



# **Solihull Local Safeguarding Children Board**

## **Safeguarding Training Strategy**

**July 2011**

Solihull Local Safeguarding Children Board Training Strategy has been developed by the Solihull Safeguarding Children Board Training Sub group. It draws heavily on the guidance provided in the following documentation:

- Working Together 2006 and 2010
- Children Act 2004
- Every Child Matters change for children Programme
- 2020 Children and Young People's workforce strategy
- Solihull Children and Young People's workforce Strategy and Action plan
- Learning from Serious Case Reviews
- Terms of Reference for the LSCB Training sub-group
- LSCB Training work plan 2010-2011
- Sustaining Quality: Standards for Inter-Agency Child Protection Training and Development, Revised Edition (PIAT 2003).
- Safeguarding Children and Young People: Roles and Competences for Health care staff. Intercollegiate Document September 2010

### **Purpose**

The purpose of this strategy is to support the national aspirations of the 'Children Act' (2004) and 'Working Together to Safeguard Children' 2010 to have a work force that is competent and appropriately skilled to carry out their duty to safeguard and promote the welfare of children and young people. It will provide a framework for the training and development of all employees and volunteers who work with children young people, and families in Solihull. This includes training provided by single agencies to their own staff and inter-agency training where staff from more than one agency train together.

*Working Together 2010* endorses a training strategy mandated by the LSCB that makes clear the difference between single-agency and inter-agency training and also requires the following:

- Adequate resources and capacity to deliver or commission training
- Policies, procedures and practice guidelines to inform and support training in line with the strategy
- Identification and periodic review of local training needs, taking in to account research, national developments, learning from Serious Case Reviews

- Robust arrangements for organising and coordinating delivery
- Structures and processes for the delivery of inter-agency training that are not unduly dependant on a single individual; and
- Quality assurance processes in place e.g. evaluation of training

### **Basic Principles**

The Solihull LSCB believes that the following principles should inform all safeguarding training:

- All Safeguarding Training is child centred, incorporating and promoting children's rights and needs and ensuring that their welfare is paramount.
- Training promotes working in partnership with parents and carers and recognising families' strengths in responding to the needs of their children and young people.
- Training respects diversity and is inclusive of the wide range of individuals and organisations that have responsibilities for safeguarding and promoting the well being of children and young people.
- Training places value on people working collaboratively, bringing people together in ways which mirror the diversity of practice networks engaged with children, young people and their families.

### **Strategy Drivers**

Working Together 2010 sets out the roles and responsibilities of the LSCB and employers in various settings, in ensuring that staff are competent in carrying out their responsibilities for safeguarding and promoting children's welfare. A raft of legislation including S11 of the Children Act 2004, Criminal Justice and Court Services Act 2002, Section 55 of the Borders, Citizenship and Immigration Act 2009, S175 and S157 of the Education Act 2002, ensure that all organisations and any commissioned bodies, exercise their functions with a view to safeguarding and promoting the welfare of children and young people.

Solihull Local Safeguarding Children Board requires that all statutory, voluntary and independent agencies take responsibility for ensuring that their staff are appropriately trained to meet the safeguarding needs of children and young people that they may have contact with, either directly or through work with their parents/carers.

## **Design considerations**

### **Funding**

Member agencies of the LSCB contribute towards delivery both financially and in kind through the following means:

- A Training Sub Group
- A full-time Training and Development Officer
- A pool of inter agency practitioner trainers
- An annual budget to cover training costs

### **Training Needs Analysis**

A detailed training Needs analysis is in place and underpins the delivery of safeguarding training within Solihull over a twelve month period. It is anticipated that this will be updated reflecting local and national priorities and will be sent out to all partner agencies in October of each year for submission to the LSCB training department in December. The training sub-group will consider the information received and will work on implementing the training brochure for the next financial year subject to the Boards approval and financial considerations.

### **Complementing other training**

Safeguarding training is an integral part of Solihull's children and young people's workforce development strategy. The collaborative aspects of Safeguarding training shares commonalities with Common Assessment Framework training and Level 1 safeguarding training is a core aspect of the Common Induction for the children's workforce. There is also strong potential for collaboration with Solihull Adult Safeguarding Board to explore and agree common processes for the delivery and evaluation of training.

### **Time constraints**

Given the current economic climate and the requirement of all public bodies to maximise efficiencies it is very important that staff time is used appropriately. While safeguarding training is of extreme importance, due consideration must be given to ensuring that the training structures offered produce the learning outcomes desired in the shortest possible time.

### **Training Appropriate to staff needs**

Agencies will make judgements about which level of training is appropriate for staff referring to the targeted eight groups as recently outlined in Working Together 2010 as follows:

1. Those who have occasional contact with children, young people and/or their parents or carers.

2. Those in regular or intensive but irregular contact with children and young people and with adults who are parent/s or carers.
3. Those who work predominately with children and young people, and with adults who are carers, including practitioners contributing to assessments of children in need.
4. Those who have particular specialist child protection responsibilities
5. Professionals advisers and designated leads for child protection
6. Operational managers of services for children, young people and/or parents/carers.
7. Senior managers responsible for strategic management of services for children, young people and/or parents/carers.
8. Members of the LSCB

### **Levels and delivery of training**

Having embedded a three tiered structure following previous guidance from central government, it was felt initiating a new format for training delivery would be counter productive. The training matrix (appendix 1) can be used in conjunction with the information below to assist agencies in making decisions as to the appropriate level of training for employees/volunteers. Appendix 1a maps out the three tiered structure adopted by the LSCB against the requirements of other regulatory bodies/professional guidance

#### **Induction Level**

The aim of Induction Level Training is to develop an understanding of safeguarding and an ability to act on, concerns about the safety of children and young people for those in occasional contact with children and young people, parents and carers. It is the appropriate level for many members of staff across the wider workforce. Appendix 2 sets out the minimum learning outcomes for induction level training

#### **Level one training**

From the 1st April 2010, level 1 safeguarding training within Solihull has been delivered on a single agency basis. It is envisaged that this training will provide individuals with the necessary information and knowledge relating to identifying the signs and symptoms of child abuse; barriers to safeguarding for children/ young people and adults; an overview of the Every Child Matters agenda; The Children Act 2004 and local reporting processes in Solihull where there are concerns about children and young people.

This training may be helpful for all grades of staff and volunteers but is specifically formed for staff in groups 1 and 2 above. The training is the equivalent of level 2 of the Intercollegiate document for health professionals and forms a main component of the Common Induction for the children's workforce. It is recommended that this training is completed within twelve

weeks of the employees being in post. A training programme has been produced by the LSCB for use by agencies; alongside detailed trainer notes. Appendix 2 sets out the minimum learning outcomes for Level 1 training

### Level two training

This training is aimed at staff within group 3 of the training matrix and also levels 3 and 4 of the Intercollegiate guidance. Specifically staff who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening or evaluating the needs of a child and parenting capacity where there are safeguarding concerns. Within Solihull this training is delivered on a multi-agency basis by a pool of local trainers. It is envisaged that this training will cover issues relating to the referral process, barriers to information sharing and multi-agency working, roles and responsibilities of individual agencies, understanding the child protection process, vulnerabilities of particular groups of children and young people, understanding 'significant harm' and the process of section 47 enquiries and child protection conferences and outcomes for children and young people. It is recommended that this training is completed within sixteen weeks of the employee being in post. Appendix 2 sets out the minimum learning outcomes for Level 2 training

*Level One safeguarding training must have been completed before undertaking this level.*

### Level three training

Within Solihull a number of topic based courses are delivered at level three and aimed at those staff who work predominately or regularly with children and young parents/carers or those with a particular/specialist responsibility for safeguarding children and young people and those groups which fall within Level 3, 4, 5 & 6 of the Inter-collegiate guidance. These include, specific training around children and young people at risk of sexual exploitation, lesson from Serious Case Reviews, domestic abuse, safeguarding children and young people where there are trafficking concerns, Managing Allegations , Safer Recruitment training and other courses specifically related to parenting and safeguarding. These courses are delivered by a group of local trainers as well as external trainers that have been commissioned to deliver the training. Specialised training events for senior managers and Members of the LSCB are also included at this level.

*Level One safeguarding training must have been completed before undertaking this level*

### Frequency of Level 1 Refresher Training

Practitioners and managers should undertake refresher training three years following their attendance on a Level 1 course, and then every following three years. Additionally this cohort should receive annual written briefing of any changes in practice and legislation from their employer.

## Level 2 'Refresher and Update' Training

Practitioners and managers should undertake refresher training every two years following their attendance at a LSCB Level 2 course. The content of refresher training will evolve continuously to take account of any important national and local developments, including learning about what we do well, and from national and local serious cases. The delivery of such training may be via the LSCB refresher course or any other method which meets the required learning outcomes. An annual written briefing of any changes in practice and legislation should also be provided by the employer.

## Training Pool

The delivery of inter-agency training by practitioners from contributions "in kind" from partner agencies has proved to be an effective model of collaborative working in Solihull.

There are currently 18 practitioner members available to deliver inter-agency Safeguarding Children training across Level 2 and 3. Developing a pool of up to 28 trainers will provide sufficient flexibility to ensure a mix of discipline, role and experience in the training pairs.

## **Level 2 - Working together to Safeguard Children**

Delivery partners	Current number of Safeguarding Trainers	Required number of Safeguarding Trainers
Police	1	1
SMBC People Directorate	2	2
Third Sector *		1
HoEFT		1
CAFCASS	1	1
Integrated Youth Support Services		1
Probation	1	1
Care Trust		1
Mental Health	1	1

## Level 3 – Specialist and topic based courses

Delivery partners	Current number of Safeguarding Trainers	Required number of Safeguarding Trainers
Police		1
SMBC People Directorate	10	11
Third Sector *	15**	2
HoEFT	1	1
CAFCASS		
Integrated Youth Support Services		
Probation		
Care Trust	2	2
Mental Health	1	1

\* Third sector – Vol Orgs and Independent Sector

\*\* This total includes external providers

### Quality Assurance and Evaluation

Trainers delivering Levels 1 and 2 safeguarding training courses are required to have appropriate knowledge of safeguarding issues and relevant practice/training experience. Trainers can attend the LSCB three day Train the Trainers course or have undertaken an equivalent course. Alternatively they may hold an equivalent professional qualification. The train the trainer course has been strengthened by the addition of a further day in which practice skills are addressed.

To assure the quality and consistency of training it is suggested that trainers be assessed in practice on an annual basis by peers who have completed delivery of six Level 1 or Level 2 safeguarding training events. A template for completing such assessments can be found at Appendix 3 The criteria against which trainers will be assessed include:

- Demonstrates appropriate level of subject knowledge
- Projects a confident and professional image
- Ensure that ethical and anti-discrimination standards are maintained.
- Responds to questions
- Uses reinforcement and praise
- Uses appropriate non-verbal communication
- Voice communicates enthusiasm
- Seeks and listens to feedback from learners
- Responds flexibly
- Variety of processes and teaching methods are used
- Provides appropriate levels of challenge and support
- Facilitates and promotes participation
- Punctuality

- Pays attention to physical environment

Agencies can of course adopt other methods to quality assure the delivery of training. Additionally trainers at Level 1 and 2 will be invited to attend two half day workshops per year to ensure familiarisation with course materials and promote consistency.

Member agencies are required to audit training needs, monitor take up and provide a range of delivery data on an annual basis as set out at Appendix 2.

To assist partners to measure the impact of training on practice, two methods will be piloted:

- A) Participants will be asked to complete an immediate paper evaluation of a course with a sample followed up through a joint evaluation with a manager/supervisor.
- B) The evaluation toolkit Connect, Share and Learn developed by NSPCC will also be explored in order to test effectiveness.

Training materials will continue to be frequently revised reflecting current research, lessons from serious case reviews, together with local and national developments.

## **Roles and responsibility**

### Role of the LSCB

To achieve high quality training the Solihull LSCB has established:

- A training sub-group
- Quality Assurance processes
- A set of standards (see appendix 2)
- Requirements for single agency evaluation (see appendix 2)
- A Training and Development Officer position with lead responsibility for training.
- Training as a standard item on the Solihull LSCB agenda

### Role of employers

Member agencies have a responsibility to support intra and inter agency safeguarding training by:

- Providing staff to participate in the training group who have organisational responsibility for those who will participate in training and who have sufficient authority to make decisions in relation to training.
- Releasing staff with the relevant experience to act as practitioner trainers. Such members of staff would have appropriate knowledge of

safeguarding issues and relevant practice/training experience. They should have the opportunity to complete LSCB three-day Train the Trainers course or have undertaken an equivalent course. Alternatively they may hold a recent equivalent professional qualification.

- Ensuring staff receive induction level, Level 1 and intra agency training prior to attending inter agency courses which ensures employees are aware of how to recognise and respond to safeguarding concerns including maltreatment
- Ensuring staff have opportunities to consolidate learning from inter agency training
- Establishing systems to monitor the attendance of their staff
- Commit resources for inter-agency training such as providing trainers to the pool of trainers.

#### Role of employees/volunteers

Staff have a responsibility to:

- Access and engage in the training provided
- Identify their own development needs
- Maintain and improve their professional knowledge and competence

#### Role of the training sub- group

The training sub- group will:

- Ensure that both single and inter-agency training is delivered to a consistently high standard.
- Develop processes for evaluating the effectiveness of training and the extent to which it contributes to improving the knowledge and skills of the workforce.
- Ensure that training is available for the target groups.
- Identify processes to engage children and young people in the development, design and delivery of safeguarding training
- Review opportunities for refresher training
- Regularly review and update the training programme in line with the training strategy and local and national developments.
- Manages the identification of training needs
- Feed into planning and commissioning of training.

## **Training work plan**

A detailed training work plan will be implemented and will be underpinned by the LSCB business plan. The work plan will be discussed and monitored at the training sub-group and will be updated and amended accordingly. The work plan will form an essential part of the work of the training sub-group and will also include task to finish groups as deemed necessary by the sub-group members.

## **Evaluation**

### **Strategy Evaluation**

The strategy will be regularly monitored on behalf of Solihull LSCB, by the Training Sub Group. Any local or national issues identified as having an impact on this strategy will be brought to the attention of the LSCB so that a review can be completed.

### **Training Evaluation**

**In order to measure compliance with the requirements of the LSCB training strategy agencies will provide annual reports to the LSCB detailing:**

1. The numbers of staff currently employed in groups designated Level One, Two and Three
2. The actual numbers and percentages of staff that have been trained at each level during the year.
3. How the agency has ensured that issues of diversity are adequately covered in the training and that there has been equality of access to the training provided..
4. The number of staff previously trained, how long ago and staff requiring refresher training in the coming year.
5. Reasons for staff not completing courses within the required timeframes (e.g. lack of places, staff illness, etc).
6. The number and percentage of new staff that were trained at the appropriate level within 16 weeks of appointment,
7. The content and methods of training including the number of single agency courses provided..
8. The trainers' relevant skills and knowledge.
9. How the quality of delivery has been evaluated

10. How the training has been evaluated and what was the subsequent learning.

11. How any gaps in the provision or uptake of training will be addressed.

Appendix 1

## Training Matrix

	1 Those in occasional contact with C & YP	2 Those who work regularly or irregularly but intensively	3 Those who work predominately with C & YP parents & carers	4 Those with specialist responsibility/ role	5 Designated Leads & Professional Advisors	6 Operational managers	7 Senior Managers	8 Members of Solihull LSCB
<u>Induction Level</u>  Intra Agency (provided in house by member agencies)*								
<u>Level 1</u>  Intra Agency (Provided in house by member agencies)*								
<u>Level 1 Refresher training</u>								
<u>Level 2</u>  Inter Agency (Provided by Solihull LSCB)								

<b><u>Level 2</u></b> <b><u>Refresher</u></b> <b><u>training</u></b>								
<b><u>Level 3</u></b> <b>Inter-Agency</b> <b>(Provided by</b> <b>Solihull</b> <b>LSCB)</b>								



Appendix 1a

**Training Matrix**

<b>S11 Responsibilities / Working Together (2010)</b>	<b>Target Audience</b>	<b>Inter-Collegiate Guidance (Health)</b>	<b>S157 and S175 (Education)</b>	<b>Method</b>	<b>Frequency of Refresher</b>
Induction level	All staff working in an organisation/ those in occasional contact with children and young people.	Level 1	Induction	<p>New staff: Induction.</p> <p>Existing staff: briefing session and LSCB Blue Card.</p> <p>NB – could include vulnerable adults</p>	3 yearly and annual written briefing of any changes in practice and legislation
Level 1	Staff who have contact with children and young people/those who work regularly or irregularly but intensively.	Level 2	Whole school training	<p>Intra Agency/ setting training session (½day) and LSCB Blue Card</p> <p>(Standard course available from LSCB)</p>	3 yearly and annual written briefing of any changes in practice and legislation

<b>S11 Responsibilities / Working Together (2006)</b>	<b>Target Audience</b>	<b>Inter-Collegiate Guidance (Health)</b>	<b>S157 and S175 (Education)</b>	<b>Method</b>	<b>Frequency of Refresher</b>
Level 2	Staff who work predominately or regularly with children and young people, parents and carers and who contribute to assessments of children in need.	Level 3 Level 4	DMS training	Inter Agency training (level 2 LSCB training) and LSCB level 3 course on impact of domestic abuse on children and young people.	2 yearly and annual written briefing of any changes in practice and legislation
Level 3 Specialist	Staff with a particular/ responsibility for safeguarding children and young people.	Level 3 Level 4 Level 5 Level 6	N/A	LSCB Inter Agency level 3 courses, distance learning, reflective practice, shadowing a colleague or participation in child protection quality assurance processes.	Annually and annual written briefing of any changes in practice and legislation

## **Appendix 2**

# **Standards for single and inter- agency Safeguarding training**

### **ORGANISATIONAL REQUIREMENTS:**

All agencies must have a named person who is:

- Responsible for ensuring that safeguarding training is delivered to all staff within agreed timescales.
- Responsible for implementing and maintaining a system to monitor training undertaken.

A safeguarding training strategy must be produced with resulting programme of training taking requirements of regulatory bodies and refresher training into account. For an agency to consider itself 'adequately trained' a minimum of 60% of all staff must have completed the appropriate level of single agency training within the agreed timescale at the time of reporting or meet the requirements of the relevant regulatory body. A 'well trained' agency will have trained 75% of staff within the agreed timescale at the time of reporting or meet the requirements of the relevant regulatory body.

Trainers delivering Levels 1 and 2 safeguarding training courses are required to have appropriate knowledge of safeguarding issues and relevant practice experience. They should have the opportunity to complete the LSCB three-day Train the Trainers course or have an equivalent professional qualification.

### **ACCESS**

Staff must be able to undertake the appropriate level of training within 16 weeks of employment.

### **CONTENT OF TRAINING**

#### **Induction Level training**

The Aim of Induction Level Training is:

To develop an understanding of safeguarding and an ability to act on, concerns about the safety of children and young people.

**The Minimum Learning Outcomes for** participants at Induction Level will facilitate:

1. An understanding of what safeguarding is and the different ways in which children can be harmed.
2. The ability to recognise when a child or young person is in danger or at risk of harm and know what to do to protect them.

3. An understanding of normal child development and the importance of maintaining a child focus.
4. Knowledge regarding Government and local guidance, policies and procedures and your own role within these.

#### Level One training

The Aim of Training for Level One staff is:

To develop an understanding of safeguarding and an ability to act on, concerns about the safety and welfare of young people.

**The Minimum Learning Outcomes for** participants at Level One will facilitate:

1. An understanding of what safeguarding is and the different ways in which children can be harmed.
2. The ability to recognise when a child or young person is in danger or at risk of harm and know what to do to protect them.
3. An understanding of normal child development and the importance of maintaining a child focus
4. Knowledge regarding Government and local guidance, policies and procedures and your own role within these.
5. An understanding of statutory requirements for information sharing within the context of children's well being and safety.
6. The ability to effectively record concerns, making a distinction between observation, fact, opinion and information gained from others.
7. An awareness of the most current relevant legislation.

#### Level Two training

The Aim of Training for Level Two staff is:

To promote the importance of inter-agency and integrated working in identifying and safeguarding children and young people at risk of significant harm.

**The Minimum Learning Outcomes for** participants at Level Two will facilitate:

1. An understanding of their role and responsibilities in the context of the roles and responsibilities of other organisations in relation to the safeguarding of children
2. Development of an ability to respect and welcome the views of other practitioners.

3. A clear understanding of processes to follow during inter-agency consultation.
4. A clear understanding of the processes which encourage and the barriers which inhibit effective inter-agency communication.
5. An ability to evaluate information and distinguish between fact and opinion.
6. The application of ethical principles and values in inter-agency work.
7. Investigation of the impact of parenting issues and family functioning on safeguarding children and young people.
8. Understand the safeguarding roles of parents and carers and recognise factors that can impact on parenting capacity.
9. Exploration of the challenges when working with resistant families.
10. Accurate record-keeping in different forms with accompanying understanding of the practical implications of confidentiality.
11. An awareness of the most current relevant legislation, policy developments and implications for practice emerging from serious case reviews.

### Level Three training

The Aim of Training for Level Three staff is:

To build on existing knowledge or experience by undertaking topic based courses which provide specific training around children and young people at risk.

**The Minimum Learning Outcomes for** participants at Level Three will facilitate:

1. Effective professional practice in applying specialist legislative requirements.
2. Development of an ability to use professional judgements to enhance safeguarding processes.
3. A clear understanding of when they must collaborate with other practitioners in different organisations
4. A clear understanding of when and how to take emergency action.
5. A clear understanding of the processes which encourage and the barriers which inhibit effective inter-agency communication.
6. An enhanced ability to communicate with children in challenging situations
7. An ability to effectively assess information and work with complexity..
8. The application of ethical principles and values in inter-agency work.

9. Investigation of the impact of parenting issues and family functioning on safeguarding children and young people.
10. Accurate record-keeping in different forms with accompanying understanding of the practical implications of confidentiality.
11. An awareness of the most current relevant legislation, policy developments and implications for practice emerging from serious case reviews.

### Level 1 'Refresher and Update' Training

Aim of this course is for all those who have attended the Level 1 course to refresh and update their knowledge and understanding of effective single and multi-agency safeguarding practices.

#### **The Minimum Learning Outcomes for participants:**

Re-visited key learning points from the Level 1 training course to include:

- An understanding of what safeguarding is and the different ways in which children can be harmed.
- The ability to recognise when a child or young person is in danger or at risk of harm and know what to do to protect them.
- An understanding of normal child development and the importance of maintaining a child focus
- Knowledge regarding changes in legislation, Government and local guidance, policies and procedures including information sharing and your own role within these.
- The ability to effectively record concerns, making a distinction between observation, fact, opinion and information gained from others.

### Level 2 'Refresher and Update' Training

Aim of this course is for all those who have attended the Level 2 course to refresh and update their knowledge and understanding of effective safeguarding practices.

#### **The Minimum Learning Outcomes for participants:**

Re-visited key learning points from the Level 2 training course to include:

- Understanding of their role and responsibilities in the context of the roles and responsibilities of other organisations in relation to the safeguarding of children
- A clear understanding of processes to follow during inter-agency consultation.

- A clear understanding of the processes which encourage and the barriers which inhibit effective inter-agency communication.
- Evaluation of information and consider issues of diversity and discrimination.
- Awareness of the impact of parenting issues and family functioning on safeguarding children and young people.
- Exploration of the challenges when working with resistant families.
- An awareness of the most current relevant legislation, policy developments and implications for practice emerging from serious case reviews.
- Had opportunities for reflection and to consider any changes they need to make to their own practices

**Appendix 3**

## Trainer Observation Form

Session title:

Trainer:

Date:

No. of learners:

### Use of the observation form



The observer can use this document to address the subject areas of three sections, the content of the training event, the trainer interaction with learners and management of group as a whole. Each section is to be given a grade 1, 2, 3, 4 or 5 where:

- 1 indicates excellence in this area
- 2 Indicates high degree of competence in this area
- 3 Indicates appropriate level of competence in this area
- 4 Indicates some development is required in this area; exploration of learning and development needs to take place
- 5 indicates significant development is required in this area and support plan to be identified

The comment/ evidence boxes are where the observer provides **evidence** as to why a particular grade was selected.

There is space at the bottom of the form for further comments which could include information relating to the context of the training event co –trainer issues, or any other information which may assist the trainer being observed.

	Score (1-5)	Evidence <u>SAMPLES</u>
<b>Content</b> <ul style="list-style-type: none"> <li>• Were the learning outcomes clear?</li> <li>• Were issues of diversity integrated throughout the material?</li> <li>• Was the training interactive and engaging?</li> </ul> Was the training well paced with a clear conclusion?	<input style="width: 50px; height: 50px;" type="text"/>	<i>The content was well structured with materiel that engaged learners and facilitated achievement of the learning outcomes</i>

<p><b>The trainer interacts with learners</b></p> <ul style="list-style-type: none"> <li>• Responds to questions</li> <li>• Uses reinforcement and praise</li> <li>• Appropriate non-verbal communication</li> <li>• Voice communicates enthusiasm</li> </ul>		<p><i>The trainer promptly answered questions that the learners asked; the learners contributions were praised and challenged appropriately. The group were all mature and discipline was not a problem. The learners were encouraged to assist each other and discuss any problems. The presentations were clear and the learners were given verbal as well as printed instructions. The trainer spoke clearly and outlined objectives appropriately. The body language of the trainer was appropriate and engaging.</i></p>
<p><b>Group management</b></p> <ul style="list-style-type: none"> <li>• Seeks and listens to feedback from learners</li> <li>• Responds flexibly</li> <li>• Variety of processes and teaching methods are used</li> <li>• Provides appropriate levels of challenge and support</li> <li>• Facilitates and promotes participation</li> <li>• Punctuality and good timing</li> <li>• Pays attention to physical environment</li> </ul>		<p><i>The learners were often prompted for feedback. Several teaching methods were evident and the outcomes documented and discussed. The trainer was flexible in his response to questions and used several methods to answer the questions. The trainer stated that environmental issues should be voiced immediately.</i></p>

**Feedback from participants:**

Percentage of those in attendance who indicated learning outcomes were met/met in full \_\_\_\_\_%

General Comments/Feedback:

Observer Signature:

Trainer Signature:

### **Training and Development in Solihull**

Training and development are an important way of improving the skills of the workforce. In Solihull, we utilise experienced trainers to deliver face to face training to the workforce. This gives a very human perspective of practice and enables an interactive dissemination of knowledge throughout the workforce. The commitment and time that trainer - practitioners devote to delivering a range of training programmes is especially valued given the increasing demands and pressure of the frontline workforce. In seeking measures to support the development of trainer - practitioners we have improved the quantity and quality of Train the Trainers programme and will deliver more structured on going support.

### **Observations of training**

The observation in practice is an important aspect of trainer support as it provides a consistent framework for peer feedback which in turn promotes higher quality training delivery. While multiple observations would be desirable, resource considerations dictate that the minimal requirement of an annual trainer observation is acceptable. The appropriate training co-ordinator could have responsibility for ensuring that the peer observations are completed with the resulting feedback received and recorded. It is suggested that feedback be shared with line managers and form part of performance reviews.

## **Observation process**

The process begins with the training co-ordinator sharing the process and document with the trainer being observed in order that there is a clear understanding of what is being assessed.

It is recommended that there will be a pre-observation discussion between the observer and trainer being observed to discuss the framework and context. This could be a separate meeting but just prior to the training event would suffice.

Following the observation of the trainer in practice it is suggested that brief feedback is given with the trainer being observed initially providing a self assessment before receiving observer comments. A time should then be scheduled within the next week for observation to be discussed in greater depth and document to be completed.

If it is felt, the trainer being observed would benefit from implementing suggestions put forward by the observer a further observation should be scheduled with a different observer within the next 6 weeks. In the event that there difficulties in overcoming an aspect of trainer development the observer should report this to the training co-ordinator who will decide on the appropriate course of action.