



**Child Protection Committee  
Training Strategy.  
2013 – 2014**

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## **Introduction & Rationale**

The Child Protection Committee vision is that “all children should be protected from neglect, harm, and abuse at home, at school and in the community”.

Chief Officers must ensure that the services they manage and the staff they employ are developed to play their part in keeping children safe and well. The Child Protection Committee (CPC) has a specific strategic remit to ensure that effective single and inter-agency child protection arrangements are in place to keep children in Dumfries and Galloway **safe**.

Staff working in all services, regardless of role and designation, must be suitably trained and supported to be aware of signs that children and families need help, and must know who to contact and what to do when there are concerns. This includes those working with children and vulnerable or dangerous adults.

To fulfil this responsibility, the CPC has developed this training strategy in line with the *National Framework for Child Protection Learning and Development in Scotland 2012* to ensure that staff in Dumfries and Galloway have access to effective training and development opportunities which will help to create and maintain a sustainable, competent skilled workforce able to deliver high quality child protection services where positive outcomes for children are paramount. This will ensure that within and across services, appropriate, proportionate and timely action is taken to provide children with the help they need, when they need it and workers will feel confident and competent in fulfilling their responsibilities.

## **Training & Communication Sub Committee**

The Training and Communication Sub Committee (T&CSC) is a sub-committee of the CPC and meets every two months. This multi agency group has the delegated responsibility from CPC to oversee the development, delivery and evaluation of child protection training as well as communication with staff, children, parents and carers, and members of the public (see CPC Communication Strategy, which can be found on the CPC Website [www.dumgal.gov.uk/cpc](http://www.dumgal.gov.uk/cpc) ),

## **Delivery of Child Protection Training**

Our training will be delivered in line with the National Framework for Child Protection Learning and Development in Scotland 2012. As in the framework we have identified three workforce groups within the multi-agency workforce, each of which requires different competences, knowledge and skills, based on the nature and extent of their contact (direct or indirect) with children and other family members (and their consequent roles in relation to child protection). These groups are :

- The “general contact” workforce
- The “specific contact” workforce
- The “intensive contact” workforce.

### **The “general contact” workforce**

The general; contact workforce is defined in this framework as those who, as part of their job are likely to come into contact with children and other family members. The frequency of the contact will vary, but these workers will not usually be involved in any in-depth personal work with them. However, these workers need to have the confidence and awareness to recognise when a child may be in need of protection, and how to respond.

Examples of such workers (although not an exhaustive list) might include:

- Some health workers (eg in accident and emergency services, NHS 24 workers, hospital porters, community pharamicists, dentists)
- Some police officers
- Some workers having contact in education and learning environments while not working directly with children and families (eg school bus drivers, school crossing workers, catering workers, clerical staff, non teaching staff, some library workers)
- Some housing/maintenance workers
- Some workers in other council services (eg sports and leisure workers, workers at play facilities, events and attractions)

This group would also include a range of other workers who have some contact with children and parents/carers in their day to day work, without working directly with them or having an in-depth knowledge of their circumstances.

It is possible that some workers of the types identified above would, because of their particular role, be included (at least at times) in the specific contact workforce

### **The “specific contact” workforce**

The specific contact workforce is defined in this framework as those who carry out direct work with children or other family members; and/or form more in-depth relationships with them; and/or provide specific services to them.

These workers may carry out regular work with a child or adult (although this will not always be the case). Contact may take place in the home or another setting (eg an office, school, community facility, etc.). It may involve one to one work, or work in a group. These workers may be asked to contribute to the risk assessment and risk management process and may be involved in providing ongoing support to some children and other family members. These workers require the competences, knowledge and skills associated with the general contact workforce, and some additional competences, knowledge and skills to reflect the nature of their involvement with children and their families.

Examples of such workers (although not an exhaustive list) might include :

- some health and mental health workers (eg GPs, those in family nursing partnerships, workers in a range of adult and children's health services, counsellors)
- some education workers and workers in other learning settings (eg teachers, youth workers, early years and childcare workers, parenting workers, home link workers, educational visitors, educational psychologists)
- some workers providing support with social care and specific issues (eg family and adult support workers, youth justice workers, drug and alcohol workers, domestic abuse workers,
- some other community safety workers,
- some housing workers
- some police officers (eg community and school based officers, FPU officers)

It is possible that some of the workers of the types identified would be the Named Person or Lead Professional in particular cases. In these instances, they would be included in the intensive contact workforce and would require the core competences, key knowledge and skills identified for that group. Similarly, other aspects of their particular role may mean that they would be included (at least at times) in the intensive contact workforce.

### **The “intensive contact” workforce**

The intensive contact workforce is defined in this framework as those who have specific designated responsibility for child protection issues as part of their role (eg. where this is linked to their post, or where they are the Named Person or Lead Professional) and/or those who will be involved in undertaking child protection investigations or working with complex cases (eg. providing particular forms of support relating directly to child protection). These workers require the competences, knowledge and skills associated with the general and specific contact workforces, but need additional competences, knowledge and skills to carry out their tasks.

Examples of such workers (although not an exhaustive list) might include :

- some designated health workers (eg a designated nurse for child protection, paediatricians with a child protection remit, other designated child protection advisory workers)
- some education practitioners (eg child protection co-ordinators)
- some police officers (eg child protection officers, other officers in the Family Protection Unit)
- some social care workers (eg workers in specialist children and young people's agencies, children and family services, some criminal justice workers)
- some of those involved in the legal decision making process relating to child protection (eg. Children's Reporter, Sheriffs and Children's Panel Members)
- it would also include others undertaking child protection investigations or working with complex cases.

This workforce will include those acting as the Named Person or Lead Professional (even if these workers might otherwise have been in the specific contact workforce). It will also include Chief Officers and agencies' representatives on Child Protection Committees, as well as representatives on other public protection partnerships.

The Child Protection Committee will provide multi-agency training for all specific and intensive workforce groups. The general workforce group will receive their training from within their own agency. However we will provide training for any Third Sector workforce who are unable to access this through their own organisation. This training will be co-ordinated by the CPC Support Team and delivered by one of the identified Trainers.

## **Competences, Knowledge and Skills for Workforce Groups**

### **General contact workforce**

#### Core competences

The core competences relating to child protection for a worker in this workforce group are to :

- recognise where there may be concerns about a child's wellbeing
- know the procedure and take appropriate action

#### Key knowledge and skills

Key knowledge for a worker in this group is :

- the Getting It Right for Every Child approach and what is meant by "its everyone's responsibility to protect children"

- the importance of child protection in the wider context of public protection
- the general nature and signs of abuse and neglect
- what to do if they are worried about a child or young person
- when to seek appropriate supervision /support and where to look for this
- how the service /profession /discipline they represent can contribute to keeping children and young people safe
- the basic principles of the rights of children and young people

Key skills for a worker in this group are the ability to :

- recognise concerns about children and young people and identify possible risks and signs of child abuse and neglect
- effectively communicate /report, observe and record concerns
- take immediate action and follow the procedures in their agency

#### Additional knowledge and skills

Additional knowledge which might be required in some roles/ functions would be:

- how to respond at the time to disclosure of abuse, and the importance of listening to children and young people and their families
- good practice in information sharing (including confidentiality)
- the impact of particular issues and circumstances (eg equality issues, substance misuse, domestic abuse, particular forms of abuse and neglect such as child sexual exploitation)
- individual attitudes and values towards abuse/ neglect and how these shape actions etc.
- the worker's agency's (and multi-agency) child protection procedures, protocols, guidance, accountabilities and responsibilities.
- the implication of the internet for keeping children and young people safe.

Additional skills which might be required in some roles/ functions would be the ability to :

- share information appropriately
- provide evidence in proceedings relating to formal child protection measures, if required
- identify support agencies available for individual and families affected by abuse and neglect, and enable access to these.
- Supervise and support other workers in relation to child protection issues.

## **Specific Contact Workforce**

### Core Competences

The core competences relating to child protection for a worker in this workforce group are those identified for the general workforce, and to :

- Protect and promote the well-being of children and young people
- Access all relevant aspects of local child protection procedures
- Contribute to identifying and implementing potential interventions

### Key knowledge and skills

Key knowledge for a worker in this group is that which has been identified for the general workforce, as well as:

- the GIRFEC National Practice Model and well-being indicators
- the nature and prevalence of abuse and neglect, factors associated with abuse and neglect (eg - power and oppression, issues of consent) specific forms of abuse and neglect (eg - child sexual exploitation, femal genital mutilation, child trafficking, forced marriage), and the implications of particular issues (eg – the internet)
- the potential impact of specific issues on child protection :
  - Disability (including physical impairments, and learning disabilities)
  - Ethnic group (including where English is not the first language)
  - Gender (including gender-based violence)
  - Religion /Faith (including abuse in a religious environment)
  - Age (including children and young people over 16, those at the point of transition from children's to adult services, and young parents)
  - Misuse of alcohol and drugs by family members (including substance misuse in pregnancy)
  - Domestic abuse (including domestic abuse in pregnancy and the impact of domestic abuse on children, young people and the non-abusing parent/carer)
  - Parental mental health problems
  - Childhood trauma
  - Bullying
  - Complex needs (including additional support needs)
  - Other aspects of personal circumstances (eg – asylum seeking, being a young carer)
  - Experience of particular forms of abuse and neglect (eg – child sexual exploitation, female genital mutilation, child trafficking, forced marriage etc.)
  - Local Issues

- their own /agency's role, responsibilities, procedures, protocols and guidance, and those of other workers/ agencies in protecting children and young people, preventing abuse and promoting their welfare
- multi-agency child protection procedures, protocols and guidance and any changes to these
- the role of the Child Protection Committee, Named Person and Lead Professional
- relevant legislation and guidance (and changes to this) including, for example, children's rights, confidentiality and information sharing.

Key skills for a worker in this group are those identified for the general contact workforce and the ability to:

- apply the GIRFEC approach and other relevant legislation and guidance to practice
- carry out child-centred work, respond appropriately to disclosure of abuse, seek and identify children and young people's views and promote their rights
- engage, communicate, observe and work effectively with children, young people and their families (eg – as identified in the Common Core) and with children, young people and their families in specific circumstances (eg – affected by substance misuse, domestic abuse and other factors identified above)
- recognise and respond to the potential need for advocacy and/or communication support for some children and young people and their families
- engage and work effectively with other workers (including providing support and supervision where relevant)
- distinguish between observation, fact, information gained from others, and opinion.
- apply key theories underpinning their work with children and young people to support children and young people's development
- identify what to do to protect and promote the well-being and safety of children and young people, including those who are suffering, or at risk of suffering, significant harm
- carry out all aspects of their role in child protection including: compiling a chronology, keeping records, contributing to an investigation, and providing and communicating appropriate information from their work with a child or young person to inform the child protection process.
- make appropriate onward referrals, including using specialist agencies
- undertake assessment of their own role and practice in relation to child protection.

#### Additional knowledge and skills

Additional knowledge which might be required in some roles/ functions would be that identified of the general contact workforce, as well as :

- changes to legislation affecting children and young people (including changes to the benefit system)
- the importance of a protective environment and secure attachments for children and young people, as well as other protective factors
- healthy child and adolescent development, including the effects of adverse factors and different types of abuse/ neglect on development and behaviour
- the range of interventions available from their own and other agencies
- the way in which children and young people, and other family members will be involved in child protection processes
- the issues/ implications of work with dangerous, difficult to engage or evasive families

Additional skills which might be required in some roles/ functions would be those identified for the general contact workforce as well as the ability to:

- contribute to appropriate assessment (including the assessment of risk of harm, and assessment of children and young people affected by specific issues or in specific circumstances)
- contribute to a child protection inquiry
- contribute to the development and delivery of a child's plan and attend relevant meetings
- carry out particular types of work to help children and young people to protect themselves and to recover from abuse/ neglect , such as:
  - ◊ using therapeutic skills with abused children and young people
  - ◊ addressing, promoting and supporting parenting skills
  - ◊ enabling children and young people to develop resilience and good relationships
- carry out work with particular groups, such as :
  - ◊ children and young people affected by the types of specific issues highlighted earlier
  - ◊ children and young people who are behaving in ways that may be abusive to others, or appear likely to become so
  - ◊ children and young people who have experienced trauma and loss
  - ◊ perpetrators of abuse/ neglect
  - ◊ non-abusing parents and siblings
  - ◊ dangerous, difficult to engage or evasive families
- contribute to the evaluation of multi-agency interventions

## **Intensive Contact Workforce**

### Core competences

The core competences relating to child protection for a worker in this workforce group are those identified for the general and specific contact workforces and to:

- ensure that appropriate emergency action is taken to protect a child or young person
- initiate and participate in a child protection enquiry with other relevant workers, including an initial /inter-agency referral discussion
- discuss and consider child protection issues with other relevant workers
- undertake work with complex cases on a single and multi-agency basis
- provide informed advice and support to others about child protection

### Key knowledge and skills

Key knowledge for a worker in this group is that which has been identified for the general and specific contact workforces, and :

- the local strategic and operational approach to child protection, procedures, protocols and the overall pattern of provision
- the roles, functions and skills required from the Named Person/ Lead Professional
- relevant statutory powers, duties and legal issues (including changes)
- when a child protection plan is needed, the components that make up the plan and the way this will be implemented
- other agencies with a role in meeting the needs of a child, young person or other family member where there are child protection issues
- the importance of relevance, proportionality and 'need to know' in terms of recording and data sharing

Key skills for a worker in this group are those identified for the general and specific contact workforces, and the ability to:

- undertake, manage, plan and support joint and single agency investigative work appropriate to their role (including inquiring into alleged abuse or neglect by workers or carers)
- analyse and critically appraise: information (including collating a chronology), needs, risks and roles
- select and use appropriate assessment tools and produce a needs-led assessment, including the assessment of risk.
- recognise and respond to complex needs of particular groups
- collect and ensure the representation of the views of the child or young person
- identify desired outcomes, including longer term outcomes
- help develop, record and ensure the implementation of a child protection plan, linking risks with tasks (including through core group and review case conferences where appropriate),
- communicate effectively and engage with all parties about child protection plans
- collect/ collate evidence to monitor and review a child's plan and evaluate interventions
- conduct /contribute to significant case reviews/ critical incident analysis and contribute to developing and implementing recommendations.

- supervise and/ or support workers/ colleagues involved in child protection work
- analyse material, carry out critical analysis and be confident to challenge other workers when required
- identify and respond to boundary issues /conflicts of interest
- evaluate their own and multi-agency interventions

#### Additional knowledge and skills

Additional knowledge which might be required in some roles/ functions would be that identified for the general and specific contact workforces, as well as:

- standards, quality indicators and new recommendations
- immediate intervention /emergency protection measures relevant to their own agency (Child Protection Orders, Child Assessment Order and Exclusion Order, and Police powers)
- the role and need for medical examination/ assessment and the needs of the child or young person
- specific legal issues (eg – age of legal capacity/ sexual activity; criminal injuries compensation) and changes to such legislation
- specific behaviours, such as self harm, suicide ideation, and suicidal intent
- the relevance and contribution of their own agency and that of the CPC to wider Community Planning.

Additional skills which might be required in some roles/ functions would be those identified for the general and specific contact workforces, as well as the ability to:

- perform the role of Named Person/ Lead Professional
- lead and contribute to child protection case conferences
- prepare, implement, maintain, monitor and review a Child Protection Plan with other relevant workers
- fulfil any specialist role in regard to specific vulnerabilities/ circumstances and/ or in supporting child witnesses
- promote, commission and assure the quality and delivery of multi-agency child protection learning and development for all relevant workers
- deliver child protection learning and development
- contribute to auditing and scrutiny of services and outcomes against relevant National Standards and quality indicators, as well as new recommendations from reports/ inquiries
- contribute to the overall development of child protection provision and/ or strategies, audits and scrutiny, policies and procedures and contribute to implementing recommendations

## **Child Protection Committee Training Calendar**

The Child Protection Committee will provide a rolling programme of training each year and this will be co-ordinated by the Child Protection Committee Support Team. A Training Calendar and application forms will be published on the Child Protection Website [www.dumgal.gov.uk/cpc](http://www.dumgal.gov.uk/cpc). The flyers and application forms will also be widely disseminated within all agencies and throughout Third Sector Organisations.

A copy of the calendar for 2013 is attached which indicates the workforce group for which it is targeted. Each course will be reviewed on a regular basis and review dates are also marked on the Calendar.

## **Child Protection Courses**

The Child Protection Elearning course, will be available to all staff within statutory agencies and also to Police, Fire and Third Sector colleagues by way of a link which can be circulated to their staff.

The Child Protection Basic Awareness Raising will be delivered within individual services, by identified staff. However the Child Protection Committee will provide this course for Third Sector providers who cannot access this through their own organisation.

All other training will be delivered on a multi agency basis by our Child Protection Trainers.

## **Child Protection Committee Trainers**

The Child Protection Committee has funded 'training for trainers' for identified staff who help with the development and delivery of our training courses. These trainers will have received training, will have a knowledge of child protection processes and/or a specialist knowledge with reference to the particular course. All trainers delivering a new course, they were not involved in the development of, will shadow this course in the first instances, then co-present with an expert prior to presenting the course themselves.

## **Future Training Development**

The Child Protection Committee have developed several new training courses over the last two years and our focus for the next two years will be to embed this training in our rolling programme and review existing courses, in line with Getting It Right For Every Child, and any new legislation, procedures, etc.

### **Child Protection Committee Conference**

The Child Protection Committee has agreed that they will hold a Child Protection Conference every second year. These Conferences will highlight local and national issues and provide frontline practitioners and managers with an opportunity to give feedback on any relevant issues to the Child Protection Committee. It also gives those attending a chance to build on professional working relationships by networking. On alternate years we will participate with colleagues to deliver a People Protection focussed event.

### **Child Protection Committee Locality Events**

Locality events will be used to take child protection issues out to an increased number of frontline staff on an inter-agency basis and within the localities where practitioners work. These events will be used to launch or highlight any new Child Protection Committee policies or procedures. The events will be held in all four localities at least once a year, however more may be held if the need is identified.

## TRAINING COURSES

<b>Training Course Level</b>	<b>Timings</b>	<b>Training Course Title</b>	<b>Proposed Review Date</b>
General	N/A	Child Protection e-learning course	Early 2015
<i>General</i>	<i>See Individual Agency Info</i>	<i>Single Agency Child Protection Training</i>	<i>Early 2014</i>
General	Half Day	Child Protection Awareness Raising for 3 <sup>rd</sup> Sector	Early 2014
Specific	Half Day	Impact of Domestic Abuse	Early 2013
Specific	Half Day	Impact of Parental Substance Misuse	Early 2013
Specific	Half Day	Communication with Children	Early 2013
Specific	Half Day	Children with Disabilities and Child Protection	2014
Specific	Half Day	Children with Problem Sexual Behaviours (Awareness Raising)	2013
Specific	Two Days	Working Together to Protect Children	Early 2014
Specific	Half Day	Understanding Children's Hearings	Early 2015
Specific	Full Day	Working With Hostile & Uncooperative Families	Early 2013
Specific	Half Day	Neonatal Abstinence Syndrome and Fetal Alcohol Syndrome	2014
Intensive	Two Days	Children & Families Affected by Substance Misuse – STRADA Training	N/A – Only 2 events planned at present.
Intensive	Two Days	Working with Children and Young People with Problematic Sexual Behaviour	Early 2013
Intensive	Half Day	Problematic Sexual Behaviour - Managers/ Supervisors	Early 2013

# Child Protection Committee

## Child Protection Training

### Evaluation Framework

Our Evaluation Framework has been developed to effectively evaluate the impact of CPC child protection training. This is based on Kirkpatrick's Learning and Training Evaluation Theory (1994) which specifies four levels of evaluation:

1. reaction
2. learning
3. behaviour
4. results

The CPC evaluation framework is designed to address the first 3 levels of Kirkpatrick's model.

The first level (*reaction*) will be captured through the introduction of a 'general reactions' section on the evaluation forms for all levels of child protection training. The second and third levels, will be measured by the introduction of pre- and post-event questionnaires which will be signed by both the applicant and their manager. The aim of these questionnaires is to ensure that both the 'learner' and 'manager' are equally accountable in the process.

The post event questionnaire has been devised to support the 'learner' and 'manager' to identify what transfer of learning in the workplace has occurred as a result of the training and to assist the identification of further learning needs.

Information gathered from these questionnaires will be analysed to measure impact on the learner's confidence and competence, increase in knowledge base etc.

Impact on children will be measured by ongoing and embedded self-evaluation activity driven by the Performance & Quality Sub Committee of the CPC. Evidence of such impact will be gathered through file reading, talking to children and their families, interviews/focus groups with staff and staff surveys.

This paper provides an overview of the CPC Training Evaluation Framework that has been designed by the CPC Trainers Group. It includes guidance on the use of the evaluation forms to be used for all levels of child protection training, as well as the reporting procedures to the Training & Communication Sub Committee.

Child Protection Committee Agency Leads will be asked to encourage staff to complete the evaluation cycle as part of this framework.

#### **Training for General Workforce Group**

Evaluation for this workforce group will be an initial reaction form which should be used by all agencies delivering this level of training whether it is single agency or multi agency. It will be filled in by participants following the training and handed back to the trainer(s) before they leave the venue.

For the single agency training events (i.e. within Social Work, Health or Education) these forms will be evaluated by the relevant people.

For multi-agency or 3<sup>rd</sup> Sector events they should be forwarded to the CPC Development Officer who will prepare a report from each event.

### **Training for Specific Workforce Group**

The pre-course learning log which is aimed at identifying learning needs, will be sent out as part of the flyer and application form for this workforce group training events which are circulated within services/agencies. Places will only be allocated to applicants who have completed both the application form and the pre-course learning log. The delegate should keep a copy of this pre-course learning log for their own Professional Development Portfolio, whilst returning the original with the application to the CPC Support Team.

An 'on the day' evaluation sheet should be completed by the delegates at the end of the second day of training and collected by the trainers prior to the delegates leaving. The purpose of this form is to provide some initial reaction information. The evaluation forms will then be held on file and a report compiled by the CPC Support Team.

Three months following the training event, the post-event questionnaire should be sent out to those who attended the training and their Line Manager, again delegates should keep a copy of this for their own Professional Development Portfolio and return the original to the CPC Development Officer who will prepare the necessary reports. To ensure that these questionnaires are returned the delegates will not receive their certificate of attendance for the training until the questionnaire has been completed and returned. The information from this questionnaire will be compared to the pre-course scoring and will provide information regarding the impact of the training.

### **Training for Intensive Workforce Group**

The pre-course learning log which is aimed at identifying learning needs, will be sent out as part of the flyer and application form for this workforce group training events which are circulated within services/agencies. Places will only be allocated to applicants that have completed both the application form and the pre-event learning log. The delegate should keep a copy of this pre-course learning log for their own Professional Development Portfolio; whilst returning the original with their application to the CPC Support Team.

An 'on the day' evaluation sheet should be completed by the delegates at the end of the second day of training and collected by the trainers prior to the delegates leaving. The purpose of this form is to provide some initial reaction information. The evaluation forms will then be held on file and a report compiled by the CPC Support Team.

Three months following the training event, the post-event questionnaire should be sent out to those who attended the training and their Line Manager, again delegates should keep a copy of this for their own Professional Development Portfolio and return the original to the CPC Development Officer who will prepare the necessary reports. To ensure that these questionnaires are returned the delegates will not receive their certificate of attendance for the training until the questionnaire has been completed and returned. The information from this questionnaire will be compared to the pre-course scoring and will provide information regarding the impact of the training.

## **REPORTING PROCEDURES**

### **General Workforce Group**

General workforce group training is delivered in the majority on a single agency basis and each agency collates the evaluation forms from these events. It is proposed that a random sample of 100 evaluation forms from each agency are collated and reported on to the Training & Communication Sub Committee on an annual basis. The information from these reports will inform the need for review of the training programme. These reports will be undertaken in the Summer of each year, starting in June 2013.

When training for the general workforce group is undertaken for the Third Sector the evaluation forms will be collated by the CPC Support Team and a report will also be prepared on an annual basis.

### **Specific Workforce Group**

For specific workforce group training events the 'On the day' reaction report will be produced following the event and held on file by the Child Protection Committee Support Team. Once the post-event questionnaires have been returned to the CPC Development Officer, a report comparing the impact of the training event will be produced and held on file by the CPC Support Team.

The evaluation information from these training events will then be collated into an annual report which will be taken to the Training & Communication Sub Committee for information and consideration should be given as to the need for any necessary review.

### **Intensive Workforce Group**

For intensive workforce group training events the 'On the day' reaction report will be produced following the event and held on file by the Child Protection Committee Support Team. Once the post-event questionnaires have been returned to the CPC Development Officer, a report comparing the impact of the training event will be produced and held on file by the CPC Support Team.

The evaluation information from these training events will then be collated into an annual report which will be taken to the Training & Communication Sub Committee for information and consideration should be given as to the need for any necessary review.

### **Additional Evaluation**

It is proposed that peer evaluation is used and this will be undertaken by colleagues from the pool of Trainers available.



# Child Protection General Workforce Training

(Date & Venue of Event)

## Evaluation Sheet

Name		Agency	
Job Title		Training Date	
Email Address			

General Reactions to the Course (Please tick all boxes that apply)							
Interesting	<input type="checkbox"/>	Relevant	<input type="checkbox"/>	Structured	<input type="checkbox"/>	Clear	<input type="checkbox"/>
Correct Pace	<input type="checkbox"/>	Too Difficult	<input type="checkbox"/>	Too Easy	<input type="checkbox"/>	Unclear	<input type="checkbox"/>
Too Slow	<input type="checkbox"/>	Boring	<input type="checkbox"/>	Unstructured	<input type="checkbox"/>	Too Fast	<input type="checkbox"/>
Helpful	<input type="checkbox"/>	Tiring	<input type="checkbox"/>	Irrelevant	<input type="checkbox"/>	Enjoyable	<input type="checkbox"/>

1. The course met its aims and objectives, (please tick one)			
Fully Agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>	Fully Disagree	<input type="checkbox"/>

2. The content of the course was appropriate to my learning needs, (please tick one)			
Fully Agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>	Fully Disagree	<input type="checkbox"/>

3. The content of this course has increased my knowledge of child protection? (Please tick one)			
Fully Agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>	Fully Disagree	<input type="checkbox"/>

4. This course will have an impact on the way I do my job, (please tick one)			
Fully Agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>	Fully Disagree	<input type="checkbox"/>

5. The course was well presented (please tick one)			
Fully Agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>	Fully Disagree	<input type="checkbox"/>

6. The course materials/handouts were appropriate and adequate, (please tick one)			
Fully Agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>	Fully Disagree	<input type="checkbox"/>

7. The course venue was suitable, (please tick one).			
Fully Agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>	Fully Disagree	<input type="checkbox"/>

8. Who in your agency would you speak to if you had concerns about a child or young person?	
Name	Post Title

<p><b>Please identify your further education and learning needs in issues relating to child protection :</b> (e.g. research for a particular piece of work which the worker translates into practice, peer review, perhaps even participation in the development of training courses)</p>
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# Child Protection Specific Workforce Training

Training Course Name

(Date & Venue of Training)

Pre-course Learning Log

<b>Name</b>		<b>Post Title</b>	
<b>Contact Tel No.</b>		<b>E-mail Address</b>	
<b>Agency</b> (e.g NHS, Education, Social Work, Police or Other)		<b>Level of contact with Children &amp; Young People</b> (including unborn children)	
<b>Line Manager</b>		<b>Line Manager's E-mail Address</b>	
Have you completed Tier 1 Basic Awareness Course in last 3 years?		Have you attended Tier 2 Training previously? If so how long ago?	
Why have you applied for this course?			

<b>1. What do you hope to gain from this course?</b>										
<b>2. How would you describe your current awareness and understanding of inter-agency child protection work?</b> (Tick one box). Where 0 = none, 10 = extensive awareness and understanding										
0	1	2	3	4	5	6	7	8	9	10
<b>3. How do you think this training will inform or change your practice?</b>										
<b>4. How do you think this training will improve your ability to contribute to an effective child protection service?</b>										
<b>5. How confident do you feel in dealing with child protection issues?</b> (Please tick one box) Where 0 = not at all, 10 = extremely confident										
0	1	2	3	4	5	6	7	8	9	10
<b>6. How competent do you feel in dealing with child protection issues?</b> (Please tick one box) Where 0 = not at all, 10 = extremely competent										
0	1	2	3	4	5	6	7	8	9	10
<b>7. Which areas of child protection do you currently find most challenging?</b>										

**To be completed by your Line Manager**

Having read the information for this course I agree that it will assist in meeting the learning needs of this applicant.  
Signature :





# Child Protection Specific Workforce Training

Training Course Name

(Date & Venue of Event)

## Post-Event Questionnaire

Name		Agency	
Contact Tel No.		E-mail Address	
Agency			

**1. What do you think you have gained from this course?**

**2. How would you describe your current awareness & understanding of inter agency child protection work?** Please tick one box.  
Where 0 = none, 10 = extensive awareness and understanding

0	1	2	3	4	5	6	7	8	9	10

**3. How do you think this training has informed or changed your practice?** (please give examples)

**4. How do you think this training has improved your ability to contribute to an effective child protection service?** (please give examples)

**5. How confident do you feel in dealing with child protection issues?** Please tick one box  
Where 0 = not at all, 10 = much more confident

0	1	2	3	4	5	6	7	8	9	10

**6. How competent do you feel in dealing with child protection issues?** Please tick one box  
Where 0 = not at all, 10 = much more competent

0	1	2	3	4	5	6	7	8	9	10

**Further to discussion with your Line Manager what other continuing professional development opportunities have you identified to meet your learning needs in relation to child protection.** (Please List Below : e.g. research for a particular piece of work which the worker translates into practice, peer review, perhaps even participation in the development of training courses)

Your Signature	
Line Manager's Signature	



# Child Protection Intensive Workforce Training

Training Course Name

(Date & Venue Of Training)

## Pre-Course Learning Log

<b>Name</b>		<b>Post Title</b>	
<b>Contact Tel No.</b>		<b>E-mail Address</b>	
<b>Agency</b> (e.g NHS, Education, Social Work, Police or Other)		<b>Level of contact with Children &amp; Young People</b> (including unborn children)	
<b>Line Manager</b>		<b>Line Manager's E-mail Address</b>	
Please identify previous Child Protection Training you have undertaken?			

<b>1. What do you hope to gain from this course?</b>										
<b>2. How would you describe your current awareness and understanding of <i>Training Topic</i>? (Tick one box).</b> Where 0 = none, 10 = extensive awareness and understanding										
0	1	2	3	4	5	6	7	8	9	10
<b>3. How do you think this training will inform or change your practice?</b>										
<b>4. How do you think this training will improve your ability to contribute to an effective child protection service?</b>										
<b>5. How confident do you feel in dealing with <i>Training Topic</i> issues? (Please tick one box)</b> Where 0 = not at all, 10 = extremely confident										
0	1	2	3	4	5	6	7	8	9	10
<b>6. How competent do you feel in dealing with <i>Training Topic</i> issues? (Please tick one box)</b> Where 0 = not at all, 10 = extremely competent										
0	1	2	3	4	5	6	7	8	9	10
<b>7. Which areas of <i>Training Topic</i> do you currently find most challenging?</b>										

### To be completed by your Line Manager

Having read the information for this course I agree that it will assist in meeting the learning needs of this applicant. Signature :
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# Child Protection Intensive Workforce Training

Training Course Name

(Date & Venue of the Event)

## Evaluation Sheet

Name		Agency	
Job Title		Training Date	
E-mail Address			

General Reactions to the Course (Please tick all boxes that apply)							
Interesting	<input type="checkbox"/>	Relevant	<input type="checkbox"/>	Structured	<input type="checkbox"/>	Clear	<input type="checkbox"/>
Correct Pace	<input type="checkbox"/>	Too Difficult	<input type="checkbox"/>	Too Easy	<input type="checkbox"/>	Unclear	<input type="checkbox"/>
Too Slow	<input type="checkbox"/>	Boring	<input type="checkbox"/>	Unstructured	<input type="checkbox"/>	Too Fast	<input type="checkbox"/>
Helpful	<input type="checkbox"/>	Tiring	<input type="checkbox"/>	Irrelevant	<input type="checkbox"/>	Enjoyable	<input type="checkbox"/>

1. The course met its aims and objectives, (please tick one)				
Fully Agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Disagree

2. The content of the course was appropriate to my learning needs (please tick one)				
Fully Agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Disagree

3. The content of this course has increased my knowledge of <b>Training Theme</b> (please tick one)				
Fully Agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Disagree

4. This course will have an impact on the way I do my job (please tick one)				
Fully Agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Disagree

5. The course was well presented (please tick one)				
Fully Agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Disagree

6. The course materials handouts were appropriate and adequate (please tick one)				
Fully Agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Disagree

7. The course venue was suitable, (please tick one)				
Fully Agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Disagree

<p><b>Please identify your further education and learning needs in issues relating to <b>Training Theme</b>:</b>  <b>e.g.</b> research for a particular piece of work which the worker translates into practice, peer review, perhaps even participation in the development of training courses</p>
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# Child Protection Intensive Workforce Training

Training Course Name

(Date & Venue of Event)

## Post-Event Questionnaire

Name		Agency	
Contact Tel No.		E-mail Address	
Agency			

1. What do you think you have gained from this course?

2. How would you describe your current awareness & understanding of **Training Theme**? Please tick one box.

Where 0 = none, 10 = extensive awareness and understanding

0	1	2	3	4	5	6	7	8	9	10

3. How do you think this training has informed or changed your practice? (please give examples)

4. How do you think this training has improved your ability to contribute to an effective child protection service? (please give examples)

5. How confident do you feel in dealing with **Training Theme**? Please tick one box

Where 0 = not at all, 10 = much more confident

0	1	2	3	4	5	6	7	8	9	10

6. How competent do you feel in dealing with **Training Theme**? Please tick one box

Where 0 = not at all, 10 = much more competent

0	1	2	3	4	5	6	7	8	9	10

Further to discussion with your Line Manager what other continuing professional development opportunities have you identified to meet your learning needs in relation to **Training Theme**. (Please List Below: e.g. research for a particular piece of work which the worker translates into practice, peer review, perhaps even participation in the development of training courses)

Your Signature	
Line Manager's Signature	