
SSCB Workforce Development and Training Strategy

April 2011 – March 2014

This document is forwarded to you for consultation purposes. Please note that this document may be subject to change when the expected Munro report is published

Consideration needs to be given to:

- the provision of single agency training
- the provision of e-learning training
- the provision of SSCB Inter-agency training,
- the role and remit of the Workforce and Development and Training sub-group and SSCB training staff
- Resources and Finance
- Monitoring and Evaluation
- the outlined training pathway.

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SSCB and its partner members are committed to delivering single agency and interagency training that actively encourages working collaboratively with others (valuing different roles, knowledge and skills); respects diversity (including culture, race, religion and disability); promotes equality and encourages the participation of children and families in the safeguarding processes.

(Working Together to Safeguard Children, 2010, paragraph 4.26)

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Executive Summary

Workforce Development and Training activities are a key priority in the Staffordshire Safeguarding Children Board (SSCB) Business Plan (2010- 2011). The overall purpose of this strategy is to provide the framework for workforce development and safeguarding training events in Staffordshire to ensure those working with children, adults and families are appropriately skilled and competent.

The strategy is intended to add value rather than replace workforce strategies in a wide range of partner organisations. This is a live document, it will respond to changes in national policy and expectations, and be refined and re-focused as a result of ongoing processes of monitoring and evaluation.

“The support and protection of children cannot be achieved by a single agency. Every service has to play its part. All staff must have placed upon them the clear expectation that their primary responsibility is to the child and his or her family.”

[Lord Laming in the Victoria Climbié Inquiry Report 17.92 and 17.93](#)

Introduction

- 1.0 Staffordshire Safeguarding Children Board is responsible for developing local policies for safeguarding and promoting the welfare of children, in relation to the training of people who work with children or in services affecting the safety and welfare of children.
- 1.1 It is the responsibility of SSCB to ensure that single agency and inter-agency training on safeguarding and promoting welfare is provided to meet local needs. This covers both the training provided by single agencies to their own staff, and multi-agency training where staff from more than one agency train together.
- 1.2 SSCB has incorporated within its core functions the responsibility to commission and deliver multi-agency training, which reflects locally identified priorities, and which meets the statutory minimum requirements for safeguarding training. In addition, SSCB provide advice, support, guidance and challenge to single agencies and the Workforce Development Group of the Children's Trust.
- 1.3 SSCB also has a responsibility to evaluate the quality of single agency training ensuring that relevant training is provided by individual organisations, and checking that the training is reaching the relevant staff within organisations.
- 1.4 This strategy has been written to provide a workforce and development framework for constituent members of SSCB, other agencies and organisations who work with children and their families. SSCB and Children's Trust Board constituent members, and employers should develop their safeguarding training strategies in accordance with this document.
 - **Employers** are responsible for ensuring that their staff are confident and competent in carrying out their responsibilities for safeguarding and promoting children's and young peoples welfare. (Working Together to Safeguard Children, 2010, paragraph 4.5)
 - **Children's Trust Board** should ensure that systems are in place to deliver both single agency and inter-agency training on safeguarding and promoting the welfare of children (Working Together to Safeguard Children, 2010, paragraph 4.14)

Context

- 2.0 Since its inception in April 2006, SSCB has provided multi-agency training which reflects local priorities arising from child deaths and serious case reviews; and the statutory requirements of Working Together to Safeguard Children 2006, and statutory legislation (Children Acts 1989 & 2004 and Vulnerable Groups Act 2006).

- 2.1 Following the tragic death of Baby Peter in Haringey in 2008, Lord Laming was commissioned by the Government to undertake a review into the protection of children in England. Following receipt of his report “The Protection of Children in England: A Progress Report, 2009”, and the acceptance of the recommendations contained within by Government, a full review of Working Together to Safeguard Children was undertaken, with the revised document being published in March 2010.
- 2.2 SSCB Workforce Development and Training Strategy (2011 - 2014) has been developed in accordance with Chapter 3 and Chapter 4 of Working Together to Safeguard Children (DCSF 2010), to enhance and develop the existing good practice in relation to multi-agency safeguarding training.
- 2.3 The aim of the Workforce Development and Training Strategy is to provide all professionals and agencies that work with children and young people in Staffordshire with a framework by which they acquire the knowledge and skills to equip them to identify and support individual children, young people and their families across the continuum of need; from universal services, additional, complex to specialist service where children are defined as ‘in need’ or ‘in need of protection’ as defined by statute.
- 2.4 Research has shown that inter-agency training is highly effective in helping professionals understand their respective roles and responsibilities, the procedures of each agency involved in safeguarding children and in developing a shared understanding of assessment and decision making practices. Further, the opportunity to learn together is greatly valued; participants report increased confidence with working with colleagues from other agencies and greater mutual respect. (4.3)
- 2.5 The SSCB Workforce Development and Training Strategy forms a component of the broader work of the Children’s Trust Workforce Develop Group strategy; and whilst its focus is that of safeguarding and promoting the welfare of children (Stay Safe), the strategy also supports all of the Every Child Matters 5 outcomes:
- Stay Safe
 - Be Healthy
 - Enjoy and Achieve
 - Positive Contribution
 - Economic Well being
- 2.6 The key guidance used in this Strategy is that contained in Working Together to Safeguard Children 2010 and the Every Child Matters Common Core Skills *and Knowledge for the Children’s Workforce*. The aim of all training and development of staff is to enable them to safeguard and promote the welfare of children effectively.

“This includes being able to recognise when a child may require protection, taking account of their age and ability and knowing what to do in response to

concerns about the safety and welfare of a child. Practitioners and managers must also be able to work effectively with others, both within their own agency and across organisational boundaries and this can be achieved by a combination of single agency and inter-agency training” Working Together to Safeguard Children, 2010 (paragraph 4.1)

2.7 SSCB Workforce Development and Training Strategy will consider four key priority areas for development during the next three years. These are:

- **E-Learning:** These support the development of Core Skills across the children’s workforce, (see paragraph 6.8 for module details)
- **Single Agency Training:** This will identify the minimum standards for the following:
 - Induction to safeguarding and promoting the welfare of children, young people and their families;
 - Recognition and response this will include the development of SSCB approved training materials;
 - Quality assurance, monitoring and evaluation;
- **Inter-agency Training:** This will identify:

Levels of inter-agency training 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;
 - Have a particular specialist child protection responsibility, including those who are professional advisor or designated leads, for safeguarding;
 - Have a particular strategic responsibility for the development and delivery of services within their own agency, or who are involved in partnership working that contributes to safeguarding and promoting the welfare of children and young people;
 - Are Elected Members of Local Authorities and District Councils.
- **Quality Assurance, monitoring and evaluations** - The focus of this area of development should be on the extent to which SSCB training is contributing to improving the knowledge and skills of the workforce with regard to working together to safeguard the welfare of children; and should include the following:
 - Relevance, currency and accuracy of course content;

- Quality of training delivery;
- Short and longer term outcomes;
- Impact on working together and inter-professional relationship.

Implementation and monitoring of SSCB Workforce Development and Training Strategy

- 3.0 The SSCB Workforce Development and Training Action Plan provides the specific details of the work that is required to develop this area of work on behalf of SSCB. This can be found at Appendix 4.
- 3.1 The SSCB Workforce Development and Training Sub Group is responsible for implementing the Strategy and for ensuring that deadline dates identified for key actions are completed in accordance with the Action Plan.
- 3.2 The SSCB Workforce Development and Training Sub Group will meet bi-monthly and will report progress on the implementation of the Strategy, quarterly to the SSCB Executive, and bi-annually to the SSCB Strategic Board.
- 3.3 The SSCB Workforce Development and Training Strategy and Action Plan will be reviewed annually, to ensure that it accurately reflects changes to local priorities.
- 3.4 In addition the SSCB Workforce Development and Training Sub Group will report progress on the implementation of the strategy to the Children’s Trust Workforce Development Group and annually, within the SSCB Annual Report to the Children’s Trust.
- 3.5 The Bi-annual report will incorporate:
- Number courses offered/cancelled during period;
 - Take up of places, including an analysis of individual agency take up;
 - Budget (Income & Expenditure);
- 3.6 The SSCB Annual Report to the Children’s Trust Board will include, in addition to the information identified in 3.5 above:
- Assessment by SSCB of progress being made in ensuring that single agency and inter-agency training on safeguarding and promoting the welfare of children is provided to meet local needs;
 - Analysis of S11 data relating to single agency compliance with the requirement to ensure that all relevant staff understand the role and responsibility to safeguard

and promoted the welfare of children; and have undertaken the appropriate level of training;

- Quality assurance of inter-agency training delivery;
- Quality assurance of single agency safeguarding training materials (as per Action Plan)

SSCB Workforce Development and Training Sub Group

4.0 **Remit:** The Sub Group is formally constituted arm of Staffordshire Safeguarding Children Board (SSCB). It is responsible for ensuring that single agency and inter-agency training on safeguarding and promoting welfare is provided in order to meet local needs. The work of the Sub Group is informed by the 'Common Core of Skills and Knowledge for the Children's Workforce'.

4.1 **Core Aims:**

- a) To embed within a wider framework (Staffordshire Children's Trust Workforce Development Strategy) commitment to inter and multi agency working at strategic and operational levels underpinned by shared goals, planning processes and values;
- b) To provide advice and guidance to assist partners to define the priorities for single agency safeguarding and child protection training and ensure these are fed into the local workforce strategy;
- c) To define priorities for inter-agency safeguarding training and to commission and provide that training;
- d) To quality assure, monitor and evaluate single agency and inter agency training;
- e) To assist in assessing the impact of training on working together and inter-professional relationships.

4.2 **Membership:** To be effective the Sub Group should include people with sufficient knowledge of inter-agency working, training needs and processes to enable them to make informed contributions to the development and evaluation of a training strategy. The membership of the Sub Group will consist of:

- Chair and Vice Chair on a rotating three year cycle
- SSCB Training Manager (Board Officer)
- SSCB admin staff

- Nominated representatives of statutory partner agencies, the third/voluntary sector, schools and College of Further Education, representatives from professional fields, e.g. midwifery and the Children Trust Workforce Development Group
 - By agreement of SSCB Executive, as when required , representatives from –
 - Higher Education Institutions
 - Parental Substance Misuse Services
 - To extend to other organisations by the agreement of the SSCB Executive
- 4.3 The Terms of Reference for the Workforce Development and Training Sub Group can be found at Appendix 1.
- 4.4 **Budget and Resources** - SSCB partner agencies have a shared commitment to support the delivery of both single agency and inter-agency training to staff working with children and young people; through:
- Regular attendance of the SSCB Workforce Development and Training subgroup by the agency representative or their nominated deputy;
 - Active participation in the work of the sub-group, specifically:
 - Induction of all new entrants to the Children’s Workforce;
 - Development and delivery of single agency core training materials and facilitator notes;
 - Development and delivery of inter-agency training materials and facilitator notes;
 - Quality assurance of single agency and inter-agency training materials and delivery;
 - To ensure the sub-group work plan is reviewed regularly and updated to incorporate both local and national drivers.
 - Release of staff to join the SSCB Training Pool; and to ensure that the staff member is released from their duties to:
 - deliver a minimum of six inter-agency training events per annum on behalf of SSCB, and
 - attend 75% of all Training for Trainers development sessions

- Provision of training venues across each of the eight districts that comprise Staffordshire (excluding Stoke-on-Trent);
- Contribute to the SSCB Business Unit budget, as agreed within the SSCB Funding Formula.

SSCB Training Strategy Framework

- 5.0 Safeguarding training should be available at a number of levels to address the learning needs of staff based upon their degree of contact with children and/or parents/carers; their level of responsibility and independence of decision making.
- 5.1 SSCB has developed a strategy framework to reflect the eight training levels identified within Chapter 4, *Working Together to Safeguard Children, 2010* (4.30). (See Appendix 2- SSCB Training Strategy Framework, for greater detail.)

Single Agency Training

- 6 It is the responsibility of employers to recognise that in order for staff to fulfil their duties, in accordance with *Working Together to Safeguard Children, 2010*, that they will have different training needs, which are dependent upon their degree of contact with children, young people and/or with adults who are parents or carers; their level of responsibility and independence of decision making. (*Working Together to Safeguard Children, 2010*, paragraph 4.6)
- 6.1. Employers (including the third sector) have a responsibility to ensure that **all staff**, including administrative staff are given opportunities to undertake training in safeguarding and promoting the welfare of children, and young people.
- 6.2 Each agency/organisation should have a Workforce Development/Training Strategy that includes details of how the agency will fulfil its section 11 (Children Act 2004) obligations and ensures that:
- a) The organisation has an **induction process** for all staff and volunteers that includes familiarisation with:
 - Agency 's own safeguarding policy and procedures;
 - SSCB Inter-agency Safeguarding and Child Protection Procedures;
 - b) All staff and volunteers who work with or have contact with children, young people and/or adults who are parents or carers receive training on their professional roles and responsibilities in relation to safeguarding and promoting the welfare of children and those of their organisation.

- c) All staff are trained to recognise signs of abuse and neglect, and understand what to do in the event they have a concern about a child.
 - d) Staff have received training in all areas of the Children's Workforce Development Council's (CWDC) Induction Standards.
 - e) Single agency training meets the standards and objectives of SSCB training requirements.
- 6.3 As part of the **Induction** process the children's workforce should be complete (within **six months** of the employee/volunteer taking up their post) the full CWDC'S Induction Standards¹ programme.
- 6.4 The Children's Workforce Development Council provides induction guidance and supporting materials, which single agencies should make reference to within their agency Workforce Development/Training Strategy.
- 6.5 Single agency training courses (where appropriate) should enable staff to:
- identify the Designated Senior Manager with responsibility for safeguarding in the organisation;
 - recognise vulnerability and risk factors;
 - recognise resilience and protective factors;
 - recognise the impact of parental substance misuse, or mental health upon their capacity to meet the child's basic care needs and to keep them safe from harm;(particularly when arising from a serious case review)
 - recognise the impact of domestic abuse upon the child; and
 - have a knowledge of child development, to ensure children with additional needs are identified at the earliest opportunity, and are assessed and supported, as appropriate;
 - maintain a child focus;
 - understand their role and responsibilities;
 - understand agency safeguarding policies and procedures;
 - know what to do in the event they have a concern about the welfare of a child.
 - Understand the Common Assessment Framework process
 - Understand Child Development

¹ CWDC Induction Standards. <http://www.cwdcouncil.org.uk/induction-standards/materials>

- 6.6 **SSCB 's E-learning programmes.** E-Learning can be defined as 'learning facilitated and supported through the use of information and communications technology'. It can cover a spectrum of activities from the use of technology to support learning as part of a 'blended' approach (a combination of traditional and e-learning approaches), to learning that is delivered entirely online. Whatever the technology, however, learning is the vital element.
- 6.7 E-learning provides individual staff with the opportunity to learn at their own pace, in a safe learning environment. SSCB and Aiming High funds have purchased a number of e-learning modules from the Safeguarding Children e-Academy for use by single agencies to ensure that staff working with children, young people and their families are able to recognise when a child has additional needs or is in need of protection, and to intervene and provide services as appropriate.
- 6.8 The following E-learning modules are currently available:
- 'ARTEMIS' – an induction into the children's workforce (this should be completed by all new entrants to the Children's Workforce and supports the requirements of the CWDC Induction Standards
 - Awareness of Child Abuse and Neglect -Core
 - Awareness of Child Abuse and Neglect – Foundation
 - Awareness of Child Abuse and Neglect - Young People's version
 - Awareness of Child Abuse and Neglect - Police version
 - Be Safe, Stay Safe (for children and young people)
 - An Introduction into Safeguarding Children
 - Child Development
 - Introduction to Integrated working, Common Assessment Framework, the Role of the Lead Professional and Information sharing.
 - Safeguarding Children with Disabilities
 - Safeguarding Children Refresher Training
 - E-safety - Guidance for Professionals and Parents
- 6.9 To maximise the benefits to staff and agencies of E-learning, it is recommended that agencies adopt a blended learning model, which provides those staff in regular contact with children, young people and their families to have an opportunity to build upon their individual learning in a group work setting.

- 6.10 **Blended Learning** – to maximise learning SSCB recommend that single agencies offer a combination e-learning and group training opportunities. SSCB is committed to ensuring that where single agencies deliver training in a group setting (e.g. schools, children’s centres, midwifery services); that this training is of a consistent standard and quality across all SSCB partner agencies and third sector organisations. In order to achieve this SSCB will undertake to develop course core materials and facilitator notes, to which single agencies can add agency specific guidance, with the agreement with the SSCB Workforce Development and Training subgroup.

Inter-agency Training

- 7.0 SSCB is responsible for developing local policies for safeguarding and promoting the welfare of children, in relation to the training of people who work with children and young people or in services that support adults, who are also parents and/or carers.
- 7.1 ‘Working Together’ (2010) states that the purposes of training for inter – agency work is to promote:
- a shared understanding of the tasks, processes, principles and roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare;
 - more effective and integrated services at strategic and individual case level;
 - improved communication and information sharing between professionals including a common understanding of key terms, definitions and thresholds for action;
 - effective working relationships, including an ability to work in multi – disciplinary groups or teams;
 - sound child focussed assessments and decision making, and
 - learning from Serious Case Reviews (SCRs) and reviews of child deaths.
- 7.2 SSCB Workforce Development and Training sub-group is responsible for developing the Annual Training Programme and ensuring that the programme includes the following core modules, and that course materials and facilitator notes are reviewed regularly:
- Working Together to Safeguard and Promote the Welfare of Children.
 - Refresher Training

- Updates on Lessons to be learnt from National and Local Serious Case Reviews.
- Child Protection Conferences, Core Groups and Plans.
- Domestic Violence and Safeguarding Children.
- Parental Substance Misuse and Safeguarding Children
- Parental Mental Ill Health and Safeguarding Children.
- Safer Recruitment.
- Individual Management Review – guidance for IMR Authors.

7.3 In line with the requirements of Chapter 4, Working Together to Safeguard Children, 2010, the SSCB Workforce Development and Training sub-group will be responsible for the commissioning of new courses; these will reflect SSCB priorities, lessons from local and national serious case reviews, local needs and budget constraints.

Lessons from Serious Case Reviews / Briefings Programme

- 8.0 The purpose of establishing a briefing programme, to compliment the Annual Training Programme, is to enable SSCB to be responsive to changes in legislation and statutory guidance and to promote an understanding of the lessons to be learnt from national and local serious case reviews and to ensure that individuals and agencies are enabled to embed best practice across Staffordshire.
- 8.1. SSCB Policies and Procedures Sub-group, will commission the Workforce Development and Training sub-group to develop training materials to support the launch and implementation of amendments to SSCB Inter-agency Safeguarding and Child Protection Procedures and publication of associated Practice Guidance/Toolkits.
- 8.2. The briefings will be open to all individuals who work with children, young people and adults who are parents or carers.
- 8.3. In order to embed best practice across the Children's Workforce, members of the SSCB Workforce Development and Training sub-group will be required to ensure that the briefings events are incorporated into their single agency training programme and are cascaded to managers and staff (as appropriate). SSCB will make the course materials and facilitator notes available via SSCB website.
- 8.4 SSCB Workforce Development and Training sub-group will develop a rolling programme to review and quality assure all current training materials to ensure that the lessons identified from local SCRs are fully embedded, and that reference is explicitly made to the relevance and importance of this learning.

Monitoring and Evaluation

- 9 SSCB is responsible for reviewing and evaluating the quality, scope and effectiveness of single and inter-agency training to ensure that it is meeting local needs and is required to report on this annually to the Children's Trust Board.
- 9.1 SSCB has the responsibility to ensure that both single agency and inter-agency training is delivered to a consistently high standard, and that a process exists for evaluating the effectiveness of training.
- 9.2 SSCB currently gathers data on the number of staff from partner agencies who attend inter-agency training, and this is reported to the SSCB on a quarterly basis.
- 9.3 SSCB Workforce Development and Training sub-group will develop an evaluation framework, based loosely on the Kirkpatrick four-level evaluation model. This will focus on the extent to which training is contributing to improving the knowledge and skills of the workforce with regard to working together to safeguard and promote the welfare of children. (Working Together to Safeguard Children, 2010, 4.45).

The basic structure of Kirkpatrick's four-level model is shown below.

Level 4 – Results What organisational benefits resulted from the training?
(This can be included in an individual agency's S11 Audit return.)

Level 3 – Behaviour To what extent did participants change their behaviour back in the workplace as a result of the training?
(This will be achieved through a follow-up questionnaire)

Level 2 – Learning To what extent did participants improve knowledge and skills and change attitudes as a result of the training?
(This will be achieved through an end of training evaluation form)

Level 1 – Reaction How did participants react to the programme?
(This will be achieved through an end of training evaluation form)

- 9.4 The framework will also need to consider:
- Relevance, currency and accuracy of course content;
 - Quality of training delivery;
 - Short and long term outcomes as defined by the SSCB
 - Impact on working together and inter-professional relationships.

- 9.5 Evaluating the impact of single agency training on outcomes for children – In order to evidence compliance with the requirements of section 11 of the Children Act 2004, single agencies will be required by SSCB to report annually (via the s11 audit process) on the numbers of staff who have been in receipt of single agency training. (See Appendix 3 – S11: Single Agency Training Audit Tool). This will be added into the SSCB Section 11 tool commencing from 2011, as a specific SSCB required indicator.
- 9.6 As a result of research into evidence of outcomes of training the SSCB acknowledges that there is no recognised methodology for gathering qualitative data in respect to the measurement of the impact of training upon outcomes for children. SSCB training is aimed at promoting the knowledge, skills and confidence of adults and children’s practitioners; so that they can improve on the way they recognise and respond to safeguarding children concerns. It is therefore recommended that a dip sample audit on a percentage of staff be undertaken three months after their training event, to establish how their practice may have changed, and their skills, knowledge and confidence has been enhanced.
- 9.7 This will assist in their own inspection processes and improve links with strategic children partnerships and enable the SSCB to improve the understanding of local safeguarding children practice.
- 9.8 Further development work will be undertaken with organisations who have contact with significant numbers of children and young people e.g. colleges, voluntary sector to request that they engage with the completion of a SSCB section 11 self assessment audit of their safeguarding children practice

Resources and Finance

- 10 SSCB has been given the responsibility for delivering and commissioning training by the Children’s Trust Board.
- 10.1 The SSCB currently finances a full time Training Manager. The staffing costs and training delivery is funded through contributions from SSCB members. All small local third sector, voluntary organisations and contributing members access the entire SSCB training programme and all on-line packages at no cost. All other organisations pay an individual charge per person per event to access our face-to-face training.
- 10.2 Each year the training team generates income, this is as a result of selling places on courses, charging for non-attendance on events and through the sales of e-learning licences. During forthcoming years any monies generated will be used to support our serious case reviews expenses and supplementing the training programme.
- 10.3 The majority of the training courses delivered by SSCB (in particular ‘Working Together to Safeguard Children’) are facilitated by the SSCB Training Pool, which is made up of staff from our partner agencies. These team members are representatives from health, education welfare, police and children and families. Generally there is excellent cover

and support provided by the different organisations; however it should be highlighted that the support from children and families staff has remained a difficulty over the last ten years.

- 10.4 Consideration needs to be given to exploring whether partner agencies currently employ staff with the expertise to deliver those courses currently out-sourced; as over time this will prove to be more efficient and cost effective.



STAFFORDSHIRE SAFEGUARDING CHILDREN BOARD
WORKFORCE DEVELOPMENT AND TRAINING SUB-GROUP
TERMS OF REFERENCE
Version 3 – 19 January 2011

1. **Remit:** The Sub Group is formally constituted arm of Staffordshire Safeguarding Children Board (SSCB). It is responsible for ensuring that single agency and inter-agency training on safeguarding and promoting welfare is provided in order to meet local needs. The work of the Sub Group is informed by the 'Common Core of Skills and Knowledge for the Children's Workforce'.

2. **Core Aims:**
 - a) To embed within a wider framework (Staffordshire Children's Trust Workforce Development Strategy) of commitment to inter and multi agency working at strategic and operational levels underpinned by shared goals, planning processes and values;
 - b) To provide advice and guidance to assist partners to define the priorities for single agency safeguarding and child protection training and ensure these are fed into the local workforce strategy;
 - c) To define priorities for inter-agency safeguarding training and to commission and provide that training;
 - d) To quality assure, monitor and evaluate single agency and inter agency training;
 - e) To assist in assessing the impact of training on working together and inter-professional relationships.

3. **Membership:** To be effective the Sub Group should include people with sufficient knowledge of inter-agency working, training needs and processes to enable them to make informed contributions to the development and evaluation of a training strategy. The membership of the Sub Group will consist of:

- Chair and Vice Chair, on a rotating three year cycle
- SSCB Training Manager (Board Officer)
- Nominated representatives of statutory partner agencies, the third/voluntary sector, schools and Colleges of Further Education, representatives from professional fields, e.g. midwifery and the Children Trust Workforce Development Group
- To extend to other organisations by the agreement of the SSCB Executive

4. Accountability and Reporting:

- a) The Sub Group is accountable via the chair/deputy-chair to the SSCB Executive. It will:
 - Meet six times a year.
 - Provide minutes of meetings for the attention of the SSCB Executive
 - Produce quarterly reports of SSCB training activities, in relation to inter-agency training, which will inform the annual Business Plan and local workforce development.
 - Produce an annual report of SSCB training activities.

- b) The Sub Group Chair will:-
 - Provide the SSCB Training Manager with a planned agenda two weeks in advance of each meeting.
 - Provide the SSCB Executive with the updated business plan monitoring tool of the Sub Group activities
 - Sit as a member of the SSCB Executive.
 - Provide the SSCB Executive with the quarterly report of the Sub Group activities against the Business Plan

- c) The Sub Group Vice-Chair will, in the absence of the Chair:
 - Chair the Sub Group.
 - Attend the SSCB Executive
 - Provide the SSCB Executive with the updated business plan monitoring tool of the Sub Group activities
 - Provide the SSCB Executive with the quarterly report of the Sub Group activities against the Business Plan.

5. **Purpose:** The purpose of training for inter-agency work and single agency child protection training is to help develop and foster the following, in order to achieve better outcomes for children and young people, specifically::
- a shared understanding of the tasks, processes, principles, roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare;
 - more effective and integrated services at both the strategic and individual case level;
 - improved communication and information sharing between professionals,
 - including a common understanding of key terms, definitions and thresholds for action;
 - effective working relationships, including an ability to work in multi-disciplinary groups or teams;
 - sound child focused assessments and decision-making; and
 - learning from Serious Case Reviews (SCRs) and reviews of child deaths.

6. **Role and Function of the Workforce Development and Training Sub**

Group: The role and function of the Sub Group is to;-

- develop an Annual Work Plan, as directed by the SSCB Business Plan and SSCB Workforce Development and Training Strategy,
- ensure the effective, responsive and quality provision of Inter Agency Safeguarding Training;
- develop and monitor a commissioning process for the SSCB training programmes, based on inter-agency training needs analysis; ensuring flexibility for local and national priorities, including legal and policy developments and outcomes of Serious Case Reviews and reviews of child deaths
- produce an annual SSCB training programme;
- ensure training provided through SSCB and (where relevant) partner agencies is up to date and in line with national and local requirements and priorities;
- ensure all organisations, including the voluntary and community sector have access to safeguarding children training;
- promote SSCB training to all appropriate statutory and voluntary sector agencies within Staffordshire;
- monitor the quality and effectiveness of all training provided by the SSCB and quality assure single agency training
- to support the management of the SSCB Training Pool through recruitment, training and monitoring;

- to maintain links with the Staffordshire Children's Trust Board and the Trust's Workforce Development Group
- commission time limited, task focussed groups to undertake specific training and development work within the strategy and/or action plan;
- To ensure Task to Finish Groups report regularly to the Sub Group in order to monitor and evaluate the process of the group and its work plan

7. Members' Role and Responsibilities:

- a) To attend the Workforce Development and Training Sub Group and ensure alternative representation when not available.
- b) To report to the SSCB through their S11 annual audit process any specific agency/service area training and workforce development issues as follows:
 - numbers of new staff and volunteers, of these the numbers who have received induction in relation to safeguarding;
 - numbers of staff receiving Level 1 single agency training;
 - an up to date Safeguarding Training Strategy,
 - mechanisms for evaluating training in relation to
 - their role and responsibility in relation to safeguarding, including the additional vulnerability of some children
 - their level of accountability within the safeguarding procedures and knowledge of who they are accountable to
 - the point at which they should discuss concerns about a child's welfare with a manager
 - who the designated or lead person for safeguarding is
 - the threshold for making a referral
 - the Common Assessment Framework and when/how they should undertake this
 - other professionals' role and responsibilities across partner agencies
 - when and how to share information and how this is included within training/supervision.
 - an up to date Safeguarding Training Programme

- c) To coordinate a Training Needs / Workforce Development Analysis within their own agency/service area to feed into the commissioning arrangements.
 - d) To highlight any additional inter agency training issues or areas for development
- 8) **Budget and Resources:** The Workforce Development and Training Sub Group will be supported by the SSCB Training Manager and support staff, which will administer and manage the training budget. The SSCB Training Manager, will provide budget reports to the Sub Group to assist with the forward planning and monitoring.

Appendix 2 – SSCB Training Strategy Framework

New and existing members	Target groups to include members of statutory, voluntary, independent and community organisations	Suggested Training Content	Suggested Training methods	Timescales for completion	Employer, LSCB and CT Responsibilities
<p>Group 1 - those who have occasional contact</p> <p>For example:</p> <ul style="list-style-type: none"> ▪ Librarians ▪ Administrative staff ▪ Cleaning Staff ▪ Volunteers ▪ Fire Service <p>Ambulance Service</p>	<p>Employees or volunteers in agencies/organisations working with children, young people and/or parents/carers which:</p> <ul style="list-style-type: none"> ▪ may bring them into contact; or ▪ have regular contact; or ▪ have periods of intense but irregular contact; and <p>have a concern about the welfare of a child and/or young person or their parents/carers ability to</p>	<ul style="list-style-type: none"> ▪ What is child abuse and neglect? ▪ Signs and indicators of abuse and neglect. ▪ child development ▪ Maintaining a child focus ▪ What to do in response to a concern about the welfare of a child ▪ Knowledge of own organisations safeguarding policy ▪ Their own role and responsibilities 	<p>Single Agency (Internal) Induction Programme,</p>	<p>Within 6 month or in line with single agency training strategy.</p>	<p>Employer</p>
			<p>plus: and/or (as appropriate)</p> <p>1. Induction to the Children’s Workforce – Artemis (e-learning provided by Children’s Trust)</p> <p>2. Introduction to Safeguarding and promoting the welfare of children (e-learning provided by</p>	<p>Within 6 months</p> <p>Within 3 months (and refreshed every 3 years)</p>	<p>Employer</p> <p>Employer</p>

	care for them		SSCB)		
			3.Child Development (e-learning provided by SSCB)	Within 6 months	
New and existing members	Target groups to include members of statutory, voluntary, independent and community organisations	Suggested Training Content	Suggested Training methods	Timescales for completion	Employer, LSCB and CT Responsibilities
Group 2 - those in regular or in intensive but irregular contact example: <ul style="list-style-type: none">▪ Housing,▪ YOT staff,▪ Youth Workers▪ GP's▪ Hospital Staff	Members of the workforce who work predominantly with children, young people and/or parents/carers and who could potentially contribute to : <ul style="list-style-type: none">▪ assessing,	As above plus:- <ul style="list-style-type: none">▪ Understanding Information sharing▪ Basic awareness of the Common Assessment Framework and Team Around the Child	As Group 1 above, plus: Single Agency - Recognition of Child Abuse and Neglect (in line with own agency training strategy) Or	Within 6 months and refreshed every 3 years	Employer

New and existing members	Target groups to include members of statutory, voluntary, independent and community organisations	Suggested Training Content	Suggested Training methods	Timescales for completion	Employer, LSCB and CT Responsibilities
<p>Group 3 - those who work predominantly with...</p> <p>For example:</p> <ul style="list-style-type: none"> ▪ Early Years ▪ Police (Divisional) ▪ Connexions ▪ Health Visitors ▪ Midwives ▪ School Nurses ▪ Probation ▪ YOI's ▪ Youth Workers ▪ Teachers ▪ GP's ▪ Learning Mentors ▪ Teaching Assistants ▪ Hospital Staff ▪ Adult Services – e.g. Learning Disability, Mental Health, Alcohol 	<p>Members of the workforce who work predominantly, with children, young people and/or parents/carers and who could potentially contribute to :</p> <ul style="list-style-type: none"> ▪ assessing, ▪ planning ▪ intervening: and ▪ reviewing <p>the needs of the child and parenting capacity where there the child/young person has additional needs which require a multi-agency child in Need (s. 17) response to safeguard and promote</p>	<p>All of the above plus a practical working knowledge of:</p> <ul style="list-style-type: none"> ▪ The impact of parenting issues e.g. domestic abuse, parental mental health, parental substance misuse parental learning disability on parenting capacity ▪ Recognising the importance of family history and functioning ▪ Techniques for direct working with children, young people, their parents and/or carers ▪ Working with children and family members where there is lack of cooperation and superficial compliance ▪ Using professional judgements to make decisions 	<p>Single agency training</p> <ul style="list-style-type: none"> ▪ The impact of parenting issues e.g. domestic abuse, parental mental health, parental substance misuse parental learning disability on parenting capacity ▪ Recognising the importance of family history and functioning ▪ Techniques for direct working with children, young people, their parents and/or carers ▪ Working with children and family members 	<p>Within 3 years of appointment and 3 yearly</p>	<p>Employer</p>

and Drug Misuse	their welfare	<ul style="list-style-type: none"> Working with complexity 	<p>where there is lack of cooperation and superficial compliance</p> <ul style="list-style-type: none"> Using professional judgements to make decisions Working with complexity 		
			<p>E-learning A range of modules to raise awareness on particular themes (provided by SSCB)</p>	Within 12 months	SSCB
		<ul style="list-style-type: none"> Working Together to Safeguard Children 	<p>Inter-agency Training Working Together to Safeguard Children</p> <p>A range of multi –agency training events will be provided each year; these will support single agency training and reflect local identified need.</p>	<p>Within 2 years of appointment</p> <p>These will provide 'refresher training' opportunities every 3 years</p>	SSCB

New and existing members	Target groups to include members of statutory, voluntary, independent and community organisations	Suggested Training Content	Suggested Training methods	Timescales for completion	Employer, LSCB and CT Responsibilities
<p>Group 4</p> <p><u>Members of the workforce who have particular responsibility...</u></p> <p>for example</p> <ul style="list-style-type: none"> ▪ Police ▪ Social Workers ▪ Those that work with complex cases ▪ Health ▪ education 	<p>Members of the workforce who have a particular responsibility in relation to undertaking section 47 enquiries and/or staff responsible for co-ordinating assessments of children in need</p>	<p>The above plus:</p> <p>A practical working knowledge of:</p> <ul style="list-style-type: none"> • Section 47 enquiries • Using professional judgements to make decisions as to whether a child is suffering, or is likely to suffer significant harm • Taking emergency action • Working with complexity • Communicating with children in line with interviewing vulnerable witness guidance. 	<p>Single Agency Training</p> <p>Agencies must ensure that their own training strategy includes how their staff are trained to undertake their professional roles and responsibilities, and should include:</p>	<p>Annually</p>	<p>Employer</p>
			<p>Inter-agency training</p> <p>A range of multi –agency training events will be provided each year; these will support single agency training and reflect local identified need.</p>	<p>To be agreed</p>	<p>SSCB</p>

New and existing members	Target groups to include members of statutory, voluntary, independent and community organisations	Suggested Training Content	Suggested Training methods	Timescales for completion	Employer, LSCB and CT Responsibilities
<p>Group 5</p> <p>Professional advisors, named and designated lead professionals</p>	<p>Professional advisors, named and designated lead professionals</p>	<p>As per the contents for groups 1, 2 and 3 and 4 if advising staff in that group, plus:</p> <ul style="list-style-type: none"> • Promoting effective professional practice • Advising others. 	<p>Single Agency Training Agencies must ensure that their own training strategy includes how their staff are trained to undertake their professional roles and responsibilities, and should include;-</p> <ul style="list-style-type: none"> • Promoting effective professional practice • Advising others. 	<p>Annually</p>	<p>Employer</p>
			<p>Inter-agency training A range of multi –agency training events will be provided each year; these will support single agency training and reflect local identified need</p>	<p>To be agreed</p>	<p>SSCB</p>

<p>Group 6</p> <p>Operational managers at all levels including: practice supervisors; front line managers and managers of child protection units</p>	<p>Operational managers at all levels including: practice supervisors; front line managers and managers of child protection units.</p>	<p>As per groups 1, 2 and 3 and 4 if supervising staff in that group, plus;</p> <ul style="list-style-type: none"> • Supervising child protection cases • Managing performance to promote effective inter-agency practice • Specialist training to undertake key management and/or supervisory roles (Children's Social Care/Police) 	<p>Single Agency Training</p> <p>Agencies must ensure that their own training strategy includes how their staff are trained to undertake their professional roles and responsibilities, and should include</p>	<p>Annually</p>	<p>Employer</p>
			<p>Inter-agency training</p> <p>A range of multi –agency training events will be provided each year; these will support single agency training and reflect local identified need</p>	<p>To be agreed</p>	<p>SSCB</p>

New and existing members	Target groups to include members of statutory, voluntary, independent and community organisations	Suggested Training Content	Suggested Training methods	Timescales for completion	Employer, LSCB and CT Responsibilities
<p><u>Group 7</u></p> <p>Senior Members responsible for the strategic management of services. NHS board members.</p>	<p>Senior Members responsible for the strategic management of services and Elected Members and Members of SSCB and Children's Trust Board.</p>	<p>As per group 1,2,3 and</p> <ul style="list-style-type: none"> Section 11 expectations, roles and responsibilities 	<p>Single Agency Training</p> <p>Agencies must ensure that their own training strategy includes how their staff are trained to undertake their professional roles and responsibilities.</p>	<p>Annually</p>	<p>Employer</p>
			<p>Inter-agency Training</p> <p>A range of multi –agency training events will be provided each year; these will support single agency training and reflect local identified need</p>	<p>To be agreed</p>	<p>SSCB</p>

<p><u>Group 8</u></p> <p><u>Strategic Managers, Members of the SSCB and Children's Trust Board</u></p> <p>for example</p> <ul style="list-style-type: none"> ▪ SSCB and Children's Trust members ▪ Chair of SSCB and children's Trust ▪ Director of Children's Services ▪ Elected members ▪ Members of the sub-groups ▪ Business unit staff ▪ Inter-agency trainers 		<p>As per group 1,2,3 and roles responsibilities and accountabilities</p> <ul style="list-style-type: none"> ▪ Promoting effective cooperation to improve effectiveness ▪ Knowledge of current research and practice developments ▪ Lessons from serious case reviews and child deaths ▪ Specialist training to undertake specific roles e.g. chairs of sub-groups, business unit staff, inter-agency trainers etc. 	<p>Single Agency Training</p> <p>Agencies must ensure that their own training strategy includes how their staff are trained to undertake their professional roles and responsibilities.</p>	To be agreed	Employer
			<p>Inter-agency Training</p> <p>A range of multi –agency training events will be provided each year; these will support single agency training and reflect local identified need</p>	To be agreed	SSCB

Appendix 3 – SSCB Level One Audit Tool

**STAFFORDSHIRE SAFEGUARDING CHILDREN BOARD TRAINING LEVEL 1
AUDIT for 2009-10**

AGENCY / ORGANISATION	
DATE COMPLETED	
Name of senior manager responsible for development of your safeguarding training strategy	
Name of manager completing audit	

Name of senior manager signing off audit	
How many staff / volunteers does your agency/organisation employ?	
How many of these staff are required to complete single agency Level 1 (Awareness of Child Abuse & Neglect) Child Protection training to fulfill the agencies statutory duty to cooperate to safeguard and promote the welfare of children?	
How many of these staff (with the exclusion of new starters, who joined the Agency between April 2009-March 2010) have not completed single agency Level 1 (Awareness of Child Abuse & Neglect) Child Protection training within the last 3 years?	
Do you require your staff to complete single agency Level 1 (Awareness of Child Abuse & Neglect) Child Protection training every 3 years?	YES / NO
If No - explain why not	

How does your safeguarding training strategy ensure that staff who require this training will have completed it by March 2011?	
Does your agency / organisation / service have a system for identifying when new staff are appointed	YES / NO
If No - explain how staff requiring this training are identified	

Level 1 Child Protection Training			
	Number	By Face to Face	By E-learning
<p>Number of newly appointed staff/volunteers who have infrequent contact with children, young people and/or parents /carers.</p> <p>See appendix A for examples of staff groups in this category</p>			
<p>Number of the staff in this group receiving Level 1 training with 6 months</p>			

<p>Number of newly appointed staff/volunteers who have regular contact or have a period of intense but irregular contact with children, young people and/or parents/carers</p> <p>See appendix A for examples of staff groups in this category</p>			
<p>Number of the staff in this group receiving Level 1 training with 6 months</p>			
<p>Number of newly appointed staff/volunteers who work predominantly with children, young people and/or their parents/carers</p> <p>See appendix A for examples of staff groups in this category</p>			

<p>Number of the staff in this group receiving Level 1 training with 6 months</p>			
<p>Number of newly appointed staff/volunteers who have particular responsibilities; in relation to undertaking section 47 enquiries</p> <p>See appendix A for examples of staff groups in this category</p>			
<p>Number of the staff in this group receiving Level 1 training with 6 months</p>			

<p>Number of newly appointed staff/volunteers who are- Professional advisors, named and designated lead professionals.</p> <p>See appendix A for examples of staff groups in this category</p>			
<p>Number of the staff in this group receiving Level 1 training with 6 months</p>			
<p>Number of newly appointed staff/volunteers who are operational managers at all levels</p> <p>See appendix A for examples of staff groups in this category</p>			

<p>Number of the staff in this group receiving Level 1 training with 6 months</p>			
<p>Number of newly appointed staff/volunteers who are Senior managers responsible for strategic management of services: NHS board members</p> <p>See appendix A for examples of staff groups in this category</p>			
<p>Number of the staff in this group receiving Level 1 training with 6 months</p>			

<p>Number of newly appointed staff/volunteers who are Members of the LSCB</p> <p>See appendix A for examples of staff groups in this category</p>			
<p>Number of the staff in this group receiving Level 1 training with 6 months</p>			
<p>TOTAL APPOINTED in 2009-2010</p>		<p>TOTAL TRAINED in 2009-2010</p>	
<p>Are staff who are not receiving Level 1 training within the timescale required to complete the SSCB level 1 E-Learning package?</p>	<p>YES / NO</p>		

How do you identify these staff?			
SSCB E - LEARNING LEVEL 1			
Do you access single agency Level 1 (Awareness of Child Abuse & Neglect) Child Protection training through the SSCB e-learning modules?	YES / NO		
Would you like to access SSCB e-learning modules	Yes – for our initial training	Yes for an update every 3 years.	No

Number accessing e-learning training 2009-10?	
Number completing e-learning training in 2009-2010?	
Comments	

Appendix A

Staff Groups			
<p>Group 1</p> <p>Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect. For example, librarians, GP receptionists, community advice centre staff, groundsmen, recreation assistants, environmental health officers.</p>	<p>Group 2</p> <p>Those in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carers including all health clinical staff, who may be in a position to identify concerns about maltreatment, including those that may arise from the use of CAF. For example, housing, hospital staff, YOT staff and staff in secure settings, the police other than those in specialist child protection roles, sports development officers, disability specialists, faith groups, community youth groups, play scheme volunteers.</p>	<p>Group 3</p> <p>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. For example, paediatricians, GPs, youth workers, those working in the early years sector, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports club welfare officers, those working with adults in, for example, learning disability, mental health, alcohol and drug misuse services, those working in community play schemes.</p>	<p>Group 4</p> <p>Members of the workforce who have particular responsibilities in relation to undertaking section 47 enquiries, including professionals from health, education, police and children's social care; those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need.</p>

<p>Group 5</p> <p>Professional advisors, named and designated lead professionals.</p>	<p>Group 6</p> <p>Operational managers at all levels including: practice supervisors; front line managers and managers of child protection units.</p>	<p>Group 7</p> <p>Senior managers responsible for the strategic management of services; NHS board members.</p>	<p>Group 8</p> <p>Members of the LSCB including: Board members Independent chair Directors of Children's Services Elected member Lay members Members of executive and sub/task groups Business support team Inter-agency trainers.</p>

Staff Groups

<p>Group 1</p> <p>Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect. For example, librarians, GP receptionists, community advice centre staff, groundsmen, recreation assistants, environmental health officers.</p>	<p>Group 2</p> <p>Those in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carers including all health clinical staff, who may be in a position to identify concerns about maltreatment, including those that may arise from the use of CAF. For example, housing, hospital staff, YOT staff and staff in secure settings, the police other than those in specialist child protection roles, sports development officers, disability specialists, faith groups, community youth groups, play scheme volunteers.</p>	<p>Group 3</p> <p>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. For example, paediatricians, GPs, youth workers, those working in the early years sector, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports club welfare officers, those working with adults in, for example, learning disability, mental health, alcohol and drug misuse services, those working in community play schemes.</p>	<p>Group 4</p> <p>Members of the workforce who have particular responsibilities in relation to undertaking section 47 enquiries, including professionals from health, education, police and children's social care; those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need.</p>
<p>Group 5</p>	<p>Group 6</p>	<p>Group 7</p>	<p>Group 8</p>

Professional advisors, named and designated lead professionals.	Operational managers at all levels including: practice supervisors; front line managers and managers of child protection units.	Senior managers responsible for the strategic management of services; NHS board members.	Members of the LSCB including: Board members Independent chair Directors of Children's Services Elected member Lay members Members of executive and sub/task groups Business support team Inter-agency trainers.
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Appendix 4 – Workforce Development & Training Strategy Action Plan 2011-13

	ACTION	START	FINISH	WHO
1	Develop new SDA processes	April 2011	December 2011	Training Manager
2	Approve terms of reference	February 2011	April 2011	W D&T / SSCB
3	Complete Workforce Development and Training Strategy	August 2010	March 2011	Training Manager
4	Develop audit tool for level 1 training	2009-10 completed	tool developed	Training Manager
5	Develop core slides for level 1 training	April 2011	September 2011	TASK TO FINISH GROUP
6	Develop Quality assurance programme for level 1 training e.g. Relevance, currency and accuracy of content Quality of training delivery short and longer term outcomes	April 2011	September 2011	TASK TO FINISH GROUP
7	Analysis of S11 data for 2009-10 re training of all staff	April 2011	September 2011	SARA PIGGOTT
8	Develop Quality assurance programme for inter-agency training e.g. Relevance, currency and accuracy of content Quality of training delivery short and longer term outcomes impact on working together and inter-professional relationships	April 2012	March 2013	TASK TO FINISH GROUP TO BE SET UP
9	Complete bi-annual reports	April 2011	March 2012	Chair/Training Manager

10	Develop new evaluation forms & process	completed		Training Manager
11	Update Working Together Training	March 2011	May 2011	Local training team
12	Update Refresher training	April 2011	May 2011	Training Manager
13	Recruitment & Training team development	March 2011	March 2012	Sub group members
14	Develop Induction/Information pack	April 2013	December 2013	TASK TO FINISH GROUP TO BE SET UP
15	E-learning choices & access	April 2011	March 2012	SSCB
16	Quarterly reports	April 2011	March 2012	Chair sub group
17	Annual Report	April 2011	March 2012	Chair/Training Manager
18	Business Plan 2011-12	April 2011	March 2012	Chair/Training Manager