

# Clackmannanshire Multi agency Public Protection Learning & Practice Development Workforce Strategy 2024-27



## Introduction

Clackmannanshire Child Protection Committee and the Clackmannanshire and Stirling Adult Support & Protection Committee is responsible for ensuring that mechanisms are in place to equip the workforce across Clackmannanshire with the necessary skills and knowledge to undertake their duties and responsibilities to support and protect children and adults who are at risk of harm, abuse and neglect.

The overall aim of our strategy is to support our workforce across Clackmannanshire to become increasingly competent and confident in their specific areas of responsibility and across all areas of Public Protection. We promote a multi-agency learning culture and best possible practice. We will achieve this by providing opportunities for learning on a multi-agency basis to build on existing competence, knowledge and skills.

Where we refer to the workforce within this strategy, this includes managers, supervisors, practitioners, foster carers, volunteers and decision makers who work with children and/or adults in Clackmannanshire.

This strategy covers a three-year period from 2024-27. In developing this strategy, we need to recognise the workforce profile and its implications for our learning and practice development offering. Within statutory Children and Adult Social Work Services in Clackmannanshire, and in the Third Sector, we have seen an increase in the proportion of practitioners who are newly qualified and/or inexperienced in Child Protection, Adult Protection, Justice Social Work and Violence against Women and Girls. The focus of this strategy reflects this workforce profile, with a strong emphasis on providing the grounding for supporting practice by developing knowledge and understanding of roles, responsibilities, processes and assessment frameworks on a multi-agency basis.

The strategy is designed to complement and not duplicate single agency training. Individual practitioners have responsibility for their own continuing professional development with keeping their competence, skills and knowledge updated. They must ensure that they undertake learning and practice development opportunities in order to maximise the support they provide to vulnerable children, adults and families.

The Learning and Practice Development Sub-group is responsible for implementing and overseeing the strategy. The strategy requires the strategic leadership from the services responsible for practitioners who will benefit from this strategy, in order to create and support the conditions for learning and collaboration to share good practice.

The Learning and Practice Development Sub-group includes representation from the partners who make up the two Committees. This strategy will need to be flexible to respond to emerging issues and any local or national changes within the lifetime of this strategy. The strategy will be supported by the Child Protection and Adult Support & Protection Business Plans, which includes actions to ensure that the supporting processes for design, delivery and administration of learning and practice development activities are efficient and effective.

A Multi- agency Public Protection Training Calendar and Learning and Practice Development Learning Outcomes Booklet helps implement and accompanies this strategy. It details the different multi- agency learning and practice development opportunities that are available. The calendar of these opportunities is devised annually and is disseminated at the start of the financial year with regular updates/reminders emailed to Service Managers throughout the year.

## Trauma and Vicarious Trauma

Vicarious Trauma can be an occupational hazard. Vicarious trauma is the cumulative transformative effect upon the professionals who is working with survivors of traumatic life events. It is therefore important that this strategy reflects this important issue and the strategy reflects the following resource to help and support the workforce by sign posting and promoting the attached resource <https://wellbeinghub.scot/>

To ensure we support all participants prior to attending any learning & practice development opportunities we ensure they are aware of any past trauma themselves we include the following trauma aware statement in all correspondence.

“Before you undertake this training it is useful to offer some clarity around expectations and content. The training is carried out with the understanding that staff participating may themselves have had adverse childhood experiences or experienced traumatic events - these may be historical or current. On this training you will never be required to disclose any such information but some of the content of the training may resonate with some of your own life experiences. Please consider prior to attending if you feel now is the right time to attend the training for that reason. If you do decide to attend and the content is difficult for you please feel free to leave at any point and find someone you trust and who you can speak to.”

## Clackmannanshire Vision and how it relates to this strategy

Clackmannanshire CPC and ASPC vision is everyone has a right to be safe and protected from harm and abuse. We will protect our children, young people and adults in Clackmannanshire by working together. ***Our core philosophy is ‘when we learn to together this helps us work better together so we can plan better outcomes together for those we serve’.*** This therefore underpins our work in supporting and protecting all people who may be at risk of abuse/harm in our communities. This strategy reflects our core values in a number of ways:

- ✓ Our senior leaders in the partner organisations demonstrate their leadership and commitment to the continuous professional development of their practitioners, by ensuring that multi-agency learning is prioritised as a core element of every day practice;

- ✓ Through multi-agency learning and practice development opportunities, practitioners, foster carers and volunteers can learn more about other partners' responsibilities and roles;
- ✓ We will respect the contribution that all practitioners, foster carers and volunteers bring to learning and practice development by providing opportunities for all to learn from each other in a multi-agency environment. Their ideas and professional judgements will contribute to shared learning and collaborative practice- "Learn to together, Work together and Plan together"
- ✓ Our learning and practice development activities will be informed by listening to the voices of children and adults who come into contact with our services.

### **Our Approach to Learning and Practice Development**

1. Our learning and practice development activities will support all learners to have a relationship - based, rights-based approach and trauma informed lens to their practice. Our learning and practice development activities will aim to support a greater understanding of rights, trauma and childhood adversity, and their longer-term impacts.
2. We acknowledge that everyone has a different learning style, and we will adapt our delivery methods to be inclusive of different learning needs - including a mix of on-line learning, self-guided learning and in person training.
3. We will use a blend of different teaching methods, including presentations, group discussion, case studies, question and answer sessions, use of videos/podcasts, self-learning activities, and 7-minute briefings.
4. We will support reflective practice and the embedding of learning through the use of findings from local and national learning reviews, post-course evaluation and community of practice forums where practitioners can come together to share best practice, challenges and peer mentoring.
5. Our opportunities will support and complement single-agency training, by taking a multi-agency approach. We will give opportunities for all from different agencies/services to come together for learning and practice development experiences, and to become familiar with each other's role in Public Protection.
6. Over the lifetime of this strategy, we hope to create further opportunities for multi-agency reflection and analysis in order to respond to emerging issues and improve practice.

7. Our learning opportunities will be informed by ongoing training needs analysis undertaken by the teams and organisations across the Committees.
8. Our learning opportunities are cross referenced to the following national guidance, national & local strategies and codes of practice for both child protection, adult support & protection and violence against women's & girls

- ✓ Health and Care (Staffing) (Scotland) Act 2019

<https://www.gov.scot/publications/health-and-care-staffing-scotland-act-2019-overview/>

- ✓ Clacks & Stirling Health & Social Care Partnership Integrated Workforce Plan 2022-25

<https://clacksandstirlinghscp.org/wp-content/uploads/sites/10/2022/12/CSHSCP-Workforce-Plan-2022-2025.pdf>

- ✓ Scottish Government Adult Support & Protection Codes of Practice 2022

<https://www.gov.scot/publications/adult-support-protection-scotland-act-2007-code-practice-3/>

- ✓ National Guidance for Child Protection in Scotland 2021.

<https://www.gov.scot/publications/national-guidance-child-protection-scotland-2021-updated-2023/>

- ✓ Equally Safe (Scotland) Strategy)

<https://www.gov.scot/policies/violence-against-women-and-girls/equally-safe-strategy/>

- ✓ Clackmannanshire Council Children's Services Plan

<https://www.clacks.gov.uk/document/5640.pdf>

9. Our learning opportunities will be informed by outcomes of learning reviews and inspections, as well as measures introduced by new legislation and government policy. We will be responsive to changes in the political, legislative and social agendas.

## General Descriptors

For the purposes of helping determine the suitability of specific courses to a role, our courses will identify the target workforce group. This will support practitioners and their

managers to identify courses relevant to a role. Practitioners, foster carers and volunteers will undertake courses specific to the needs of their role. These descriptors are based on the National Framework for Child Protection Learning and Development 2024, as detailed below:

- ✓ [national-framework-child-protection-learning-development-scotland-2024.pdf \(www.gov.scot\)](https://www.gov.scot/publications/national-framework-child-protection-learning-development-scotland-2024/pdf/downloads/attachment_data/file/442222/national-framework-child-protection-learning-development-scotland-2024.pdf)

\* Please note a National Framework for Adult Support and Protection learning and Development Scotland is currently being developed

## How we have developed our priorities

Our priorities for the next three years have been informed by:

- ✓ Learning reviews, both locally and nationally;
- ✓ National and local data and performance indicators;
- ✓ Inspections;
- ✓ National policy and legislative changes; and
- ✓ Consideration of our workforce profiles and their development needs.
- ✓ Listening to the voice of those with lived experience.

## Learning and Practice Development Priorities for 2024 – 27

Priorities	Outcomes	Measures
Learning pathways/matrix's are used	All practitioners understand what learning is expected to support their knowledge, skills and competences	Attendance and feedback
Substance & Alcohol Abuse Community of Practice Sessions for both Adult, Children's and Justice Services	Staff are competent and confident in their practice through increased knowledge of these issues and application in practice	Attendance and feedback
Ensure the learning from local Learning Reviews is shared and accessible for the identified services and agencies to attend	Learning is disseminated and staff have the opportunity to reflect on their own practice	Attendance and feedback
Both national and local frameworks and assessment tools training is facilitated through the lifespan of the strategy at least ¾ times within each financial year	Staff are competent and confident in their practice through increased knowledge of these issues and application in practice	Attendance and feedback

Embed mental health learning & practice development opportunities in each annual training calendar from 2024	Staff are competent and confident in their practice through increased knowledge of these issues and application in practice	Attendance and feedback
Facilitate any learning opportunities that are developed nationally from CPC Scotland, National Adult Support & Protection and the Equally Safe agendas	Learning is disseminated and staff have the opportunity to reflect on their own practice	Attendance and feedback

## Training Resources

Any identified learning and practice development that require to be commissioned. The costs for these would be agreed by the respective Committees with approval from the Chief Officers Group (COG). There will be a pool of agencies and services that will support the Public Protection Multi-Agency Learning & Development Advisor to facilitate the different elements of our Multi- agency Public Protection learning opportunities. When required the relevant Lead Officer will support facilitators in their role. We will seek to provide opportunities for continuing professional development for practitioners who wish to be involved in delivering multi-agency learning.

## Access to Training

1. In order to access multi-agency learning opportunities, practitioners and volunteers must work in or be delivering a service to children and/or adults within Clackmannanshire.
2. Our learning opportunities will be free unless there is a cost which is agreed by the respective Committee.
3. Any learning opportunity attended should be relevant to the role and responsibilities of the practitioner and should meet their learning and practice development needs, as agreed in their personal development plans/supervision. Practitioners should first seek approval from their line manager before applying for any learning and development opportunity detailed in the annual training calendar.
4. Practitioners should only apply for one of these opportunities where they meet any of the pre-requisites (i.e. completion of the 'general contact workforce' course is necessary before applying for the next level e.g. 'key processes roles and responsibilities')

5. The allocation of places on courses will be managed by the [ssld@gov.uk](mailto:ssld@gov.uk) for both Child Protection and Adult Support & Protection. Some courses will be offered on a 'note of interest' basis, with booking dates clearly identified in the course flyer to ensure equal access to a course. For some courses, spaces will be allocated according to the need for a balance of roles, or prioritisation according to need, particularly where there is likely to be high demand. In those circumstances, SSLD will liaise with the relevant managers in the organisation whose practitioners have applied, to ensure spaces are prioritised fairly and according to need.
6. SSLD for both Child Protection and Adult Support & Protection will maintain a course distribution contact list for disseminating information (i.e. course flyers) about upcoming opportunities. The multi-agency training calendar will be updated as and when required and distributed to the Learning & Practice Development Sub group and Service Managers. The Learning and Practice Development Group Service managers are responsible for promptly circulating information about upcoming opportunities within their own service/agency
7. Specific requests for courses/briefings for a whole staff group/team should be made to the Public Protection Learning & Development Advisor. We will endeavour to support such requests, resources permitting, and where the provision of bespoke courses will enhance the Public Protection agenda across Clackmannanshire.

## Responsibilities of the Workforce

Managers need to:

- ✓ Identify the practice development and learning that their practitioners/volunteers/foster carers should undertake to fulfil their role and responsibilities; and
- ✓ Support learning by placing value on the importance of learning opportunities for their practitioners, volunteers and foster carers allowing sufficient time for them to undertake any pre-course preparation, to attend the event, and reflect on its impact in supervision or annual appraisal.

All practitioners need to:

- ✓ Be open to learning and demonstrate professional curiosity during the learning experience (by listening, challenge respectfully, contributing and sharing their own knowledge and experience. Have their camera on when attending MS teams facilitated opportunities);
- ✓ Reflect on learning and its application to their practice in supervision;
- ✓ Confirm with their manager that the course is appropriate to their level of need and development;
- ✓ Ensure they have protected learning time to attend the course before applying;



- ✓ Be committed to attend the full session, but if unable to attend, to notify [ssld@gov.uk](mailto:ssld@gov.uk) at the earliest opportunity and;
- ✓ Complete a course evaluation.

## Evaluation and Impact

All learning opportunities will be evaluated at the end of each course. Evaluation will be part of the Quality Assurance of our courses and the impact on practice. Traditional evaluation demonstrates quantity and quality of learning, but is less able to evidence learning transfer and the difference it makes to outcomes for children and adults at risk. Workplace factors (culture, manager and peer support, opportunities to put learning into practice) play a huge part in the successful learning transfer between a course or programme and a subsequent change in practice behaviour. We rely on the support of agencies to provide feedback on the impact of the learning opportunities we provide on staff practice.

We will further develop our approach to evaluating the learning delivered, to measure both the quality of the course and evidence the impact on practice. Over the lifetime of this strategy, we will on a quarterly basis regularly review and report on our learning and development key performance indicators.

## Data Protection Statement

Under the General Data Protection Regulations, SSLD requires to inform individuals about the information held on them. SSLD will keep names, job roles and contact details of course applicants on a computer database for the purpose of course management, for as long as is necessary to complete all aspects of course management and data reporting.

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Designation	Public Protection Learning & Development Advisor, Clackmannanshire Council and Stirling Council
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