



NORTH YORKSHIRE SAFEGUARDING CHILDREN BOARD

Report to North Yorkshire Safeguarding Children Board

Training Strategy

2009/2010

Training Strategy 2009-2010

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Introduction

One of the key priorities of the NYSB outlined within the LSCB Business Plan 2008-11 is to ensure that those who work directly or indirectly with children receive appropriate child protection and safeguarding training. This includes all agencies of the LSCB, voluntary and independent sectors.

This Training Strategy has been written within a legal framework and is based on Chapter 4 of Working Together to Safeguard Children 2006, which is issued under Section 16 of the Children Act 2004.

The North Yorkshire Safeguarding Children Board is the key statutory mechanism for agreeing how all organisations in North Yorkshire will cooperate to safeguard children and promote the welfare of children in the locality, and for ensuring the effectiveness of that work.

The LSCB is committed to delivering a high quality inter-agency training programme, which supports professionals, volunteers and the independent sector in their work to safeguard and promote the welfare of children and young people.

Working Together 2006 requires all agencies working with children either directly or indirectly to provide single agency training in order to carry out their own roles and responsibilities. This includes being able to recognise and raise safeguarding concerns. The LSCB role differs in respect that it builds on the training offered by single agencies and organisations by promoting the premise that only by organisations and agencies working together can children be effectively safeguarded by:

- A shared understanding of roles and responsibilities
- Improved communication between professionals and those working with children
- Effective working together based on sound working relationships
- Improved assessment and decision making.

The key drivers for this strategy are:

- Working Together to Safeguard Children 2006
- Every Child Matters
- Children Act 2004
- Common Core of skills and Knowledge for the Children Workforce DCSF 2005
- The Children Workforce Strategy for North Yorkshire
- LSCB Business Plan
- North Yorkshire Children and Young Person's Strategic Plan

Purpose of Training Strategy

The purpose of this strategy is to identify the minimum acceptable requirements for safeguarding training. Further, to provide agencies and organisations with the following information:

- 1 What statutory, independent and voluntary agencies must do to comply with the requirements for LSCB training
- 2 The minimum training to be provided by single agencies.
- 3 The minimum LSCB training required by staff and volunteers
- 4 The LSCB training pathways for managers and workers
- 5 The role of the LSCB in ensuring consistency of content and delivery of LSCB training
- 6 Ensure LSCB training is resourced to promote and deliver consistent training that safeguards and promotes the welfare of children across North Yorkshire.

LSCB Training Responsibility

Working Together 2006 states that the LSCB and its nominated Training Sub Group has a responsibility to ensure that both single and multi-agency training is delivered to a consistently high standard and that a process exists in all agencies and the LSCB to evaluate the effectiveness of training. This strategy will ensure consistency with the above document and consider the following:

- Single agency training.
- Multi-agency training.

Who requires training?

In effect it is all those who work with children directly or indirectly. This includes all employees and volunteers of all LSCB member organisations. Training should be targeted at the following groups:

- Those with **particular responsibility** for safeguarding children such as designated or named professionals, those undertaking Section 47 enquiries or working with complex cases
- Those who work **regularly** with children, young people and adults who are parents/carers and may be asked to contribute to assessments of children in need
- Those in **regular contact** with children and young people and with adults who are parents or carers. These may be people who operate in an environment where they see children or adults but do not have case responsibility for them.

The model in Appendix 1 reflects the complexity and specific targeting of multi-agency training. It is related to the levels of contact that workers have with children and their families. The model illustrates that as skills become more

developed and roles become more specialised the level of knowledge increases.

(These lists are not intended to be exhaustive but offer a model linked to the training database to enable managers to determine the appropriate level of training required to meet the needs of their staff.)

Core Values in Training and Development

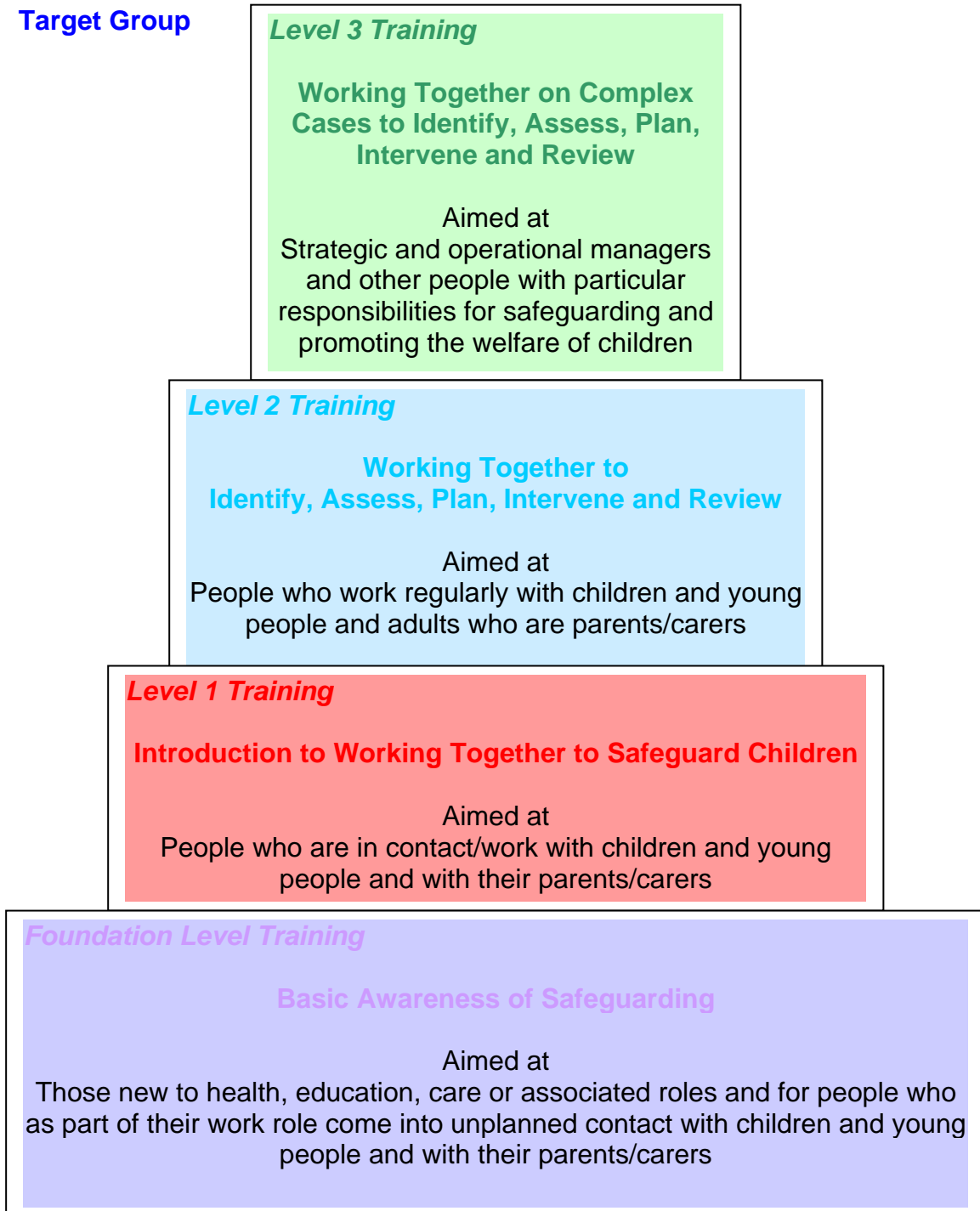
All LSCB training should create the ethos that:

- values working collaboratively
- respects diversity
- promotes equality
- child centred
- promotes participation of children and families within the wider safeguarding process.

Levels of Training and Target Audiences

The following model is designed to enable managers to determine the appropriate level of training required to meet the needs of their staff

Target Group



Learning Outcomes for targeted groups

Suggested Learning Outcomes for those whose role includes unplanned contact with children.

These include: Hospital staff, religious groups, CAB groups, licensees, housing officers, front line staff in all sectors, sport and leisure staff, community groups.

Training Level	DFES Learning Outcome	Common Core Knowledge
Level 1	Understanding what is meant by safeguarding and promoting the welfare of children and the different ways in which children and young people can be harmed.	
	Be aware of the statutory duty to safeguard children and promote the welfare of children in accordance with the Children Act 2004.	Have awareness and basic knowledge, where appropriate, of the most current legislation.
	Familiarity with “What to do if you think that a child is being abused” national guidance and local procedures and appreciate own role and responsibilities and those of others in safeguarding and promoting the welfare of children.	Be aware of national guidance and local procedures, own role and responsibilities within these for safeguarding and promoting children and young people’s welfare. Understanding the roles of other agencies, local procedures on child protection and variations of use of terminology. Know about organisational procedures and relevant legal frameworks, as well as appropriate referral routes within your organisation and routes into other agencies.
	Understanding statutory requirements governing consent, confidentiality and information sharing.	Have awareness and basic knowledge of current legislation and the common law of duty of

		<p>confidentiality.</p> <p>Understanding the procedure and legislation relating to confidentiality issues that apply to your job role. This includes legislation governing your own profession.</p> <p>Understanding that different confidentiality procedures may apply in different contexts.</p> <p>Understanding that consent is not always necessary to share information, even where information is confidential in nature; it may be shared without consent in certain circumstances. This includes where a child is at risk of harm or there is a legal obligation to disclose.</p> <p>Understanding the limits of confidentiality that apply to your job role and that sometimes it is necessary to go against a child's wishes in their best interests.</p> <p>Aware that different types of information exist; these include confidential information, personal data and sensitive personal data and appreciate the implications of those differences.</p> <p>Have awareness of any legislation which specifically restricts the disclosure of certain information.</p> <p>Know about data protection issues in the context of your role.</p>
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		Know and understand that the Data Protection Act can be a tool to enable and encourage information sharing.
	Understanding the necessity for information sharing and accurate recording within the context of safeguarding and promoting the welfare of a particular child.	<p>Understanding the necessity of information sharing within the context of children and young people's wellbeing and safety.</p> <p>Understanding the importance of sharing information, how it can help and the dangers of not doing so.</p> <p>Understanding the difference between permissive statutory gateways; this is where a provision permits the sharing of information, and mandatory statutory powers. This where a provision places a duty upon a person to share information. Also the implications for sharing information.</p> <p>Know what to record, how long to keep it, how to dispose of records correctly and when to feed back or follow up.</p>
	Provide appropriate, succinct information to enable other practitioners to deliver support to the child and family.	<p>Know who to share information with and when; understand the difference between information sharing on an individual, organisational and professional level.</p> <p>Know how to share information – in writing, by telephone, electronically or in person.</p>
	Know the boundaries of personal competence and responsibility, when to involve others and where to seek advice and support.	Be aware of own and others' professional boundaries and know the boundaries of personal competence and responsibility. Know when to

		<p>involve others, and know where to get advice and support.</p> <p>Know who the experts are and when they are needed.</p> <p>Appreciate the effect of witnessing upsetting situations and know how to get support.</p>
	Understanding when they are required to consult with a manager/designated person.	
	Be able to identify concerns about possible abuse arising from completion of the CAF.	<p>Know about the CAF and where appropriate, how to use it.</p> <p>Know how to obtain support and report concerns.</p>
	Know when and how to respond to immediate safety issues in relation to a particular child and other children within the household.	
	Be aware of the impact of aggression, anger and violence from carers on practice and how to manage these feelings.	Have an understanding of issues related to aggression, anger and violence, and know the appropriate response to conflict – whether the situation involves an adult, a peer, or the child or young person themselves.
	Know what to do if there is insufficient response from other organisations and agencies, while maintaining a focus on safeguarding and promoting the welfare of children.	Know what to do when there is insufficient response from other organisations or agencies, while maintaining a focus on what is in the child's best interests.
	Be able to make judgements about how to act to safeguard and promote the welfare of a child in line with "What to Do if you are worried a child is being abused."	
	Be aware of the LSCB and its remit.	Be aware of the LSCB and its remit for protection of children within the locality.

Level Two: People who work regularly with children and young people

GPs, LSCB members, family resource/centre workers, youth workers, child minders, foster carers, play group workers, YOT officers, probation staff, community health staff, refuge staff, police officers, social workers

Working Together to identify, assess, plan, Intervene and Review	Understand the safeguarding roles of parents and carers and recognise factors that can impact on parenting capacity.	Understand and take account of the effects of different parenting approaches, backgrounds and routines Know when and how to discuss concerns with parents and carers.
	Have the confidence to challenge own and others' practice.	
	Understanding the boundaries of personal competence and responsibility, know when to involve others and where to get advice and support.	Be aware of own and others' professional boundaries and know the boundaries of personal competence and responsibility, know when to involve others and know where to get advice and support. Know who the experts are and when they are needed. Appreciate the effects of witnessing upsetting situations and know how to get support.
	Be able to communicate effectively and develop working relationships with other practitioners and professionals, children and families to safeguard and promote the welfare of children.	Know that communication is a two way process. Know how to listen to people, make them feel valued and involved, and know when it is important to focus on the individual rather than the group. Be aware that the child, young person, parent or

		<p>carer may not have understood what is being communicated.</p> <p>Be self-aware; know how to demonstrate a commitment to treating all people fairly; be respectful by using active listening and avoiding assumptions.</p> <p>As far as possible, make clear to the child or young person, parent or carer how the information they provide will be used.</p>
	<p>Understand the role of other practitioners and agencies in supporting and advising families and safeguarding and promoting the welfare of children and the impact of own interviewing style, decision and actions on others.</p>	<p>Have a general knowledge and understanding of the range of organisations and individuals working with children, young people and those caring for them, and be aware of the roles and responsibilities of other professionals.</p> <p>Know where education and support services for parents and carers are available locally.</p>
	<p>Work together with others as outlined in the “What to do if you think a child is being abused” guidance.</p>	<p>Understand the way that partner services operates – their procedures, objectives, role and relationships – in order to be able to work effectively alongside them.</p>
	<p>Have a sound understanding of the principles and process for effective collaboration and be able to forge and sustain relationships with other practitioners and families to safeguard the welfare of children.</p>	<p>Know your own role within different group situations and how you contribute to the overall group process, understanding the value of sharing how you approach your role with other professionals.</p>
	<p>Know how to share information with, when and how to record information related to assessment, planning, intervention and review.</p>	<p>Know how to report and record information formally and informally in the appropriate way for the audience, including how the use of the Common Assessment Framework for Children and young</p>

		<p>people helps communicate between practitioners.</p> <p>Know who to share information with and when: understand the difference between information sharing on an individual, organisational and professional level.</p> <p>Know what the triggers are for reporting incidents or unexpected behaviour.</p>
	<p>Appreciate the effect of cultural and religious beliefs on practice when working together to safeguard and promote the welfare of children.</p>	<p>Appreciate the effect of cultural and religious beliefs, refrain from making assumptions about certain cultures or backgrounds.</p> <p>Know how to work within your own and other organisational values, beliefs and cultures.</p> <p>Know that assumptions, values and discrimination can influence practice and prevent some children and young people from having equality of opportunity and equal protection from harm.</p>
	<p>Have the skills to work with others to address the issues of aggression/non-compliance by service users that may impinge on practitioners' ability to safeguard and promote the welfare of children and know when and how to seek support/advice.</p>	
	<p>Understand when they are required to consult with a manager or designated person.</p>	

Level 3: People with particular responsibility for safeguarding, including strategic and operational managers

Designated teachers, health visitors, field social workers, YOT workers, school nurses, police in child protection units, EWOs, named child protection health staff, paediatricians, key voluntary agencies, operational managers who supervise others, managers with strategic responsibility for commissioning and providing services to children, young people and adults, who are parents, carers, including LSCB members

Level 1 Operational Managers	Be aware of the statutory duty to safeguard children and promote the welfare of children and recognise the roles of staff as outlined in "What to do if you suspect a child is being abused".	
	Be able to make judgements about ways in which practitioners should act to safeguard and promote the welfare of a child in line with "What to Do".	
	Be aware of the LSCB and its remit.	
	Be aware of the LSCB inter-agency policies, procedures and protocols.	
	Understand the necessity for information sharing and accurate recording within the context of safeguarding and promoting the welfare of children and have the knowledge to advise practitioners.	
	Understand the role and influence of the front line manager including facilitating multi-disciplinary communication and conflict resolution.	
	Understand and be able to address the impact of practitioners' anxiety on performance.	
	Be able to offer advice, guidance and support in line with national and local guidance to practitioners who have concerns about safeguarding and promoting the welfare of a child,	
	Be aware of the impact of aggression, anger and violence from carers on practice and ensure practitioners are supported when working in these situations.	

	Understanding the emotional impact of working together to safeguard children and to promote their welfare and support practitioners appropriately.	
	Have the knowledge and skills to identify how practitioners can get stuck, lose focus and be drawn into poor performance and respond accordingly.	
Level 1 Strategic responsibility within agencies	Be aware of the statutory duty to safeguard and promote the welfare of children and identify a lead senior manager who is accountable for the agency fulfilling this duty.	
	Recognise the roles and the responsibilities of practitioners as outlined in "What to Do".	
	Understand the development and support needs of staff, enabling them to effectively work together with others to safeguard and promote the welfare of children.	
	Understand the need for management plans for recruitment, training, support and supervision of all staff undertaking safeguarding duties.	
	Recognise the systems that should be in place within an organisation and between organisations in order to comply with statutory duties to cooperate to safeguard and promote the welfare of children.	
	Understand statutory requirements governing consent, confidentiality and information sharing and the implications for developing and maintaining intra- and inter-agency systems and protocols.	
	Recognise the management information required to ensure that the agency is discharging its duty to safeguard children.	
	Know what action should be taken to ensure the agency is demonstrating its safeguarding duties.	
Level 2 Operational Managers Working Together to		

identify, assess, plan, intervene and review		
	Understand the safeguarding roles of parents and carers and recognise factors that impact on parenting capacity.	
	Be able to develop an accurate assessment of a practitioner's competency with regard to safeguarding and promote children's welfare and address areas for development.	
	Have a sound understanding of the principals and process for effective collaboration and be able to communicate, forge and sustain relationships with other managers and address any issues encountered by practitioners working with others to safeguard and promote the welfare of children.	
	Understand the role of other practitioners and agencies in supporting and advising families to safeguard and promote the welfare of children and advise staff accordingly.	
	Be able to supervise staff who are working together with others on the process outlines in this guidance and "What to do if".	
	Know who to share information with, when and how to record information and be able to advise practitioners accordingly.	
	Understand and be able to address practitioners' anxiety and of aggression and non-compliance from carers when working together to safeguard and promote the welfare of the child.	
	Appreciate and be able to address with practitioners the effect of cultural and religious beliefs on practice when working together.	
Level 2 Strategic responsibility	Be aware of the statutory duty to safeguard children and recognise the roles and responsibilities of staff outlined in "What to Do".	
	Understand the statutory requirements of the LSCB under section 13-16 of the Children Act 2004 and the LSCB regulations.	
	Be aware of the key purpose, functions and tasks of the LSCB	

	and be able to follow procedures outlined in guidance.	
	Understand the individual and joint roles and responsibilities of members of the LSCB.	
	Know how to ensure that own agency is able to demonstrate their duties to safeguard and promote the welfare of children in their strategic and operational plans.	
	Ensure their own agency job descriptions reflect the responsibilities of LSCB membership.	
	Understand the mandate and organisational support required to ensure meaningful representation.	
	Know how to obtain the necessary professional/expert advice to fulfil role	
	Understand the role of Children's Services, the Director of Children's Services and lead Elected Member and the LSCB Chair.	
Level 3 Operational Managers	Be able to work with other practitioners, children and families on complex tasks or particular areas of practice that have specific knowledge or skill requirements, for example, joint enquiries under Section 47 of the Children Act 1989.	
	Have the confidence to challenge decisions in complex situations by looking beyond immediate role and asking questions.	
	Be able to assess the relevance and status of information and to pass it on when appropriate.	
	Be able to establish and maintain working partnerships of trust and mutual respect whilst recognising ways in which group process can influence and distort decision making.	
	Understand and be able to make an effective contribution through report writing and verbal communication to multi-disciplinary case planning and review meetings.	
	Know how to manage conflict and disagreement between professionals when working together on complex cases.	

	Have the skills to work with others to address issues of aggression and/or compliance that may impinge on practitioners' ability to safeguard a child in complex cases.	
	Have an understanding of factors at an inter-personal level and systematic level, which influence the possibility of change.	
	Be aware of the specific knowledge and skill requirements necessary for working on complex cases, eg Section 47 enquires.	
	Ensure that practitioners have the appropriate knowledge and skills and are managed and supported.	
	Know what to do if there is insufficient response from other organisations and agencies, while maintaining a focus on safeguarding and promoting the welfare of a child.	
	Be able to assess ways in which practitioners are working together on complex cases and ways in which group process can influence and distort decision making.	
	Know how to deal with professional disagreements.	
	Be able to help practitioners sustain purposeful and respectful relationships with service users over time and under stressful conditions.	
	Be able to recognise when the relationship between practitioner and service user is in danger of breaking down and take appropriate action.	
	Know how to manage aggression and non-compliance in complex cases.	
Level 3 Strategic responsibility	Understand how recent policy, practice and research developments, Serious Case Reviews and the findings of CDOP should inform the work of the LSCB.	
	Recognising the factors that are promoting and inhibiting the effective functioning of the LSCB and be able to address these in order to improve performance.	
	Work together to develop the developmental needs of the	

	LSCB.	
	Be able to ensure effective communication between the local LSCB, the local children's workforce and the local community.	
	Be able to identify ways of learning from service users 'experience and taking account of the views of children and young people.	

Training Priorities

Priority One

Undertake a mapping exercise to establish what single agency safeguarding training is offered within North Yorkshire.

Key Tasks

- Commission a consultant to undertake a review of single agency training within North Yorkshire
- Agree a remit
- Agree a time frame
- Agree reporting standards
- Critically assess the recommendations
- Present the report to the LSCB.

Priority Two

All recommendations that are applicable to North Yorkshire to be part of the Business Plan for 2008-11.

Key Tasks

- Policy Officer to include recommendations within the LSCB Business Plan.

Priority Three

Undertake a “Needs Analysis” with LSCB partners regarding the Training Plan for 2008-9.

Key Tasks

- Develop a Needs Analysis tool
- Identify LSCB Partners
- Set time limit for Analysis tool return
- Assess needs against the three levels of training need
- Develop a Training Plan based on “Needs Analysis” and levels of training need.

Priority Four

Develop a Database for all those who attend LSCB Training.

Key Tasks

- Liaise with IT department regarding the implementation of a Training database.
- Identify fields, including name, organisation, qualification, designation or level within the organisation, courses taken and level, when and how. Also, the name of the trainer, qualification and venue and geographical area. There may be other data that we need to collect and the fields can be added to the database.
- Database should be able to aggregate training data.

Priority Five

Re-organisation of the Training Sub Group

Key tasks

- Ask LSCB Board members to identify a person who can be part of the strategic Training Group
- Ask the LSCB to identify a person who can be part of the training Panel.

Priority Six

Development of a Quality Assurance System.

Key Tasks

- Development, in conjunction with the Performance Sub Group, of a number of monitoring and evaluation tools within the Performance cycle
- Evaluation tool for individual courses that can be recoded on the database
- Evaluation of trainers and venues which can be used to inform the commissioning of further courses
- Aggregation of data to ensure that training is improving outcomes for children.

Priority Seven

Increase the number of people working with children and families that take up training opportunities.

Key Tasks

- Increase the membership and increase the commissioning of trainers into the panel
- Increase the range of methods to deliver LSCB training

- Increase the range of courses available to meet training needs
- Ensure access to clear information about LSCB courses.

Priority Eight

Ensure that LSCB training meets the identified requirements of the Children Workforce.

Key Tasks

- Identify and implement the key local national drivers for safeguarding children
- Identify recommendations from local and national serious case reviews and incorporate these into appropriate training
- Identify issues that arise from audits of safeguarding practice.

LSCB Training Standards

The training standards have been agreed by the LSCB and are based on relevant legislation and statutory guidance.

These standards relate to multi-agency training operated by the LSCB. However, agencies may use these standards for single agency training. The standards will be monitored on behalf of the LSCB through the strategic part of the Training Sub Group.

All aspects of training will be based on the following principals:

- Child centred
- Rooted in child development
- Focused on the outcomes for children
- Holistic approach
- Ensuring Equality of opportunity
- Involving Children and Families
- Informed by Evidence
- Multi/inter-agency in approach.

Standards

Standard One

It is the responsibility of the North Yorkshire LSCB to ensure that relevant multi-agency training is provided, to evaluate the quality of the training and that it is reaching all relevant staff.

Standard Two

The Training Sub Group has the responsibility for a range of safeguarding training and development opportunities and is accountable to the LSCB.

- The Chair of the Sub Group will ensure that all members have sufficient knowledge of training needs and process to enable them to make informed decisions on behalf of their agency
- The members of both the strategic group and the panel will be in a position to influence training within their own organisation and complete tasks as required by the LSCB
- The Training Sub Group will provide relevant data to the LSCB.

Standard Three

The content of training will be compliant with national minimum standards.

- Material will be updated to reflect national/local changes in practice, guidance and legislation
- Training will only be delivered by LSCB accredited trainers.

Standard Four

Training will be delivered by LSCB accredited trainers.

- Accreditation will be provided
- Training delivery will be monitored by the Strategic Training Sub Group.

Standard Five

The effectiveness of training is evaluated.

- The Training Sub Group will provide a quarterly report to the LSCB
- Consistent evaluation systems are used by deliverers of training detailed in the strategy.

Commissioning of Training

To ensure consistency and quality of training it should be delivered by LSCB – accredited trainers. However, outside trainers should provide a CV and meet where possible the accredited framework provided. Some trainers will be experts in their own right and will be well known in their field. However, they should still go through the same evaluation criteria. When commissioning training internally a local area agreement should be drawn up between the Training Unit and the provider. When commissioning training externally the LSCB should enter into a written contract. This

should specify type of training, materials, who pays for what, venue and the cost of the trainer.

LSCB – Accreditation

The LSCB hope to introduce the following accreditation process.

The minimum requirement prior to attending the Training for Trainers Course, which will be funded by the LSCB, is to deliver single agency training.

	Essential Requirements	Desirable requirements
Education/ Training/ Qualifications	Professional qualification.	Nationally recognised qualification in adult learning and development or teaching.
Experience	Minimum of 2 years experience of working in an inter-agency capacity. Delivered a minimum of 20 hours training to adult learners in the last two years.	Delivery of training on an inter-agency basis.
Knowledge	Understanding of the structures/complexities of their employing agency and its relationship to other agencies regarding safeguarding children. Safeguarding children legislation/procedures and their application to statutory, private and voluntary sector organisations. The rights of children and diversity.	Knowledge of understanding of private and voluntary sector organisations working with children.

Suggested Accreditation Process

- Agreement of line manager
- Attendance at the Training for Trainers Course
- Completion of the Training Booklet
- Trainers support will be provided by training delivery being observed within 6 months of completing the course by a person nominated by the LSCB Sub Group
- Attendance at the LSCB annual trainers update meeting

- Annual observation of practice in employing agency by a person nominated by the Sub Group
- To maintain the LSCB accreditation the trainer's record booklet must be up to date.

Course Administration

All course administration will be done via the Safeguarding Unit. At present there is a training officer and a full-time training administrator.

Course Allocation

All courses will be published on the LSCB web-site through the training plan. Extra courses and briefing sessions may take place during the year if there is a change in legislation or the introduction of a new process. Flyers will be sent to all member agencies in these circumstances and the web-site will be updated.

All course applications must be via the LSCB web-site and applications either e-mailed or posted. All e-learning courses provided by the LSCB have a clear link on the web-site and can be accessed if you follow the link.

Due to the nature and cost of some third level commissioned courses they will be offered once, sometimes twice a year. The courses will take place centrally so that as many people who can will be able to attend. The aim is to offer all level one courses through an E learning package.

On some courses the LSCB aim for a broader section of agencies to reflect inter-agency working and to learn from each other. Therefore places are not allocated on a first come first served basis.

Confirmation of a place and venue instructions will be sent by e-mail or post to the applicant and to their manager three weeks prior to the event. Similarly unsuccessful applicants and their manager will be informed by e-mail or post 3 weeks prior to a course date. Please avoid contacting the office until the three week deadline to check on a place.

Cancellation Policy

The courses attract a high demand and some applicants do not obtain a place. We therefore request a minimum of five working days notice of any cancellation in order for the place to be offered to another candidate.

It is important that candidates attend for the duration of the course and arrive and leave at specified times. Certificates of attendance will not be issued to those who attend only part of the course and a £50 cancellation fee will be incurred for late cancellations or part attendance.

Certificates of attendance will usually be available on the day. In order to achieve a Certificate of Attendance, the course evaluation form needs to be complete and the candidate needs to have furnished all database details to the Training Administrator.

Training Sub Group and Panel

The Training Sub Group will be formed from those nominated by Board members who have an understanding of strategic training priorities within their own organisation. The Training Sub Group will be responsible for the mapping of single agency training once a year, a yearly "needs analysis", aggregation of data, the accreditation of trainers and the report to the LSCB once a quarter and an annual training report.

The Panel will be answerable to the Sub Group. It will identify trainers and take forward accreditation. It will be responsible for updating knowledge, designing, implementing and evaluating training.

Resources

Financial resources will be provided from the LSCB budget. Venues will be vetted for accessibility and cost.

A Training Budget will be published each year with the strategy.

Planned Course as of April 09

Annual Training Budget
Estimated Income
Total income

Cost of outside Trainers
Cost of venues
Projected cost of materials
Cost of refreshments

Total Expenditure

Overall outturn.

Quality Assurance

The LSCB has a responsibility to ensure quality of multi-agency training. Training must be consistent and of a high quality. The effectiveness of training should be continually and consistently evaluated.

Measuring the quality and effectiveness of the training will be done at various stages. The stages are set out in the quality assurance cycle.

The first part of the cycle is to take a draft to the Panel in order to make sure that the course meets the required remit and the level of trainer is appropriate.

Panel

The primary task is ensuring the quality of the course provision. Therefore those on the panel with experience in the specialism should consider the detail prior to delivery. Therefore if the LSCB is to offer Parental Mental Health it should be delivered by those with experience in mental health, practitioners, Doctors etc.

This is to ensure that the subject is properly addressed and the course design and delivery will enable participants to achieve the detailed learning outcomes. Each course should have a clear set of aims, objectives and learning outcomes. This is the course validation exercise.

Each time a course is delivered both trainers and learners will be asked to complete a course evaluation form which will be analysed and form part of the review process. The results of the evaluation are collated and the findings will form part of the LSCB's report.

A sample of learners will be contacted six months after the course and asked to complete a further evaluation form asking about evidence of the outcome on practice.

**Ann McMorris
LSCB Manager
September 2008**



Date

Dear

As part of our commitment to the Quality Assurance of Safeguarding Children Training, we would appreciate it if you would complete a post evaluation questionnaire on the course you attended. Your manager will also be asked to participate in this process.

To be of value we need to know whether the training provided by the Safeguarding Children Board contributed to increasing the competence of the workforce, the adoption of good practice and increased awareness of policies and procedures. The information provided will help us to make, if required, any revisions to the course and/or materials used.

Your time in completing the attached questionnaire is appreciated.

Please return the completed form to the Safeguarding Unit at the above address within two weeks of its receipt.

Yours sincerely

Participant's details:

Delegate 6 monthly Evaluation

TRAINING STRATEGY EXAMPLE

Analysis

The Average score indicates that the course was of Satisfactory standard.

Two delegates didn't respond on the point of pre-course information. On this occasion, no pre-course information was sent out, so this was not really a valid judgement criteria.

When looking at "pace and balance of course", this element could be improved by reducing the numbers. A comment made on the Evaluation Sheet was "although it was interesting to hear where people worked/role etc, a lot of time was used up to do this." Reducing the numbers may improve the pace of the course.

"Relevance of the content to your work" – If the relevance of the course is clearly identified in the Course Flyer, then it is really up to the managers to make a decision whether the course is relevant to the applications.

Conclusion

In general comments were fair. This course was in high demand, and perhaps more people attended than was comfortable on this occasion. The Pace and Balance of the course would improve with less delegates.

All comments and scores from the Evaluation Sheets will be taken into account for future courses. Further evaluation will take place six months from date of the course.



Date

Dear

As part of our commitment to the Quality Assurance of Safeguarding Children Training, we would appreciate it if you would complete a post evaluation questionnaire on the course your member of staff attended. Your member of staff has also been asked to participate in this process.

To be of value we need to know whether the training provided by the Safeguarding Children Board contributed to increasing the competence of the workforce, the adoption of good practice and increased awareness of policies and procedures. The information provided will help us to make, if required, any revisions to the course and/or materials used.

Your time in completing the attached questionnaire is appreciated.

Please return the completed form to the Safeguarding Children Board at the above address within two weeks of its receipt.

Yours sincerely

Manager's details:

Manager 6 monthly Evaluation

TRAINING STRATEGY

Figure 1 : Training – Quality Assurance Cycle Diagram

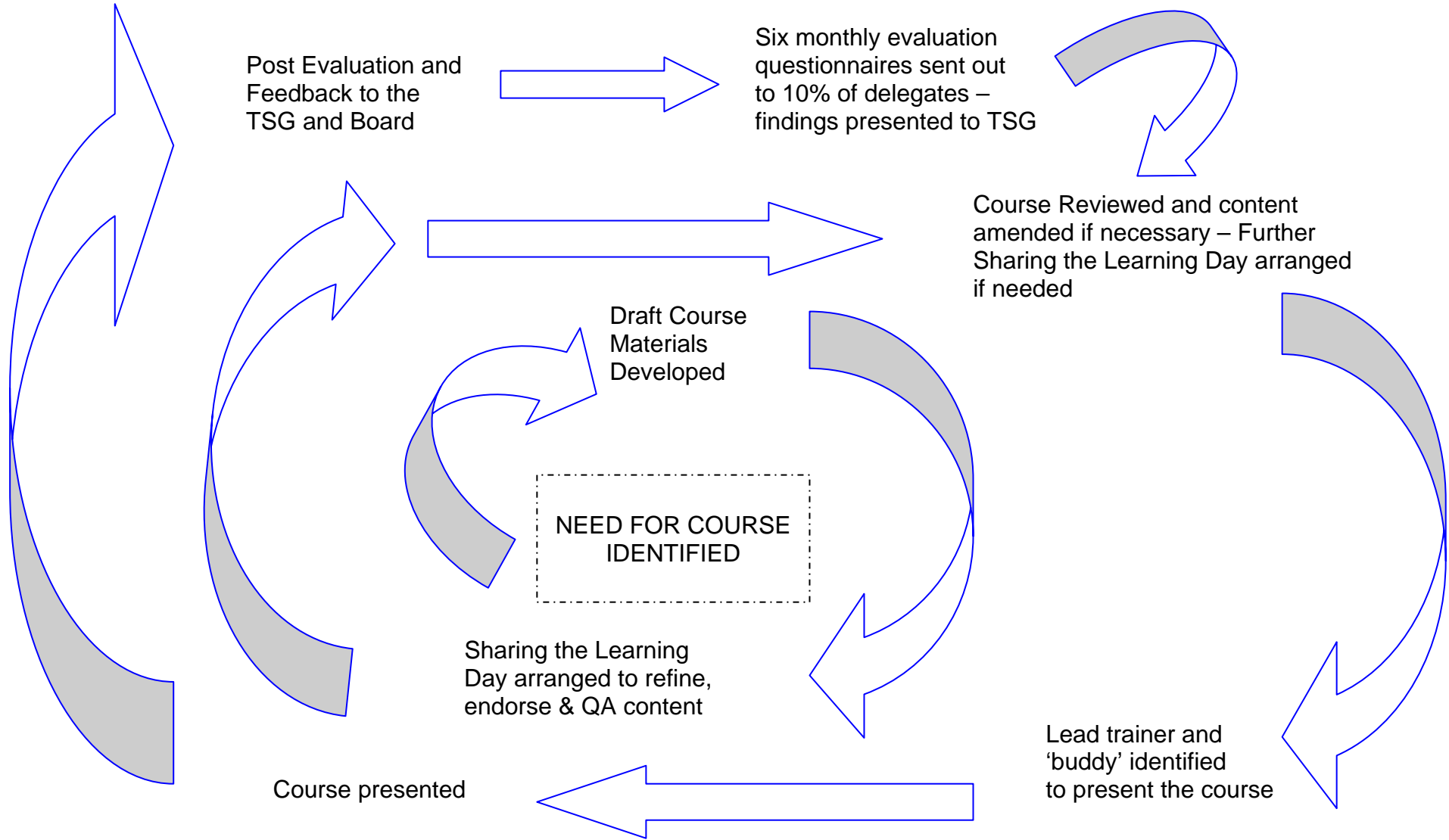


Figure 2 : Course Evaluation Report

Course Title

Date:

Venue:

Facilitators:

Aim of the report

The aim of this report is to look at the Evaluation Sheets completed by delegates and see what can be learned from them. This will enable the LSCB to identify areas for improvement and assure quality of courses that are developed by the Board.

The report will look at individual evaluations, and take an average of the scores. An attempt will be made to analyse the results and draw some conclusions. The report will briefly feedback on some of the extra narrative information provided by delegates. Any relevant actions will then be noted.

Statistical Data (EXAMPLE)

Judgement Criteria	Delegates Evaluation Score	
	Total	Avg Score
Achievement of aims and objectives of the course	94	3.48
Relevance of content to your work	98	3.63
Pace and balance of the course	83	3.07
Quality of the learning materials and aids	90	3.33
Facilitation and presentation of the training	100	3.70
Quality of pre-learning information	82	3.04
Quality of the venue and accommodation	109	4.04

Scores based on a response of 1-5 where 1= poor and 5 = excellent.

Number of evaluations received = 27

Figure 3 : Participants Training Evaluation Questionnaire

Please complete this form as fully as possible. It is an important aspect of our quality assurance process, and will help us to ensure our courses meet the needs of those who attend.

Title of Course:	
Date:	
Location:	
Trainers:	

Please **circle** your response on a scale of 1-5, where 1= poor and 5=excellent

	1	2	3	4	5
Achievement of aims and objectives of the course					
Relevance of content to your work					
Pace and balance of the course					
Quality of the learning materials and aids					
Facilitation and presentation of the training					
Quality of pre-training information					
Quality of the venue and accommodation					

Lessons to be learned
It would help us if you provided us with some further information.

What worked well? Please explain why.

What could be changed or improved?

Did the workshop/session help you to understand the issues/subject? Please explain.

Other comments

*Thank you for taking time to complete this form. Your comments make a difference and we will try to take them into account when organising the next training event.
Return to the Safeguarding Unit, Jesmond House, Harrogate.*

Figure 4 : Training Strategy

Participants Post Training Evaluation Questionnaire

Title of Course:	
Date:	
Location:	

What key message did you take away from the course?
Can you think of three ideas (however big or small) that would help to make this a better and more valuable course?
Do you feel that attending this course has made any difference to your working practices?
If you have answered yes, please give examples of: <ul style="list-style-type: none">• What knowledge was acquired• What skills were developed or enhanced• How you have improved your practice• An example of how your attitude or perception has changed
If you have answered No, please give examples of what would be required to raise your knowledge, awareness, attitude, competency or skill level.
Please record any other comments that you wish to make.

*Many thanks for your time in this matter.
Please return this completed form within two weeks of its receipt to:*
Training Officer
Safeguarding Unit
Jesmond House
Harrogate.

Delegate 6 monthly Evaluation

Figure 5 : Participants Managers Post Training Evaluation Questionnaire

Title of course:	
Date:	
Location:	

<p>Do you feel that attending the course has made any difference to his/her working practices and has this been discussed during and recorded in their Professional/ Supervision Record?</p>
<p>If you have answered yes, please give examples of:</p> <ul style="list-style-type: none">• What knowledge was acquired• What skills have been developed or enhanced• Improved practice• An example of how his/her attitude or perception has changed
<p>If you have answered No, please give examples of what would be required to raise their knowledge, awareness, attitude, competency or skill level.</p>
<p>Please record any other comments you wish make.</p>

***Make thanks for your time in this matter.
Please return this completed form within two weeks of its receipt to:
Training Officer
Safeguarding Unit
Jesmond House
Harrogate.***