

Child Protection Reform Programme: A Scottish education and training framework for protecting children and young people.

INTRODUCTION

This document describes:

- the nature of training framework
- who it is for, why you should use it, how you should (and should not) use it
- the training framework itself
- the development of the National suite of training materials

There are two annexes:

- A. Strategic overlay, providing assistance to those charged with planning training
- B. The background to the development of the training framework.

What is the Training Framework?

The training framework is a statement of the knowledge and skills required by those working with children and young people in order to help protect them. That knowledge and those skills are set out as topics, described as learning outcomes, and are grouped into four levels from awareness raising through to specialist and management. The training framework has been helpfully described as an empty set of shelves, with training and learning resources becoming available over time to fill those shelves (more below). The 'case examples with specific vulnerabilities' may support teaching and learning at any of the levels. It is the case examples which often bring training to life, and full, realistic engaging case examples with case records, conference minutes, video clips will, we hope, be of huge assistance to those planning and delivering training.

Who is it for?

It is primarily for those who commission, develop, purchase, deliver and evaluate education, training and learning for those working with children and young people, to help them protect children and young people from neglect and abuse. It may also be of interest to front line workers, to enable them to see what skills and knowledge they should have.

The purpose of training and education is to equip people with the skills, knowledge and attitudes they need to take timely and effective action to get children the help they need, when they need it. If you are delivering training or educating staff whose job may include making sure children are all right, in any service or agency, then the content of that training and education should be informed by this training framework.

Why you should use it

The purpose of this training framework is to provide consistency in education and training across agencies and across Scotland, so that all adults who work with children in a voluntary

or professional capacity have a clear and shared approach to protecting children. This education and training framework supports the commitment of organisations and agencies to training staff to protect children, and helps them meet their responsibilities in relation to aspects of *Protecting children and young people: Framework for Standards. (Scottish Executive 2004)* In particular this document will help agencies and organisations to meet Standards 8.5 and 8.6 and address sections 2.7, 3.4 and 3.9 from *Protecting children and young people: Child Protection Committees. (Scottish Executive 2005)*

How you should and should not use it.

The education and training framework is a starting point for the development, planning, organisation and delivery of training. It should not simply be seen as a list of topics to be covered in a series of PowerPoint presentations. Those organising training and learning need to ensure that they provide learning experiences which will make staff skilled, knowledgeable and willing to act. These may include:- self assessment, direct observation, constructive feedback, supervision, staff appraisal, job swaps, job shadowing, accelerated experience, coaching, action learning, quality circles, mentoring, buddying, reading, facilitated lectures, syndicate work, group discussions, practical exercises, interactive DVD/Video, directed learning, flexible learning, open learning, role play, workshops, course notes and handouts, syndicate/group presentations, and keeping learning logs and reflective journals etc or indeed any combination of these.

When considering existing, accredited courses run by colleges and HEIs, those responsible for training should be able to locate them within the framework provided. Colleges and HEIs developing child protection courses will be able to align their courses with the framework because it has been linked explicitly with the Scottish Credit and Qualifications Framework (SCQF).

The training framework and the materials developed to support it are only part of the picture – the quality of trainers and the delivery of training on the ground are key to the success or failure of any training. Additionally organisations need to have child protection protocols in place. This framework and the materials developed to support it, cannot alone create a workforce that is knowledgeable, skilled and prepared to protect children. The Quality Indicators for child protection developed by HMIE, *How well are children protected and their needs met?(HMIE 2005)* will assist organisations to evaluate the quality and impact of the training they provide. (<http://www.hmie.gov.uk/documents/publication/hwcpsnm-04.html>)

The framework itself

The language to describe levels of knowledge and skill has been standardised.¹

Be aware of	To know that something exists (e.g. legislation about promoting equal rights), and what it is concerned with at a general level rather than in detail.
Know/ know	To have a clear and practical understanding of an area of work, with

¹ This standardised approach has been slightly adapted from the skills for care common induction standards, [http://www.dftc.co.uk/downloads/CIS%20logbookandcertificate%20webedn\(1\).pdf](http://www.dftc.co.uk/downloads/CIS%20logbookandcertificate%20webedn(1).pdf)

how to	enough detail to be able to carry out any tasks or procedures linked with it.
Understand	To grasp the meaning of a concept and to grasp its broad purpose and principles (such as with legislation, policies and procedures).
Recognise	To understand a concept (e.g. equal opportunities) and how it affects the way work is carried out in practice
Be able to	Includes all of the above and having the skills to carry out the necessary tasks associated.

The topics set out in the training framework also have been framed in broad terms as learning outcomes. Those learning outcomes are left unspecific, to support different reading by different target audiences. For example, to allow **awareness raising and response** for a medical consultant to be rather different than for a school janitor.

Reference number	Levels & topics - version July 2006
	Level 1 - Awareness raising and response
S1-1	Understanding that it is everyone's responsibility to protect children (FfS 2:1)
S1-2	Recognise that in all cases the child's needs are central. (Charter and Integrated Assessment Framework)
S1-3	Be aware of your contribution to the prevention of abuse by support to families, and communities and by other means (FfS1:1)
S1-4	Know what to do if you are worried about a child or young person.
S1-5	Know what to do to promote the welfare of children
S1-6	Know your agency's child protection procedures, accountabilities and responsibilities
S1-7	Recognise your attitudes and values towards abuse / neglect and how these shape your actions, thresholds etc;
S1-8	Be aware of signs, indicators, definitions and effects of child abuse or neglect.
S1-9	Be aware of some specific vulnerabilities and categories of abuse and neglect. (Have a look at the case examples at the end of the framework for some examples).
S1-10	Know your role, responsibilities and statutory powers . Know where to go to know what you can and cannot do, including sharing information.
S1-11	Understand the legal framework , as it applies to you
S1-12	Be aware of the CPC role & interagency procedures
S1-13	Know when to seek appropriate supervision / support and where to look for this
S1-14	Be aware of the potential impact of cultural and religious beliefs and the danger of making assumptions.
S1-15	Understand the issues around consent . (Age of legal capacity/sexual activity)
S1-16	Be aware of the significance of child attachment
	Level 2 - Foundation
S2-1	Understand and be able to apply relevant legislation and guidance

S2-2	Understand and be able to promote Children's rights ;
S2-3	Understand your role and that of other professionals/agencies and the relationship between them and how they fit together to protect children (FfS 6:3, 6:4)
S2-4	Understand and be able to handle information - pursuing - collating -recording - sharing - including issues of consent and confidentiality
S2-5	Understand Children's Hearings procedures and the role of the Reporter;
S2-6	Understand Child and adolescent development , including effects of different types of abuse / neglect on development and behaviour;
S2-7	Know about the incidence of abuse and neglect (prevalence), and understand factors associated with /predisposing children towards being abused and neglected.
S2-8	Understand your role in and be able to contribute to assessing and managing risk with vulnerable families
S2-9	Understand your role in and be able to contribute to case conferences and other CP meetings (core group and others);
S2-10	Be aware of criminal injuries compensation;
S2-11	Understand and be able to communicate effectively and engage with all parties - children and young people, their families and carers, and other professionals - listening and being heard – communication. This includes complaints.
S2-12	Understand and be able to evaluate interventions - has it worked to meet child's needs?
S2-13	Understand the Framework for Standards
S2-14	Recognise the significance of child and adolescent development
	Level 3 - Investigation and Assessment
S3-1	Be able to identify, Investigate and/or assess abuse/neglect appropriate to professional role
S3-2	Be able to undertake/manage/plan/support joint investigative/forensic interviews appropriate to professional role
S3-3	Be able to contribute to and implement child protection plans (through reviews and core groups where appropriate), linking needs with tasks
S3-4	Be able to work with perpetrators of abuse/neglect
S3-5	Be able to work with children and young people who are abusive, or appear likely to become so
S3-6	Know how to effectively observe, record and report - and be able to make a distinction between observation, facts, information gained from others and opinion.
S3-7	Be able to produce a needs led assessment , including the assessment of risk when appropriate
S3-8	Be able to apply the Integrated Assessment Framework in the CP context
S3-9	Understand immediate intervention/emergency protection measures (CPO, CAO and EOs and Police powers)
S3-10	Understand the implications of the internet for keeping children safe
S3-11	Be able to work with non-abusing parents and work with siblings
S3-12	Be able to give evidence in a formal proceeding
S3-13	Understand the role/place/need for medical examination/assessment - and the

	needs of the child
S3-14	Understand the issues/implications of work with violent/dangerous families (FfS 2:10)
	Level 3 - Prevention of Recurrence and Recovery
S3-16	Be able to help children to protect themselves
S3-17	Be able to help children to recover from abuse / neglect
S3-18	Understand and be able to promote resilience e.g. protective factors/ optimism -
S3-19	Be able to promote and support parenting skills;
	Level 4 – Managing child protection
S4 – 1	Be able to supervise and support workers/colleagues involved in child protection work.
S4 – 2	Be able to implement employee development processes /CPD - including Training Needs Analysis and oversight of education and training of workers
S4 – 3	Be able to assess risks when allocating cases;
S4 – 4	be able to chair case conferences
S4 – 5	Be able to inquire into alleged abuse or neglect by staff or carers; whistle blowing
S4 – 6	Be able to contribute to child protection provision and/or implementing strategies, audits, policies and procedures as part of effective organisation of service provision
S4 – 7	Understand your child protection responsibilities as a manager.
S4 – 8	Be able to contribute to auditing services and outcomes against National Standards & quality indicators, and new recommendations from reports etc (see S2-12)
S4 – 9	Be able to conduct serious case reviews/ critical incident analysis
S4 – 10	Be able to contribute to implementing recommendations
S4 – 11	To be able to promote, commission and assure the quality of and delivery of interagency training for all relevant staff.
S4 – 12	Be able to carry out a service evaluation (including staff performance) against the Framework for Standards
	Level 4 – Advanced or specialist development
S4 -13	Be able to employ therapeutic skills with abused children;
S4 -14	Understand the implications of attachment theory and child development
S4 -15	Understand and be able to work with children who have experienced trauma and loss
S4 -16	Be able to fulfil any specialist professional role in regard to specific vulnerabilities/circumstances (see suggested themes below)
S4 -17	Be able to fulfil your professional role re supporting child witnesses ;
S4 -18	Be able to contribute to training and support , including for CP trainers (i.e. including training for trainers)
	Suggested themes for specific vulnerabilities
Case 1	Domestic abuse
Case 2	Drugs
Case 3	Alcohol
Case 4	Mental illness

Case 5	Difficult and non cooperative parents/carers
Case 6	Cultural/ethnicity
Case 7	Disability - i.e. learning difficulties and complex needs and physical
Case 8	Neglect
Case 9	Faltering growth (a.k.a. failure to thrive)
Case 10	Sexual abuse
Case 11	Peer abusing/sibling abuse
Case 12	Learning disabled parents
Case 13	Fabricated or Induced Illness. (FII) (previously Factitious or Induced Illness)
Case 14	Poor parenting capacity and association with outcomes for children
Case 15	Young carers
Case 16	Emotional abuse
Case 17	Cases where things have gone wrong
Case 18	Over chastisement
Case 19	Internet related abuse

The Developing the National Suite of materials to support the child protection training framework. – an annotated diagram with notes



(1). The basic training framework consists of topics, expressed as broad learning outcomes under four levels, from basic awareness through to advanced and specialist.

(2). We have consistently used a metaphor, describing the framework as a set of empty shelves which we wish to stock with training activities, which can be employed in multi-agency settings. In the jargon of eLearning we are seeking to create ‘Reusable Learning Objects’ (RLOs), i.e. learning resources which can be reused in a variety of contexts. .

(3a – 3e). The sources for these RLOs have included

- The collaborative route (3a) has involved those currently engaged in CP training completing a standard template – this asks the author/trainer the same questions as are subsequently asked by the Quality Assurance group (see below).
- 3b ‘raiding’ the filing cabinets of those who currently deliver training) is essentially similar, but involves less input from the author trainers
- 3c, ‘Re-purposing’ existing material, for example the NSPCC Safeguarding Children CD, will produce the greatest wealth of high quality material.
- 3d, which indicates the potential to commission material
- 3e ‘harvesting’ certain training events, eg the Faculty of Advocates/ Royal College of Paediatrics and Child health (RCPCH)Court Skills seminar which will yield some very useful learning assets, which could then be incorporated into other training as RLOs.

(4) The role of the editor is as a quality enhancer/critical friend who works with material from the various sources, to make it fit to go through the quality assurance process.

(5) the quality assurance process currently involves a sub group of the CPSTG reviewing the materials for fitness for purpose. Putting this quality assurance process onto a sustainable basis is likely to involve the field ‘road testing’ and enhancing the material.

(6) If the QA group agrees they are then made available on the ‘shelves’. In time they will be available for professional groups to ‘find’ the materials in their own domain (eg, for social work on the Learning Exchange)– in the meantime we are making them available from <http://www.elib.scot.nhs.uk/sharedspace/cp/pages/index.aspx>, the child protection Shared Space. Colleges and HEIs will be able to draw on these resources when developing accredited courses.

A qualifying note about the ‘shelves’ metaphor

The shelves metaphor has been very helpful for conveying a concrete, structured set of training materials, and making those resources available as independent activities. However this metaphor has some very specific weaknesses.

- Some agencies will make judicious, planned and effective use of existing whole courses in a way that fits the framework, rather than delivering training activities piecemeal in-house.
- The shelves metaphor could lead people to conceive of learning about child protection as book learning. Book learning may be a crucial part of learning about child protection, but nurturing communities of practice, especially across professional boundaries is also important. The approach taken to creating and hosting the national suite of materials has been undertaken as it has to nurture those links.
- The read across from the training framework to the materials to support the framework is not as simple as it appears from the shelves metaphor. The framework is not the bookcase and the relationship between the two is complex. So materials, delivered and /or assessed in different ways may support learning at a wide range of SCQF levels. The proposed case studies are one example. Another could be **S2-4** *Understand and be able to handle information - pursuing - collating -recording - sharing - including issues of consent and confidentiality*. So the link between the shelves and the the SCQF levels is necessarily an approximate one, and lots of the material gathered whilst clear on the topic addressed will be unspecific regarding the SCQF level

Areas for future work

The remit of the CPSTG has been to create the training and learning framework and to oversee the creation of a national suite of materials, but addressing these has exposed a number of related issues, which include;

- increasing linkages with the competency frameworks for the main professions involved. These competency frameworks set out the relevant skills and knowledge for those entering the professions, effectively mandating particular skills and knowledge for those entering the workforce.
- training for trainers, with local quality assurance arrangements for the delivery of training which complement the inspection arrangements for children’s services.
- evaluation of the impact of this approach to the provision of training materials, and the impact of training employing those materials on outcomes for children.
- The links with ‘Getting It Right for Every Child (GIRFEC)

These clearly go beyond the scope of this project, but we have flagged the up with the Child Protection Steering Group as areas which are likely to require further work, but not within this current project.

FURTHER INFORMATION AND CONTACTS

The reform programme website www.scotland.gov.uk/childprotection provides regular updates on all aspects of the programme and in particular in terms of training at <http://www.scotland.gov.uk/Topics/People/Young-People/Early-Education-Child-Care/17834/23003>.

A dedicated website, which is acting as an interim holding post for the National suite of training materials, can be found at <http://www.elib.scot.nhs.uk/sharedspace/cp/pages/index.aspx>, where you will be asked to register and provided with a password.

Further information can be obtained from members of the steering group or by email to tim.warren@scotland.gsi.gov.uk the Scottish Executive policy officer who is leading on this work. Tim can also be contacted on 0131 244 3492.

Annex A

A Strategic overlay

The purpose of the training framework is to set out knowledge and skills required to protect children. The strategic overlay turns the framework into a strategic document, assisting CPCs and their constituent agencies to identify which staff roles need what skills and knowledge.

The strategic overlay explained

The four steps, broad staff groups, and educational qualification levels have been mapped onto a strategic overlay. The strategic overlay is a simple grid. On the grid

- the degree of engagement with children increases from left to right, as will the required knowledge.
- an individual's career progression, in terms of increasing knowledge and skills is set out in the left-hand, going from top to bottom,.
- management roles are treated slightly differently, in their own box. This is a refinement of the original framework, where management was corralled with specialist and advanced training.
- those roles requiring the least input are concentrated at the top left, those requiring most towards the bottom right. Colours have been used consistently, so Awareness Raising and Response is consistently violet coloured, etc.

(drafting note – this diagram has not copied across from Excel very well, introducing some graphical anomalies)

How prescriptive is this strategic overlay intended to be?

The strategic overlay cannot be overly prescriptive - It is for the local training committee to set out in detail which staff need what skills and knowledge. This overlay is included as a useful prompt and aid to thinking, and needs to be applied intelligently, since it has not been realistic or feasible to specify for all those staff groups working with children or their carers precisely what their knowledge and skills should be, and nor therefore what education and training they will need.

Some staff groups will need certain elements from a level, and not others – some teachers and child protection co-ordinators (see Safe and Well <http://www.scotland.gov.uk/Publications/2005/08/0191408/14093>) will need some training in prevention and recovery, but not in investigation. Again other staff (perhaps those in a specific project in the voluntary sector) might be targeted for fairly intensive 'recovery' training e.g. counselling, personal safety, but would not need joint investigative interviewing training.

The CPC Guidance places the responsibility for inter-agency training firmly on CPCs. The Framework for Standards Standard 6 sets out individual professional responsibility, and standard 8 sets out the, collective agency responsibility for single and joint training

Using the strategic overlay

This strategic overlay will assist agencies to conduct a self-assessment regarding their training and learning needs. Start with the staff you have responsibility for, and consider what they need to know to keep the children they are in contact with safe. That need training need is dependent on their role (the vertical axis in the overlay) and the contact they have with children and their carers (the horizontal axis). The coloured arrows indicate which topics should be covered from which levels in the training framework.

Most staff will not be in direct contact – and as a minimum they need to know when to be concerned, what to do with those concerns, and identify strategies for how they will be able to address those concerns. This will rely on there being effective protocols in place.

Going through these steps should assist you to establish the gaps, decide on priorities and based on this prioritisation develop a training strategy. In bullet form those steps are

- Becoming clear about your staff roles
- Establishing where these lie on the strategic overlay
- Identifying the Child Protection knowledge and skills required of those staff in their various roles to protect children
- Identifying the gaps in knowledge and skills
- Setting the priorities for training and education to address those gaps. This will form the basis of your training strategy.

Annex B

The back ground to the training framework.

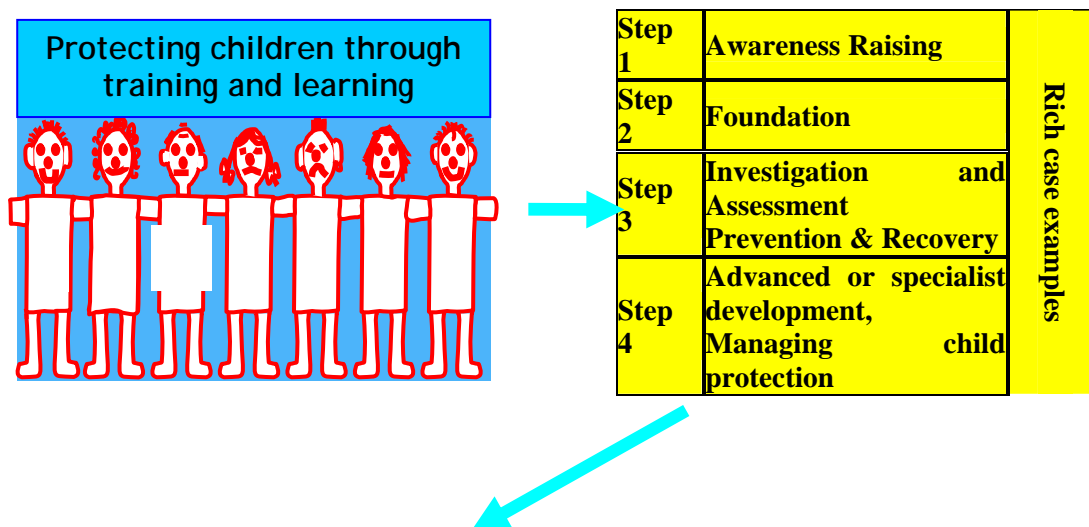
In February 2005, Child Protection Strategic Training Group (CPSTG), established by the Child Protection Reform Programme Steering Group (CPSG) met for the first time. Bruce Robertson, Director of Education, Culture and Sport, Highland Council, Inverness – who is also a member of the CPSG, chaired it.

The remit of the CPSTG was two-fold:-

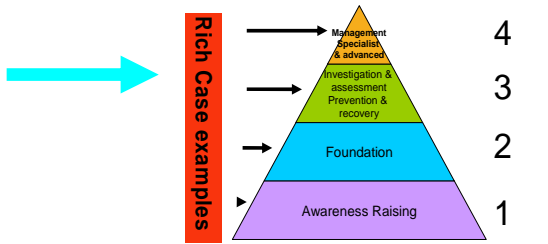
1. delivery of a multidisciplinary training framework – building on the work already developed by the SWSI child protection training group;
2. development of a national inter-disciplinary suite of training materials on child protection to underpin this.

In creating this framework the CPSTG built on the work of the child protection training group established by the Social Work Services Inspectorate.

The original work of SWSI proposed a four level training with topics at each level (as in the illustration)The CPSTG then developed this on a multi - agency basis as a table of topics to be addressed at the various levels. To indicate the increasing speciality and the decreasing numbers we had begun to present this as a triangle. This work was approved by the CPSG in Autumn 2005, though it was made clear that further refinement was required.



Reference number	Levels & topics - version June 2006
	Level 1 - Awareness raising and response
SI-1	Understanding that it is everyone's responsibility to protect children (FIS 2.1)
SI-2	Recognise that in all cases the child's needs are central. (Charter and Integrated Assessment Framework)
SI-3	Be aware of your contribution to the prevention of abuse by support to families, and communities and by other means (FIS 1)
SI-4	Know how to manage concerns about children
SI-5	Know what to do to support children
SI-6	Know your agency's child protection procedures, accountability and responsibilities
SI-7	Recognise your attitudes and values towards abuse - neglect and how these shape your actions, thresholds etc.
SI-8	Be aware of signs, indicators, definitions and effects of child abuse or neglect
SI-9	Be aware of some specific vulnerabilities and categories of abuse and neglect. (Have a look at the case examples at the end of the framework for some examples)
SI-10	Know your role, responsibilities and statutory powers. Know where to go to know what you can and cannot do, including sharing information.
SI-11	Understand the legal framework, as it applies to you
SI-12	Be aware of the CPC role & interagency procedures
SI-13	Know when to seek appropriate supervision, support and where to look for this
SI-14	Be aware of the potential impact of cultural and religious beliefs and the danger of making assumptions
SI-15	Understand the stressors around consent. (Age of legal capacity/sexual activity)
	Level 2 - Foundation
SI-1	Understand and be able to apply relevant legislation and guidance
SI-2	Understand and be able to promote Children's rights
SI-3	Understand your role and that of other professionals/agencies and the



Scottish Executive child protection training and learning framework	Awareness Raising	Foundation	Investigation & Assessment Prevention & recovery	Specialist and Advanced (Management)	Indicative SCQF level	Indicative SVQ levels
	Progressively increasing contact with children and their carers, through to dedicated child protection role					
Support staff (Learning support assistants, playground supervisors, home-school link workers, headquarters admin, Police support staff, social work assistants, home carers, Janitors, porters etc)	↑	↑	↑		SCQF level, 6 to 9	Level 1 to 2
Basic professional (teachers, junior doctor, registered nurse, initially qualified social workers, constable etc)		↑	↑		SCQF level 10?	Level 1 to 2
Specialist Practitioner (chartered teacher, registrar, charge nurse, social workers with some CPD, inspector etc)		↑	↑	↑	SCQF level 10/11	Level 3
Advanced practitioner (Principle Teacher, Consultants, Specialist Nurse, social workers with extended CPD etc)		↑	↑	↑	SCQF level 11 or 12	Level 3 to 4
Operational manager (Nurse consultant, head teacher, team or service manager etc)		↑	↑	↑	SCQF level 11 or 12	Level 4/5
Strategic manager, (director of nursing, lead officers, cpc members etc)		↑	↑	↑	SCQF level 11 or 12	Level 4/5

The group decided that further work was required, to assist CPCs to establish who needed what training and to make the training framework “user friendly”, which led to the addition of the strategic overlay.