

6th Dbl European Conference on Deafblindness
August 2-7, 2005 | Presov | Slovakia
Making the invisible **visible**

Staff Development A Framework for Providing Individualised Training

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Aims of Workshop

This workshop will provide participants with:

- A background to the development of the framework.**
- An understanding of the five stages of learning used within the framework.**
- An opportunity, through active participation to explore how the framework can be used in practice to develop the required level of knowledge and skill.**

Background to developing the framework

- **More children being supported who have health care needs.**
- **Increase in complexity and range of needs.**
- **Need to ensure underpinning knowledge.**
- **Difficulty in supporting skill development.**
- **Difficulty in assessing competency of staff.**
- **Wish to support individuals to take part in ordinary activities.**

Using the Framework

- **Stage one- acquiring the underpinning knowledge**
 - **Simple explanation of theory/task**
 - **Relate to individual service user**
 - **Use examples and scenarios illustrating flexibility of application**
 - **Give examples of what might go wrong and what to do**
 - **Who to contact for assistance**

Using the Framework

- **Stage Two-Using the workbook to evidence level of knowledge and understanding**
 - **Evidence to both themselves and supervisor how well they have understood the theory.**
 - **Can be achieved in a number of ways.**
 - **Could be used as evidence for qualifications and continuing professional development**

Using the Framework

- **Stage three- applying the knowledge gained to supporting the person.**
 - **One of the most crucial stages within the framework.**
 - **Stage at which the learner applies their knowledge to meet the specific needs of the individual.**
 - **Can be achieved in a number of ways.**
 - **Learner gathers information about the individual and completes the profile.**
 - **Discuss and agree with supervisor.**

Using the Framework

- **Stage four-using the competency framework to learn the steps required to become competent in a particular skill.**
 - **Using the competency rating scale.**
 - **Setting and agreeing the learning outcomes.**
 - **Using the practical guidelines to assess practice during observed, supervised and assessed practice.**
 - **Agreeing level of competence.**

Using the Framework

- **Stage Five - Continuing Professional Development**
 - **Reflective practice - identifying how additional learning will make a difference to practice.**
 - **Ongoing updating and development of knowledge and skills.**

Benefits of Using the Framework

- **Staff have a greater understanding of why they are doing something and what is expected of them.**
- **Staff are able to apply knowledge to individual person's needs.**
- **Staff feel more confident to respond when things go wrong.**
- **Encourages staff to be reflective.**
- **Staff have confidence to support children to go out and participate in fun activities.**

Adapting the Framework

- **Could the same framework be used to support individuals to gain the skills and knowledge they required to learn any new skill?**

Yes!

Adapting the Framework

- **Let's explore together the way in which this framework can be adapted to meet a very different training need!**

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Making a Scottish Toast

Learning Outcomes

On completion of training you will be able to:

- **Select and prepare the appropriate equipment required to make a Scottish toast.**
- **Explain to the gathering what is happening.**
- **Pour the correct amount of whisky and deliver the toast clearly to the gathering.**
- **Respond appropriately in the event of an adverse reaction or situation.**

Step One – Acquiring the Underpinning Knowledge

- **What is a Scottish Toast?**
- **What is required to make a Scottish Toast?**
- **What is Scottish Whisky?**

Some facts about Whisky

- **No Scottish wedding would be complete without a “wee dram”**
- **As whisky breathes while in the cask, as much as 4 million gallons evaporate each year!!**
- **The most expensive bottle of spirits ever sold, was a single malt whisky that sold for £6,375**
- **Queen Victoria enjoyed a daily dram in her tea**
- **A dram should be swallowed in one swallow after the toast has been made**

A traditional Scottish Toast

May the best you've ever seen,

Be the worst you'll ever see.

May the mouse ne'er leave your gurnal

Wi' a tear drap in it's e'e

May your lum keep blithely reekin'

Till ye're auld enough to dee

May you aye be just as happy

A translation!

May the best you ever see be the worst you will ever see,

**May the mouse never leave your grain store with a
teardrop in his eye**

**May you always stay hale and hearty till you are old
enough to die**

May you still be as happy as I always wish you to be

How do I make a Scottish Toast?

- **Make sure your guests have a glass of whisky in their hand**
- **Stand up so that you can be seen by all your guests**
- **Raise your glass in your right hand**
- **In a clear voice recite the appropriate toast**
- **As you reach the end of the toast thrust your right hand up and out towards your guests**
- **They will raise their glasses and together you should drink the whisky**

Step Two – Using the Workbook to Evidence the Level of Knowledge and Understanding

- **What is traditionally used to make a Scottish Toast?**
- **How did the Ancient Celts describe Whisky?**
- **What are the two types of whisky?**
- **What would no Scottish wedding be complete without?**
- **How much whisky evaporates each year?**

Step three – Using the person profile to apply your knowledge to the individual

- **Do you enjoy whisky?**
- **Have you had any unwanted side effects after taking whisky?**
- **If yes, state what the reaction was?**
- **Are you allergic to any of the ingredients in whisky?**
- **If yes, which ingredients are you allergic to?**
- **Does you require to drive a vehicle within four hours of drinking whisky?**
- **Is there any other information you think is important?**

Stage four-using the competency framework to learn the steps required to become competent in a particular skill

- **0 – Has no prior knowledge of this Scottish tradition**
- **1 – Has limited knowledge, has only observed this Scottish tradition**
- **2 – Can participate and assist in this area. Has and is working on the associated learning package**
- **3 – Can safely and competently perform this area of practice without supervision**

Practical Guidelines for Making a Scottish Toast

- **1. Gather equipment required.**
- **2. Explain to the guests, using the appropriate means of communication that it is time for the toast**
- **3. Position yourself appropriately.**
- **4. Clearly deliver the toast to the guests.**
- **5. Raise your glass to the guests.**
- **6. Together with the guests drink the whisky**

Step five – Continuing professional development

- **Research how many different types of malt whisky's there are**
- **Taste as many different malt whisky's as you can**