









National Framework for Child Protection Learning and Development in Scotland 2024

March 2024

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Section 1: Introduction

- 1.1 The previous **National Framework for Child Protection Learning and Development** (“the Framework”) was published in 2012 to support the design and delivery of child protection learning and development. It sought to clarify key learning requirements relevant to different groups of workers and practitioners, depending on their roles and responsibilities.
- This revised version of the Framework incorporates:
 - [National Guidance for Child Protection in Scotland 2021 – updated 2023](#)
 - significant changes in Scottish legislation, policy and practice development since the original publication (further referenced below)
 - updated workforce groups, knowledge and skills descriptors, detailed in [Section 3: workforce groups and key learning](#)

Process and governance

- 1.2 The revision of the Framework was undertaken by learning and development practitioners representing the National Learning and Practice Development group and Child Protection Committees Scotland, supported by a multi-agency group of stakeholders representing the key agencies involved in child protection (social work, police, health and third sector), alongside the Scottish Government.
- 1.3 The multi-agency representation within governance groups highlights a key element of this document. It should be seen as a resource for all learning and development practitioners, leaders and managers responsible for workforce development relevant to child protection, regardless of which agency they come from. It can be used flexibly and alongside single agency frameworks for learning to emphasise the key themes of the [National Guidance for Child Protection in Scotland 2021 – updated 2023](#) and the longstanding key message that ‘It Is Still Everyone’s Job’.

Context of the Framework

- 1.4 While there were several strategic documents to consider, the most significant influences on this revised Framework were:

[National Guidance for Child Protection in Scotland 2021 – updated 2023](#)
[Getting it right for every child](#)
[United Nations Convention on the Rights of the Child](#)
[Independent Care Review \(The Promise\)](#)

- 1.5 **The National Guidance for Child Protection in Scotland 2021 – updated 2023** (NGCP2023) highlighted important themes for practice, and these will be key to updating all learning and development resources. The key themes below should fully sit within the ‘**Getting it right for every child**’ (GIRFEC) continuum –

wellbeing to welfare to protection - supporting a proactive, preventative approach to practice. They are as follows:

- ✓ rights-based approach (supporting and embracing UNCRC)
- ✓ needs-led/strengths-based approach (supporting relationship-based practice)
- ✓ trauma-informed/enhanced practice (supporting understanding of childhood adversity and trauma)
- ✓ holistic assessment (supporting strengths/resilience, identifying risk/concerns within a child's experiences)
- ✓ recognising diversity and inclusion (supporting sensitivity of language, culture and communication differences)

- 1.6** [Learning from research](#) and practice has reinforced a need to place emphasis on understanding the impact of trauma and diversity on personal and individual growth and development. The impact will vary, depending on the level of personal resilience, support and response available in the life of any individual, at any age and stage. In general, the younger the individual when the experience happens, and/or the more heightened and persistent the trauma or adversity is, the greater the impact is likely to be on the individual's capacity and functioning throughout their life.
- 1.7** Evidently, research in adversity and trauma is also applicable to adults, parents and carers as much as it is for children, highlighting the need for a holistic and whole family approach to assessment and intervention. It is important that all learning resources reflect this aspect of practice, and the reason the [National Trauma Training Programme](#) highlights that trauma-informed practice should be front and centre of all multi-agency learning and development.
- 1.8** [More recent social research](#) highlighted the need for a broader approach to child protection which includes harm that happens to children and young people in our communities, making a distinction between familial and non-familial harm (and where there may be crossover). The term used to overlay identification and prevention of different types of harm that can happen in communities is '**contextual safeguarding**'. The research shows the parallels between child protection and adult protection. Examples include older young people who sit in the **transitional** area between children's and adult services; younger adults who are also parents; or adults (including parents) who are themselves at risk of harm or exploitation within our communities. It reinforces the importance of holistic assessment of need, in both child and adult protection work.
- 1.9** Children have the **right** to be cared for and protected from harm ([Article 19, UNCRC](#)). Children should have every opportunity to grow up in a safe environment in which their rights are respected, protected and fulfilled, their **wellbeing supported and their needs met**. In Scotland, the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024 directly incorporates the United Nations Convention on the Rights of the Child (the "UNCRC") into domestic law (within the limits of the devolution settlement) and is key to making sure Scotland is the best place to grow up. That means that, when a public authority is delivering its duties under an Act of the Scottish Parliament, a Scottish Statutory Instrument or common law powers, public authorities must

comply with the UNCRC requirements in the Act and children, young people and their representatives can use the courts to enforce their rights.

- 1.10** Scotland's **Independent Care Review (The Promise)** established an aspiration for children, that '**We grow up loved, safe and respected so that we realise our full potential**' (The Promise, 2020). The intention of this Framework is to contribute to that aspiration by supporting the development of a confident and competent workforce.
- 1.11** While child protection procedures may be considered for a person up to the age of 18, the legal boundaries of childhood and adulthood are variously defined. There are overlaps, as described in Part 1 of the NGCP2023. For the purposes of clarity (and recognising the varied approaches across legislation), this Framework defines 'child' as a person up to 18 years of age.

For the purposes of this Guidance, the protection of children and young people includes unborn babies, and children and young people under the age of 18 years.

National Guidance for Child Protection in Scotland 2021 – updated 2023

Multi-agency context

- 1.12** Experience has shown a critical need for all services across multi-agency partnerships to work more closely together. This includes all workers and volunteers in any role supporting children, young people and adults, providing direct or indirect support, taking a whole family approach to any support and [intervention](#).
- 1.13** A key message for all of us is that we all have a shared responsibility and a role to play, however limited, in ensuring that children and young people live safely, and thrive, in our communities.
- 1.14** To underline this key message, all workforces need to be supported through learning and development opportunities to build the necessary knowledge, skills, understanding of child welfare and protection appropriate to their role and responsibilities towards the longstanding message that it is '**everyone's job**' to **make sure children 'are alright'**.
- 1.15** **The National Framework for Child Protection Learning and Development in Scotland 2024** reflects legislative and policy positions at the time of publication. All practitioners have a responsibility to remain aware of changes to legislation, policy and practice that impact on how frontline services should respond. Learning and development professionals should ensure that materials are continually reviewed against further developments, reinforcing key strategies and good practice.

Getting it right for every child (GIRFEC)

1.16 ‘Getting it right for every child’ is the national approach to improving the wellbeing of children and young people across services in Scotland. Initially implemented in 2006, ‘Getting it right for every child’ policy and guidance was further revised and updated by the Scottish Government in September 2022. It promotes a holistic approach to child welfare and protection, aiming to ensure that every child receives “the right help, at the right time, from the right people”.

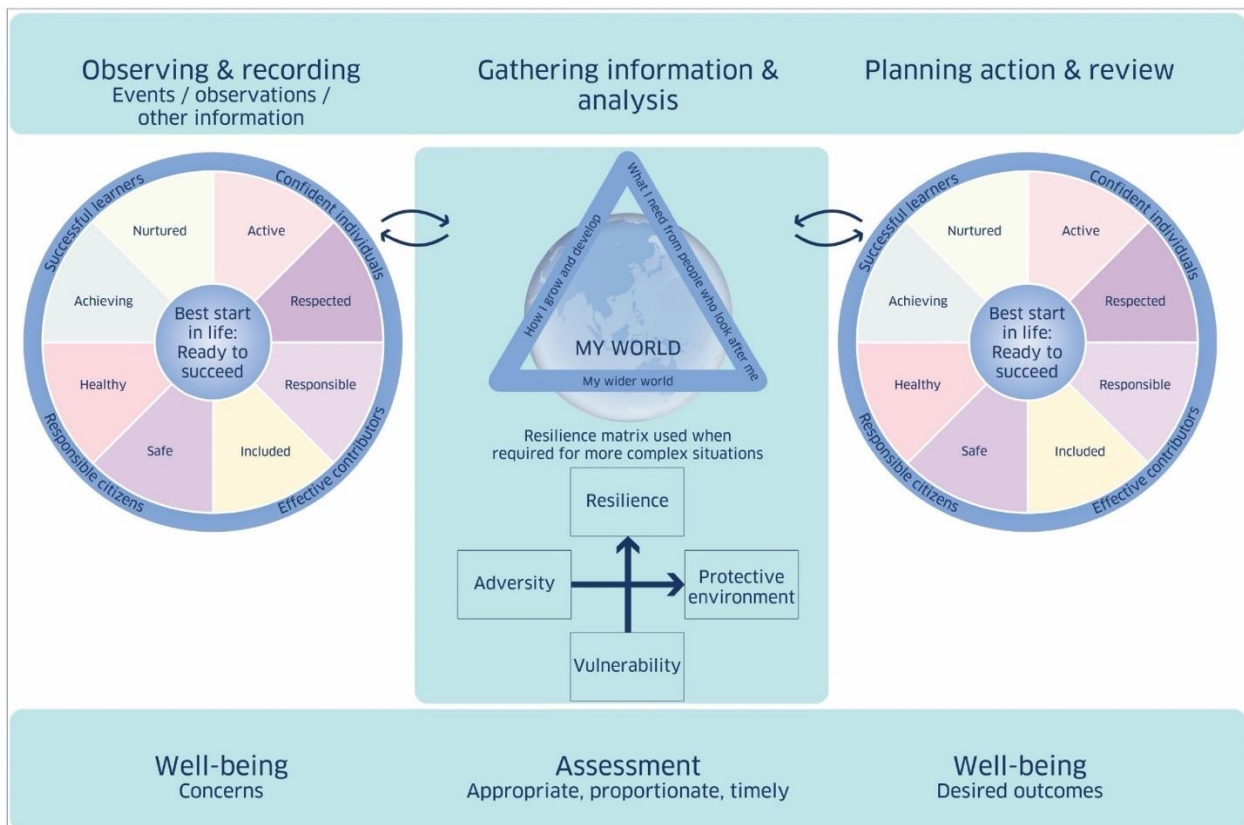
1.17 The key principles of ‘Getting it right for every child’ include:

- the importance of early identification of need, using a shared understanding of wellbeing, and early support
- the crucial role that universal services play in providing a flexible scaffold of support for all children and young people where it is needed, for as long as it is needed, including care or protection
- the importance of a co-ordinated multi-agency approach of promoting, supporting, and safeguarding the wellbeing of children and young people

1.18 The [GIRFEC National Practice Model](#) sets out a shared framework and approach to identification, assessment and analysis of wellbeing needs. All practitioners who work with children and families should be familiar with the National Practice Model (below), and with the effective use of [chronologies](#), as they form the basis for child protection assessment and planning.

The GIRFEC National Practice Model

National practice model





Section 2: Purpose of the Framework

- 2.1** The **purpose** of the Framework is to provide a resource which clarifies where child protection learning and development is required and to support those responsible for meeting those requirements. It also **aims** to:
- promote collaborative multi-agency practice to support children’s wellbeing, welfare and protection
 - support the multi-agency task of assessing, managing and addressing identified need or risk to children, young people or parents/carers
 - provide a multi-agency learning and development framework adaptable for local learning and development strategies and evaluation
 - contribute to best practice through the development of a competent and confident workforce
 - support the design, implementation and evaluation of multi-agency child protection learning
 - establish agreed competencies, identifying the relevant knowledge and skills required, according to the roles and responsibilities of the various groups that make up multi-agency workforces, including those likely to encounter children, young people and their families as part of their day-to-day work
 - emphasise the importance of shared learning and collaborative practice to achieve better outcomes for children

Leadership support

- 2.2** The primary focus of this Framework is on workforce learning and development and the Framework strongly emphasises the need for conversation, collaboration and partnership working amongst professional groups at every level. To deliver high quality learning and development opportunities across workforces and to achieve a confident and competent professional workforce, there is a need for clear endorsement and support within **the leadership of all multi-agency partners**. This is particularly relevant to supporting staff participation in multi-agency child protection learning events, which usually offer a richer understanding of professional roles, responsibilities and expertise, as well as modelling the message that child protection is everyone’s business.
- 2.3** As per the [National Guidance for Child Protection in Scotland 2021 – updated 2023](#), paragraph 2.30, Child Protection Committees (CPCs) should have an overview of the training needs of all practitioners involved in child protection activity. Specific learning and development responsibilities of CPCs are outlined on page 16 of the [Protecting Children and Young People](#) guidance for CPCs and Chief Officers. CPCs are responsible for publishing, implementing and reviewing an inter-agency child protection learning and development strategy. They should quality assure and evaluate the impact of that learning and development activity. The CPC learning and development strategy’s aim is to ensure that each partner has a suitably skilled, confident and competent workforce to deliver the CPC’s priorities and meet the needs for children and young people in their area.

- 2.4** While this Framework is written very much from a multi-agency perspective, directed at staff already in the workforce, it is worth noting the benefits of inclusion and participation of professional students e.g. student teachers, social workers, nurses, midwives, allied health professionals/other NHS students and probationary police officers. The primary responsibility for student learning clearly lies with their education provider, but where students join organisations for the length of any practice placement, leaders within organisations should enable multi-agency learning and development events to be inclusive. This ensures not only additional learning and development around child protection, but also the opportunity to reflect on practice alongside experienced colleagues from their own and partner agencies. It also gives students (of whatever professional group) the opportunity to see the learning and development provision across agencies, which may be supportive in the recruitment and retention of staff.
- 2.5** Alongside professional learning, it is entirely possible that the wider messaging to the general public happens through conversations with colleagues, family and friends, extending the key messages beyond workforces into the public mind. The [Protecting Scotland's Children and Young People: It is Still Everyone's Job](#), as well as the [Framework For Standards](#), have both reiterated a collective message to Scotland highlighting child protection awareness with everyone, including the general public.



Section 3: Workforce groups and key learning

- 3.1 This section provides more detailed explanation of child protection awareness, knowledge and understanding expected of each of the multi-agency workforces. This should determine the level of learning and development required for each.
- 3.2 The National Framework for Child Protection Learning and Development in Scotland 2012 (NFCPLD 2012) proposed a move away from numeric levels of child protection awareness learning and development to a system of *named* groups, broadly representing the various levels within workforces. These *three* named workforce groups became the **General Contact Workforce, Specific Contact Workforce and Intensive Contact Workforce**.
- 3.3 The purpose of making distinction between workforce groups is that learning can be more accurately targeted towards **who needs to know what** about child protection. This should be seen in relation to the responsibilities attached to the individual's particular role and day-to-day job. It includes both paid staff and volunteers.
- 3.4 This revised Framework builds on the system of workforce groups introduced in Section 3 of the NFCPLD 2012. Experience and consultation with current learning and development practitioners suggests that, while named workforce groups help with the design and targeting of resources, the existing '**General Workforce**' group is overly broad and that a fourth group is needed. Going forward, for the purposes of child protection learning and development, there will be **four** workforce groups, dropping the word 'Contact' from each. These are outlined in more detail below, with key learning identified for each.

Wider Workforce
General Workforce
Specific Workforce
Intensive Workforce

- 3.5 For the purpose of clarity, please note that we are approaching the key learning needed, according to the degree of **responsibility for child protection knowledge and understanding expected of each workforce group**.
- 3.6 It is also important to note that there is likely to be movement between groups. For example, an individual worker whose role may change, or who acquires additional or supervisory responsibilities, or moves to a different post completely. It may also be that someone might be in the **Wider Workforce** in one post but becomes part of the **Specific Workforce** in another role e.g. through a separate post or voluntary role.
- 3.7 Every employer or Child Protection Committee (CPC) has the flexibility to determine how their own employees fit within each workforce group, as well as whatever level of learning they expect for each. Additionally, there will be specialist child protection knowledge required of some single agencies who have specific responsibilities in child protection that are not within the scope of this document.

- 3.8** As a baseline, where workers cannot see which workforce group they fit into, they will at least be part of the **Wider** or **General Workforces**. To be certain, they should take advice from their line manager or seek advice from their local learning and development team.
- 3.9** There will also be scope within this for all supervisors and managers, to take advice from their local learning and development team about what level of learning is best recommended for particular teams or services, particularly where an individual worker has a new post or dual/split role. Additionally, all learning and development practitioners will inevitably design their learning resources as they interpret and understand the Framework workforce groups.
- 3.10** By its nature, this categorisation of workforces may seem hierarchical, but this is more a reflection of expectations of learning, knowledge and understanding, appropriate to workforce responsibility for child protection, within any given job or role. A baseline message is that all workers who have any **contact with children and their families** should have the core knowledge, understanding and skills required by the **Wider Workforce**, as a minimum standard. With few exceptions, it is anticipated that staff in each workforce group will only need to complete the level of child protection awareness learning required of that group.
- 3.11 Workforce examples:** this Framework provides only the broadest examples of what roles might be in each workforce (based on recognised tasks and responsibility for child protection) since no list would ever be sufficiently exhaustive. Local CPCs/employers are invited to interpret the four workforces as below, or to adapt to fit local need. They are free to determine whatever level of child protection awareness learning they judge relevant to any group within their workforces and locality. All single agencies have a responsibility to ensure their workforces are trained to a competent standard, relevant to their role/remit and responsibility for child (and/or adult) protection.

Key message (all workforces): all individuals should be supported and protected wherever possible from harm, irrespective of age, culture, religion, race, ability/disability, neurodiversity, gender or sexual orientation.

Core competencies: key learning



Knowledge, understanding and skills

Wider Workforce:

Everybody, regardless of role and remit, where they do not fit into any other professional groups or workforces below, require at least a minimum, baseline awareness of core messages about child welfare, safety and protection.

Key learning is to:

- **Recognise** (harm or risk of harm when they see it)
- **Respond** (by sharing concerns with others whose job it is to follow up on what has been reported)
- **Record** (keep records according to agency requirements)
- **Report** (sharing information and concerns with child protection services (social work or police))

All staff who have contact with children and their families are expected to have at least this minimum level of child protection awareness.

Knowledge and understanding:

- children have the right to be safe and protected from harm (Article 19, UNCRC)
- harm happens and it matters
- understand what we mean by harm (including harm that happens within local communities and beyond)
- understand what child protection is
- have a basic awareness of types of harm, signs of concern, what to be concerned about
- understand what to do, who to tell, where, when and why to share concerns (have access to local social work offices or numbers)

key message: **it's everyone's job...**

Skills:

- I can recognise and respond to concerns about harm or risk of harm to a child, young person or adult
- I can follow agency procedures
- I can seek advice and record observations, incidents or disclosure of information (supervisors)
- I can share information timeously, accurately and with clarity

General Workforce:

As part of their job/role/remit, people in this workforce group are likely to:

- Require a protecting vulnerable groups (PVG) check
- Recognise potential signs of harm and abuse
- Raise a protection concern through the appropriate route
- Contribute relevant and appropriately recorded information to assessments/reports

Key learning is the same as the Wider Workforce, with additional expectations of:

- **Support** (offering comfort, reassurance, listening, seeking additional help from relevant family or services)

Knowledge and understanding as per **Wider Workforce**, plus:

- broad understanding of local child and adult protection systems
- awareness of indicators of harm or neglectful care and supervision of children and young people
- awareness of signs of parental conflict, family conflict or stressors (e.g. domestic abuse, poverty, substance abuse)
- awareness of multiplicity of different types of harm and impact on child's development
- importance of close listening and responding to a child's disclosure
- importance of record-keeping and information-sharing, confidentiality and consent (data protection requirements)

Skills:

- I can listen to, notice and communicate with children
- I can respond in a child-centred manner
- I can record and communicate concerns, actions agreed and taken
- I can seek and follow guidance and agency procedures
- I can liaise with relevant agencies

Specific Workforce:

All staff who, as part of their role, work directly with children or their family. People in this workforce group are likely to require a PVG and to:

- Routinely work closely with children and their family, including supporting learning, health, practical or skill development in children, parents or supporting family time between children/parents
- Keep routine records, write reports and/or assessments for multi-agency child protection meetings, participate in child protection support plans
- Contribute to single agency recording and chronologies
- Contribute to generic or specific risk assessments
- Contribute to identifying and implementing appropriate support/ intervention plans
- Attend and contribute to formal protection or risk management meetings.

Key learning is the same as the Wider and General Workforces, with additional expectations of:

- **Advocate** (helping a child or family to express their views, or expressing their views on their behalf)

Knowledge and understanding as per **Wider and General Workforces**, plus:

- have a competent understanding of child development
- have a deeper understanding of specific types of harm, abuse and neglect, how they might impact and create or exacerbate risk for a child/family
- be mindful of the intersection between different types of harm (including domestic abuse, neglect, forced marriage); how they may co-exist in a child's life, as well as the potential impact on their immediate and ongoing development
- be aware of other types of oppressive actions that might undermine a child/family's safety and welfare
- be aware of a parent's own emotional or mental health or other stress/distress and impact on parenting capacity
- have a working knowledge of how environmental, family and individual factors may contribute to increased risk of harm
- have an awareness of risk to children and young people, including those out- with family environments i.e. safeguarding risk in communities and beyond
- understand how to respond to a child's disclosure or to other concerning information about a child's welfare
- have a working knowledge of the immediate or emergency actions that can be taken to protect children and young people
- have full knowledge of GIRFEC and its application to multi-agency practice; routinely work within GIRFEC principles
- understand how to appropriately seek the view of a child/young person
- ensure knowledge and understanding relevant to practice is current and up-to-date
- have a working knowledge of the different roles that all practitioners have in child protection processes
- have awareness of relevant legislation, policies, procedures and guidelines relating to the protection of children
- have an up-to-date working knowledge of local multi-agency guidance and know how to work collaboratively with partner agencies
- understand the complex ethical issues and conflicts regarding confidentiality and information-sharing.

Skills:

- I can engage, communicate and build relationships with children and their family
- I can support and advocate for a child/family
- I can carry out direct work with a child
- I can write reports, keep single-agency records, including chronologies
- I can contribute to assessments and work with a support plan for a child/family, including a child protection plan
- I can recognise, identify and manage risk
- I can competently represent my profession/ agency in multi-agency meetings, articulate assessment and knowledge of a child/family
- I can apply learning and development to practice, make good use of reflective supervision
- I can work collaboratively with colleagues/multi-agency partners

Intensive Workforce:

As part of their role, people in this workforce group will need a valid PVG and are likely to:

- have a lead role in compiling and implementing a multi-agency Child's Plan and/or in decision-making relevant to a child's welfare
- oversee the implementation of protection plans
- have a specific, designated role in formal protection processes, including carrying out a child protection investigation
- carry out specific, focused or specialist risk assessments
- compile multi-agency or integrated chronologies
- produce assessment/analytical reports on a child's behalf for formal statutory decision-making
- provide leadership, specialist advice, support and reflective supervision to colleagues, including the creation of safe working practices and safer cultures that support a 'whistleblowing' policy

Key learning is the same as the Wider, General, Specific Workforces, with additional expectations of:

- **Assess** (gather, collate relevant information)
- **Analyse** (make sense of what collated information is conveying)
- **Plan** (determine support required on basis of assessment)
- **Implement** (act on plan by organising or providing the identified support)

Knowledge and understanding as per Wider, General and Specific Workforces, plus:

- have a sound understanding and capacity to apply relevant theory to practice
- have a sound knowledge of how to select and use appropriate assessment tools and produce, strengths-based, needs-led assessments, including the identification/assessment of risk
- understand the importance of listening, engaging and involving children and their family in a strengths-based approach to welfare and protection, balancing strengths/protective factors with adversity/risk factors in protection planning
- have a sound knowledge of national legislation/policy, procedures and guidelines relevant to the role of protecting children
- recognise their role in contributing to their own and others' practice development, reviewing, auditing and scrutiny of intervention plans and outcomes for children
- have sound knowledge of different approaches to intervention and best practice guidance
- have a sound knowledge of the different roles that practitioners play in formal public protection processes
- understand appropriate ways to ensure effective multi-agency collaboration
- provide leadership, support and reflective supervision to colleagues
- contribute to team/service/practice development and to Learning Reviews, quality assurance/audit processes, in line with relevant national standards and guidelines

Skills:

- I can analyse complex situations, identifying/determining risk of harm
- I can confidently use appropriate risk assessment tools, identify, analyse protective and risk factors within and outwith family environment

- I can accurately represent a child/parent's views, confidently/competently challenge differences in views/opinions, challenge inappropriate judgement, oppression and discrimination
- I can critically analyse information collated in multi-agency chronologies including identified risk/need, appraise role /necessity of optional services and others in protection processes
- I can develop, record, implement and review child/family support plans, lead/drive/plan implementation, monitor and review outcomes
- I can effectively utilise relevant statutory powers and duties
- I can effectively coordinate multi-agency interventions, chair/manage and contribute to multi-agency meetings
- I can deliver support and reflective supervision across a team/service/staff
- I can identify, share and promote good practice/practice development within and between services and agencies
- I can contribute to leading/undertaking team/service/strategic development, quality assurance/audit processes, support implementation of learning from Learning Reviews in accordance with national standards and guidelines
- I can chair/lead multi-agency professional meetings; development/strategic or critical review meetings
- I can maintain an awareness of national/ local developments, consider impact on local practice, effectively communicate these to the appropriate staff groups



Section 4: Designing, delivering and evaluating learning

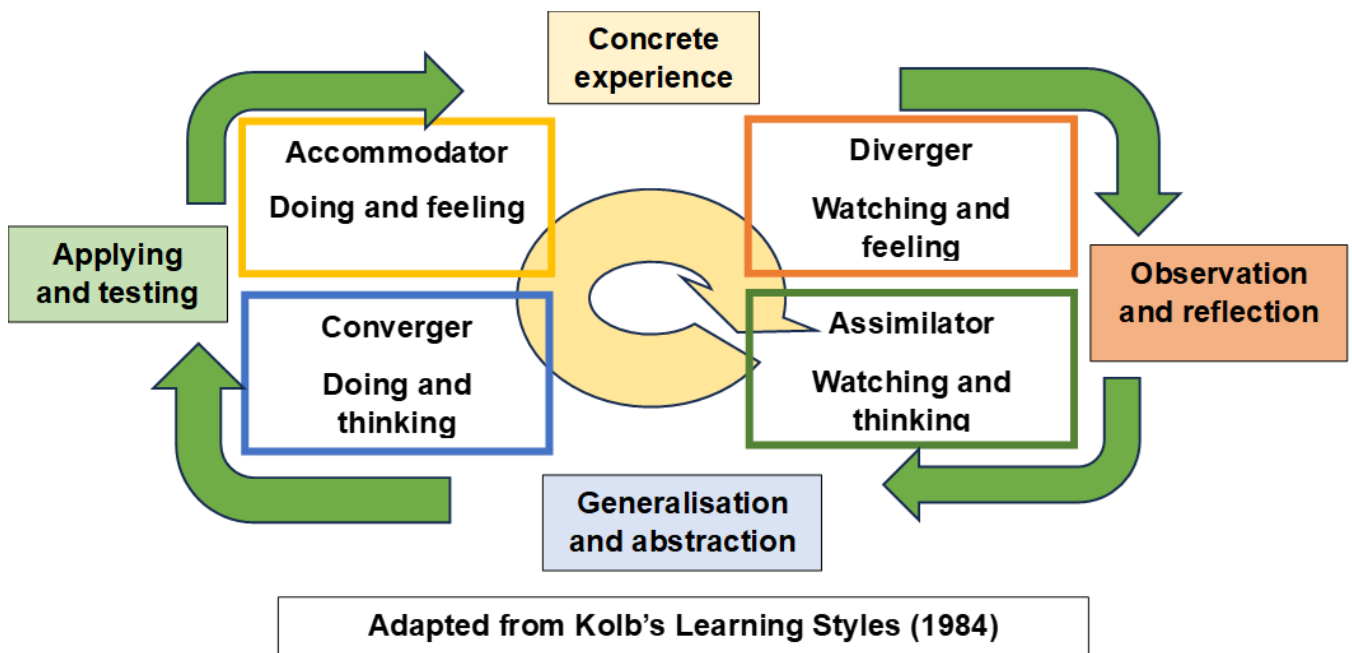
- 4.1** This section provides guidance to support learning and development practitioners to plan, deliver and, importantly, evaluate their learning events, exploring ways to support practitioners to develop the competencies, knowledge and skills required for practice. This includes identifying learning needs, ensuring access to learning and practice development.

Learning needs analysis

- 4.2** **Identifying and analysing learning needs:** it is important that workforce learning and development needs are identified, and solutions found to ensure all staff have access to relevant learning in order to effectively fulfil their roles and responsibilities. In child protection terms, this should be in alignment with the minimum key learning for each workforce identified in [Section 3](#) above.
- 4.3** Periodically, this may mean consideration of a learning needs analysis to check levels of understanding and confidence across all four workforce groups, in order to carry out their role and duty of care. Equally, it may identify gaps in knowledge or skills which need to be addressed to ensure workforce groups are able to fulfil responsibilities for child protection.
- 4.4** A learning needs analysis should identify any gaps between existing competencies, knowledge and skills in this area of practice. It should also help single agencies, CPC partnerships, managers, and learning and development providers to examine the key learning requirements and address gaps. It may also help workers to identify relevant training completed or yet to be undertaken, in line with their own Continuing Professional Development or Post Registration Training and Learning processes and similar processes for other professional groups and registration requirements.

Adult learning theory

- 4.5** **Planning and preparing a learning event** – all groups attending learning events will be made up of people who learn in a different way. Adults generally learn better when they can see a reason or relevance to why they are required to undertake particular learning. Before beginning to design, deliver and develop training, learning and development professionals need to be mindful of accommodating the different ways in which adults learn.
- 4.6** [Kolb's Learning Cycle](#) (see diagram below) is a good starting point to better understand what needs to be considered in thinking about the different ways in which individuals learn. The cycle shows how learning is a continuing process. Individual learners may lean towards a preferred style within the cycle but, according to Kolb's theory, learning is most effective when they have progressed through each stage. Therefore, child protection learning and practice development opportunities will want to accommodate the various learning styles that will be represented within learning groups and this is likely to be evidenced through the evaluation process. The diagram below should help visual learners better understand Kolb's Learning Cycle.



- 4.7 There are other schools of thought on learning styles which learning and development colleagues may want to read more about in preparation and planning for any learning event.

Context and inclusion

- 4.8 Learning and development practitioners will be aware that, aside from different learning styles, participants will potentially have additional support needs. Delivery of learning events should encompass a wide range of learning needs, to maximise participation and engagement. This will include, for example, consideration of visual/audio supports, description of any graphics used, consideration of the use of colour for any practitioners/learners who are dyslexic or colour-blind and support for staff who use English as a second language. There will be other examples of learning needs in the workforce and learning and development teams will require systems that can identify and accommodate these as far as is possible. It is also worth noting how learning and development teams become aware of any such learning needs and the responsibility of the learner to raise any needs they have with their learning and development team. Some guidance on accessibility can be found in [Appendix D](#).
- 4.9 **The role of 'lived experience' in learning and development:** reflective practice and listening to people who have been involved with services can teach us a lot. [The Promise](#) emphasised the importance of understanding the impact of our practice on children and families. Within learning events, highlighting the experiences of those who have been involved with our systems and services is a powerful reminder to practitioners to be mindful of this and will enhance participants' understanding of best and effective ways of working with families.
- 4.10 Including and involving people with lived experiences in the design and delivery of learning events is also a powerful learning tool. This can be done through pre-recorded video and audio clips, quotes, personal accounts or direct involvement in presentation, co-design and co-delivery of learning. A caveat to this would be that this has to be done

ethically, using a trauma-informed approach, with some benefit to the person sharing their personal experiences, views and thoughts about practice improvement.

- 4.11** This is a reminder to learning and development practitioners about self-care. The content of learning may touch on sensitive matters which remind both participants and facilitators of difficult experiences in their own lives. Being trauma-informed, facilitators will want to make sure both they and their participants are aware of how to access support to process their emotions.

Delivery of learning events

- 4.12** The format for delivery of learning and development is often a question of what the topic of learning is, who is learning and what are the required levels of knowledge or skills being demonstrated. Within child protection, **multi-agency learning and development** has a key role in building a common understanding and fostering positive working relationships between practitioners and agencies. This multi-agency perspective is vital to transfer into effective child protection practice. Shared learning makes a positive contribution to shared practice, supporting the sound professional judgement essential to assessment of risk and protection.
- 4.13** Practical tips for planning, delivering and evaluation of learning and development should include these key questions:
- trauma-informed practice is a key baseline for all learning, so good self-care for participants should be considered
 - know the who, what, where, when and why this event is being offered – know your materials, anticipate issues arising
 - ensure your technical equipment is working and that you have access to necessary internet connections

A full list of practical tips for planning, delivering and evaluating learning and development can be found in [Appendix B](#).

- 4.14** Some learning may need skills practice, which is often best done in a face-to face format. Whereas when the main presentation is information-giving, this may equally be done online or digitally. In recent times, learning and development has, by design and often by necessity, made good use of technology, delivering digital courses that offer flexibility about when it can be undertaken. While all types of delivery have advantages, some may also have limitations, and it is the skill of the learning and development facilitator to determine the most effective approach to take.
- 4.15** There are many options for delivery of learning that can be used flexibly, within (or as a prelude or follow up to) formal learning events (see below). Some of these options involve the use of more experienced practitioners in supporting new or less-experienced colleagues e.g. in coaching or mentoring roles. These particular practices support the skills of both practitioners involved e.g. building skills and confidence for the experienced worker looking towards post-qualifying practice teaching/education, or towards a promoted post involving supervision of staff, and building relational support for the less-experienced worker benefitting from a colleague's more extensive work experience.

4.16 In addition to more formal learning events, learning and development teams may also want to consider the use of these approaches:

- e-learning modules
- 7-minute briefings or practice briefing notes (PDFs or delivered)
- practice development sessions (lead by peers or frontline staff)
- reflective logs or discussion groups
- topic-based network lunches
- coaching and mentoring
- shadowing colleagues in different services
- blogs and podcasts
- weekly/monthly digital learning and development bulletins
- cascaded learning events and training-for-trainers events
- digital and technology-based tools e.g. virtual goggles, Sway, Articulate Rise
- Action Learning Sets
- Communities of Practice (local or across geographical areas).

Evaluating the impact of learning on practice

4.17 The goal of all training, learning and development activity is to support learners to improve their knowledge, understanding and competence in carrying out their role – and, ultimately, in child protection terms, to improve the safety and wellbeing of children at risk of harm. Best learning and development practice is that all learning activities should be evaluated to establish how well they achieve this goal.

4.18 Child Protection and Public Protection Committees have a responsibility to ensure effective workforce development and should therefore have an oversight of evaluation activity. Individual agencies and workers have a role in making sure evaluation takes place and should see participating in evaluation activity as an important part of their contribution to service improvement.

4.19 Effective evaluation of learning and development can take time and resources. To make best use of these, it is useful to consider the following points when designing evaluations:

- who is the evaluation for and what do they want to know?
- what kind of information is being sought?
- how is the information going to be gathered, analysed and used going forward?
- how do I ensure the information acquired is accurate and meaningful?

4.20 An evaluation model can provide a useful framework for designing effective evaluations. The [Kirkpatrick Evaluation Model](#) has proven to be applicable across all sectors and to different kinds of learning and development activity. A detailed exploration of this model and its potential application to routine child protection learning and development activity and goals can be found in [Appendix C](#). Please note there are other models available and the use of the Kirkpatrick Evaluation Model here is not prescriptive.

4.21 Alongside evaluation, the learner experience and impact on practice, Child Protection or Public Protection Committees should develop a framework of Quality Indicators through which to measure the quality of learning materials and the extent to which they reflect the [National Guidance for Child Protection in Scotland 2021 – updated 2023](#) as well as this National Framework for Child Protection Learning and Development.

Role of supervision in learning and development

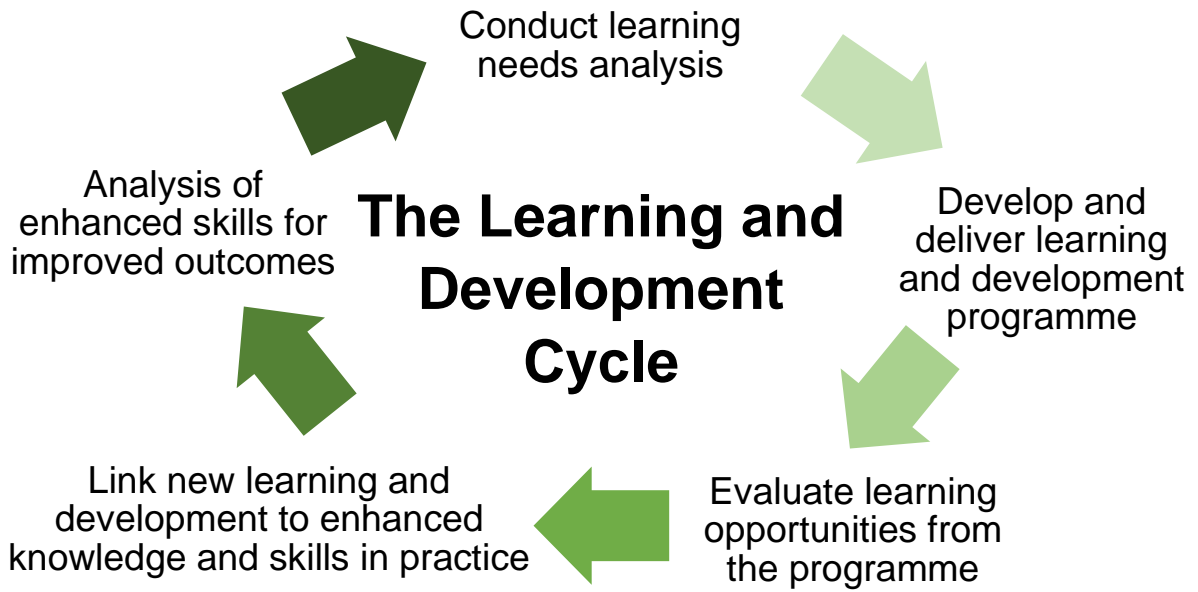
4.22 It is important to bear in mind that learning and development is not limited to, nor always requires, formal learning events or training courses. Much of our learning comes from direct observation, action and reflection within supportive and reflective practice. This will happen both formally and informally, within a regular and reliable supervision system, supporting practitioners to think about how to engage and work effectively with colleagues, as well as with children and families. This is skill development in itself. See page 44 of the [National Guidance for Child Protection in Scotland 2021 – updated 2023](#) for more information on supervision.

4.23 Work-based learning through reflective discussion, critical reflection and/or peer and manager support, leads to the cascade of learning and development, within which, routine and formal supervision plays a significant part. Supervision can also add to the evaluation of learning events through reflective analysis of learning and how this will apply to practice. This is the primary task in evaluation of any learning sessions related to knowledge, understanding and skills for practice.

4.24 **Access to child protection learning and development:** all local authorities will have a multi-agency child protection (or public protection) learning and development calendar of learning opportunities aligned to the local CPC priorities. This is usually made available to all relevant agencies within the local authority (including partnership agencies, Third Sector agencies and some independent agencies) and to workers with different roles (including those having contact with children, young people and other family members). Single agency learning and development can also form part of the overall picture of child protection learning and development, particularly where there are specialist areas of knowledge required.

4.25 In summary, best practice is more likely to be achievable if we ensure that all involved in child protection have access to high quality advice, support and supervision, identifying learning and development needs, evaluating learning provision and developing skills to provide an effective service. This ensures that the workforce is valued and that procedures are in place to promote good standards of practice. It also requires that those providing supervision are themselves well-supported in implementing good and effective supervision.

4.26 The diagram below (adapted from the NFCPLD 2012, page 25), may help learning and development practitioners set out the key processes in designing and planning events.



Adapted from National Framework for Child Protection Learning and Development in Scotland 2012

Section 5: Looking forward

Parallels with other public protection areas

- 5.1** This Framework is written with child protection practice development at its core, but it would be remiss not to see the parallels with adult support and protection, and other public protection areas. The experiences of children will inevitably impact on how they function as adults and potentially as parents, and the experiences of parents will impact on their children. Therefore individual and family assessments are best approached from this perspective. This Framework strongly emphasises the need for all services involved to work with families holistically, not least during the period in which young adults move between children's services towards adult services. For all colleagues, regardless of whether we work in a child protection or public protection model, the Framework emphasises the need for a whole family approach to assessment of need and concern, acknowledging the cycle of life, human development and transition. Above all, recognising that children grow up and some will become parents, there is a need to be alert to preventing cycles of concern repeating themselves and maintaining a focus on this at the heart of any protection service.
- 5.2** If we take a truly trauma-informed approach to service delivery, these transitions through the life process would be an easier path for people using our services. The learning and development resources focusing on contextual safeguarding are one clear example of where both children and adult services benefit from joint protection work, supported by shared learning and development. The approach to transition between services, for example, for young adults between 16-18 years of age, is a critical element of this, best seen in the context of assessed need, vulnerability and early help, regardless of whether this is offered by children's or adult services.
- 5.3** Colleagues in learning and development roles are in a unique position to support this best practice and to develop the knowledge and skills required in practitioners across all services to provide more holistic support, not least through multi-agency, multi-service shared learning.

Maintaining integrity of resources and quality assurance

- 5.4** Inevitably there will be changes in legislation, policy or practice guidance and learning and development colleagues are tasked with ensuring the integrity of their resources aligned with any changes that arise. Working collaboratively through the National Learning and Practice Development group, or any sub-groups such as the West of Scotland Learning and Development group, is one method for supporting each other with what might sometimes feel like a major task. This also models a shared learning, collaborative approach to good multi-agency protection and practice, as well as an opportunity to share resources and skills, collaborating on design and creation of resources. It also supports the development of learning and development practitioners themselves.



Appendices

Appendix A: Quality Assurance Framework sample

This Quality Assurance Framework sample is intended as a guide for learning and development practitioners to assess their learning resources against key themes and messages for best practice from [National Guidance for Child Protection in Scotland 2021 – updated 2023](#).

A. Values/culture/best practice: does this resource incorporate the following themes relevant to the identified target group?

1. rights-based approach (child and parent)
2. needs-led and strengths-based approach (professional curiosity and professional mandate)
3. trauma-informed/enhanced (relevant to target group/area of practice e.g. understanding the impact of domestic abuse; understanding parental use of alcohol or other substances)
4. child's (individual) experiences (needs and developmental stage) at heart of all intervention; parental pathways/support
5. does the content recognise diversity and inclusion, sensitivity of language, culture and communication differences?

B. Enhanced practice skills: does this resource incorporate the following themes relevant to the identified target group?

1. relationship-based practice (difficult conversations, when necessary, are best done in the context of an established relationship)
2. engaging and communicating with children (in the context of developmental stage) and parents/carers
3. articulating/advocating on child's behalf; child's voice/parents' perspective
4. holistic assessment, familial/non-familial harm; role of fathers/step-parents (resident/non-resident) and extended family/kinship or other key relationships e.g. foster carers
5. learning from evidence-based research/strategic documents and implementing learning from Learning Reviews and previous Significant Case Reviews

C. Policy, research and evidence base: does this resource incorporate the following themes relevant to the identified target group?

1. GIRFEC principles/updated guidance
2. GIRFEC/CP continuum/role of universal services; use of GIRFEC tools; CP processes (updates to language and timescales)
3. best multi-agency practice (shared responsibility, accountability; best use of each other's expertise, information-sharing)
4. holistic family assessment (pre-birth – 18yrs); parental pathways/capacity; child in context of past/present lived experience

5. significance of transitions (developmental stages, educational systems, changes to family life/child's plan; children's services/adult services and self-care skills)
6. importance of language and its impact in verbal and written communication, including analysis within assessment, recording and chronologies; spoken and written communication with children and their families, representation of child's feelings, wishes, views and understanding and reference to evidence-based practice.

Appendix B: National Learning and Professional Development Group offered their best tips for learning events

Practical tips for designing, delivering and evaluating learning events

Preparing for a learning event: preparation starts with the 'ask', the design and the planning

- trauma-informed practice is a key baseline for all learning
- know the who, what, where, when and why this event is being offered
- know what you need to cover; where and when it has to be delivered; who is likely to be in your group of participants (their agencies and likely role in child protection) and consider what key learning they need to know) – have some examples ready for the event about how a particular worker might be first to notice a concern e.g. the housing officer noticing unknown people resident in a tenancy; a school escort noticing a parent's stress; school office staff noticing a child in tears on arrival, a mental health worker noticing a child regularly missing school
- use course descriptors to advertise the learning event, covering all of the above, being as clear as possible about who the course is aimed at and what the key learning will be; date/time/venue and what participants will need to do to gain a place – be clear about target group and what they can expect from course
- know who is in your confirmed group of participants in advance; any specific barriers they might have to learning – check with them what could help
- know your material; anticipate questions/issues likely to arise; anticipate where difference of opinions might arise and how you might manage conflict; familiarise yourself with the technology; have contingencies for a short break where this might be needed (in the event of technical or participant difficulties)
- set any pre-course learning/reading or task*, ensure you are clear about expectations of participants for completion of these tasks and/or whether you will expect anything to be returned to you in advance of the course *(particularly for online delivery, where time may be shorter, some pre-course reading or reflective tasks may help prepare participants for what is to come and/or test existing relevant knowledge/attitudes/values to provide a platform for the main event and to get participants thinking in advance of the learning event)
- provide clear joining instructions to all participants with confirmed places on the course (including specific guidance on how to join an online-delivered or hybrid event); establish any expectations; set the tone for shared learning on the basis that this is professional training and will be delivered in that context.

Consideration of design/delivery:

- face-to-face delivery: best for interactive exercises, skills practice, qualitative participation and engagement
- online delivery (e.g. MS Teams): easier access for some (notwithstanding technical hitches); best for a maximum of 3 hours (with at least one break); more difficult to

‘read’ the group/room and to reach any participant finding content difficult (NB for triggers/trauma-informed practice)

- co-delivery: breaks up presentation; co-facilitators can share responsibility for monitoring engagement/reaction/be available to participants, should they need support; ideally with professionals from different backgrounds to model multi-agency collaboration.

Preparation on the day of the event: for face-to-face delivery:

- arrive early to set up the room/tables for small group tasks
- test all equipment and arrange whatever hospitality is available; set out materials for any group tasks
- ensure flip chart/stationery etc are all available
- having a second person/co-presenter is preferable in case of technical hitches (someone to keep conversation going while the technical matter is resolved) and to organise or lead on any small group tasks/join small groups/facilitate tasks or present as required/someone to keep an eye on the group dynamics/group functioning and respond to anyone who needs support with any aspect of the materials (trauma-informed practice)
- it is good to have some informal small talk until everyone is present.

Preparation on the day of the event: for online delivery:

- log on early to test connections
- set up break-out rooms/groups as far as is possible in advance, to ensure a good mix of participants. (Allocating breakout rooms in advance allows groups to be set up as people are logging on and allow presenter to select who will be in each.)
- ensure presenters have ‘facilitator’ access - having a second person is preferable online as with face-to-face delivery, in case of technical hitches (someone to keep conversation going while technical matter is resolved)/ to support/join break out rooms and facilitate chat or task as required/someone to keep an eye on the group dynamics/group functioning and respond to anyone who needs support with any aspect of the materials (trauma-informed practice).
- for group cohesion and best interactivity, establish that cameras should usually be on/mics off (until invited to contribute or participant has a question/contribution to make).

NB when participants join from a home PC or are in noisy office, encourage them to avoid disruption/interruptions by finding a quiet space. It is recommended that participants avoid joining the event via their phone since this gives very limited access to any visual presentation such as PowerPoint or showing film clips

- it is good to have some informal small talk until everyone is present but not so easily done online.

In both types of delivery it is good to have a co-presenter from a different professional discipline to model the multi-agency nature of child protection.

Setting the atmosphere for learning:

- welcome, introduce facilitators; introduce the topic and who the main target group for the event is (and why); check everyone is clear they are in the right place and know how long the event will run; housekeeping and advance notice of breaks
- establishing the 'rules of engagement' – setting out expectations at the beginning - phones off, no distractions, punctuality, good listening, respectful challenge (encourage reflective discussion); confidentiality etc
- group introductions (name, role or job/service; one thing they hope to get out of the day) - building in time for group introductions helps the group to settle and get a sense of each other and the facilitators; it also gives them a chance to hear their own voice within the group (especially online) and to get used to speaking out loud
- option (in face-to-face): draw a blank jigsaw on flipchart page and add each agency into a blank jigsaw piece as they are represented by the group to emphasise the multi-agency collaboration and networking involved in child protection
- (optional) name badges help to be more personal in interactive elements of the course, including role/job may also help in networking or in reflection on specific roles in child protection
- good self-care/wellbeing: alert the group to the sensitive nature of the topic and need to respect the confidentiality of any personal information shared by participants
- encouraging participation by thanking people for practice examples shared, acknowledge shared experiences and points of view
- remind everyone that the course is participatory as much as possible. Keep an eye out for quieter participants and, as the course progresses, find opportunity to invite them to comment
- maximise engagement by planned interspersed shifts of format: for example use film clips to provide a change of focus to visual/audio input or change of screen; set clarity about what participants should focus on in the film/audio input; use small group tasks and activities for more interactive discussion between participants
- consider where breaks might be needed: participants usually need at least one short break per 2-3 hours to allow a break from screen or concentrated discussion; you may want to set these around exercises/small group tasks (e.g. before or after you take feedback); being trauma-informed in how you set breaks might mean keeping an eye on the group atmosphere so that heavier/more sensitive topics are cushioned a bit with a short break in between group activities/feedback: sometimes time-dependent; can be small group tasks or full group task/activity. Feedback should include some reflection as well as reassuring/reaffirming people's points of view and thanking them for contributions.

Group engagement:

- engagement of participants is essential and likely to feel more fulfilling for everyone; models a shared learning approach
- engaging participants throughout the training starts with introductions onwards, good listening and responding/making connections at that point by the presenter helps the cohesion of the group
- if online, encourage participation by having cameras on; use of break-out rooms for small group tasks or conversations (some people find smaller groups easier)

- setting an early icebreaker task or exercise (ideally, with a bit of fun/laughter* but very much depending on the sensitivity of the topic in question) will often help people relax and be more likely to contribute as the session progresses.

*Example: use a flip chart/post-its per participant and ask them to write up (in 3 columns) 1. favourite animal and why; 2. second favourite animal and why and 3. favourite bird and why. Once completed advise that these are meant to (subconsciously) reflect 1. how you see yourself, 2. what you look for in a partner and 3. how you think the world sees you. Group will have shared their favourites, feedback creates some surprises for individuals, offers some humour (or reflection!) and usually a bit of laughter as well

- bringing learning to life by using practice examples helps participants see themselves in a similar scenario and inviting them to (confidentially) share work experiences reinforces reflective learning
- encouraging active listening from participants and seeing how a similar situation might apply to their service will support reflective practice
- sitting with silent pauses – allows a bit of reflective thinking; anticipate that someone will usually say something (maybe not so comfortable with silent pause); maybe use humour to prompt group; alternatively give a hint in a question posed to them to start the conversation
- ensure you cover the agencies present e.g. 'what's the view of education/health/social work/police/third sector colleagues?', to ensure collective understanding and fair and equitable sharing of time
- managing conflict/challenge – ask the person to say a bit more of why they see things the way they do; offer a response that 'best practice would be...' /'according to the guidance available...'; open it up to the group – 'what do other people think about that...'

Follow up/evaluation/feedback options:

- if the event takes place over a few days, ask each morning about learning and reflection from the previous day
- taking time for evaluation on the day is likely to get more immediate thoughts about learning, so try to build in 5 minutes or so for this at the end
- if you did a pre-course questionnaire about where participants rated their knowledge on the learning topic, ask them to re-rate their knowledge post-course
- if online, using a MS Forms evaluation questionnaire is easy and immediate, put the link into the chat (in the last 5-10 mins of course) and/or email it with post course learning after the session
- use the SMARTER acronym (specific, meaningful, achievable, relevant, timeous, evaluate, reflect/review) is a useful way to do this i.e. 1 Specific/Meaningful/Achievable etc. thing they will take from the course to apply to practice immediately and going forward
- A-Z summary – ask participants to identify something learned or reflected on within the course for each letter of the alphabet (best done in small groups to save time – creates a bit of competition, maybe offer a small bag of sweets to winning group?)

- other options to ensure learning is embedded: 1. ask group to express their opinions on what they have learned and future application to practice 2. ask group to identify and follow up on at least one further reading/resource provided 3. encourage group to buddy up with someone or create a small community of practice to share/reflect on learning and meaning for practice 4. ask group to identify and describe how they would explain one specific element of the learning to a colleague 5. ask group to produce a 60-second resumé of a learning point
- random sampling of attendees invited to group/practice discussion can be effective, but be sensitive to their time pressures
- use one of the many online feedback platforms for immediate and visual impact - takes a bit of technical organisation and planning
- consider a supporting practice audit at the end of the calendar year e.g. uptake of tools learned in training within practice.

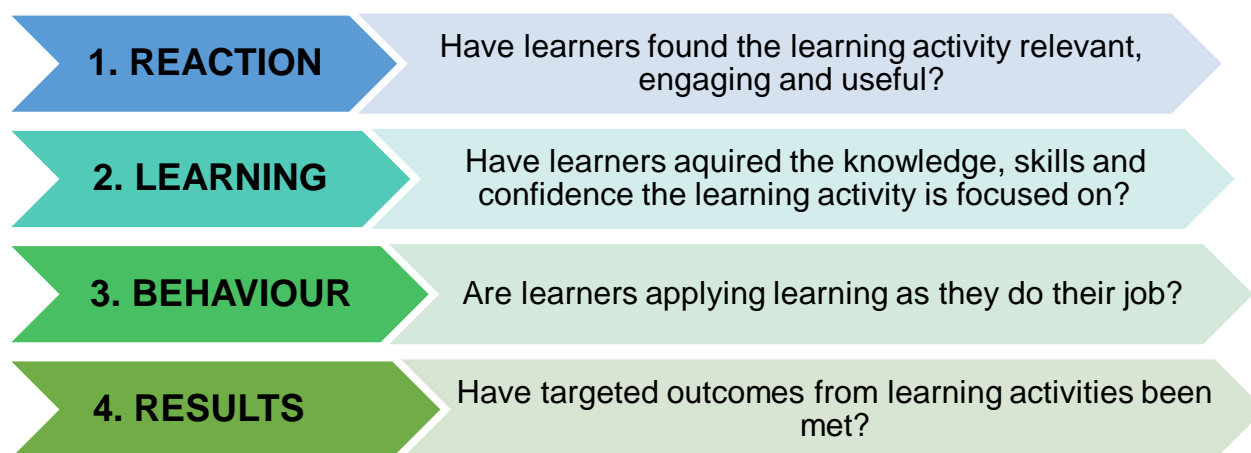
Bringing the session to an end (some of the above and):

- remind people that they will receive any additional learning resources by email and that learning doesn't end with the course – importance of discussing learning within supervision and with peers
- follow up feedback at 3-6 months e.g. a subsequent MS forms evaluation/telephone call on impact on practice)
- supervision buy-in of line managers/supervisors is crucial; consider delivering short briefings to managers about course content and key learning points so that they know what to follow up on in supervision.

Pitfalls to avoid:

- reading from the slides without looking at your participant group (engagement!)
- delivering to very small group of participants (unless it is a specialist/intensive area of practice)
- not being prepared (practical organisation e.g. forgetting the printing or hospitality; own knowledge of topic/key learning)
- not being self-aware, aware of your emotional health or knowing your own limits
- forgetting that content can trigger participants – stress the good self-care bits!
- getting too drawn into live specific practice/assessment issue – keep reflections broad and based on evidence-based practice or guidance
- use of acronyms – or at least explain them and do not make assumptions they all know them
- never make assumptions – about anything!
- running over time
- taking negative feedback personally – especially when it is about something presenters can't control, like rubbish biscuits!

Appendix C: Evaluation



The Kirkpatrick Evaluation Model identifies four stages of evaluation activity (see right). The stages are progressive, moving from a focus on the specific learning activity to the impact of the activity on practitioner performance and wider outcomes. Each successive stage requires different kinds of evaluation activity and more rigorous and potentially time-consuming analysis, therefore learning and development practitioners need to consider the purpose and depth of evaluation required.

Full implementation of the Kirkpatrick Model may serve better for in-depth analysis of the effectiveness of learning, for example in a Learning Needs Analysis.

Stage 1: REACTION

This stage is about measuring learners' responses to a particular learning activity. Reactions are usually captured through some kind of survey immediately following a training session or use of other learning materials. Depending on the setting, this could be a paper evaluation form or an online survey.

Paper evaluations can be useful for evaluating classroom-based training sessions. They tend to generate the most responses, as the trainer can encourage all attendees to complete the form before leaving the training venue. For analytical purposes, individual responses will need to be manually collated, which takes time and risks inaccuracies in the transfer of data.

Online forms can be useful in both classroom-based and online training sessions, and for asynchronous learning activities. An advantage of online forms is the automatic collation of responses, preserving data integrity, and (in some applications) the real-time production of graphs and other analytical information (e.g. MS Forms). Response rates vary – may be higher in number if done immediately but can also be lower number post-learning event as completion becomes a lower priority for learners.

Whichever format is used, even a short Reaction Evaluation can provide a rich source of quantitative (Likert Scales, Multiple-choice) and qualitative (free text) information.

- Likert Scales and multiple-choice questions: provide aggregate information, easily presented in visual form, identify patterns and trends in learner reactions

- free text responses provide more detailed information about learner experience and where improvements can be made.

Who the evaluation information is for, and the use they will make of it, will determine the exact questions asked, but it is helpful to consider three themes:

- **Relevance:** to what extent did learners find the subject matter and level of material relevant to their work? Questions under this theme could include: specific learning outcomes; general questions about the relevance to the participant; participant application to practice. For example:
 - on a scale of 1-5, where 1 is not at all, and 5 is completely, how relevant was [this learning activity] to you in your role? (**Likert Scale**)
 - to what extent did [this learning activity] meet [Learning Objective 1]? Not at all, Partially, Completely. (**multiple choice options**)
 - how will you use what you have learned in your day-to-day work? (**free text input**)
- **Engagement:** to what extent did learners feel actively involved with the learning activity? Questions under this theme could include: views on the quality of materials, number and nature of activities, extent to which learners felt challenged by the material, or accessibility of the learning activity. For example:
 - was there a good balance of listening and activities? Yes; Too many activities, Too much listening. (**multiple choice options**)
 - on a scale of 1-5, where 1 is not at all, and 5 is completely, how easy was it for you to [read/attend/use] [this learning activity]? **Likert Scale**
 - which aspects of [this learning activity] resonated with you? (**free text**)
- **Satisfaction:** to what extent are learners happy with their learning experience? You can design similar responses to this aspect of the learning as with Relevance and Engagement.

Stage 2: LEARNING

This stage begins to explore the extent to which learners acquired and retained the knowledge, understanding, skills and values that the learning activity was focused on. An example of how this might be done through follow up survey is below:

- Follow up electronic surveys/self-report questionnaire options:
 - 'Give an example of how you have applied the learning from (learning activity/course)?'
 - 'What 3 things do you most remember from this course?'
 - 'What has been the most relevant for your knowledge or skills?'
 - 'How much did this learning increase your knowledge or skills?'
- as above but by follow up through an individual call or small group practice development forum
- manager or supervisor feedback

Stage 3: BEHAVIOUR (transfer of learning to practice)

This stage explores the changes to learners' practice following completion of the learning activity, exploring whether people are applying what they have learned to their work. The results of evaluations at this stage will provide information on whether training has been

understood by learners, seen as appropriate to their role and has impacted on how they practice.

To enable an effective measure of the impact of learning activities on learners' behaviour, this type of evaluation should be conducted 3-6 months following completion of the learning activity. Judging the timeframe for this requires some time for learners to embed changes in practice/behaviour.

This stage may represent the truest assessment of the effectiveness of any learning activity or programme. However, there are many personal, structural and organisational factors that influence learners' ability to transfer learning to practice. When evaluating at this stage, it is important to consider what other factors may have facilitated or created barriers to change.

Effective ways to measure changes in practitioner behaviours include:

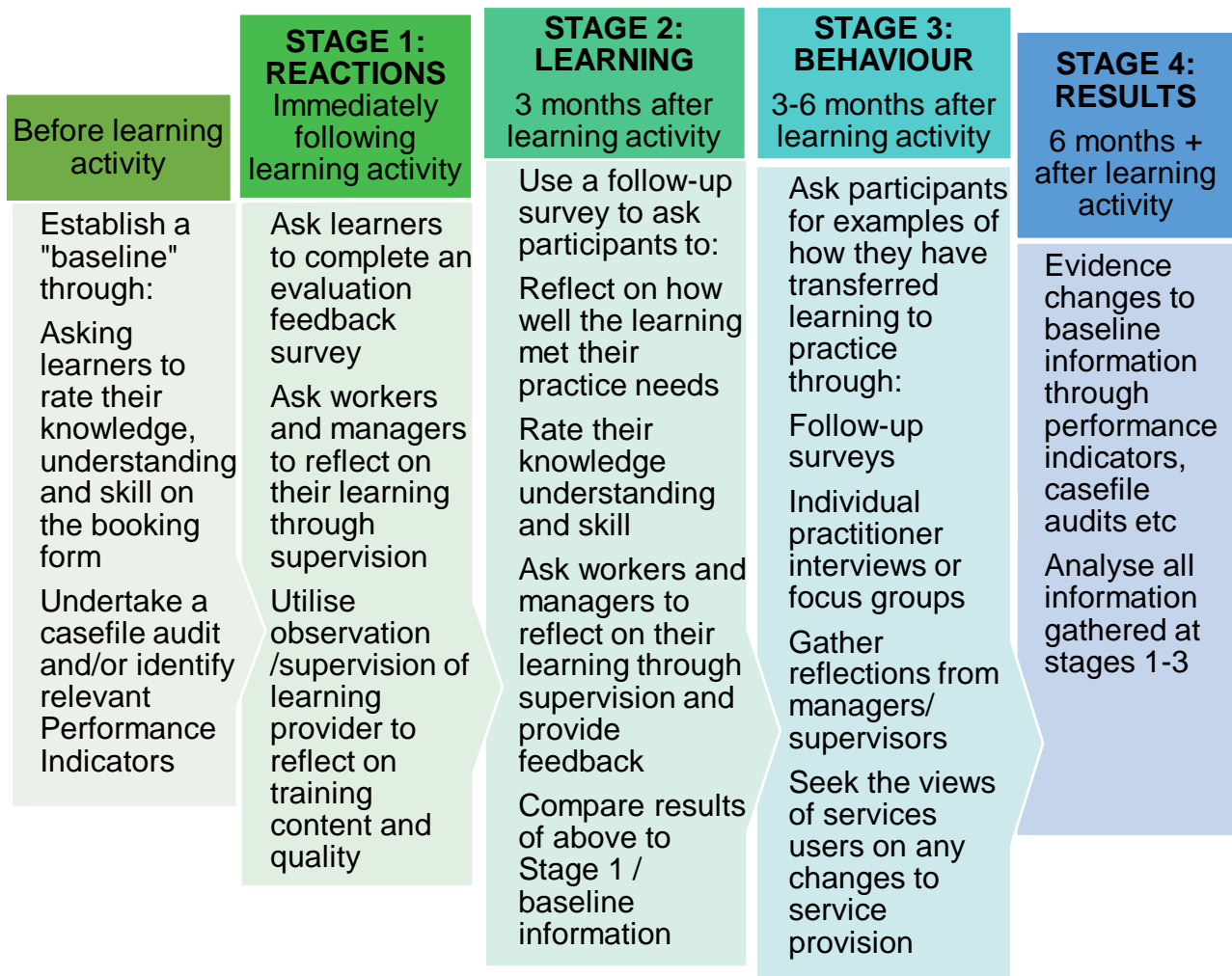
- practitioner interviews or peer group discussions
- case file audits
- manager/supervisor feedback
- observation and reflective supervision

Stage 4: RESULTS

This evaluation stage provides information on whether the learning activity has resulted in improvement in targeted outcomes. It will take time to plan, gather information and analyse results. Considerations for planning include:

- clearly identified targets – what result do we want from this learning activity, and how will we measure change? For example, increase in the use of multi-agency chronologies; more children reporting that they understand their child protection plan; more parents reporting that they felt included/respected at CPPM
- evaluation at this stage is more easily achieved through quantifiable results – e.g. key performance indicators (KPIs) or learning outcomes
- audits
- surveys
- supervision/appraisals

Example: using Kirkpatrick’s Evaluation Model to determine the effectiveness of a training program



Appendix D: Accessibility considerations

When developing training materials, consider the following tips and hints from learning and development practitioners with expertise and/or lived experience. They will help to make training materials accessible for everyone, including those who process information in non-typical or neurodivergent ways (e.g. people who are autistic, dyslexic, AD(H)D).

Colour:

1. Where possible, use your Child Protection/Public Protection Committee's (or organisation's) branding colours, graphics or style. Making templates for slides and documents to use for all materials developed helps maintain consistency and recognition of source.
2. Be consistent in the use of colour. For example, if you use green for headings on one slide, use green for headings on all slides.
3. Avoid green/blue and red/green combinations. Many people have difficulty distinguishing them, e.g. it is best not to use blue text on a green background and vice versa. You should only use these combinations if the dark/light difference is significant enough to allow people to distinguish tone rather than colour (e.g. very pale green text on very dark blue background).
4. Many people find pale text on dark background easier to read. Consider this for text boxes - see also Layout section below.

Images:

1. Ensure you are complying with copyright rules. For guidance:
 - filter image searches by 'free to share and use' – images can be used without credit
 - filter image searches by 'all creative commons' – images can usually be used with credit (may need checking individually)
 - avoid images with watermarks from the copyright owner.
2. Ensure images are sufficient quality for the size you wish to display them at (avoiding them becoming overly-pixelated).
3. The more complex the image, the longer people will need to 'see'/process it.

Fonts:

1. Choose one or two simple fonts and stick to them. Accessible fonts include:
 - **Arial**
 - **Calibri**
 - **Century Gothic**
 - **Gill Sans MT** (particularly for ALL CAPITALS)
 - **Segoe UI**
 - **Verdana**
 - **Yu Gothic UI**

Comic Sans is accessible for many people with dyslexia but is also disliked by many others, so possibly best avoided!

2. Be consistent in how you use fonts, italics, bold, font size etc. (e.g. if you use *Calibri 14pts italic* for a quote on one slide, use *Calibri 14pts italic* for quotes on all slides). This is part of the visual cues to people as to what the information means, and how they are to process it.
3. Default to '**Align Left**' for paragraphs. '**Centre**' is useful for drawing attention to small sections of text (particularly combined with coloured text, text box etc). Avoid '**Justify**' – this creates inconsistent spacing between words, which is distracting.

Interactive slide platforms:

1. There are many online interactive slide platforms which can be a useful way for participants to contribute in an online session.
2. Use a slide type that 'fits' with the kind of information you are asking people to input. For example:
 - only use **Word Cloud** where you are looking for one- or two-word responses that are likely to be repeated by numerous people
 - use multiple choice where you are looking for people to give one (or more) of a fixed set of possible responses.
3. If using an input slide with an animated presentation (e.g. a Word Cloud), wait for it to complete and become still before speaking to it. Whilst the silence may be disconcerting, your learners will be concentrating on entering their thoughts!
4. Consider using features such as "Pull Out" for emphasis (click to zoom in on) text entry responses. This helps make it clear what you are speaking to.

Animations (PowerPoint):

1. Some animations can aid processing information, whilst others can be distracting and make it more difficult for people to process information. The following tips reference MS PowerPoint animation names: other presentation software will have similar animation styles.
2. Choose one or two animation styles and stick to them.
3. In general, avoid 'busy' or flashing animations with multiple movements such as 'Teeter', 'Pulse', 'Swivel', 'Bounce'.
4. **For text:**
 - use animations that reveal words or paragraphs as a whole: e.g. 'Appear'
 - use animations that lead the eye in the same direction as reading: e.g. 'Fly in from left'
 - avoid animations that reveal parts of the word/text (e.g. "Letter by letter", "split or random bars") particularly if they reveal in an order different to reading order, such as from bottom of paragraph to top.

For images:

- Use animations that reveal the image as a whole: e.g. 'Appear', 'Grow and turn', 'Fade in' or 'Fly in'
5. If you have a lot of content on one slide, consider using animations **in sequence** to break it up and focus attention. For example:
 - add content in sequence, as you speak to it
 - 'Disappear' one piece of content before 'Appearing' the next
 - 'Darken', change font colour or 'Underline' on consecutive sentences or bullet points to draw attention to the content you are speaking to
 - 'Appear'/'disappear' a shape around or outlining the content you are speaking to.
 6. Be consistent in your use of animations. For example, if you use '**Fly in from left**' for text on one slide, it is best to avoid using 'Fly in..' from a different direction on another. If you use '**underline text**' on one slide to highlight content, maintain 'underline text' for this same purpose.
 7. Use '**Start on click**' (rather than 'timed') animations to avoid them progressing out of synchronisation as you speak (unless it's a deliberate sequence of multiple animations without commentary).
 8. Wait until the animation has completed and the text is still before speaking to it.

Layout:

1. Use visual cues to group information together. For example:
 - space on the slide/page
 - shape outline
 - text on coloured shape
 - font / size / colour

Separating out different kinds of information visually can help people to process it.

2. Use page breaks / margin size to avoid running associated text or tables across multiple pages where possible.
3. Break up large amounts of text e.g. use of bullet points, paragraph breaks, call out boxes, or by highlighting key words in paragraphs, e.g. using bold, bold colour, font size etc. (but be consistent!).
4. Be careful and consistent with aligning text, images, shapes and so on, to avoid distracting differences, particularly on the same page or slide. Use alignment guides, gridlines, show paragraph markings to help you.

Language:

1. To avoid misunderstandings or ambiguities, be mindful that language used is appropriate and relevant to your audience. For example:
 - Even seemingly simple words may have 'technical' or professional meanings or connotations that are not understood by the public or staff new into role

- Technical and professional terminology that may be understood by all participants in a **single-agency General Workforce** training setting, may not be understood by all participants in a **multi-agency General Workforce** training setting
- Abbreviations may mean different things to different staff groups (e.g. LAC is likely to mean Looked After Child/ren to Social Workers, and Local Area Co-ordinator to Community Learning and Development staff)
- Always explain any acronym used and do not assume people know what it means, e.g. GIRFEC (Getting it right for every child) or SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible).

Wherever possible, use plain English. Short sentences are more accessible than long, multiple clause sentences. Simple words are preferable to complex words. Few words on a slide is better than lots of words on a slide.

References and useful links

Further reading for practice development

[The Impact of Early Adversity on Child Development \(InBrief\)](#) (Center on the Developing Child at Harvard University, 2007)

[The ChildTrauma Academy - A resource](#) (ChildTrauma Academy)

[Connected Baby](#)

[Brain-Based Attachment Interventions to Transform Troubled Lives](#) (Zoom Conference, Dan Hughes and Jon Baylin - DDP Network)

[Adverse Childhood Experiences](#) (Public Health Wales)

[Adverse Childhood Experiences \(ACEs\) and Trauma](#) (Scottish Government, 2023)

Policy, strategy and guidance

[Protecting Children and Young People – The Charter](#) (Scottish Executive, 2004)

[Protecting Children and Young People: Framework for Standards](#) (Scottish Executive, 2004)

[The Early Years Framework](#) (Scottish Government, 2009)

[Equally Safe 2023 - preventing and eradicating violence against women and girls: strategy](#) (Scottish Government, 2023)

[National Guidance for Child Protection in Scotland 2021 - updated 2023](#) (Scottish Government, 2023)

[Realising the Ambition: Being me](#) (Education Scotland, 2020)

[Underage sexual activity: identifying child protection concerns](#) (Scottish Government, 2010)

[Key Messages for Young People on Healthy Relationships and Consent](#) (Scottish Government, 2010)

[Rights, Respect, Recovery](#) (Scottish Government, 2018)

[National Drugs Mission Plan: 2022-2026](#) (Scottish Government, 2022)

[Protecting children and young people: The responsibilities of all doctors](#) (General Medical Council, 2012)

[National guidance for child protection committees undertaking learning reviews](#) (Scottish Government 2021)

[Protecting children and young people: Child Protection Committee and Chief Officer responsibilities](#) (Scottish Government, 2019)

[Getting It Right For Every Child](#) (Scottish Government)

[Curriculum for Excellence](#) (Scottish Government)

CPD, standards and quality of service provision

[NHS learning and development](#) (Healthcare Improvement Scotland)

[Changing Lives: Report of the 21st Century Social Work Review](#) (Scottish Executive, 2006)

[The Standard for Childhood Practice Revised 2015](#) (Scottish Social Services Council, 2015)

[How Well Do We Protect Children And Meet Their Needs?](#) (Care Inspectorate, 2013)

[Joint inspections of services for children and young people in need of care and protection: Review of findings from the inspection programme 2018-2020](#) (Care Inspectorate, 2020)

[The Healthcare Quality Strategy for NHS Scotland](#) (Scottish Government (2010)

[Safeguarding Children and Young People: Roles and Competences for Health Care Staff](#) (Royal College of Nursing, 2019)

[Evaluation of the Impact of the Implementation of Teaching Scotland's Future](#) (Scottish Government, 2016)

[How Well Are We Improving the Lives of Children and Young People? A Guide to Evaluating Services Using Quality Indicators](#) (Care Inspectorate, 2014)

[Triennial review of initial case reviews and significant case reviews \(2018-2021\): Impact on practice](#) (Care Inspectorate, 2021)

[Common Core of Skills, Knowledge and Understanding and Values for the "Children's Workforce" in Scotland](#) (Scottish Government, 2012)

[Looked After Children: Roles and competencies of healthcare staff](#) (Royal College of Nursing and the Royal College of Paediatrics and Child Health, 2020)

[Competency and Values Framework for Police Scotland](#) (Scottish Police Authority and Police Scotland, 2016)

[The Framework for Continuous Learning in Social Services](#) (Scottish Government, 2014)

Sources of support/resources

[Care Inspectorate](#)

[Education Scotland](#)

[Healthcare Improvement Scotland](#)

[Institute for Research and Innovation in Social Services \(IRISS\)](#)

[NHS Education for Scotland \(NES\)](#)

[Royal College of Paediatrics and Child Health](#)

[Scottish Online Appraisal Resource \(SOAR\)](#)

[Scottish Police College](#)

[Scottish Social Services Council \(SSSC\)](#)

[Learning Needs Analysis model](#)

[Skills for Health](#)

[Skills for Justice](#)

[University of Edinburgh/NSPCC Centre for UK-wide Learning in Child Protection \(CLICP\)](#)

[National Trauma Training Framework](#)

[The Promise](#)

[Care Inspectorate Quality Framework](#)

[CELCIS Knowledge Bank – Protecting Children](#)

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