

June 2023



LEARNING AND DEVELOPMENT FRAMEWORK

Workforce Knowledge, Skills and Experience



**Falkirk
Community
Planning
Partnership and
Child Protection
Committee**

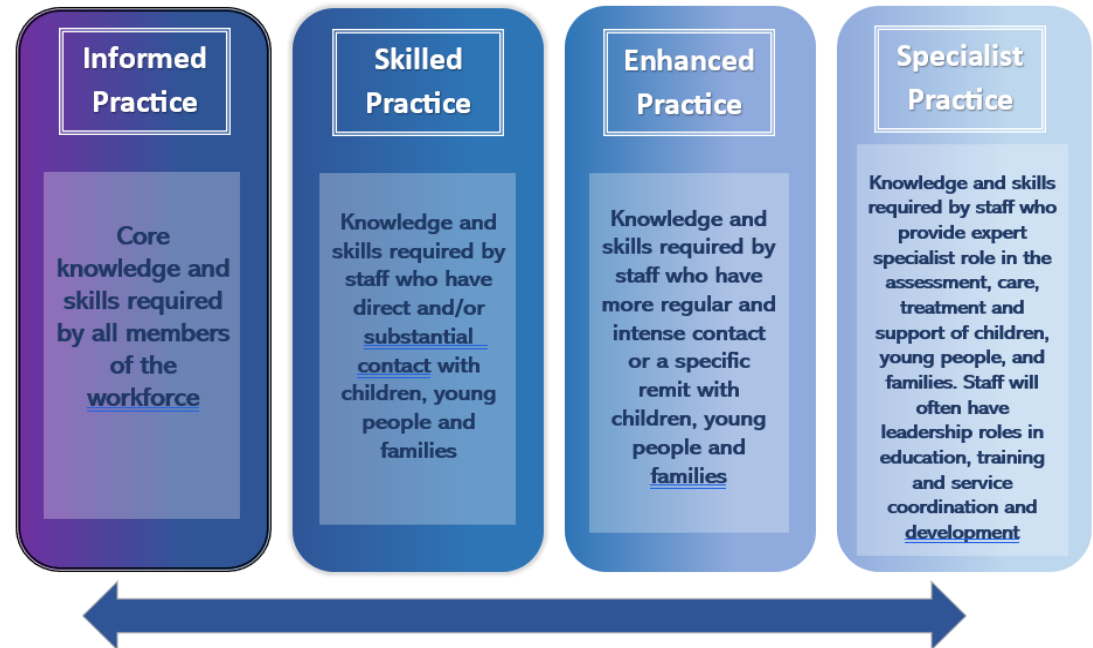
Framework for the delivery of Falkirk's Multi-Agency workforce learning and development



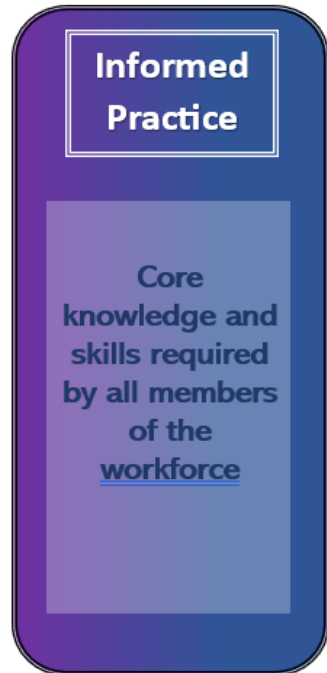
Falkirk's Learning and Development **FRAMEWORK** outlines formats in how Learning and Development activities are planned, delivered and reviewed. The Framework is linked with Falkirk's Learning and Development **STRATEGY**.

To support consistency and deliver culture change, our framework uses the same **practice level definitions** adopted by NHS Education for Scotland (NES) which classifies our workforce as “**Informed**,” “**Skilled**”, “**Enhanced**”, or “**Specialist**”. We use these terms to reflect the contact our workforce has with children, young people and families, as well as taking account of the setting in which they work. The framework does not set out to define which roles match to which practice level, as this allows for flexibility.

Practice levels are a way of capturing what workers in different service contexts can do to make a positive difference to people they are supporting. Different workers within the same organisation may have different roles meaning that different workers may need to be trained at different practice levels.



How we will deliver training, learning and development

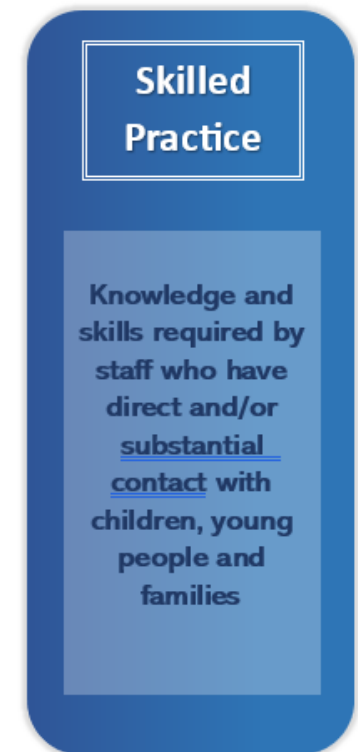


Informed Practice Level

The first step in putting evidence-based guidance into practice is to be informed. Informed practice is the core level and describes essential knowledge and skills required. It is relevant to all members of the workforce, regardless of role, when improving the quality of care and services. To understand an informed view, you can rely on guidance and quality standards.

Skilled Practice Level

Culture and practice changes require multi-agency skilled practice level training on an annual rolling programme. This essential maintenance programme of training will be locality focused, will be followed up with practice skills development opportunities and the impact on practice will be reviewed. At this stage '*relationships*' building across the locality workforce is key, connecting and building knowledge, understanding, confidence and competence. Additional multi-agency skilled level training will be available as a progression once joint learning is established. A well supported maintenance programme prioritising 'in-person' joint learning creates the conditions where learners can appreciate colleagues' strengths and pressures while developing a genuine understanding of roles and responsibilities. From there, joint learning can be enhanced and nurtured in online environments and within **Communities of Practice**. Skilled level in-person learning and development opportunities will be underpinned by relationship-based, trauma informed and responsive practice.



How we will deliver training, learning and development

Enhanced Practice

Knowledge and skills required by staff who have more regular and intense contact or a specific remit with children, young people and families

Enhanced Practice Level

Enhanced training will be provided within an area wide, and a locality context, followed up with simulation and reflective sessions that further builds learners' skills, confidence and competence.

Taking this approach is designed to strengthen our ability to report on outcomes, provide evidence of the impact of learning on practice and support sharing of practice experiences.

A **Communities of Practice** approach will provide themed learning opportunities, facilitated by multi-agency peer practitioners e.g. Safe & Together – Domestic Abuse Informed Model to further enhance practice.

Specialist Practice Level

Specialist level workforce training needs should generally be met via single agency commissioning or agreed joint purchasing across services when required.

Whilst we have taken positive steps towards blended learning, the method of delivery requires careful consideration to ensure it meets the needs of the learner and of services. It is widely recognised that some specialist training is best delivered in person, and with small numbers, to enable optimum engagement and participation.

Specialist Practice

Knowledge and skills required by staff who provide expert specialist role in the assessment, care, treatment and support of children, young people, and families. Staff will often have leadership roles in education, training and service coordination and development

How we will deliver training, learning and development



FORTH VALLEY WIDE : We are committed to working collaboratively with Forth Valley partners to deliver learning and development opportunities. Shared delivery of additional learning opportunities through Forth Valley partnership working will represent best value. We recognise the value of consistency of informed practice across the Forth Valley area.



FALKIRK FOCUS : There is widespread interest in engaging in some learning and development activities at a more local level. Findings from our recent learning reviews have reinforced the need for professional relationships across partner agencies to be enhanced and further developed. This includes having increased opportunities to attend learning events 'in person'. This would allow our multi-agency workforce to increase their understanding of each other's roles, responsibilities and perspectives. It is known that these relational connections will continue beyond the 'training room' and can lead to improved communication amongst partner agencies.



LOCALITY FOCUS : We will plan learning events to reinforce the benefit of learning with other professionals who are likely to work together as part of a locality community e.g. GIRFEC training.









ON-LINE LEARNING : We will continue to provide on-line learning events, as we recognise that this is a helpful medium for some learning themes.



FLEXIBLE LEARNING : Flexible learning opportunities are also available to the multi-agency workforce, for example when delivering Staff Induction or refreshing and updating existing knowledge and skills. This includes planning development activities as learning needs and opportunities are identified.

Blended Learning

A blended approach to the delivery of learning and development supports flexible working, combining in-person learning with technology to the best effect. How this might be delivered is laid out in the examples below.

     	Informed Practice	
	Induction Job shadowing Mentoring	E-learning e.modules : GIRFEC, Child Protection. Public Protection, Trauma Informed
	Skilled Practice	
	Multi agency in person Locality GIRFEC Core Components Locality Child Protection Key Processes Safe and Together - Domestic Abuse Informed Model Court/Legal processes Children and families affected by parental substance use Mental Health and Wellbeing De-escalation	E-Learning The role of the Named Person Trauma Skilled e-modules Learning Reviews
Enhanced Practice		
Multi agency in person Difficult, Dangerous and Evasive Assessing Parenting Capacity Joint Investigative Interview training Age of Criminal Responsibility Safe and Together – Domestic Abuse Informed Model	E Learning The role of the Lead Professional Trauma Enhanced Training E-module	
Specialist practice		
Multi agency in person Safe and Together Mentors Forum Embedding learning in supervision practice Community of Practice- themed and facilitated by peer and group supporters	E-Learning Research Chairing Trauma Specialist training	

How to support the translation of learning into practice.

Implementation Drivers

Diagram 1



Our learning and development strategy follows the NES approach towards achieving a trauma informed and responsive workforce (Diagram1).

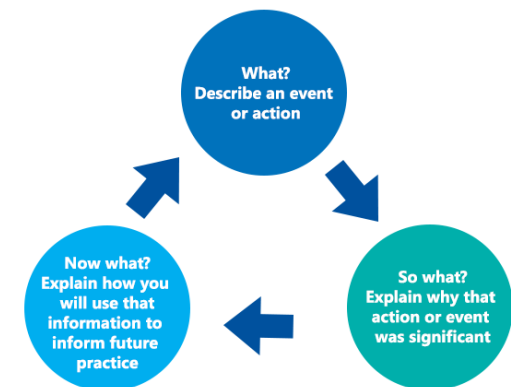
The NES Trauma Knowledge and Skills Framework reflects the vital importance of managerial buy-in (Trauma Champions) and organisational support (Supervision) if workers are to be able to translate the training they receive into practice (Reflective Practice). Essential enabling factors include ensuring that **dedicated time and support** is available for staff to implement and embed new practice. Supervision and reflective practice will support practitioners in maturing their understanding and insight. It is important that **data collection systems** are in place to support new practices and to monitor and evaluate outcomes. This needs a more collaborative method to establish the data sets. This is a priority for the Partnership.

Our Models for Reflective Practice.



Driscoll first developed his **reflective model** in 1994 as a framework to guide self-reflection on specific events or happenings. According to John Driscoll (2007) everyone can learn reflective practice, because in most environments, there is plenty going on that must be reflected on. He suggests that becoming a reflective practitioner is a deliberate activity with a focus on improving and changing the practice. This can be applied by employees of all levels and all sectors.

Reflective Practice is the corner stone of professional development, helping learners to make meaning from experience and transforming insights into practical strategies for personal and professional growth.



Driscoll Model of Reflection

NursingAnswers.net

REFLECTION - IN - ACTION

- Reflecting as something happens
- Consider the situation
 - Decide how to act
 - Act immediately

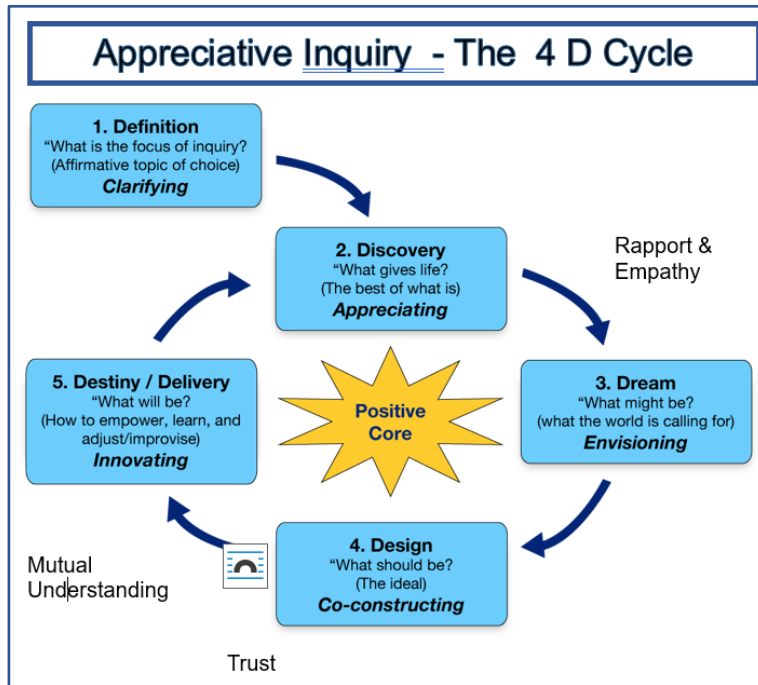
REFLECTION - ON - ACTION

- Reflecting after something happens
- Reconsider the situation
 - Think about what needs changing for the future

Donald Schon (1983) stressed the role of reflection within the learning process. Schon identified two types of reflection when examining professional practice: **reflection-in-action** and **reflection-on-action**. Reflection-*in*-action, sometimes described as 'thinking on our feet', is the process that allows professionals to reshape the situation or activity on which they are working while it is unfolding.

Schon suggests that, by "reflecting-in-action", professionals reflect on unexpected experiences and conduct 'experiments' which serve to generate both a new understanding of the experience and a change in the situation.

Reflection-*on*-action involves reflecting on an experience, situation, or phenomenon *after* it has occurred. When professionals "reflect-on-action" they explore what happened in that situation, why they acted as they did, whether they could have acted differently, and so on.



Appreciative Inquiry is a reflection-on-action model, which helps to engage groups of people in self-determined change. It focuses on what is working rather than what's not working and leads people to co-design their future. Learning from moments of excellence serves as the foundation of Appreciative Inquiry.

According to *Mohr and Magruder Watkins' "Roadmap for creating positive futures"* there are five main steps to tackle and address a given issue within Appreciative Inquiry:-

Definition → Discovery → Dream → Design → Destiny/Delivery

Appreciative Inquiry facilitates reflection on action through supervision, group discussions and communities of practice. The key feature of this approach is that it uses existing strengths, achievement and successes – the aspects of people's work that they are proud of, that motivates them and that are getting good results.

This positive approach to pivoting from challenging and difficult incidents can empower staff and promote confidence in collaborating to design improvements.

Reflection-on-action is often associated with reflective writing in which professionals reflect on their experiences and examine alternative ways to improve their practice however, both reflection-in-action and reflection-on-action can be used within supervision settings and group discussions.

A frequent message from practice is that, too often, support discussions with your line manager may be dominated by management processes and task completion and not enough time is given to reflection and critical thinking. The opportunity to promote high quality services through promoting reflection as a means of increasing the understanding of the worker and supporting practice development, may therefore be lost. Skilled use of reflection and critical thinking will enable a focus on the quality of practice and may at times alert the supervisor to situations where the work of the supervisee is likely or unlikely to promote the best outcome for the service user.

Learning and Development formats



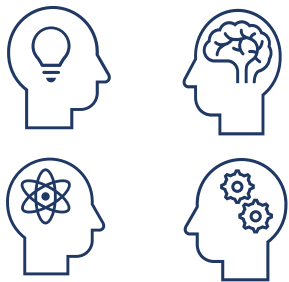
In planning the delivery of formal learning events, we will categorise them as Learning Sessions, Child Protection Practitioner Forums or Communities of Practice.



Child Protection Practitioner Forums

Learning events in the form of Child Protection Practitioner Forums will take account of action points highlighted from:

- National and local Learning Reviews: This is where staff come together to reflect, learn and improve child protection systems and practice when a child or young person dies, is significantly harmed, or was at risk of death or significant harm or where effective practice has prevented harm or risk of harm.
- External and internal auditing of case files: This is where quality assurance information gathered provides an opportunity to pause and reflect on the quality of case work and on the impact of our assessments and interventions make towards positive outcomes for children, young people or their families.
- Other emerging themes arising from Child Protection practice.



Learning Sessions

Learning Sessions will have various themes that are already known to us. These will be linked to GIRFEC and its core components e.g. Team Around the Child; chronologies, roles & responsibilities, assessment. The learning session approach will also enable us to be flexible in responding to other emerging learning needs.

Communities of Practice



Communities of Practice can be defined as a process of social learning that occurs when people who have a common interest in a subject or area collaborate over an extended period, sharing ideas and strategies, determining solutions, and building innovations.¹ Communities develop their practice through a variety of methods, including: problem solving, requests for information, seeking the experiences of others, reusing assets, coordination and synergy, discussing developments, visiting other members, mapping knowledge and identifying gaps.

There are three required components of Communities of Practice:

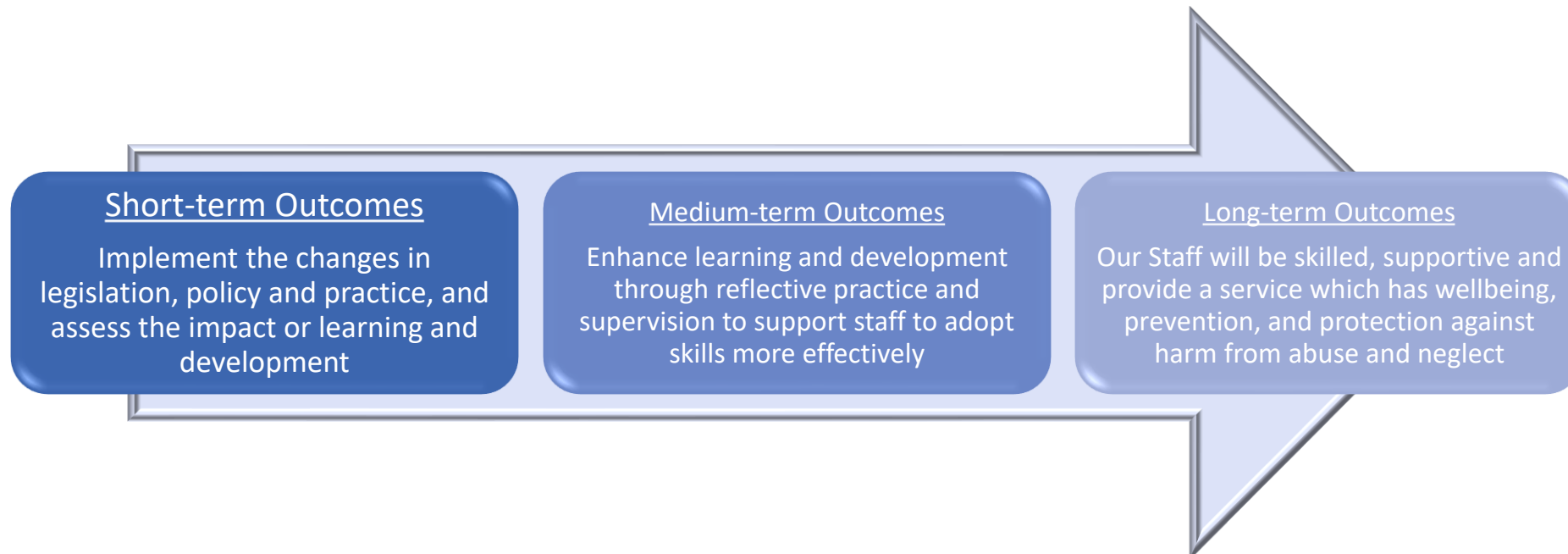
1. There needs to be a **domain**, a Community of Practice has an identity defined by a shared domain of interest, not just a network of people or club of friends.
2. There needs to be a **community**, members of a specific domain interact and engage in shared activities, help each other, and share information with each other. They build relationships that enable them to learn from each other. Merely sharing the same job is not enough. There needs to be people who interact and learn together for a Community of Practice to be formed.
3. There needs to be a **practice**: It is not just having a shared interest in something; members need to be *practitioners*. They develop a shared repertoire of resources which can include stories, helpful tools, experiences, ways of handling typical problems, etc. This kind of interaction needs to be developed over time. A conversation with a random stranger who is an expert on a subject matter that interests you does not in itself make a Community of Practice. Informal conversations held by people of the same profession help people share and develop a set of cases and stories that can become a shared repertoire for their practice, whether they realise it or not.

¹ Communities of Practice (Lave and Wenger, 1998)

Measuring our Outcomes

What are we measuring :

We will capture evidence of the impact of learning and development activities on our workforce's Knowledge – Skills – Confidence – Practice.
We will we capture how this has impacted on children, young people and families



How will we collect and use data?







Data collection systems are important and necessary to measure the impact of our practice; to identify our priority areas for improvement; to collaborate with our workforce about how we are progressing and to identify areas we need to develop.

There are many forms of data collection that help us monitor and measure the impact of our work including qualitative and quantitative data from local and national sources. We have agreed to use **six methods** to collect data. These are **Direct Feedback, Surveys, Audits & Dip Sampling, Case Studies, Supervision and general Data collection** e.g. number and job role of course participants .

The key areas of data collection are aligned with the pillars within our June 2023 Learning and Development Strategy i.e. **leadership, culture, collaboration, and reflective practice**. This supports our strategic approach to learning and development

How will we capture information that will tell us how we are fulfilling the Learning & Development Strategy?



-  Direct Feedback
-  Surveys
-  Audits & Dip Sampling
-  Case Studies
-  Supervision / One to One meetings
-  General Data collection e.g. number and job role of course participants.

Overview of work areas of pillars Learning & Development and how we will capture information within the key areas

LEADERSHIP	CULTURE	COLLABORATION	REFLECTIVE PRACTICE
<p>Implement Policy and practice Best Value expenditure v's investment Assess the impact of developments for future planning. Findings from Learning Reviews</p> <p>Collect data from: Wellbeing surveys, audits and dip sampling, case studies, supervision, staff recruitment and retention, staff exit interviews. Analyzing information from Child Protection dataset and Improvement and Quality Assurance group including national data. Using Learning Reviews findings to inform practice</p>	<p>Develop a culture of practice support and reflection Implement new learning framework Findings From Learning Reviews</p> <p>Collect data from: Training feedback, Communities of Practice, focus groups, case studies and practice stories, gathering and showcasing examples of positive practice.</p>	<p>Enhance collaboration in practice Findings from Learning Reviews</p> <p>Collect data from: Audits and assessing training impact through gathering information from the workforce. Case studies. Identifying, recognising and showcasing good practice. 'Authentic voice' focus groups.</p>	<p>Develop a culture of learning Findings from Learning Reviews</p> <p>Collect data from: Communities of Practice. Using information from workforce to create learning themes within Communities of Practice.</p>

Falkirk Multi Agency Learning and Development Group

Falkirk's Multi Agency Learning & Development Group is primarily responsible for developing and implementing Falkirk's Children & Young People's Leadership Group and Falkirk Child Protection Committee's workforce learning and development **STRATEGY** and **FRAMEWORK** which is focused upon multi-agency provision. Terms of Reference for the group includes the following:-

Review of existing learning and development provision to:-

- ensure workforce needs are met
- develop shared learning and development opportunities
- maximise learning opportunities to take account of national policy and local priorities.

Ensure all agencies working with children, young people and relevant adult services **understand their duties and reporting responsibilities** in relation to the GIRFEC approach, Child Protection and wider Public Protection.

Agree core competencies, with reference to the *"Common Core of Skills, Knowledge and Understanding and Values for the Children's Workforce and Health and Social Care."*

Identify national and international good practice and incorporate this into training, learning and development opportunities where appropriate.

Undertake an annual Audit of Falkirk Children & Young People's Leadership and Child Protection Committee partner Services workforce multi-agency learning and development requirements.

Develop a range of learning and development opportunities to meet the varied learning styles of individuals and that will also meet the partners' organisational preferences for delivery and release of staff.

Identify, plan and prioritise the delivery of multi-agency learning and development for the children's services workforce across Children & Young People's Leadership and Falkirk Child Protection Committee partners.

Cascade key messages and learning from training, learning and development activities. Options can include : shadowing others' practice; practitioner forums; use of Practitioner Pages to access learning resources and programmes/modules.

Identify and make provision for workforce learning and development responding to gaps identified by workforce and strategic oversight groups to develop learning opportunities.

Ensure resources are in place to effectively deliver, review and evaluate learning and development. This includes making best use of data to track, measure and inform future provision.

Produce an annual multi-agency learning & development programme and use a shared calendar to forward plan the roll out of priority training

Establish a 'training for trainers' programme linked to the implementation of the GIRFEC approach.

