



Department
for Education

Training, Support and Development Standards for Foster Care: The workbook Factsheet

This factsheet provides an overview of the layout of the workbook, how to record evidence and adapting the workbook to meet your needs.

Refreshed: November 2012

In order to complete the TSD Standards, foster carers will require a copy of the workbook 'Your Induction to Foster Care – a workbook for Foster Carers'. Details of how to access the workbook can be found at the end of this factsheet.

The workbook assists the foster carer to plan, gather and record evidence of their learning against the TSD Standards. Foster carers don't have to work through the workbook standard by standard. In fact, many choose to begin with standard 3 and find this easier to evidence than some of the others. This can help boost confidence about evidencing and motivate carers.

Each standard is broken down into main areas and outcomes. Evidence needs to be provided for each outcome.

Within the workbook there are seven columns, which include:

- Sample questions/activities – these are to give carers an indication of the kinds of things they need to think about to meet each outcome. It is not
- a requirement to answer all the sample questions.
- Resources/examples of evidence that you can use.
- Induction plan – this column is optional and can be used to record any work that still needs to be done to evidence the outcomes.
- Evidence – this is where carers record how they have met the outcomes.
- See overleaf for further detail.

Recording evidence in the workbook

If foster carers choose to use the workbook, the evidence boxes can be used to record evidence in many different ways, as shown in the examples below.

There are three main ways of using the workbook to record evidence, each of which is acceptable and dependent on individual service policy.

Model 1

The workbook is used mainly to reference individual pieces of evidence which are kept in the portfolio (e.g. supervision notes from a particular date, a piece of foster carer's recording, a witness testimony, part of a LAC or annual review etc.).

Model 2

The workbook is used to document reflective accounts and/or answers to the workbook questions or other questions developed by the agency.

Model 3

The workbook is used to both reference some pieces of work and to record a narrative account for some of the outcomes.

- A reference to what the evidence is and where it is kept.

Exemplar: Standards 3.1

I hold a current first aid certificate. See British Red Cross First Aid Certificate (4 day course) July 2010 in portfolio

- A discussion with supervising social worker or a reference to where the discussion record is kept.

Exemplar: Standard 3.3a

Professional discussion in Supervision (Supervision Record dated 4/7/10 re JT's hospital appointment, diagnosis and her emotional well-being).

- A reflective account of an activity the foster carer has undertaken.

Exemplar: Standard 3.3b

Health issues are identified in the placement plan. I use the doctor, the parent, the previous carer or the internet to find out about it. It is important to understand allergies etc. – we had a girl with nut allergy which meant I read labels – avoided buying nut products and the family did as well.

For foster carers who have literacy problems, evidence can be recorded on an MP3 player or similar. A reference to where the evidence is kept should be logged in the workbook.

Foster carers can write/type up evidence on plain paper, as long as the standard, main area and outcomes are clearly identified.

Learning and development portfolio

Foster carers should have a portfolio¹ in which to keep personal information, training needs and certificates, annual review and supervision notes, training records and plans and examples of competent work. All carers who have undertaken Skills to Foster may have already started a portfolio and this can be used for evidencing the TSD Standards. It isn't necessary to start a new one.

A portfolio helps keep all the evidence in one place, which will help carers who wish to undertake the Level 3 Diploma, or similar evidenced based learning, at a later stage. For more information on portfolios see the Guidance on Learning and Development portfolios in the training toolkit.

Making the workbook work for your service

Although we strongly advise that you use the templates provided in the workbook, you may develop your own templates for recording evidence. Many fostering agencies have chosen not to use the workbook and developed their own worksheets to make them more user-friendly and accessible for their carers. Examples include:

- Breaking down the workbook into 7 separate mini-booklets. For each standard develop a worksheet and a brief step by step guide and/or lists of resources, reading and websites.
- Devising worksheets with a set of questions on them, which if answered fully will provide evidence to meet specified outcomes. The outcomes are stated at the bottom of each page, as shown in the example below:

Exemplar: worksheet

Explain how you prepare for a child coming into placement; who decides whether this is a suitable placement for you and your family? What initial tasks need to be done before the child arrives? Are you there at the time of placement? What do you think is important to welcome someone to your family?

Outcomes: 1.1a, 1.1b, 1.4a, 2.1b, 2.5a, 4.1a, 6.2a, 6.2b, 6.2c,

Note in the above exemplar, if the questions are fully answered, several sections of standards 1, 2, 4 and 6 may be evidenced concurrently.

Accessing the workbook

A copy of the workbook and other resources can be downloaded from our website at <http://www.education.gov.uk/childrenandyoungpeople/families/fostercare/fostercarestand/b00203661/nationalstandardsforfostercarers>



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