

# Moray

## Multi-Agency Learning & Development Strategy 2024- 2027



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## 1. Introduction and context

The Moray Learning and Development Strategy of the Multi Agency Learning and Development Group sets out the key priorities for the development of the multi-agency workforce in Moray during 2023-2026.

The Multi Agency Learning and Development Group, consisting of representatives across the partner agencies (outlined in the terms of reference), sits under the GIRFEC Leadership Group and the Child Protection Committee with the following responsibilities:

- identifying and meeting the learning and development needs of practitioners who work with children and young people
- production of a 3-year Learning and Development Strategy and work plan
- completion of biannual learning and development needs assessments in order to inform the Learning and Development Strategy
- ensuring that all multi agency learning reflects and supports the ambitions articulated in Moray's Children's Services Plan 2023-2026, learning from published Significant Case Reviews and any future policy and legislation changes and other reflective processes providing learning
- overseeing the completion and upkeep of the Children's Services Learning and Development calendar
- ensuring the promotion of all learning and development opportunities throughout the partnership
- carry out regular self-evaluation of courses in order to ensure a culture of continuous improvement
- agree how to develop or commission courses to further the Strategy and work plan
- meet on bimonthly basis to discuss, make decisions and report on the above

The strategy seeks to support the development of a competent, confident workforce which will promote services within Moray to deliver positive outcomes for children, young people and families through prevention, early intervention and effective protective measures when necessary. The Multi Agency Learning and Development Group's ambition is to further the Children's Services Plan 2023-2026 by consolidating reflective, evidence-based practice which will underpin the processes used to maximise children's well-being. This is done through the introduction of this Strategy, which is based on a number of national legislation and policies as well as local drivers.

This Strategy supports the ambition and priorities of:

- National Framework for Child Protection and Learning and Development, due to be published in early 2024, outlines a system of named groups, representing the various levels of child protection awareness learning and development within workforces:
  - o Wider workforce
  - o General workforce
  - o Specific workforce
  - o intensive workforce

- [National guidance for child protection in Scotland 2021](#): It sets out that services relating to child/young person protection will uphold children/young person's rights; adopt a collaborative, preventative and contextual approach; provide support through [trauma-informed practice](#); engage with families to build trusting relationships, offer support and reduce risk of harm; and build on the strengths of children/young persons and families. It is important that the messages and processes provisioned by the National guidance's local implementation, the Moray Multiagency Child/young person Protection Procedures 2023, are considered routinely when there appears to be a risk of significant harm to children/young persons.
- [The Promise](#): provides the foundations of an approach to supporting families and children/young persons in Moray. These foundations outline that services should support children/young persons and families in a non-stigmatising fashion; that families and children/young persons should be given opportunities to share their views and for their views to be given due weight in planning and decision-making; that families should be supported coherently to overcome the difficulties bringing them in contact with universal services; and that children/young persons, families and the workforce must be scaffolded in a system that provides help as and when needed. Specifically in relation to secure accommodation, the Promise highlights that the underlying principle of secure accommodation is the provision of therapeutic and [trauma-informed](#) support
- [Children and Young People \(Scotland\) Act 2014](#) early intervention whenever a family, child, or young person needs help. It draws attention to the whole child and their entire journey through care and beyond by focusing on children at risk of becoming looked after through to the introduction of Continuing Care and the extension of those eligible for Aftercare. The Act makes looked after children a priority for a host of publicly funded bodies by naming them as Corporate Parents.
- [Getting it Right for Every Child \(GIRFEC\)](#) principles with all learning and development activity recognisable as linking back to the wellbeing indicators (SHANARI)
- [Education \(Additional Support for Learning\) \(Scotland\) Act \(2004\)](#), as amended in [2009](#), outlines the legal framework for the provision of additional support for learning. The Act is structured around the concept of support being needed for any reason, and for short or long-term periods determined by the individual learning needs of the child or young person. The key duties on education authorities are to identify, make provision for, and review provision for the additional support needs of children and young people for whose education they are responsible.
- [Medication Assisted Treatment \(MAT\) Standards for Scotland](#): provide a framework to ensure that MAT is sufficiently safe, effective, acceptable, accessible, and person centered to enable people to benefit from treatment for as long as they need. Of specific importance here may be Standard 6 outlining the importance of supporting individuals to grow social networks and Standard 10 in relation to the provision of trauma-informed care.
- Moray Children's Services Plan 2023-2026 which envisions that all children and young people in Moray grow up loved, safe, respected and equal, because our services and workforce put people first and support families with the right help at the right time.
- Moray Local Improvement Plan (LOIP) aims to build better future for children and young people in Moray, to empower and connect communities and to improve the wellbeing of the population.

## 2. Scope

This strategy applies to all staff involved in the support and protection of children and young people, following the National Framework for Child Protection and Learning and Development:

- Wider workforce
- General workforce
- Specific workforce
- intensive workforce.

It is expected to be employed from 1<sup>st</sup> March 2024. Any additions or potential exemptions to the procedure will be considered on an exceptional basis by the approving committee/board.

All staff/groups with responsibilities supporting and protecting of children and young people should be aware of and ensure that they comply with the strategy. The GIRFEC Leadership Group and the Child Protection Committee will communicate information on the procedure to all necessary staff/groups and ensure that it is accessible on appropriate websites. All partner agencies are responsible for ensuring that corresponding procedures/policies are developed and employed in their respective agencies.

## 3. Principles of the Learning and Development Strategy

Based on the local and national drivers discussed in section 1, the principles and values of learning and development in Moray echo those of the Children's Services Plan 2023-2026:

- **A relentless focus on what matters to children, young people and their families:** what matters to children and families will be a key consideration in the development and implementation of training and development; this also includes empowering staff within the partnership to listen and hear children and families expressing what matters to them.
- **Strengths-based approach adopted by all:** Inclusive, [trauma-informed](#) and [relational](#) approaches which build on strengths will be at the heart of training and development. We need to ensure that all communication is reliable, honest and dependable so that they can contribute to the development of respectful, empowering and trusting relationships.
- **Prioritising prevention and early intervention** will be a key message in training and development; early recognition of need for family support and provision of access to supports is fundamental.
- **Upholding children's rights and enabling participation** will be a key message in training and development. We recognise the absolute requirement for collaboration in breaking down barriers across services to support child-centred, rights-respecting and trauma-informed practices to develop across the partnership.
- **Tackle inequalities:** training and development will highlight the importance of addressing the greatest differences in outcomes for children, young people and families living in Moray. We are committed to supporting innovative and multi-agency approaches to challenge and overcome trauma and adversity-related barriers to life chances.

## 4. Aims of the Multi Agency Learning and Development Strategy

Aligning with the Children's Services Plan 2023-2026 (p. 66), the aims of Multi Agency Learning and Development Strategy, as lead by the Multi Agency Learning and Development Group, are to:

- Enhance integrated working practice through joint development opportunities that support Moray's shared vision, core principles and values. This will be achieved by:
  - o Reviewing workforce training needs and ensure we have all we need to meet them, incorporating national developments.
  - o Developing a workforce development plan (using the method in Appendix) that supports the partnership's vision and values and priorities established in the creation of this plan.
  - o Continuing to deliver joint workforce development programmes to implement National Child Protection Guidance and GIRFEC policy.
- Promote relational practice whereby staff facilitate and enable the relationships, networks, and connections that support children, young people and families. This will be achieved by:
  - o Embedding the principles of trauma-informed and strengths-based working across all multi-agency/sector training and development activity.
  - o Changing our language and introduce love, kindness and relationships as key concepts and practices.
- Facilitate learning and development arising from individual agency and partnership quality assurance activities as well as other multiagency groups

## 5. Roles and responsibilities

In order to achieve the aims outlined in section 4, the Strategy outlines the following roles and responsibilities:

The partnerships of Moray GIRFEC Leadership Group (GLG) and Moray Child Protection Committee (CPC) will:

- Own and challenge the Learning & Development Strategy and Training plan to ensure they support the overall aims and principles outlined earlier
- Maintain an awareness of learning and development initiatives and seek regular reports from the L&D group on performance and impact.
- Maintain the Learning and Development group with a clear terms of reference which supports the overall aims and principles outlined earlier
- Through the Learning and Development group, develop and monitor a training plan that supports the overall aims and principles outlined earlier

Those with line management responsibilities will:

- ensure that they and their team play an active role in learning and development and acquire the skills and knowledge required for their role.
- use supervision and appraisal alongside coaching and mentoring skills to guide the development of their teams.

- work in partnership with Learning & Development professionals to ensure that learning plans and interventions are appropriate and focused on service needs.
- support a range of learning opportunities for employees, including support for personal development and career progression.

Individual learners will:

- take personal responsibility for identifying their own development needs and potential development opportunities.
- undertake learning and development as guided by the Service plans and their line manager.
- ensure that they have a formal development plan that regularly reviewed.
- take part in formal and informal learning and support the development of others.
- engage in the evaluation of training and learning opportunities.

Employees with training responsibilities and external trainers will:

- act as a facilitator of learning, using a range of interventions focused on the need of the learners as opposed to a trainer-centric approach.
- research and implement new learning methods and programmes, including technological solutions.
- utilise proportionate quality assurance to ensure that learning activities are appropriate, relevant and contribute to individual agency and partnership performance.
- provide reports on training delivered to the Learning and Development group (using the template in Appendix 2)

## 6. Quality Assurance

Quality assurance in relation to this Strategy will focus on part of Quality Indicator 7.2: Workforce development and support of the [Care Inspectorate's Quality Framework for Children and Young People in Need of Care and Protection](#):

- Staff are confident and can undertake their duties competently.

In line with the above, trainers (internal and external) are required to provide reports to the Learning and Development Group on delivered training using the evaluation and report template in appendices 2 and 3, respectively.

## Appendix 1 - Developing, maintaining and delivering on the multi-agency training programme

In order to further the overarching aims outlined earlier, the Learning and Development group produces and maintains a multiagency training programme following the process outlined in this section based on [The Scottish Psychological Trauma Training Plan \(2019\)](#).





## Appendix 2 – Training evaluation report template

<b>Evaluation of [insert training event title]</b>	<b>Date of training:</b>
	Date of report:
	Reporter:

1. Background (*rationale for training, brief description of the training, overview of attendees, and overview of attendees who provided feedback*)

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2. Has the training provided information that is applicable in the attendees' workplace in the future? Why was the session helpful/unhelpful?

Answer	Number	Comments
Yes		
No		
Unsure		
<b>Total</b>		N/A

3. Has the training contributed to attendees feeling confident in undertaking their duties competently? Why?

Answer	Number	Comments
Yes		
No		
Unsure		
<b>Total</b>		N/A

4. Which topics were most useful from the training?

Topics of the training	Number of times selected

5. Any areas that were communicated particularly well or anything that was new to participants (comments from participants)

6. Any unclear areas or messages? (comments from participants)

7. Any areas/topics that participants felt should have been covered that were not discussed?

Answer	Number	Comments
Yes		
No		
Unsure		
<b>Total</b>		N/A

8. What was the most useful thing that participants learned in the training? (participant comments)

9. Overall, how did the respondents rate the quality of the training?

Respondent ratings	Number of respondents
Unsatisfactory - There are major weaknesses	
Weak – Important weaknesses	
Adequate - Strengths outweigh weaknesses	
Good - Important strengths, with some areas for improvement	
Very good – Major strengths	
Excellent - Outstanding	
<b>Grand Total</b>	

10. Why did respondents provide this rating?

11. Was the training tailored enough to participants' role?

Answer	Number	Comments
Yes		
No		
Unsure		
<b>Total</b>		N/A

11. Is there anything participants feel should be added or taken from training to improve things for future sessions? (participant comments)

Answer	Number	Comments
Yes		
No		
Unsure		
<b>Total</b>		N/A

**12. Summary**

**13. Next steps and recommendations**

## Appendix 3 - Training evaluation template

Training evaluation template	
Question	Potential answers
1a. Has this session provided information you could apply in your workplace in the future?	Yes, No, Unsure
1b. Could you tell us why this session has/has not been helpful for you to use within your workplace?	Open ended
2a. Do you feel this training contributed to you feel confident in undertaking your duties competently?	Yes, No, Unsure
2b. Could you tell us why this session has/has not contributed to your confidence to undertake your duties competently?	Open ended
3a. Which of the following topics did you find most useful from the session?	Tick box of training topics
3b. Was there anything you thought we communicated particularly well or anything that was new to you?	Open ended
4. Which messages (if any) were unclear?	Open ended
5. Were there any areas which you think we should cover in these sessions that were not discussed?	Open ended
6. What was the most useful thing(s) you learned at the session?	Open ended
7a. Overall, how would you rate the quality of the training?	Scaling rate 1-6 following standard Care Inspectorate grading
7b. Please explain your reasoning for the rating	Open ended
8. Do you feel the session was tailored enough to your role?	Yes, no, unsure and space for comments
9. Is there anything you feel we should add or take from training to improve things for future sessions?	Yes, no, unsure and space for comments