



Evidence of learning and development

# Skills Passport

To be used in conjunction with the guidance

## **Introduction**

The purpose of your Skills Passport is to provide evidence of your skills and abilities. It allows easy identification of any training and developmental needs you have. It can demonstrate your suitability to fulfil a Personal Assistant's role.

Use the accompanying guidance to help you develop your Skills Passport. There are notes that relate to each section of your Skills Passport.

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All contents of the Skills Passport can be photocopied or can be downloaded from [www.sheffield.gov.uk/employingpas](http://www.sheffield.gov.uk/employingpas)

# Section 1

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## **Personal Statement**

This section allows you to present a portrait of yourself.  
Suggestions for this can be found in the guidance notes.

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downloaded from [www.sheffield.gov.uk/employingpas](http://www.sheffield.gov.uk/employingpas)

# Section 2

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## **Formal Certified Training Evidence**

Suggestions for this can be found in the guidance notes.

# Section 3

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## **Individual Employer – Personal Assistant Developing and Monitoring Sheet**

Suggestions for this can be found in the guidance notes.

<b>Knowledge / Skills</b>	<b>Comments</b>	<b>Agreed actions</b>	<b>Evidence within job role</b>

<b>Individual Employer</b>	Signature:	Date:
<b>Personal Assistant</b>	Signature:	Date:

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# Individual Employer – Personal Assistant Developing and Monitoring Sheet

Suggestions for this can be found in the guidance notes.

Learning & Development	Comments	Agreed actions	Evidence within job role

<b>Individual Employer</b>	Signature:	Date:
<b>Personal Assistant</b>	Signature:	Date:

# Individual Employer – Personal Assistant Developing and Monitoring Sheet

Suggestions for this can be found in the guidance notes.

Experience, e.g. supported practice	Comments	Agreed actions	Evidence within job role

<b>Individual Employer</b>	Signature:	Date:
<b>Personal Assistant</b>	Signature:	Date:

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## Section 4

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### **Confirmation of Informal Learning by the Individual Employer**

This could be by listening, watching, discussing and recording that the PA is competent. Suggestions for this can be found in the guidance notes.

Evidence of informal learning:

# Section 5

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## Summary of Learning

Suggestions for this can be found in the guidance notes. It is important that these should be noted and verified by the employer or a recognised third party. It should be clear how the learning will benefit both the employer and the PA.

<b>Date</b>	<b>Duration</b>	<b>Details of training and learning (including name of provider of trainer or activity)</b>	<b>State how this has contributed to your training and learning</b>	<b>Benefit to the Employer</b>

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# Skills Passport Guidance

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## **To be used in conjunction with the Skills Passport for Individual Employers and their Personal Assistants (PAs) guidance**

### **Introduction**

A Skills Passport is a record of a personal assistant's (PA's) skills and training achievements. It can be used by a personal assistant and her/his employer.

A Skills Passport is used while an employee is at work to:

- Show what an employee knows and understands
- Develop an employee's skills
- Provide evidence of learning

Skills Passports are a tried and tested way of showing that an individual has the ability to be an effective employee. They are used by a variety of organisations, in many different ways and are recognised as providing a record of teaching and learning.

A lot of training and development takes place while the employee is working. It is provided by an individual employer and because it is mainly informal does not have any recognised accreditation. A Skills Passport adds value to this informal learning and to the standard that the PA is reaching on the job because it can be logged and verified by the employer.

It is particularly useful for a PA and their employer because:

- It can be made available to other people who employ PAs
- More than one employer can provide evidence in the Skills Passport

**The Skills Passport belongs to the Personal Assistant.** An Individual employer should respect the confidentiality of the passport. The PA can decide how their Skills Passport should be kept and presented e.g. in a loose leaf folder.

## **Benefits of a Skills Passport**

A Skills Passport demonstrates that a PA is able to satisfactorily carry out the tasks described in her/his job description. It is a record of her/his achievements and capabilities and it allows an employer to describe the training and learning that has taken place while working.

Employees / PAs are able to:

- Develop current skills enabling them to progress in their employment
- Have a record of their formal and informal achievements
- Promote their progress to an employer
- Show commitment to their career
- Show commitment to their personal development and build confidence and self esteem
- Maintain and develop skills and knowledge needed in the job
- Develop reflection and practise skills
- Develop good Health and Safety practice

Employers are able to:

- Record and keep details of a PA's individual skills and knowledge
- Recruit the right person for the job and so reduce cost
- Keep employees longer
- Engage more effectively with their employees
- Be aware of their employees career development
- Identify where their employees need to develop further skills
- Develop their employees knowledge and practice of Health and Safety requirements.

## **Developing and Monitoring Learning**

Regular meetings (supervision) are an effective way of developing and monitoring a

PA's learning and development needs. Individual employers and the PA make arrangements for supervision.

A Skills Passport will enable employers and employees to:

- Discuss all aspects of the job role, practical skills and knowledge requirements
- Share thoughts and ideas of what is going well and what may be more difficult

- Agree a plan of learning and development e.g. course attendance, shadowing another PA, show how a task should be completed

## **Guidance Notes**

### **Section 1 – Personal Statement by PA**

As a PA it is important for any potential employer to have a clear picture of who you are. It should give a brief summary of:

- any employment or voluntary work you may have had
- any learning you have undertaken
- any qualifications you may have gained
- your interests and lifestyle choices
- your values and beliefs.

### **Section 2 - Formal Certified Training Evidence**

A qualification or certificate is evidence of learning and training that can be used in different work environments. It is usually recognised as having joint standards amongst PA employers, support providers, local authorities and links with national standards. Evidence is usually by a recognised qualification, e.g. NVQ Level 2, or a certificate of attendance at a training course.

Below is a list of some training that could fit these criteria:

- Moving and Handling
- Health, Safety and Fire
- Emergency First Aid
- Food Hygiene
- Personal Care
- Effective Communication
- Eating and Swallowing
- Person Centred Planning / Self Directed Support
- Protection of Vulnerable Adults
- Child Protection
- Qualifications
- E-learning

Training can be from any accredited or recognised organisation or body e.g. the NHS.

### **Section 3 – Individual Employer – Personal Assistant Development and Monitoring Sheets**

Learning and development can be monitored using the following headings:

- knowledge and/or skills. This will show what you know and what you are able to do
- learning and development. This will show what learning and personal development you have undertaken
- experience, e.g. supported practice. This will show what informal experiences you have had to develop your learning

These areas are intended to cover any task an individual employer might require. It includes any discussions that have taken place and agreed future actions.

#### **Section 4 – Confirmation of informal Learning by the Individual Employer**

This section shows how to provide evidence of skills that are developed while an employee is working. It could include listening, watching, discussing which the employer records to show that the PA understands the subject and can apply it to their role. Informal training does not have any recognised accreditation other than by the employer. It means that an individual employer must have a system of recording formal observations and discussions that have taken place. It could take the form of assessment of a task or a written statement, etc.

#### **Section 5 – Methods and summary of learning**

Learning can take place in a variety of ways, but there must be clear evidence that it has taken place and how it relates to the employment. It must be verified by the employer or a recognised third-party.

Examples of ways of learning are listed below.

- By shadowing another PA
- Discussion and debate
- Reading
- Personal Reflection
- Before and after learning statements
- Checklists
- Written records
- Photographs (before / after)
- Reflective diaries or logs
- Attendance at conferences
- This can cover the learning through observation and then the putting in to practise under the supervision of a district nurse or other professionals.

This is not a complete list.

## **Summary of Learning**

However the learning is achieved the Skills Passport needs to have a clear summary sheet showing learning in a chronological order to assist the PA and the employer. It needs to show benefit to both the PA and the Employer.

The Skills Passport template will assist the layout and recording of the skills and learning of the PA and would be easily compiled in a loose leaf folder.

## **Supporting Information and Appendix Giving Examples of Types of Learning**

### **Brief role description**

A Personal Assistant (PA) is employed by someone who has support needs and has chosen to arrange the support for themselves. They may receive funding from their local council or other statutory funding organisations to pay for this or they may pay for the support from their own money. An individual employer writes a job description describing the support needed and tasks required from a PA.

### **Training**

Many employers may not require formal planning. However, an individual employer will set out any formal training.

### **Checklist**

All learning should be:

- Relevant
- Transferable
- Evidence based
- Linked where appropriate to standards
- Cover legal responsibilities / duties
- Shows good practise
- Where appropriate certificated
- Signed off by the employer
- Authenticated by the employer
- Up to date with appropriate refreshers
- Quality assurance checked
- Individual

## **Supervision**

This is a regular time when an employee meets with their employer, or their representative, to discuss all aspects of the job role.

It highlights any knowledge or skill gaps and how these should be addressed as well as a discussion about what is going well and what could be improved. A more formal yearly appraisal can help you plan your learning and development needs.

Employees should keep a copy of supervision meetings and outcomes. These should be kept separately from the Skills Passport.

## **Types of Learning**

The following are examples of how an employer might identify required learning and evidence. They also suggest how the evidence has been assessed.

# Appendix 1

## Title: Values, Attitudes and Behaviour

**Description:** Demonstrating values and attitudes that are appropriate for a worker who provides support to an individual employer. These values, attitudes and behaviours support the development of independence, personalisation and control over making decisions.

**Assessment:** These attributes have been assessed through observation and listening during an initial interview, discussion and observation during employment and written statements made by the employee.

(Insert name) has:

<b>Demonstrated in practice:</b>	<b>Evidence:</b>
<ul style="list-style-type: none"><li>• Using language that reflects principles of equality</li><li>• Carrying out tasks in a way that facilitate my independence</li><li>• Recognising what I can do and maximising my potential</li><li>• Respecting my privacy</li><li>• Enabling me to be in control of daily living procedures</li><li>• Respecting and facilitating my wishes</li><li>• Communicating in a way that encourages me the employer to state what I want in a way that enables me to have control over my life</li><li>• Relating to other people in a variety of different circumstances, e.g. my other workers, my social friends, in a way that is appropriate to the situation</li></ul>	<p>Record of appropriate discussion indicating content of the discussion and the date it took place</p> <p>Written statement made by the employee</p> <p>Record of dates and examples of tasks that were completed appropriately, e.g. stayed in the background while supporting me to visit a friend</p>

## Appendix 2

### Title: Confidentiality at Home and Work

**Description:** Understanding the need to maintain confidentiality at all times and recognising the difference between my personal affairs and those relating to my employment.

**Assessment:** This unit has been assessed through discussion with me, a written record of the content and my observation of my PA's approach to confidentiality.

(Insert name) has:

<b>Skill</b>	<b>Evidence</b>
Shown understanding of: <ul style="list-style-type: none"><li>• How confidentiality is maintained</li><li>• Reasons why it is important</li><li>• The difference between my personal affairs and those related to my employment</li></ul>	Recorded response to scenarios at job interview  Written record of content and date of discussion to include at least five examples of where it would be important and possible consequences if confidentiality was breached

## Appendix 3

### Title: IT use and Payroll Administration

**Description:** working with me to support completion of my personal affairs by using a computer to access Dragon NaturallySpeaking (word recognition software), using a keyboard as required to prepare documents, e-mail, etc, following instructions and carrying out payroll administration tasks accurately including HMRC deductions, payslip completion, maintaining bank records and making payments to employees.

**Assessment:** these tasks have been assessed through observation by me as the employer and inspection of completed procedures.

(Insert name) has:

Skill	Evidence
Shown understanding of and demonstrated how to use Microsoft Word, Excel, PowerPoint, Dragon NaturallySpeaking software, the Internet and e-mail	After initial training checklist of procedures used without needing instruction
Completion of timesheets including working out gross-pay	Completed timesheets
Using HMRC CD-ROM to make income tax and National Insurance deductions	Completed monthly payroll on HMRC CD-ROM
Maintaining computer records of payroll details	Completed computer records
Making net wage payments to employees	Completed payment procedures

## Checklist

<b>Procedure</b>	<b>Date</b>
Switching on computer and monitor	
Launching software applications	
Using Microsoft Word to create, save and open documents	
Using Microsoft Excel to create, use, save and open spreadsheets	
Using Microsoft PowerPoint to prepare a presentation	
Using the Internet to carry out a search and find information	
Accessing and sending e-mail messages	
Launching Dragon NaturallySpeaking software	
Understanding how to change users and carry out simple procedures using Dragon NaturallySpeaking	
Being able to identify common problems and resolve them	
Understand how to position the headset with microphone to maximise voice recognition	