

North Ayrshire ADP

Workforce Development Group.

Harmonised Training Framework.

2015 - 2016

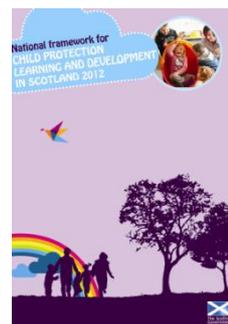


Introduction.

The 'National Framework for Child Protection Learning and Development in Scotland 2012' and 'Supporting the Development of Scotland's Alcohol and Drug Work Force' published in 2010 embrace a common vision that identifies the need to develop a competent workforce at all levels.

Furthermore both documents assert the need for workers and practitioners to possess the necessary skills and expertise to improve outcomes for children, young people, families and individuals and assist those who are on their journey to recovery.

The purpose of this document is to offer a model that amalgamates both the frameworks of the respective documents. Using the framework, managers and practitioners will be able to identify courses that will promote learning and provide professional development. Additionally the workforce development will be identify areas for development design with to meet the changing needs and demands of working in the fields of substance use, recovery and child protection.



How to use this document:

The Harmonised Framework

Using the framework on page 3 of this document, managers and practitioners should be able to identify the training level commensurate to the roles and the duties they carry out within their organisation. Reference may also be made to the learning priorities (pages 7 – 11) of the Alcohol and Drug Workforce and the Child Protection Workforce to further filter their training needs. Once this has been determined they should reference the courses aligned to the ADP workforce framework.

Courses Aligned to the ADP Workforce Framework

The tables contain details of courses which may be relevant to managers or practitioners. The tables are colour coded and relate to the Harmonised Framework.

Accessing courses

Once identified managers and practitioners can book their courses by using the links identified on the calendars provided.

The Harmonised Framework.

Alcohol and Drug Workforce Framework	Child Protection Workforce Framework	ADP Workforce Development Group Training Level
<p>Level 1 :</p> <p>Workers who have a role in preventing alcohol and drug misuse, or who are likely to come into contact with members of the public where there is already an alcohol - and / or drug related problem and there is an opportunity to address this.</p>	<p>Level 1:</p> <p>Those who have some direct or indirect contact with children as part of their job and are likely to come into contact with their families in doing so. This workforce member will not usually be involved in any significant work with the child or their family, but as a result of their supportive role require the confidence, competence and skills to recognise when a child may be in need of protection and how to respond.</p>	<p>The General Contact Workforce</p> <p>Recognising and Responding</p>
<p>Levels 2 and 3:</p> <p>Workers who engage on a regular basis with and provide services to people who have alcohol - and / or drug related problems).</p>	<p>Level 2:</p> <p>Workers who will work directly with children, young people and parents/carers on a regular basis. They will provide specific services and may be a regular contributor to the assessment process. This practitioner will see a child regularly; this may include visiting the family home. This practitioner requires a particular level of competence and confidence for the specific work they do and will also have the skills required for The General Contact Workforce.</p>	<p>The Specific Contact Workforce</p> <p>Assessment and Intervention</p>
<p>Level 4:</p> <p>Workers who provide intensive specialist services, such as residential services.</p>	<p>Level 3:</p> <p>Those with particular responsibility for protecting children and young people who require specialist knowledge to carry out their task. This group will have fulfilled all the relevant learning and development requirements as part of the General and The Specific Contact Workforce and will also require a thorough understanding of managing / working together to protect and meet the needs of children and young people.</p>	<p>The Intensive Contact Workforce</p> <p>Intensive support, advanced practice and management.</p>

Courses Aligned to the ADP Workforce Framework

The General Contact Workforce

Workforce Level	Course Title (Click to go to booking details)	Provider
The General Contact Workforce	Child Protection Awareness	NACPC
	Protecting People Workshop	NACPC
	Chronology Workshop	NACPC
	Adult Services & Child Protection	NACPC
	Domestic Abuse and Black Minority Ethnic Women, Children and Young People	NACPC
	Information Sharing & Confidentiality	NACPC
	Cultural Perspectives in Child Protection	NACPC
	Child Sexual Exploitation and Trafficking	NACPC
	Listening to Children and Young People	NACPC
	Multi-Agency Roles in Child Protection	NACPC
	Disability Awareness in Child Protection	NACPC
	Listening to Children & Young People	NACPC
	Protecting Children in Community Groups	NACPC
	Alcohol Awareness	PSST
	Basic Drug Awareness	PSST
	Cannabis	PSST
	Stimulants	PSST
	New Psychactive Substances (Legal Highs)	PSST
	Blood Borne Virus Awareness	PSST
	HEP C, HEP B, HIV e-learning	Learn Pro
	Introduction to Recovery	PSST
	Sexual Health Training	SHTT
	Suicide Prevention Training : safeTALK or ASIST	Choose Life
Adult Support and Protection Level 1	ASP	

Courses Aligned to the ADP Workforce Framework

The Specific Contact Workforce

Workforce Level	Course Title (Click to go to booking details)	Provider
The Specific Contact Workforce	National Risk Framework For the Assessment of Children and Young People	NACPC
	Children Living with Parental Mental Health Issues	NACPC
	Emotional Abuse & Neglect	NACPC
	Getting Our Priorities Right -Children Living with Parental Substance Use.	NACPC
	Dealing with Disclosure	NACPC
	Working with Challenging Families	NACPC
	Working with Children and Young People with Problematic Sexual Behaviour	NACPC
	Child Sexual Abuse Awareness	NACPC
	Alcohol Brief Intervention (ABI) Training	PSST
	Advanced Drug Awareness	PSST
	Introduction to Recovery	PSST
	Relapse Prevention	PSST
	Harm Reduction & Needle Exchange	PSST
	Mental Health & substance Misuse	PSST
	Working with Young People	PSST
	Basic Alcohol Related Brain Damage	PSST
	Female Drug Use	PSST
	Take Home Naloxone and Overdose Awareness Training	PSST
	Break the Cycles Training	NHS
	Peer Education Training for Service Users	PSST
	Scottish Recovery Indicators	SRN
	WRAP Facilitation	NHSAA
	SMART Training	SMART
Recovery Capital	SRN	
Suicide Prevention Training : safeTALK or ASIST	Choose Life	
Adult Support and Protection Level 1	ASP	

Courses Aligned to the ADP Workforce Framework

The Intensive Contact Workforce

Workforce Level	Course Title (Click to go to booking details)	Provider
The Intensive Contact Workforce	The Law & Child Protection	NACPC
	Participating in the Child Protection Conference	NACPC
	Parents who Kill or Significantly Harm their Children	NACPC
	Managers Skills in Child Protection Work –Supporting Staff	NACPC
	Managers Skills in Child Protection Work – Decision Making	NACPC
	Managers Skills in Child Protection Work – Working Together	NACPC
	Advanced Alcohol Related Brain Damage	PSST
	Specialist Personal Development Award in Brief Interventions for Substance Misuse	PSST
	Specialist Blood Born Virus Training	
	University of West of Scotland Modules	
	Suicide Prevention Training: ASIST or STORM	Choose Life
Adult Support and Protection Level 2	ASP	

The General Contact Workforce – Learning Priorities

Alcohol and Drug Workforce Framework	Child Protection Workforce Framework
<ul style="list-style-type: none"> • Understanding of the values and attitudes associated with a successful recovery-focused workforce. • Awareness and understanding of the wider range of effects (social and economic effects and also effects on physical and mental health) that alcohol and drug misuse can have on individuals, their families, and their role as workers in reducing it. • Understanding the principles of sustainable recovery (including a person centred approach). • Understanding referral, signposting, and availability of other services as an essential component of a person-centred approach. • Skills to recognise and identify alcohol and drug related problems. • Ability to use basic screening tools. • Understanding of responsibilities in relation to children who may be at risk from alcohol and drug misuse by a parent or carer, skills to recognise these risks and knowledge to act promptly and appropriately to protect such children. • Skills in reducing immediate harm (basic life support training and suicide prevention skills). • Skills in providing harm - reduction messages. <p>BBV Framework: This Tier’s main function is to provide basic information and to sign post people to appropriate specialist services and reliable sources of information. Workers in this tier should be able to</p> <ul style="list-style-type: none"> • Demonstrate a knowledge of risk behaviours that may expose an individual to BBVs. • Demonstrate a knowledge of 	<ul style="list-style-type: none"> • Be aware of some specific vulnerabilities and categories of abuse and neglect. • Be aware of your contribution to the prevention of abuse by supporting families, and communities and by other means • Be aware of the significance of secure attachments for children • Be aware of the potential impact of cultural and religious beliefs and the danger of making assumptions. • Be aware of national and local guidance, multi-agency child protection guidelines, and the role of the child protection committee. • Understand legal frameworks associated with child protection. • Know what to do to promote the welfare of children within the context of the service you can offer children’ or ‘be aware of the way in which the service /profession / discipline you represent contributes to the welfare of children. • Know your agency's child protection procedures, accountabilities and responsibilities and statutory powers. • Know when to seek appropriate supervision/support and where to look for this. • Understand what is meant by “it’s everyone’s responsibility to protect children” and know about the Getting It Right For Every Child approach. • Understand the issues about consent. (Age of legal capacity/sexual activity). • Recognise your attitudes and values towards abuse/neglect and how these shape your actions, thresholds etc. • Be able to identify possible risks and signs of child abuse and neglect. • Be able to effectively observe, record and

<p>transmission routes.</p> <ul style="list-style-type: none"> • Know where and how to access further information e.g. websites, leaflets. • Understanding of universal precautions for dealing with blood or body spillages. • Signpost to more specialist services i.e. addictions/harm reduction teams or BBV team. 	<p>report child protection concerns.</p> <ul style="list-style-type: none"> • Be able to use information-sharing procedures. • Be able to identify support agencies available for individuals and families affected by abuse and neglect.
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The Specific Contact Work Workforce – Learning Priorities	
Alcohol and Drug Workforce Framework	Child Protection Workforce Framework
<ul style="list-style-type: none"> • Ability to select and use appropriate screening and assessment tools. • Skills to tailor and co-ordinate person-centred treatment and support through effective engagement and partnership with other service providers. • Skills in carrying out appropriate interventions (relating to behaviour change and / or treatments). • Ability to recognise complex needs; and, for level 3, skills in supporting those with complex needs). • Skills in advising and supporting those affected by another person's alcohol and or drug related problem. <p>BBV Framework</p> <p>This tier should know all of Tier One and also demonstrate a basic understanding</p> <ul style="list-style-type: none"> • Of what makes each of the viruses unique. • Of the modes of transmission and the different levels of risk associated with each transmission route. • Of basic harm reduction strategies e.g. safer injecting practices, safer sex advice. • Of the Potential life long consequences of infection. • of treatment objectives and adherence. • Of common referral points and where to signpost newly diagnosed individuals. • Of the Basis of criminalisation. • Of Brief intervention methodology. 	<ul style="list-style-type: none"> • Be aware of changes to legislation in relation to children and young people • Be aware of interagency roles, responsibilities and procedures, including data sharing, child protection and the GIRFEC • Be aware of the impact of childhood trauma in considering possible interventions and ongoing support • Know about the incidence of abuse and neglect (prevalence), and understand factors associated with /predisposing children towards being abused and neglected. • Know the impact of exposure to serious misuse of alcohol and drugs by family members or others in the local • Know when to contribute to the processes outlined in multi-agency procedures • Know how to identify and respond to the impact of local issues on children and young people. • Understand and be able to communicate effectively and engage with all. • Understand and be able to evaluate interventions - has it worked to meet the child's needs? • Understand and be able to apply relevant legislation and guidance • Understand and be able to promote children's rights • Understand your role and that of other professionals/agencies and the relationship between them and how they fit together to protect children • Understand child and adolescent development, including effects of different types of abuse/neglect on development and behaviour • Understand the GIRFEC National Practice Model and how to apply this

	<ul style="list-style-type: none">• Understand the impacts of adverse factors on children’s development• Understand the importance of resilience and a protective environment in supporting children and young people.• Understand the possible impact of substance use in pregnancy• Understand the impact of parental mental ill-health on children and young people• Understand the impact of domestic abuse on children and young people• Understand inter-agency roles and responsibilities for protecting and promoting the welfare of children• Understand the way in which children and other family members will be involved• Recognise concerns about children, and what to do in order to protect and promote the welfare of children, including those who are suffering, or at risk of suffering, significant harm• Be able to contribute to the assessment of children affected by parental substance misuse, domestic abuse or mental health problems.• Be able to contribute to the development and delivery of a child’s plan• Be able to contribute to the assessment process, including assessment of the risk of harm as a result of adverse factors• Be aware of changes to legislation in relation to children and young people• Be aware of criminal injuries compensation
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The Intensive Contact Work Workforce – Learning Priorities

Alcohol and Drug Workforce	Child Protection Workforce
<ul style="list-style-type: none"> • Ability to recognise, assess and treat multiple and complex needs. <p>BBV Framework</p> <p>This tier should know all of the above two tiers and also have knowledge and be able to display competence around:</p> <ul style="list-style-type: none"> • Treatment pathways • Patient testing protocols • Pre and post test discussion • Understanding and giving positive results • Assessment of risk taking behaviour • Application on harm reduction interventions • Behavioural change methodology <p>Staff at this level with more specialist roles should also be capable of delivering specialist care and should be able to demonstrate competence on:</p> <ul style="list-style-type: none"> • Specific treatment options and combinations • Co-infections • Disclosure issues and partner notification • Long term condition management • High end harm reduction strategies • Psychological interventions (CBT, self management etc) 	<ul style="list-style-type: none"> • Know how to effectively observe, record and report - and be able to make a distinction between observation, facts, information gained from others, and opinion • Understand the implications of the internet for keeping children safe • Understand the role/place/need for medical examination/assessment - and the needs of the child • Understand the issues/implications of work with violent/dangerous families • Understand and be able to promote resilience • Understand immediate intervention /emergency protection measures (CPO, CAO and EOs and Police powers) • Understand the roles, functions and skills required from the named person/lead professional. • Understand the importance of relevance, proportionality and ‘need to know’ in terms of recording and data sharing • Understand changes to legislation in relation to underage sexual activity and how to apply the ethical decision making framework. • Understand when a child’s plan is needed and the components that make up the plan. • Be able and confident in developing and recording a child’s plan. • Be able and confident in attending and leading child’s plan meetings. • Be able and confident in monitoring and reviewing the Plan. • Be able to help children to protect themselves • Be able to help children to recover from abuse/neglect. • Be able to identify, investigate and/or assess abuse/neglect appropriate to professional role • Be able to undertake/manage/plan/support joint investigative/forensic interviews appropriate to professional role • Be able to contribute to and implement child protection plans (through reviews and core groups where appropriate), linking needs with tasks. • Be able to work with perpetrators of abuse/neglect • Be able to work with children and young

	<p>people who are behaviour in ways that may be abusive to others, or appear likely to become so.</p> <ul style="list-style-type: none">• Be able to produce a needs-led assessment, including the assessment of risk when appropriate.• Be able to work with non-abusing parents and with siblings.• Be able to give evidence in a formal proceeding.• Be able to promote and support parenting skills.• Be able to develop, record, monitor, review and maintain child's plans.• Know how to effectively observe, record and report - and be able to make a distinction between observation, facts, information gained from others and opinion.• Understand the implications of the local and global online environment which children increasingly inhabit.
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How do I access these courses?

You can access the courses by following the links below.

Links

Click [here](#) to access courses that are facilitated by **North Ayrshire Child Protection Committee. (NACPC)**

Click [here](#) to access courses that are facilitated by the **Prevention and Service Support Team. (PSST)**

Click [here](#) to access courses that are facilitated by the **Sexual Health Training Team. (SHTT)**

Click [here](#) to access courses that are facilitated by the **Scottish Recovery Network. (SRN)**

Click [here](#) to access courses that are facilitated by the **Choose Life. (Choose Life)**

Click [here](#) to access courses that are facilitated by the **Smart Recovery Organisation (SMART)**

Click [here](#) to access courses that are facilitated by the **Adult Support and Protection Team (ASP)**

Click [here](#) to access courses that are facilitated by the **NHS Ayrshire and Arran (NHSAA)**

How do I get involved ?

If you are a resource or agency who delivers training that would contribute to building confidence and competence in the workforce and want to get involved simply get in touch with:

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We look forward to hearing from you and welcome your contribution.

