

How to Involve People with a Learning Disability in Choosing and Developing the Staff who Support them



A guide produced by the Workforce Development
Sub – groups of the East Sussex and Brighton & Hove
Learning Disability Partnership Boards

February 2007



EAST SUSSEX
LEARNING DISABILITY
PARTNERSHIP BOARD

Contents

	Page
Introduction	3
Context	4
Key Principles	5
Employment Good Practice	8
The process of choosing and developing staff – how people with a learning disability might be involved	9
Contacts	20
Acknowledgements	22
Appendices	23

Introduction

We are committed to seeing people with a learning disability involved in choosing and developing the staff that support them. There are examples of good practice in services in East Sussex and Brighton and Hove from which we can all learn.

The aim of this guide is to provide services with ideas about how they can involve people with a learning disability in choosing and developing staff. It is intended to promote good practice but should always be used in conjunction with an organisation's own personnel policy and procedures.

The guide gives some key principles and examples of good practice from local services. If you have other examples of good practice that you would be happy to share, do let us know. Please see the contact details at the end of this guide.

Context

- Inclusion is a key principle of the White Paper, 'Valuing People'. This says that people who use services should be involved in policy development and decision-making, including staff selection (Valuing People Section 4.27).

Valuing People wants to see an active partnership between those who run and those who use services.



- The **National Minimum Standards for Care Homes for Adults** standard 34.4 says "service users are actively supported to be involved in staff selection..."

- The Health and Social Care White Paper "**Our Health, Our Care, Our Say**" wants to see an increase in the number of people with a learning disability receiving direct payments and individualised budgets. People receiving a direct payment (or those close to them) will become employers and so will be choosing and developing their own staff.



- Being person-centred means that
 - the process of selecting new staff is informed by what individuals want from the people who support them and
 - people with a learning disability are as involved as possible in the process.
- Involving people with a learning disability in choosing and developing the staff who support them can be part of our quality assurance process.

Key Principles



Most people can be involved in some part of the process.

Think about a wide range of different ways people can be involved - depending on what they want to be involved in, their needs and ability. Don't feel that we can't do anything because people can't be involved in the whole process (e.g. sit on an interview panel). Use the principles of active support to think creatively about the different ways in which different individuals can be involved.



Involve people in things that are meaningful to them.

Do not involve people in things that are not meaningful to them, which they do not understand or that make them uncomfortable. Allow people to choose the way they become involved. Make sure that the task is in proportion to the service users abilities.



Find out what people with a learning disability want from the staff who support them and then use this to inform everything we do.



Value people's contributions and build enough time into the process.

Meaningful involvement can be time-consuming and can become a tokenistic chore for all concerned if rushed. Make sure you consider:
Planning – if we want people to be involved in a meaningful way, then we have to put thought and careful planning into this. We must not put people into a situation with no thought or planning and hope they will be able to contribute.

Preparation (for people with a learning disability and staff – include environment, materials used etc). Everyone needs to be well prepared!

Structured & planned support – many people with a learning disability will need support to contribute in a meaningful way. This will often need

to be structured and planned.(After all, many managers are trained before being involved in interviews...) The support offered needs to be geared to the particular individuals. If people need training/coaching to understand the recruitment process before they are involved more formally, then this should be provided.



Think through the whole process before you start.

What issues could arise? For example, if people with a learning disability are involved in interviewing staff, what will happen if they come to a different decision from the managers' interview panel? If anyone on an interview panel says something that is not OK to say in an interview, how will other members of the panel respond?



Having thought about questions they want to ask, are people with a learning disability clear about what a good answer would be? Have they been supported to be able to distinguish between a good and poor answer?



Be clear and honest about how much power people with a learning disability really have and the boundaries to involvement.

How much weight will the views of service users have in the decision to employ someone? For example, if managers make the final decision, but the views of service users will be taken into account, then make this clear to everyone at the outset.



Think about recruitment as a process that involves choosing, inducting, developing and appraising staff.

Can people with a learning disability be involved in different parts of the process?



Make clear to job applicants that what we do is informed by what people who use the service have said they want.



What we do must comply with employment legislation and be fair

Employment Good Practice

Choosing and developing staff

When choosing staff, to comply with employment legislation we must:

- Have clear and fair criteria for assessment that relate to the role (bearing in mind anti-discrimination legislation)
- Treat every candidate in the same way – make sure they have a similar experience, ask the same questions, score in the same way etc
- Judge each candidate against the assessment criteria, not the other candidates
- Keep notes of the interview
- Record any decisions and keep this record (with interview notes) for 6-9 months in case the decision is challenged. After 6-9 months, destroy the record of decision and notes
- Avoid personal questions
- Be able to justify the decision we have made if challenged – referring to our criteria for assessment and the candidates performance against this.



The process of choosing and developing staff – how people with a learning disability might be involved.

In this section we go through the process of selecting and developing staff. We give examples of local good practice where people with a learning disability have been involved. We also suggest ways people could be involved that have not necessarily been tried locally to date.

The examples of good practice in this guide come from across the whole range of services – from those supporting people with profound and multiple disabilities, to those supporting people who live quite independently.

To help structure this section, we have used a diagram that shows recruitment as a process. The diagram includes the stages before, during and after the new member of staff is appointed, including ongoing development and appraisal.

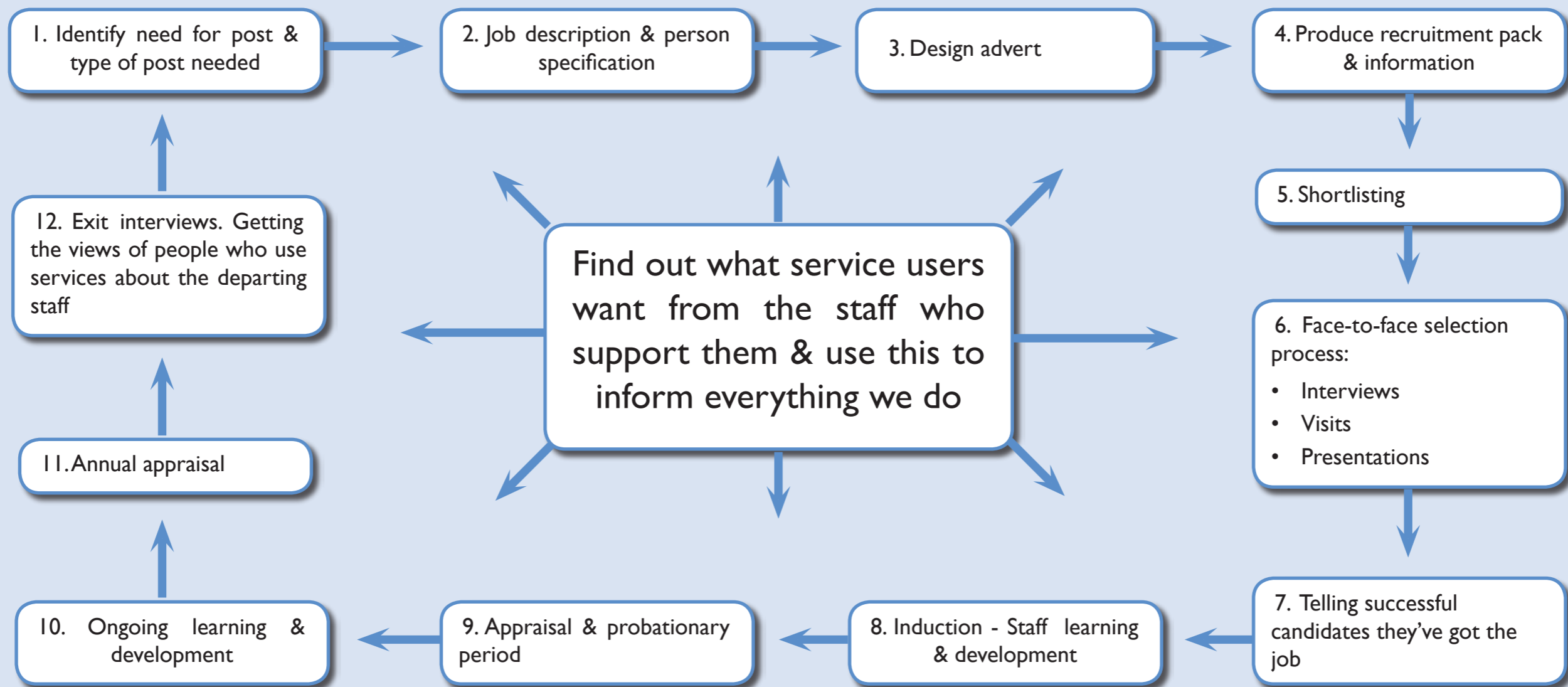
The numbers in this section correspond to the numbers of the different stages in the diagram.

It will not be possible or appropriate for every person with a learning disability to be involved in every stage of choosing and developing staff. However, most people can be involved at some stage of this process in a meaningful way. You will need to choose the areas of involvement that make most sense to the people who use your service and to the service itself.

You may already be involving people with a learning disability in choosing and developing staff – in which case, the guide may give you ideas about new things you could try. We'd also be very interested to hear about how you have involved people with a learning disability and any advice you may have for others – see the contact details at the end of the guide.

If you have not yet involved people with a learning disability, we hope that the guide might give you some ideas about how to get started. We would strongly suggest that the place to start is to find out what people with a learning disability want from the staff who support them. Beyond this – start with something that feels manageable and meaningful for the people who use your service and the service/organisation and then build on this.

The process of choosing and developing staff:



1) Identify need for post and type of post needed

This needs to underpin and inform everything we do.

Services locally have done this in a number of ways including:

- Service user meetings/forums

In one organisation locally, a service user group has worked to draw up a list of the skills and qualities they want to see in staff and this is sent to all potential applicants.



- Surveys/questionnaires
- Asking people 1:1

- Making a video with service users saying what is important to them and they want from staff. This is shown at recruitment events and on staff induction.



- A service user in a one-person service making a video about what he wanted from a new manager when a vacancy arose which was shown to potential applicants

Some people with a learning disability will find it relatively easy to say what they want (and don't want) from staff. Others will need much more support to do so – or to do so in a meaningful way. There is a lot of evidence that people with a learning disability will give answers to staff questions because they want to please staff, but that if we want to find out what they really think and feel (rather than what they think we want to hear or what will keep us off their backs) we may need to be a bit more creative. Sometimes finding out what people really want takes time. In the appendix there is an example of a group run by one local service provider to get meaningful information from people with a learning disability about what they want from staff.

For people with more profound disabilities, services have:

- Gathered information from the person's circle of support
- Asked their families
- Used staff and others around them to note what is important to those individuals. For example, they will observe the ways in which service users communicate pleasure/displeasure in different situations and with different staff or different approaches and use this to make a judgement about what they might want from staff
- Made a video with parents saying what they want to see from the staff that support their sons and daughters

Any information we get from people with a learning disability then needs to inform who we employ to support them, and how we induct & develop those staff. We can tell applicants that what we are doing is informed by what service users have said they want. This is a powerful message for applicants/new staff, and gives the message from the start that they are there to support the people who use the service and that people with a learning disability are the reason the job they are applying for actually exists.

In one local organisation, services produce a statement saying what they are doing to involve people with a learning disability in choosing their staff and this is 'audited' to see whether they could be doing more.

Where we find ourselves saying that people can't be involved, we could challenge ourselves by asking 'why not?'. Can we change the way we do things to enable people to be more involved?

2) Job description and person specification

Job descriptions and person specifications can be informed by what people with a learning disability have told us they want.

In some services, job descriptions remain fixed, but person specifications can be amended each time a vacancy occurs. In some services people with a learning disability are involved in drawing up person specifications for each vacancy.

Some people with a learning disability are able to talk about the practical things they want staff to be able to do (e.g. take them swimming, understand the rules of football) which are very important to note. Others may be able to talk about skills and experience.

Again, for people with more profound disabilities, staff and others around them can make a note of what is important to those individuals – using observations of how they react to different people/approaches/situations etc and include these.



3) Design advert

In some one-person services the person using the service has been involved in designing the advert. Having the words 'I' or 'we' in the advert gives a powerful message to potential applicants. There is some anecdotal evidence that this might make the job more attractive.

Service users have added statements to adverts about what is important for them.

Service users could be involved in designing adverts.



4) Produce recruitment pack and information

People who use the service can be involved in putting together the information to go to potential applicants. They can say what they want included or write some of it if they are able. Information we have about what people with a learning disability want from staff can go in the pack if they are not able to contribute this themselves.

For people with more profound disabilities, we might want to write something like “people who know me well believe that I like/want (etc)because ...[... how I communicate when happy/unhappy].”

5) Short-listing

Some people with a learning disability can be involved in short-listing. In one service, candidates visit the service after the formal interview and the service users are then involved in further short-listing of candidates.

6) Face-to-face selection process

a) Interviews

Even if people with a learning disability cannot be part of the formal interview panel they can be involved and inform the final decision. Examples of good practice locally include:

- Service users writing/drawing up some questions that the interview panel ask
- Service users meeting potential candidates in the service and asking prepared questions with staff support. The view these service users express is taken into account by the interview panel who make the final decision
- More able service users being supported to think about what someone who is more disabled might want and asking questions on their behalf as well as their own
- Having service users involved in part of the interview panel to ask questions that they have prepared. In some cases, services video this part of the interview. Service users can then watch the video, with someone to support them, so that they can have more time to make a judgement about the quality of the answers given.
- Having a service user panel alongside the management interview panel. In some instances, this informs the management interview panel, which makes the final decision. In other cases, the service user panel may be



given equal weight. In some cases, the weight this is given is specified – e.g. service users ask 3 questions and this is equivalent to 2 questions from the management interview panel.

- Having service users on the same interview panel as managers.

NB: If people with a learning disability are involved in interview panels or service user panels they must have the appropriate training/coaching and support. In terms of support, for example, there may be a staff member or advocate present whose role is to support the service user panel and take notes (but not influence their decision).

b) Service Visits

Potential candidates spend time in the service with service users. As they will not have had a CRB check and we will have no reference for them at this point, they must be observed by staff at all times whilst in the service.

Examples of good practice include:

- Service users meeting potential candidates in the service and asking prepared questions with staff support. The view these service users express is taken into account by the interview panel who make the final decision
- Service users meet potential candidates & tell them what is important to them. Messages can be given in a much more straightforward and powerful way than staff/managers are able to convey – e.g. one service user who tells candidates that he does not like bossy people and asks them if they are bossy.
- For people who do not use verbal communication, candidates visit the service to meet service users and have a cup of tea with them. Service users are able to express their needs and staff present can observe how comfortable candidates and service users are with each other, and whether, from what they know of the service users, they are expressing

pleasure or displeasure. In one service, this forms part of the formal assessment. The staff observing have a checklist to complete of things they are looking for (e.g. body language – eye contact, non-verbal communication etc) and this information is fed into the formal interview process.

c) Presentations

For jobs where a presentation is required, service users could be part of the audience – or candidates could be asked to give a presentation to a group of service users. Either service users can assess the quality of the presentation, &/or a manager could observe how the presentation is received by service users, how their questions etc are answered. If service users are assessing the quality of the presentation, then they need training/coaching /support in this and need to understand (and perhaps set) the assessment criteria.



7) Telling the successful candidate that they have the job

In one service, service users phone the successful candidate to tell them they have the job.

N.B: Be aware that this constitutes a verbal offer of a contract. If service users are to be involved in calling candidates, you will need to ensure the service user receives the right support to do this according to your organisation's personnel procedures. You may want a manager to share the call with the service user.

Service users could also be involved in writing to the successful candidate and welcoming them to their new post.

8) Staff induction (& ongoing learning and development)

Information we gather about what service users want and what is important

to them needs to inform all staff learning and development, from induction onwards. Service users can also be actively involved in staff learning and development.

Examples of good practice include:

- Showing a video which says what service users want from staff on induction training
- Showing a video saying what parents want from staff on induction training
- People with a learning disability talking to staff or giving a presentation about what they want or answering questions, supported by other staff or a trainer. This can happen on staff induction or other training or at a meeting. This allows people to have a strong voice and be involved, without having to manage the group or have facilitation skills.
- People with a learning disability being involved in staff training (this can be service users from that service, or service users who have been trained to do this and can be commissioned to provide training – see contacts at end of guide).

If service users are formally involved in training we need to think about how we pay them for their work. At the very least we should reimburse people for any expenses they incur.

- Person-centred plans that say how an individual likes to be supported and what they don't want staff to do
- Individual service users talking to individual staff about what they want and how they like to be supported – e.g. when doing a particular task/activity – or conveying this non-verbally. This could be formalised into an induction plan agreed with an individual service user: "How do you want x to support you to do...what do they need to know?"
- Service users could lead shadow shifts.



9) Appraisals and probationary periods

The views of people with a learning disability can be sought as part of the probationary period and annual appraisal process. This could be done in a number of ways:

- Direct feedback
- Service user meetings
- Observation of interaction (e.g. evidence of behaviour of people with a learning disability when being supported by this member of staff)

It may be useful to think about how the appraisal form could include a section on feedback from service users.

10) See Step 8 on page 17

11) See Step 9 above

12) Exit interview process

When a member of staff leaves, service users could be encouraged to talk about what they will miss about this person and what they would like from their replacement, to inform the next person specification.

Contacts

The following people were involved in producing this guide – and would like to hear from services about their experience of involving people with a learning disability in choosing or developing their staff:

Amelia Culshaw – Training and Development Consultant – Adult Social Care, East Sussex County Council

Tel: 01323 843142 email amelia.culshaw@eastsussexcc.gov.uk

Sue Korth - Speech and Language Therapist
Community Learning Disability Service

Email: sue.korth@sussexpartnership.nhs.uk

Michael Derrick, Director, Oakdown House

Tel 01435 883492 Email oakdownhouse@tiscali.co.uk

Jenny Spaul, Training Manager, Southdown Housing Association

Tel: 01273 405809 Email j.spaul@southdownhousing.org

May Lee, Information and Development Officer, Learning Disability Services, East Sussex County Council

Tel: 01273 482022 Email may.lee@eastsussexcc.gov.uk

Advice: The following organisations are happy for other services to contact them for advice about involving people with a learning disability:

Grace Eyre Foundation, Hove

Contact: Sarah Clarke, Human Resources and Quality Manager

Tel: 01273 201901 E mail: sclarke@grace-eyre.org

Interact, Hove (self-advocacy group)

Tel: 01273 422971 Email: interact@bhci.org

Brighton and Hove Speakout (self-advocacy group)

Tel: 01273 421921 Email: info@bhspeakout.org.uk

Southdown Housing Association, Lewes

Contact: Paul Richards, Tenant Involvement Co-ordinator

Tel: 01273 405840 E mail: p.richards@southdownhousing.org

Marie Tomblin, Service Manger

East Sussex Advocacy Scheme

Unit 5,

86a Cevendish Place,

Eastbourne

BN21 3RR

E mail: Marie.Tomblin@mencap.org.uk

Tel: 01323739768

Laura Waters, User Involvement Coordinator

East Sussex County Council

Bellbrook Centre

Bell Lane, Uckfield, East Sussex, TN22 1QL

E mail: laura.waters@eastsussex.gov.uk

Tel: 01825 768436 ext 245

Training: Training in Enterprise is a Young Enterprise business that is run by students at Hastings College of Arts and Technology. They offer a range of training for professionals working in the disability field, prepared and delivered by students with learning disabilities.

Tel: 01424 458546

Acknowledgements

Thank you to Southdown Housing Association for all their work in getting this guide together and for the examples from practice.

Thank you to May Lee, Information and Development Officer, East Sussex County Council for helping to get this guide together.

Thank you to Steve Dunhill, Communications Support Officer, Southdown Housing Association, for design and layout of this guide.

Appendices

In this section there are some examples of work that is going on locally and materials used.

Appendix 1: What people with a learning disability want from staff (East Sussex County Council & Southdowners Group, Southdown Housing Association)

Appendix 2: Description of a resident and tenant's group set up by Southdown Housing Association to involve people with a learning disability

Appendix 3: Description of the work done by the Grace Eyre Foundation to involve people with a learning disability in the formal selection of staff





Appendix 4: Example Scoresheet used by East Sussex Advocacy Scheme to score interview candidates

Appendix I

Learning Disability Services: What we want in our staff



We asked people with learning disabilities what they wanted from staff that worked with them. This is what they said:

 <ul style="list-style-type: none"> • “A caring and friendly person” • “Nice to all of us so we feel we can talk to them if anything is wrong” • “Good and polite to everyone” • “To have patience” 	 <ul style="list-style-type: none"> • “To listen” • “Someone who will listen to me and take notice of what I’m saying”
 <p>“I want a member of staff to speak up for me”</p>	 <p>“Ask things and let me choose”</p>

 <ul style="list-style-type: none"> • “Be able to help me sort out/ change something that I am not happy with” • “Assistance” • “Helpful to us” • “Be here and available to me” 	 <ul style="list-style-type: none"> • “Respect my home and my things” • “Able to make sure that none of us are missed out and we are all treated fairly” • “Able to tell me what my rights are”
 <p>“Able to drive”</p>	 <p>“Be organised and reliable”</p>
 <ul style="list-style-type: none"> • “To be willing to learn and use sign language” • “Help me understand with signs/pictures what is written” • “Good communication skills” 	 <p>“Outside hobbies and interests that can be shared; sports, darts, football, bowling.”</p>

 <p>“Someone who will support me travelling on my own”</p>	 <p>“Able to cook”</p>
 <ul style="list-style-type: none">• “To help people become more independent and learn new skills”• “We think it is important to learn new skills and have new experiences. We expect staff to share them with us.”	

The Southdowners



What we want our staff to be like

We are a group of tenants with learning disabilities who meet every two weeks to talk about how to make things better for tenants and the organisation, and to share ideas. We call ourselves ‘The Southdowners’.

This is what we think are the most important things for the staff that support us to know.

This is the person specification that we have written.

They must be nice



Staff should be funny (but not too funny)

How to involve people with a learning disability in choosing and developing the staff who support them

Staff should help tenants to learn new skills



They should be kind and helpful

They must be happy to work with people



They mustn't be bossy



They should support us to go where WE want to go NOT where they want to go



They must let me choose



They should be able to help us with our personal care



They should support us to spend our money wisely and carefully



They should support us to cook for ourselves as much as possible



They must be able to work different hours

We don't like it when staff leave – it takes a long time to get to know someone well



Appendix 2



The "Southdowners" Tenant Group

Introduction:

At Southdown, we have tried to ensure that consultation with tenants and residents who have learning disabilities is meaningful and real. This has meant taking things slowly and being creative about how we find out people's views.

The group:

The consultation group was set up in September 2001 with a group of 6 tenants who were interested in being involved in consultation and in advocacy. Support staff encouraged them but did not attend the group sessions. In the first few sessions, the group chose a name and a logo which we have used ever since, and which have been consistently shown to be meaningful for all the participants. Group membership has varied between 6-10 members.

The group has been facilitated for 5 years by the Director of learning disability services, with the tenant inclusion worker. This consistency has been important in supporting members to develop skills over a realistic time scale. The long-term involvement of the Director has given a message to the Southdowners and the rest of the association that this is an important and valued part of the organisation's inclusion of service users at every level.

After the first year of fortnightly meetings, the 2 facilitators realised that although the tenants in the group were very interested in choosing staff and telling us what they liked, they found the idea of direct involvement challenging and stressful. We knew they would be willing to do so if we asked them, but they would be doing it to please us and it would be tokenistic. However, given an environment where they felt confident and relaxed, they were able to express opinions about what they wanted from staff support, what they valued, and their priorities in life. To share this with a

wider audience, we came up with the idea of a video that could be made with a range of people with learning disabilities and the people who support them and would include the messages we had been given very strongly from the Southdowners' group. Shown to all new staff, this is a powerful statement from service users to staff at the very beginning of their career with Southdown - letting paid staff know what the tenants want from them.

What people told us:

Over time we have picked up themes that are very significant for the tenants. We only gathered this information by listening and observing and seeing that people kept coming back to something which was bothering them or something/someone they had really valued. This came out in a range of ways – none of which involved asking direct questions like “What do you think of...?” or “What do you think about..” We could certainly have obtained answers to those questions because the group members were keen to be co-operative but it would not have been real consultation.

From our work with pictures and symbols and games we established:

- Top of the list of what people value about staff is how long they stay.
This came up again and again when group members talked about their favorite staff. People referred to staff “knowing them well,” “going on holiday together,” “knowing their family,” “trusting them”, and conversely talked about staff changes and how it upset them when people left after a short time. It was the strongest theme over a year of working together.
- Group members also talked about what they looked for from staff.
“Not bossy” was a continuing theme, “driving”, similar interests to the tenant, people who could help with what the individual liked – whether it was horse riding or going to the pub. This could be seen as not surprising, but has significance for staff teams and how they are made up.
- The next theme concerned help from staff. Some people with a learning disability found it tiring being constantly encouraged to extend their skills (e.g. around personal care and food preparation), and even though they had the skills, sometimes wanted to sit back and be helped. This was unexpected, as we might have predicted they would be demanding more independence.

- A different theme emerged for people who were more independent, and wanted to be left alone more. They were able to recognise that staff had a job to do, but said they preferred to avoid staff support with tasks they did not like. This was expressed ironically when we talked about what they valued in staff who support them, with people saying they valued staff who were late, as it enabled them to watch TV and do nothing for longer!
- Certain symbols were understood by most of the group members and they felt confident with these. Smiley faces were very familiar for what was liked or valued. We developed a neutral grey face for “don't mind” or “don't care” which most could relate to. Other symbols such as cooking, or gardening or talking to friends were common as activities or day service programmes, but most of all the picture of a key seemed, without exception, to signify house and home to everyone and was understood clearly on all levels as a sign of having a home of one's own.

What we learnt:

- It has been important to keep a regular venue and structure for the sessions. We have developed a format with a pictorial agenda that is up on the wall for each session. We introduced a ‘sharing our news’ section at the beginning. This was effective because everyone has something to say at the start which helps them to feel confident contributing, and because it enables group members to focus on the ‘business’ topic later on.
- We make as much as possible interactive. For example if people are choosing what they value most, we use a range of pictures on the wall with post- its or smiley faces to stick onto the choices. If people are talking about what they value in staff support, they bring pictures and photos and talk about real life experiences. The discussion is kept to a minimum and people feel much more relaxed if they are moving around the room rather than sitting round a table.
- Group members now Chair the meeting and clearly enjoy the role. Members who are able to read support others as needed when we go through the notes of the previous meeting, although carefully selected pictures for each item on the minutes really help the non readers to recall the last session.

Conclusions:

- The Southdowners' group is a most valuable and valued part of the association's business. Taking time over consultation, and adapting information to meet the needs of people with learning disabilities has enabled tenants to influence policy and development.
- Photos, pictures, interactive work, and activities have all been essential to enabling people to feel comfortable and relaxed and to work at their own pace. The pictorial agenda and notes of the meeting have been really successful in engaging people with a range of abilities. Trying to do too much, or asking too many questions has often resulted in a less successful meeting.
- Finding out real opinions has been through our ability to listen and respond to what service users want to tell us, rather than seeking answers to direct questions. We accept that there are some issues which are too complex for people to understand and we are careful not to put members in a situation where they feel foolish or embarrassed.
- Participants are keen to please the group leaders and we are constantly mindful of our language so that people do not think there is a "right" answer. Many of the group members do not read and rely on our interpretation of information, so the leaders need to check each other and monitor our language and style of presentation. We do not always get it right.
- Some of the outcomes of consultation were unexpected (such as the high value placed on how long staff stayed). We have used this information in our recruitment, and fed this back to the group members.
- Further developments in involving tenants in recruitment in creative ways, are planned for the next stages of real inclusion of service users with learning disabilities.

Sheridan Lynch, Director, Learning Disability Services, August 2006

Appendix 3



Involving Service Users in our Employee Recruitment Process -2006

At the Grace Eyre Foundation people with learning disabilities have been involved in many aspects of our service development and strategic objectives. This includes participation in our employee recruitment process. Over the last 10 years, our service user panels have interviewed and helped to recruit staff members across our organisation including: Janitorial and Maintenance Staff, Drivers, Day Centre Officers, Receptionists, Administrators, Managers, Directors and Employees who have learning disabilities themselves. People with learning disabilities are also involved at a more informal level of the recruitment process which includes introducing potential volunteers and staff members to people and areas around the Day Centres, Head Office and Adult Placement Scheme Office.

Our training Process has included:

- Identifying stake holders and key people who wish to be involved.
- Workshops identifying the skills required for the Post.
- Thinking of questions to ask that are relevant to the Post.
- Rehearsal of interviewer's questions and marking techniques.-What the interviewee would have to say to convince the panel they had the right skills.
- The exploration of resources to be used (video, over-head projector, communication boards, etc.) at the interview.

- Conducting the interview.- “We like a note-taker there to remind us of what was said and help us to score.”
- Full participation in the final selection process.
- Follow-up discussion and evaluation of the success of the process, identifying any additions or changes to be made at future recruitment.

NOTE: Some of the interviews conducted have involved not only a questioning panel, but have required a formal presentation from each potential applicant. This has required additional training as to what to expect from a presentation.

Quotes from members of service user panels:

“We like our own interview group because we feel we can say what we really think”

“I like to interview people to know if they are suitable for the job or not.”


“ I like to interview people to find out if they are good enough to help us. They might be able to help make things different.”

Future Developments

We are currently looking at expanding our service user involvement in our recruitment process by developing programmes to offer further training to people with learning disabilities to help to recruit Volunteers, Carers, and Members of the Board of Trustees. This will include not only training for people with learning disabilities to participate on formal panels, but to gather information help shape person specifications, job descriptions, help to develop staff training packages and influence quality service delivery and strategic development at the Grace Eyre Foundation.


Appendix 4

User Interviews







Candidate number - _____

Name: _____







◆ Tell Marie what can you remember about the presentation

	 <input style="width: 100px; height: 20px;" type="text" value="A lot"/>	 <input style="width: 100px; height: 20px;" type="text" value="Some"/>	 <input style="width: 100px; height: 20px;" type="text" value="A little"/>
I remember	3	2	1
<u>Score</u>			



◆ Was it easy to talk with _____ ?

	 <input style="width: 100px; height: 20px;" type="text" value="Easy"/>	 <input style="width: 100px; height: 20px;" type="text" value="Okay"/>	 <input style="width: 100px; height: 20px;" type="text" value="Hard"/>
Score	3	2	1



◆ Was it easy to understand?

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	😊	😐	😞
	Easy	Okay	Hard
Score	3	2	1

Total Score	<hr/>
	9

Other comments:

