

Child Friendly CARDIFF



CAERDYDD Sy'n Dda i Blant



05 SHAPING
SERVICES

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INTRODUCTION

4.1 COMMISSIONERS

A 'Commissioner' is a service user who will consult with and represent the views of other service users to ensure everyone gets their voice heard when decisions are being made about things which affect them. As part of their training they will work closely with the commissioning teams in local councils and services.

A Commissioner will support and champion the views of other service users through a range of activities. The work that a Commissioner carries out is a vital part of the 'Plan, Do, review' commissioning cycle, and can help positively influence how limited budgets should be best spent to meet the needs of everyone in the community.

Service users who actively take part in this training will gain familiarity with commissioning work which should improve their job prospects, communication skills and professionalism.

TRAINING CONTENT

Through the Commissioner programme individuals will learn about commissioning, assessment, feedback and quality assurance. They will gain understanding and develop knowledge of the commissioning process through discussion based activities and research.

Part of this training will involve participants undertaking a consultation with other learners in the local area to see where there may be additional needs or gaps in provision. The consultation process will vary depending on what the commissioning group would like to focus on. The learners taking part in this programme will also have to carry out an assessment of a service and feedback on their findings.



INTRODUCTION

4.2 INTERVIEWER

INTRODUCTION

It is vital to involve service users in the recruitment process in order to gain their opinions and views. This will give service users the chance to feel empowered and involved in the decision making process. Involving service users in the process of recruitment is supported by Estyn and Care Quality Commission as they believe that having a service user's opinion is more likely to help in the process of recruiting the right person for the job.

An interviewer is a child, young person or family member who is trained to ensure that their views are represented in selecting candidates for roles that involve working with families. As an interviewer they would be a champion for families in selecting an appropriate work force who will meet their needs and the needs of other families. This is to ensure that decisions are made fairly and to ensure that family members' views are heard throughout the process of recruitment.

“ Involving young people in interviews has many benefits, both for the recruiting organisation and for the young people involved, and is an important element of any project which has a remit for working with young people. They can bring a young person's perspective on the candidate, and give their thoughts on how a candidate relates to young people which is critical if the role they are being interviewed for involves this. Young people gain skills in assessing application forms, interviewing and discussing as a panel to agree a final outcome.

“ Cardiff and Vale Public Health Team involved young people from Cardiff Youth Council in an interview process for one of our new team members. The two young people attended the interview process fully prepared; having studied the application forms and developed questions that they wanted to ask the candidates during the process. They acted very professionally, gave constructive feedback and opinions on candidates, and answered questions from the candidate in an appropriate and informative manner. We very much valued having the young people as part of the interview panel

Cheryl Williams

Principal Health Promotion Specialist, Public Health Wales, Cardiff & Vale Public Health Team

TRAINING CONTENT

The course programme follows three key areas; the selection process, setting the scene and interview techniques.

The children, young people and families taking part in this programme will be involved in creating, advertising, interviewing and feeding back about potential candidates. They will complete this activity through a range of methods such as discussion, role play and written work.

The learner will need to provide written pieces of work in order to complete the programme. This will entail a list of Do's and Don'ts that will help to prevent discrimination when advertising for a job, two simple job adverts showing different styles and target audience, a scoring matrix and 5 relevant questions to test a candidate.

ADULTS VS YOUNG PEOPLE

NEED

To further train and gain an understanding of the commissioners programme

AIM

To provide service users with meaningful opportunities to engage in an informal & educative process that enables them to become up skilled in the Participation Agenda & influence the decisions & plans being made by key decision makers in the city of Cardiff.

OBJECTIVES

- Training in participation and Commissioners and team building
- Up skill service users in the local Participation Agenda;
- Enable service users to reflect upon performance and progress;
- Enable service users to get to know one another & share a common experience;

METHOD

Run a series of informal educative, fun & interactive workshops.

DESCRIPTION OF ACTIVITY

Make a cross on the floor (it is easiest to use masking tape to do this) each section of the cross should be labelled. The top right 'You win, I lose'; the top left 'I win, You lose', the bottom right 'Lose-lose', the bottom left 'Win-win'.

Workers give service users scenario's, For each scenario service users must stand in different sections and role play the way a scenario may play out. For example, if the scenario is "You are a parent, and your teenage daughter of 15 comes home and announces she is on the pill." Members of the group will act out a scenario, one where both parent and daughter win, one where no one wins, one where only the daughter wins or gains and one where it is the parent/adult that wins

| Time | Activity | Anticipated Outcomes | Resources |
|--------|-------------------------------|---|---|
| 20 min | Adults VS Young people | This activity gets service users to identify possible outcomes of a situation, particularly in their role as a Commissioner | Masking tape and adult Vs young people statements – See below |



ADULTS VS YOUNG PEOPLE (CONTINUED)

ADULTS VS YOUNG PEOPLE STATEMENTS

- You are a parent, and your teenage daughter of 15 comes home and announces she's on the pill
- Your parents asked you to be home by 12am and you did not get home until 2am
- You are a parent, and feel that your son is hanging around with 'the wrong crowd'
- You are at school when someone comes up to you and tells you to give them your phone
- Your tutor calls you to tell you that if you miss another day at college this year a letter will be sent to your parents
- You want a motorbike but your parents won't help you pay for it

SCENARIOS

- Your group get an article published about a service you assessed; the article mentions some of the things you did not think were good about the way the service operates.
- You need to use a service to talk about some confidential issues you are having, you have assessed this service in the past and know that you have met the staff you will need to speak to

It is always a good idea to add extra statements that reflect the topics the group are working on, things they are interested in or current affairs.

CARRY OUT AN ASSESSMENT

DESCRIPTION OF ACTIVITY

Service users could assess a service that is commissioned or provided by the local authority. Or they may want to assess a service for service users provided by a voluntary organisation or private business. From the consultation the service users carried out they should be able to identify which service users service is in most need of assessment. They can do this by using any of the techniques they have learnt or created throughout the training process. For extra information on how to run the assessment see previous activities.

Once they have done this they must present their findings using a technique they have learnt throughout the training process to the organisation, and if appropriate, the commissioning team.

They must be reminded of the sensitive nature of this information and how they need to maintain confidentiality around this.

| Time | Activity | Anticipated Outcomes | Resources |
|------|--------------------------------|---|-----------|
| | Carry out an assessment | It is vital for the service users to carry out an assessment as part of their role as a Commissioner. It helps them to develop objective assessments skills and a set of standards by which they can quality assure services. | |

COLLATE INFORMATION FROM CONSULTATION

DESCRIPTION OF ACTIVITY

Service users will need to collate the information from the consultation so that they can show local authority staff and decision makers what their findings were. They should design ways of best displaying their findings.

From the information collected they should also create a plan with ideas for service improvements and send these documents on too.

| Time | Activity | Anticipated Outcomes | Resources |
|------|--|---|-----------|
| | Collate information from consultation | The service users have shown that they know how to collate information that they have gathered. It is important that they gather information so that they can see what is required. | |

RESEARCH & RECORD COMPLAINTS AND APPEALS

DESCRIPTION OF ACTIVITY

Service users are asked to choose an organisation that they would like to research; it will be easiest for them if this is the organisation that supports them, one they plan to assess, or a large company. Service users then research the organisations complaints and appeals procedures, if the group decides that the organisation has a good procedure then they should create a flow chart of this process for them to reflect on later. Ask them to describe why they think it is good.

If the group does not think the procedures the organisation takes are good then they should contact them to let them know and find another organisation which they like before creating the flow chart. The group will need to discuss why it is important to have this procedure in an organisation.

| Time | Activity | Anticipated Outcomes | Resources |
|------|---|---|---|
| | Research & record complaints and appeals with in organisations | The purpose of service users researching this is so that they understand what a good complaints and appeals procedure looks like, and have tools to use when they are assessing services later in their training. | Computer access, flip chart, paper & pens, Complaints procedure |



CONFIDENTIALITY TRAINING

DESCRIPTION OF ACTIVITY

Workers may decide to put service users on the same confidentiality training that they receive; if this is not appropriate the following covers the basic principles.

As a group, workers ask service users what they feel confidentiality means. The group can discuss what confidentiality means to them as a worker records their interpretations. At the end of this discussion the worker can explain the origin of the word 'Confidentiality' to the group. (The word confidential comes from the Latin FID meaning trust).

Split the group into pairs and ask each pair to share with each other a time that they have felt their confidentiality/trust had been broken and the feelings it provoked. Each pair should feedback only the feelings the break in confidentiality caused. The group should then discuss when confidentiality can be broken, with another young person, or with an organisation. The service users should think about how as a Commissioner they will negotiate the terms of confidentiality.

Talking about keeping information safe young people should create a DO's and DON'T'S list of how to keep information safe and discuss why this is important (EG Some information discovered during an assessment could be sensitive) it is important to remind young people that gossip is a form of information and this needs to be managed carefully.

| Time | Activity | Anticipated Outcomes | Resources |
|------|---------------------------------------|---|---|
| | Brief confidentiality training | The purpose of taking service users through brief confidentiality training is to protect them from any confidentiality issues that may arise and so that the service users can prevent these issues from arising. | Flip chart, pens, paper & internet access |

COMFORTABLE/UNCOMFORTABLE

DESCRIPTION OF ACTIVITY

Service users should imagine that there is a line running down the middle of the room. One end of the line is totally comfortable and the other is totally uncomfortable. One at a time each service user will take a card with a statement on it that describes a situation, behaviour or decision. They should then place their card on the line and explain why they are placing it where they are.

No other person should be able to talk while someone else is holding a card. When all the cards have been placed each service user should be given the opportunity to move a card that they feel should be in a different place. Service users should be encouraged to talk about how comfortable they felt voicing their own opinion and why it is important to voice your own opinion.

| Time | Activity | Anticipated Outcomes | Resources |
|------|---|--|---|
| | <p>Comfortable</p> <p>Uncomfortable</p> | <p>The purpose of this activity is to encourage service users to think about how easy, or not, it is for themselves and others to have their voice heard within wider society. Service users need to recognise how important it is for themselves and others to feel that they can have their own, valid, opinion.</p> | <p>List of comfortable/uncomfortable statements – See below</p> |



COMFORTABLE/UNCOMFORTABLE

(CONTINUED)

LIST OF COMFORTABLE/ UNCOMFORTABLE STATEMENTS

- Debbie is 14 Years Old and is currently living in a residential care home. She would like to live with her parents. Her parents are both heroin users and have convictions of drug use.
- Tom is 14 and has a chronic medical condition that requires him to have a blood transfusion. He belongs to a religious group that frowns upon this medical practice and Tom refuses the treatment.
- Gyasi is 15 and has been conscripted into the army to fight for his country. He is keen to join and believes that his family and people need protection as the country has been politically unstable for many years.
- Hopton Primary School is a very small rural school with only 25 pupils across all years. Ben who is 9 uses a wheelchair and lives close to the school, but the school cannot afford to make the school wheelchair accessible without major alterations. Ben is offered a place in a school 15 miles away, and the transport to get there.
- ‘Youth Networks’ is organising a training course for local youth groups. It has tried to keep costs to a minimum so participants can attend the course for free. Two of the participants are deaf and require sign language interpreters – thus adding significantly to the cost of running the course. The organisation has decided to charge all the participants £30 even though this might mean that some participants may not be able to attend.
- Bridget is aged 12, seems depressed and refuses to tell her mother what the problems are. Her mother finds her personal diary, reads it and finds passages indicating that her daughter has considered taking her own life.
- A new programme of sporting and leisure activities for young offenders has been launched including football, tennis, DJ skills, drumming, trips to theme parks and visits abroad.
- A young asylum-seeker with no work opportunities or transport.

It is always a good idea to add extra statements that reflect the topics the group are working on, things they are interested in or current affairs.

GROUP CONSULTATION

DESCRIPTION OF ACTIVITY

A Commissioner will need to visit another group of young people and carry out a consultation with them; the consultation should cover the following:

- What local facilities/services are not currently meeting service users needs and why are they not meeting their needs?
- What local facilities/services are currently meeting service users needs and what are they doing that meets the need?
- Why is consultation important to them?
- What standards would service users like to see services assessed against?
- What needs to be improved for service users in the local area and what are the gaps in provisions?

The group will need to design ways of exploring these questions with service users which are exciting and relevant. They may want to use some of the activities they have been involved in as part of this programme or Passport.

| Time | Activity | Anticipated Outcomes | Resources |
|------|---|--|-----------|
| | Consultation with a group of service users | Carrying out a real consultation provides service users with direct experience of understanding better what others tell them they want and need. It is important for service users to explore the needs of other service users in order to be a 'champion' | |



DISCUSS COMMISSIONING PROCESS

DESCRIPTION OF ACTIVITY

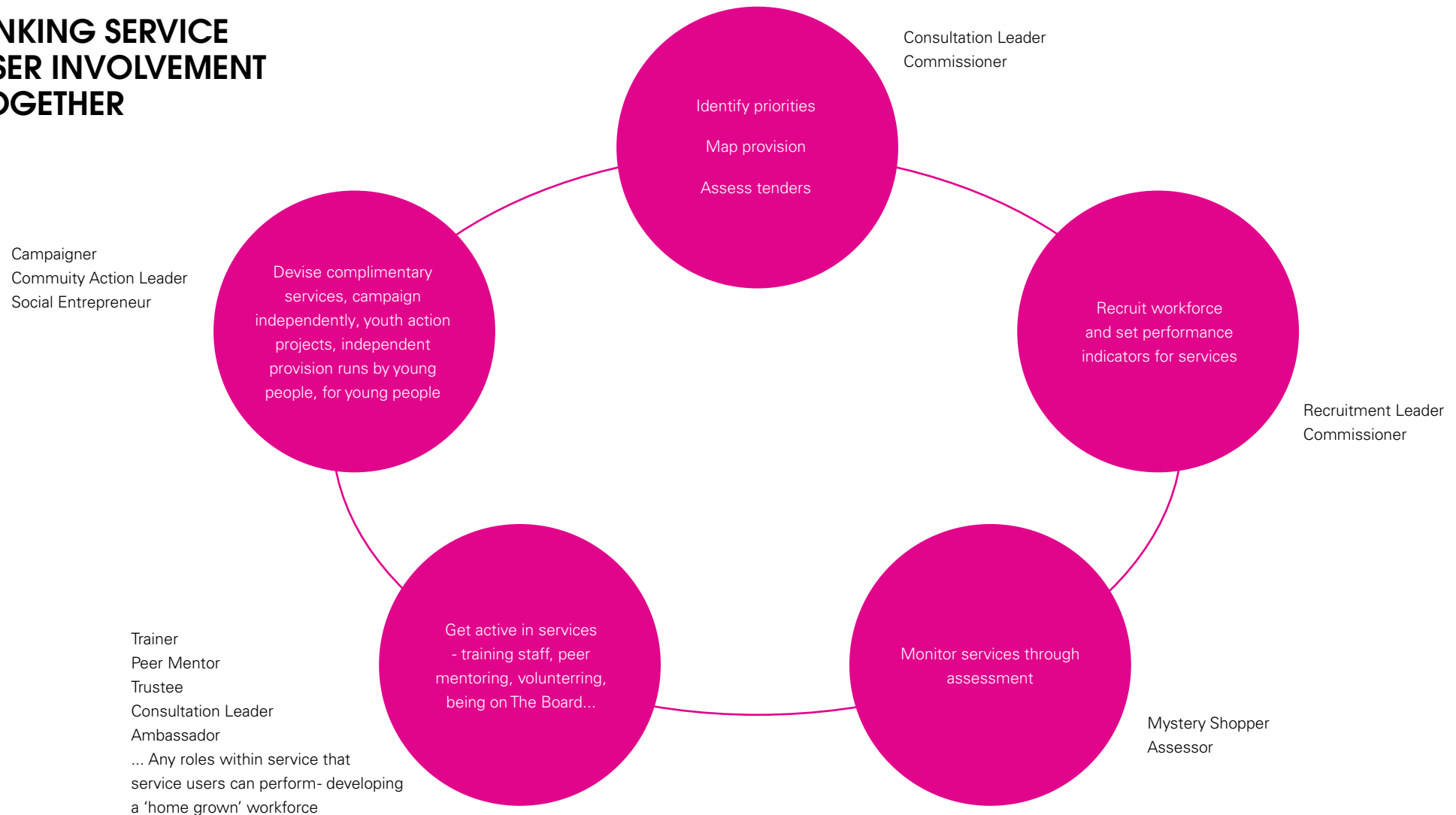
Service users should be shown the commissioning cycle and given opportunity to discuss it and work out what each element of it involves. When they have done this they can look at a ways to involve service users in different elements of the cycle and create more service users friendly information about it.

| Time | Activity | Anticipated Outcomes | Resources |
|------|--------------------------------------|---|---------------------------------|
| | Discuss commissioning process | This activity is designed to help service users better understand what the commissioning cycle is, and why they need to be involved in the process. | Commissioning cycle – See below |

DISCUSS COMMISSIONING PROCESS

(CONTINUED)

LINKING SERVICE USER INVOLVEMENT TOGETHER



COMMISSIONER ACTIVITY 9

DISCUSSION WITH COMMISSIONING TEAM

DESCRIPTION OF ACTIVITY

Depending on the age and maturity level of the group; workers/service users should contact their local commissioning team and request a meeting with them to discuss commissioning. The local commissioning team can be asked to cover the following topics and questions:

- How do services get commissioned in the local area? Who decides this? How do they make the decisions?
- Talk about examples of local services that have been commissioned
- Why is it important to tell people about new services that have been commissioned and how do they do it?
- How can service users be involved in decisions to de-commission or re-commission a service?
- The importance of on-going assessments to ensure that services are keeping up standards

| Time | Activity | Anticipated Outcomes | Resources |
|------|---|--|-----------|
| | Discussion with commissioning team | Meeting with the commissioning team can provide valuable insights into how commissioning happens in their area, and can encourage the local commissioning team to work with the group of Commissioners | |

COMMISSIONER ACTIVITY 10

DRAGONS DEN

DESCRIPTION OF ACTIVITY

As a group, 'mind map' or bullet point different ways in which information can be presented to others. Service users should be split into groups of a maximum of four. The service users should be asked to pick a way of presenting, this could include a power point presentation, using expressive arts, a report or any other way the service users may think of presenting each group should use a

different technique. The service users will need to present information on a business idea or social action project to the rest of their group using the chosen presentation technique. The rest of the group should feedback on the presentations giving both positive and negative points.

| Time | Activity | Anticipated Outcomes | Resources |
|------|-----------------------------------|--|---|
| | Dragons Den presentation's | This activity enables service users to explore which presentation techniques they are most comfortable with, and can recognise positive and negative points of a presentation. This will help them when they come to present as part of their roles as a Commissioner. | Flip chart, paper, pens, internet & computer access |

GROUP AGREEMENT

DESCRIPTION OF ACTIVITY

Ground agreement should take approximately 10 minutes. Ground rules, team contract or agreement is a set of 'rules' that the team of young people and staff agree to whilst working together. Workers should ask service users to come up with their own ideas as to what to include in the rules. The worker should also come up with their own rules too (E.G No Drugs & Alcohol).

The worker should let service users know what the consequences of breaking the agreement are, these consequences and the rules should be recorded on flip chart, paper or by film and everyone including the workers should sign the agreement.

| Time | Activity | Anticipated Outcomes | Resources |
|------|------------------------|---|--|
| | Group Agreement | This activity supports service users to manage their own group, encouraging them to respect what it is they are doing, and have ownership over it. The other reason for doing this is so that service users can understand how to overcome conflict and work together to create an agreement. This activity will help the group start to understand what each other will tolerate when challenging each other's opinions. | Flip chart/paper, pens or filming device |

JUDGEMENT ROLE PLAY

DESCRIPTION OF ACTIVITY

Service users should be asked to create and act out scenarios in groups no larger than four, where they have pre-judged someone. This could be anything from judging someone because of the car they drive to judging someone whilst sitting on an interview panel. These should have alternative endings- one where they were right to have pre-judged the person and one where they were not. The group should

be encouraged to discuss and debate at the end of each play. After the activity the young people should think about and discuss what it is that influence people's thinking and why people get judged

| Time | Activity | Anticipated Outcomes | Resources |
|------|----------------------------|---|-----------|
| | Judgement role play | This role play activity helps service users to think about how often they pre-judge others, and how sometimes we need to judge in order to assess something or someone. This can be related to commissioning. | |



MIND MAP ASSESSMENT TECHNIQUES

DESCRIPTION OF ACTIVITY

Service users might find that they have their own way of assessing services (for instance, a hospital, cafe or youth club), so it is a good idea to 'Mind map' or bullet point ideas that they might have. Tried and tested ways of assessing services are things such as mystery shopping, interviewing people who access the service and interviewing staff. Service users will also make up standards or criteria that

they are going to score the service against. Service users will develop their own template; however the following questions are useful and relevant:

- Are you satisfied with the service?
- Are young people involved in the decision making process?
- Is the service welcoming?
- Is the service accessible?
- Is it obvious what the service does?

| Time | Activity | Anticipated Outcomes | Resources |
|------|---------------------------------------|--|--------------------------|
| | Mind map assessment techniques | This activity enables service users to discover formats that they are happy with using to ensure that services are young person friendly. It is important that the service users are happy with the techniques that they are using so that they can become successful Commissioners. | Flip chart, paper & pens |

MIND MAP OTHER PEOPLES REACTIONS

DESCRIPTION OF ACTIVITY

Service users should take time to think about positive and negative reactions other's may have to service users being involved in the commissioning process. They will need to think about how they will deal with these negative reactions and turn them into positives so that they can insure they always feel positive about the work they are doing. You may want to use the 'Brick Wall' activity outlined in Passport to explore this.

| Time | Activity | Anticipated Outcomes | Resources |
|------|--|--|-----------|
| | Mind Map – Other people's reactions | This activity asks service users to think about how others may react negatively to what they are doing, so that they are prepared for this and can challenge it appropriately. Service users may face negative reactions during this process and it is vital for them to know how to deal with these situations. | |

MIND MAP WHY COMMISSIONING IS IMPORTANT

DESCRIPTION OF ACTIVITY

Why is it important to organisations and why do we need to be fair? Service users should list the reasons they think commissioning is important to organisations and why it is so important that commissioning is fair. This should be put up in the room that the group uses as a base to remind them why what they are doing is so important.

| Time | Activity | Anticipated Outcomes | Resources |
|------|--|---|--------------------------|
| | Mind Map – Why commissioning is important | This activity helps young people explore why commissioning is important to organisations, and why it needs to be fair. They should be able to convey this information to others | Flip chart, paper & pens |

PLAN CONSULTATION

DESCRIPTION OF ACTIVITY

The group should research different ways of carrying out a consultation and different techniques; this can include things such as focus groups, questionnaires and games such as menu for change. The groups should discuss which methods they like and dislike, why that is the case, and begin to plan their own consultation.

In order to do this, the group must arrange to visit a local group of young people.

| Time | Activity | Anticipated Outcomes | Resources |
|------|--------------------------|---|------------------------------|
| | Plan consultation | The purpose of this activity is so that the group can carry out effective consultations. This is a vital tool that a Commissioner will need to use. | Computer access, paper& pens |

QUALITY ASSURANCE IS

DESCRIPTION OF ACTIVITY

As a group the service users should research the world worst and worlds best quality assurance standards. The group can also look at the definition of quality assurance to help them, from the knowledge they have gained through their research the service users should put together a service user friendly definition of what quality assurance is.

DEFINITIONS OF QUALITY ASSURANCE

1. *A positive declaration intended to give confidence: He received assurances of support for the project.*
2. *Promise or pledge; guaranty; surety: He gave his assurance that the job would be done.*

3. *Full confidence; freedom from doubt; certainty: to act in the assurance of success.*
4. *Freedom from timidity; self-confidence; belief in one's abilities: She acted with speed and assurance.*
5. *Presumptuous boldness; impudence.*

| Time | Activity | Anticipated Outcomes | Resources |
|------|-----------------------------|--|---|
| | Quality assurance is | For service users to understand what quality assurance is so that they can carry out their role as Commissioners. It is important that service users work to a set of standards as they need to provide accurate and true information. | Paper, flip chart, pens & definition of quality assurance – See below |

WHAT DO PEOPLE THINK OF ME?

DESCRIPTION OF ACTIVITY

Put out two buckets, one labelled 'fair' and the other labelled 'unfair'. Service users write on pieces of paper a description of a time that they have felt that have been judged fairly, and a time that they feel that have been judged unfairly, and put them into the corresponding buckets. A worker should then pick out a few of the examples from a bucket, read it out and ask if anyone wants to tell the group how they felt when it happened.

| Time | Activity | Anticipated Outcomes | Resources |
|------|------------------------------------|---|-----------------------|
| | What do people think of me? | This activity asks service users to reflect on how it feels when others make assessments of them. | Buckets, paper & pens |



WHAT DOES COMMISSIONING MEAN?

DESCRIPTION OF ACTIVITY

Service users will need to discuss what they think commissioning means to them. After doing this the group should be given the dictionary definition of commissioning and see how it fits with their understanding of what commissioning is. The group should work on making their own definition of commissioning by combining the two so that they find it easy to explain to others what commissioning is.

DICTIONARY DEFINITION OF COMMISSIONING

a. *The act of granting certain powers or the authority to carry out a particular task or duty.*

b. *The authority so granted.*

c. *The matter or task so authorized: Investigation of fraud was their commission.*

d. *A document conferring such authorization.*

Extra explanation of Commissioning- Commissioning is essentially a structured way of deciding how and on whom public money should be spent. Commissioning is a cycle that involves:

- Assessment (or reassessment) of need Identifying resources
- Planning how to use the resources
- Arranging service delivery through

a procurement process

- Monitoring and reviewing service delivery

| Time | Activity | Anticipated Outcomes | Resources |
|------|------------------------------------|---|-----------------------|
| | What do people think of me? | This activity asks service users to reflect on how it feels when others make assessments of them. | Buckets, paper & pens |

WHO IS INVOLVED IN COMMISSIONING?

DESCRIPTION OF ACTIVITY

From what service users have learnt about commissioning so far they should 'mind map' or bullet point ideas on what kind of organisations are involved in the commissioning process and why they are involved. EG The local authority and public, private and voluntary sectors. You can prompt them by asking them about who they think makes decisions about what is needed and how much money is spent.

| Time | Activity | Anticipated Outcomes | Resources |
|------|--|--|--------------------------|
| | Who is involved in Commissioning? | The purpose of this activity is so that service users can understand and remember who is involved in the commissioning process and why. It is important that service users can explain this to others. | Flip chart, paper & pens |

APPROPRIATE/NOT APPROPRIATE

NEED

To further train and gain an understanding of the Interviewers programme

AIM

To provide service users with meaningful opportunities to engage in an informal & educative process that enables them to become up skilled in the Participation Agenda & influence the decisions & plans being made by key decision makers in the city of Cardiff.

OBJECTIVES

- Training in participation, interviewers and team building
- Up skill service users in the local Participation Agenda;
- Enable service users to reflect upon performance and progress;
- Enable service users to get to know one another & share a common experience;

METHOD

Run a series of informal educative, fun & interactive workshops.

DESCRIPTION OF ACTIVITY

From what they have learnt from their video research and the rest of their training service users should make a list of what is appropriate and not appropriate when in a interview, from the point of the interviewer and also the interviewee. It is important that this list includes the importance of confidentiality

procedures and why it is not appropriate to break these procedures. This list should be displayed in the room the young people use.

| Time | Activity | Anticipated Outcomes | Resources |
|------|-------------------------------------|--|-----------------------|
| | Appropriate /Not Appropriate | The purpose of doing this is to ensure that the service users have a good understanding of what is appropriate and not appropriate during the interview process. | Pens, paper, blue tac |

CREATE JOB ADVERT

DESCRIPTION OF ACTIVITY

The service users need think about what would be important to the role and note down some key points that the candidate must have. The service users must create two simple job adverts for two very different target audiences. They will need to refer to exemplar job adverts to help with layout and structure. Using one of their job descriptions the group should work out what information they would need to include if they were to invite someone to an interview for this role.

| Time | Activity | Anticipated Outcomes | Resources |
|------|-----------------------------|---|--|
| | Creating job adverts | The purpose of service users creating job adverts is that the service users may be asked to be involved in all stages of the recruitment when interviewing so will need to know how to create job descriptions that are appropriate for different roles. It is important that service users express what they feel is an important skill for the job and be able to produce the information in a clear and effective way. | Job adverts (see below), pens, paper or computer |

CREATE JOB ADVERT

(CONTINUED)

JOB ADVERT

Lead Administrator (Job Ref 12-14)

Salary- £19,466

Full-time (37 hours per week) based in Cardiff.

Duties will include the administration of key funded projects, collating information, generating statistics, liaising with external funders, and other administrative duties to ensure the smooth running and successful delivery of the Youth work projects. You will pride yourself on accurate record keeping using spreadsheets and databases and have a keen eye for implementing efficient systems and processes. You must have excellent IT & communication skills.

You will enjoy working under your own initiative, be flexible in your approach and confident in your ability to work to deadlines.

Closing date for all applications is 12pm on Monday 30th April

For an informal conversation about the role please contact Lee Richards on 07817 312251.

For a full Job Description and Application Pack please contact Lee Richards on leerichards@Cardiff.gov.ukg or 07817 312251.

JOB ADVERT

Young Cardiff and the Dreamcatcher Consortium require

Youth Support Workers

For an exciting new 3 year project supported by the BIG Lottery fund to work with young people leaving care, supporting them to identify and achieve their dreams.

To work in different areas across the county

Salary- £19,466 Pro-rata



DISCRIMINATION DISCUSSION

DESCRIPTION OF ACTIVITY

When doing this activity service users must feel that they can trust each other, workers may choose to do this activity with food or tea to help the service users feel more comfortable. As a group service users need to be prompted to talk about times they feel they have been discriminated against and how this felt. Workers may choose to share personal experiences if they feel that this is appropriate and will put the group at ease. Very briefly service users should talk about the different ways people

are discriminated against and why. Only a small amount of time should be spent on this as it should have been covered in previous training.

In the second part of this activity young people should consider the differences between direct, indirect discrimination and harassment. Before getting into groups young people can look at and discuss the meaning of direct, in direct discrimination and harassment. When the group feel fairly comfortable with the definitions

workers can split the group into three, one group should be working on direct discrimination, one on indirect discrimination, one on harassment. In these groups they should come up with a small piece of role play to define what they are showing. Each group will present their role play activity to the rest of the service users.

| Time | Activity | Anticipated Outcomes | Resources |
|------|----------------------------------|---|--|
| | Discrimination discussion | <p>The purpose of this discussion is to ensure service users are:</p> <ul style="list-style-type: none"> • aware of discrimination and how this can happen during the interview process. • This should also make it easier for the group to trust each other which will be important if they are carrying out interviews together | <p>Flip chart, definition of direct, indirect and harassment – See resources section</p> |

INTERVIEWER ACTIVITY 3

DISCRIMINATION DISCUSSION (CONTINUED)

DIRECT DISCRIMINATION

A person (A) discriminates against another (B) if, because of a protected characteristic, A treats B less favourably than A treats or would treat others.

The Government decided to retain the current approach in that a comparator is required as it believes that this reflects the fact that discrimination is about equal rather than fair treatment. By retaining the requirement for a comparator, it enables a way in which different treatment is measured.

Also, the definition uses the words ‘because of’ and not the previous used words of ‘on the grounds of’. There has been significant case law on the meaning of ‘on the grounds of’ and it remains to be seen whether or not this change creates litigation in the employment tribunals. The government stated that it did not mean to change the existing law, but intended to make the language used more accessible to the ordinary person. Yet, strangely, the explanatory notes go on to say how it does change the law by allowing claims based on both association and perception

INDIRECT DISCRIMINATION

Clause 19 harmonises the definitions of indirect discrimination in relation to all protected characteristics and all fields of activity covered by discrimination law, and will extend the scope of indirect discrimination to cover both disability and gender reassignment.

The new definition applies to the protected characteristics and is:

1. A person (A) discriminates against another (B) if A applies to B a provision, criterion or practice which is discriminatory in relation to a relevant protected characteristic of B’s.
2. For the purposes of subsection (1), a provision, criterion or practice is discriminatory in relation to a relevant protected characteristic of B’s if:-
 - a. A applies, or would apply, it to persons with whom B does not share the characteristic;
 - b. it puts, or would put, persons with whom B shares the characteristic at a particular disadvantage when compared with persons with whom B does not share it;
 - c. it puts, or would put, B at that disadvantage; and
 - d. A cannot show it to be a proportionate means of achieving a legitimate aim.

The wording “or would put” has been included to protect “deterred applicants” who may be put off from applying for a job because a provision, criterion or practice would prevent them from being successful.

HARASSMENT

The relevant protected characteristics are:-

- Age
- Disability
- Gender reassignment;
- Race
- Religion or belief
- Sex
- Sexual orientation

You will note that pregnancy and maternity or marriage and civil partnership are excluded.

Currently, the harassment provisions under the Sex Discrimination Act 1975 (SDA) are wider than under other discrimination law and in some cases, employers have been liable for failing to prevent repeated harassment of employees by other third parties. The Act extends the same protection across all forms of discrimination.

By defining harassment as “unwanted conduct related to a relevant protected characteristic”, it will extend protection to harassment based on perception and association i.e. a person who is harassed because they are wrongly perceived to be gay, would have a claim.

DO'S & DON'TS OF DISCRIMINATION

DESCRIPTION OF ACTIVITY

Service users should now think about how discrimination could take place during an interview and make a mind map of this discrimination. Using this information, service users should make a 'Do's and Don'ts' list for discrimination during the interview process. This list should then be displayed in that the room the service users meet in to remind them.

| Time | Activity | Anticipated Outcomes | Resources |
|------|---|---|--------------|
| | Do's and Don'ts of preventing discrimination | <p>It is important that when service users are taking part in the interview process:</p> <ul style="list-style-type: none"> • They think about how they can avoid discrimination. • Service users need to recognise when they are discriminating and prevent it from happening. | Pens & paper |

INTERVIEWER ACTIVITY 5

INTERVIEW ME

DESCRIPTION OF ACTIVITY

Three people should be asked to come into the session to act as candidates for an interview. Workers should ask each candidate to act in different ways; the service users should not know this. Service users should carry out the interview and appoint someone for the job. The service users must carry out the interview using the interview questions and scoring matrix that they have created, and in turn each service users must welcome a candidate and explain the interview process to

them. The service users must be reminded to use the skills they learnt in their Access to Participation training about body language and communication skills to put the interviewee at ease, they must also show that they are able to ask questions clearly and rephrase questions if the interviewee fails to understand. The service users must then shortlist the candidates and decide between them which of the candidates should get the jobs. The service users will need to give feedback to the successful candidate and the un-successful candidates. It

is important that the worker gives feedback to the service users about their performance during the interview and if a service user needs to improve then helps them do so. It is important that the service users discuss the benefits and drawbacks of using the interview process as a way to recruit a new member of staff and what other styles of recruitment may be effective.

| Time | Activity | Anticipated Outcomes | Resources |
|------|----------------------|--|--|
| | Interview ME! | The purpose of carrying out an interview is so that service users get the experience of interviewing and having to choose between candidates. The service user will see firsthand how to communicate, score and feedback to a candidate. | Interview questions, job descriptions, pens, paper – See below |

INTERVIEW ME

(CONTINUED)

JOB DESCRIPTION

JOB TITLE

Lead Administrator

LOCATION

Cardiff

GRADE

21 – 25 (37 hours)- £19,466 per annum

RESPONSIBLE TO

Youth Inclusion Co-ordinator

RESPONSIBLE FOR

Trainees & Volunteers.

JOB PURPOSE

To oversee the smooth administration of contracts within Cardiff and the implementation of administrative systems and processes to ensure an effective and efficient team

MAIN DUTIES & RESPONSIBILITIES

1. Contract Administration:

- Overseeing the entry and analysis of information through a range of external databases attached to contracts

- Maintain confidential paper records/ files of young people within the project both manually and on computer
- Collection and data input of statistical information, monitoring sheets, learner records and accreditation paperwork, using databases and spread sheets
- Create and maintain effective partner 'bank' of volunteering, employment and learning opportunities using paper and IT based systems
- Produce monitoring data as part of reporting to funders in line with contractual requirements.
- Build effective relationships with administrative departments of partner organizations/funders.
- Compile regular reports to the Management Team and Director of Services in order to monitor activities and performance against contracts.
- Attend and provide administrative support to internal & external meetings
- Identify and develop professional relationships internally and with other agencies to ensure the smooth operation of contracts

- Assist management team with the drafting of funding applications linked to the project
 - Responsible for overseeing team finances, cash floats, and purchase orders.
 - Responsible for the recording and production of statistics in relation to contractual targets
 - Support compilation of funding applications, tenders/bids – maintaining an efficient system and liaison with Central Office.
2. Funding & Finance:
- Ensure effective processing and monitoring of financial procedures including purchases, activity floats and invoices
 - Provide regular management information reports to Management Team or the Director of Services to assist in financial planning
 - Maintain reporting schedule ensuring timely reminders and preparation of supporting documentation for funders.
 - Handle a small budget relating to administrative expenditure.

3. General duties, responsibilities and tasks

- Build and foster good external relationships with funders and local organisations
- Create reports & presentations as required by line manager
- Keeps up to date with legislation, good practice and new and innovative ways of working.
- Works within Cardiff's policies and procedures.
- Occasionally dealing with incidents & complaints within the Change Academy
- Takes on other tasks and responsibilities as the work develops that are appropriate to the post.
- Assist in compiling work plans for administrative staff and provide supervision and monitoring of performance of the administration team.

WORKING CONDITIONS AND ENVIRONMENT

- The post holder will be expected to work 37 hours per week.
- Usually Monday to Friday, but occasional evening and weekend will be required.
- The post will involve travel in Cardiff at times and on occasion further afield.



INTERVIEW QUESTIONS & SCORING MATRIX

DESCRIPTION OF ACTIVITY

Service users should be given a job description to read. After looking at this job description, service users should be able to put together questions for an interview that relate to the job. Service users may rely heavily on their workers for help with this, so workers should either have some experience of being on an interview panel or research some example interview questions before the session. When the interview questions have been put together service users should

collate these into their own scoring matrix which they will design to fit with their questions

| Time | Activity | Anticipated Outcomes | Resources |
|------|---|---|--|
| | Interview questions and scoring matrix | The purpose of carrying out this activity is so that service users get an understanding of how to write interview questions, what job descriptions look like and how to use a scoring matrix. | Example Job descriptions, Example scoring matrix , computer access, paper & pens – See below |

INTERVIEW QUESTIONS & SCORING MATRIX

(CONTINUED)

JOB DESCRIPTION

JOB TITLE

Lead Administrator

LOCATION

Cardiff Change Academy

GRADE

21 – 25 (37 hours)- £19,466 per annum

RESPONSIBLE TO

Youth Inclusion Co-ordinator

RESPONSIBLE FOR

Trainees & Volunteers.

JOB PURPOSE

To oversee the smooth administration of contracts within Cardiff and the implementation of administrative systems and processes to ensure an effective and efficient team

MAIN DUTIES & RESPONSIBILITIES

1. Contract Administration:

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- Build effective relationships with administrative departments of partner organizations/funders.
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- Attend and provide administrative support to internal & external meetings
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 - Maintain reporting schedule ensuring timely reminders and preparation of supporting documentation for funders.
 - Handle a small budget relating to administrative expenditure.

3. General duties, responsibilities and tasks

- Build and foster good external relationships with funders and local organisations
- Create reports & presentations as required by line manager
- Keeps up to date with legislation, good practice and new and innovative ways of working.
- Works within Cardiff's policies and procedures.
- Occasionally dealing with incidents & complaints within the Change Academy
- Takes on other tasks and responsibilities as the work develops that are appropriate to the post.
- Assist in compiling work plans for administrative staff and provide supervision and monitoring of performance of the administration team.

WORKING CONDITIONS AND ENVIRONMENT

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INTERVIEWER ACTIVITY 7

JUDGEMENT

DESCRIPTION OF ACTIVITY

In this activity service users should sit in pairs facing each other. One of the pair will be an 'A' and the other a 'B'. The 'A' in the pair should try and guess things about their partner. A worker may ask them to guess, what kind of magazine or newspaper their partner reads, which social networking site they prefer and what their dream job is. 'B' in the pair must not tell them if they are right or not until 'A' feeds back to the rest of the group at which point 'B' will reveal if they have judged them correctly or incorrectly. 'A' and 'B' will then swap roles and repeat the activity.

| Time | Activity | Anticipated Outcomes | Resources |
|------|------------------|--|-----------|
| | Judgement | <p>The purpose of this activity is to teach service users:</p> <ul style="list-style-type: none"> • How often we pre-judge others and how this gives us an immediate impression of them • We use this activity as it is a good building block for the activity on discrimination | |

OPINION CARDS

DESCRIPTION OF ACTIVITY

Service users will have a set of opinion cards that they will use throughout this activity. The service user will get the choice of three columns labelled, 'I value this for myself', 'I value this for others' and 'I don't value this at all'. In turn each person must pick up an opinion card and place it in one of the columns explaining why they are putting it in the place they are.

For example if the statement was 'Civil Partnerships' young people may place the card in 'I value this for myself' whilst saying "Because I hope to enter into a civil partnership."

When all the cards have been placed service users will get the opportunity to move cards to a different column if they disagree with someone else's opinion and explain why this is. At the end of the game all service users must agree that they are happy with where the cards are placed, if there

is a card that people are still not happy with this card must be taken out and discussed. The worker should make the final decision on where this card should be placed. Service users should then discuss the difference in how it felt making the decision between themselves and having the decision made for them and what if any were the benefits. If it has been a long time since your service users completed their Access to Participation workers may wish to re-visit the Cotton Wool Bud Debate activity.

| Time | Activity | Anticipated Outcomes | Resources |
|------|----------------------|--|-----------|
| | Opinion Cards | <p>The purpose of this activity is to help service users to</p> <ul style="list-style-type: none"> • Reach decisions in a professional and unbiased way • Service users are given the opportunity to think from other peoples points of view • Express their own opinions and debate disagreements in a safe way • This activity will encourage service users to think about different ways of decision making | |



OPINION CARDS

(CONTINUED)

OPINION CARDS

These statements can be printed on to separate pieces of paper

| | | | |
|------------------------------|------------------------------------|--------------------------------|--|
| ABORTION | TEENAGE PREGNANCY | WOMAN SHOULD DO THE HOUSE WORK | STAYING ON JOB SEEKERS FOR OVER A YEAR |
| PAYING FOR SEX | HAVING SEX IN A PUBLIC PLACE | PORNOGRAPHY | BINGE DRINKING |
| FORCED STERILISATION | SWEARING | DRUGS AND ALCOHOL | THE NHS |
| GIVING CONDOMS TO UNDER 16'S | PRISONERS HAVING THE RIGHT TO VOTE | DOMESTIC VIOLENCE | HOMELESSNESS |
| OVER EATING | UNDER EATING | PLASTIC SURGERY | ADVERTISING |
| LABELLING | MEDIA PERCEPTION | | |



TOUGH CHOICES MAP

DESCRIPTION OF ACTIVITY

Service users can design their own tough choice map showing the journey that they have been on. Using this map, service users should think about any difficult choices they have faced in their lives and how if the decision had been different things would have changed. If service users feel comfortable doing so they could share their map with the rest of the group and explain how they feel about these choices.

| Time | Activity | Anticipated Outcomes | Resources |
|------|--------------------------|--|--------------|
| | Tough choices map | <p>The purpose of this is to get service users thinking about times that they:</p> <ul style="list-style-type: none"> • Have had to make tough choices and how this has affected the path that they are on today • We hope that thinking about this and if it was fair or unfair will make young people think about the tough choices that will face them when carrying out interviews and the seriousness of how this could change a candidate's path | Paper & pens |

VIDEO RESEARCH

DESCRIPTION OF ACTIVITY

Best & worst of interviewing – Using a video search engine (We recommend www.youtube.com)

service users should research the best and worst job interviews and discuss what they think of them. Service users will then need to get into groups and role play a good interview and a bad interview. They will then show this to the group for discussion

| Time | Activity | Anticipated Outcomes | Resources |
|------|-----------------------|--|-------------------------------|
| | Video research | The purpose of this is for service users to get ideas on: <ul style="list-style-type: none"> • What makes an interview successful or not. • They will look at the different interviews to see the strengths and weakness that can be used and avoided in their interview | Paper & pens, Internet access |