate to relax and reveal themselves more fully as a person.

Situational Interview

In situational interviews, candidates are asked to describe how they believe they would respond to hypothetical situations which are relevant to one or more of the job functions. This is done to assess their ability to understand the requirements of the job and draw on their past experience in determining how they would respond to new situations. Candidates can either be given a job specific hypothetical situation or one which draws on similar or related skills and attributes. An example relevant to recruiting DDR Trainers might be to ask applicants how they think they would deal with someone on a DDR course who was constantly heckling the trainer or otherwise disrupting the course. This technique can prove difficult if the interviewer does not provide enough information in order for the candidate to recommend a solution or a course of action. However, research has indicated that this form of interviewing can be highly reliable and predictive.

³ For further information on interviewing techniques see, for example, Cook, M. & Cripps, B. (2005). Psychological Assessment in the Workplace – A Managers' Guide. Chichester: Wiley.

Choosing a style of questioning

Choosing between these two types of structured interview depends on the degree of experience you want and can expect in your applicants. Behavioural interviewing requires applicants to have had relevant experiences so you should use it only when recruiting from amongst relatively experienced applicants. Situational interviewing can be used with any applicant but is more demanding for both the interviewer and the interviewee. Regardless of the style of questioning chosen, you should develop interview questions which will allow *relevant* comparison of applicants prior to the interview. It also assists your organisation to take a more team-oriented approach to interviewing and selecting candidates as other staff members can have input into the questions. One approach that is commonly used is to make use of several styles of question at different stages in the interview. Some suggested examples of [DDR Trainer interview questions](#) are a combination of styles.

Designing a structured assessment

Possibly more important than the structuring of interview questions is the structuring of the assessment of candidates. At an absolute minimum this means taking detailed notes during interviews. Full notes must be taken by interviewers to assist in the selection process and to aid feedback to unsuccessful candidates (responses given at interview can also be checked against information given in the application and/or CV). Interview responses can then be analysed and comparisons made between candidates. It is important, therefore, that the information is as comparable as possible for every applicant. If this is not properly planned the following difficulties may arise after interviews when trying to compare information:

- It may be hard to bring together coherently.
- It may be open to potential interviewer bias.
- It may miss certain areas of knowledge, skills, and ability.
- The interview may stress some areas and neglect others.
- There may be problems in the interpretation and analysis of the information obtained.
- Impressions of a candidate can get distorted.

One of the best ways to standardise assessments of candidates is to develop a structured assessment. There are a number of ways of doing this but all require the assessment to be structured around the person specification. Many approaches require ratings to be given, based on interview performance against each aspect of the [person specification](#) being assessed during the interview. Other approaches require ratings to be given on how well

interviewers think applicants will be able to perform the specific activities or to discharge the specific responsibilities set out in the [job description](#). Yet other approaches use a combination of these.

The key to all approaches is that the interviewer has a good understanding of what counts as evidence. One way of doing this is to create anchored rating scales where the ends of the scale are associated with descriptions of what counts as good and poor interview responses or behaviours. Another way is to provide a checklist of examples of positive and negative evidence. Structuring assessment is an important step in ensuring consistency across both interviewees and interviewers.

17.3.4 A word about discrimination

It is illegal to include any interview questions that are related to a candidate's:

- Age
- Race, ethnicity, or colour
- Gender
- Country of national origin or birth place
- Religion
- Disability
- Marital or family status or pregnancy

Be careful about asking questions based on any of these subjects. They should not be asked in an interview as it may leave you open to a charge of discrimination. Instead think about what you are trying to find out by asking these questions and ask about those things instead, for example:

Are you planning to start a family?

Are you asking if they are able to work overtime? Are you asking if they would have a commitment to this position?

How old are you?

Are you asking how many years of experience they have?

Are you asking if they are able to work away from home?

Note: if you use a structured approach to interviewing you are far less likely to ask discriminatory questions.

17.3.5 Conducting the interview

In order to ensure that the candidate has the best possible chance to perform well in the interview careful preparation is necessary. The following things should be considered when planning the interview:

- Arrangements should be put in place for candidates to be greeted upon arrival and given information about facilities etc.
- A suitable waiting room should be made available to candidates.
- The interview room must be an appropriate size, quiet and have good ventilation and heating.
- A clock should be visible to help with keeping interviews to time.

The following steps should be taken during the interview to ensure candidates are comfortable and given the best opportunity to perform well:

- When the candidate enters the room ensure that they are comfortable, e.g. offer them a drink, and invite them to take their coat off, ensure that the sun is not directly in their eyes.
- Introduce yourself(s). Give the candidate your name and a brief description of your role in the company.
- Explain the interview process. Ensure that the candidate understands how long the interview will take, what they will be expected to do and when they will be able to ask any questions that they have.
- Explain what will happen next. Ensure that the candidate understands what the next steps in the application process are, when they can expect to be notified about the position and when they can expect to receive feedback.

17.4 Other psychometric methods

While interviews are the most commonly used selection technique (and structured interviews are, in fact, a psychometric method) there is a range of other techniques that may be used where appropriate. The following table provides a summary of common psychometric methods.

If you want to measure.....	Then you need to use...	These are examples	That work like this.....	And you can use them to....
HOW WELL SOMEONE IS LIKELY TO PERFORM	<i>Measures of optimum performance E.g. knowledge tests, verbal skills tests</i>	<ul style="list-style-type: none"> • Ability tests • Attainment tests • Aptitude tests • Work samples • Knowledge tests • Situational judgement tests • Simulations 	These tests either have questions that have right or wrong answers, or tasks that can be done more or less well.	Identify strengths and weakness in required skills and abilities.
HOW SOMEONE IS LIKELY TO BEHAVE	<i>Measures of typical performance E.g. personality tests</i>	<ul style="list-style-type: none"> • Personality tests • Interests Inventories • Motivation tests • Emotional Intelligence tests • Situational judgement tests • Honesty/integrity tests 	These tests usually come in the form of questionnaires where the candidate gives a 'self-report' of their attributes. The questions do not have 'right' or 'wrong' answers. They simply provide descriptions.	Find out if you have the right mix and balance of personal attributes to cope with the job.

17.4.1 Why use psychometric methods

The key features of *psychometric methods* are:

- They assess, as objectively as possible, an individual's abilities and attributes.
- They do this in a systematic, standardised and structured way.
- This allows you to compare people and identify differences in their performance.
- They will have been evaluated and have known reliability and validity.

17.4.2 Choosing a psychometric method

There are a range of things that you must consider when choosing a psychometric method.

Firstly, you need to choose an appropriate method in terms of what attributes it covers (e.g. if you want to assess conscientiousness then you need a method that covers this attribute).

All good psychometric methods will be backed up with thorough research. This means that every method must be supported with information that gives someone using it confidence that the method is accurately measuring what it claims to measure.

There are two things that you should always look for when deciding whether a method is worth using:

- Can you trust the scores to be an accurate measure of an individual's skills and/or attributes (how reliable a method is)?
- Does it measure what you want it to measure (how valid a method is)?

Reliability is about how consistent and trustworthy a measurement is.

Validity is about whether a method measures what it claims to measure.

If a method is valid it must be reliable. However, it is possible for a method to be reliable but not valid. For example, you step onto a weighing scale that tells you that you weigh 5 pounds. Since you are an adult, you know that this is not your real weight, yet every time you step on it, the scale still reads 5 pounds. The scale would be reliable (measures consistently) but not valid (does not measure what it is designed to measure). Of course, you know the scales are not valid because you know you weigh a lot more than 5 pounds. Remember though, that you are assessing candidates that you do not know, so you have to be quite sure that your tests are measuring what you think they are.

Other things you should consider include:

- Does a method exist that captures the attribute(s) I am interested in?
- Can I get access to it?
- Is there training required to use it?
- How much will it cost to buy the method and get trained in its use?
- Is there an easier way of measuring this attribute equally accurately?

When reviewing the contents of the DDR framework, the tests that are most likely to be relevant are personality tests, attainment tests and simulations. Therefore, these are covered in more detail in the following sections.

17.4.3 Personality tests

A wide range of personality tests are available measuring an equally wide array of personality variables. Current thinking, however, is that all the tests are essentially measuring personal attributes which are examples of five main personality factors. These are the so-called “big five” factors:

- Conscientiousness
- Extroversion / introversion
- Emotional stability / anxiety
- Agreeableness / sociability
- Openness to experience

All of these are relevant to the recruitment of DDR Trainers. However, there are known to be some drawbacks to personality testing. Firstly, the up-front costs of conducting your own personality testing can be significant. Users typically need to be qualified at least to British Psychological Society level B standard to be allowed access to commercially available tests. User manuals and starter packs can be expensive for small businesses. However, there are a large number of companies, chartered psychologists and qualified test users who offer services in personality testing. Further, a number of companies offer computer-based testing services using expert systems which can produce plain English reports for use by interviewers and assessors.

Secondly, personality tests are liable to faking in real recruitment situations and this undoubtedly affects their reliability and validity. Personality tests are still controversial as aids to selection even amongst the psychological testing community (e.g. Morgeson, Campion, Dipboye, Murphy & Schmitt, 2007). Partly for this reason, the British Psychological Society recommends that selection decisions should not be made solely on the basis of personality test scores. Instead they should be considered as adjuncts to other selection methods such as interviews.

17.4.4 Attainment tests

There are also a wide range of different types of attainment test. These include various types of knowledge and skills tests but also include examination results and qualifications as long as the latter are assessment based.

Training qualifications are likely to be the most valuable type of attainment evidence in the recruitment of DDR Trainers. There are a very large number of recognised training qualifications and it is not always easy to discover exactly what each covers. Please look at a list of relevant [Training Qualifications](#) Which includes some of the more common ones and gives guidance on where to find out more information on what each qualification covers.

17.4.5 Simulations

Simulations can vary from simple, easy to set up exercises like group discussions to full mission, high fidelity simulators. The latter are very costly and are not of interest here. Simpler and less costly simulations can, however, be very valuable selection methods. For example, there is a great deal of evidence suggesting that work samples are amongst the most predictive of all selection methods. Not all types of simulation are equally valuable, however. Performance in discussion group exercises and certain sorts of role play, although these are quite widely used, is known to be more dependent on the mix of participants than on the ability or attributes of the individuals.

Nonetheless, certain sorts of simulation exercise would be very valuable in the recruitment of DDR Trainers and relatively cheap to implement. Two worth serious consideration are exercises requiring applicants to design and plan elements of training courses and presentation exercises which might, for example, involve the design and delivery of a fragment of a DDR course.

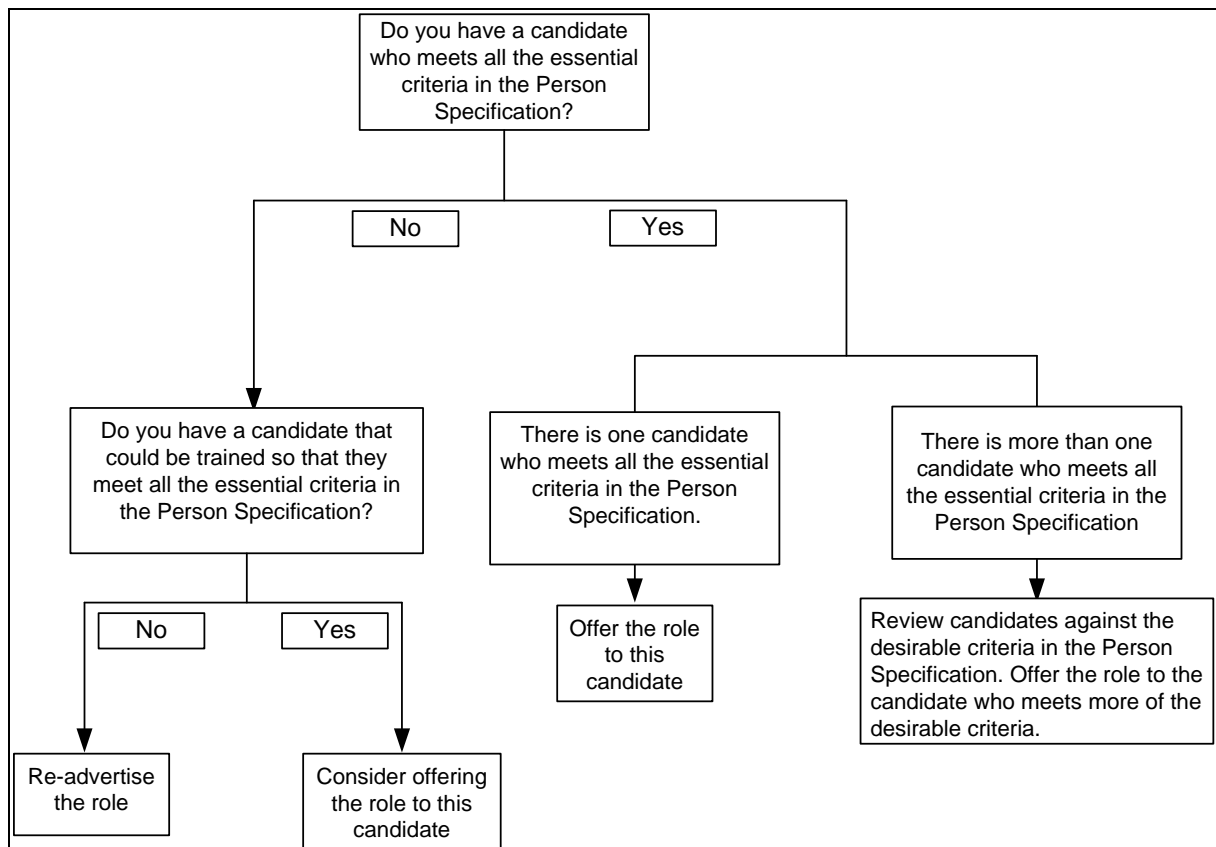
17.5 Deciding between candidates

At the end of the interview/assessment process you will need to decide who the best candidate for your DDR Trainer role is. This is clearly a crucial decision and it is important that you carefully and systematically weigh up all the evidence you have collected during the recruitment process.

Your recruitment process should have been structured around the [person specification](#). Therefore, the person specification is the key to making decisions between candidates. The following decision tree provides guidance in how to use the Person Specification to compare candidates.

As the decision tree indicates, one issue that may arise when evaluating candidates is that none meet the essential criteria entirely in your Person Specification. If this is the case you will need to carefully consider whether you should re-advertise the position or whether any of the candidates meet enough of the criteria that you could consider taking them on and providing them with additional training where required. Any decision to recruit a candidate who does not meet all the essential criteria should be carefully considered because the

candidate may require significant training and take considerably longer before they are competent to deliver DDR Training. Also, there is a risk that the candidate may never reach competence in criteria that are considered essential. It should also be noted that if you re-advertise the position and indicate that training will be offered, you may attract a better candidate than the ones you already have.



Deciding Between Candidates Decision Tree

18 GOOD PRACTICE POST SELECTION

18.1 Making the appointment

18.1.1 Checks

After an applicant has accepted a conditional offer of employment, a range of things must be checked before a formal offer can be made. These are listed below:

Right to work in the UK

Before making a formal offer of employment, employers have responsibility for checking that applicants have the right to work in the UK and for seeing and taking copies of relevant documentation - a list of acceptable documents demonstrating the right to work in the UK is available from the Home Office.

References

Offers of employment to external applicants should be made on the condition that two satisfactory references are supplied. References from the person's current or most recent employer are preferable, though you may need to be flexible about this depending on the applicant's circumstances. It should be made clear to the candidate that the contract of employment may be terminated if satisfactory references are not received.

Qualifications and certificates of attainment

Professional qualifications and memberships described on a CV or application form must be validated if they relate to the competence requirements of the job. Original certificates should be viewed and validated.

There are a multitude of qualifications related to training. A complete listing would run to dozens of pages and may still be incomplete. When a potential candidate sends in an application form or CV it is useful to be able to distinguish between [training qualifications](#) and what they mean.

18.1.2 Notice periods

It is recognised that external candidates will usually have to provide their existing employer with a period of notice. Companies should not expect applicants to waive their notice periods and start dates should be arranged with this in mind. As a guide, a minimum internal notice period of four weeks would be reasonable.

18.1.3 Administration and record-keeping

An appropriate person should be appointed to take responsibility for ensuring that the correct correspondence is issued to applicants at each stage of the recruitment process. A written record should be kept for each application in order to give feedback to candidates.

- Initial contacts, such as responses to advertisements etc., will be noted, and an Application Form sent out. Individuals who have been “head-hunted” will also be given an Application Form.
- All applications received in response to an advertisement will be returned to the appropriate person.
- Following closure of an advert, the appropriate person will forward the applications to the manager who will prepare a shortlist.
- The appropriate person will arrange for interviews to take place. Applicants will be contacted by telephone in the first instance to arrange a suitable appointment and a letter will follow where time allows.

Unsuccessful candidates will be advised in writing and their application details should be kept for a period of six months after appointment of the successful applicant.

18.2 Providing feedback to applicants

Feedback is a formal part of the recruitment process and should be given by the appropriate representative and manager who lead the interview. One of the biggest complaints applicants make when applying for jobs is that organisations are very slow to tell them whether their application has been successful or not. Organisations should aim to inform all applicants about the outcome of their application as quickly as possible. You risk losing your best candidates by keeping them waiting because they are the most likely to have successful applications with other employers.

The offer of formal feedback should be made in writing to every applicant regardless of how far through the selection process they get. Feedback can be given on the phone, in writing or face to face as appropriate.

Feedback should highlight the reasons why an applicant was successful or unsuccessful. It should be constructive and offer ways of improving performance in the future. The feedback given should be based on the notes taken at the interview and any points of particular interest should be clearly noted. Specific reference should also be made to the [job description](#) and [person specification](#).

19 SUMMARY

This guidance document gives DDR training providers information and advice to help them put in place selection systems and processes which ensure that DDR Trainers are selected on a fair, reasonable and professional basis and have the ability to perform the role of DDR Trainer to recognised standards. It outlines how to make best use of the DDR Trainer framework within the selection process.

While it is not possible and not advised to specify the exact selection process that an individual DDR provider should choose (this depends on the particular circumstances of the organisation), there are a range of things that all providers should do to meet good practice. The following list describes all the things that we would expect to see in an acceptable DDR Trainer selection process:

- A fair and justifiable short-listing process.
- Selection methods that involve at least semi-structured interviews, and preferably a supporting technique such as a presentation exercise.
- A clearly defined process for assessing candidates and deciding between them that is based upon the person specification.
- Defined procedures for keeping candidates informed and providing them with feedback.
- A clear Discrimination Policy which makes sure candidates are treated well and fairly and is reviewed regularly.

As stated in the introduction to this document:

The main requirement is that you have considered each aspect of your selection process and can justify the approach you have taken.

20 EXAMPLE INTERVIEW QUESTIONS

The following lists of questions are only examples. It is up to individual organisations to tailor them to their own requirements or use questions that are more appropriate to them. It should also be noted that follow up or 'probing' questions are not included here but should be considered when designing interview questions.

Introduction to the interview

Introduce yourself and then start the interview with a few minutes welcoming the candidate. Then go on to explain a bit about your organisation and outline the DDR Trainer role.

Traditional interview questions

The following is a list of typical interview questions. They broadly fall into three categories:

History / experience / knowledge

- Describe your current job.
- Do you have transferable skills or experience from outside the profession?
- What have you got to contribute?
- What do you see as the key issues around alcohol and driving?
- What do you know about the client group you will be dealing with?

Personal motivation

- Why do you want to work for this organisation?
- What do you know about this organisation?
- What interests you about this organisation?
- What qualities do you think this job requires?
- What are you looking for in a new job?
- What motivates you?
- What are your career goals?
- What are your hobbies and outside interests?

Self Assessment / awareness

- What are your professional strengths and perceived training and development needs?
- How do you manage your time?

- How do you manage when you are required to work alone?
- How do you respond under pressure?

Behavioural questions

Behavioural questions focus on what you have done and how you have handled situations in the past. Examples include:

- Tell me about a time when you have had to deal with a difficult person at work.
- What proactive steps have you taken to make your teaching more effective?
Specifically describe a change you have made.
- Some situations require us to express ideas or opinions in a very tactful and careful way. Tell me about a time when you were successful in this type of situation.
- Describe a situation in which you were able to use persuasion to successfully convince someone to see things your way.
- Describe a time when you were faced with a stressful situation that demonstrated your coping skills.
- Tell me about a time when you had to use your presentation skills to influence someone's opinion.
- What is your typical way of dealing with conflict? Can you tell me about a time when you have used this approach?
- Tell me about a time you were able to successfully deal with another person even when that individual may not have personally liked you (or vice versa).
- Tell me about a recent situation in which you had to deal with an upset client or co-worker.
- Give me an example of a time when you have motivated others.
- Describe a time when you anticipated potential problems and took preventative measures.

Situational or performance questions

Situational questions ask you to describe how you believe you may behave in the future or what you believe would be the best way to behave in the future. Examples include:

- Imagine yourself in front of a group that are obviously reluctant to take part in a discussion because they feel it has no relevance to them. Tell me what you would do.

- You have to present information that is controversial to a class and which may offend them. How would you deal with this?
- You are making a presentation to a number of people. The start time has been clearly designated and you begin on time. The presentation is complex and the first few minutes contain information that is vital. People continue arriving after you have begun. How would you handle this?
- You are leading a discussion and one member of the group becomes disruptive. What would you do?
- You are leading a discussion and the whole group becomes disruptive. What would you do?
- You are teaching a course that leads to a certificate. Part of the requirement of certification is the number of hours participants have to attend. This is clearly stated on the contract they have signed. One member of the group gets up and leaves early without any clear excuse or justification. You allow this to happen and it leads to several other members making that same request. How do you deal with this?

Next steps

Always make sure that you give the interviewee a chance to ask questions at the end of the interview. Explain what will happen next. Ensure that the candidate understands what the next steps in the application process are, when they can expect to be notified about the position and when they can expect to receive feedback

21 GOOD PRACTICE DDR TRAINER SELECTION – SUPPORTING RESEARCH FINDINGS

Advantages of telephone interviews

There are advantages of using telephone interviews because interview costs are likely to be lower and they are likely to save time for both the company and the employee (Silvester, 2000, p16).

Good practice in interview techniques

To improve an interview, it is important to select the interviewers carefully, train the interviewers, provide a good job description, and tell the interviewer what to look for, listen to the candidate, structure the interviewer's judgement and structure the interview (Cook, 1988).

The interviewer should be aware of the overall recruitment process and be able to use the selection criteria and to avoid irrelevant issues. It is important to be able to objectively and fairly rate the applicants so that underlying prejudices and stereotypes will not have an effect on the assessment process (Searle, 2003, p125).

How to carry out interviews

Research has revealed that panel interviews including more than one interviewer are more able to predict the candidate's future job performance than using one interviewer at the time. (Wiesner and Cronshaw, 1988).

The most popular method for interviewing has been identified as structured, small panel interviews (as opposed to large panel or one-to one interviews) as established in the survey carried out by Robertson and Makin (1986) of the major British employers identified in the Times 1000.

What styles of questioning to use – behavioural vs. situational

Behavioural type of questioning is based on the idea that past behaviour is the best predictor of future behaviour (Jantz, 1989 in: Searle, 2003, p107). This type of questioning will help the employee to make predictions of the candidate's future behaviour based on past behaviours (www.career.vt.edu).

Situational questions are more suitable for in-experienced candidates as they give a hypothetical situation and aim to find out how the candidate would respond to that situation. Thus they seek to test logical thinking and thought processes rather than how the candidate behaved in their job previously (www.uea.ac.uk).

Situational interviews can be considered to be a structured form of assessment as all applicants are answering the same question (Latham, 1999). Success in situational interviews has been found to predict future job success (Salgado, 1999, Wright, Lichtenfels and Pursell, 1989).

Structured assessment

Structured interviews can remove many of the inadequacies of an unstructured interview. Generally, unstructured selection methods have been found to be more likely to introduce unfairness towards applicants. Unfairness in selection relates to the likelihood of not being selected for the position even though the person is able to do the job (Cleary, 1968). Large amount of research has found structured interviews to have higher criterion related validity than unstructured interviews (Weisner and Cronshaw, 1988; Wright, Lichtenfels and Pursell, 1989; Huffcut and Arthur, 1994 In; Warr, 2002).

Structured interviews, when based on job analyses, have been found to have good validity for predicting future job performance (Wiesner & Cronshaw, 1988). A study carried out by McDaniel, Whetzel, Schmidt and Maurer in 1994 (In: Warr, 2002) found structured interviews to have a better validity than unstructured interviews, and situational interview to have particularly good validity in predicting future job performance. It is also recommended to use panel interviews which have greater reliability than one-to-one sequential interviews (Wiesner and Cronshaw, 1988).

Discrimination

The importance of creating an up-to date best practice statement for selection and recruitment has become important since the UK legislation and EU Directives changed in terms of age, sex, race and disability discrimination as well as for equal pay (Equal Opportunities Legislations, 1970-2008). Misunderstanding or neglecting the principles of the legislation can lead to high cost payments for the organisation and a potential court case.

Validity of psychometric tests

Different types of psychometric tests are used by 70% of organisations (Shackleton and Newel, 1991, in: Searle, 2003, p127). They are an important selection tool that are able to discriminate between a large numbers of candidates quickly and cost-effectively (Searle, 2003, p127). According to Robertson and Smith (2001), psychometric tests have the highest predictive power of all selection tools in predicting future job performance (In: Searle, 2003). Literature review on psychometric testing have found strong evidence for supporting the ability of cognitive ability tests to predict performance across jobs (Jenkins, 2001).

Validity of personality tests

Certain personality tests used in selection can have good validity in terms of being able to predict future success at work. For example, varieties of personality traits have been found to predict future job performance (Barrick and Mount, 2001) turnover (Dreher and Maurer, 1989), absenteeism (Judge, Martocchio and Thoreson, 1997) and counterproductive behaviours (Hough, Eaton, Dunnette, Kamp and McCoy, 1990 in; Roth et al, 2005). However, there has recently been a movement in the psychological testing world (e.g. Morgeson, Campion, Dipboye, Murphy & Schmitt, 2007) which attempts to limit the importance of personality testing in selection arenas. Researchers argue that personality tests can be controversial to aids to making selection decisions and the results of personality tests should be used with great care under these circumstances.

Validity of attainment tests

Attainment tests overall are seen as useful tools for assessing person's suitability for a job (Searle, 2003, p137). They help to assess the current level of the person's performance and help to measure even large number of candidates at the same time.

Validity of Simulations

Job simulations can assess job knowledge, competences and abilities and are popular amongst the candidates. They are likely to have high levels of standardisation and structure yet are flexible enough to be able to simulate wide range of situations and environments which may be encountered in a job.

A process for attracting candidates that clearly tells potential applicants what to expect from the job

It should be remembered that good candidates choose the firm as much as the firm chooses the candidates. Research carried out by Newel and Shackleton (2001) (In: Searle, 2003, p5) found out that media exposure to a firm is considered as a sign of their reputation.

A selection system which is built around the person specification.

Using person specification as a starting point for a defined recruitment process will help to diminish unlawful discrimination against the applicants (Searle, 2003, p168). Using a person specification, based on a competence framework, the company can provide a list of essential activities needed for a successful performance and then use this information to create a detailed and accurate person specification (Searle, 2003).

Selection methods that involve at least semi-structured interviews, and preferably a supporting technique such as a presentation exercise.

Interviewers generally reach their decision rather quickly and usually within the first nine minutes of the interview starting (Cook, 1988). These judgements are not entirely valid and thus it is important to use other methods for selecting the candidates.

A clearly defined process for assessing candidates and deciding between them that is based upon the person specification.

Undefined processes that do not rely on job analysis and job specification are likely to lead to unstructured selection process.

Keenan and Wedderbaun (1980) (In: Cook, 1988) found that when using unstructured, one-to-one interview techniques, interviewers were discussing different topics with each candidate, resulting in inconsistency. Thus, unstructured methods are likely to result in series of judgemental defects. A study carried out by Tucker and Rowe (1977) In: Cook (1988) found that interviewers using such methods generally reached a decision within the first nine minutes. This decision was found to be influenced by several factors such as stereotyping and 'similar to me' effects, impression management skills (e.g. nodding and smiling more is likely to lead to success), halo and horns (after the initial nine minutes we are looking for traits which will confirm our decision to reject or accept the candidate). Other factors may influence decision making as well, such as having a foreign accent, age and race.

Overall, we would expect to see candidates treated well and fairly in line with a clear discrimination policy

The current employment laws state that all candidates must be treated fairly and that there should be no discrimination due to age, race, or gender.

‘Questions posed during the interview (should) relate only to the requirements of the job. Where it is necessary to discuss the personal circumstances and their effect upon ability to do the job, this should be done in a neutral manner, equally applicable to all applicants’ (Equal Opportunities Commission).

22 GOOD PRACTICE DDR TRAINER SELECTION – FURTHER READING

Barrick, M. R. and Mount, M. K. (2005). Yes, Personality Matters: Moving on to More Important Matters. *Human Performance*, 18, 4, 359-372.

Barrick, M. R. and Mount, M. K. (2001). The Big Five personality dimensions and job performance: a meta-analysis. *Personnel Psychology*, 44, 1-26.

Cook, M (1988). *Personnel Selection and Productivity*. John Wiley and Sons.

Cook, M. & Cripps, B. (2005). *Psychological Assessment in the Workplace – A Managers' Guide*. Chichester: Wiley.

Dipboye, R. L. (1992). *Selection interviews: process perspectives*. Cincinnati, OH: Southwestern.

Dreher, G. E. and Maurer, S.D. (1989). Assessing the employment interview: Deficiencies associated with the existing domain of validity coefficients. In: R. Eder and G. Ferris (Eds.), *The employment interview: Theory, research and practice* (p.249-268) Newbury Park, CA: Sage.

Hough, L. M., Eaton, N. K., Dunnette, M. D., Kamp, J. D. and McCloy, R. A. (1990). Criterion-related validities of personality constructs and the effect of response distortion on those validities. *Journal of Applied Psychology*, 75, 581-595.

Huffcut A. I., Roth, P., L., & McDaniel, M. A. (1996). The Impact of Job Complexity and Study Design on Situational and Behavior Description Interview Validity. *Journal of Applied Psychology*. 81, 5, 459-473.

Hunter, J. E. and Hunter, R. F. (1984). Validity and utility of alternative predictors of job performance. *Psychological Bulletin*, 96, 72-98.

Jenkins (2001). Companies Use of Psychometric Testing and the changing demand for skills: A Review of the Literature. Centre for the Economics of Education, London School of Economics and Political Science, London.

Judge, T. A., Higgins, C. A. and Barrick, M. R. (1999). The big five personality traits, general mental ability, and career success across life span. *Personnel Psychology*, 52, 621-52.

Keenan, A. and Wedderburn A. A. I. (1980). Putting the boot on the other foot: candidate's perceptions of interviews. *Journal of Occupational Psychology*, 53, 81-9.

Latham, G. P. (1999). A Meta-Analysis of the Situational Interview: An Enumerative Review of Reasons for its Validity. *Canadian Psychology*, 40, 1.

McDaniel, M.A., Whetzel, D., A. et al (1994). The validity of employment interviews: A comprehensive review and meta-analysis. *Journal of Applied Psychology*, 79, 79, 599-616. *International Journal of Selection and Assessment*

Morgeson, F. P., Campion, M. A., Dipboye, R. L., Hollenbeck, J. R., Murphy, K., & Schmitt, N. (2007). Reconsidering the use of personality tests in personnel selection contexts. *Personnel Psychology* 60: 683-729.

Moscoco, S. (2000). Selection Interview: A Review of Validity Evidence, Adverse Impact and Applicant Reactions.

International Journal of Selection and Assessment 8, 4, 237–247.

Plumbly, P. (1985). Recruitment and Selection. British Library Cataloguing in Publication Data. Dotesios Printers Ltd, UK.

Robertson, I., Makin, P. (1986), "Management selection in Britain: a survey and critique", *Journal of Occupational Psychology*, 59, 45-57.

Robertson, I. T. and Smith, M. (2001). Personnel Selection. *Journal of Occupational and Organisational Psychology*. 74, 4, 441-72.

Roth, P. L. et al (2005). Personality Saturation in Structured Interviews. *International Journal of Selection and Assessment*. 13, 4.

Salgado, J. F. (1999). Personnel selection methods. In; C. L. Cooper and I. T. Robertson; International review of Industrial and Organisational Psychology, pp 1-54. Chichester; Wiley.

Searle, R. H. (2003). Selection and Recruitment, a critical text. The Open University, Walton Hall, Milton Keynes.

Shackleton, V. and Newel, S. (1991). Management selection: A comparative study survey of methods used in top British and French companies. Journal of Occupational and Organisational Psychology, 64, 23-36.

Silvester, J. et al (2000). A Cross-Modal Comparison of Telephone and Face-to-Face Selection Interviews in Graduate Recruitment. International Journal of Selection and Assessment. 8, 1, 16-21.

Stokes, G.S. & Cooper, L.A. (2001). Content/Construct Approaches in Life History Form Development for Selection. International Journal of Selection and Assessment, 9(1-2), pp138-151.

The British Psychological Society Code of Good Practice for Psychological Testing (available at www.psychtesting.org.uk).

Tucker, D. H. and Rowe, P. M. (1977). Consulting the application from prior to interview: an essential step in the selection process, Journal of Applied Psychology, 62, 283-7.

Warr, Peter (2002). Psychology at Work. Fifth edition, Penguin Books Ltd, England.

Weisner, W.H. and Cronshaw, S. F. (1988). A meta-analytic investigation of the impact of interview format and degree of structure on the validity of the employment interview. Journal of Occupational Psychology, 61, 275-290.

Westwood, M. A., Nunn, L. M., Redpath, C., Mills, P. and Crake, T. (2008). Applicants regard structured interviews as a fair method for selection: an audit of candidates. Journal of the Royal Society of Medicine. 101, 5, 252-258.

Wright, Patrick M.; Lichtenfels, Philip A.; Pursell, Elliot (1989). The structured interview: Additional studies and a meta-analysis. *Journal of Occupational Psychology*. 62, 3, 191-199.

<http://www.career.vt.edu/Jobsearc/interview/Behavioral.htm>

<http://www.uea.ac.uk/ccen/applications/intquest.shtml>

23 DDR TRAINER TRAINING

Sections of DDR Trainer framework can guide the content of training courses for new, existing and potential DDR Trainers. You can use the Framework as a basis to develop training remits which make your requirements explicit to course developers and/or providers. These can then be used to describe what the learning outcomes of training courses should be and how this should be assessed. A [recommended process](#) for planning the training and development of DDR Trainers has been developed

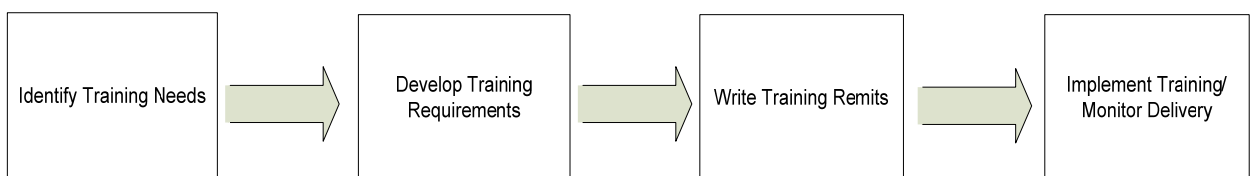
The recommended process links to the following documents:

- [Some example training remits](#)
- [A list of existing training qualifications and National Occupational Standards 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.](#)

24 GOOD PRACTICE DDR TRAINER TRAINING

24.1 Introduction

All organisations need to plan the training and development of their staff carefully. Careful planning helps to ensure that trainees are given the right training in the most cost-effective, efficient way possible. Generally speaking, good practice in managing training involves the steps outlined in the figure below.



Steps in developing Training Requirements

This document is designed specifically for DDR Training provider organisations and contains the following sections:

- Identifying standard training needs/requirements for new recruits.
- Developing standard [training remits](#) for new recruits (high-level descriptions of how training should be undertaken).
- Developing bespoke training requirements and tailoring standard remits as required.

The guide describes an approach to training which involves developing standard requirements sets and training remits that will suit an organisations' 'typical' new recruit. By using this approach, providers can manage training more efficiently and reduce the workload associated with identifying the training needs of each individual employee. However, guidance is also provided on modifying standard documents to identify individual training requirements for 'atypical' recruits.

All training providers should consider each part of the guidance and ensure that they have a process for managing the training of new staff that both meets good practice and suits their needs.

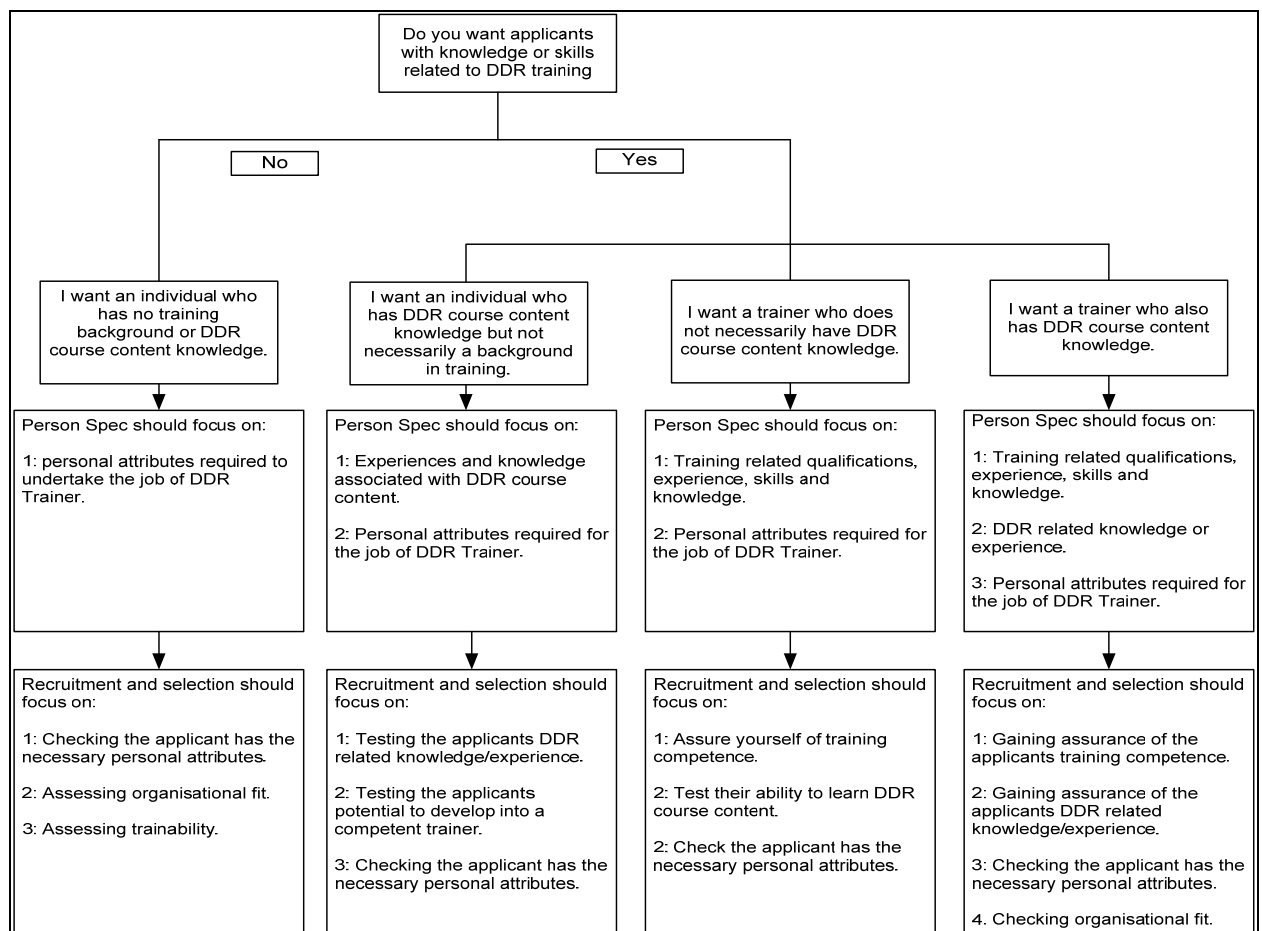
25 TRAINING REQUIREMENTS

The following section describes a process for developing standard sets of training requirements for newly recruited DDR Trainers. The process is described in two steps:

- Defining high-level training needs.
- Developing detailed training requirements.

25.1 Defining high-level training needs

The first step in developing a standard set(s) of training requirements for new recruits is to identify what training needs they typically have. The information provided in the good practice guidance on DDR Trainer recruitment and selection indicates that there are four main types of outcomes at the conclusion of a successful recruitment drive (see the figure below). This information provides a starting point in terms of identifying training needs.



DDR Trainer Recruitment and Selection Decision Tree

The following table provides a breakdown of the training needs that might arise based on the range of potential recruitment outcomes described in the figure above.

DDR Trainer Training Needs

Ref	New member of staff	Training need	
		Trainer skills training	Content training
1	No training background or DDR course content knowledge.	Yes	Yes
2	DDR course content knowledge but no training background.	Yes	No
3	Qualified trainer with no knowledge of DDR course content.	No	Yes
4 ⁴	Qualified trainer with DDR course content knowledge.	No	No

DDR training providers should use the table above to identify which group (or groups) their new recruits typically fall into. By doing this the broad training needs of most new recruits can be defined and training requirements developed. For example, a provider might typically recruit staff members that have DDR course content knowledge but no background in training. Therefore, their new staff will typically have a training need related to increasing their competence as DDR Trainers (Ref 2).

25.2 Developing detailed training requirements

The following section provides information on how to expand a general training need into a set of standard training requirements. It focuses on how to define trainer training requirements. However, the same steps should be followed when developing course content type training requirements.

Generally, the following steps should be taken to identify training requirements:

⁴ It should be noted that even where there is no training requirement for an individual new recruit (ref 4) they will still require familiarisation and induction.

- Identify competence gaps – For each training need, the specific competences (as specified in the competence framework) required by the employee that were not present at recruitment should be identified (e.g. develop training material, present materials to groups etc).
- Prioritise competence gaps - Some areas of competence are more important for some jobs and will impact more on an individual's performance than others. Therefore, the specific competence gaps should be prioritised so that budget and time can be focussed on essential training. At this stage the organisation should decide which competence gaps must be filled before an individual begins to deliver DDR training and which can be filled as part of the trainers' ongoing development. Only those requirements which must be filled prior to delivering any training should be included in these training requirements.

25.2.1 Identifying DDR Trainer training requirements

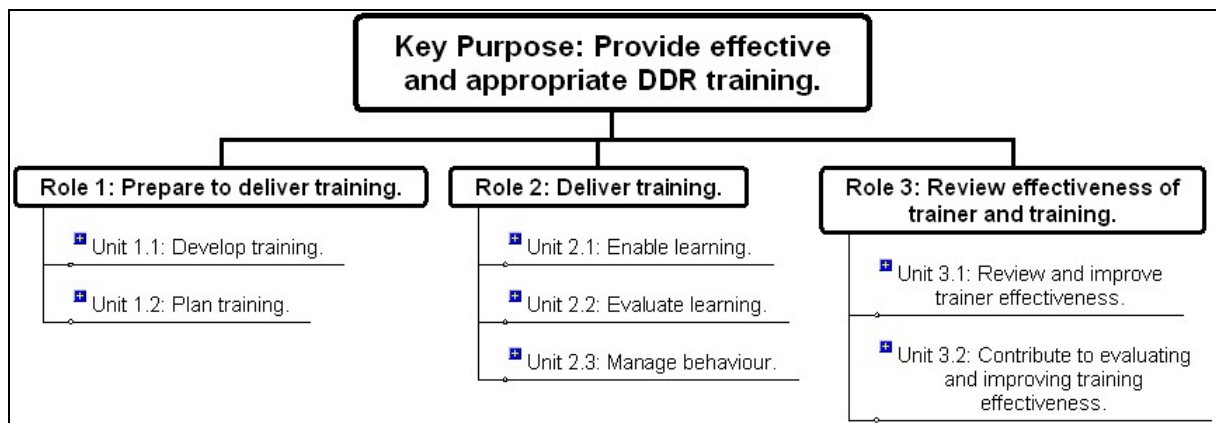
The following section describes an approach for defining trainer training requirements.

Organisations that have identified that new recruits typically have a trainer training need should use this process to develop a standard set of training requirements which can then be used to develop a remit(s) which will assist with the development, or identification of, appropriate training courses (or other techniques such as mentoring).

The most effective method for identifying trainer training requirements related to DDR Training is to use the DDR Trainer framework or to use the responsibilities section in the DDR Trainer job description that has been developed using the DDR Trainer Framework.

Developing requirements using the DDR Trainer Framework

The first step in identifying training requirements using the [DDR Trainer framework](#) is to review the framework at the Element level and identify specific areas of training need (e.g. U1.1 Develop training) (See figure below). At this stage providers should consider their specific organisational requirements and only identify elements that they require trainers to be competent in prior to delivering any DDR Training.



DDR Trainer Framework to Unit Level

Consider the example of the role of senior DDR Trainer. An organisation may find that individuals recruited into this role typically have existing knowledge and skills in the area of training delivery (R2) and planning training (U1.2), but not in developing (U1.1) and evaluating training (R3). Given that these are required for the job, the Elements of the DDR Trainer framework requiring training would be:

- E1.1.2 – Design a suitable training course.
- E3.2.1 – Contribute to reviewing the effectiveness of training.
- E3.2.2 – Contribute to making improvements to training.

The organisation may then decide that they will prioritise develop training and review and improve training effectiveness as areas that senior DDR Trainers must be competent in prior to undertaking their new role. Therefore, the organisation must identify training requirements associated with these two areas so that training remits can be developed.

Therefore, the second step in identifying training requirements is to undertake a more detailed review of the Performance Criteria for each of the Elements in the DDR Trainer Framework that have been identified as requiring training and use the Elements and Performance Criteria to develop specific statements of the training requirement.

Following on with the example of the role of senior DDR trainer presented above, an example of possible 'develop training' training requirements is provided in below.

Example Training Requirements

Unit: Develop Training	
Element	Performance Criteria
Is able to define appropriate learning objectives.	Is able to develop learning objectives making use of relevant DfT DDR course guidelines, course specific guidelines and existing good practice.
Is able to design a suitable training course.	Can design a course including a course schedule, training methods and media, assessment criteria, schedules of assessment, role definitions and resource requirements taking into account individual learning needs. Can ensure that DfT have approved course content.
Is able to develop and/or select appropriate materials to support learning.	Can choose, adapt or develop suitable materials to support learning taking into account type of participants, learning situation and length of course.

Developing requirements using a DDR Trainer job description

DDR Training providers may also choose to develop training requirements by using an existing [DDR Trainer job description](#). Provided the job description is comprehensive, developed using the DDR Trainer Framework and up-to-date, this approach will provide an efficient method for identifying training requirements because the provider's specific priorities are built into the job description. Therefore, in order to develop training requirements, the following steps should be followed:

- Providers should identify areas of typical training need which have already been identified based on recruitment outcomes.
- The job description should then be reviewed and used to develop a set of training requirements for the areas of training need.

Once a set of standard training requirements have been developed using either the DDR Trainer framework or an existing job description, these should be developed into a training remit(s) which can then be used to develop or select appropriate training to fill the competence gaps. How to use training requirements to develop training remits is covered in the following section.

26 TRAINING REMITS

Once a standard set(s) of training requirements for typical new recruits has been developed, the requirements need to be further grouped into one or more training remits. A [training remit](#) is a high-level description of the training required in a particular area to ensure that staff members are competent. It includes the training requirements (usually worded as statements of achievement) and a range of other information related to the practicalities of providing training (e.g. timescales, attendance requirements, location etc).

Training remits are useful because they combine all the information needed to either develop a training course (or other training method) or make structured comparisons between several training options. Training remits also help organisations to:

- Specify minimum requirements for training delivery.
- Improve the levels of consistency and comparability of training.
- Provide a basis for evaluating the success of training delivery.

The following section will provide information on how to develop training remits using the standard training requirements described in Section 25.

26.1 Completing the training remit(s)

26.1.1 Deciding how many training remits to develop

The first step in developing a training remit is to review training requirements and group them into sets that could represent a viable training course. In the case of DDR Training it is likely that requirements will divide into two main groups:

- Trainer skills training requirements.
- Course content training requirements.

It is possible, though, that the requirements could be separated into further subsets. For example, trainer skills training requirements could be sub-divided into a set covering training delivery and another set covering training development and evaluation. This may be necessary where an organisation requires staff to have specific external training in training delivery but intends to provide in-house training in training development and/or evaluation.

Once requirements have been allocated to suitable groups, a training remit should be developed for each group.

26.1.2 Writing training remits

For each set of training requirements, a remit containing the following information should be produced:

- **Aim** - a short description of the purpose of the training (e.g. to develop competence in training delivery).
- **Pre-requisite requirements** - What requirements individuals need to meet before undergoing training (e.g. the need to have attended a previous training course or essential prior knowledge or understanding) and the need for pre-course reading/preparation.
- **Statements of achievement** – Statements describing what delegates will need to know, understand and be able to do at the end of training. Statements of achievement can be developed directly from training requirements. For example, for the training requirement 'design a suitable training course' the learning objective is 'by the end of the course the trainee will have demonstrated the ability to design a suitable training course.'
- **Training Methods** – How the training should be delivered (e.g. classroom, in house training course, computer based training, mentoring etc). The main consideration is whether the method is appropriate for the type of material being delivered. Other factors that should be taken into account when selecting suitable training methods include, the availability of equipment, cost and the impact methods may have on course length.
- **Assessment Methods** – Preferred end-of-course assessment methods e.g. specification of practical exercises, requirements for any practical and/or written assessment.
- **Post-training requirements** - What should be covered in the end-of-course assessment and any mentoring and/or further training required before an individual can be assigned to carry out the activity.
- **Supervisor/Mentor** – If appropriate, the person responsible for supervision or mentoring should be identified.
- **Timescale** – When training should be completed by and how long the training course should be.
- **Attendance requirements** – Any attendance requirements should be specified.

- **Location** – Preferred locations for the training to take place (e.g. not more than 20 miles from XX).

When putting a detailed remit together it is worth spending a little time thinking about the following issues to ensure that the remit is realistic and appropriate for the particular organisation:

- How soon does the new member of staff need to be in front of clients?
- Is the member of staff full time or part time?
- Will the training be done in or out of company time?
- Will the training be done internally or externally?
- Does the training need to be formal or can it be carried out informally e.g. through coaching?
- Who will take responsibility for ensuring training is completed?
- How will the effectiveness of training be assessed?
- What is the training budget?
- What are the relative cost benefits of internal or external training?

26.2 Using training remits

Once standard training remits have been developed for each set of training requirements, providers can form action plans that address how the requirements will be met. This may involve either developing courses in-house to meet the training requirement (this is likely to be the most appropriate solution to meet course content related remits) or identifying suitable external training. Once plans have been actioned, DDR training providers will have suitable training in place which will enable them to get most new recruits quickly up-to-speed.

27 DEVELOPING BESPOKE REQUIREMENTS AND REMITS

Provided that DDR training providers have accurately identified typical recruits and carefully developed standard training requirements and remits, it is likely that there will be no need for a separate set of bespoke remits for each new employee. However, some new recruits may not fit any of the standard remits. Where bespoke training requirements/remits are required, DDR training providers should follow the following steps:

- Review existing sets of training requirements and identify the set that best fits the individual recruit.
- Work with the new recruit to identify relevant training requirements.
- Either amend an existing training remit or develop a new training remit.
- Review existing training approaches (in-house and external) to assess their applicability. If no existing training is appropriate, identify alternative training.

An example of where a bespoke training requirement/remit may be required is provided below:

A DDR training provider has an existing training remit covering training development, delivery and evaluation. An outside training provider has been selected to provide a training course that covers this remit. A new employee is recruited who has significant experience in training development and evaluation but no experience in training delivery. The DDR provider reviews their standard trainer training remit with the new recruit and identifies an appropriate sub-set of training requirements (related to training delivery). The DDR provider then develops a remit and negotiates with their trainer training provider to allow the new employee to undertake training in units related to training delivery only. The employee is therefore provided with necessary training and the DDR provider gains efficiency and saves money on the employees' training.

28 SUMMARY

This guidance document gives DDR training providers information and advice to help them put into place training processes and courses which ensure that DDR Trainers are given the right training in the most cost-effective, efficient way possible. It outlines how to make best use of the DDR Trainer framework within the training process.

While it is not possible and not advised to specify the exact training process that an individual DDR provider should choose (this depends on the particular circumstances of the organisation), there are a range of things that all providers should do to meet good practice. The following list describes all the things that we would expect to see in an acceptable DDR Trainer training process:

- Identification of training needs.
- Development of training requirements.
- Development of training remits.
- Implementation of the training plan.
- Review of the training plan.

29 EXAMPLE TRAINING REMITS

This section contains the following:

- A blank training remit
- A training remit that describes the knowledge content of the DDR course
- A training remit describing the competence requirements of a trainer who will deliver the DDR course
- A training remit that describes specific competence gaps identified through a performance review.

Blank Training Remit

Training Requirements Remit		
Aim		
Pre-requisite requirements		
Statements of Achievement	At the end of the training the delegate will demonstrate he/she can:	
Training Methods	Internal	
	External	
Assessment Methods	Internal	
	External	
Post Training Requirements	Internal	
	External	
Supervisor/Mentor		
Time Scale	Training to be completed within of appointment.	
Attendance requirements	E.g. Four consecutive half days between the hours of and	
Location		

Knowledge content of the DDR course

Training Requirements Remit – Knowledge Requirements of the DDR course		
Aim	To acquire an understanding and become familiar with the content of the DDR course.	
Pre-requisite requirements	None	
Statements of Achievement	<p>At the end of the training the delegate will demonstrate he/she can:</p> <ul style="list-style-type: none"> Describe the effects of alcohol on the body, including the concepts of tolerance and dependence, physical effects, disease, sensible drinking. Describe the effects of alcohol consumption on performance, including: <ul style="list-style-type: none"> Driving ability and behaviour. The legal alcohol limit and what it means. The intoximeter. Penalties for drinking and driving. The high risk offender. Effects of drink-driving on work, family, friends, victims, insurance, health. Analyse offender's behaviour. Describe alternatives to drinking/driving. Describe future behaviour and sources of help. 	
Training Methods	Internal	Presentation. Discussion. Exercises/role play. Demonstration. Observation of existing course.
	External	
Assessment Methods	Internal	Written exercises. Role play/demonstration. Questioning.
	External	
Post Training Requirements	Internal	Post training assessment and observation of knowledge delivery in the classroom.
	External	
Supervisor/Mentor		
Time Scale	Training to be completed within..... of appointment.	

Attendance requirements	E.g. Four consecutive half days between the hours of and
Location	In-house.

Course Delivery Training Remit

Course Delivery Training Remit		
Aim	To be able to effectively deliver a DDR training course.	
Pre-requisite requirements	Knowledge of content of DDR course.	
Statements of Achievement	<p>At the end of the training the delegate will have demonstrated that he/she can:</p> <ul style="list-style-type: none"> • Set up the learning environment. • Introduce course and learning objectives to participants. • Present information to participants. • Facilitate group discussions. • Supervise group exercises and activities. • Supervise individual exercises and activities. • Monitor and assess learning. • Collect evidence of learning. • Provide feedback to participants. • Adapt own teaching approach/method. • Manage the classroom environment. • Support individuals. • Manage emergencies and unexpected situations. 	
Training Methods	Internal	Presentation. Discussion. Exercises/role play. Demonstration. Observation of existing course.
	External	
Assessment Methods	Internal	Written exercises. Role play/demonstration. Questioning.
	External	
Post Training Requirements	Internal	Post training assessment and observation of knowledge delivery in the classroom.
	External	
Supervisor/Mentor		

Time Scale	Training to be completed within..... of appointment.
Attendance requirements	E.g. Four consecutive half days between the hours of and
Location	In-house.

Course Development Training Remit

Course Development Training Remit		
Aim	To be able to effectively develop a training course.	
Pre-requisite requirements	Knowledge of content of DDR course: Qualified trainer with at least two years experience of delivering DDR course.	
Statements of Achievement	At the end of the training the delegate will have demonstrated that he/she can: <ul style="list-style-type: none"> • Define appropriate learning objectives. • Develop a suitable training course. • Develop and/or select appropriate materials to support learning. 	
Training Methods	Internal	
	External	Presentation. Discussion. Exercises/role play. Demonstration.
Assessment Methods	Internal	
	External	Written exercises. Role play/demonstration. Questioning.
Post Training Requirements	Internal	Post training assessment of course design.
	External	Written assessment.
Supervisor/Mentor		
Time Scale	Training to be completed within of appointment.	
Attendance requirements	E.g. Four consecutive half days between the hours of and	
Location Further Education College.	

30 TRAINING QUALIFICATIONS

Professional Qualifications & Memberships

Training or teaching qualifications can be generic or related to a specific subject or vocation. For example, Teaching English as a Foreign Language (TEFL) is specific and City and Guilds Adult Trainer Award is generic.

One of the first things you must decide when considering a specific qualification is whether it is appropriate and transferable to the DDR context. Bear in mind the fact that all training qualifications will cover 'how to train'.

If the qualification is accredited by an awarding body and is not one you recognise, get in touch with the awarding body to find out what the qualification entails and what level it is at. If the qualification has been accredited by an organisation and is not recognised it may be necessary to get in touch with the company and determine what the qualification means. In this case further enquiry will be necessary at interview and reference stages. The candidate also needs to understand that while they may be employed because of their experience, a qualification that is not externally accredited effectively means they are unqualified and may need to be prepared to undertake further training and assessment.

Further Education Workforce Reforms

It may be of interest to know what the Further Education Workforce Reforms and the new professional framework are and how they may impact on company training policy. Whilst they are only a specific requirement within the Further Education and Learning Skills Funded training sector, it may be worthwhile to align professional trainers to this framework. The advantages are that it puts DDR trainers into an accredited and professional framework; this allows:

- Employers to assess skill and professional development.
- Easy recognition of potential new trainers.
- Consistency in training.

The New Professional Framework

On 1st September 2007 the Government implemented the new Further Education Workforce Reforms. This means that those teaching in Further Education (FE) colleges and LSC funded providers are now required to gain professional status appropriate to their job role.

The Government's plans for the UK to remain a driving force in the global economy is to be built around the development of the nation's skills, as was highlighted in the FE white paper

Raising Skills, improving life chances 2006. It was felt that change was needed in order to raise the skills of the five million+ people a year that will be educated through the further education system. This would ensure that all learners are taught by professional and highly skilled practitioners.

The reforms will give teachers in the Lifelong Learning workforce the professional recognition they deserve. The reforms apply to all teachers, trainers, tutors, lecturers and instructors in the life long learning sector who deliver LSC funded training and qualifications.

The statutory regulations require appropriate professional status for those who teach in the following types of organisation:

- FE colleges.
- Sixth Form colleges.
- Specialist colleges.

Those teaching in the following types of organisation will be required to hold the appropriate professional status because the awarding of LSC funding contracts depends on it:

- Work based learning (WBL).
- LSC funded Voluntary and Community based learning.
- Armed forces learning.
- All other LSC funded learning.

Those exclusively in non-teaching roles or teacher related roles, such as Assessors, Verifiers and Learning support practitioners are not currently considered to be teachers.

The requirements for gaining professional status differ depending on when teachers joined the workforce. For full details of the development and introduction of the Government reforms by the Department for Innovation Universities and Skills (DIUS) and Lifelong Learning UK (LLUK), (www.lluk.org/ittreforms)

Trainer Qualifications

The following table lists the current City and Guild Qualifications that relate to trainers. This list is not exhaustive but it covers those considered to be the most appropriate for the delivery of training to adults. City and Guilds is not the only awarding body, but it is one of the biggest for vocational qualifications and as such delivers more trainer awards than most others. Lists of other qualifications can be found through Awarding Body websites as follows:

- The Assessment & Qualifications Alliance (AQA) - <http://www.aqa.org.uk/>
- Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA) - <http://www.ccea.org.uk>

- EDEXCEL - <http://www.edexcel.org.uk>
- OCR - <http://www.ocr.org.uk>
- Welsh Joint Education Committee (WJEC) - <http://www.wjec.co.uk/>
- ASET - <http://www.aset.ac.uk/>
- City and Guilds - <http://www.city-and-guilds.co.uk>
- LCCI Examinations Board - <http://www.lccieb.com/>
- University of Cambridge - ESOL Examinations - <http://www.cambridge-efl.org.uk/>

City and Guilds Qualifications

Name	No.	Type	Level
Introduction to trainer skills	7300	Vocational	1-2
Introduction to the Delivery of Learning	7302	Vocational	3
Preparing to Teach in the Lifelong Learning Sector (PTLLS)	7303	Vocational	3,4
Certificate in Teaching in the Lifelong Learning Sector (CTLLS)	7304	Vocational	3,4
Diploma in Teaching in the Lifelong Learning Sector (DTLLS)	7305	Vocational	5
Teaching Adult Learners	7307	Vocational	3
Assessor and Verifier Awards	7317	NVQ	3-4
Learning and Development units	7318	NVQ	3-4
Learning and Development (Mini Awards)	7318	Vocational	3-4
Learning Support	7321	Vocational	2
Work Experience Coordinators and Monitors	7325	Vocational	3
Teaching Assistants	7327	NVQ	2-3
Continuing Professional Development (Special Needs)	7401	Vocational	4
Certificate in Further Education Teaching	7407	Vocational	4
Certificate in Learning Support	9297 was 9295	Vocational	2
Certificate in Delivering Basic Skills to Adults	9375	Vocational	3
Certificate in Adult Literacy Subject Support	9483	Vocational	3
Certificate in Adult Numeracy Subject Support	9484	Vocational	3
Certificate for Adult Literacy Subject Specialists	9485	Vocational	4
Certificate for Adult Numeracy Subject Specialists	9486	Vocational	4
Certificate in ESOL Subject Support	9487	Vocational	3
Certificate for ESOL Subject Specialists	9488	Vocational	4
Certificate in Further Education Teaching	7407	Vocational	4

National Occupational Standards

The National Occupational Standards (NOS) are:

- Statements of the skills, knowledge and understanding needed in the workplace.
- Expressed as outcomes of competent performance.

All National Occupational Standards must conform to criteria set by the Regulatory Bodies.

They must:

- Identify the main roles and responsibilities within a defined occupational area and reflect best employment practice.
- Describe what is essential for successful performance.
- Specify what an individual needs to know and understand to do their job.
- Describe what an individual should achieve, not how they should do it.
- Include relevant technical, planning and problem solving skills, the ability to work with others and use information technology (Key Skills).
- Include statutory, legal and Health & Safety obligations/ requirements.
- Include relevant environmental aspects.
- Capture defining occupational characteristics such as ethics, values and creativity.
- Be written in plain language and in a user friendly format.
- Be free from discrimination (overt or covert) against any sector of the community.
- Provide a satisfactory basis for the design of assessment.
- Meet the needs and have the support of all significant groups of employers and potential users.
- Distinguish clearly between occupational standards and qualifications.

The following sections give lists of some NOS which cover some of the competences needed for a DDR Trainer.

Employment National Training Organisation NOS

ENTO⁵ is responsible for developing and maintaining National Occupational Standards in *Learning and Development*. The current list of Learning and Development standards are shown in the table below:

Unit	Title
A1	Assess candidates using a range of methods
A2	Assess candidates' performance through observation
V1	Conduct internal quality assurance of the assessment process
V2	Conduct external quality assurance of the assessment process
L1	Develop a strategy and plan for learning and development
L2	Identify the learning and development needs of the organisation
L3	Identify individual learning aims and programmes
L4	Design learning programmes
L5	Agree learning programmes with learners
L6	Develop training sessions
L7	Prepare and develop resources to support learning
L8	Manage the contribution of other people to the learning process
L9	Create a climate that promotes learning
L10	Enable learning through presentations
L11	Enable learning through demonstrations and instruction
L12	Enable individual learning through coaching
L13	Enable group learning
L14	Support learners by mentoring in the workplace
L15	Support and advise individual learners
L16	Monitor and review progress with learners
L17	Evaluate and improve learning and development programmes
L18	Respond to changes in learning and development

⁵ For more information, visit the website www.ento.co.uk

L19	Provide learning and development in international settings
L20	Support competence achieved in the workplace
L21	Plan how to provide basic skills in the workplace
L22	Introduce training for basic skills in the workplace
L23	Support how basic skills are delivered in the workplace
L24	Support people learning basic skills in the workplace

ENTO also owns the following sets of standards which may be relevant to DDR Trainers

- Advice & Guidance.
- Assessment & Verification.
- Coaching & Mentoring in a Work Environment.
- Counselling.
- Health & Safety.
- Personnel.
- Prevention & Management of Work-related Violence.
- Recruitment.

Federation of Drug and Alcohol Professionals (FDAP)

FDAP is the owner of the Drug and Alcohol National Occupational Standards (DANOS)⁶.

There are three key areas in DANOS:

- A. Service Delivery
- B. Management of Services
- C. Commissioning Services.

⁶ For more information, please look at the following link which gives details about DANOS

http://www.skillsforhealth.org.uk/js/uploaded/DANOS_Guide_2005%20for%20DANOS%20PB%207%20Feb05.doc

There are 107 units in the DANOS suite. Similar units are grouped together within each of these three key areas.

A. Service Delivery

- AA. Help individuals access substance misuse services
- AB. Support individuals in difficult situations
- AC. Develop practice in the delivery of services
- AD. Educate people about substance use, health and social well-being
- AE. Test for substance misuse
- AF. Assess substance misusers' needs for care
- AG. Plan and review integrated programmes of care for substance misusers
- AH. Deliver healthcare services
- AI. Deliver services to help individuals address their substance use
- AJ. Help substance users address their offending behaviour
- AK. Support individuals' rehabilitation

B. Management of Services

- BA. Develop, implement and review the organisation's policies, strategies and plans
- BB. Promote the organisation and its services
- BC. Deliver services to specifications
- BD. Provide a healthy, safe, secure and suitable environment for the delivery of services
- BE. Manage information
- BF. Manage the organisation's human resources
- BG. Manage the organisation's financial resources
- BH. Provide administrative support for the delivery of services
- BI. Manage relationships

C. Commissioning Services

- CA. Identify needs for substance misuse services and develop strategies and plans to meet the needs
- CB. Manage contracts for substance misuse services

While the DANOS units cover all the functions and activities involved in working with substance misusers, they do not cover the full range of other activities that workers may be involved in. These are some of the key sets of standards which may be relevant to DDR Trainers.

Standards	Available from
Administration	Council for Administration www.cfa.uk.com
Advice, Guidance & Advocacy	Employment National Training Organisation www.ento.co.uk
Community Justice	Skills for Justice www.skillsforjustice.com
Community Development	PAULO www.paulo.org.uk
Counselling and Mediation	Employment National Training Organisation www.ento.co.uk
Custodial Care	Skills for Justice www.skillsforjustice.com
Health and Safety	Employment National Training Organisation www.ento.co.uk
Health Care, including Mental Health	Skills for Health www.skillsforhealth.org.uk
Housing	Asset Skills www.assetskills.org
Learning and Development	Employment National Training Organisation www.ento.co.uk
Management and Leadership	Management Standards Centre www.managers.org.uk
Police	Skills for Justice www.skillsforjustice.com
Social Care	Training Organisation for Personal Social Services www.topss.org.uk
Sport and Recreation	Skills Active www.skillsactive.com
Volunteer Management	Voluntary Sector National Training Organisation www.voluntarysectorskills.org.uk
Youth Justice	Skills for Justice www.skillsforjustice.com
Youth Work	PAULO www.paulo.org.uk

Other NOS

DDR Training also involves a range of more generic tasks and activities too. A number of these are covered in the Health and Social Care (HSC) and General Health (GEN) NOS. Examples include:

- HSC 31 Promote effective communication for and about individuals.
- HSC 32 Promote, monitor & maintain health, safety and security in the workplace

- HSC 33 Reflect on and develop your practice

It is important to note that DfT does not mandate that DDR Trainers have been on training courses which cover the scope of ENTO or DANOS National Occupational Standards. They are included in this guidance note as examples of existing qualifications that are of relevance to DDR Trainers.

31 GOOD PRACTICE DDR TRAINER TRAINING – SUPPORTING RESEARCH FINDINGS

Why link training requirements to the DDR Trainer framework?

The whole QCA approach, on which the DDR Trainer framework is based, centres on a Training Needs Analysis approach and is derived from Shepherd's work in the 1980s. A competence framework can aid the development of training programmes as they reveal the level of knowledge of the trainees. For example, whether the competency framework is orientated toward the selection of experienced or novice applicants will have a great impact on the construction of the training programme (Latham, 1991, p18).

Careful planning helps to ensure that trainees are given the right training in the most cost-effective, efficient way possible.

By using systematic methods for determining training needs, the training program can be designed in a way that is tailored to the needs of each individual organisation and its employees; it is unlikely that each department of the organisation for example will have the same training needs (Latham, 1991).

The following processes make up a good practice training approach:

Identify training needs

Organisational needs analysis is part of recommended good practice in setting up the training approach. It is recommended that the approach should cover:

- Whether organisational targets have been met.
- What knowledge, skills and attitudes are contained in the organisation.
- Analysis of actual performance of the employees.
- Analysis of organisational performance.

(Stout, 1993)

Develop training requirements

The development of training requirements is an essential aspect of the successful deployment of a training approach. It should consider the environment that the organisation is in and the resources available (e.g. labour, technology, capital etc) as well as the short and long term goals of the organisation (Latham, 1991).

Write training remits

A training remit, or training plan, is the final product of identifying the organisations training needs. Training remits will help to structure and plan the type of training that will be needed in the future (Latham, 1991).

Implement Training / Monitor Delivery

Various models exist for guiding the process of implementing a training program. For example, the training systems model developed by Eckstrand (1964) is a widely used model. It involves:

1. Define training objectives.
2. Develop criterion measures for evaluating training.
3. Derive training content.
4. Design methods and training materials.
5. Integrate training program and trainees.
6. Compare graduates to criteria standards set up in step 6.
7. Modify steps 3 and 4 based upon results of step 6.

(Eckstrand, 1964).

Several models have been developed for guiding the evaluation of training program success. One of the most used ones is perhaps the model of Kirkpatrick (1959, 1976), which helps to identify five basic points at which one can take measurements, conduct assessments, or reach judgements:

1. Before training.
2. During training.
3. After training or before entry (re-entry).
4. In the workplace.
5. Upon exiting the work place.

The model has four elements:

1. Reactions (how well the trainees liked a particular training program).
2. Learning (measurement of the knowledge, skills, expertise, attitudes etc before, during and after training).
3. Behaviour (improvements in the behaviour of the participants).

4. Results (reduction of costs; reduction of turnover and absenteeism; reduction of grievances; increase in quality and quantity of production; or improved morale).
(Latham, 1991; Warr, 2002)

More recently, Salas and Cannon-Bowers (2001) have summarised further developments in training evaluation criteria. They have noted the development of a wider range of diagnostic measures within Kirkpatrick's original categories and some extra dimensions. The focus nowadays is very much on measures of changes, e.g. how much new knowledge has been gained, how much closer are staff now to target performance and an understanding of the barriers which might constrain the effectiveness of training.

Why should standard training requirements be developed?

A standard training requirement will help the organisation to strategically plan what type of training should be carried out in the near by future (Latham, 1991). A training remit, or training plan, is the final product of identifying the organisation's training needs. Training remits will help to structure and plan the type of training that will be needed in the future (Latham, 1991).

Validity of different types of training methods

The effectiveness of different types of training method is dependent on the training objectives; what needs to be learned. Different methods are more effective for different training objectives (Latham, 1991).

Presentation

Presentations, particularly when being filmed, have been found to be an effective learning tool. Videotapes have been found to help trainees to get a more realistic picture of their own performance, to give them feedback of their performance and to help them become more aware of their training needs (Latham, 1991).

Discussion

Discussion is an effective method for identifying and defining problems, test assumptions, sharing facts, reaching conclusions and obtaining feedback (Latham, 1991, p267).

Exercises/role play

Exercises that are given to the employee during training in order to aid the learning process have been considered to be beneficial in assisting employees to avoid committing critical errors and in guiding the employees (Latham, 1991).

Demonstration

Various different types of demonstration method exist, all of which have different validities depending what is being demonstrated and to whom. For example, audiovisual demonstration techniques have higher validity in comparison to typical lectures in certain situations.

- When there is a need to illustrate how certain procedures should be followed over time (e.g. demonstrations on how to solve mechanical problems such as telephone repair).
- When there is a need to expose trainees to events not easily demonstrable in live lecture.
- When training is going to be used organisation-wide and it's far too costly to ask the same trainers to travel from place to place.
- When audiovisual training is supplemented with live lectures or discussions before and after the session.

(Latham, 1991, p181)

Observation of existing DDR Training courses

Observation is often considered as a useful learning method. A study carried out by Tiberius (1988) found out medical students to see observation as a constructive and valuable learning experience.

32 GOOD PRACTICE DDR TRAINER TRAINING – FURTHER READING

Carroll, S. J., Paine, F. T. and Ivancevich, M. M. (1972). The Relative Effectiveness of Training Methods: Expert Opinion and Research. *Personnel Psychology*, 25, 495-509.

Eckstrand, G. A. (1964). Current status of the technology of training. Report AMRL-TDR-64-86, Ohio: Aerospace medical laboratories, Wright-Patterson Air force Base.

Gallagher M. S. and Owen D. W. Hargie, O. D. W. (1989). An investigation into the validity of role play as a procedure for counsellor skill assessment. *British Journal of Guidance & Counselling*, 17, 2, p155 – 165.

Latham, G. P. and Wexley, K. N. (1991). *Developing and Training Human Resources in Organisations*. Second Edition, Harper Collins Publishers Inc, New York.

Shepherd, A. (2000) *Hierarchical Task Analysis*. Taylor & Francis.

Stout, S. (1993). *Managing Training*. London: Kogan Page.

Tiberius, (1988). Observation as a method of learning: a useful learning experience or a waste of time? *Medical Education*, 22, 4, 287-293.

<http://home.att.net/~nickols/evaluate.htm>

33 DDR TRAINER CONTINUAL PROFESSIONAL DEVELOPMENT

You can use the Framework as a basis when you are defining career paths and succession plans to make sure DDR Trainers are able to fulfil future responsibilities before they are given them. A [recommended process](#) for providing staff with the opportunity to develop knowledge and skills related to their job environment has been developed.

The recommended process links to the following documents:

- [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.](#)

34 GOOD PRACTICE DDR TRAINER CONTINUING PROFESSIONAL DEVELOPMENT

34.1 Introduction

Continuing Professional Development (CPD) is the means by which organisations provide staff with the opportunity to develop knowledge and skills related to their job and working environment.

The CPD process serves two main purposes:

- It provides an opportunity for organisations to assure themselves of the ongoing competence of their staff (usually by undertaking some type of assessment).
- It provides a means by which the knowledge and skills of staff members can be developed in a way that meets both individual and organisational needs.

For the individual staff member, CPD can enhance career prospects, support an ambition to be a more skilled practitioner, or simply improve confidence and make the role more personally fulfilling. CPD can also support individuals in gaining higher qualifications or meeting the requirements of professional bodies to maintain professional status.

While CPD is clearly an important part of individuals' working lives, it can also benefit organisations. Research⁷ has shown that CPD offers the following benefits to individuals and organisations:

- Reduces performance deterioration (skill fade).
- Ensures staff members are kept up-to-date with changes.
- Supports personal career development.
- Improves staff motivation and job satisfaction.
- Helps organisations develop new ways of working.
- Reduces organisational stagnation.
- Increases organisational and personal flexibility.

⁷ Research undertaken by the CIPD quoted by 'The Professional Development Partnership' (PD). The PD is made up of Institute of Mechanical Engineers, Institute of Engineering and Technology, Institute of Physics and the Royal Aeronautical Society. <http://www.pd.how2.org>.

In addition to the benefits listed above, organisations with a reputation for providing a good working environment and staff development can find it easier to attract and retain good employees thereby reducing costs associated with the recruitment and training of new staff.

This guide provides further details about the purpose and practice of CPD, how CPD might best be managed in a DDR context and information about accredited qualifications that may be appropriate for DDR Trainers.

34.2 Practice of CPD

CPD is an ongoing process which should be constantly under review but which is often also triggered by the following circumstances:

- Following a performance appraisal of an existing employee or the recruitment of a new employee. This includes CPD for managing poor performance, preparing employees for a new role, or simply extending and developing employees.
- Following changes in working practice or legislation that affect the way all employees need to do the job.

There are two main approaches that can be taken to the management of CPD:

1. CPD is the responsibility of the organisation. Staff members are given structured CPD plans that are monitored and administered by the organisation. Training and development opportunities are timetabled and compulsory. Continuous appraisal takes place and regular (usually at least annual) reviews are undertaken to monitor progress.
2. CPD is the responsibility of the individual. The individual knows what the requirements of the organisation are, but is expected to manage their own CPD. This may involve identifying suitable appraisal or assessment opportunities, identifying training courses and other developmental activities, organising mentors or carrying out self reflection.

In general, the following factors should be considered when deciding upon a CPD approach:

Factor	Consequence
Are most staff members employed on a permanent or on a sub-contracted basis?	Those organisations with more permanent staff are more likely to choose an organisationally oriented system.
Do most staff members have a recognised qualification from a professional body?	Staff who have recognised qualifications are more likely to use the professional bodies CPD programme and therefore taking responsibility for their own CPD.
What is the staff turnover of the organisation?	Organisations with a high rate of turnover are more likely to require an organisationally oriented system because they need to ensure the competence of new staff.
What is the nature of the legislative environment within which the organisation operates?	Where there are regulations relating to qualifications or licensing organisations are more likely to need to be organisationally oriented.

The CPD approach chosen will substantially influence the way a CPD strategy should be designed. While, in practice, most organisations will use an approach somewhere between the two positions described above, an awareness of the continuum is useful because it highlights the range of ways CPD can be managed. There are advantages and disadvantages to each CPD approach which are listed in the table on the following page.

CPD Approach	Organisation centred (Process, described, administered and managed by the organisation).	Individually centred (Process, selected, administered and managed by the individual).
Advantages	Consistency. All staff members receive the same training and development.	Control. The individual is in charge of CPD and can ensure that it is consistent with their ambitions.
	Cost. Spending on training and development can be planned and controlled.	Self reflective. Individuals learn from their experience and reflect on how that impacts on their performance.
	Control. Attendance at training or assessment is compulsory so competence is closely managed.	Flexibility. The individual is in charge of when and where CPD happens.
Disadvantages	Flexibility. A prescriptive approach may mean the organisation is less able to meet individual needs.	Cost. It is more difficult to predict and control spending on training.
	Cost. A blanket approach to CPD may cost more than necessary.	Control. The individual's agenda may not match the ambitions of the organisation they work for.
	Loss of input from individual. An imposed CPD process does not take into account the benefits of self reflection.	Motivation. Individuals may not have the self-discipline to manage their own CPD.

34.2.1 CPD strategies

Whatever the CPD approach decided upon, all organisations should develop a CPD Strategy. The strategy should describe the general CPD approach and how the approach will be implemented. Typically CPD Strategies include some or all of the following sections:

- A short description of the purpose/goals of CPD.
- The intended benefits of CPD to the employee and the organisation.
- A description of the organisation's goals in terms of CPD.
- A short description of how CPD needs will be identified.
- A short description of how CPD provision will be managed.
- A short description of how the effectiveness of the CPD policy will be measured.
- A short description of how the organisation will manage the risk of incompetence.

A series of web links to CPD Strategies from various industries is provided below. These links are intended to give DDR providers examples of the style and tone of a CPD strategy document. They should be viewed as examples only and are not specifically relevant to the DDR context. In addition, several of the documents provide significantly more detail within their CPD strategy than may be required in a DDR trainer CPD strategy.

Links to example CPD strategies

http://www.cwdcouncil.org.uk/pdf/CPD/CPD_strategy_webedn_links.pdf

[http://dom.cfbt.com/eastsussex/web.nsf/0/1a8c3c21cab2748880256fba00304d81/\\$FILE/CPD%20Strategy.pdf](http://dom.cfbt.com/eastsussex/web.nsf/0/1a8c3c21cab2748880256fba00304d81/$FILE/CPD%20Strategy.pdf)

http://www.gcactuaries.org/documents/cpd_strategy.pdf

<http://www.islingtonschools.net/Services/cpd/strategy.aspx>

35 CPD FOR DDR TRAINERS

DfT does not require DDR Trainers to be accredited (qualified) trainers and does not specify any compulsory CPD activities. However, all DDR Training providers require their staff to be competent trainers and use a range of approaches to support them in reaching and maintaining competence (typically on the job training and mentoring). In that sense, CPD is currently the responsibility of DDR providers and individual DDR trainers.

The following section provides information that providers can use to develop a structured CPD Strategy that is closely linked to their recruitment and training strategies through the DDR Competence Framework. It includes a suggested CPD approach. However, it is ultimately up to the individual provider to choose their own CPD approach: the main requirement is that the approach chosen has been thoroughly considered and can clearly be justified. The following sections cover:

- Identifying the CPD scope.
- Deciding upon the CPD approach.
- Developing a CPD strategy.

35.1 Defining CPD scope

Other guidance documents in this package ([DDR Trainer Recruitment](#) and [DDR Trainer Training](#)) give providers information on how to use the [DDR Trainer framework](#) to identify which competences they require trainers to have both at recruitment and prior to delivering DDR courses. These requirements define the minimum standard that all trainers must meet to deliver training and would typically constitute a subset of the DDR Trainer framework, including the course related knowledge and any additional competencies required by the individual provider (e.g. counselling competences). The remainder of the DDR Trainer framework (not covered in recruitment or initial training) therefore represents the potential scope for further development.

All providers should review the DDR Trainer framework and identify those areas of the framework which form their minimum acceptable standard and those that fall within the scope of further development. Because the framework does not include specialist areas that organisations may require DDR Trainers to be competent in, it is possible that providers may include additional areas in the CPD scope (e.g. competence in counselling, competence in cognitive behavioural therapy).

Once a minimum standard and CPD scope have been defined, providers should have a comprehensive record of:

- The areas of competence that must be monitored to ensure that all trainers continue to meet the minimum standard.
- The areas of competence that might be included in an individual's future development plan.

It should be noted that trainers do not need to be given CPD in every area that falls within the scope. However, by defining the scope, the range of CPD areas that are potentially of use to the individual and the organisation may be defined.

Consider the example of a newly recruited DDR Trainer. A training provider may review the DDR Competence Framework and identify the following minimum standard and CPD scope.

Stage	Required Competence
Recruitment	No training competence or knowledge of DDR course.
Training	Competence in delivering training (Unit 2.1, Unit 2.2, Unit 2.3). Competence in planning training (Unit 1.2). Knowledge of DDR course.
Future Development	Competence in developing training (Unit 1.1) Competence in reviewing and improving trainer effectiveness (Unit 3.1). Competence in reviewing and improving training effectiveness (Unit 3.2).

35.2 Deciding upon a CPD approach

Once the CPD scope has been identified (including both a minimum standard and future development opportunities), the next step is for the organisation to decide what kind of general approach they will take to CPD. As stated in the introduction to this document, the approach taken to CPD will substantially influence the way an organisation's CPD strategy should be designed. In general the following factors, outlined in Section 34.2, should be considered when deciding upon a CPD approach:

- Are most staff members employed on a permanent or sub-contracted basis?
- Do most staff members have a recognised qualification from a professional body?
- What is the staff turnover of the organisation?
- What is the nature of the legislative environment within which the organisation operates?

For example, if an organisation had predominantly permanent employees without a recognised qualification, high staff turnover and worked in a highly regulated industry then an organisation-centred approach which ensured control over individual competence was maintained would seem most appropriate. If, on the other hand, an organisation had predominantly sub-contracted employees with a recognised qualification, low staff turnover and worked in a relatively un-regulated industry, then an individually-centred approach is likely to be more appropriate.

While it is the choice of the individual DDR training provider, given the environment within which many providers operate (particularly given potentially large numbers of sub-contracted staff), it seems likely that the following, two pronged, approach will be the most appropriate:

Step 1	Maintaining minimum standards	An organisationally-centred approach is recommended. This approach will support regular monitoring of performance and structured interventions delivered to all staff to ensure they maintain competence.
Step 2	Developing individuals	An individually-centred approach is recommended. This approach will give DDR trainers and providers the flexibility to develop CPD plans that meet individual needs without overly burdening providers.

In a DDR context, the most essential aspect of CPD is ensuring that minimum standards are maintained. As a minimum, all DDR providers must have an approach and strategy which ensure that they monitor and maintain minimum standards adequately. Therefore, an organisationally-centred approach is strongly recommended.

In general, an individually-centred approach is recommended for developing individuals. This approach reduces the potential CPD burden on providers and gives individual trainers the flexibility to define their own career path. The extent to which trainers' CPD is supported by the organisation (e.g. paying for courses, allowing time off, arranging mentors etc) is the choice of the individual provider and to a large extent depends on the circumstances within which the organisation operates.

The following section provides guidance on developing a CPD strategy based on the assumption that providers will follow the guidance provided in this section regarding the CPD approach that should be taken in a DDR context.

35.3 Developing a CPD strategy

Once the CPD scope and approach have been decided upon, providers can develop a CPD strategy. For DDR providers, the CPD strategy should cover:

- Maintaining competence.
- Developing individuals.

Therefore, it is suggested that DDR CPD strategies should include the following sections:

- A short description of the purpose/goals of CPD.
- Maintenance of minimum competence (competence assessment and management).
- Identifying and supporting personal development opportunities.
- Measurement of CPD effectiveness.

More detail about what should be included in each of these sections is provided below.

35.3.1 CPD purpose/goals

This section of the strategy should include a short statement of the purpose/goals of CPD for the organisation. Statements developed by providers should include, as a minimum:

- A statement about monitoring and ensuring maintenance of competence.
- A statement about developing staff.

35.3.2 Maintenance of minimum competence

In order to ensure that minimum competence is maintained, providers need to have strategies in place to cover:

- Performance assessment.
- Managing competence issues.
- Keeping staff up to date.

Performance assessment

There are many valid and reliable ways to assess competence and to a large extent the most appropriate technique depends upon the job being evaluated. The most important thing is to find a reliable and straightforward way of assessing competence.

In order to meet good practice, it is recommended that performance is assessed at least annually. However, it is preferable for assessments to occur twice a year and ideally four times a year.

Possible sources of information on performance include:

- Work samples.
- Client feedback.
- Feedback from colleagues.
- Attendance records.
- Behavioural observation.

In the case of trainers and teachers, the following sources could also be used:

- Course feedback forms.
- Pass rates for the course.
- Recidivism rates.
- Hours spent delivering the course (e.g. does it meet requirements).
- Attendance records.

In the case of DDR providers, the following would constitute an acceptable approach to performance assessment:

- A review of course feedback forms and attendance rates following each course to ensure early identification of performance issues.
- Bi-annual observations of trainer performance to identify issues related to training delivery.

Once assessment frequency and information sources have been decided upon, organisations must define an approach for identifying performance problems. One of the most efficient ways of doing this is to:

1. Identify the kinds of performance issues that a staff member may have.
2. Identify poor performance indicators (selected from the information sources).

Consider the example of a DDR Trainer. An organisation might identify the following performance issues and indicators:

Issue ⁸	Information Source	Poor Performance Indicator
Inadequate course content knowledge.	Observations	Trainer doesn't deliver all course content. Trainer delivers incorrect course information.
	Course feedback	Trainer given poor feedback related to delivery of course information.
Inadequate understanding of concepts covered in course.	Observations	Trainer delivers incorrect course information. Trainer fails to clearly explain course content.
	Course Feedback	Trainer given poor feedback related to delivery of course information.
Poor course delivery.	Attendance records	Significant numbers of trainees fail to complete course (this is an unlikely indicator of DDR trainer performance as very few offenders fail to complete courses once they have started the training)
	Observation	Trainer doesn't present information effectively. Trainer fails to manage groups effectively. Trainer fails to manage individual behaviour issues.
	Course Feedback	Trainer given poor feedback in terms of delivery.
Normal disciplinary problems.	Colleagues	Trainer given poor feedback by colleagues.
	Absenteeism	Trainer has high levels of absenteeism.
	Hours delivering course	Trainer not meeting course delivery requirements.

Managing competence issues

When a performance issue has been identified, appropriate steps need to be taken to address it. These steps should be proportional to the seriousness of the issue. This, in turn, requires organisations to have a range of interventions available which can be used flexibly to deal with individual performance issues. Having a range of possible interventions available is important since having few options can result in issues being escalated to disciplinary problems too quickly.

Making a decision about which interventions might be used requires you to have:

1. Identified the nature of the problem.
2. Identified the cause(s) of the below standard performance.
3. Determined the seriousness of the problem (e.g. is it something seriously detrimental to the delivery of the course? Is it a problem which will be easy to remedy?).

⁸ Please note: the table is presented as an example only. Training providers need to conduct their own analysis to identify potential performance issues, data sources and indicators.

4. Determined that the chosen intervention is feasible (e.g. it is available and there is sufficient resource and budget to undertake it).

The following table illustrates the sorts of interventions that might be used to deal with some examples of poor performance:

Issue	Poor Performance Example	Intervention
Inadequate course content knowledge.	Trainer hasn't delivered some of the course content for a significant period of time.	Re-fresher training
	Trainer has never undertaken certain training activities.	Targeted training
Inadequate understanding of concepts covered in course.	Trainer has poor understanding of some course content and so fails to explain it clearly.	Re-training in weak areas
	Trainer given poor feedback related to delivery of course information.	Coaching / mentoring
Poor course delivery.	Trainer doesn't present information effectively.	Training in presentation skills
	Trainer fails to manage groups effectively.	Closer supervision / return to probationary period
Normal disciplinary problems.	Trainer has high levels of absenteeism	Consider whether suitable for job
	Trainer has a poor attitude to the work.	Consider redeploying elsewhere

Ultimately, if the performance problems cannot be resolved, dismissal or termination of contract needs to be considered. Such actions need to be undertaken in accordance with relevant employment or contract law and include written reasons for the action, a meeting between the parties and an appeals process.

Keeping staff up to date

In addition to identifying and managing poor performance, a key aspect of maintaining minimum competence is keeping all staff up to date. All providers should identify a procedure for achieving this which should cover:

- Who is responsible for identifying new developments (e.g. individual trainers or the organisation).
- How new developments will be communicated (e.g. regular newsletters/briefing notes, regular staff meetings).
- How providers will ensure that all staff get the information that they need.

35.3.3 Identification and management of development opportunities

In order to manage staff development, providers need to have strategies in place to cover:

- Identification of development areas.
- Organisational support.

Identification of development areas

In an individually-centred CPD approach, individual trainers should maintain responsibility for identifying development areas. Trainers should reflect on how best to ensure their effectiveness in the context of their current job/role, the requirements of the organisation they work for, and their future career goals. The types of things they should consider include:

- The services they currently deliver.
- The requirements of the organisation that they work for.
- Likely demands for new services in the future.
- Key areas of their service that require development.
- How they would like to develop or extend their skills.

Organisations should ideally support staff in reflecting on their own development and should build time into performance reviews to help staff identify development areas. This should include discussing with the individual what requirements the organisation may have in the future.

Providers should specify within the CPD strategy what the expectations of staff members are in terms of managing their own development and how the organisation will assist staff members in identifying development areas.

Organisational support

There is a range of ways in which organisations can support staff in developing their knowledge and skills, for example:

- Paying for courses.
- Providing time off.
- Helping staff find mentors and supervisors.
- Arranging training events.
- Incentivising development (e.g. paying staff more for gaining extra qualifications).

All organisations should have a clear policy covering how, and under what circumstances, they will support staff development.

Organisational support for personal development has been associated with a number of personal and organisational benefits. Job satisfaction and staff motivation tend to be higher which in turn leads to better performance, improved citizenship behaviour (e.g. improved organisational culture), less counterproductive behaviour (e.g. company theft) and less job withdrawal (e.g. absenteeism and staff turnover)⁹

35.3.4 Measuring the effectiveness of the CPD strategy

Good practice dictates that organisations should review their CPD strategy to ensure that it is resulting in maintained or improved staff performance. There is a range of performance indicators that can be tracked to evaluate the success of the strategy. However, the most important thing is that performance indicators are clearly linked to the goals set out in the purpose/goals section of the strategy. The kinds of performance indicators that may be appropriate are shown below¹⁰. Organisations should identify five or six indicators, from different areas, which most closely reflect the needs of their business.

Performance

Individual performance:

- Individual productivity.
- Job satisfaction and organisational commitment (e.g. absenteeism).
- Personal confidence and desire for continuous improvement.

Organisational performance:

- Achievement of organisational goals.
- Retention rates and staff turnover.
- Team productivity.
- Quality of service.

⁹ For example, see [Crede M.](#), [Chernyshenko O.S.](#), [Stark, S.](#), [Dalal, R.S.](#) and Bashshur, M (2007) Job satisfaction as mediator: An assessment of job satisfaction's position within the nomological network. *Journal of Occupational and Organizational Psychology*, 80(3), pp. 515-538.

¹⁰ This list is derived from Johnson, C.E. (2006) Workforce competence and its management: A five to ten year view. Rail Safety and Standards Board, Research Project T590, RSSB, London.

- Business performance.

HR system and process

Training and development:

- Focus on the competences that have most impact on effectiveness.
- Perception of training relevancy.

Recruitment and selection:

- Number of employed people
- Reduced recruitment and selection costs.
- Job acceptances.
- Staff perceptions of job fit.

Appraisal:

- Understanding of what will be monitored and measured.
- Effectiveness of the performance appraisal discussion.
- Perceptions of the accuracy and relevance of appraisals
- Willingness amongst staff to take on responsibility for work and own development.

Strategic direction

Organisational structuring:

- Unit productivity and efficiency.
- Degree of flexibility in assigning responsibilities and roles.
- Responsiveness to environmental change.

Alignment with business objectives:

- Assignment of staff to projects and new roles.
- Degree of integration of development into business plans.

Succession planning:

- Quality of the specification of the requirements of future roles.
- Readiness of staff to take on new roles.
- Number of competency gaps (both individuals and organisation).
- Availability of talent.

36 SUMMARY

This guidance document gives DDR training providers information and advice to help them put in place CPD processes which allow individual DDR Trainers to develop knowledge and skills related to their job and working environment. It outlines how to make best use of the DDR Trainer framework when defining a CPD process.

While it is not possible and not advised to specify the exact CPD process that an individual DDR provider should choose (this depends on the particular circumstances of the organisation), there are a range of things that all providers should do to meet good practice. The following list describes all the things that we would expect to see in an acceptable DDR CPD process:

- Identifying minimum CPD requirements.
- Identifying and justifying the CPD approach the organisation has taken (individual vs. organisation centred).
- Developing a CPD strategy.

37 CPD CASE STUDIES FROM OTHER INDUSTRIES

The following section provides four case studies from different industries which highlight different approaches to CPD.

CPD in adult education

The majority of teaching practitioners in post-compulsory education and training operate within the context of dual professionalism. Having excelled in their vocational or academic specialism in business, industry and commerce, they choose to pass on their skills and expertise to learners in their field. As a result teachers require a dual set of skills, both in their subject area and in the practice of teaching.

As part of a Department for Education and Skills (DfES) initiative to transform teacher training and CPD in the whole Learning and Skills sector in England, from September 2007, all new teachers in this sector in England are required to take qualifications which form part of the Qualified Teacher: Learning and Skills (QTLS) framework. This will affect the professional standards for all teachers, tutors and trainers in the Lifelong Learning Sector (i.e. learners who are aged 16+).

QTLS status is, however, about more than the achievement of a recognised teaching qualification. It is about ensuring teaching practitioners remain at the forefront of their vocational and/or academic specialism whilst developing their skills in teaching and supporting learning. In other words its primary focus is CPD. Therefore, the qualification can be gained progressively. All new teachers are required to achieve an initial Level 3 qualification pre-service or very early in their employment. Following this, they will have 5 years to achieve a minimum Level 5 teaching qualification leading to the conferral of QTLS status.

In addition to the specific QTLS framework, the Institute for Learning also champions the following principles of CPD:

- Professional development is a continuous process that adds value throughout a teaching practitioner's career.
- Professional development is most effective when conducted through reflective practice, with the teaching practitioner judging the value of a training and development activity in terms of its impact on teaching and supporting learning, not in the time taken to complete the activity.

- The teaching practitioner is at the centre of the CPD process, and responsible for reflecting on practice and identifying personal development needs.
- Professional teaching plans should clearly articulate the needs of the teaching practitioner, setting measurable objectives that reflect the teaching context and synthesise with the needs of the employer.
- There should be a balance between formal and informal CPD activities, relative to the needs of the teaching practitioner at that point in their career.
- Professional development is most successful when undertaken as an integral element of all work activity, rather than viewed as an additional requirement or burden.

As indicated within the above principles, CPD in adult education is typically managed through a process of self reflection and performance appraisal. It is managed jointly by the teacher/trainer and the organisation they work for. Educational legislation which sets out minimum standards for the maintenance of their knowledge and skills must also be incorporated into CPD.

CPD for occupational psychologists

In 1988 the British Psychological Society (BPS) put in place a committee to co-ordinate CPD activities across its divisions. In 2000, CPD was made mandatory for all chartered psychologists holding Practising Certificates and the committee for CPD was charged with the task of implementing mandatory CPD. The new BPS CPD scheme was introduced in 2004.

The approach taken by the BPS is to focus on outcomes (i.e. the development of competencies) rather than time spent on formal training courses. Therefore, individuals are required to maintain and submit a log book of CPD to the BPS demonstrating fulfilment of core outcomes based on the Key Roles of the National Occupational Standards (NOS) for Applied Psychologists (Generic). Through the log book individuals must demonstrate that they can:

- Identify personal development needs.
- Plan appropriate development activities to meet identified needs.
- Reflect upon learning and its application to practice.

Practitioners are required to select a range of activities they feel will best meet their development needs and particular circumstances (e.g. post-qualification training courses,

conference attendance, research, peer group discussion, reading, systematic reflection on practice). No particular activities are compulsory and no minimum number of CPD hours is specified. However, it is recommended that a minimum of 40 hours is spent on CPD in a year.

In order to manage the risk of the failure of individuals to maintain competence, the BPS has implemented a 2-stage process for CPD monitoring:

- Stage One – Initial monitoring of all CPD submissions. This involves an initial check of all submissions to ensure that the CPD Summary Log has been completed appropriately.
- Stage Two – Qualitative evaluation of a sample. A random sample of Summary Logs is selected and scrutinised by divisional assessors.

Approved Driving Instructors (ADIs)

CPD is currently voluntary for ADIs although it is becoming more structured. In the future there may be suggested routes for ADI CPD which will be set by the Driving Standards Agency (DSA).

A draft outline for CPD engagement and activity has recently been agreed during discussions with the industry and DSA representatives. It outlined the following:

- Minimum of 1 day (7 hours) per year.
- Prescribed and elective topic areas.

Prescribed topic areas:

- Vocational or occupational.
- Must be at least 50% of your selected CPD – e.g. lesson planning, lesson delivery.

Elective topic areas:

- Up to 50% of CPD.
- Not necessarily driving or driver training related but must link to competences as outlined in the driver trainer competence framework – e.g. Health and Safety, Business Skills.
- Can be formal, informal, on-line, in car etc.
- Self declaration of training/development undertaken.
- Recorded with DSA.

A three-phased approach to implementation of this strategy was agreed in October 2007.

Phase One of CPD implementation is essentially a communication strategy to increase awareness and encourage more ADIs to consider the benefits of CPD participation. In addition, the communication strategy also aims to encourage engagement from CPD providers, such as Further Education colleges and private training providers.

ADIs will be encouraged to engage with CPD as soon as possible so that individuals begin to recognise the benefits through their learning and development and can begin to record their CPD activity and experience. By late spring/summer 2008, the DSA website will have a new feature called 'find your nearest'. This is essentially a search function that will allow members of the public to identify driving instructors in and around their postcode area. To give ADIs an added incentive to commit to participate in CPD at this early stage, any ADI who commits to undertaking at least 1 day (7 hours) a year of CPD activity and reconfirms their commitment to the current Code of Practice will be 'highlighted' in the 'find your nearest' section of the website. It is anticipated that when a sufficient number of ADIs have 'signed up' a communication/marketing campaign will be used to raise public awareness of driving instructor engagement with CPD. This phase concentrates on raising awareness and increasing engagement and as such is an informal voluntary model that will help with tailoring communication and conducting research towards the more formal phases of CPD.

Phase Two of CPD implementation is termed as a "formal voluntary model", and will be subject to a wider public consultation. It is envisaged that at the point the formal voluntary model is introduced we will have developed models for the key components of a CPD framework, based on research, pilot projects and existing best practice from other industries. These components will include:

- Accreditation.
- Quality assurance.
- Recording, evidencing and monitoring of CPD.
- Delivery/learning options.

The formal voluntary phase will give the DSA and industry an opportunity to trial the models developed; to test their operation allowing for concurrent review and required changes to be implemented. This will ensure that there is a modern, comprehensive, efficient and effective CPD framework for the introduction of the final phase of implementation. It is envisaged that

a formal voluntary system will be introduced in 2009; however some recommendations and outputs, such as the method for recording CPD, will be trialled prior to implementation

The third phase of implementation follows the testing and finalising of the CPD framework and components. Following public consultation, Phase 3 with an envisaged date of 2010, will lead to the introduction of a mandatory requirement for all Approved Driving Instructors to participate in CPD activity.

The information about ADI CPD has been taken from Driving Instructors Democratic Union (DIDU) - for more information, please go to www.didu.org.uk

CPD for engineers

The Institute of Engineering and Technology (IET) supports the CPD of its members who work in the fields of engineering and technology. Individuals are required to have a recognised qualification and/or work in a recognised role/profession to become a member of the IET. This requirement is intended to ensure that members have the core competences required to undertake their roles prior to joining the institute.

In terms of ongoing CPD, because IET members work in widely differing roles, sectors and circumstances, the IET have developed a CPD policy that emphasises the role of individuals and employers in deciding what is required. This means that the IET's CPD policy is deliberately non-prescriptive - 'CPD is therefore not mandatory, but should be seen as obligatory, and should become a self-managed lifelong process'.

As part of the philosophy of supporting individuals in taking responsibility for their own CPD, the IET does not require members to submit evidence of CPD on a regular basis. However, it does require members to demonstrate a commitment to CPD and recommends that members take a structured approach to CPD including the following steps:

- Identifying goals.
- Determining the skills needed.
- Developing an action plan.
- Recording CPD activities.
- Reflecting on learning.

Summary

The four case studies presented above represent a range of different approaches to CPD. While all three cases place responsibility for CPD on the individual practitioner to a certain extent, the degree to which specific requirements are set and CPD is monitored differs between the professional bodies.

38 IDENTIFYING QUALIFICATIONS THAT MEET DDR REQUIREMENTS

Currently, there is no specific requirement for DDR trainers to have a recognised training qualification. Nor are they delivering an accredited course that requires specific trainer accreditation ¹¹ (though the course does go through an approval process). However, good practice dictates that any company employing training staff will want them to be competent. One way of assuring competence is to require staff to have, or be working towards, a recognised training qualification. This section provides an overview of the current structure of the UK teaching and training arena. A list of courses and qualifications that cover the competences identified in the DDR Competence Framework is also provided in this section. One of the key aspects of accredited qualifications for DDR training providers is the new Qualifications and Credit Framework (QCF) which is expected to be implemented in 2008. This framework has been designed to ensure flexibility in how individuals can gain accredited qualifications.

38.1 Qualifications and Credit Framework (QCF)

The QCF is a new way of recognising achievement through the award of credit for units and qualifications. It provides flexible routes to gaining full qualifications, and enables qualifications to be achieved gradually.

It has been designed to enable people and organisations to make sense of the qualifications that learners hold. At present, it is hard to understand all the different types of qualification that are in circulation - what level they are at, how long they take to complete, what content they cover, and how they compare to other qualifications. The new framework aims to provide a structure that will allocate a value to all qualifications.

Tests and trials involving learners, employers, awarding bodies, sector skills councils, colleges and training providers have been going on since September 2006. The regulators will write a final report with recommendations on the tests and trials in June 2008. In the light of this report, Ministers in England, Wales and Northern Ireland will decide whether the new framework should be fully implemented.

If it is implemented, QCF will have the following structure:

¹¹ It is typically a requirement of accredited courses that they are developed by an accredited trainer.

- Every unit and qualification in the framework will have a credit value (one credit represents 10 hours, showing how much time it takes to complete) and a level between Entry level and level 8 (showing how difficult it is).

There are three sizes of qualifications in the QCF:

- Awards (1 to 12 credits).
- Certificates (13 to 36 credits).
- Diplomas (37 credits or more).

So, in the new framework, it is possible to have an award at level 1 or an award at level 8.

This is because the qualification type: award; certificate; or diploma, represents the size of a qualification, not how difficult it is.

Each qualification title contains the following:

- The level of the qualification (from Entry level to level 8).
- The size of qualification (award/certificate/diploma).
- Details indicating the content of the qualification.

So, simply by looking at the title of a qualification you will be able to see how difficult it is, how long it will take the average learner to complete, and its general content. To give an indication of the level of difficulty of the units and qualifications, GCSEs (grade A* - C) are level 2, GCE A levels are level 3 and a PhD is a level 8.

38.1.1 QTLS - Qualified Teacher – Learning and Skills framework (Lifelong Learning Sector)

QTLS is part of the new QCF. Qualifications under this framework will consist of a number of contact and non-contact hours. According to the rules of the new QCF, each credit consists of 10 hours in total: five contact and five non-contact hours.

Two distinct teaching roles in the Lifelong Learning Sector have been identified:

- Full Teacher Role.
- Associate Teacher Role.

The full teacher role

This is defined as all those who take on the full responsibilities of a teacher in the Learning and Skills sector. This is performed by someone who teaches:

- Using materials they have designed and evaluated.
- Across a range of levels, subjects and learner types.
- Across or contributes to a range of programmes of varying lengths.

The associate teacher role

This is defined as carrying fewer teaching responsibilities than the full role, but the quality of teaching is expected to be of an equally high standard. Someone is deemed to be in an Associate Teacher Role if their role and responsibilities are to teach predominantly in at least one of the following ways:

- From packs/pre-prepared materials (and therefore has fewer responsibilities).
- On a one to one basis.
- A programme confined to a particular level/subject/type of learner e.g. short courses.

How the QTLS framework will work in practice

Awarding bodies who develop teaching qualifications will need to make sure that they fit into the new requirements. City and Guilds is the main provider of training awards and introduced a new set of qualifications in September 2007, which replaced the 7407, 7302, 9483-8 teaching qualifications.

The new City & Guilds' qualifications are based on 'units of assessment' being designed by the sector skills council Lifelong Learning UK (LLUK). These units of assessment will be in a format which meets the requirements of the QCF.

Each unit will be assigned a credit value and will be accredited on the QCF. All new qualifications will be subject to endorsement by Standards Verification UK (SVUK), a subsidiary of LLUK.

38.2 Mapping existing qualifications

Part of CPD will involve keeping competence up to date and updating qualifications when needed. Organisations and individuals will need to understand where their current qualifications sit in the National Qualification Framework. Appendix B provides a list of common current training qualifications and identifies their equivalents in the new framework.

38.3 Courses relevant to DDR trainers

It is up to training providers to decide whether they will offer staff the opportunity to become a qualified trainer as part of their CPD programme. In terms of the DDR requirement, the courses described in Section 4.3.1 represent suitable entry points for all trainers. The list is not exhaustive and new training qualifications are in development by a number of awarding bodies. We have identified suitable training courses but are not able to recommend suitable organisations who deliver these qualifications. Availability and quality of training providers varies across the country and it is up to the individual to identify a suitable point of delivery. A number of Awarding Bodies provide accreditation for these courses, e.g., City and Guilds and Edexcel, and information about accredited providers of training is available from them.

38.3.1 Accredited trainer qualifications

The courses listed in this section include:

- Level 3 and 4 award in preparing to teach in the lifelong learning sector.
- Level 3 and 4 certificates in teaching in the lifelong learning sector.
- Certificate in teaching adult learners.
- Introduction to trainer skills.
- City and Guilds 7302 certificate.
- City and Guilds 7302 diploma in delivering learning.
- NVQ learning and development awards.

7303 Level 3 and 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS)

This is an introductory qualification that will confer a 'threshold licence to teach'. All new teachers in the learning and skills sector must complete this qualification.

The qualification is available at level 3 and level 4. The level of the qualification is determined by the assessment criteria and assignments, rather than the learning outcomes or indicative content. This means, in practical terms, that the delivery of the qualification will be the same for levels 3 and 4; the level achieved will be derived from the assessment undertaken and the result achieved.

The Award comprises one unit, entitled 'Preparing to teach in the Lifelong Learning Sector'. It has a value of six credits. It will consist of 30 contact and 30 non-contact hours. It is based on the teaching/training cycle and is assessed by two assignments, one theory and one practical, both of which are broken down into smaller, prescriptive, assignment tasks.

7304 Level 3 and 4 Certificates in Teaching in the Lifelong Learning Sector (CTLLS)

This qualification will be taken by those deemed to be in the Associate Teacher Role.

The Certificate comprises three mandatory units with a total value of 18 credits, and optional units to the value of a minimum of six credits, making a minimum total value of 24 credits.

- Mandatory Units:
 - Preparing to teach in the lifelong learning sector (6 credits).
 - Planning and enabling learning (9 credits).
 - Principles and practice of assessment (3 credits).
- Optional units (to the value of at least six credits). Optional units will be developed by LLUK and Awarding Bodies in partnership. They may:
 - Reflect the context or setting in which teaching and learning takes place.
 - Be elements related to a particular teaching role.
 - Be specialised units on particular subjects, for example 'assessment'.
 - Be additional optional units, according to the focus of their work, and its specific requirements.

The Certificate requires at least 30 hours of teaching practice. There must be a minimum of 3 observations totalling a minimum of 3 hours. Any single observation must be a minimum of half an hour.

Elements of the Minimum Core of Literacy, Language and Numeracy will be embedded in this qualification.

7307 Certificate in Teaching Adult Learners

The certificate is designed for full and part time teachers who are practising or wishing to take up part time teaching and training of personnel in commerce, industry, the public service or the voluntary sector. It consists of two components:

7307-001 Integrated coursework and teaching practice Stage One

- Minimum 40 hours study and practice.

7307-02 Integrated coursework and teaching practice Stage Two

- Minimum 120 hours of study and practice.

Overall minimum of 30 teaching hours, of which a minimum of 12 hours must be supervised.

Introduction to Trainer Skills

A qualification for those who train others in organisations. It is an intensive course, usually delivered over two days, which provides the participants with a sound introduction to the concepts of a systematic approach to training.

Please note that this qualification will not be accredited on the National Qualifications Framework (NQF).

The course is based on the training cycle and covers:

- Planning (including session planning).
- Delivery (participants will deliver a 10 or 15 minute 'session' that they have planned).
- Evaluation (self, peer group and course evaluation).

The course also covers:

- Setting ground rules.
- Use of icebreakers.
- The learning environment.
- Training resources.
- Gaining and maintaining attention.
- Motivation.
- Assessment.

The knowledge and practical skills gained on the course will be assessed by a multiple choice examination and an observation (by the course tutor) of the participant - delivered sessions, on which they will receive formal feedback. The idea of the assessment is not to set the participants up to fail, but rather to ensure that they have absorbed the knowledge and developed the skills necessary to be an effective trainer.

City and Guilds 7302 Certificate(C&G 7302)

This is a stepping stone award and replaces the micro-teaching element of the old Certificate in Further and Adult Education Teaching (7307 stage 1).

C&G 7302 introduces candidates to delivering training and is for trainers in commerce, industry, public sector or HM forces, who might not have had the opportunity to build up any

teaching hours. It is designed to contribute towards the knowledge and understanding components of the Further Education National Training Organisation (FENTO) or the Employment National Training Organisation (EMPNTO) occupational standards. (These occupational standards also provide the framework that underpins the C&G 7302 award).

The award is suitable for those who work, or want to work, as:

- Training personnel in commerce, industry, public sector or HM Forces.
- Part time teachers in further and adult education provided they are qualified in the subject they intend to teach by virtue of holding an appropriate professional qualification or are employed in a training/teaching role. The decision as to what constitutes an appropriate qualification is at the discretion of the training provider.

C&G 7302 is related to and overlaps the following existing City and Guilds awards:

- C&G 7407 Certificate in Further Education Teacher (level 4).
- C&G 7318 Learning and Development awards (level 3, 4 and 5).

City & Guilds 7302 Diploma in Delivering Learning

This diploma is intended for those people who have some experience of teaching or training, or who have completed the 7302 Certificate.

There are 8 units which cover the principles of learning, developing resources and planning and delivering programmes of learning.

Assessment is by a series of assignments and micro teaching sessions. Although the Diploma does not qualify you to teach in further education, you can progress to Stage 3 of the Certificate in Education provided you have the required teaching hours.

NVQ Learning and Development Awards

The Learning and Development awards are aimed at people delivering teaching and training.

The awards are designed to be flexible and candidates can choose between taking a unit route and being awarded Certificates of Unit Credit, completing a 'mini award' made up of three to four units or taking a full S/NVQ.

Of particular interest to DDR trainers may be the City and Guilds 7318 mini awards in Learning and Development. These qualifications are designed for those who identify and agree learning aims and programmes for individuals and who are developing training sessions for learners. They may be involved with delivering training and development in the workplace or in training establishments. Learners will cover: developing a strategy and plan for learning and development; identifying the learning and development needs of the organisation; and creating a climate that promotes learning.

Mini awards are particularly useful when dealing with the provision of accredited qualifications to those staff that have limited time available for continuous professional development. Mini awards of particular relevance to DDR trainers include:

- *Mentoring in the workplace:* Suitable for those who want to mentor learners on an individual basis and review their progress against learning outcomes. Mentoring includes accompanying the person you are teaching and inviting him or her to learn from your example. This may be useful for Senior Trainers and enable them to mentor new trainers.
- *Coaching in the workplace:* Suitable for those that want to enable individual learning through coaching, expanding the learners awareness of the internal and external issues that might be in the way of reaching a goal through encouragement and advice. This may be useful for Senior Trainers and enable them to mentor new trainers.

- *Training and presenting in the workplace:* Suitable for those who want to design learning programmes and training sessions and present them to a group of learners.
- *Skills training in the workplace:* Suitable for those who want to design learning programmes and training sessions and enable learners to learn through demonstrations and instructions.

For further details on mini awards go to www.cityandguilds.com.

38.3.2 Summary

There are dozens of other courses and qualifications available for trainers. The course outlines listed above are those that are the most widely recognised. When searching for suitable courses from individual training providers you should always consider whether or not they fit into the Credit and Qualification Framework. It is not a current requirement that trainers are accredited but, in terms of the personal development of staff, certificates and qualifications that have currency outside of your organisation have more value than those that don't.

39 MAPPING TRAINING QUALIFICATIONS

Standards Verification UK (SVUK) has evaluated legacy qualifications in terms of exemption against the new National Qualifications Framework. SVUK have, in the main, mapped the old standards into the new framework. In some cases, where standards are not national – such as 7302 –they have mapped at qualification level. The SVUK Tariff can be found at <http://www.lluk.org/svuk/tlq/index.html>.

Some of the individual awarding bodies will map their qualifications to this tariff. The following example is from City and Guilds who have established a secondary mapping database which looks at qualifications in more detail.

This secondary mapping has been agreed with the Department for Innovation Universities and Skills, DIUS (formerly DfES).

Current mapping establishes that:

7302 Certificate in Delivering Learning: an Introduction meets the requirements of:

- Preparing to Teach in the Lifelong Learning Sector (Level 3) (6 credits)

7302 Diploma in Delivering Learning Certificate meets the requirements of CTLLS in respect of:

- Preparing to Teach in the Lifelong Learning Sector (Level 3) (6 credits)
- Planning and Enabling Learning (Level 3) (9 credits)

7307 Stage 1 meets the requirements of CTLLS in respect of:

- Preparing to Teach in the Lifelong Learning Sector (Level 3) (6 credits)

7307 Stages 1 and 2 meet the requirements of CTLLS in respect of:

- Preparing to Teach in the Lifelong Learning Sector (Level 3) (6 credits)
- Planning and Enabling Learning (Level 3) (9 credits)
- Principles and Practice of Assessment (Level 3) (3 credits)

7407 Stage 1 meets the requirements of two mandatory units of DTLLS:

- Preparing to Teach in the Lifelong Learning Sector (Level 4) (6 credits)
- Planning and Enabling Learning (Level 4) (9 credits)
- In addition it also meets the requirements of the remaining mandatory unit of CTLLS:
- Principles and Practice of Assessment (Level 4) (3 credits)

7407 Stage 2 meets the requirements of the four mandatory units of the Diploma in Teaching in the Lifelong Learning Sector (DTLLS), at level 4:

- Preparing to Teach in the Lifelong Learning Sector (Level 4) (6 credits)

- Planning and Enabling Learning (Level 4) (9 credits)
- Theories and Principles for Planning and Enabling Learning (Level 4) (15 credits)
- Enabling Learning and Assessment (Level 4) (15 credits)

In addition it also meets the requirements of the remaining mandatory unit of the Certificate in Teaching in the Lifelong Learning Sector (CTLLS), at level 4:

- Principles and Practice of Assessment (Level 4) (3 credits)

Observations against 7407, if completed with currency, can be carried forward. At both Stage 1 and 2, candidates can carry forward two tutor observations. For those carrying forward Stage 1 and 2, only a maximum of 30 teaching practice hours can be carried forward.

Where candidates are moving from partially completed 7407 to QTLS qualifications, teaching hours need to be increased to meet the CTLLS and DTLLS requirements. Therefore, learners can carry forward 20 hours from the Stage 1 (and will have to do another 10 to fall in line with Certificate) and 40 hours from Stage 2 towards the Diploma. If they have 7407 Stage 1 and 2, then they can carry forward the 60 hours and have to complete the outstanding 90 hours by the end of the DTLLS programme.

39.1.1 Claiming new units for old in the framework

Holders of legacy qualifications can claim exemption from units within the new framework. This must be done through an accredited centre.

40 GOOD PRACTICE DDR TRAINER CPD – SUPPORTING RESEARCH FINDINGS

Benefits of CPD for individual and organisation

Wood (1988) lists the following benefits for the organisation:

- Strategic plans are more likely to be achieved.
- Ideas will be generated and in a form which relates to operational needs.
- Everyone in the organisation will recognise the need for learning effort on their part if the organisation is to succeed in its endeavours and thereby their jobs be made more secure.
- By enabling employees to make the most of their talents, the organisation will be in a position to deploy individuals most effectively; to fill skills gaps from internal resources; to create and retain a motivated workforce.
- And, in general, the organisation can expect fewer mistakes, fewer accidents, less waste, higher productivity, higher morale, lower staff turnover, better employee relations, better customer service, and hence, greater returns for the organisation.

(Wood, 1988, p39)

Benefits for the individual include:

- An increase in the capacity to learn.
- An increase in the motivation to learn.
- Development of new learning opportunities.
- Less dependence on bosses and teachers.
- Confidence in addressing new challenges.

(Wood, 1988, p174)

Validity of using CPD as the responsibility of the individual. The individual knows what the requirements of the organisation are, but is expected to manage their own CPD.

When managing one's own professional development, the individual can choose instruments and materials that are most suited to them and their learning style; e.g. journal readings, visiting other departments, case discussions etc. When these learning activities occur in a working environment, they are far more likely to be reinforced and to lead to better practice (du Bulay, 2000).

Why should all organisations develop a CPD Strategy and Policy?

Most organisations find strategy- and policy statements useful (Wood, 1988, p32). They help to guide the development process as well as the organisation of materials and facilities. The benefits gained from setting up CPD strategy are numerous (see above, benefits of CPD for the organisation).

Absence of policy statements and developmental objectives will make it more difficult to connect development activities and business objectives; also, the evaluation of CPD projects will be more difficult (Jones, 1997).

Why are the following an acceptable approach to performance assessment?

- **A review of course feedback forms and attendance rates following each course to ensure early identification of performance issues.**

Early identification of possible problems will enable early corrections to the course content (CIPD).

- **Bi-annual observations of trainer performance to identify issues related to training delivery.**

Observations will enable detection of underperformance and the reasons behind them. This will enable the organisation to deal with the performance issues appropriately; depending on whether issues are to do with underperformance due to lack of capability/ stress/ illness etc and to address them accordingly (CIPD).

Why should organisations develop a procedure to manage poor performance?

The effectiveness of businesses will suffer if performance related issues are not dealt with consistently and professionally or if they are ignored (CIPD).

Performance management is a key area for both the organisation and the employee. It will improve the organisations productivity and effectiveness, improve training and development of the employees, enable skills development and motivate the employees (CIPD).

Good practice dictates that organisations should review their CPD strategy to ensure that it is resulting in maintained or improved staff performance

The organisation needs to keep up do date with the market economy, technology and the skill level of their employees (CIPD).

41 GOOD PRACTICE DDR TRAINER CPD – FURTHER READING

Crede M., Chernyshenko O.S., Stark, S., Dalal, R.S. and Bashshur, M (2007) Job satisfaction as mediator: An assessment of job satisfaction's position within the nomological network. *Journal of Occupational and Organizational Psychology*, 80(3), pp. 515-538.

Johnson, C.E. (2006) Workforce competence and its management: A five to ten year view. Rail Safety and Standards Board, Research Project T590, RSSB, London.

Jones, N. and Robinson, G. (1997). Do organizations manage continuing professional development? *Journal of Management Development*, 16, 3, 197-207.

Wood, S. (1988). Continuous Development – the path to improved performance. Dotesios Printers Ltd., Great Britain.

<http://www.cipd.co.uk>

http://www.pti-europe.co.uk/cpd/About_CPD.pdf

(The CPD Certification Service: Managing your own CPD).

The Professional Development Partnership' (PD). The PD is made up of Institute of Mechanical Engineers, Institute of Engineering and Technology, Institute of Physics and the Royal Aeronautical Society. <http://www.pd.how2.org>.

42 GLOSSARY OF TERMS

The words below have the following meanings throughout this document:

Word	Meaning
Assessment	Assessment is a process which involves collecting evidence, judging evidence of performance against the performance that is expected and using evidence to make decisions about competence and any further actions needed.
Competence	A competent person, team or organisation can undertake responsibilities and perform activities to a recognised standard on a regular basis. It requires a combination of practical and thinking skills, experience and knowledge, and is influenced by personal attributes such as attitudes, beliefs and values. Competence is a condition which may improve or deteriorate and therefore needs to be managed.
Competence management	Competence management is a process for assuring the availability (through systematic recruitment, selection, development, assessment and accreditation) of people, teams and suppliers who are competent to deliver organisational objectives.
Competence Management System (CMS)	A CMS controls, in a logical and integrated manner, a cycle of activities within an organisation that will assure competent performance in work. The aim is to ensure that individuals are clear about the performance that is expected of them, that they have received appropriate training, development and assessment, and that they maintain or improve their competence over time.
Competence framework	Detailed hierarchical breakdown of the tasks that an individual is required to be able to do in order to meet the requirements of a goal.
Continual Professional Development (CPD)	CPD is the means by which organisations provide staff with the opportunity to develop knowledge and skills related to their job and working environment.
DDR trainer competence framework	The tasks that a DDR Trainer is expected to perform in order to meet the requirements of the training organisation and Department for Transport.
DDR Trainer	An individual who delivers DDR Training.
Personnel selection	The process of choosing between people based on their ability to successfully perform a particular job role in a particular organisation.
Person specification	The person specification describes all of the criteria (Knowledge, Skills and Attitudes) that an applicant must meet, or partially meet, on entry to a job.
Psychometric methods	Tools to measure and interpret psychological variables such as intelligence, aptitude, and personality traits.
Recruitment process	A structured and well thought out act of seeking prospective new employees or members for an organisation.
Self assessment	Self assessment is where a group or individual assesses themselves.
Training	Training refers to a planned effort by an organisation to facilitate the learning of job-related behaviour on the part of its employees.

Training needs	A shortage of skills or abilities which could be reduced or eliminated by means of training and development. Training needs hinder employees in the fulfilment of their job responsibilities and prevent an organisation from achieving its objectives. They may be caused by a lack of skills, knowledge, or understanding, or arise from changes in the workplace.
Training remits	A plan for training that covers, at least: the aims of the training course, the main statements of achievement, the training and assessment methods and the timescale of the training. They can be used both internally and to provide information to external training providers.