

## **Social Work Professional Mandatory Training – March 2017**

- This document outlines the **core training for all child social workers** at Cheshire East Council.
- Training topics are broken down, grade by grade, from grade 8 (ASYE) through to grade 10.
- It should be noted that the Core Offer outlines the expectations for training and development undertaken at each grade. Social Workers and Managers should seek to ensure that ongoing development is prioritised as appropriate to role to allow social workers to progress to the next grade with appropriate knowledge and skills.
- All social workers will be expected to update and refresh their skills and knowledge by attending those training sessions they have not attended in the previous three years.

## Grade 8 (ASYE) – Induction Programme

| Topic                                   | Learning Outcomes   | Session Length & frequency | Provider & cost            | Link to K&S and PCF                                      |
|---|---|----------------------------|----------------------------|--|
| ASYE                                    | One year mandatory programme for NQSW, development assessed against assessment framework combining PCF and Knowledge and Skills Statements (DfE). Aim is to support NQSW in transition between student and effective practitioner. Support including regular supervision, protected caseloads, regular progress reviews and monthly peer network meetings which provide peer support along with practice focused development sessions. Assessment and development expectations include portfolio development with detailed evidence from 3 direct observations, supervision records, 5 pieces of service user feedback, 3 and 6 month reviews and holistic assessment. Candidate must also provide reflection on their practice for reviews, reflection on CPD throughout ASYE programme and two academic critical reflections on practice. | 1 yr                       |                            | As per programme instructions.                           |
| Level 1 Safeguarding                    | <ul style="list-style-type: none"> <li></li> </ul>  |                            | LSCB £0<br>Learning lounge | K&S 1, 2, 3, 5, 7, 8, 10<br>PCF: 1, 2, 3, 4, 5, 6, 7, 8, |
| Adult Safeguarding                      | <ul style="list-style-type: none"> <li></li> </ul>  |                            | LSAB £0                    | K&S 1, 2, 4, 6, 7, 8, 10<br>PCF: 1, 2, 3, 4, 5, 6, 7, 8, |
| Safeguarding Children with Disabilities | <p>By the end of the training, delegates will:</p> <ul style="list-style-type: none"> <li>Understand the impact that disabilities have on children, their environment, the care they receive and their families.</li> <li>Know why children with disabilities are more vulnerable to abuse and understand the ways in which the abuse or neglect may happen.</li> <li>Be able to recognise the warning signs of abuse and neglect of disabled children.</li> <li>Understand the best practice in responding to safeguarding concerns, including knowing how to talk to children and parents about the abuse.</li> <li>Know where to access further information.</li> </ul>  |                            | LSCB/Keith Martin<br>£0    | K&S 1, 2, 3, 5, 7, 8, 10<br>PCF: 1, 2, 3, 4, 5, 6, 7, 8, |

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| <b>Safeguarding/Section 47/Sexual Abuse</b>              | <ul style="list-style-type: none"> <li>Improved confidence in section 47 investigations.</li> <li>An awareness of the process and the importance of how this can effectively protect children.</li> <li>A greater awareness of the issues of child sexual abuse.</li> </ul>  | 1 day<br>External provider x 4 sessions                            | Steve Withington?<br>tbc | K&S 1, 2, 3, 5, 7, 8, 10<br>PCF: 1, 2, 3, 4, 5, 6, 7, 8,   |
| <b>Child Sexual Exploitation &amp; Missing from Home</b> | <ul style="list-style-type: none"> <li>Have an understanding of the prevalence locally and nationally of child sexual exploitation and trafficking.</li> <li>Be aware of the behaviours a young person may demonstrate which increase the risk of sexual exploitation.</li> <li>Be aware of the guidance and legislation specific to safeguarding children and young people who are being sexually exploited, trafficked or otherwise exploited.</li> <li>Understand the difficulties in safeguarding children and young people who are being exploited.</li> <li>Begin to understand the routes into and out of sexually or otherwise exploitative relationships.</li> <li>Understand the local and national commitment to safeguard children and young people from all types of exploitation.</li> </ul>   | 20-30 mins & 1.5hr workshop<br>X 4 sessions                        | tbc                      | K&S 1, 2, 3, 5, 7, 8, 10<br>PCF: 1, 2, 3, 4, 5, 6, 7, 8,   |
| <b>Toxic Trio</b>  | <ul style="list-style-type: none"> <li>To identify how the risk factors of parental mental illness, substance misuse and domestic abuse co-exist within families and the implications thereof for safeguarding children</li> <li>To understand how the cumulative issues impact on children and young people, in relation to immediate risk, their day to day lives and long term implications.</li> <li>To describe the impact of parental substance misuse, mental ill health and domestic violence on parenting capacity</li> <li>To explore learning from Serious Case Review findings and current research to inform evidence based practice.</li> <li>To be familiar with local procedures and national guidance relating to domestic abuse, parental substance misuse and parental mental illness</li> <li>To understand the need for joint assessments, and how effective joint working can reduce harm</li> <li>To know how to adopt a child focussed approach</li> <li>To understand the cycle of change, both as it relates to substance misuse, mental health, domestic violence and parenting</li> <li>To have an opportunity to reflect on their practice</li> </ul> | 1 day<br>4 sessions<br>Shared with adults (how many do they need?) | LSCB £0<br>Talking life? | KSS: 1, 2, 4, 5, 6, 7, 9, 10,<br>PCF: 2, 3, 4, 5, 6, 7, 8, |

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|  | <ul style="list-style-type: none"> <li>To understand what works well in responding to the 'Toxic Trio' using the cycle of change.</li> </ul>   |   |                        |  |
| <b>Graded Care Profile 2 - Assessing Neglect</b> | <ul style="list-style-type: none"> <li>To understand how to recognise neglect.</li> <li>To understand engagement with children and families.</li> <li>To understand when and how to use the GCP.</li> <li>To understand achieving change with children and families.</li> </ul>  | Workshops<br>.5 day<br>8 half days                                | CSC specific?<br>LSCB? | KSS: 1, 2, 3, 5, 6, 7, 9, 10<br>PCF: 2, 3, 4, 5, 6, 7, 8       |
| <b>Child Development</b>                         |  | Full day session<br>(also for all SW, FSW, EH)<br>2 sessions x 30 | Rebecca Brown          | KSS: 1, 2, 3, 5, 6, 7,<br>PCF: 3, 5, 6, 7,                     |
| <b>Basic Legal Training (including PLO)</b>      | <ul style="list-style-type: none"> <li>As per court skills (theory)</li> <li>Include youth justice systems</li> </ul>  | Half-day<br>2 sessions  | Bond Solon             | KSS: 1, 2, 5, 6, 7, 8, 9, 10<br>PCF: 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| <b>Court Skills</b>                              | <ul style="list-style-type: none"> <li>How the adversarial system works (practice)</li> <li>The procedures, order of events and roles of those in the adversarial system</li> <li>Effectively taking the oath/affirmation</li> <li>Techniques lawyers use in cross examination and how to handle them</li> <li>How to prepare to give clear, honest and objective evidence</li> <li>How to make appropriate use of supporting evidence, documents when giving evidence</li> <li>How to give confident and clear testimony under cross examination</li> </ul> | 1 day<br>2 sessions   | Bond Solon             | KSS: 1, 2, 5, 6, 7, 8, 9, 10<br>PCF: 1, 2, 3, 4, 5, 6, 7, 8, 9 |
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## Grade 8/9 – Practice Enhancement Programme

| Topic  | Learning Outcomes   | Session Length & Frequency                                      | Provider & cost   | KSS & PCF links  |
|--|---|---|---|--|
| <b>Progression – Year 2 Programme</b>                                  | One year mandatory programme for post-ASYE year, development assessed against PCF, KSS and CEC standards. Aim is to provide focus on developing high quality practice with full caseload and developing core skills to a high standard. Support including regular supervision, regular progress reviews and regular peer network meetings which provide peer support along with practice focused development sessions. Learning modules provide CPD on areas deemed priority at this level. It includes assessment and development expectations include portfolio development expectations to be assessed at panel. | 1 yr<br>Re-commission masterclasses. 1x<br>RiP + other experts. | AC education (Communicating with children) £600 + VAT + travel<br><br>RiP – Dr. Rebecca Brown critical analysis (day 1) costs outlined in Grade 9<br><br>Emotional intelligence - tbc | KSS: 1, 2, 3, 4, 5, 6, 7, 8, 9<br>PCF: 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| <b>Assessment &amp; Analysis (to include Risk Assessment Analysis)</b> | <ul style="list-style-type: none"> <li>To understand the current strengths and areas for development in your assessment practice</li> <li>To identify the different thinking processes that you use as part of assessment practice</li> <li>To understand the five anchor principles that can be used as a framework for analytical thinking in assessment</li> <li>To examine how a good analytical assessment can be used as a basis or an evidence-informed plan.</li> <li>Identify risk and threshold of need</li> </ul>  | Full day<br>2 sessions  | Tbc   | KSS: 1, 2, 3, 5, 6, 7, 8<br>PCF: 1, 2, 3, 5, 6, 7, 8             |
| <b>Risk assessment and positive risk enablement</b>                    | <ul style="list-style-type: none"> <li>Modern Assessment practice</li> <li>Risk assessment, management &amp; enablement</li> <li>Safeguarding &amp; protection</li> <li>Empowerment &amp; socially inclusive practice</li> <li>Cultural, spiritual &amp; religious dimensions</li> <li>Integrating methods, skills &amp; values</li> <li>Evaluation &amp; evidence based practice</li> </ul>  | Full day<br>2 sessions  | Andrea Collins/ Keele University<br>£1000 per session, 2 sessions of 4 with adults  |  |
| <b>Parenting</b>   | <ul style="list-style-type: none"> <li>Particular focus on use in court</li> </ul>  | Masterclasses with  | n/a   | KSS: 1, 2, 4, 6, 7, 8  |

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| <b>Assessments</b>   |  | JS or Advanced Practitioners. Half day               |     | PCF: 1, 2, 3, 4, 5, 6, 7, 8                             |
| <b>Care Planning &amp; Planning for Permanency</b>           | <ul style="list-style-type: none"> <li>To improve understanding of practice and guidance requirements employed in care planning process.</li> <li>To increase awareness of the differentiation between private vs. public care arrangements.</li> <li>To achieve proficiency in navigating through statutory requirements relating to care planning and review processes</li> <li>To develop a better understanding of overall underpinning principles: CA 1989, vol.2/ 3 case management, care planning and review 2010 and IRO Handbook 2010</li> </ul>  | Full day, 4 sessions<br>Louise Hurst/ Anna Connelly? | n/a | KSS: 1, 2, 6, 7, 8<br>PCF: 1, 2, 4, 5, 6, 7, 8, 9       |
| <b>Topic</b>   | <b>Learning Outcomes</b>   | <b>Session Length</b>                                |     |   |
| <b>An Attachment Trauma Perspective on Child Development</b> | <p>Aims:</p> <ul style="list-style-type: none"> <li>Explore the origins and patterns of attachment</li> <li>Identify attachment styles and associated behaviours</li> <li>Explore the impact of attachment and trauma on child development</li> <li>Explore the impact of parenting capacity and family and environmental factors on early attachment and later attachment behaviours</li> </ul> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Participants will be able to recognise their own attachment styles and behaviours, making links to their own practice</li> <li>Participants will be able to recognise attachment styles and behaviours in the children and families they work with</li> </ul> | Full day<br>9.30am-4pm<br>Tracy Cooper<br>4 sessions | n/a | KSS: 1, 2, 3, 5, 6, 7, 9<br>PCF: 1, 2, 3, 4, 5, 6, 7, 8 |

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|   | <ul style="list-style-type: none"> <li>Participants will have a greater understanding of the impact of attachment and trauma difficulties on child development</li> <li>Participants will be able to recognise and understand the differences between emotional and chronological ages</li> </ul>  |  |  |  |
| <b>Learning Disability &amp; Mental Health (in adults and children)</b> | <p>To understand:</p> <p>Learning disabilities:</p> <ul style="list-style-type: none"> <li>Types of LD;</li> <li>Health v Social services criteria i.e. 70;</li> <li>Presumption of capacity and capability/Mental Capacity Act 2005;</li> <li>Dementia;</li> <li>Reasonable adjustments.</li> </ul> <p>Mental health:</p> <ul style="list-style-type: none"> <li>Types of mental disorder;</li> <li>Treatment of mental disorder;</li> <li>Secondary mental health services criteria;</li> <li>Presumption of capacity and capability;</li> <li>Mental Health Act 1983 Guiding Principles.</li> </ul> <p>Practical application:</p> <ul style="list-style-type: none"> <li>What to take into account when doing assessments eg. PAMS/Cognitive assessments</li> <li>How to use understanding to make assessments effective</li> </ul> | <p>Internal delivery: LD and children with disabilities. Keith Martin<br/>2 sessions, full days</p> <p>Combined with adults: Mental health types and treatment of mental disorders<br/>External provision (see adults plan)<br/>2 sessions, full days<br/>Ability awareness</p> <p>Mental capacity basic awareness</p> <p>MHA/MCA/DoLS relating to children and impact of adults under the acts. Combined with adults.<br/>Tbc<br/>2 sessions, full days</p> | <p>Tbc</p> <p>£500 per session, 2 sessions of 4 with adults</p> <p>2 sessions (of 4 joint) £300 per session</p> <p>£850 per session, 2 sessions of 4 with adults</p> <p>MCA (SCIE) module on learning lounge</p> | <p>KSS: 3, 4, 6, 7, 8<br/>PCF: 1, 3, 4, 5, 6, 7, 8</p> |
| <b>Topic</b>  | <b>Learning Outcomes</b>   | <b>Session Length</b>  |  |  |

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| <b>Domestic Abuse<br/>Basic awareness</b>  | <ul style="list-style-type: none"> <li>To increase knowledge of the scale, dynamic and impact of domestic abuse</li> <li>To examine the links between Domestic Abuse and Safeguarding</li> <li>To embed good practice responses which empower survivors and promote accountability by perpetrators</li> <li>Improve information sharing process, risk assessment and safety planning</li> <li>To enhance joint working with local provision and processes</li> </ul> | Full day<br>LSCB/ Judith Gibson<br>4 sessions<br>Alongside adults   | n/a              | KSS: 1, 2, 4, 6, 7, 8<br>PCF: 1, 2, 3, 4, 5, 6, 7, 8    |
| <b>Risk assessment<br/>where the child is at<br/>risk of sexual harm</b>           | <ul style="list-style-type: none"> <li>To know how to assess risk where family member is convicted sex offender</li> <li>Where people pose a risk</li> </ul>   | Jane Lang<br>2 sessions, full days  | Tbc              | KSS: 1, 2, 4, 5, 6, 7, 8<br>PCF: 1, 2, 3, 4, 5, 6, 7, 8 |
| <b>Understanding<br/>parental motivation<br/>to change/ resistant<br/>families</b> | <ul style="list-style-type: none"> <li>Resistance to change</li> <li>Disguised compliance</li> <li>Dealing with motivation to change</li> </ul>  | 2 sessions<br>Full days   | Tbc              | KSS: 1, 2, 4, 5, 6, 7, 8<br>PCF: 2, 3, 4, 5, 6, 7, 9    |
| <b>Reflection, wellbeing<br/>and emotional<br/>intelligence</b>                    | <ul style="list-style-type: none"> <li>Understanding personal triggers</li> <li>Reflection techniques and embedding</li> <li>Resilience</li> <li>Emotional intelligence</li> </ul>   | Corporate Training<br>programme<br>resilience sessions<br>ongoing, full day<br><br>Event with adults<br>for Ei and<br>wellbeing, full day | n/a<br><br>£2000 | KSS: 7, 9<br>PCF: 1, 2, 5, 8, 9                         |
| <b>Harmful sexual<br/>behaviour</b>  |  | Tbc   | tbc              | KSS: 1, 2, 3, 5, 6, 7, 8<br>PCF: 2, 3, 4, 5, 6, 7, 8    |



## Grade 9

| Topic                                | Learning Outcomes  | Session Length & Frequency   | Provider & cost                             | KSS & PCF links                                   |
|--------------------------------------|--|--|---|---|
| Age assessments                      | <ul style="list-style-type: none"> <li>Good quality</li> </ul>   | Half day   | Internal<br>n/a                             | KSS: 1, 2, 3, 6, 7, 8<br>PCF: 2, 3, 4, 5, 6, 7, 8 |
| PAMs <sup>1</sup>                    | <ul style="list-style-type: none"> <li>To identify the major differences between the PAMS evidence based approach to the assessment of vulnerable families and other assessment approaches.</li> <li>To learn about the theories and working model underpinning the PAMS 3.0 software and how these interface with the Assessing Children in Need Framework and Common Assessment Framework.</li> <li>To be able to use the PAMS 3.0 software in everyday practice and within the context of the courts.</li> <li>To practice and gain confidence in using the PAMS 3.0 software.</li> <li>To apply the PAMS 3.0 software to the measurement of interventions.</li> <li>To explore how PAMS can assess complex and diverse family situations.</li> </ul> | 2 days<br>As needed  | As arise                                    | KSS: 5, 6, 7<br>PCF: 5, 6, 7, 8                   |
| <b>Achieving Best Evidence (ABE)</b> | <p>Achieving Best Evidence (ABE) is the national protocol for interviewing children as part of a criminal investigation; it is also relevant for other section 47 enquiries when criminal proceedings are not a likely outcome. This training programme has been designed to equip social workers and specialist police officers with the necessary skills to plan and undertake Visually Recorded Witness Interviews in a format suited to the criminal justice system.</p> <p><b>Module 1 – Social Care – Investigation Skills Program – specifically for social workers</b></p> <p>To enable social workers to develop their investigative skills in preparation for undertaking module 3 (the Joint Interview course).</p>                           | <p>Nominations required from SM for 3 places per year.</p> <p>2 days</p> | Contribution to Police delivery costs: £600 | KSS: 1, 2, 6, 7, 8<br>PCF: 2, 3, 4, 5, 6, 7, 8    |

<sup>1</sup> This is not compulsory for all staff

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|                                 | <p><b>Workshop for Practice Managers/Detective Sergeants – Assessment of Interviews</b></p> <p>To increase managers’ confidence, knowledge and understanding of how to assess ABE interviews undertaken by their staff and to provide constructive feedback to support ongoing development.</p> <p><b>Module 3 – Multi-Agency Joint Interview Program</b></p> <p>Day 1 &amp; 2 will focus on the development &amp; understanding of Social Workers in relation to ABE/Interview Modules and the Visually Recorded Interview Process. Police Officers will join the programme at day 3 to undergo practice and assessed interviews involving actors.</p> <p>To improve skills in interviewing children and to ensure that social workers /police officers completing the programme reach an agreed standard of practice in how to plan, coordinate and conduct an interview of a child, so that they can continue to develop safely within the work place.</p> | <p>Half day</p> <p>7 days</p>  |   |   |
|                                 | •   |  |   |   |
| <b>Grade 9 – 10 progression</b> | <p>Following identification through PDR and confirmation from service manager meeting, candidates complete the Cheshire East CPD requirement including academic modules and in-house CPD related to advanced social work practice, including practice education and practice development.</p> <p>Following successful completion of the CPD element and ongoing application to practice, candidates undergo an application and interview process in order to confirm eligibility for progression to grade 10 Advanced Practitioner role. From this point they take on a more advanced role within the team, working towards specific outcomes around developing others, sharing good practice and supporting complex case work.</p>   | <p><b>Keele Practice Educator module. 7 days plus student placement</b></p> <p><b>Risk assessment and analysis at advanced practitioner level 2 days plus half day reflective peer session and assessment</b></p> <p><b>Critical analysis (day one and two) Two days plus half day reflection peer session and</b></p> | <p><b>£1150 per place £600 to PE for 100 day placement. (funded by student budget)</b></p> <p><b>£3000 Salford University, Michael Murphy</b></p> <p><b>£2717 + VAT + Travel Research in Practice – Dr. Rebecca Brown</b></p> | <p><b>KSS: 1, 2, 3, 4, 5, 6, 7, 8, 9</b></p> <p><b>PCF: 1, 2, 3, 4, 5, 6, 7, 8, 9</b></p> |

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|  |  | assessment                |                               |   |
|  |  | Direct work with children | tbc                           |   |
| <b>Risk assessment where there is a risk of sexual harm (grade 9 &amp; 10)</b> | <ul style="list-style-type: none"> <li>Family perpetrators – convicted and unconvicted</li> <li>Tactile and digital offences</li> <li>Online and social media risks</li> </ul> | 1 day<br>2 sessions       | Martin Calder<br>£800 per day | KSS: 1, 2, 5, 6, 7, 8<br>PCF: 2, 3, 4, 5, 6, 7, 8 |

### Grade 10 – Management Training

| Topic   | Learning Outcomes   | Session Length & Frequency                   | Provider & cost                                | KSS & PCF links                          |
|---|---|--|--|--|
| <b>Effective Supervision - Supervisor</b>   | <ul style="list-style-type: none"> <li>Applying models of critical reflection to working as a manager</li> <li>Exploring the barriers to reflection within supervision, and the impact on supervision</li> <li>Ensuring supervision is meaningful and reflective</li> <li>Addressing difficult supervisees and developing practice through supervision</li> <li>*also open to practice educators</li> </ul>   | 1 day<br>2 sessions                          | Siobhan Maclean<br>£750 per day<br>With adults | KSS: 7, 9<br>PCF: 1, 2, 3, 4, 5, 6, 8, 9 |
| <b>Manager training – team managers, service managers and aspiring managers where appropriate</b> |   |  |  |  |
| <b>Safer Recruitment</b>  | <ul style="list-style-type: none"> <li>To understand some key principles about child abuse, those who abuse children and the relevance of this to safer recruitment.</li> <li>To understand why it is important for each organisation and workplace to have safer recruitment procedures in place.</li> <li>To identify safer recruitment practices and take you through the recruitment procedure step by step.</li> <li>To remain updated on changes to the former CRB and ISA system and explain the function of the Disclosure and Barring Service.</li> <li>To develop the skills needed to put safer recruitment processes in place.</li> </ul> | 1 hour<br>Ongoing licences for those needing | e-learning<br>£30 per licence                  | KSS:<br>PCF: 6, 8, 9                     |
| <b>Managing allegations</b>   | <ul style="list-style-type: none"> <li></li> </ul>  | 1 day  | LSCB   | KSS:                                     |

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|                             |  |  | n/a  | PCF: 6, 8, 9        |
| <b>Management Programme</b> | <ul style="list-style-type: none"> <li>• Practitioner vs manager –developing skills and style</li> <li>• Managing others</li> <li>• Difficult decisions and conversations</li> <li>• Developing others</li> <li>• Quality in practice</li> <li>• CEC processes and policies</li> </ul> | <b>2 days</b> external<br><b>1 day</b> internal<br><b>sessions</b><br><b>2 cohorts</b> | <b>c. £10000</b><br><b>Tim Curtis, Talking Life</b><br><b>HR/professional services</b> | <b>KSS: 6, 8, 9</b> |

Cost estimate where costs already known = £50,000. Costs do not include VAT or room hire/refreshments.

Specialist roles core training?

IRO?

FSW? (which of these might be open to FSW?)

PAs?

Links with Early Help? Open these up and offer others?

Additional training not grade bound or required for progression? Eg. WBS training, signs of safety plan, channel/prevent/wrap (with adults, internal no charge), transition training (with adults, £700 per session, 2 sessions), MARAC (LSCB, £0), adult sexual violence workshops (with adults, Judith Gibson £0), Appropriate adult and PACE (police, with adults, £tbc), Legal Literacy level 1(with adults, internal solicitor £0)

Cost considerations: In 16/17, £122,000 was shared by CSC, EH, Education. This year the budget may be lower, however, we expect an income of around £40,000 for ASYE and student placement payments for CSC.

£10,500 was raised for RiP subscription from 2016/17 however the expected £10,000 for the management training was not entirely allocated so will fall into 17/18.

Ad-hoc requests through CPD panel should be taken into account – monthly allowance for CPD and conferences?

GYO course fee commitments estimated £15,000.

Can additional training be sourced as e-learning, through partnership with TP? How do we want to use our 1 day RiP tailored support?