

North East London  
Education and Training Strategy  
To Support the Implementation of the  
Single Assessment Process for  
Older People

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Written by:

Eleanor Langridge RGN. RM. MA (Ed)  
Evolutions – Professional Learning and Development  
Tel: 01903 201012  
Email: [eleanor@evolutionspld.co.uk](mailto:eleanor@evolutionspld.co.uk)

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## Key Points Summary

- This Education and Training Strategy was commissioned to support the implementation of the Single Assessment Process (SAP) for Older People across North East London.
- The strategy is designed to be relevant across the whole sector and to provide a Template to be used by each organisation to enable them to identify training needs as well as to plan and commission relevant training.
- To identify costs and priorities, the Education and Training Strategy template should be considered alongside the findings from the workforce analysis, currently being undertaken.
- The Single Assessment Process (SAP) for Older People is driven by the requirements of the NHS Plan (DOH 2000) and the National Service Framework (NSF) for Older People (DOH 2001). The target date for national implementation is April 2004.
- The overall aim of SAP is to improve the experience of older people coming into contact with health and social care services by taking a 'person-centred' approach and streamlining the processes of assessment, care planning and service commissioning.
- The effective implementation of SAP will require a considerable 'cultural shift', an imperative for closer working partnerships and subsequent changes to practice.
- To achieve this an effective joint staff development strategy is required which also links with other policy initiatives, The Training Organisation for the Personal Social Services (TOPSS) national training strategy 'Modernising the Social Care Workforce' (2000) as well as 'Working Together – Learning Together' (DOH 2001), to equip staff in the health and social services to develop the skills they need to meet the demands of the 21<sup>st</sup> century.
- The National Occupational Standards (NOS) for health and social care and the more recent NHS Knowledge and Skills Framework (NHS KSF) identify competencies that link to job roles and responsibilities providing not only a framework for staff development but also for performance management.
- The IT Readiness review has identified that it will be some time before the Single Assessment Process is fully supported by IT systems. In the interim both IT and paper processes will be utilised.
- Prior to the implementation of IT systems it is anticipated that a separate IT training strategy will be required.
- The Workforce Development Confederation has supported SAP implementation in 2003/2004 through the use of Continuing Professional Development monies. Primary Care Trusts (PCT) will need to include SAP education and training in any bids for funding for 2004/2005. Support for SAP training can also be funded through the Training Support Programme (TSP), from the Department of Health, which is accessed by Local authority social services departments.

## NE London Single Assessment Process Education and Training Strategy

- A suggested strategy for operationalising learning and development was to use WDC monies to employ 'Learning Facilitators' for each of the boroughs and PCTs. Their role would involve leading on the SAP education and training strategy as well as providing on-the-job coaching to teams and individuals to enable them to tackle practice problems and issues in relation to SAP and to embed their learning into practice.
- This Education and Training Strategy addresses primarily the needs of staff working with older people. However, it is important to identify that older people, their informal carers and staff working in voluntary agencies that provide services, will also have education and training needs and these could be met through some of the wider focused training e.g. introductory sessions.
- Just as SAP will develop as it is implemented it is also important to remember that the strategy will evolve as staff being working with SAP and other learning needs are identified.
- The SAP Education and Training Strategy should be considered alongside each organisation's current Training and Development Strategy as some areas of learning objective may already be available through existing core programmes.
- This strategy could also be used as a template for supporting the implementation of the Single Assessment Process for people with learning disabilities and children.
- Section 4 of the strategy identifies each of the key stages within the single assessment process and for each stage the skills, knowledge and understanding required by staff to competently carry out that function. Some functions may not be used and so can be omitted e.g. the Enquiry, contact and screening stage.
- Both qualified and unqualified staff undertaking these roles and so each stage is linked to the relevant NOS and the NHS KSF to provide a framework for staff development. For qualified staff who require Continuing Professional Development (CPD) suggestions for CPD modules are also included.
- Section 5 of the strategy is the Education and Training Plan. Here, learning objectives along with the related learning content the type of learning opportunity/course, the group size and target group as well as the suggested timescale for delivery are detailed. The depth of the learning experience / course will vary depending on the identified needs of the individual / group.
- Section 6 of the strategy is a blank Template for organisations to use to plan their training. The suggested delivery dates will be dependent on whether SAP implementation is incremental or not.
- Section 7 of the strategy contains three case study examples to illustrate how the strategy may be applied to staff working in a variety of roles and with different learning and development needs.

## **1. Introduction**

- 1.1 As part of the Single Assessment Process (SAP) for Older People project the eight SAP Leads within North East London<sup>1</sup> commissioned City University to develop an Education and Training Strategy to support SAP implementation.
- 1.2 The NE London SAP Leads required an education and training strategy that was relevant across the whole sector. The strategy would provide a template, which could then be utilised by each organisation to enable each organisation to:
- Assess the progress of workforce development initiatives by mapping the education and training events that have already taken place against the strategy
  - Identify future education and training requirements
  - Commission appropriate education and training to meet SAP implementation needs
  - Overlay workforce analysis findings with the education and training strategy to identify costs and priorities

## **2. National Context**

### **NHS and Social Care Services**

- 2.1 This section sets out the national policy and education and training context within which the Single Assessment Process for Older People is being implemented.
- 2.2 The NHS Plan (DOH 2000) outlined the changes to working arrangements and the agenda for change for the National Health Service in the 21<sup>st</sup> Century. The need to improve the experience of people coming into contact with care services through effective joint working relationships to achieve a 'seamless service' was highlighted as a priority.
- 2.3 The National Service Framework (NSF) for Older People (DOH 2001) described how the single assessment process (SAP) was to be implemented locally from April 2002. The overall aim of SAP is to improve the experience of older people when they come into contact with health and social care services. This is to be achieved through taking a 'person-centred' approach to the assessment of needs, care planning and the commissioning of health and social care services. In addition SAP is intended to avoid the duplication of activities thus streamlining the processes and improving the effectiveness of service responses to meet the needs of older people.

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<sup>1</sup> This group consists of four London Boroughs - Barking & Dagenham, Hackney, Havering and Waltham Forest and four Primary Care Trusts - City & Hackney PCT, Newham PCT, Redbridge PCT and Tower Hamlets PCT.

- 2.4 The implementation of the Single Assessment Process is a major service development and part of the current modernising agenda for health and social care services. SAP implementation requires re-thinking the roles and responsibilities within the processes of assessment and care planning as well as to joint working arrangements; protocols and the values and principles that underpin these processes. SAP implementation also brings into sharp focus the complexity of health and social care service provision and highlights the large numbers of people involved in these processes who will require different levels of information, education and training if this initiative is to succeed.
- 2.5 The Department of Health Guidance for local implementation of SAP (DOH 2002) requires agencies to develop a joint staff development strategy. The guidance requires that this strategy is:
- Part of a co-ordinated approach to staff development
  - Follows the implementation of the NHS Plan and other related health and social care policy initiatives
  - Determines the arrangements to ensure that staff are competent to introduce and operate SAP
  - Will include both short and long term programmes to support professional practice development
- 2.6 DOH SAP guidance identifies that a joint staff education and training strategy should aim to help:
- Managers and practitioners understand the organisational and cultural changes required for successful implementation of the single assessment process, and to agree shared values and a common language across agencies.
  - Practitioners working with older people to become competent in multi-agency work and assessment, and to understand health and social care needs in old age.
- 2.7 The target for the national implementation of SAP is April 2004, and although there is recognition that not all aspects will be fully in place by this time the DOH does expect agencies to have an education and training strategy in place to support successful local implementation.
- 2.8 The education and training strategy should be multi-agency and build on and link into, existing staff development programmes, both pre- and post-qualification, and include evaluation mechanisms. Once in place the strategy should link into Care Group Workforce Teams and Workforce Development Boards and take into account local arrangements for clinical governance and best value reviews.

## Education and Training

- 2.9 The systems of clinical governance, lifelong learning and continuing professional development are considered to be key to ensuring the delivery of improved standards within the NHS (HSC 1998). Learning that is 'designed to meet service needs as well as individual needs and aspirations' (HSC 1999) is an essential factor in the development of a modern health service and the implementation of the NHS Plan (2000). More recently there has been considerable policy change in relation to NHS educational values, structures and resources.
- 2.10 Funding streams have changed with the Multi-Professional Education and Training fund (MPET) coming into operation in April 2002. In addition to this the Workforce Development Confederations (WDC) and Deaneries were set up to manage and monitor pre and post registration education with the WDC leading on workforce and organisational development.
- 2.11 The National Occupational Standards for health and social care provides a framework for developing competence as well as measuring competence. The Training Organisation for the Personal Social Services (TOPSS) national training strategy 'Modernising the Social Care Workforce' (2000) identified the skill shortages and gaps within the social care workforce and set targets designed to both address these and equip workers to meet service needs in the 21<sup>st</sup> Century.
- 2.12 The competency framework of the National Occupational Standards provides a useful tool for both identifying outcomes from both performance and learning opportunities and could be utilised in both the design and the evaluation of these.
- 2.13 The assessment skills and underpinning knowledge required by individuals are described through units of competence from the National Vocational Qualifications (NVQ) in health and social care at levels 3 and 4. For some individuals achievement of whole awards would be encouraged while for others unit accreditation may be more appropriate.
- 2.14 NVQs in Customer Service are available at levels 2 and 3 to provide development opportunities for staff working within health and social care services and undertaking administrative or reception roles and responsibilities.
- 2.15 Providing opportunities for learning, career progression and professional development are all factors that contribute to motivating individuals and in so doing develop a competent and committed workforce. Lifelong Learning both as private citizens as well as in relation to employment or meeting continuing professional development requirements is a feature of the current government and professional bodies policy.
- In 2001 the Department of Health published 'Working Together – Learning Together' with the aims of equipping staff in the NHS to develop the skills they need to,
- Support changes and improvements in patient care
  - Take advantage of wider career opportunities and
  - Realise their potential

The integration of information technology into our everyday lives and increasingly our working lives has given rise to the need to provide opportunities for individuals to develop information technology skills and qualifications. Awards such as the European Computer Driving Licence are actively promoted and would be particularly relevant to SAP as many of the benefits will result from holding client records on a centralised computer database, something that will happen once the IT infrastructure is in place.

- 2.16 More recently as part of the 'Agenda for Change' the NHS Knowledge and Skills Framework (NHS KSF) (working draft 2003) has been developed to identify the knowledge and skills that individuals need to apply to their post. In doing this the NHS KSF will also assist in providing guidance for staff development as well as a fair and objective framework for reviewing staff performance. Six of the dimensions in the KSF are described as core dimensions and common to all job roles and responsibilities.

The six core dimensions are,

- 1) Communication
- 2) Personal and people development
- 3) Health, safety and security
- 4) Service development
- 5) Quality
- 6) Equality, diversity and rights

There are a further sixteen specific dimensions. It is anticipated that an individuals' job would be made up of all six core dimensions and between 3 – 6 specific dimensions.

'Each dimension has within it a series of level descriptors. The levels show successively more advanced levels of knowledge and skill and/or the increasing complexity of application of knowledge and skills to the demands of work' (DOH 2003:4). The NHS KSF is currently in working draft with guidance on application and implementation in practice.

- 2.17 Within the NHS KSF there are three specific dimensions that relate to activities within the single assessment process. These are dimensions

7. Assessment of health and wellbeing needs
8. Addressing individuals' health and wellbeing needs
18. Partnership

Although other specific dimensions may apply this would be established on more detailed job analysis.

- 2.18 The other area that has received a considerable amount of focus in recent years is the issue of basic skills and the need to raise the levels of both literacy and numeracy in the adult population in England and Wales. A variety of initiatives have been implemented to engage people in learning, improve access to learning, creating a non-threatening learning environment and encouraging both learning at work and as part of a family or community group. Many workplaces have arrangements for staff to access opportunities such as Learn Direct, while others commission and support basic skills courses for staff.

### 3. Local Context

- 3.1 Evidence from initial SAP pilots identify joint training as effective in helping staff to understand the roles and responsibilities of workers from other agencies; building relationships and trust in each others professional assessments and decisions as well as developing a person-centred and whole systems approach (London Older People's Service Development Programme 2003)
- 3.2 A specific and comprehensive training needs analysis has not been formally conducted as part of this project due in part to time constraints. However, more general evidence from existing processes e.g. staff development plans, evaluations of pilot projects and other research (e.g. IT readiness) has identified both short term and long term education and training needs across a wide range of staff groups. The education and training strategy aims to prioritise these in line with SAP implementation plans to ensure staff are competent to manage the required changes effectively.
- 3.3 The main areas of education and training need are:
- Understanding the context of change and SAP implementation
  - The older person
  - Multi-agency working
  - Needs-led and person-centred assessment skills
  - Information technology skills
- 3.4 Due to the complexity of services a large numbers of staff require access to education and training opportunities. Many of these staff already hold professional qualifications in their specialist areas e.g. General Practitioners, District Nurses, Physiotherapists, Social Workers, Speech and Language Therapists, Occupational Therapists, Nurses etc. However, there are also a significant number who currently hold no formal qualifications.
- 3.5 All learning opportunities must be appropriately accredited at different levels to meet the needs of staff who are either seeking an initial qualification or who need to demonstrate and meet Continuing Professional Development (CPD) requirements. To engage staff in education and training opportunities a variety of delivery modes need to be utilised.
- 3.6 Learning opportunities need to be SMART. That is, they will need to be,
- **Specific** – to SAP requirements
  - **Measurable** - have clear learning outcomes in terms of the skills and knowledge staff will be able to demonstrate as a result of attendance
  - **Achievable** - in terms of level and accessibility
  - **Realistic and relevant** - to the persons' work activities
  - **Timely** – opportunities need to be available at a time appropriate to both SAP implementation as well as staff development needs.

- 3.7 The Workforce Development Confederation has supported SAP implementation in 2003/2004 through the use of Continuing Professional Development monies. Primary Care Trusts (PCT) will need to include SAP education and training in any bids for funding for 2004/2005. Support for SAP training can also be funded through the Training Support Programme (TSP), from the Department of Health, which is accessed by Local authority social services departments.
- 3.8 The London SAP IT Co-Ordination Group completed a review of IT readiness for the implementation of the Single Assessment Process (November 2003). The recommendations of this report in relation to education, development and training at Locality level are as follows:
- To ensure that IT training is a core component of SAP training programmes
  - To ensure that information governance training is a core component of SAP training programmes
  - To prioritise PC skills training for those care practitioners involved in Single Assessment, including input of information, e.g. keyboard skills
  - To ensure adequate on-going support is provided, e.g. through 'super users'
  - To ensure that investment in IT is aligned with inter agency co-operation in redesigning business processes to share, handle and manage information
- 3.9 It is also clear from the IT Readiness review that it will be some time before the Single Assessment Process is fully supported by IT systems. In the interim both IT and paper processes will be utilised.
- 3.10 It is anticipated that once an IT system and appropriate software are in place a separate IT Training strategy will be required to support staff development.
- 3.11 This strategy has focussed primarily on staff that will be working with older people. However, older people themselves, their informal carers as well as staff working for voluntary agencies providing services will also have learning needs.
- 3.12 For staff in working voluntary agencies participation in workshops relevant to their involvement would be appropriate and if there are joint working arrangements then involvement in team focussed training would also be of benefit.
- 3.13 For older people and informal carers learning opportunities could be integrated into the communication strategy to provide information about SAP to the public. In addition providing access to appropriate training e.g. introductory workshops, to leaders of community groups may also enable older people to become more involved in SAP should the need arise. Another way of informing older people and informal carers would be to involve them in the training provision.
- 3.14 One of the suggested strategies for operationalising learning and development is to use WDC monies to employ 'Learning Facilitators' for each of the boroughs and PCTs involved in this joint work. Their role would involve leading on the SAP education and training strategy as well as providing on-the-job coaching to teams and individuals to enable them to tackle practice problems and issues in relation to SAP and to embed their learning into practice.

An overview and explanation of sections 4 - 6.

#### **4. Education and Training Strategy.**

The first set of tables in this section outlines the skills, knowledge and understanding that staff will need to effectively undertake each part of the Single Assessment Process. Skills, knowledge and understanding that are core to all stages of the process have been identified. These are under a separate heading to those skills, knowledge and understanding that are specific to that particular role. These are then linked to the NHS Knowledge and Skills Framework (NHS KSF) dimensions as well as NVQ standards as an indication of the competences that relate to the tasks undertaken.

Each organisation will need to identify who requires which type of training and the breadth and depth of training indicated. Workforce profile analysis plus analysis of unit training plans as well as personal development plans and appraisals will all inform this process.

#### **5. Education and Training Plan**

The second set of tables provides an Education and Training Plan, which is then used by each organisation as a template to enable them to identify what education and training is required and to assist in planning provision.

Reading from left to right, the first column of the table contains the learning objective(s). Column two states the suggested learning content for the corresponding learning objective. Column three indicates the type of learning opportunity, while column four states the target group to receive training and the optimum size of each group. The final column in the table identifies a timescale for training delivery.

#### **6. Training Needs Analysis Template**

The final set of tables are designed to enable organisations to begin planning their education and training delivery.

Reading from left to right, the first column of the table contains the title of the course / learning opportunity. Column two, the identified target group to receive training. Column three has been left blank to be completed by each organisation when they have identified the number of people who require that particular learning opportunity. Column four indicates the optimum number per learning opportunity / course and column five is where the actual number of courses required can be written once the number requiring the course is divided by the optimum number per course (Number in column 3 divided by number in column 4).

The final column gives the suggested dates for delivery or when the learning opportunity needs to start or the date it is available from. This date / timescale will be dependent on whether SAP implementation is incremental or not and may need to be changed to meet the specific needs of each organisation.

It is important when planning education and training delivery that this SAP Education and Training Strategy is considered alongside each organisation's current Training and Development Strategy as some areas of learning objective may already be available through existing core programmes.

This strategy could also be used as a template for supporting the implementation of the Single Assessment Process for people with learning disabilities and children.

#### 4 Education and Training Strategy.

This stage may or may not apply, if it does not then please refer to the Contact Assessment.

**Skills, knowledge and understanding required by all staff involved in the Single Assessment Process are shown in italics. This is followed by skills, knowledge and understanding that is specific to that particular stage of the process.**

Single Assessment Process Stage of Assessment – Enquiry, Contact, Screening Stages

Staff who may be involved in this part of the process	Skills required	Knowledge and understanding required
Social Services reception desk staff Administration / reception staff	<p><b>Core skills</b></p> <ul style="list-style-type: none"> <li>• <i>Active listening skills</i></li> <li>• <i>Interview skills</i></li> <li>• <i>A range of communication skills to meet a range of communication needs and differences</i></li> <li>• <i>Information recording skills</i></li> <li>• <i>IT skills</i></li> </ul> <p><b>Specific skills</b></p> <ul style="list-style-type: none"> <li>• Telephone interview skills</li> </ul>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• <i>The principles of person-centred practice</i></li> <li>• <i>Context of SAP Implementation</i></li> <li>• <i>Single assessment process</i></li> <li>• <i>Equality, diversity and anti-oppressive practice</i></li> <li>• <i>Empowering and positive approaches to working with older people</i></li> <li>• <i>Confidentiality and Consent</i></li> <li>• <i>Understanding organisational culture</i></li> <li>• <i>Purpose of the 4 different types of SAP assessment</i></li> <li>• <i>The range of needs that older people may have that may lead them to seek support</i></li> <li>• <i>Local eligibility criteria and priorities for service provision</i></li> <li>• <i>How to access existing client/patient records</i></li> <li>• <i>Knowledge of other services and how to access other services including interpreters</i></li> </ul> <p><b>Specific to Enquiry, Contact, Screening Stages</b></p> <ul style="list-style-type: none"> <li>• Understanding of the Basic Personal Information requirements - documentation and recording standards<sup>2</sup></li> </ul>

<sup>2</sup> If this role is carried out by the person undertaking Contact Assessment then they will require this knowledge and understanding

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The level of skills, knowledge and understanding required to demonstrate competence within this role and responsibility will not be the same for all identified skill and knowledge areas. For example, staff working in areas where they will be the first point of contact will require learning opportunities that provide a broad overview of the context of change to working practices. This could be through a briefing or an information bulletin. Other aspects such as confidentiality, consent and person-centred approaches to practice may require an understanding of how the principles are demonstrated in practice. This may require more formal learning input, such as a half-day workshop with some experiential learning.

However, staff receiving the first contact will require a working knowledge and understanding of how to access other information and complete the Basic Personal Information documents. With the introduction of new systems and documentation staff will require opportunities to develop their skills in obtaining and receiving information so that they gather the appropriate information to inform decision making and enable them to accurately identify if the older person requires support from health and social care services or if their needs would be more appropriately met by another agency. Depending on the starting point, i.e. if this is a new role and responsibility or development of an existing one, staff may need opportunities to develop a deeper level of understanding about these areas. This could be achieved through coaching and supervision on-the-job or through opportunities for discussion of case scenarios and case examples.

For individuals working within the NHS then the following NHS KSF outcomes are likely to be appropriate:

- Core Dimension 1 – Communication – up to Level 2
- Core Dimension 2 – Personal and People Development – Level 1
- Core Dimension 5 – Quality – Level 1
- Core Dimension 6 – Equality, diversity and rights – up to Level 2

For individuals who do not currently hold a recognised formal qualification then the following may be appropriate:

In relation to Health and Social Care NVQ Levels 2 and 3 the appropriate units are likely to be:

- O1 (L2) O2 (L3) – Foster/ Promote people's equality, diversity and rights
- CL1 – Promote effective communication and relationships
- CL2 - Promote communication with individuals where there are communication differences
- CU5 – Receive, transmit, store and retrieve information

In relation to Customer Services NVQ Level 2 the appropriate units are likely to be:

- 101 – Maintain reliable customer service
- 102 – Communicate with customers
- 107 – Store, retrieve and supply information

NE London Single Assessment Process Education and Training Strategy

Single Assessment Process Stage of Assessment – Contact Assessment Stage

Staff who may be involved in this part of the process	Skills required	Knowledge and understanding required
<p>Nurses Physiotherapists Occupational therapists Social Workers Staff in GP Practices Chiropody staff Audiology staff District Nurses Housing Officers</p> <p>People working in voluntary agencies</p>	<p><b>Core to Assessment &amp; Care Planning roles</b></p> <ul style="list-style-type: none"> <li>• <i>Active listening skills</i></li> <li>• <i>Interview skills</i></li> <li>• <i>A range of communication skills to meet a range of communication needs and differences</i></li> <li>• <i>Information recording skills</i></li> <li>• <i>IT skills</i></li> <li>• <i>Questioning techniques</i></li> <li>• <i>Observational skills</i></li> <li>• <i>Risk assessment skills</i></li> <li>• <i>Analysis and Evaluation skills</i></li> </ul>	<p><b>Core to Assessment &amp; Care Planning Roles</b></p> <ul style="list-style-type: none"> <li>• <i>The principles of person-centred practice</i></li> <li>• <i>Context of SAP Implementation</i></li> <li>• <i>Single assessment process</i></li> <li>• <i>Equality, diversity and anti-oppressive practice</i></li> <li>• <i>Empowering and positive approaches to working with older people</i></li> <li>• <i>Confidentiality and Consent</i></li> <li>• <i>Understanding organisational culture</i></li> <li>• <i>Purpose of the 4 different types of SAP assessment</i></li> <li>• <i>The range of needs that older people may have that may lead them to seek support (including mental health needs social and housing needs)</i></li> <li>• <i>Local eligibility criteria and priorities for service provision</i></li> <li>• <i>How to access existing client/patient records</i></li> <li>• <i>Knowledge of other services and how to access other services including interpreters Principles of joint working and shared protocols</i></li> <li>• <i>Understanding needs across different domains</i></li> <li>• <i>Role and responsibilities in relation to legislative requirements</i></li> <li>• <i>Risk factors and indications of harm, failure to protect and abuse</i></li> <li>• <i>Organisational policies and procedures in relation to protecting vulnerable adults</i></li> <li>• <i>Roles and responsibilities of other service provider agencies</i></li> <li>• <i>Needs of informal carers – rights and services available</i></li> </ul> <p><b>Specific to Contact Assessment Role</b></p> <ul style="list-style-type: none"> <li>• Roles, responsibilities and limitations in undertaking the Contact Assessment</li> <li>• Understanding of the Contact Assessment documentation – recording standards (may include Basic Personal Information see footnote 2 page 12)</li> </ul>

## NE London Single Assessment Process Education and Training Strategy

As before the required levels of skill, knowledge and understanding will not be consistent across all subject areas. A range of learning opportunities will need to be available to meet the different levels of development required.

For individuals working within the NHS then the following NHS KSF outcomes are likely to be appropriate:

Core Dimension 1 – Communication – up to Level 3  
Core Dimension 2 – Personal and People Development – Level 2  
Core Dimension 5 – Quality – up to Level 2  
Core Dimension 6 – Equality, diversity and rights – up to Level 3  
Specific Dimension 7 – Assessment of health and wellbeing needs – up to Level 4

For individuals who do not currently hold a recognised formal qualification then the following may be appropriate:

In relation to Health and Social Care NVQ Level 4 the appropriate units are likely to be:

O2 – Promote people's equality, diversity and rights  
SC14 - Establish, sustain and disengage from relationships with clients  
SC15 – Develop and sustain arrangements for joint working between workers and agencies  
SC16 – Assess individuals' needs and circumstances  
SC17 – Evaluate risk of abuse, failure to protect and harm to self and others

As the majority of staff undertaking this type of assessment will already hold professional qualifications there is a need to identify a pathway for accessing academic credits as part of a relevant continuing professional development award.

Areas for development of learning opportunities may be as follows:

- Examining recent changes to welfare services for older people.
- Person centred approaches to caring for older people.
- A holistic approach to meeting the complex needs of older people.
- Examining organisational culture and the impact on joint working relationships.
- Assessing the needs of an older person through a multi-disciplinary approach.
- Evaluating the effectiveness of single assessment process in delivering better care, higher standards.

NE London Single Assessment Process Education and Training Strategy

Single Assessment Process Stage of Assessment – Overview Assessment Stage

Staff who may be involved in this part of the process	Skills required	Knowledge and understanding required
<p>Nurses                      Physiotherapists                      Occupational therapists                      Hospital Social Workers                      Senior House Officers                      Community Psychiatric Nurses                      Staff in GP Practices                      District Nurses                      Care Managers                      Intermediate Care Teams</p> <p>People working in voluntary agencies</p>	<p><b>Core to Assessment &amp; Care Planning roles</b></p> <ul style="list-style-type: none"> <li>• <i>Active listening skills</i></li> <li>• <i>Interview skills</i></li> <li>• <i>A range of communication skills to meet a range of communication needs and differences</i></li> <li>• <i>Information recording skills</i></li> <li>• <i>IT skills</i></li> <li>• <i>Questioning techniques</i></li> <li>• <i>Observational skills</i></li> <li>• <i>Risk assessment skills</i></li> <li>• <i>Analysis and Evaluation skills</i></li> </ul>	<p><b>Core to Assessment &amp; Care Planning Roles</b></p> <ul style="list-style-type: none"> <li>• <i>The principles of person-centred practice</i></li> <li>• <i>Context of SAP Implementation</i></li> <li>• <i>Single assessment process</i></li> <li>• <i>Equality, diversity and anti-oppressive practice</i></li> <li>• <i>Empowering and positive approaches to working with older people</i></li> <li>• <i>Confidentiality and Consent</i></li> <li>• <i>Understanding organisational culture</i></li> <li>• <i>Purpose of the 4 different types of SAP assessment</i></li> <li>• <i>The range of needs that older people may have that may lead them to seek support (including mental health needs, social and housing needs)</i></li> <li>• <i>Local eligibility criteria and priorities for service provision</i></li> <li>• <i>How to access existing client/patient records</i></li> <li>• <i>Knowledge of other services and how to access other services including interpreters</i></li> <li>• <i>Principles of joint working and shared protocols</i></li> <li>• <i>Understanding needs across different domains</i></li> <li>• <i>Role and responsibilities in relation to legislative requirements</i></li> <li>• <i>Risk factors and indications of harm, failure to protect and abuse</i></li> <li>• <i>Organisational policies and procedures in relation to protecting vulnerable adults</i></li> <li>• <i>Roles and responsibilities of other service provider agencies</i></li> <li>• <i>Needs of informal carers – rights and services available</i></li> </ul> <p><b>Specific to Overview Assessment Role</b></p> <ul style="list-style-type: none"> <li>• Roles, responsibilities and limitations in undertaking the Overview Assessment</li> <li>• Understanding of the Overview Assessment documentation – recording standards</li> <li>• Care Coordinator role and responsibilities</li> </ul>

## NE London Single Assessment Process Education and Training Strategy

As before the required levels of skill, knowledge and understanding will not be consistent across all subject areas. A range of learning opportunities will need to be available to meet the different levels of development required.

It is likely that the staff undertaking an Overview Assessment will already hold a professional qualification. Therefore, any learning opportunities need to recognise the need to build on this (although not make assumptions) and provide CPD accreditation to demonstrate learning.

For individuals working within the NHS then the following NHS KSF outcomes are likely to be appropriate:

Core Dimension 1 – Communication – up to Level 3

Core Dimension 2 – Personal and People Development – Level 2

Core Dimension 5 – Quality – up to Level 2

Core Dimension 6 – Equality, diversity and rights – up to Level 3

Specific Dimension 7 – Assessment of health and wellbeing needs – up to Level 4

Specific Dimension 18 – Partnership – up to Level 2

If there are individuals who do not currently hold a recognised formal qualification then the following may be appropriate:

In relation to Health and Social Care NVQ Level 4 the appropriate units are likely to be:

O2 – Promote people's equality, diversity and rights

SC14 - Establish, sustain and disengage from relationships with clients

SC15 – Develop and sustain arrangements for joint working between workers and agencies

SC16 – Assess individuals' needs and circumstances

SC17 – Evaluate risk of abuse, failure to protect and harm to self and others

As the majority of staff undertaking this type of assessment will already hold professional qualifications there is a need to identify a pathway for accessing academic credits as part of a relevant continuing professional development award.

Areas for development of learning opportunities may be as follows:

- Examining recent changes to welfare services for older people.
- Person centred approaches to caring for older people.
- A holistic approach to meeting the complex needs of older people.
- Examining organisational culture and the impact on joint working relationships.
- Assessing the needs of an older person through a multi-disciplinary approach.
- Evaluating the effectiveness of single assessment process in delivering better care, higher standards.

NE London Single Assessment Process Education and Training Strategy

Single Assessment Process Stage of Assessment – Specialist Assessment Stage

Staff who may be involved in this part of the process	Skills required	Knowledge and understanding required
<p>Multidisciplinary team members                      Consultant Geriatricians and Registrars                      Nurses                      Physiotherapists                      Occupational therapists                      Speech and language therapists                      Dietician                      Audiologist                      Chiropodist                      Psychologist                      Specialist nurses                      Care Managers                      Social workers                      Community Mental Health team members                      Benefits agency                      Housing officer</p>	<p><b>Core to Assessment &amp; Care Planning roles</b></p> <ul style="list-style-type: none"> <li>• <i>Active listening skills</i></li> <li>• <i>Interview skills</i></li> <li>• <i>A range of communication skills to meet a range of communication needs and differences</i></li> <li>• <i>Information recording skills</i></li> <li>• <i>IT skills</i></li> <li>• <i>Questioning techniques</i></li> <li>• <i>Observational skills</i></li> <li>• <i>Risk assessment skills</i></li> <li>• <i>Analysis and Evaluation skills</i></li> </ul>	<p><b>Core to Assessment &amp; Care Planning Roles</b></p> <ul style="list-style-type: none"> <li>• <i>The principles of person-centred practice</i></li> <li>• <i>Context of SAP Implementation</i></li> <li>• <i>Single assessment process</i></li> <li>• <i>Equality, diversity and anti-oppressive practice</i></li> <li>• <i>Empowering and positive approaches to working with older people</i></li> <li>• <i>Confidentiality and Consent</i></li> <li>• <i>Understanding organisational culture</i></li> <li>• <i>Purpose of the 4 different types of SAP assessment</i></li> <li>• <i>The range of needs that older people may have that may lead them to seek support (including mental health needs, social and housing needs)</i></li> <li>• <i>Local eligibility criteria and priorities for service provision</i></li> <li>• <i>How to access existing client/patient records</i></li> <li>• <i>Knowledge of other services and how to access other services including interpreters</i></li> <li>• <i>Principles of joint working and shared protocols</i></li> <li>• <i>Understanding needs across different domains</i></li> <li>• <i>Role and responsibilities in relation to legislative requirements</i></li> <li>• <i>Risk factors and indications of harm, failure to protect and abuse</i></li> <li>• <i>Organisational policies and procedures in relation to protecting vulnerable adults</i></li> <li>• <i>Roles and responsibilities of other service provider agencies</i></li> <li>• <i>Needs of informal carers – rights and services available</i></li> </ul> <p><b>Specific to Specialist Assessment Role</b></p> <ul style="list-style-type: none"> <li>• <i>Roles, responsibilities and limitations in undertaking the Specialist Assessment</i></li> <li>• <i>Understanding of the Specialist Assessment documentation – recording standards</i></li> <li>• <i>Care Coordinator role and responsibilities</i></li> </ul>

## NE London Single Assessment Process Education and Training Strategy

As before the required levels of skill, knowledge and understanding will not be consistent across all subject areas. A range of learning opportunities will need to be available to meet the different levels of development required.

Staff undertaking a Specialist Assessment will already hold a professional qualification. Therefore, any learning opportunities need to recognise the need to build on this (although not make assumptions) and provide CPD accreditation to demonstrate learning.

For individuals working within the NHS then the following NHS KSF outcomes are likely to be appropriate:

Core Dimension 1 – Communication – up to Level 4  
Core Dimension 2 – Personal and People Development – Level 2  
Core Dimension 5 – Quality – up to Level 2  
Core Dimension 6 – Equality, diversity and rights – up to Level 3  
Specific Dimension 7 – Assessment of health and wellbeing needs – up to Level 5  
Specific Dimension 18 – Partnership – up to Level 4

Although staff undertaking this type of assessment will already hold professional qualifications the relevant Care NVQ competencies are included as they may help to inform education and training provision in terms of content and learning outcomes.

In relation to Health and Social Care NVQ Level 4 the appropriate units are likely to be:

O2 – Promote people's equality, diversity and rights  
SC14 - Establish, sustain and disengage from relationships with clients  
SC15 – Develop and sustain arrangements for joint working between workers and agencies  
SC16 – Assess individuals' needs and circumstances  
SC17 – Evaluate risk of abuse, failure to protect and harm to self and others

Continuing Professional Development pathway for accessing academic credits as part of a relevant award.

Areas for development of learning opportunities may be as follows:

- Examining recent changes to welfare services for older people.
- Person centred approaches to caring for older people.
- A holistic approach to meeting the complex needs of older people.
- Examining organisational culture and the impact on joint working relationships.
- Assessing the needs of an older person through a multi-disciplinary approach.
- Evaluating the effectiveness of single assessment process in delivering better care, higher standards.

NE London Single Assessment Process Education and Training Strategy

Single Assessment Process Stage of Assessment – Comprehensive Assessment Stage

Staff who may be involved in this part of the process	Skills required	Knowledge and understanding required
<p>Specialist Multidisciplinary team Consultant Geriatricians and Registrars</p>	<p><b>Core to Assessment &amp; Care Planning roles</b></p> <ul style="list-style-type: none"> <li>• <i>Active listening skills</i></li> <li>• <i>Interview skills</i></li> <li>• <i>A range of communication skills to meet a range of communication needs and differences</i></li> <li>• <i>Information recording skills</i></li> <li>• <i>IT skills</i></li> <li>• <i>Questioning techniques</i></li> <li>• <i>Observational skills</i></li> <li>• <i>Risk assessment skills</i></li> <li>• <i>Analysis and Evaluation skills</i></li> </ul>	<p><b>Core to Assessment &amp; Care Planning Roles</b></p> <ul style="list-style-type: none"> <li>• <i>The principles of person-centred practice</i></li> <li>• <i>Context of SAP Implementation</i></li> <li>• <i>Single assessment process</i></li> <li>• <i>Equality, diversity and anti-oppressive practice</i></li> <li>• <i>Empowering and positive approaches to working with older people</i></li> <li>• <i>Confidentiality and Consent</i></li> <li>• <i>Understanding organisational culture</i></li> <li>• <i>Purpose of the 4 different types of SAP assessment</i></li> <li>• <i>The range of needs that older people may have that may lead them to seek support (including mental health needs, social and housing needs)</i></li> <li>• <i>Local eligibility criteria and priorities for service provision</i></li> <li>• <i>How to access existing client/patient records</i></li> <li>• <i>Knowledge of other services and how to access other services including interpreters</i></li> <li>• <i>Principles of joint working and shared protocols</i></li> <li>• <i>Understanding needs across different domains</i></li> <li>• <i>Role and responsibilities in relation to legislative requirements</i></li> <li>• <i>Risk factors and indications of harm, failure to protect and abuse</i></li> <li>• <i>Organisational policies and procedures in relation to protecting vulnerable adults</i></li> <li>• <i>Roles and responsibilities of other service provider agencies</i></li> <li>• <i>Needs of informal carers – rights and services available</i></li> </ul> <p><b>Specific to Comprehensive Assessment Role</b></p> <ul style="list-style-type: none"> <li>• Roles, responsibilities and limitations in undertaking the Comprehensive Assessment</li> <li>• Understanding of the Comprehensive Assessment documentation – recording standards</li> <li>• Care Coordinator role and responsibilities</li> </ul>

## NE London Single Assessment Process Education and Training Strategy

As before the required levels of skill, knowledge and understanding will not be consistent across all subject areas. A range of learning opportunities will need to be available to meet the different levels of development required.

Staff undertaking a Comprehensive Assessment will already hold a professional qualification. Therefore, any learning opportunities need to recognise the need to build on this (although not make assumptions) and provide CPD accreditation to demonstrate learning.

For individuals working within the NHS then the following NHS KSF outcomes are likely to be appropriate:

Core Dimension 1 – Communication – up to Level 4  
Core Dimension 2 – Personal and People Development – Level 2  
Core Dimension 5 – Quality – up to Level 2  
Core Dimension 6 – Equality, diversity and rights – up to Level 3  
Specific Dimension 7 – Assessment of health and wellbeing needs – up to Level 5  
Specific Dimension 18 – Partnership – up to Level 4

Although staff undertaking this type of assessment will already hold professional qualifications the relevant Care NVQ competencies are included as they may help to inform education and training provision in terms of content and learning outcomes.

In relation to Health and Social Care NVQ Level 4 the appropriate units are likely to be:

O2 – Promote people's equality, diversity and rights  
SC14 - Establish, sustain and disengage from relationships with clients  
SC15 – Develop and sustain arrangements for joint working between workers and agencies  
SC16 – Assess individuals' needs and circumstances  
SC17 – Evaluate risk of abuse, failure to protect and harm to self and others

Continuing Professional Development pathway for accessing academic credits as part of a relevant award.

Areas for development of learning opportunities may be as follows:

- Examining recent changes to welfare services for older people.
- Person centred approaches to caring for older people.
- A holistic approach to meeting the complex needs of older people.
- Examining organisational culture and the impact on joint working relationships.
- Assessing the needs of an older person through a multi-disciplinary approach.
- Evaluating the effectiveness of single assessment process in delivering better care, higher standards.

NE London Single Assessment Process Education and Training Strategy

Single Assessment Process Stage of Assessment – Care Planning Stage

Staff who may be involved in this part of the process	Skills required	Knowledge and understanding required
<p>All staff who are acting as Care Coordinators</p>	<p><b>Core to Assessment &amp; Care Planning roles</b></p> <ul style="list-style-type: none"> <li>• <i>Active listening skills</i></li> <li>• <i>Interview skills</i></li> <li>• <i>A range of communication skills to meet a range of communication needs and differences</i></li> <li>• <i>Information recording skills</i></li> <li>• <i>IT skills</i></li> <li>• <i>Questioning techniques</i></li> <li>• <i>Observational skills</i></li> <li>• <i>Risk assessment skills</i></li> <li>• <i>Analysis and Evaluation skills</i></li> </ul> <p><b>Specific to Care Planning Role</b></p> <ul style="list-style-type: none"> <li>• <i>Negotiation skills</i></li> <li>• <i>Financial management skills</i></li> </ul>	<p><b>Core to Assessment &amp; Care Planning Roles</b></p> <ul style="list-style-type: none"> <li>• <i>The principles of person-centred practice</i></li> <li>• <i>Context of SAP Implementation</i></li> <li>• <i>Single assessment process</i></li> <li>• <i>Equality, diversity and anti-oppressive practice</i></li> <li>• <i>Empowering and positive approaches to working with older people</i></li> <li>• <i>Confidentiality and Consent</i></li> <li>• <i>Understanding organisational culture</i></li> <li>• <i>Purpose of the 4 different types of SAP assessment</i></li> <li>• <i>The range of needs that older people may have that may lead them to seek support (including mental health needs, social and housing needs)</i></li> <li>• <i>Local eligibility criteria and priorities for service provision</i></li> <li>• <i>How to access existing client/patient records</i></li> <li>• <i>Knowledge of other services and how to access other services including interpreters</i></li> <li>• <i>Principles of joint working and shared protocols</i></li> <li>• <i>Understanding needs across different domains</i></li> <li>• <i>Role and responsibilities in relation to legislative requirements</i></li> <li>• <i>Risk factors and indications of harm, failure to protect and abuse</i></li> <li>• <i>Organisational policies and procedures in relation to protecting vulnerable adults</i></li> <li>• <i>Roles and responsibilities of other service provider agencies</i></li> <li>• <i>Needs of informal carers – rights and services available</i></li> </ul> <p><b>Specific to Care Planning Role</b></p> <ul style="list-style-type: none"> <li>• <i>Care Coordinator role and responsibilities</i></li> <li>• <i>Principles of Care Planning</i></li> <li>• <i>Financial assessment</i></li> <li>• <i>Understanding the Care Planning documentation – recording standards</i></li> </ul>

## NE London Single Assessment Process Education and Training Strategy

As before the required levels of skill, knowledge and understanding will not be consistent across all subject areas. A range of learning opportunities will need to be available to meet the different levels of development required.

It is likely that the staff undertaking care planning will already hold a professional qualification. Therefore, any learning opportunities need to recognise the need to build on this (although not make assumptions) and provide CPD accreditation to demonstrate learning.

For individuals working within the NHS then the following NHS KSF outcomes are likely to be appropriate:

Core Dimension 1 – Communication – up to Level 3

Core Dimension 2 – Personal and People Development – Level 2

Core Dimension 5 – Quality – up to Level 2

Core Dimension 6 – Equality, diversity and rights – up to Level 3

Specific Dimension 7 – Addressing individual's health and wellbeing needs – Levels 3 and 4

Specific Dimension 18 – Partnership – up to Level 2

Although staff undertaking this role may already hold a professional qualification the relevant Care NVQ competencies are included as they may help to inform education and training provision in terms of content and learning outcomes. If there are individuals who do not currently hold a recognised formal qualification then the following will help to inform the choice of units within an NVQ award.

In relation to Health and Social Care NVQ Level 4 the appropriate units are likely to be:

O2 – Promote people's equality, diversity and rights

SC14 - Establish, sustain and disengage from relationships with clients

SC15 – Develop and sustain arrangements for joint working between workers and agencies

SC18 – Plan and agree service responses, which meet individuals' needs and circumstances

As the majority of staff undertaking this type of assessment will already hold professional qualifications there is a need to identify a pathway for accessing academic credits as part of a relevant continuing professional development award.

Areas for development of learning opportunities may be as follows:

- Examining recent changes to welfare services for older people.
- Person centred approaches to caring for older people.
- A holistic approach to meeting the complex needs of older people.
- Examining organisational culture and the impact on joint working relationships.
- Assessing the needs of an older person through a multi-disciplinary approach.
- Evaluating the effectiveness of single assessment process in delivering better care, higher standards.

NE London Single Assessment Process Education and Training Strategy

**5. Education and Training Plan**

Learning Objective	Learning Content	Length & type of course	Group size & target group	When
Explain context of Single Assessment Process for Older People	Context of SAP Implementation Single assessment process Values and principles of SAP	2 – 3 hours  Briefing style presentation	20- 30 people  All staff working with older people	Before implementation
Develop understanding of SAP in relation to role Receiving Enquiries, Initial Contact and Screening	The principles of person-centred practice Confidentiality and Consent The range of needs that older people may have that may lead them to seek support Local eligibility criteria and priorities for assessment of needs Understanding of the Basic Personal Information requirements - documentation and recording standards How to access existing client/patient records Services available through other relevant agencies e.g. Housing, Benefits Agency Contact details for other agencies	1 half day workshop	12-16 people  All staff involved in this role	Before implementation
Develop competence in completing basic personal information	Follow up workshop to discuss any issues in relation to completing the Basic Personal Information requirements Clarify recording standards	1 half day workshop	12-16 people  All staff involved in this role	Within 6 weeks of implementation
Develop understanding of SAP and joint working	The following would be explored in more depth and in relation to experience of working with SAP: Understanding organisational culture Equality, diversity and anti-oppressive practice Empowering and positive approaches to working with older people Purpose of the 4 different types of SAP assessment The principles of person-centred practice	1 day workshop or 2 x half days	Teams working with older people where staff are carrying out a range of roles and tasks in relation to SAP	2-4 months after implementation

NE London Single Assessment Process Education and Training Strategy

Learning Objective	Learning Content	Length & type of course	Group size & target group	When
Understanding SAP in relation to undertaking Assessment	The principles of person-centred practice Equality, diversity and anti-oppressive practice Empowering, positive approaches to working with older people Confidentiality and Consent Purpose of the 4 different types of SAP assessment Roles, responsibilities and limitations in undertaking the contact assessment Local eligibility criteria and priorities for service provision Role and responsibilities in relation to legislative requirements How to access existing client/patient records Needs of informal carers – rights and services available	1 half day workshop plus written materials	12-16 people  All staff who will be responsible for undertaking Contact, Overview, Specialist and Comprehensive Assessments	Before implementation
Understanding SAP documentation for Contact Assessment	Contact Assessment documentation – trigger questions and recording standards	1 half day workshop or coaching session with Learning Facilitator	12-16 people All staff undertaking Contact Assessment	Before implementation
Understanding SAP documentation and role in relation to Overview Assessment	Overview Assessment documentation – trigger questions and recording standards Care Coordinator role and responsibilities	1 half day workshop or coaching session with Learning Facilitator	12-16 people All staff undertaking Overview Assessment	Before implementation
Understanding SAP documentation and role in relation to Specialist Assessment	Specialist Assessment documentation – trigger questions and recording standards Principles of joint working and shared protocols Understanding organisational culture Care Coordinator role and responsibilities	1 half day workshop or coaching session with Learning Facilitator	12-16 people All staff undertaking Specialist Assessment	Before implementation
Understanding SAP documentation and team roles in relation to Comprehensive Assessment	Comprehensive Assessment documentation – trigger questions and recording standards Principles of joint working and shared protocols Understanding organisational culture Care Coordinator role and responsibilities	1 half day workshop or coaching session with Learning Facilitator	All staff teams undertaking Comprehensive Assessment	Before implementation
Manage Risk and Protecting Vulnerable Adults	Risk factors and indications of harm, failure to protect and abuse Organisational policies and procedures in relation to protecting vulnerable adults Equality, diversity and anti-oppressive practice	1 day workshop	12-16 people All staff undertaking any type of assessment	To begin within 2 months of implementation

NE London Single Assessment Process Education and Training Strategy

Learning Objective	Learning Content	Length & type of course	Group size & target group	When
Access other services to achieve effective joint working	Other services available and how to access these Roles and responsibilities of other service provider agencies	Fact sheet with contact details	All staff	Collated and sent prior to implementation Review and revise every 6 months
Develop IT skills for SAP	To input information on to SAP using IT To store and retrieve client records using IT system Other content will be dependent on IT equipment and software in use – may require specific training input	TBC	All staff using IT to input, store and retrieve client records	TBC
Develop competence in Contact Assessment recording	A follow up workshop to discuss any issues in relation to conducting the Contact Assessment documentation Developing clarification and consensus regarding consistent recording standards	1 x half day or 1 day workshop (Dependent of expressed /identified need) or coaching	12-16 people All staff undertaking Contact Assessments	2-4 months following implementation
Develop a joint working approach to SAP	Understanding needs across different domains – a series of learning opportunities to enable staff to develop their understanding of the needs of older people in relation to the different domains  Each led by a domain specialist	2 hour Briefing presentations plus time for discussion forum for each domain	14 – 20 people  All staff undertaking Contact and Overview Assessments	Start within 1 month of implementation then at regular times over following 6 – 8 months
Develop competence in Overview Assessment recording	A follow up workshop to discuss any issues in relation to conducting the Overview Assessment documentation Developing clarification and consensus regarding consistent recording standards	1 x half day or 1 day workshop (Dependent of expressed /identified need)	12 – 16 people  All staff undertaking Overview Assessments	2-4 months following implementation
Develop competence in Specialist Assessment recording	A follow up workshop to discuss any issues in relation to conducting the Specialist Assessment documentation Developing clarification and consensus regarding consistent recording standards	1 x half day or 1 day workshop (Dependent of expressed /identified need) or coaching	12 – 16 people  All staff undertaking Specialist Assessments	2-4 months following implementation

NE London Single Assessment Process Education and Training Strategy

Learning Objective	Learning Content	Length & type of course	Group size & target group	When
Develop competence in Comprehensive Assessment recording	A follow up workshop to discuss any issues in relation to conducting the Comprehensive Assessment documentation Developing clarification and consensus regarding consistent recording standards	1 x half day or 1 day workshop (Dependent of expressed /identified need) or coaching	Teams who will be working together to conduct comprehensive assessments	2-4 months following implementation
Develop practice in SAP	Discussing practice issues. Case examples. Peer support and learning. Developing good practice examples.	Learning sets  Led by Training Facilitator	4 –6 people each set Some sets will be single discipline, while others will be multidisciplinary For all staff undertaking assessments	Set up within 1 month of implementation
Develop practice in SAP	Discussing practice issues. Case examples.	Coaching / mentoring Led by Training Facilitator	1 – 1 and / or small groups form same team	Set up within 1 month of implementation
Demonstrate understanding of information sharing protocols	Building on earlier workshop input Legal responsibilities regarding consent and maintaining confidentiality Human Rights Act (1998), Data Protection Act (1998), Caldicott Standards Joint working arrangements in relation to information Issues around consent and confidentiality sharing protocols	2-3 hour Briefing style presentation with case scenarios  And / or Interactive CD Rom	20 – 30 people All staff involved with gathering, recording, storing and retrieving client records  1 – 2 All staff involved with gathering, recording, storing and retrieving client records	Running programme to begin within 1 month of implementation  Available for individual study Within 1 month of implementation
Develop understanding of Care Coordinator role	Care Coordinator role and responsibilities What makes joint working effective How to sustain effective joint working arrangements Negotiation skills How to establish effective shared protocols Understanding organisational culture Using experience to develop understanding of the role	Half day or 1 day workshop (Dependent on identified / expressed needs)	12 –16 people  All staff undertaking the Care Coordinator role	8-12 weeks after implementation

NE London Single Assessment Process Education and Training Strategy

Learning Objective	Learning Content	Length & type of course	Group size & target group	When
Develop competence in Single Assessment recording across all types of assessment	Contact, Overview, Specialist and Comprehensive Assessment documentation – trigger questions and recording standards Principles of joint working and shared protocols Understanding organisational culture Care Coordinator role and responsibilities	1 day workshop	12-16 people  All staff who undertake at different times each of the different types of assessment	2-4 months following implementation
Develop understanding of Care Coordinator role	Developing practice in relation to the Care Coordinator role and responsibilities	Learning sets	4 –6 people each set Some sets will be single discipline, while others will be multidisciplinary For all staff undertaking Care Coordinator role	Establish within 6-8 weeks of implementation
Demonstrate effective Care Planning	The principles of person-centred practice Equality, diversity and anti-oppressive practice Empowering and positive approaches to working with older people Confidentiality and Consent Principles of joint working and shared protocols Needs of informal carers – rights and services available Care Coordinator role and responsibilities Principles of Care Planning Financial assessment Understanding the Care Planning documentation – recording standards	1 day workshop  Use of care plan examples	12-16 people  All staff who will be responsible for negotiating and agreeing care plans	Before implementation
Develop competence in Care Planning recording	A follow up workshop to discuss any issues in relation to writing an effective person-centre care plan Familiarisation with care planning documentation Developing clarification and consensus regarding consistent recording standards	1 x half day or 1 day workshop (Dependent of expressed /identified need) or coaching session with Learning Facilitator	12-16 people All staff who will be responsible for negotiating and agreeing care plans	2-4 months following implementation

NE London Single Assessment Process Education and Training Strategy

Learning Objective	Learning Content	Length & type of course	Group size & target group	When
Induction Training Introduction to SAP	Context of SAP Implementation Single assessment process Values and principles of SAP	Part of Induction day or included in Induction pack	Variable New members of staff working with older people	Within first 6 weeks of employment  To be available by June 2004
Foundation Programme Develop understanding of SAP	The principles of person-centred practice Purpose of the 4 different types of SAP assessment Confidentiality and Consent How to access existing client/patient records Local eligibility criteria and priorities for service provision Role and responsibilities in relation to legislation	Part of Foundation programme	12- 16 New members of staff working with older people	Within the first 6 months of employment  To be available by June 2004
Developing Practice in Relation to SAP as part of CPD and / or Post graduate module(s) e.g. professional certificate	Modular programme with academic /CPD credits for each module. Modules may include, for example, <ul style="list-style-type: none"> <li>• Examining recent changes to welfare services for older people.</li> <li>• Person centred approaches to caring for older people.</li> <li>• A holistic approach to meeting the complex needs of older people.</li> <li>• Examining organisational culture and the impact on joint working relationships.</li> <li>• Assessing the needs of an older person through a multi-disciplinary approach.</li> <li>• Evaluating the effectiveness of single assessment process in delivering better care, higher standards.</li> </ul>	1-2 days for each module plus Individual study time plus completion of written assignment(s) or case study to achieve credits	16-24  Staff who would like to gain academic credits towards an HE award Or those who are required to meet CPD requirements to maintain their professional registration	To be available from September 2004

NE London Single Assessment Process Education and Training Strategy

**6. Training Needs Analysis Template**

Course / Learning Opportunity	Target group	Number of staff	No. Per course	No. Of courses required	Suggested Dates
Explain context of Single Assessment Process for Older People	All staff working with older people		20-30		Feb – April 2004*
Develop understanding of SAP in relation to role Receiving Enquiries, Initial Contact and Screening	All staff involved in Receiving Enquiries, Initial Contact and Screening		12-16		Feb – April 2004*
Develop competence in completing Basic Personal Information	All staff involved in completing Basic Personal Information		12-16		To start end April - mid May 2004
Develop understanding of SAP and joint working	Teams working with older people where staff are carrying out a range of roles and tasks in relation to SAP		Variable		To start June - August 2004
Understanding SAP in relation to undertaking Assessment	All staff who will be responsible for undertaking Contact, Overview, Specialist and Comprehensive Assessments		12-16		Feb – April 2004*
Understanding SAP documentation for Contact Assessment	All staff undertaking Contact Assessment		12-16		Feb – April 2004*
Understanding SAP documentation and role in relation to Overview Assessment	All staff undertaking Overview Assessment		12-16		Feb – April 2004*
Understanding SAP documentation and role in relation to Specialist Assessment	All staff undertaking Specialist Assessment		12-16		Feb – April 2004*

\* This may vary if SAP implementation is incremental.

NE London Single Assessment Process Education and Training Strategy

Course / Learning Opportunity	Target group	Number of staff	No. Per course	No. Of courses required	Suggested Dates
Understanding SAP documentation and team roles in relation to Comprehensive Assessment	All staff teams undertaking Comprehensive Assessment		12 – 16		March – May 2004
Manage Risk and Protecting Vulnerable Adults	All staff undertaking Contact, Overview, Specialist and Comprehensive Assessments		12 - 16		To start May – July 2004
Access other services to achieve effective joint working Information sheet	All staff involved in working with older people		N/A	N/A	To be available by April 2004
Develop IT skills for SAP	All staff using IT to input, store and retrieve client records		TBC		TBC
Develop competence in Contact Assessment recording	All staff undertaking Contact Assessments		12 – 16		March – May 2004
Develop a joint working approach to SAP	All staff undertaking Contact and Overview Assessments		14 – 20		To start from May 2004
Develop competence in Overview Assessment recording	All staff undertaking Overview Assessments		12 – 16		To start between June 2004 – August 2004
Develop competence in Specialist Assessment recording	All staff undertaking Specialist Assessments		12 – 16		Start from May 2004
Develop competence in Comprehensive Assessment recording	All staff undertaking Comprehensive Assessments		12 – 16		To start between June 2004 – August 2004
Develop practice in SAP	Practice development learning sets for staff undertaking any type of assessment		3 – 6 each set		To start between June 2004 – August 2004

\* This may vary if SAP implementation is incremental.

NE London Single Assessment Process Education and Training Strategy

Course / Learning Opportunity	Target group	Number of staff	No. Per course	No. Of courses required	Suggested Dates
Develop practice in SAP	Coaching / mentoring for any staff or teams undertaking assessments		1:1 or small groups 4		To start from May 2004
Demonstrate understanding of information sharing protocols	All staff involved with gathering, recording, storing and retrieving client records		20 - 30		Feb – June 2004
Demonstrate understanding of information sharing protocols using a CD Rom learning resource	All staff involved with gathering, recording, storing and retrieving client records		1 – 2 Using CD Rom	N/A	To be available from April 2004
Develop competence in Single Assessment recording across all types of assessment	All staff who undertake, at different times, each of the different types of assessment		12-16 people		From June 2004
Develop understanding of Care Coordinator role	All staff undertaking the Care Coordinator role		12 –16		To be available from June 2004
Develop understanding of Care Coordinator role	For all staff undertaking Care Coordinator role Some sets will be single discipline, while others will be multidisciplinary		4 –6 each set		To be available from June 2004
Demonstrate effective Care Planning	All staff who will be responsible for negotiating and agreeing care plans		12-16		March – June 2004
Develop competence in Care Planning recording	All staff who will be responsible for negotiating and agreeing care plans		12-16		From June 2004
Induction Training Introduction to SAP	New members of staff working with older people		Variable		From June 2004
Foundation Programme Develop understanding of SAP	New members of staff working with older people		12- 16		From June 2004
Developing Practice in Relation to SAP as part of CPD and / or Post graduate module(s) e.g. A Professional Certificate	Staff who would like to gain academic credits towards an HE award Or those who are required to meet CPD requirements to maintain their professional registration		16-24		From September 2004

## 7. Illustrative Case Studies

The following three Case Studies illustrate how the strategy may be applied to staff working in a variety of roles and with different learning and development needs.

Person A is a member of social care staff who is involved in undertaking the Contact Assessment. They are unqualified and this is a new role for them.

### Education and Training Plan for A

2 months before SAP implementation  
Person A attends the  
**Context of SAP Implementation Briefing**



4-6 weeks before SAP implementation  
Person A attends a workshop on  
**Developing understanding of SAP in relation to Assessment**



2- 4 weeks before SAP implementation  
Person A attends a workshop on  
**Understanding SAP in relation to documentation for Contact Assessment**



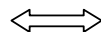
1 month after SAP implementation the  
**Learning Facilitator** met with Person A and 5 other members of the team to set up regular monthly **coaching sessions** to support their learning and practice development



2-3 months following SAP implementation  
With other members of the team they work with Person A attends a workshop on  
**Developing understanding of SAP and joint working**



Person A develops their understanding and practice by accessing the  
**CD ROM on Information sharing protocols and the How to access other services information sheet**



**Related Competences Person A** would be working towards or that could be used as a performance measure or to devise a new job description for the role

### NHS KSF Dimensions:

#### Core Dimension 1

Communication – up to Level 3

#### Core Dimension 2

Personal and People Development – Level 2

#### Core Dimension 5

Quality – up to Level 2

#### Core Dimension 6

Equality, diversity and rights – up to Level 3

#### Specific Dimension 7

Assessment of health and wellbeing needs – up to Level 4

### NVQ Level 4 in Care units:

#### Unit O2

Promote people's equality, diversity and rights

#### Unit SC14

Establish, sustain and disengage from relationships with clients

#### Unit SC15

Develop and sustain arrangements for joint working between workers and agencies

#### Unit SC16

Assess individuals' needs and circumstances

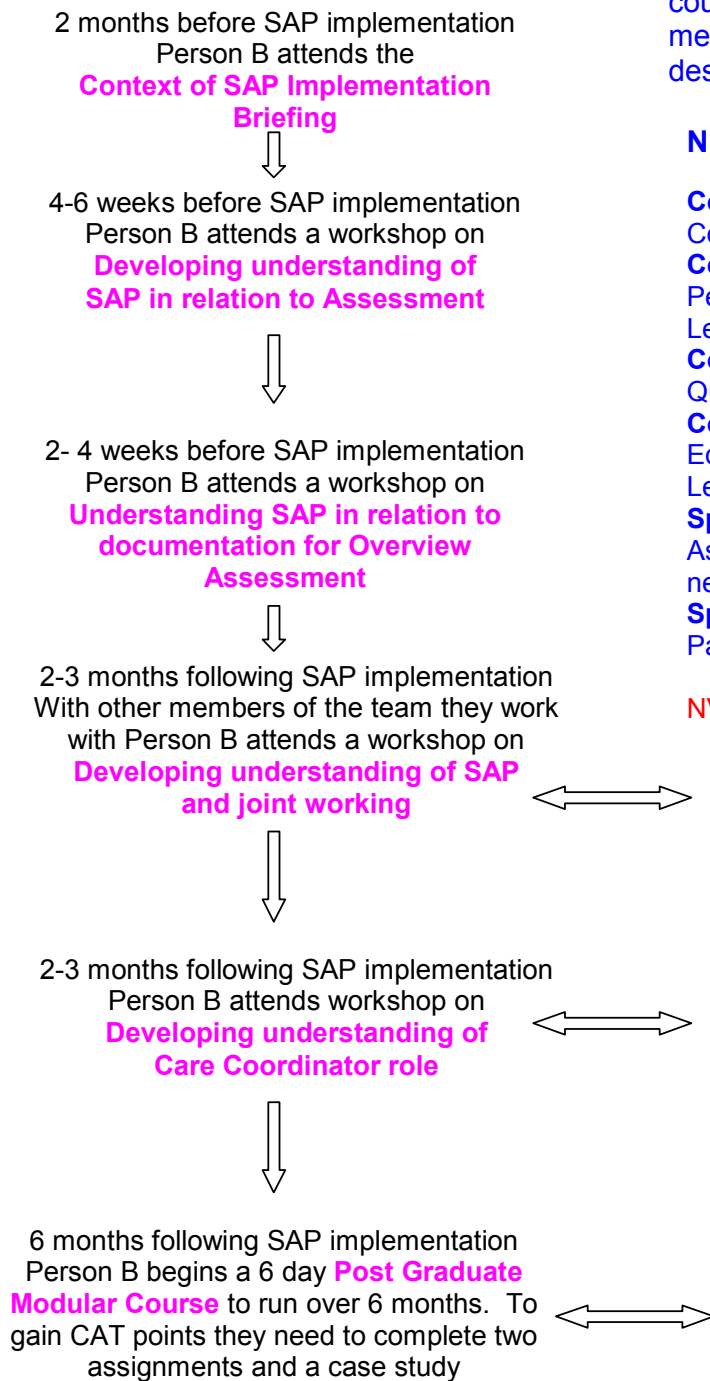
#### Unit SC17

Evaluate risk of abuse, failure to protect and harm to self and others

Person A will also attend IT training already provided by their organisation and work towards the ECDL. They will access specialist IT training when available. They will also access training on working with vulnerable adults through the organisations' current training provision.

Person B is a qualified nurse involved in undertaking an Overview Assessment. They also act as the Care Coordinator for a number of service users. They require CPD to meet PREP requirements for continuing registration.

**Education and Training Plan for B**



**Related Competences Person B** would be working towards or that could be used as a performance measure or to devise a new job description for the role

**NHS KSF Dimensions:**

- Core Dimension 1**  
Communication – up to Level 3
- Core Dimension 2**  
Personal and People Development – Level 2
- Core Dimension 5**  
Quality – up to Level 2
- Core Dimension 6**  
Equality, diversity and rights – up to Level 3
- Specific Dimension 7**  
Assessment of health and wellbeing needs – up to Level 4
- Specific Dimension 18**  
Partnership – up to Level 2

**NVQ competencies also appropriate**

Person B develops their understanding and practice by accessing the **CD ROM on Information sharing protocols and the How to access other services information sheet**

1 month after SAP implementation the **Learning Facilitator** met with Person B and 3 other Care Coordinators and set up regular monthly **coaching sessions** to support their learning and practice development.

Person B joins 3 other people on the Modular course and forms a **Learning Set** to develop their practice. The **Learning Facilitator** supports them by meeting with them every 2-3 months.

Person B has also been accessed existing IT training.

Person C is a qualified therapist involved in undertaking the Specialist Assessment. They are currently developing their practice through a Continuing Professional Development programme. Their identified learning needs for developing practice are such that regular coaching sessions with the Learning Facilitator are considered to be more appropriate than workshop attendance.

### Education and Training Plan for C

2 months before SAP implementation

Person C attends the

**Context of SAP Implementation Briefing**



4-6 weeks before SAP implementation

Person C attends a workshop on

**Developing understanding of SAP in relation to Assessment**



1 month before SAP implementation the

**Learning Facilitator** met with Person C and 5 other members of the team for a **coaching session** on

**Understanding of SAP in relation to documentation for Specialist**

After Sap implementation they have monthly **coaching sessions** to support their learning and practice development



Person C develops their understanding and practice by accessing the

**CD ROM on Information sharing protocols and the How to access other services information sheet**



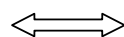
2-3 months following SAP implementation With other members of the team they work with Person C attends

**Develop understanding of SAP and joint working**



8 months following SAP implementation Person C completes a 2 day **CPD Accredited Experiential Workshop** on

**Person centred approaches to caring for older people**



### Related Competences Person C

would be working towards or that could be used as a performance measure or to devise a new job description for the role

#### NHS KSF Dimensions:

##### Core Dimension 1

Communication – up to Level 4

##### Core Dimension 2

Personal and People Development – Level 2

##### Core Dimension 5

Quality – up to Level 2

##### Core Dimension 6

Equality, diversity and rights – up to Level 3

##### Specific Dimension 7

Assessment of health and wellbeing needs – up to Level 5

##### Specific Dimension 18

Partnership – up to Level 4

#### NVQ Level 4 in Care units:

##### Unit O2

Promote people's equality, diversity and rights

##### Unit SC14

Establish, sustain and disengage from relationships with clients

##### Unit SC15

Develop and sustain arrangements for joint working between workers and agencies

##### Unit SC16

Assess individuals' needs and circumstances

##### Unit SC17

Evaluate risk of abuse, failure to protect and harm to self and others

6 months following SAP implementation

Person C attends a workshop on

**Managing Risk and Protecting Vulnerable Adults**

## 8. Framework for Action

The following is intended as a guide to help plan how to roll out this education and training strategy

- ✓ Undertake training needs analysis to determine which groups of staff and individuals require which types of education and training opportunities.
- ✓ Undertake an analysis of current provision to help identify where some of the learning outcomes to support SAP implementation are already included, or could be integrated, into existing provision. This will avoid duplication of activity and make more effective use of both training resources and staff time.
- ✓ Link training needs analysis to individual Personal Development planning processes, appraisals and unit / team training plans.
- ✓ Use workforce profiling, currently being undertaken for each organisation, to help inform any education and training planning.
- ✓ Identify the appropriate education and training opportunities required to meet identified learning needs i.e. the specific opportunities that are realistic and achievable within the timescale.
- ✓ Decide appropriate learning modes to meet identified needs e.g. work based coaching with the SAP Learning Facilitator may be more realistic and achievable for some groups of staff than a workshop format.
- ✓ Decide how to implement the strategy in line with local SAP implementation plans. For example, if SAP implantation is to be incremental, team-by-team, then plan training to support this.
- ✓ Consider an incremental approach to rolling out the education and training strategy or undertaking a pilot of the whole process with one or two teams.
- ✓ Design training evaluation to include the assessment of how effective staff are at integrating learning into practice (use competencies as a guide for this).
- ✓ This will hopefully,
  - Avoid feeling overwhelmed by the task of implementing the training strategy
  - Enable incremental training needs analysis to be undertaken
  - Manage staff time and training resources more effectively
  - Enable adjustments to training to be made quickly in response to learning and evaluation outcomes
- ✓ This in turn will,
  - Lead to a more streamlined process as areas of duplication are identified and avoided
  - Help staff to engage with the process, as training is appropriately targeted and specific to their needs
  - Avoid disillusionment on a large scale that would further entrench any resistance to change
- ✓ Identify and negotiate resources to support the education and training strategy.
- ✓ Discuss with your education and training department how the SAP education and training strategy can be integrated into mainstream provision in future and funded accordingly.

## 9. References

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