Analysis of Training Provision in the Voluntary Legal Advice Sector

Research Report

Prepared by Skills for Justice
March 2010

Contents

Acknowledgements

The project team would like to thank members of the Project Steering Group for their continuing advice and support during this project.
[See Appendix 1 for the list of members.]

Thanks must also go to the Skills for Justice team for their assistance in setting up and managing the online questionnaire as well as providing guidance workshops to the sector on the use of National Occupational Standards.

In particular, thanks must go to all members of the Voluntary Legal Advice sector in Northern Ireland who took the time to complete the questionnaire and attend the workshops. Without this support, the project outcomes could not have been achieved.

Executive Summary

In order for the Voluntary Legal Advice Sector to contribute to the delivery of the "Opening Doors" strategy (DSD, 2007), the Advice Services Alliance (ASA) Training Working Group produced a skills base report, and it is in response to this that they have commissioned Skills for Justice to deliver this piece of research, analysing training provision and the extent to which training relates to the National Occupational Standards (NOS).

The findings show that current training provision is not, to a large extent, based on NOS, although respondents were able to see that this could be achieved. It is recommended that further work is undertaken to progress this as embedding the NOS in training, along with robust assessment processes, is the key to ensuring best practice and ultimately enabling the accreditation of learning in the future.

Our findings also show:

- On the whole, the picture painted is one of a sector providing much of its own training with minimal input from Further/Higher Education
- The pattern of training reflects learning in "bite size chunks"
- In comparison to other sectors an impressive amount of the training is assessed and accredited (although only a small proportion of this is currently gaining credit on a national framework)
- A more modest amount of training is deemed to be obligatory for employees and this may need to change in order to reflect the high level of skill and detailed knowledge required by the workforce

The findings show a "bite size" pattern of learning and this has implications for the development of both qualifications and a sector qualifications strategy. A future strategy will be more accessible and ultimately more successful if it reflects this modular approach in the design and delivery of small units, with the potential for credit accumulation over time.

Roles within the sector require expertise in areas that are, in essence, the very core of people's lives; their home, their job, their livelihood. This places a responsibility on the sector, as a whole, to take further strides to "professionalise" its workforce.

We would also recommend that those who fund the services in this sector initiate a more explicit approach in the way in which they require evidence of outcomes of training and how organisations evidence standards of practice in the delivery of funded services.

Background

This report presents the results of research undertaken by Skills for Justice across the Northern Ireland voluntary legal advice sector. It is important to define the scope of the project and what is meant by the term "voluntary legal advice sector". Advisors in the voluntary and community sector work in agencies that are members of Advice NI, Citizens Advice Bureau NI and/or the Law Centre NI. Representatives from Citizens Advice, Advice NI and the Law Centre make up the Advice Services Alliance (ASA) which is an overarching body for advice provision, encouraging the agencies to work together.

This project has been commissioned by the ASA and is funded by the Department for Social Development (DSD), the government department holding policy responsibility for voluntary information and advice services in Northern Ireland. The research is designed to build on earlier work including:

- Success Through Skills: The Skills Strategy for Northern Ireland (2006)

- Opening Doors: The strategy for the delivery of voluntary advice services to the community in Northern Ireland (2007)

- Future-Proofing the Skills Base of the NI Advice Sector: Report of the ASA Training Working Group (2008)

- An Integrated Training Strategy for the Legal Advice Sector in Northern Ireland (2009)

A summary of the evidence of need for this piece of mapping work, arising from the aforementioned reports, is attached in Appendix 2.

Rationale

Accessible relevant training is fundamental in maintaining and improving the professionalism and skills base of employees and volunteers working in any sector.

In 2006, the Department for Employment and Learning (DEL) published its Skills Strategy for Northern Ireland[1], the purpose of which was to focus the aims of employers across all occupational sectors in Northern Ireland to address the need to raise the skills and competence level of their workforce, the overall objective of which being the desire to raise Northern Ireland's productivity and competitiveness in a global economy over a 10 year period.

Training and development has a vital role to play in terms of capacity building within the voluntary legal advice sector - future-proofing the skills base of the sector workforce, and enabling them to meet the growing needs, demands and expectations of clients using frontline advice services.

Training within the voluntary legal advice sector is currently delivered by Advice NI, Citizens Advice, the Law Centre and a range of specialist organisations delivering training and professional qualifications related to legal and social advice provision. A mix of accredited and non-accredited training is available at foundation, intermediate and advanced levels in response to the needs and standards that affect the sector.

Pressure is growing on the resources available to fund advice services. In 2007, DSD published the "Opening Doors" strategy[2], analysing the geographical spread of advice services and how they are funded across the voluntary and community sector. One of the report's recommendations[3] included the creation of an Integrated Training Strategy to ensure that there are the means to provide effective co-operation and best use of all training provided by ASA members.

The ASA Training Working Group was established to take forward the recommendations of the "Opening Doors" strategy with regard to training and development for the voluntary legal advice sector in Northern Ireland. In order for the sector to contribute to the delivery of the strategy's outcome, the ASA Training Working Group produced a skills base report[4] recommending the commission of independent research by the relevant Sector Skills Council which would map current training provision (from generalist and specialist providers) against identified needs and National Occupational Standards (NOS) to highlight gaps so that they can subsequently be addressed. National Occupational Standards specify the skills and knowledge that a person must demonstrate in order to meet nationally agreed standards of good practice.

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[1] Success Through Skills: The Skills Strategy for Northern Ireland (Department for Employment and Learning, 2006)
[2] Opening Doors: The strategy for the delivery of voluntary advice services to the community in Northern Ireland (Department for Social Development, 2007)
[3] Opening Doors Recommendation 5: Using Existing Resources Effectively
[4] Future-Proofing the Skills Base of the NI Advice Sector (ASA Training Working Group, 2008)

In response to these needs, the ASA has commissioned Skills for Justice to deliver this project which aims to contribute to the development of an Integrated Training Strategy for the sector:

"The building blocks required to facilitate future development of an integrated training strategy include the availability of appropriate sector skills surveys based on independent research and National Occupational Standards for the legal advice sector".[5]

The Legal Advice NOS (2009) and the Managing Justice Sector Services NOS (2006) were used in this research. The list of units is attached in Appendix 3.

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[5] Future-Proofing Context 3.3 Sector skills and occupational standards

Methodology

An online questionnaire (using SNAP surveys) was developed in order to collate and provide data on the following:

1. Identify the training provision available to the Voluntary Legal Advice sector
2. Highlight any gaps and overlaps in the training provision
3. Link the training provision to relevant NOS and identify the extent that NOS are used when developing programmes.

Using the Skills for Justice's online database[6] of National Occupational Standards (NOS), a total of 117 relevant NOS units were identified. Of this total, 68 were from the Legal Advice (2009) NOS suite and the other 49 were from the Managing Justice Services (MJSS 2006) NOS Suite.

Information Collection

Once the questionnaire (containing the list of relevant NOS) had been drafted, the Steering Group were presented with two potential models for linking training programmes to NOS:

- Model one required training providers to review a list of relevant NOS in relation to each programme and indicate whether a programme linked to the NOS fully, partially, or not at all.

- Model two required training providers to identify the learning outcomes of each training programme, and then link *each learning outcome to the relevant NOS*.

For the purposes of this work, model one was selected by the Steering Group as they felt this would yield better results within the short timeframe.

The Steering Group felt the latter model would provide a more rigorous analysis of how closely the NOS are reflected in the programmes. It would also allow providers to work through the learning outcomes of more than one programme at a time. However, this appeared to be more complex and, given the timescales for this work and the relatively low levels of understanding of NOS across providers, this may have resulted in a reduced level of responses. It was suggested that any future research could be approached in this way, supported by workshops for learning providers.

A total of 44 organisations were invited to respond to the online questionnaire. Steering Group members distributed and endorsed the survey, encouraging responses by promoting this on their intranet/websites and directly contacting those they had recommended to complete the survey, however it should be noted that some of the organisations proposed by the Steering Group did contact the researchers to explain that they did not feel their training programmes were relevant.

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[6] Please visit http://www.skillsforjustice-nosfinder.com/ to find out further information about NOS and qualifications

The Analysis

Responses were received from 11 organisations and provided data on 105 different programmes and this data was analysed extensively using SNAP software and Microsoft Excel.

Ensuring Validity

In order to ensure that the information provided was valid and accurate, a consultation period was held with key operational and training staff. This provided the opportunity to discuss any unexpected findings and explore identified gaps in further detail.

Scope and Limitations

The results were dependent on the respondent's motivation and their ability to respond accurately. This is particularly important in terms of the level of their understanding of NOS considering the sector has just recently come under the footprint of a Sector Skills Council and, therefore, begun to engage more fully with standards.

The project steering group identified the organisations chosen to respond to the survey. 33 organisations did not respond. Of these, it has been noted that in some cases this was because they no longer deliver training that is within the scope of the survey.

The way the survey was set up allowed respondents to complete the survey without answering every question therefore some data is based on less than 100 programmes. The exact number of programmes relating to each question is specified in the relevant analysis in this report.

Some of the survey answer choices rely to a degree on the judgement of the respondent, e.g. the option "partially relates to NOS" was defined in the questionnaire by Skills for Justice Research staff, but may have been interpreted in somewhat varying ways by different respondents.

Results: Training Programmes

Respondent Organisations

Responses for the survey were provided by 11 organisations resulting in detailed information on 105 current training programmes. This is an excellent result given the short timeframe. As anticipated, those organisations on the Steering Group (and members of the commissioning group Advice Services Alliance) inputted the majority of the data equating to 88% of the total programmes submitted. This is reflective of the fact that they are key providers of training to the sector.

Number of Programmes submitted per Organisation
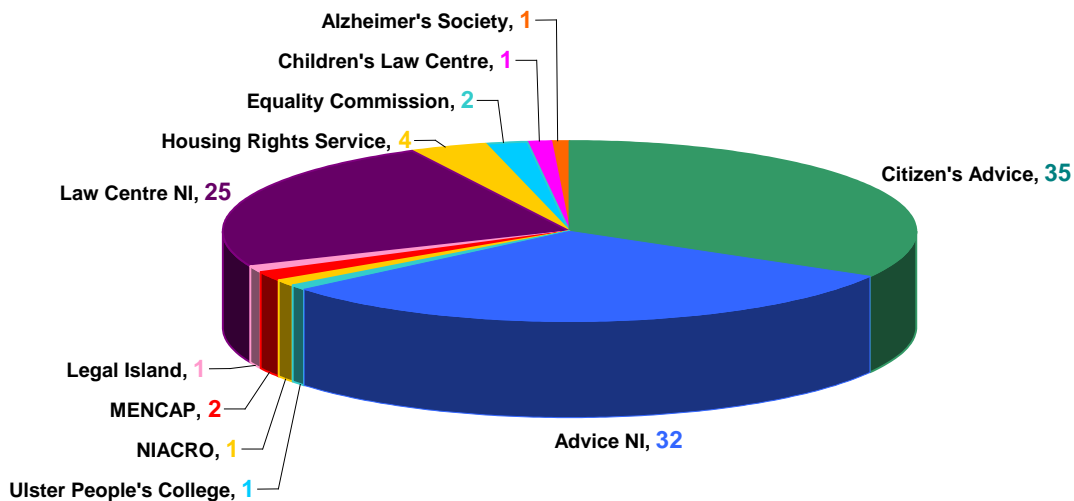
Further/Higher Education Delivery

The extent to which training is delivered to the sector by the sector (with minimal HE/FE involvement)[7] is fairly typical of the third sector, and indeed of the Justice Sector as a whole. There are examples of employees completing degree courses for their own professional development; however, they tend to be in more general areas such as Law. Management and Leadership is one programme area where the sector accesses training from other third sector organisations, such as the Northern Ireland Council for Voluntary Action and the Volunteer Development Agency, as opposed to delivering it themselves "in-house".

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[7] Whilst the survey responses do not show any HE or FE involvement in legal advice specific training, we were advised that the University of Staffordshire deliver a degree in Advice Work by "technologically assisted learning" which is accessed by some learners from Northern Ireland. Subsequent information from Mark Savage of the University confirms that this is the only degree of this type. The 26 degree modules have been provisionally related to the NOS, and a full mapping exercise is planned in 2010 which will tell learners explicitly which NOS they are learning to demonstrate as they go through the programme. The programme is to be broken into 30 credit modules, allowing more flexible access for learners who want to be accredited in one specialist area

Analysis of Training Programmes

Responses to the survey have been grouped into areas relating to the programme content. This has helped to identify areas where there is an overlap in training provided across the sector. Further analysis is required to determine more fully the extent of these overlaps and if they reflect a greater demand for training in these areas.

Key findings by areas of content were:

- **Money** - 15 programmes relate to money and include debts, money, mortgage repossession, bankruptcy and financial planning.

- **General Advice** - 12 programmes relate to providing 'general advice' in areas ranging from consumer advice to tribunal representation.

- **Equality & Diversity** - 6 programmes are specific to the area of equality and include training on race, age, disability and immigration.

- **Benefits** - 17 programmes are most relevant to the area of benefits and include training on benefits related to tax credits, pension, welfare, carers and pregnancy.

- **Housing** - 5 programmes focus on advice, benefit and debt in relation to 'housing'.

- **Employment** - 6 programmes are most specific to employment and include employment law and redundancy.

- **Mental Health** - 5 programmes focus on the area of 'mental health' ranging from an introduction to mental capacity to decision making.

- **Management** - 7 programmes are management related and include recruitment and selection, strategies, tendering and social policy.

- **Other** - 17 programmes appear to focus on skills other than those above; these include telephone training, customer service, case recording and time order training.

See Appendix 4 for the full breakdown of the programmes.

Programme analysis by role

Responses were provided for 96 programmes specifying the different job roles this training applied to. These results show:

Of the example roles supplied, there were no gaps in training, i.e. at least one of the 96 programmes was applicable to each role. A total of 13 programmes were applicable to "all staff" which is most probably a reflection of the specialist roles and subsequent skills required by the workforce in this sector. The vast majority of programmes were aimed at advisor, supervisor and centre manager equivalent roles.

Number of Programmes available per job
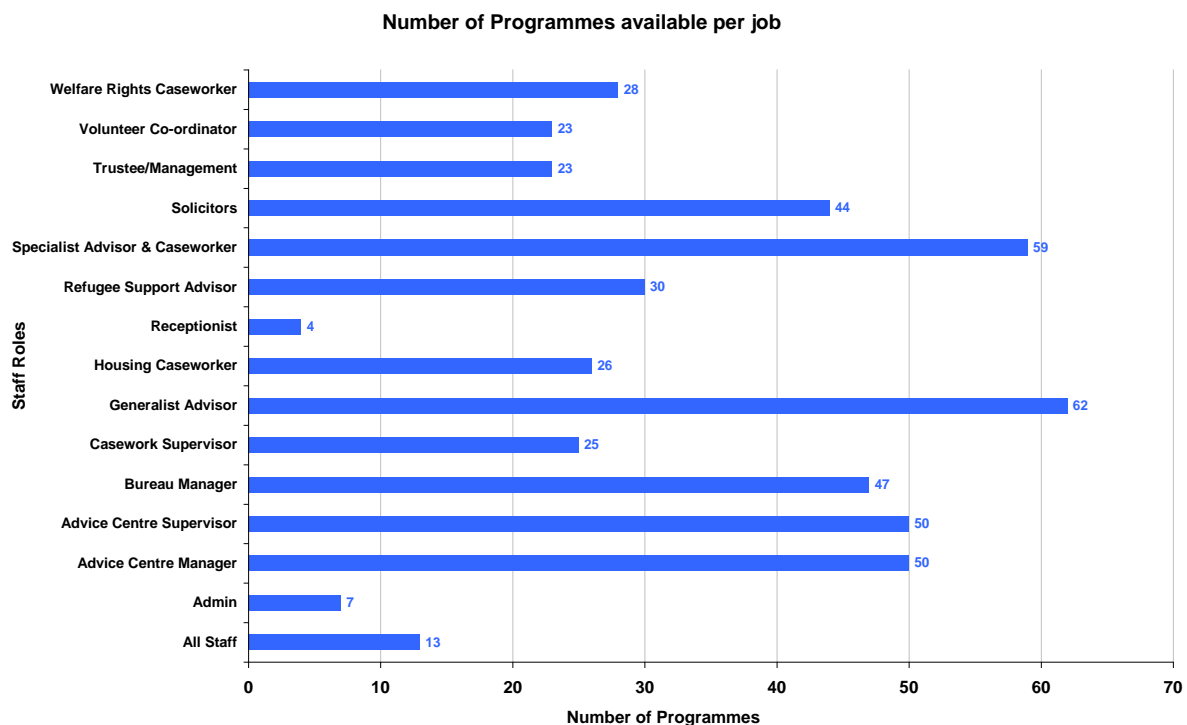
It is interesting to note the relatively low level of provision available for administration/reception staff, considering there are often sector-related skills and knowledge that are relevant to these roles. Feedback from the Steering Group indicated that they had completed the survey with those individuals that the programme was targeted at in mind. However, it was noted that in this sector (as in other areas of the third sector) people often see these front-line roles as a "stepping stone" to pursue a career path within the organisation and/or sector in general, in which case they will eventually pursue more specialised training provision available to them.

Obligation to attend programmes

Where they are funding the work, DETI require money and debt advisors to have completed the "Wiseradvisor" programme; this is the only Government requirement for training that emerged from the research. However, the figures below also include training that is deemed mandatory by the organisation as an employer.

Of the 98 programme responses to the question of whether training is required (by organisations or by a Government department) 16 are required and 82 are optional. In fact, of the organisations surveyed, only one indicated that it has implemented obligatory training as an organisational requirement for specified tasks or roles.

See Appendix 4 for the breakdown of programmes.

Number of Mandatory Programmes

■ 16 **Mandatory**

■ 82 **Not Mandatory**
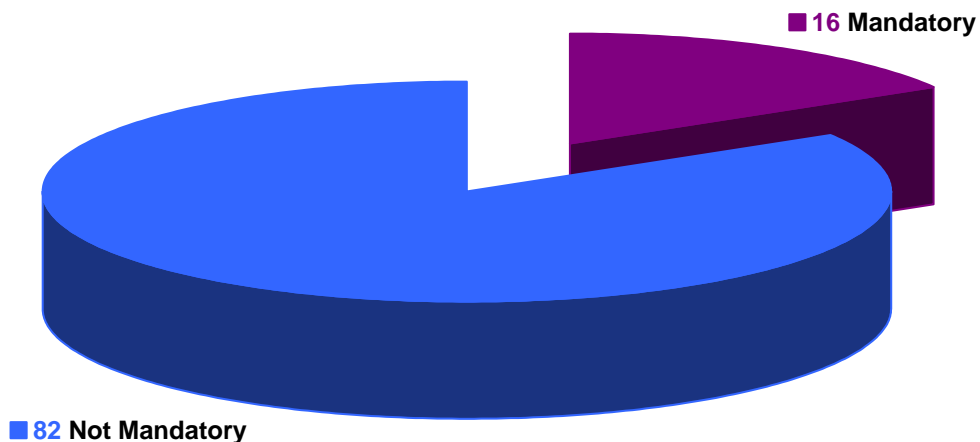
[8]

It is important to highlight the fact that those programmes which are mandatory are, on the whole, lengthy in comparison to the non-mandatory programmes, covering a number of areas of practice (e.g. the Advisor Training Programme provided by Citizens Advice which is 14 weeks in length).

Feedback from the Steering Group and others indicated that it would be desirable for a sector requiring its workforce to be highly skilled and responsible for updating its knowledge regularly to have more mandatory training to benchmark roles across the board, but there are barriers to implementing this including:

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[8] It should be noted that this table shows the number of programmes that are mandatory or otherwise, not the number of learners completing these programmes

VOLUNTEERS

The sector relies heavily on the support of volunteers. Whilst some felt that this should not be a barrier to required training and qualifications, others noted that there are many reasons why it can be difficult to enforce training to this group.

Volunteers often have qualifications in other areas and are reluctant to undertake further qualifications, possibly at a lower level, which are specific to Advice Work.

It was also remarked that often the organisations providing training are not the volunteers' "employer organisation" and cannot dictate to employers that their workers attend.

FUNDING

Funding will always be an issue in relation to training provision and, even more so, for this sector.

The more training that is converted to mandatory, the more resources that will be required to fund it.

Types of assessment used in programmes

Responses were provided for 98 programmes on whether or not the training programme was assessed and what methods of assessment were used. In 48% of programmes, assessment was used and in 52% of programmes no assessment was used. Methods of assessment varied, with individual programmes often incorporating a mix of assessment methods such as practical and knowledge assessments both during and after training.

From the analysis 61% of these programmes utilise knowledge assessment with 39% incorporating practical assessment.

Number of Programmes by Assessment Method
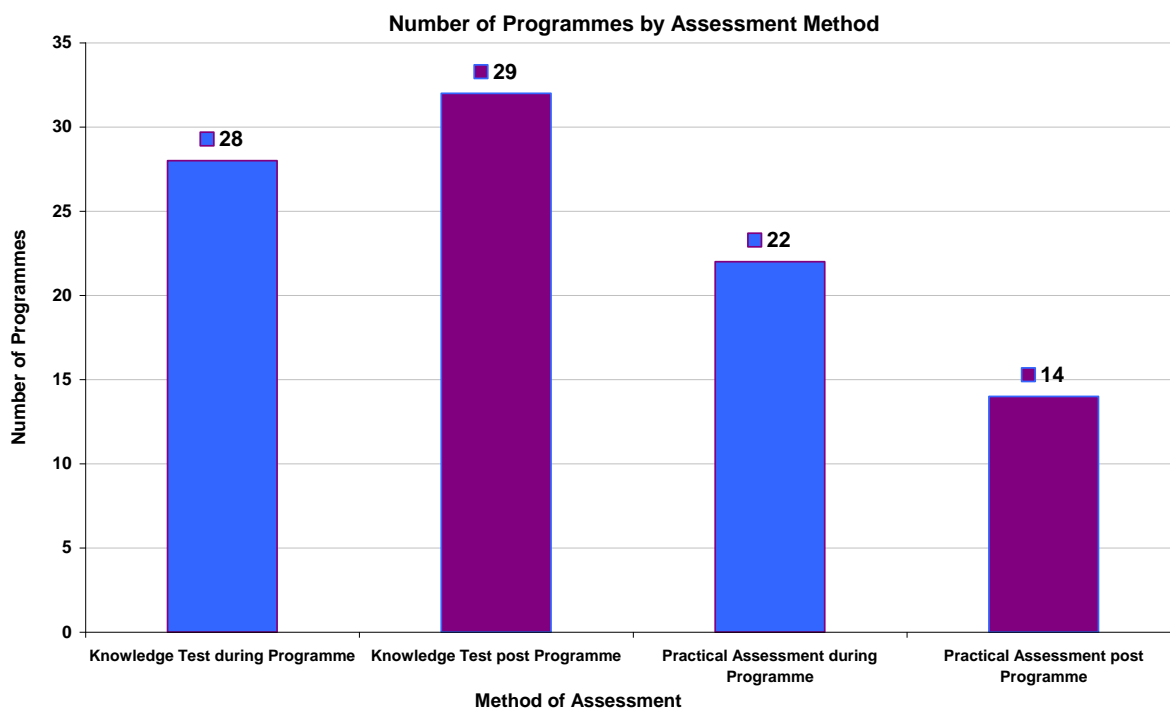
Further analysis is required to determine the extent to which learning outcomes are benchmarked through these assessment methods and how learning and development is linked to performance management within organisations.

See Appendix 4 for the breakdown of programmes and which were assessed.

Analysis of programmes by accreditation type

Responses were provided for 90 programmes in this section, 44 were accredited and 46 were non-accredited. Again, routes to accreditation varied across the sector with Open College Network (OCN) accrediting 31 programmes provided to the sector. Others included 8 National Vocational Qualifications (NVQ), 2 Chartered Institute of Personnel Development (CIPD).

See appendix 4 for the breakdown of programmes and which were accredited.

Number of Programmes by Accreditation Type
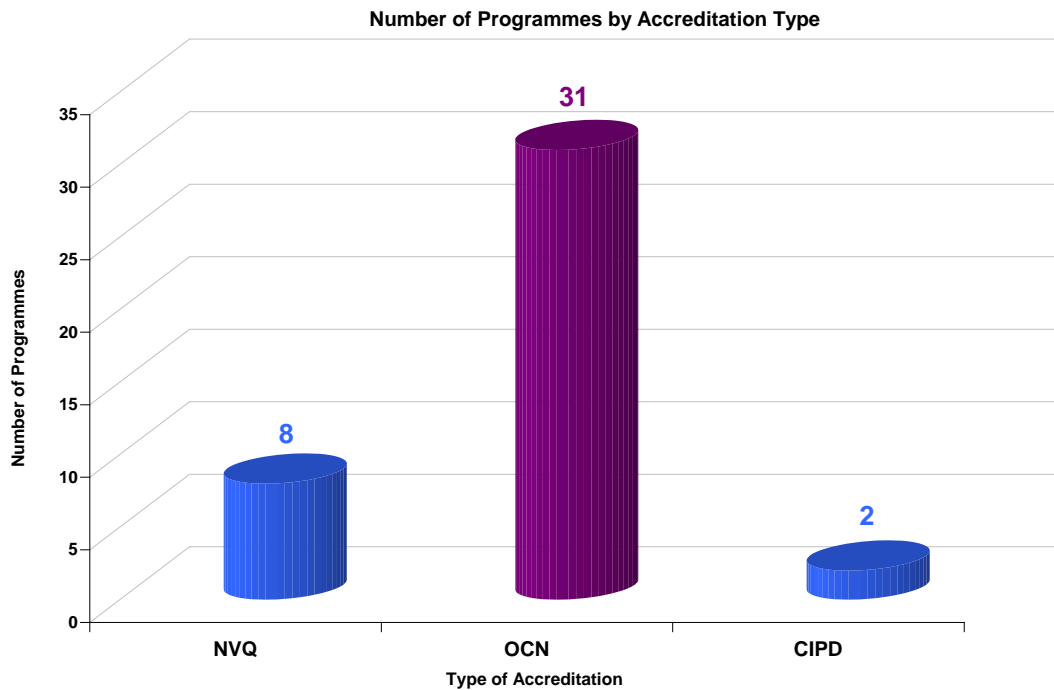
The majority of programmes described in survey responses as accredited are endorsed by Open College Network. Discussions with OCN in Northern Ireland indicate that at this point in time the programmes they endorse do not gain credit on any national credit framework, but that they are in the process of moving all programmes onto the new Qualification and Credit Framework.

This has implications for a future qualifications strategy and for how it will be shaped by the new Qualifications and Credit Framework.

Eight NVQ programmes are offered by Advice NI and these programmes, which do currently sit on the National Qualifications Framework, will also be moved onto the new QCF by December 2010.

Programme Levels

The programme levels have been indicated in 18 programmes and are broken down below:

Programme Levels

N.B. NVQ and OCN Level 4 are NOT equivalent
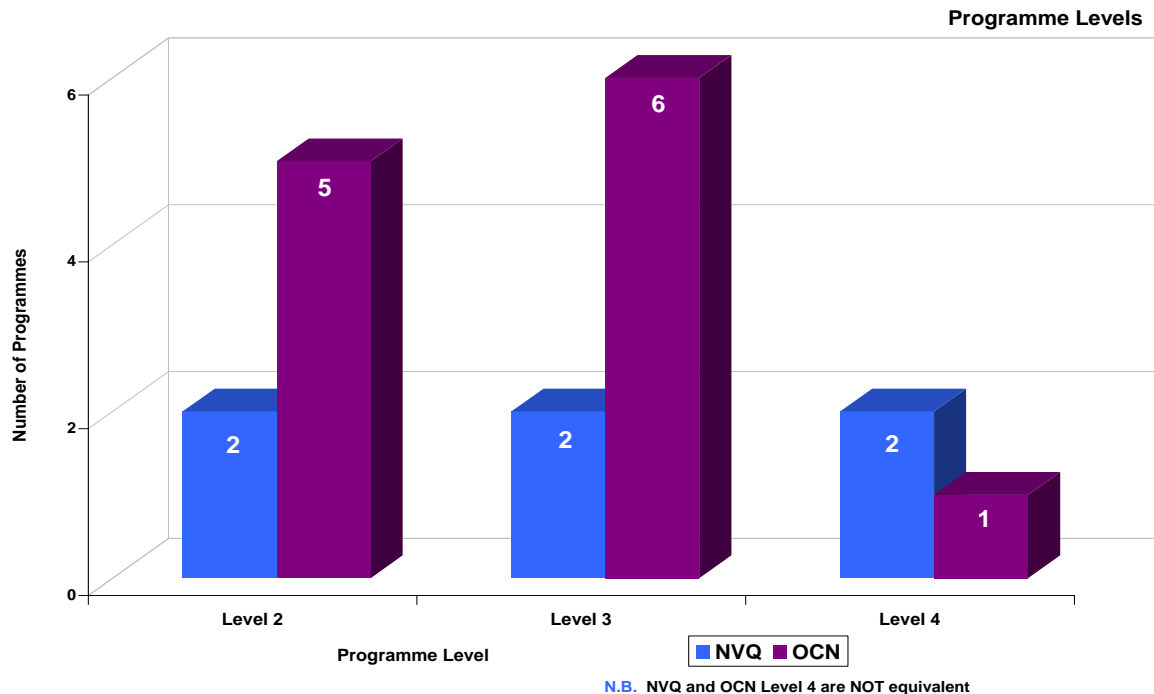
It is important to note that the NVQ awards above are fully accredited, i.e. they are on a nationally recognised framework (NQF or QCF) and are assessed according to the relevant assessment strategies and processes.

The programmes which are endorsed by OCN are set at a level which OCN judge to be in line with the levels within the QCF (these differ from NVQ levels at level four and above, with the QCF levels set at a somewhat lower level). The awards are not yet on the QCF and assessment is not, at this point in time, delivered in compliance with the relevant QCF assessment strategy and processes. OCN plan to make this change and to move all their accredited programmes onto the QCF by December 2010.

In broad terms assessment at level 2 indicates support roles incorporating tasks such as meeting service users, providing relatively straightforward information and referral onwards. Level three would broadly cover front line advice work roles, and level four more specialist practice.

Where information was provided, it indicates that accredited programmes existed across these levels, with the majority being at levels two and three.

Timescales for programme delivery

Responses to this question were provided for 79 programmes. 30% of these programmes are delivered within the first 12 months in a role. 13% are delivered after a person has been in their role 12 months.

57% of programmes were delivered in the 'other' category appearing to be demand-led, i.e. delivered as and when required by employers/employees based on the most current needs of their service users.

Timescales for Programme Delivery
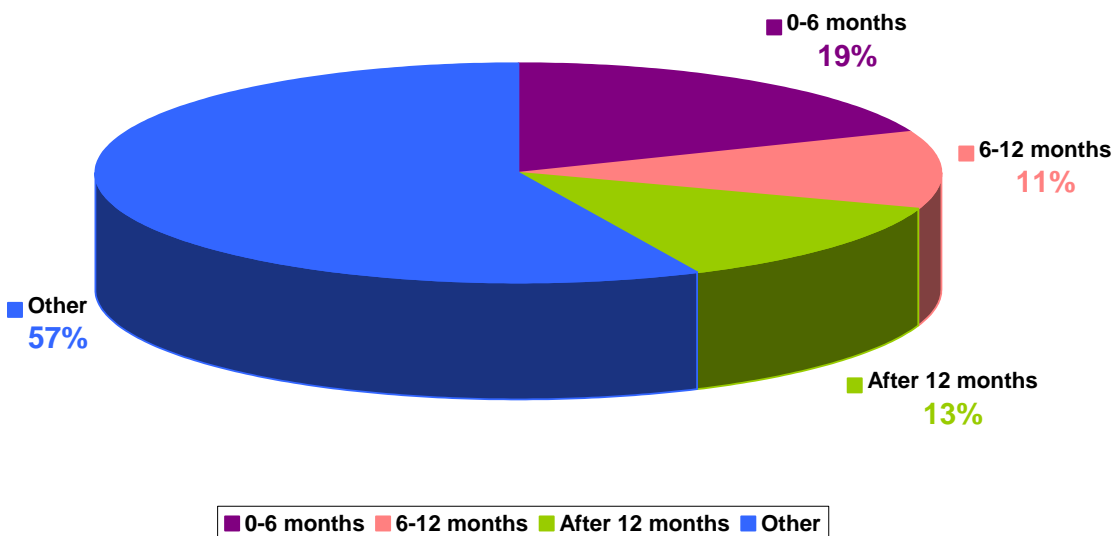
Feedback from respondents indicated that this learning may also take place as a result of changes in role or law (in its widest sense) such as policy, legislation, social security changes, etc. and much of the training provided is role-dependent, often utilised when required as a means to progress horizontally or vertically through the organisation and for individual employees' continuing professional development.

Programme duration

Responses were provided for 78 programmes in relation to the total number of learning hours per programme. In 44% of programmes the learning hours were less than 10. In 45% of programmes learning hours ranged from 10 to 49 and in 11% of programmes, learning hours were greater than 50.

NB. Learning hours were explicitly stated as being the sum of taught hours plus associated personal study and/or assessment preparation.

Number of Programmes (per level of learning hours)
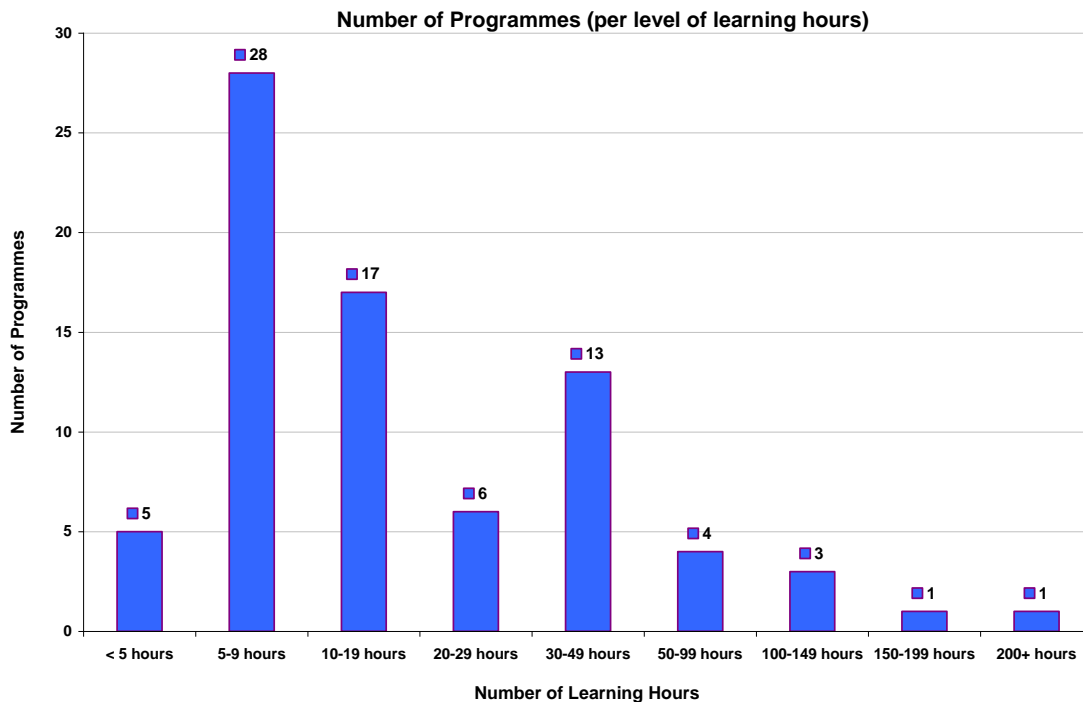
This pattern of programme duration has implications for the development of both qualifications and for a sector qualifications strategy. 89% of programmes were of less than 50 hours duration, reflecting learning in "bite size" programmes, reflecting the way in which much of the workforce progress through their career pathways – building on skills and knowledge in smaller chunks of learning.

Qualifications, therefore, are likely to be more accessible if they are modular in design, delivered in small units, with the potential for credit accumulation over time. However, a significant proportion of programmes do not meet the threshold for QCF accreditation (minimum 10 hours), though there may be ways of linking programmes to construct coherent modules that could be accredited.

The new QCF may offer opportunity for development along these lines.

Number of staff completing programmes in the last 12 months

Responses were provided for 89 programmes in relation to the number of workers who had completed them in the last 12 months. In 84% of programmes the number of staff trained is 50 or less. This may be reflective of the relatively small scale of most organisations within the sector or again it may be a result of the specialist roles and subsequent skills required by the workforce. It is most likely to be a mixture of the two.

Further analysis is required to look at these results in relation to the size of the workforce.

Number of Staff Completing Programmes in the last 12 months
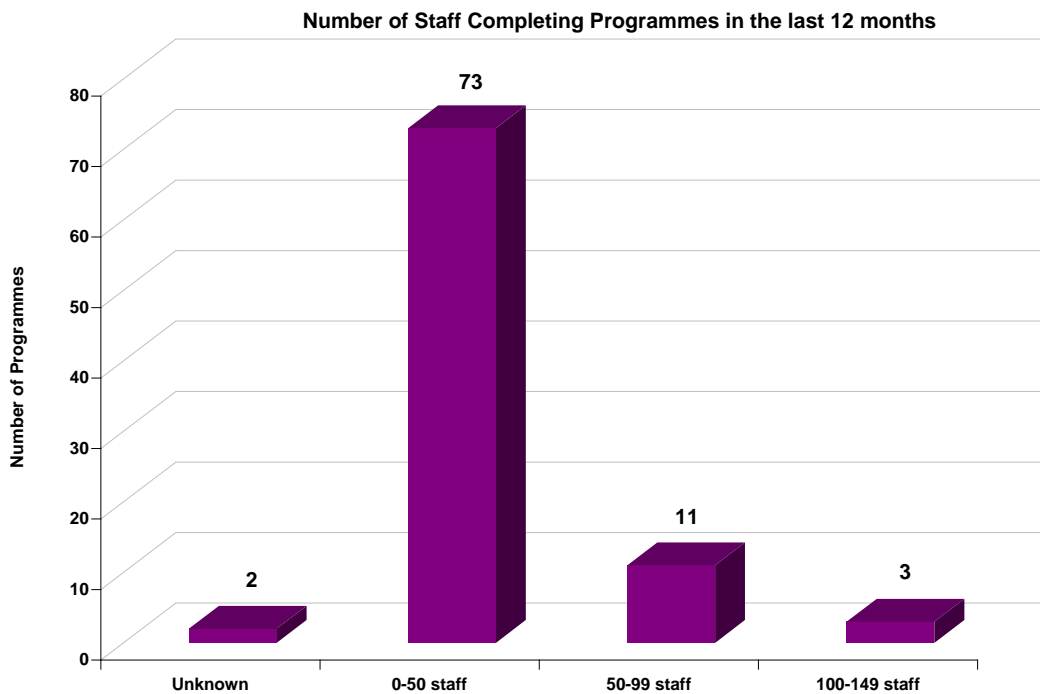
Many of the issues relating to numbers of learners are similar to those affecting whether or not programmes are required for specified roles or tasks (above).

Cost is obviously a deciding factor, particularly in reference to the more specialised training which normally carries a higher cost to deliver, often requiring external experts and, with smaller numbers of learners in these specialised areas, the cost per learner rises even more.

Results: Programmes related to areas of practice[9]

The extent to which NOS relate to the programmes is reflected in the areas of practice covered by the training, shown below under the headings that mirror the NOS groupings as sectioned in the original survey.

See Appendix 3 for the NOS units included in each section.

Number of Programmes related to NOS Areas of Practice
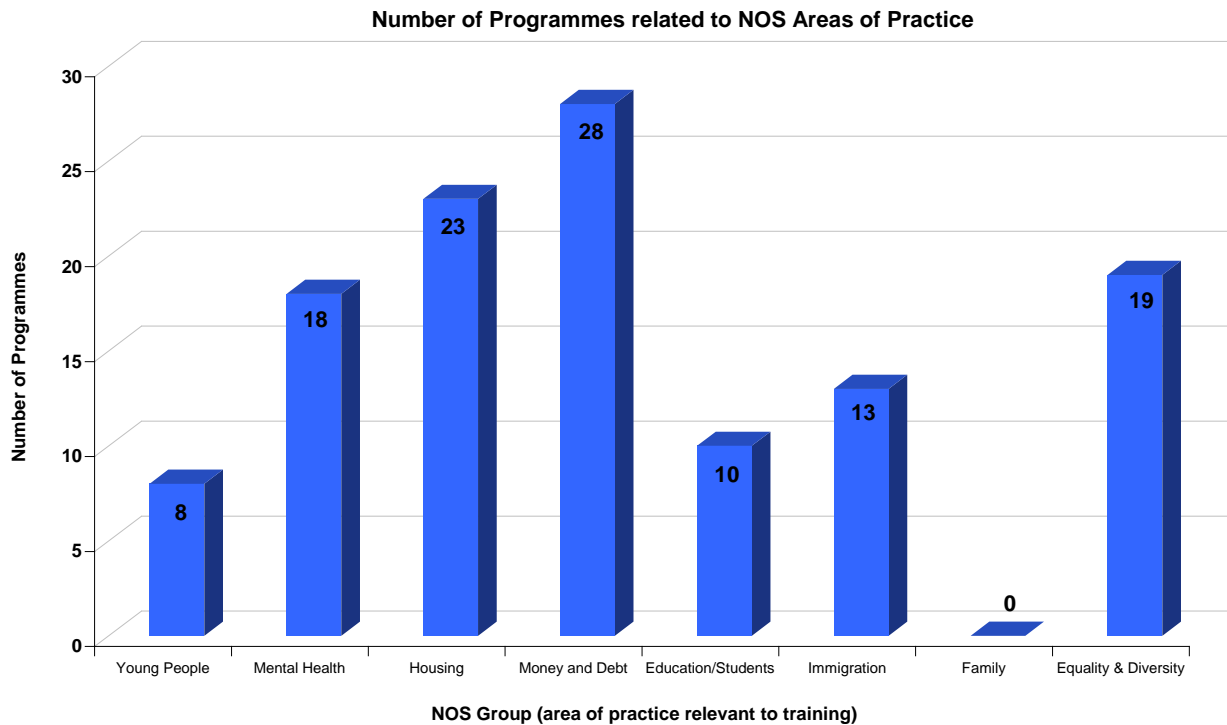
This indicates that there is a fair degree of "fit" between the NOS and training programmes and further work could focus on facilitating organisations to work on using NOS to develop and to benchmark training.

It must be noted that the distinct lack of NOS fit between the "family" section and the programmes provided is most probably due to confusion in the set up of the survey groupings, i.e. the unit specifically addressing the provision of advice to older people may have been missed as it was classified within this section.

The "older person advisor" course, for example, is well established and accredited. Local groups lobbied for these standards (e.g. IB36) to be included in the revisions and the Advice NI course is mapped very closely to the NOS (as it is a knowledge-based specialist course specifically designed for this area of work).

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[9] The number of programmes equals 115 which is a number greater than the total 100 programmes submitted – the reason being that some programmes covered more than one area of practice (such as Money and Debt in relation to Housing)

Most Used NOS

The most used Legal Advice standards among the programmes surveyed were the "*generic*" NOS with a total of 32% of programmes listed as either fully or partially linked to the NOS. Specific units that were deemed by respondents to be relevant to the most programmes included:

- AB4 – Establish communication with clients
- AD4 – Liaise with other services

These "cluster" areas show that generic skills, such as communication, are embedded across programmes, as would be expected. They do not reflect a duplication of programmes.

Cluster areas of NOS covered by training can be seen broken down in Appendix 5.

The least used Legal Advice standards among the programmes surveyed were the "*advice for young people*" NOS with only 7% of programmes surveyed as fully or partially linked to the NOS. Equally, "*advice for students*" NOS were listed as fully or partially linked to only 4% of programmes.

Consultation with the sector implies that this reflects a low demand for training in these areas rather than being indicative of a gap in provision.

NOS Not Covered By Training

An obvious gap in standards addressed by current training provision was that of the "*family advice*" NOS. None of the programmes entered were deemed to be either fully or partially linked to these standards which include:

- IB33 – First Line Family Law Advice
- IB34 – Family Advice and Casework

- IB36 – The Provision of Advice to Older People on their Rights under the Law[10]

On the surface, this may seem like a gap in provision, however, the area of family law is considered to be very complicated and already well-served by the Legal Aid sector.

Moreover, the issue of financial expediency cannot be ignored. Much of the sector relies on the appropriateness of service delivery (and, in turn, training provision) to match those requirements most suitable for external funding. The feasibility of the areas highlighted above being funded is minimal due in large part to the fact that they are well-served by other sectors/services and this may also provide reason for the lack of integration of these NOS by this sector.

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[10] 5 programmes are delivered by Advice NI with specific knowledge content relating to this section of society. However, the survey grouped the standard relating to older people under the section "family" so it seems merely to have been overlooked by respondents completing the questionnaire as we know the programmes are in fact closely mapped to these NOS

Conclusions and Recommendations

NOS, despite being agreed by the sector as accurately defining competence of practice, are not widely used by the sector in the design and delivery of training. Possible reasons for this include the fact that the sector is new to an SSC footprint and NOS in general and so respondents may not have fully understood NOS when completing the survey.

As indicated by the sector, there are also issues around the training of volunteers in a sector that relies heavily on their support. Nonetheless, it should be noted that the skills level of any workforce should be dictated by the nature of what they do, not the nature of their employment.

It is important, then, that any training provision which is utilised by the workforce is closely mapped to NOS in both design and delivery, to ensure that it is producing the desired results it claims to provide.

RECOMMENDATION: to run further NOS training for the sector on how to use NOS in developing training/learning programmes

Although "overlaps" in standards coverage do exist, this does not necessarily indicate that they could be merged in order to streamline provision.

It is notable, however, that in a sector that is not traditionally viewed as "user-orientated" the training provision mirrors the nature of enquiries and the way in which many of the organisations collect their data, i.e. by enquiry area (e.g. benefits) rather than by the profile of enquirers (e.g. students, older people).

Further work would be needed to look at the nature of the programmes and the extent to which supply matches demand.

RECOMMENDATION: to map if/how training supply meets demand for the sector

Obvious gaps appear to be minimal, though some have been noted. However the extent to which the inputted programmes fully map to the NOS as opposed to partially relating to the NOS is unclear and if NOS are to be used to accredit programmes, more detailed work is required. This could only be addressed by completing the more detailed training "outcome mapping" exercise as described in the methodology section.

RECOMMENDATION: to run a second, more rigorous analysis following a period of NOS training with the sector because proper mapping will inform future accreditation

The sector will need to look at why current training provision is not, to a large extent, based on NOS, as this along with robust assessment is the key to ensuring best practice and ultimately enabling the accreditation of learning in future.

The ever increasing demand on the sector's resources is evidence of the need for their services but it is important that they not only meet this need, but that they are able to evidence that they meet it to a high standard.

Roles within the voluntary advice sector require a high level of skill in interfacing with the general public as well as constantly-updated, detailed knowledge of current practices and legislation in many areas that are, in essence, the very core of people's lives; their home, their job, their livelihood. This places a responsibility on the sector, as a whole, to take further strides to "professionalise" its workforce.

It also places responsibility on those who fund the training of employees and the delivery of services to take a more robust approach in the way in which they requires evidence of outcomes of training and how they should stipulate standards of practice in the delivery of funded services.

RECOMMENDATION: As the designated SSC, Skills for Justice must support the sector to further engage with NOS, fully understanding how best to utilise them to enhance training

RECOMMENDATION: Skills for Justice will also create a Sector Qualifications Strategy for the sector and inform an integrated training strategy and future accreditation

Appendix 1: Project Steering Group Members

Name	Organisation
Leanne Reilly	Skills for Justice NI Project Manager
Judith Thompson	Skills for Justice NI Country Manager
Liz Hyslop	Skills for Justice Scotland
Gillian Aitchison	Skills for Justice Scotland
Suzanne Trowsdale	Skills for Justice Research & Development
Fiona Magee	Advice NI
Dominic Shirvan	Advice NI
Emma Murphy	Advice NI
Jennifer Fulton	Citizens Advice
Louisa McKee	Citizens Advice
Maura McCallion	Law Centre NI
Eamon Doherty	Law Centre NI
Janine Fullerton	Department for Social Development

Appendix 2: Summary of Evidence of Need for Training Provision Mapping in the Voluntary Legal Advice Sector

Report	Needs Identified
Success Through Skills: The Skills Strategy for Northern Ireland (2006)	**Theme 2: Improving the Skills Levels of the Workforce** **Theme 3: Improving the Quality and Relevance of Education and Training**
Opening Doors: The strategy for the delivery of voluntary advice services to the community in Northern Ireland (2007)	**Recommendation 5: Using Existing Resources Effectively** "By April 2008 an integrated training strategy will be in place which ensures that there is a means to provide effective co-operation and best use of all training provided by ASA members."
Future-Proofing the Skills Base of the NI Advice Sector: Report of the ASA Training Working Group (2008)	**Key Recommendation 1:** "To ensure development of an integrated strategy for the advice sector is founded on need, independent research should be commissioned through the relevant sector skills agency. This should include the mapping of current provision (from generalist and specialist providers) against identified needs to highlight gaps that should subsequently be addressed." **Key Recommendation 2:** "Training provisions offered should be accredited where possible and linked to vocational and occupational standards." **Underpinning Principle 3:** "Maximise the quality and relevance of training provision within the sector." **Chapter 4 – Training Provision:** "Within the timeframe of the review, it has not been possible to identify or map specialist provision from related member organisations. This process needs to be completed to enable an integrated training strategy to be developed for the sector."
An Integrated Training Strategy for the Legal Advice Sector in Northern Ireland (2009)	**Recommendations 2, 4 and 6:** Training programmes should be devised based on the relevant units from the suite of National Occupational Standards (NOS) for legal advice. **Recommendation 7:** "The NOS for Legal Advice should be used by advice organisations and training providers to benchmark and inform both training needs analysis for individual staff and the content of training programmes for the sector." **Recommendation 9:** "Consideration should be given to the official funding by Government Departments of training that is accredited or at least based on the NOS for Legal Advice. This would help to increase take up but its primary effect would be to enhance the quality of front line legal advice to members of the community."

Appendix 3: National Occupational Standards for Legal Advice and Management and Leadership

Legal Advice 2009	Number of Programmes		
	Fully	**Partially**	**Not at all**
GENERIC			
AB3 Facilitate communication using an interpreter	2	6	64
AB4 Establish communication with clients	14	35	42
AD4 Liaise with other services	5	46	40
AE2 Evaluate and develop own practice	8	25	44
BF1 Support clients to plan, implement, and review action	7	37	42
BF2 Provide continuing support to clients	5	34	49
BF3 Enable clients to act on their own behalf	6	26	48
DA3 Act on behalf of clients in informal proceedings	4	27	57
DA4 Represent clients in formal proceedings	3	23	58
DA7 Prepare cases for representation in formal proceedings	3	24	57
GA2 Support clients to make use of the advice and guidance service	6	37	48
GA4 Enable advice and guidance clients to access referral opportunities	6	24	50
GA5 Provide and receive referrals on behalf of clients	2	34	54
ZA4 Design information materials for use in the service	5	15	56
ZA5 Obtain and provide legal information materials	6	22	51
ZC5 Provide information and advice using the telephone	4	27	58
SPECIFIC			
IA1 Provide legal advice to clients	7	24	47
IA2 Manage legal advice cases	2	9	65
IA3 Provide second-tier support to others	1	13	62
IA4 Provide legal advice using electronic media	0	11	64
IA5 Research legal information and advice using electronic sources	1	14	61
YOUNG PEOPLE			
IA6 Engage with young people requiring legal advice	0	4	1
IB35 The Provision of Specialist Advice to Young People on their Rights under the Law	0	3	2
IB6 First Line Advice to Young People on their Rights under the Law	0	4	1
MENTAL HEALTH			
IB7 First Line Mental Health Legal Advice	1	12	3
IB8 Mental Health Legal Advice and Casework	0	6	4
IB1 Criminal Law Advice and Casework	0	1	5
HOUSING			
IB9 First Line Housing Legal Advice	1	11	4
IB10 Housing Legal Advice and Casework	1	4	0
MONEY AND DEBT			
IB11 First Line Money and Debt Legal Advice	16	5	14
IB12 Money and Debt Legal Advice and Casework	12	6	14
IB13 Clinical Negligence and Legal Advice Casework	0	0	22
IB14 Personal Injury Legal Advice and Casework	0	0	21

GENERAL LEGAL ADVICE			
IB15 First Line Employment Legal Advice	2	10	63
IB16 Employment Legal Advice and Casework	1	5	67
IB17 First Line Consumer Legal Advice	2	13	65
IB18 Consumer Legal Advice and Casework	1	5	70
IB19 First Line Welfare Rights Legal Advice	3	18	53
IB20 Welfare Rights Legal Advice and Casework	2	16	56
IB2 First Line Disability Legal Advice	1	15	56
IB3 Disability Legal Advice and Casework	1	9	62
IB21 First Line Health and Community Care Legal Advice	0	12	59
IB22 Health and Community Care Legal Advice and Casework	0	9	62
EDUCATION/STUDENTS			
IB23 First Line Legal Advice for Students	1	2	0
IB24 Legal Advice and Casework for Students	1	1	1
IB25 First Line Education Legal Advice	1	2	0
IB26 Education Legal Advice and Casework	1	2	1
IMMIGRATION			
IB27 First Line Immigration Legal Advice	0	2	5
IB28 Immigration Legal Advice and Casework	0	1	5
IB29 Specialised Legal Immigration Advice and Casework	0	4	2
IB30 First Line Asylum Legal Advice	1	2	4
IB31 First Line Asylum Legal Advice	1	1	5
IB32 Specialised Asylum Legal Advice and Casework	0	1	4
FAMILY			
IB33 First Line Family Law Advice	0	0	0
IB34 Family Advice and Casework	0	0	0
IB36 The Provision of Advice to Older People on their Rights under the Law	0	0	0
DISCRIMINATION (EQUALITY & DIVERSITY)			
IB4 First Line Discrimination Legal Advice	2	8	8
IB5 Discrimination Legal Advice and Casework	1	3	12
MANAGEMENT/STRATEGIC **(may be more relevant to management/senior roles)**			
GA6 Develop and manage interviews with clients	5	28	53
GB9 Negotiate on behalf of clients	2	29	56
GC9 (CC019) Contribute to the prevention and management of inappropriate behaviour	1	13	58
HA4 Operate within networks	4	15	52
HA5 Manage personal caseload	4	8	60
HD10 Provide support for other practitioners	2	15	56
HF17 Set up and maintain client-referral systems	1	12	60
HF28 Develop the capacity of the organisation to meet the needs of clients	3	19	52
HI6 Influence changes to legislation, policy or practice	1	13	58
ZB4 Evaluate the quality of customer service	4	11	57

Managing Justice Sector Services

GENERIC MANAGEMENT			
AA2 (CS8) Develop a culture and systems that promote equality and value diversity	4	20	50
AB2 (CS9) Support individuals to communicate using interpretation and translation services	2	9	63
AD2 (CS10) Develop, sustain and evaluate joint work between agencies.	2	12	59
AE1 (CS5) Maintain and develop your own knowledge, skills and competence	6	16	49
AF3 (CS11) Promote a health and safety culture within the workplace	2	16	56
AF4 (CS12) Conduct an assessment of risk in the workplace	1	14	58
MANAGING SELF AND PERSONAL SKILLS			
HA2 (ML A2) Manage your own resources and professional development	4	19	49
PROVIDING DIRECTION			
HB1 (ML B1) Develop and implement operational plans for your area of responsibility	2	9	63
HB10 (ML B10) Manage risk	1	13	59
HB11 (ML B11) Promote equality of opportunity and diversity in your area of responsibility	3	17	54
HB2 (ML B2) Map the environment in which your organisation operates	1	10	62
HB3 (ML B3) Develop a strategic business plan for your organisation	2	8	64
HB4 (ML B4) Put the strategic business plan into action	0	8	65
HB6 (MLB6) Provide leadership in your area of responsibility	2	9	62
HB7 (ML B7) Provide leadership for your organisation	1	7	65
HB8 (ML B8) Ensure compliance with legal, regulatory, ethical and social requirements	4	14	55
HC2 (ML C2) Encourage innovation in your area of responsibility	0	9	64
HC3 (ML C3) Encourage innovation in your organisation	0	8	65
HC4 (ML C4) Lead change	2	8	64
HC5 (ML C5) Plan change	2	7	65
HC6 (ML C6) Implement change	2	7	65
WORKING WITH PEOPLE			
HD1 (ML D1) Develop productive working relationships with colleagues	1	12	59
HD11 (MCI) Chair and participate in meetings	0	5	68
HD2 (ML D2) Develop productive working relationships with colleagues & stakeholders	0	13	60
HD3 (ML D3) Recruit, select, and keep colleagues	2	9	64
HD4 (ML D4) Plan the workforce	2	9	63
HD6 (ML D6) Allocate and monitor the progress and quality of work in your area of responsibility	1	12	60
HD7 (ML D7) Provide learning opportunities for colleagues	1	11	61
USING RESOURCES			
HE1 (ML E1) Manage a budget	3	5	66
HE2 (ML E2) Manage finance for your area of responsibility	3	5	65
HE3 (ML E3) Obtain additional finance for the organisation	3	3	69
HE6 (ML E6) Ensure health and safety requirements are met in your area	0	14	59

ACHIEVING RESULTS			
HF1 (ML F1) Manage a project	3	5	66
HF10 (ML F10) Develop a customer focussed organisation	1	12	60
HF11 (ML F11) Manage the achievement of customer satisfaction	1	14	58
HF12 (ML F12) Improve organisational performance	1	12	60
HF14 (SJ3) Plan, implement and manage systems for the exchange of sensitive information, data and intelligence	0	8	65
HF18 (SJ1) Specify, commission and manage external contracts and agreements	3	6	65
HF19 (SJ7) Develop proposals to meet external tendering requirements	3	4	67
HF2 (ML F2) Manage a programme of complementary projects	0	7	66
HF23 (SJ2) Ensure an effective approach to project and process evaluation	0	8	65
HF4 (ML F4) Develop and review a framework for marketing	0	7	66
HF6 (ML F6) Monitor and solve customer service problems	0	17	56
HF7 (ML F7) Support customer service improvements	0	18	56
HF8 (ML F8) Work with others to improve customer service	0	19	54
HF9 (ML F9) Build your organisation's understanding of its market and customers	0	14	60
MANAGING EXTERNAL AND COMMUNITY RELATIONS			
HG1 (SJ5) Establish and manage links with wider communities	1	18	55
HG4 (SJ6) Develop and manage multi-agency partnerships	0	15	57
ADVANCE KNOWLEDGE AND PRACTICE			
HI1 (SJ4) Plan, implement and manage the sharing of knowledge and good practice to inform innovation and improve service delivery	2	24	48

Appendix 4: Programmes by Organisation

Key for type of course:-

Money	General Advice	Equality & Diversity	Benefits	Housing	Employ ment	Mental Health	Manage ment	Technical Skills

Org	Programme	Mandatory	Assessed	Accredited
	NVQ Advice and Guidance Support Level 2	N	Y	Y
	The Older Person Adviser Course	N	Y	Y
	Community Care and Older People	N	Y	Y
	Introduction to dealing with Debt - generalist Level 2	N	Y	Y
	Debts and Courts in NI Level 3	N	Y	Y
	Dealing with Codes of Practice & Utilities	N	Y	Y
	Lay Advocacy	Unknown	Unknown	Unknown
	NVQ Customer Service Level 2	N	Y	Y
	An introduction to Social security and tax credit rights and entitlements	N	Y	N
	Age Awareness and Working with Older People	N	Y	Unknown
	Good Practice Dealing with Debt	N	N	N
Advice NI	How to complain to the Financial Ombudsman	N	N	Unknown
	Customer Service Level 3	N	Y	Y
	An introduction to tendering and commissioning	N	N	N
	NVQ Advice and Guidance Level 3	N	Y	Y
	NVQ Advice and Guidance Level 3	N	Y	Y
	NVQ Advice and Guidance Level 4	N	Y	Y
	Housing and Older People	N	Y	Y
	Time Orders	Unknown	Unknown	Unknown

	NVQ Advice and Guidance Level 4	N	Y	Y
	Introduction to Older People's Benefits	N	Y	Y
	Strategies training course	N	N	Unknown
	Individual Voluntary Arrangements	N	N	Unknown
	Negotiation Skills	Unknown	Unknown	Unknown
	Customer Service Level 4	N	Y	Y
	Understanding State Retirement Pension	N	Y	Unknown
	Prevention of Homelessness as a consequence of Debt Level 3	N	Y	Y
	Introduction to Bankruptcy	Unknown	Unknown	Unknown
	Mortgage Possession	Unknown	Unknown	Unknown
	Limitation of Actions	Unknown	Unknown	Unknown
	A1 Assessor Award	N	Y	Y
Alzheimer's Society	Tribunal Representation	N	Y	Y
Children's Law Centre	Telephone Helpline Association - skills training - Level 2 provided by the Telephone Helplines Association	Y	N	N
	Advisor Training Programme	Y	Y	Y
	Young People and Money	N	N	N
	Disability Benefits	Y	Y	Y
	Telephone Skills	N	N	N
	Trainer the Trainer in Legal Advice/Financial Capability	Y	Y	PENDING
	Business Debts	N	PENDING	PENDING
	Core Module Foundation Generalist Advice	Y	Y	Y
	Consumer Law Level 3	N	Y	PENDING
	Independent File Review & Case Checking	Y	N	N

Citizen's Advice Bureau	Overview of the Social Security Benefit System: Mental Health	N	N	N
	Recruitment & Selection for Managers & Management Committees Discipline & Grievance for Managers & Management Committees	N	N	N
	Mortgage Repossession	Y	N	N
	Overview of the Social Security Benefit System: Disability	N	N	N
	Increasing Access, Improving Equality & Promoting Diversity	N	N	N
	Employment Level 2	N	Y	PENDING
	Employment Level 3	N	Y	PENDING
	Case Recording	Y	Y	PENDING
	Lay Advocacy	Y	N	N
	Limitations of Actions	Y	N	N
	Consumer Level 2	N	Y	PENDING
	General Benefits Unit	Y	Y	Y
	Core Training Unit	Y	Y	PENDING
	Money Advice Level 3	Y	Y	PENDING
	Procurement & Tendering	N	N	N
	Overview of the Social Security Benefit System: Housing	N	N	N
	Social Policy in Practice	Y	N	N
	Time Orders	Y	N	N
	Intensive Enhanced Money Advice	Y	Y	PENDING
	Social Security Advocacy	N	Y	Y
	Interviewing Skills & Organisational Policy	Y	Y	Y
	Welfare Benefits Unit	Y	Y	PENDING
	Immigration & Nationality OISC Level 1	N	Y	Y

	Financial Planning & Management	N	N	N
	Financial Capability	N	N	N
	Management Committee Induction & Development Programme	N	N	N
Equality Commission	Equality and Discrimination for advice sector	N	Y	Y
	Awareness raising of equality and discrimination	N	N	N
Housing Rights Service	Prevention of Homelessness as a consequence of debt	N	Y	Y
	Dealing with Housing Debt	N	Y	Y
	Housing Advice Training programme	N	Y	Y
	Private Rented Sector	N	Y	Y
Law Centre NI	Introduction to employment law	N	N	N
	Introduction to immigration law	N	N	N
	Introduction to mental health law	N	N	N
	Challenging social services decisions	N	N	N
	Immigration (EEA) Regulations 2006: case law analysis	N	N	N
	European law and immigration	N	N	N
	Redundancy, Lay Off and Employer Insolvency	N	N	N
	Legal Research Skills for Advisers	N	N	N
	Advocacy	N	N	N
	European law and social security	N	N	N
	Carers and their rights	N	N	N
	Mental capacity and decision making	N	N	N
	Tax Credits Update	N	N	N
	Challenging overpayment decisions	N	N	N
	Identifying errors of law: taking cases to the Commissioner	N	N	N

	Employment and support allowance	N	N	N
	Mental health and criminal justice	N	N	N
	Deportation	N	N	N
	Current trends in judicial review	N	N	N
	Social services duties to people from abroad	N	N	N
	Tribunal representation	N	Y	Y
	Assisting women immigrants	N	N	N
	Welfare Rights Adviser Programme	N	Y	Y
	Benefits For Carers	N	N	N
	Benefits During and After Pregnancy	N	N	N
Legal Island	Annual Review of Employment Law NI	N	N	Y
MENCAP	Learning disability equality training	N	N	Unknown
	Writing accessible information	N	N	N
NIACRO	Exploring Benefits & Tax Credits in the Criminal Justice System	N	Y	Y
Ulster People's College	Race and Ethnicity Training OCN Level 2	N	Y	Y

SKILLS for JUSTICE
Developing skills for safer communities

Appendix 5: Programmes by NOS Cluster Areas

"Cluster" areas of programmes (where similar training covers the same NOS, albeit to varying degrees), can be seen below broken down by NOS grouping. Notable courses are those described as being fully linked to the associated standard as well as being accredited – discounting those courses which are pending accreditation in 2010.

GENERIC

NOS	Programme	Delivered By	Accredited
AB4 Establish communication with clients	Core Module Foundation Generalist Advice	CAB	Yes
	NVQ Advice & Guidance Support Level 2	Advice NI	Yes
	Housing Advice Training Programme	Housing Rights Service	Yes
	Annual Review of Employment Law NI	Legal Island	Yes
	General Benefits Unit	CAB	Yes
	Immigration & Nationality OISC Level 1	CAB	Yes
	NVQ Advice and Guidance Level 3	Advice NI	Yes
	NVQ Advice and Guidance Level 4	Advice NI	Yes
	Equality and Discrimination for advice sector	Equality Commission	Yes
AD4 Liaise with other services	NVQ Advice and Guidance Level 3	Advice NI	Yes
	NVQ Advice and Guidance Level 3	Advice NI	Yes
	NVQ Advice and Guidance Level 4	Advice NI	Yes
	Equality and Discrimination for advice sector	Equality Commission	Yes

SPECIFIC

NOS	Programme	Delivered By	Accredited
IA1 Provide legal advice to clients	Race and Ethnicity Training OCN Level 2	Ulster People's College	Yes
	The Older Person Adviser Course	Advice NI	Yes
	Housing Advice Training programme	Housing Rights Service	Yes
IB19 First line welfare rights legal advice	Welfare Rights Adviser Programme	Law Centre	Yes

MANAGEMENT/STRATEGIC

NOS	Programme	Delivered By	Accredited
GA6 Develop and manage interviews with clients	Immigration & Nationality OISC Level 1	CAB	Yes
	NVQ Advice and Guidance Level 4	Advice NI	Yes
	Equality and Discrimination for advice sector	Equality Commission	Yes
GB9 Negotiate on behalf of clients	Equality and Discrimination for advice sector	Equality Commission	Yes

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