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# Bath & North East Somerset Council

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Bath and North East Somerset  
Children's Workforce Development

TRAINING STRATEGY 2015 – 2018

April 2015

**“We want all Children and Young  
people to enjoy childhood and be  
well prepared for adult life”**

(Vision Statement)



***Bath and North East Somerset  
Clinical Commissioning Group***

Children's workforce training strategy – Final Draft – July 2015 – Author: M. Argles

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## Introduction

This strategy is ambitious. It aims to continue to build a Children's Workforce which strives to achieve the best possible outcomes for all children and young people in Bath and North East Somerset and reduce inequalities for the most disadvantaged, in increasingly challenging economic circumstances. Our intention is to work together to ensure that our workforce is competent, confident and safe to work with children and young people; a workforce which parents, children and young people trust and respect. By working together as an integrated workforce, we can identify economies in the use of resources and approaches to meeting needs, which individual teams could not achieve in isolation.

We will ensure that our workforce development and planning are focused on the delivery of the Children and Young People's Plan 2014-2017 and support the vision and priorities of the Children's Trust Board and the Local Authority, with support from the Health and Wellbeing Board, the B&NES Clinical Commissioning Group and the B&NES Local Safeguarding children Board.

This Strategy is built on the premise that the unborn child; children and young people in B&NES are entitled to access universal services and that some will require additional and specialist services. The workforce of the universal services, which includes the wide range of diverse and quality provision offered within the private, voluntary and independent sectors, has the crucial role in helping the unborn child; children and young people achieve the five outcomes defined in Every Child Matters. They also have a role in identifying those who may need additional support which requires access to other services for more complex issues.

Crucial to the delivery of outcomes for children are the 'frontline' practitioners. To fulfil their duties effectively 'frontline' practitioners need effective leadership and management, excellent support services and high quality professional development. B&NES wishes to ensure it has a high quality workforce that is secure and sustainable; this strategy provides the context and actions to achieve this ambitious aim in challenging economic circumstances.

This strategy and action plan aims to address the workforce development needs linked to our three main priorities, identified through consultation with partners, children, young people, parents and carers, which all have safeguarding embedded alongside them:

- Children and Young People are Safe
- Children and Young People are Healthy
- Children and Young People have Equal Life Chances

The strategy takes responsibility for monitoring, evaluating and reviewing outcomes of workforce development work to develop a reliable evidence base on which to measure progress and impact and to commission and decommission appropriately.

This strategy is informed by the work that has already been carried out and lists our future priorities. The associated plan details how we plan to achieve these priorities and will be used as the basis for performance management reports back to the Children's Trust Board

## **Purpose and underlying principles**

The purpose of this document is to provide a strategic framework that will enable the Bath and North East Somerset Children's Trust (CT) to plan for a well-qualified children's workforce with the right skills, knowledge and expertise to deliver the B&NES programme of change, to improve outcomes for children and young people, within budget and to meet our joint vision of wanting...

### **"...all Children and Young people to enjoy childhood and be well prepared for adult life"**

The Children's workforce is our most important resource. Our ability to improve the lives of children and young people and keep them safe is dependent on a well-trained, committed and competent workforce and its ability to share knowledge and skills. The children's workforce has striven over recent years to establish a good foundation in integrated working and early help and to embed this into everyday practice, one example being the widespread use of the common assessment framework, with work being shared at multi-agency group meetings, and contributing to evidenced positive change in many children and young people's lives.

We aim to build on this good practice, by continuing to learn together. To this end the council and its partners are committed to:

- Embedding a sound induction for all members of the Children's Workforce, to ground practitioners in the basics of the 'common core' skills and knowledge, and sets out the expectations of B&NES, with clear pathways for future development.
- Valuing and investing in workers by providing learning opportunities designed to equip them to undertake their roles safely and competently with a sound child focus;
- Enabling the development of new skills, specialist knowledge and experiences that ensure a current and future workforce that is fit for purpose;
- Valuing the strong foundation of early help (CAF) within the local authority, and looking ambitiously to continue to build the skills and specialist knowledge required to ensure that all unborn babies, children and young people who require complex support are able to access professionals who are grounded and knowledgeable the principles and practice of 'early help'.
- More effective and integrated services at both the strategic and individual case level, which promote improved communication and information sharing between professionals, including a common understanding of values, key terms, definitions and thresholds for action.
- Learning from Serious Case Reviews (SCRs) and reviews of child deaths
- Enabling children and young people and their families to participate meaningfully in the workforce development programme and have their voices heard.

## Policy Context

The children's workforce training plan is drawn from, inter-related to and supported by several key strategic plans:

### **The Children and Young People's Plan (CYPP) 2014 - 2017**

The Plan sets out the work that organizations represented on Bath and North East Somerset's Children's Trust Board will undertake to support children, young people and their families and is structured around three key priorities:

- Children and Young People are Safe
- Children and Young People are Healthy
- Children and Young People have Equal Life Chances

This can be accessed from

[http://www.bathnes.gov.uk/sites/default/files/sitedocuments/Children-and-Young-People/StrategiesPoliciesPlanning/children\\_and\\_young\\_peoples\\_plan\\_-\\_cypp\\_2014\\_-\\_2017.pdf](http://www.bathnes.gov.uk/sites/default/files/sitedocuments/Children-and-Young-People/StrategiesPoliciesPlanning/children_and_young_peoples_plan_-_cypp_2014_-_2017.pdf)

### **The Joint Health & Well Being Strategy 2013-2018**

The CYPP 2014-2017 is closely aligned to the Joint Health & Well Being Strategy 2013-2018 for Bath and North East Somerset and will sit alongside it. The Health and Wellbeing Strategy is available on:

[http://www.bathnes.gov.uk/sites/default/files/joint\\_health\\_wellbeing\\_strategy.pdf](http://www.bathnes.gov.uk/sites/default/files/joint_health_wellbeing_strategy.pdf)

Safeguarding, child protection and integrated working are important elements which run parallel to those of the children's workforce development plan, the key strategic development strategies considered are:

### **The LSCB training strategy 2014-2017**

This strategic document identifies the priorities for inter-agency safeguarding and child protection training, and the evaluation of training.

[http://www.bathnes.gov.uk/sites/default/files/lscb\\_training\\_strategy\\_2014\\_-\\_2017.pdf](http://www.bathnes.gov.uk/sites/default/files/lscb_training_strategy_2014_-_2017.pdf)

**The Learning & Improvement Framework:** The strategic document as required in chapter 4 of [Working Together to Safeguard Children 2015](#). It describes the way that professionals and organisations that work to protect children need to reflect on the quality of their services and learn from their own practice and that of others.

This can be accessed from:

[http://www.bathnes.gov.uk/sites/default/files/sitedocuments/Children-and-Young-People/ChildProtection/bnes\\_learning\\_improvement\\_framework\\_final.pdf](http://www.bathnes.gov.uk/sites/default/files/sitedocuments/Children-and-Young-People/ChildProtection/bnes_learning_improvement_framework_final.pdf)

**Bath & North East Somerset's Early Help Offer** recognises that most children and young people have a number of basic additional needs that can be supported through a range of universal services including education, early years, health, housing, youth services, leisure facilities, local community and faith groups, as well as services provided by voluntary organisations.

[http://www.bathnes.gov.uk/sites/default/files/early\\_help\\_offer\\_bath\\_and\\_north\\_east\\_somerset\\_2.pdf](http://www.bathnes.gov.uk/sites/default/files/early_help_offer_bath_and_north_east_somerset_2.pdf)

## **Links to Existing training offers:**

From September 2015 members of the children's workforce will be able to find out about, and book a range of courses from partner agencies on the learning zone. There will be one booking system, with a simplified payment and cancellation policy. These can be accessed at <https://bathnes.learningpool.com> and include:

### **Local Safeguarding Children Board Training Offer.**

This training focuses on safeguarding children. It is offered at different levels and provides a broad range of subjects, aimed to increase confidence and practice skill.

### **Integrated working training Offer.**

This training is provided by the integrated working team, and offers a suite of training to address practice issues in relation to CAF and early intervention.

### **Sexual Health Training Offer**

This is supported by Public health, and includes a wide range of sexual health training, including the C-Card training, sexual health awareness.

### **Child and Adolescent Mental Health Training Offer.**

This training is tiered and provides awareness and intervention skills to practitioners working with young people who require additional support for mental health needs.

### **Corporate Training Offer\*:**

This training is provided by Bath and North East Somerset Council and targets management training, induction, and business skills such as IT. This additionally includes health and safety, and customer excellence training.

In addition to this identified members of the children's workforce can access further training opportunities through:

### **Early Years and Extended Services Continuing Professional Development Opportunities**

Specialist training for the early years sector.

<http://www.bathnes.gov.uk/services/children-young-people-and-families/working-children-early-years/early-years-and-extended-0>

### **Training and Development Programme to Support Health and Social Care and Foster Carers**

Courses for foster carers, adopters, family & Friends and short break carers

<http://www.bathnes.gov.uk/services/children-young-people-and-families/adoption-and-fostering>

### **Bath & North East Somerset Virtual School for Children in Care**

Targeted training for those working in education with children in care. This includes training on attachment. Contact for this training is: [Michael.Gorman@bathnes.gov.uk](mailto:Michael.Gorman@bathnes.gov.uk)

## Scope of the children's Workforce

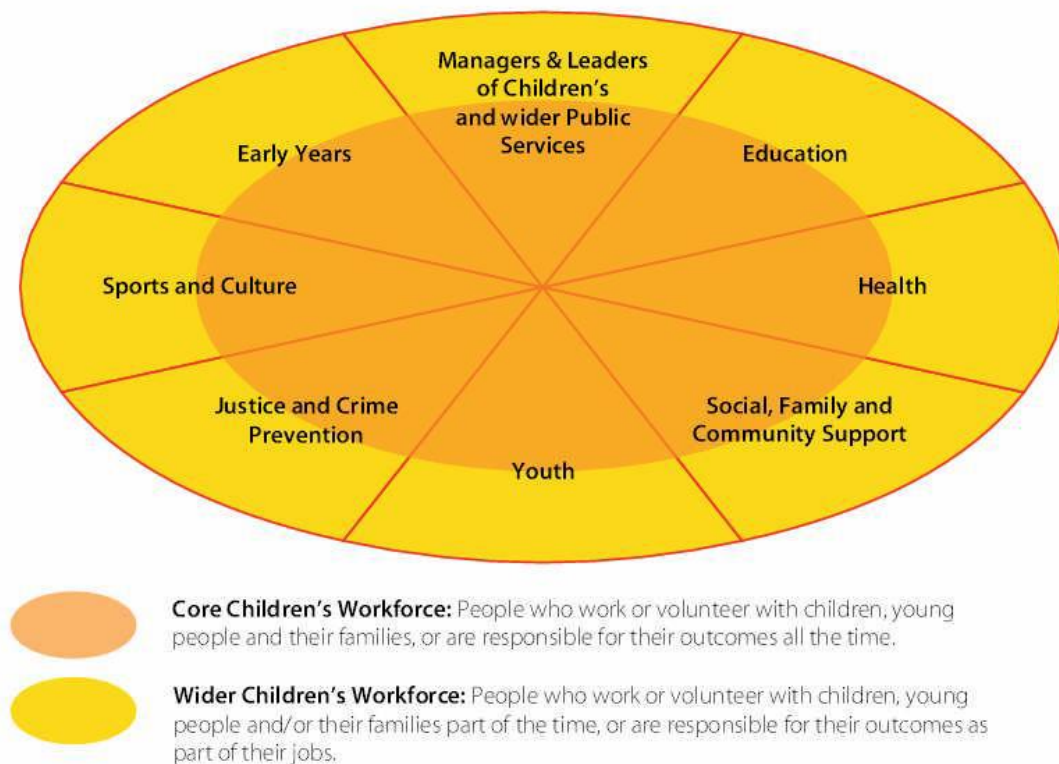
### The scope of the National Children's Workforce

The 2020 Workforce Strategy (2008) defines the **core** children's workforce and the **wider** children's workforce, defining all roles into 8 sectors:

The **core children's workforce** are people whose whole work or volunteer with children, young people or their families or who are responsible for their outcomes as the whole of their job, e.g. play group staff, teachers, or youth workers

The **wider children's workforce** are people who work or volunteer with children, young people or their families or are responsible for their outcomes, as part of their job e.g. dance teachers sports coaches or librarians

Figure 1. The core and wider children's workforce: everyone who works with children and young people and their families – or who is responsible for their outcomes



## **The scope of the children's workforce in Bath and North East Somerset**

The most recent information available on the children's work force shows;

### **Bath and North East Somerset workforce profile by sector**

At a local level the purpose of workforce data is to provide a benchmark in order to inform the children's workforce strategy and support the decision making process. This profile will continue to be updated and enhanced to better inform the strategy.

#### **0-11 outcomes service –**

Includes, Local Authority Children's Centres, Educational Psychology; Children Missing Education Service, Early Years Foundation Teams and the Integrated Working Team.  
135 staff,

#### **11-19's outcomes service**

Includes; Youth Offending Team, Compass, Youth Connect, Hospital Education and Reintegration Service

Youth Connect has the following:

28 youth workers from 6 hours to full time (only 4 full time)

8 personal advisors – careers and information guidance and support

12 volunteers in the youth service part and 10 vols working with the duke of Edinburgh scheme

#### **Social care**

80 qualified social workers

25 family support workers

#### **Early years providers -**

There are 163 childminders and 103 nurseries/ pre-schools/ LA nurseries in B&NES.

64 Day nurseries

27 Pre-schools

8 Local Authority nursery

4 Private independent nursery

#### **Health**

Sirona Care and Health –

59 health Visitors

20 School Nurses

Paediatricians

Community Children's Nurses

Therapists

#### **Education sector**

B&NES has 61 primary schools, 14 secondary schools, 3 special schools, including Academies. Teaching is a graduate profession



## **Oxford Health (CAMHS), RUH NHS**

Unknown

## **Public health data**

Unknown

## **Sports and Culture**

Unknown

## **Voluntary, Independent and Private Sector headlines**

Made up of both paid members of staff and volunteers (including volunteers who take on professional/practitioner roles)

Spread across a huge range of disciplines Youth, Early Years, Drugs Misuse, Play, Domestic abuse, Family Intervention/Support, Sexual Health, Homelessness, and working at all levels (universal – crisis intervention) These include: Bath Area Play Project, Off The Record, Mentoring plus, Young carers, Wansdyke play, Percy, ( 3 staff) Batheaston youth club,( 3 staff) YMCA Bath and Timsbury plus church youth workers and others. In addition to this there are uniformed groups guides scouts air cadets sea cadets – all volunteers

Organisations range from the larger national charities which have their own HR, training and corporate structures organised at a national level, a layer of larger county wide organisations with turnovers between £1 – 3.5 million, a layer of smaller organisations working at a district level (with turnovers between, say 100k – 1m) down to very small organisations where staff and volunteers, or just volunteers provide services at a very local or neighbourhood level.

For smaller organisations operating at neighbourhood level there is a constant need for well-structured capacity building support to embed good practice and basic governance skills

No comprehensive workforce development needs analysis exists of the Voluntary, Independent and Private sector in Bath and North East Somerset .

## Achieving our Priorities

### Programme Development

The training and workforce development group is responsible for identifying the training and development opportunities that should be made available in order to meet the Local Authorities statutory functions and to respond to national and local issues, as well as meeting the three key priorities of the Children and Young Persons Plan 2014-2017. These are; Children and Young People are Safe; Children and Young People are Healthy; Children and Young People have Equal Life Chances

The programme will comprise of several key elements:

- **Support for staff induction training** – The training workforce development group will provide a clear pathway for new members of the children’s workforce to achieve a sound induction into the way in which safeguarding is delivered in a multi-agency way within Bath and North East Somerset. These will include the minimum standards and required learning outcomes for the common core induction standards
  - Effective communication and engagement
  - Child and young person development
  - Safeguarding and promoting the welfare of the child
  - Supporting transitions
  - Multi-agency working
  - Sharing information

This will work towards setting the agenda for new members of the workforce to be moving towards achieving our three priorities: Children and Young People are Safe; Children and Young People are Healthy; Children and Young People have Equal Life Chances

- **Core skills for developing sound, evidence based practice.** This training offer will ensure that members for the children’s workforce have access to high quality training to deliver provision for our children and young people that proves clear evidence of its efficacy – this will include solution focused training, and motivational interviewing skills. This works towards achieving our first key priority: children and young people are safe.
- **Core offer of Child and Adolescent Mental Health Awareness and skills for practice**  
This training offer will be made available through our partnership with Oxford Health. It will provide children’s workforce members with awareness training on a range of welfare issues including ‘Anxiety’, ‘Depression’, ‘ADHD and ASD’, and deliberate self-harm and suicide. It will additionally provide a higher tier course on skills for intervention. This works towards our key priorities of: children and young people are safe; and children and young people are healthy.

- **SEND (Special Educational Needs & Disability) reform** – This training will focus on SEND reform and Person Centred Planning. This training is in response to the Children and Families Act 2014, to ensure that practitioners are aware of their responsibilities and responsive in relation to planning, intervention and support for children and young people with special educational needs or disability. This training supports the key priority area of: children and young people having equal life chances
- **Core offer of Equalities training.** This will cover subjects such as, disabilities, Equal Opportunities, LGBTQ and cultural awareness. This training supports the key priority area of; children and young people having equal life chances.
- **Children’s Participation** – This will provide skills for hearing ‘the voice of the child’, and providing meaningful engagement and involvement of children, including their views in strategic work and on an individual basis. This training supports the key priority area of; children and young people having equal life chances.
- **Sexual Health Training** – This is provided by our partners in Public health, and covers a range of sexual health training including the C-Card scheme. This meets our children and young people staying safe priority.
- **Core offer of Inter-agency training child protection training** – The LSCB will provide child protection courses on multiple occasions throughout the year. These courses are for those members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns.
- **Staff Welfare and Resilience.** The Children’s workforce training recognises that the Children’s workforce is our most important resource. Our ability to improve the lives of children and young people and keep them safe is dependent on a well-trained, committed and competent workforce. In order for the children’s workforce to achieve its full potential within the challenging economic and social landscape, training will be developed to support practitioners in lone working and stress management. This meets our priority area of children and young people staying safe.
- **Additional Training** – Some capacity will be maintained for the development of additional courses identified by training and workforce development group. Application for additional courses can be made via the Training Need Development Pro-forma (appendix D)

## Training Delivery

To achieve this vision, all commissioned or provider services for children and young people in Bath and North East Somerset, will be required, through a commissioning framework or a service level agreement, to commit to supporting and improving the skills, experience and qualifications of their staff.

B&NES Children's Services employ a Training & Development Manager. The Training & Development Manager oversees the development and delivery of the children's workforce and LSCB training programme and makes provision for the effective administration, evaluation and quality assurance of the above programmes courses.

The Children's Workforce Development Group are to support with the development of the training skills of the current interagency facilitator pool through evaluation and quality assurance of course content and delivery. This programme will also provide opportunities for the identification and support of additional inter-agency training facilitators.

## Training Standards

All Children's workforce development training will be delivered against the following principles:

- **Child Centred** All training reflects that the welfare of the child is paramount and that it incorporates and actively promotes 'children's rights', 'children's voice' and their 'needs'.
- **Partnership with Parents and Carers** All training recognises and actively promotes the need for working in partnership and engaging with parents and carers.
- **Diversity** All training is informed and governed by equal opportunities and reflects the diversity and cultural needs of the individuals and organisations, within the children's workforce of Bath & North East Somerset.
- **Accessibility** All individuals who work with children, young people and/or their carers in the statutory, voluntary and independent sectors have access to the training, which is all clearly advertised and accessed via <http://bathnes.learningpool.com>
- **Interagency Collaboration** All training promotes the need for interagency working, bringing together people and organisations.
- **Evidence Based** All training will be 'evidence based' containing the latest research, reflective practice and the 'lessons learned' on a local and a national level. Wherever possible the training will incorporate the views of service users.

- **Evaluation** All training is responsive to identified local needs and will be subject to regular rigorous review and evaluation

Adapted from PIAT Sustaining quality: Standards for Interagency Child Protection Training and Developments (updated 2013)

## **Training Administration**

### **Allocation and Application**

Applications for places on all Children's Workforce training courses must be made through the Children's Workforce Learning Zone – an online training portal that allows users to view courses and book places on a self-serve basis. The Learning Zone can be accessed at <http://bathnes.learningpool.com>

Further information about this system and all other training matters should be directed to the training team at [childrensworkforce\\_training@bathnes.gov.uk](mailto:childrensworkforce_training@bathnes.gov.uk) or 01223 394210 in the first instance.

Places will normally be allocated on a first come first served basis so that applicants can plan their work commitments with some degree of confidence. However, it is important that there is good multi-agency representation on each course so it may be that applicants are offered places on alternative dates.

Most courses will accommodate a maximum of 18 places so where the number of applications exceed this it may be that delegates are asked to change course dates so that numbers are spread evenly across the available sessions. Some events can accommodate greater numbers.

### **Charges for attendance on Children's Workforce training**

The children's workforce training is funded and supported by Bath and North East Somerset Council, as such training is available free to direct employees of the Local Authority.

For our partner agencies costs for training will vary dependant on the costs associated to the delivery of the course. Whilst we endeavour to ensure that many courses will remain free, some specialist courses will attract a nominal charge. Please check the charging costs for each course before booking.

### **Cancellations**

Cancellations made fewer than 6 working days before the course date will incur a charge of **£50** per person. This charge applies to all agencies. If it is possible and appropriate for another member of staff from the same team/service to attend, then this charge would not be applicable.

### **Non-Attendance**

Failure to attend a course without prior notification of the cancellation 24hrs before the course start date will incur a charge of **£65** per person. This charge applies to all agencies. If there is an exceptional operational situation, supported by the relevant line manager, this charge may be waived.

## Evaluation & Quality Assurance

The children's workforce development group is required to evaluate the provision and quality of multi-agency training, and checking that training is reaching all relevant staff.

### Monitoring and Evaluation of Inter-agency training delivery

In order to evaluate the effectiveness of multi-agency training in Bath and North East Somerset, a variety of methods are employed to achieve four goals:

- Ensure the learning outcomes for each course are met, and reflect evidence based 'best practice' that keeps the child or young person in focus.
- Ensure the continual evaluation by Children's workforce training Manager to ensure courses are meeting the needs of staff, with transparent overview and accountability to the Children's Trust Board.
- Ensure that evaluations inform the planning and development of future training
- Ensure that messages from training are being embedded in practice.

### Methods of Evaluation

All courses advertise the learning outcomes expected from participants by the end of the course. As recommended in the DCSF Research Report *'Outcomes of Interagency Training to Safeguarding Children: Final Report'*, evaluation forms used in B&NES on half day, full day or two day courses remind attendees of those learning outcomes and delegates are asked to scale pre and post course their confidence in these areas to assess the effectiveness of the training in addressing the identified aims and objectives on the day, with space for additional comments. If a common theme emerges around objectives not being met this will trigger a review of the course content/ delivery style so that adjustments can be made (Appendix B shows an example feedback form).

Research into the effectiveness of inter-agency training suggests that for participants to gain the most from training they need to be able to make direct links to their own practice, and consider how the knowledge gained in training can improve their practice (*Research in Practice (2012) Training Transfer: - getting learning into practice. Darlington Trust*). It is recognised that there can be a number of barriers for delegates in making this training transfer, including their organisational structure, their leadership ethos and other practical considerations such as workload. It is therefore recognised that delegate's managers play an important role in promoting positive professional practice, and in imbedding knowledge from training. All delegates are therefore invited at the end of training to consider an action plan for changing their behaviour in the workplace, and thinking through the impact that this change will have on the children and young people that they work with. For selected courses these feedback forms will be sent out to delegates 3 months after the course has

been completed, and this feedback will be used to influence the design and delivery of future training.

Course evaluations are used on an on-going basis to improve existing courses and to assist in the development of new training and learning opportunities.

## **Quality Assurance – External Observation.**

Over the course of the year, the LSCB training and workforce development group will take part in a ‘deep dive’ quality assurance process, on one Standard, one Advanced and one Specialist course. This will involve in addition to the participants feedback sheets, an external observer, ensuring that the teaching style meets with the high standards of anti-discriminatory and anti-oppressive practice of the LSCB. It will ensure that facilitators provide accurate information that is reflective of local practice, and the delivery style is inclusive to all delegates.

As part of the ‘deep dive’ quality assurance, course delivery will be independently observed (see Appendix C), with the feedback used to develop future courses.

## **Conclusion & Review Process**

This strategy will be used to inform an annual work plan for the children’s workforce and development annual training programme.

The Chair of the group will report to the Children’s Trust Board on a 6 monthly basis. The report will include the following:

- A progress report against the relevant areas of the Children’s workforce development programme
- Details of the training delivered over the previous 6 months to include evaluations.

The Strategy will be monitored annually to ensure that it remains up to date with legislation, guidance and structures and reviewed in its entirety every 3 years. The next review will be scheduled for 2018.



# **Terms of Reference: Bath and North East Somerset Children's Workforce Reform Steering Group**

## **Appendix A**

### **Context**

The Workforce Reform Steering Group was formed in September 2007, as a response to key strategic challenges within the workforce and the need to provide a framework to ensure a highly-trained confident workforce equipped to help improve the life chances of children and young people.

As part of the Council restructure, to be in place by April 2014. the group was reformed in July 2013 with revised membership which reflects the new provider/commissioner division.

### **Purpose of the group**

The purpose of the steering group is to:

- Recruit, develop and retain skilled people within the children's workforce across Bath & North East Somerset children, young people and family services, promoting flexible entry routes.
- Strengthen inter-agency and multi-disciplinary working linked to the Early Help offer, as well as embedding good integrated working practices between all universal, targeted and specialist services for children, young people and families which reflect person and family-centred approaches
- Develop and maintain a multi-agency work plan, which reflects identified workforce development and training needs and is aligned with the priorities of the Children and Young People's Plan (2014-2017) and with the Local Safeguarding Children Board business plans as they relate to workforce development.

### **Links will be maintained with:**

- LSCB professional practice sub-group
- LSCB training sub-group

### **Accountability**

The steering group is ultimately accountable to the Children's Trust Board, reporting via the chair through the Children's Leadership Team

### **Frequency of meetings**

Quarterly, in line with LSCB meetings

## Membership

Chair – Mike Bowden	
Lesley Hutchinson	Head of Safeguarding and Quality Assurance
Sally Churchyard	0-19 Preventative Outcomes Manager
Sara Willis	0-11 Preventative Outcomes Manager
	Principal Social Worker
Caroline Dowson	Integrated Service Manager
Charlie Moat	Project Officer: Service Improvement
Jayne Fitton	Senior HR Consultant
	Training and Development Manager
Trina Shane	Service Manager: safeguarding outcomes
	Head of Safeguarding Assurance & QA, Children and Young People
Sophia Swatton	Named Nurse for Safeguarding, Clinical Commissioning Group
Mary Kearney – Knowles	Specialist Services Commissioning Manager
Debbie Forward	Preventative Services Commissioning Manager
Sue Evans	Voluntary sector representative
Claire Warriner	Early Years Childcare Development Officer
Mel Argles	LSCB and Children’s workforce training manager (interim)

**Deliberate Self-Harm and Suicide:  
Evaluation  
20<sup>th</sup> – 21<sup>st</sup> May 2015**

**Appendix B**

<b>Name</b>	<b>EXAMPLE</b>
<b>Job Title</b>	
<b>Managers Name</b>	
<b>Work Postal Address</b>	

	Before Course:				Please complete this evaluation form before and after participating in the children’s workforce development course, this will enable us to measure the effectiveness of our training approach.	After Course:			
	Not Sure	Knowledge		Confident		Not Sure	Knowledge		Confident
		↔				↔			
<b>1</b>					Training Objective 1				
<b>2</b>					Training Objective 2				
<b>3</b>					Training Objective 3				
<b>4</b>					Training Objective 4				
<b>5</b>					Training Objective 5				
<b>6</b>					Training Objective 6				
<b>7</b>					Training Objective 7				



# Independent Observation Form

## Observation of Teaching

Appendix C

Please complete this page **before** the session begins. Attach additional pages if necessary

**Name of facilitator:**

**Date**

**Name of observer**

**Location**

**No. of students**

### Facilitator Comments:

**Aim(s)**

*What are the course aims for the session?*

**Were there any particular factors/problems taken into account when planning the session?**

**Are there any aspects of this session which are *new* to you?**

**What *particular aspects* of your session delivery would you like feedback on?** *You may wish to consider feedback from previous sessions or any outstanding development plans.*

# Observer's Comments

To be completed by the observer *during or immediately after* the teaching session. Attach additional pages if necessary.

The breakdown of each category (in italics) is a *guide* to the observer as to aspects for comment and discussion. ***They are not intended to be comprehensive or that each has to be covered in every case.*** Different disciplines may have additional aspects to consider.

## Teaching characteristics – Comments

### 1. Planning and start of session

*Communication of course aims to delegates. Continuity with other sessions and delegates prior knowledge made explicit. Coping with any unexpected occurrences, e.g. latecomers, missing equipment.*

### 2. Presentation

*Structure. Relevance and organisation of content. Attitude to subject matter. Clarity of presentation. Emphasis of key points. Pace of session (time management). Tone, volume, clarity of speech. Links made to other aspects of course. Summary (end and/or interim).*

### 3. Student participation

*Question and answer technique. Exercises/activities. Class management (appropriate level of control and authority). Instructions to students. General class atmosphere. Level of participation between students (excessive? lacking?). Attention and interest. Attitude to students. Awareness of individual needs. Student-teacher rapport.*

## Observer's Comments (continued)

### Teaching characteristics – Comments

#### 4. Methods and approaches

*Choice/variety of teaching/learning methods. Use and design of instructional materials (OHP, handouts etc.) Use of appropriate reinforcement. Examples and analogies. References and links to research, other resources. Dealing with problems/disruptions.*

#### 5. General

*Were the aims and outcomes achieved? Appropriateness of teaching/learning methods. Was effective communication achieved? Awareness of needs of learners and differences in approach.*

#### 6. Aspects to improve

*Comment in terms of both teaching style and content (if possible). In particular, refer back to the areas identified for focus by the teacher on the bottom of page 1 of this form.*

#### 7. Strengths

*Again, comment in terms of both teaching style and content (if possible) and refer back to the areas identified for focus by the teacher before the session.*

Signed by observer: .....

Date: .....

Facilitators reflections: Please complete this section *after* your teaching session. Attach additional pages if necessary.

What did you feel went well in this session?

What would you like to change about this session if you had to teach it again?

In the light of the observer's comments, what aspects of your teaching approach will you look at changing in the future? How will you go about doing this?

What have you found useful/not so useful about the observation process?

Signed by facilitator .....

Date: .....



## Training Need Development Pro-forma

Course working title	
Aim of the course:	
Target group/audience:	
Learning outcomes/objectives:	
What will the learners be able to do on completion of the course?	
What evidence can you provide to demonstrate the need to develop this course?	
Can any existing materials or resources be utilised for this course?	
Do you know of anyone who can deliver this training?	
How will you know that the need has been met?	
Additional comments:	
Name	
Designation	
Contact Details	