

# Training directory user guide

## Commissioners

This guidance should be read by any directory user who wishes to investigate or commission training for practitioners supporting families affected by drugs and alcohol.

### Introduction

This directory has been created in partnership with the [Department for Education](#) and the [Department of Health](#). Its purpose is to bring together in one place the training available for professionals around families affected by drugs and alcohol. Training providers can submit their training to it and boost their profile and those looking to commission training can use it to make a considered and informed choice about what training they need and how it will meet their expectations and requirements.

The directory is aimed at a diverse workforce which bridges the drug and alcohol sector and the families and children's workforce. The training may be relevant to practitioners working in family support or drug and alcohol services, FIPs, Child and Adolescent Mental Health units, social services and more. It is relevant to statutory, private and voluntary sector organisations and practitioners.

### Background

As part of the [Drug Sector Partnership](#) Adfam is carrying out a workforce development project aimed at developing resources and a qualification for practitioners supporting families affected by substance use. After an initial mapping stage and consultations both online and at events in Leeds and London a [role profile](#) (pdf) for these practitioners was created. This role profile forms the basis of how the training is allowed onto the directory. Training which is relevant to at least one competency identified in each section (substance use and family) of the role profile below is permitted on the directory.

### Competencies and National Occupational Standards

#### Qualification and Credit Framework

The [Qualification and Credit Framework](#) (QCF) is a system of creating and crediting qualifications throughout England, Wales and Northern Ireland. It replaced the National Qualification Framework in 2010. It awards varying numbers of credits to all approved qualifications on the framework and allows a large degree of flexibility to learners who are able to combine credits to form parts of larger qualifications. [Read a fuller introduction to the QCF](#) (pdf).

The training contained within this directory can be used to build up a portfolio of work towards a qualification. The training individually will not give the learner a qualification but can be used to demonstrate learning in the standards identified in the role profile below. The learner can prove they have competency in nationally agreed standards and these transferrable learning and skills can then contribute towards getting qualifications.

## Commissioning guidance

The guidance here is intended to help users make an informed choice on the training they commission.

### 1. Why do I need training?

Think about why you want training. Appropriate training and development for staff is an effective way of meeting the needs of the practitioners and giving them the skills they need to do a good job meeting the needs of clients. However there are some instances where issues may be best met through other methods – management and on-going support of staff for instance. The first step to commissioning training is therefore to ask if training is definitely the thing to do - is it going to rectify these issues?

### 2. What do I want from the training?

Training of this kind delivers skills and learning and not just knowledge. The mapping of the training to the competencies of the role profile allows training providers to show how their training can meet the standards and allows a close examination of the training outcomes.

The purpose of training is to improve the skills of staff so they may do their job better and consequently improve outcomes for service users. Training cannot rectify all staff performance issues, and other management approaches may be more appropriate in some cases. Training is an important component of on-going staff development, however for training to be most effective staff should have the opportunity to apply the skills they have developed as soon as possible. The implementation of learning and skills gained by staff should be supported in day-to-day work and in supervision and appraisal by managers. It takes time to develop practice and influence outcomes, so training should always be part of a long-term development plan for staff.

### 3. Who do I want to deliver the training?

The skills and qualification of the trainer themselves will of course influence the content of the course through the way it is delivered and presented. Please consider how suitable the trainer is to delivering the course and if they will provide the right service for you and your organisation. You might wish to ask them about the organisations they have previously delivered training for and if they have testimonials or references from these organisations. Talk to the trainer in some detail and ask what the training is about.

Remember that the ultimate focus of training is giving staff the skills they need to improve outcomes for service users, so the personal skills and characteristics of the trainer should be assessed in relation to their capacity to deliver this.

### 4. What do I expect from the training's evaluations?

Carefully consider the level of quality assurance or evaluation that the training has. How rigorous is it? Bear in mind that the evaluations of previous training delivered by a trainer will probably be owned by the commissioning organisation and not the trainer. It would therefore be hard for trainers to supply evaluations although they may be able to supply testimonials or references from organisations they have previously worked with. It will be equally important to ask what the trainer thinks is important in evaluation. Trainers should

focus on the evaluation of the impacts of training after participants have had the opportunity to implement their learning.

The end result of the training is to improve outcomes for service users – you might like to think about how you can measure that. Supervision and assessment of staff three and six months after they have been on the training is a way of assessing outcome change. You may also wish to compare treatment outcome data for the period following implementation of training with previous data.

## Role Profile

This role profile has been developed after research and consultation with the sector. It represents the competencies that a practitioner needs to do their job – it does not exhaustively detail every activity which a person will do in the course of carrying out their job.

You should use the role profile as a tool to assess the suitability of the training on the directory. Each piece of training has been mapped against the role profile, with the training provider clearly demonstrating how each competency is met.

<b>Family</b>
CCSCCS17: <a href="#">Contribute to safeguarding children, young people and vulnerable adults</a>
SFHMH13: <a href="#">Work with families, carers and individuals during times of crisis</a>
SFHMH6: <a href="#">Assess the needs of carers and families of individuals with mental health needs</a>
SFHAB7: <a href="#">Provide services to those affected by someone else's substance use</a>
<b>Substance use</b>
SFHAB5: <a href="#">Assess and act upon immediate risk of danger to substance users</a>
SFHAD1: <a href="#">Raise awareness about substances, their use and effects</a>

## Using the training directory

### 1. What does the directory do?

The directory exists to help those providing or commissioning training around drugs, alcohol and families. It brings all the relevant information together in one place which simplifies the process of securing training. Organisations or individuals who provide training can put the details of the training online. Organisation or individuals wishing to commission training can survey the information provided, make an informed choice about it and contact the provider.

### 2. Who is the directory for?

The directory exists to help anyone who is interested in commissioning training – usually commissioners in local authorities or managers of family or drug and alcohol services. It is publically viewable to all web-users and therefore any person who is interested in the training can find information on training, whether a family member, practitioner, policy-maker, service-manager or commissioner.

### 3. What training can be listed on the directory?

Any training which meets one of the competencies in each of the categories of the role profile above (family and substance use).

### 4. How is the directory used?

The directory simply displays the training available, ordered by region. A user visits the site and views the records of the training. Each training course has a dedicated web page with basic information covering the length and content (mapped to the competencies mentioned earlier) of the training as well as any prior knowledge needed from attendees. It is then up to the user to contact the provider and organise the commissioning of the training.

### 5. Has all the training on the directory been shown to be effective?

No. Adfam **do not endorse** any of the training courses on the directory. The content of the training is specified by the providers and has not been evaluated or validated by Adfam. Adfam bears no responsibility for the content or nature of any of the training. The directory exists to allow users to make their own commissioning decisions in as an informed manner as possible. It is up to you to make a decision using the information provided by the directory and from contacting and negotiating with the training provider.

### 6. Is the directory for training around alcohol and families as well as drugs?

Yes. The directory aims to be comprehensive in its coverage of the sector and ultimately will have all training relevant to drug *or* alcohol and families on it.

### 7. What should I do if I have any feedback or questions?

Email [Oliver Standing](mailto:Oliver.Standing@adfam.org.uk) or ring on 0207 553 7656.