INDIVIDUAL WORKSHOP LEARNING OUTCOMES

UNIT 1: EFFECTIVE COMMUNICATION AND ENGAGEMENT WITH CHILDREN, YOUNG PEOPLE, THEIR FAMILIES AND CARERS

Main aim of unit
To develop an understanding of the requirements for effective communication, both verbal and non-verbal. To develop effective speaking and listening skills and consider the importance of consultation with children and young people in making decisions that affect them.

Content / Main topics of study
• Methods of communication appropriate to the age and needs of the child or adult, and to the situation
• Non verbal communication
• Barriers to effective communication
• Effective listening skills
• Consultation
• Confidentiality

Learning Outcomes (maps onto the programme outcomes b, e, g & i)
At the end of this session participants will be able to:
1. Discuss ways of communicating with children of different ages
2. Reflect on own practice in communicating with children and adults
3. Explain potential barriers to effective communication
4. Demonstrate an understanding of the importance of consultation with children and adults
5. Demonstrate an understanding of confidentiality, appreciating the limits and knowing when it is appropriate to share information.

UNIT 2: CHILD AND YOUNG PERSON DEVELOPMENT

Main aim of unit
To develop knowledge of the stages and sequences of children's and young people’s development from birth to 18 years. The unit considers development in five areas; physical, intellectual, language, emotional and social. The role of the practitioner in responding to developmental change will be considered.

Content / Main topics of study
• Developmental milestones from birth to 18 years.
• Effects on the development of children and young people
• The relevance of current legislation to supporting the development of children and young people
• The role of the practitioner in monitoring development
• Ways of promoting healthy development to assist the child or young person to achieve the five key outcomes
• Evidence based practice and the reflective practitioner

Learning Outcomes (maps onto programme outcomes a, b, d, e, f, g, ,i )
At the end of this session participants will be able to:
1. Record and assess the development of children and young people
2. Discuss the possible effects on development
3. Demonstrate knowledge of the procedures for reporting concerns with reference to legislation and policy
4. Discuss ways to support the development of children and young people
5. Reflect on own practice in supporting the development of children and young people
6. Demonstrate, where appropriate, effective communication with children and young people, parents and other professionals

UNIT 3: SAFEGUARDING AND PROMOTING THE WELFARE OF THE CHILD

Main aim of unit
To develop knowledge and understanding of the relevant legislation, duties, policies and procedures for safeguarding and promoting the welfare of children and young people as well as understand the different ways in which children and young people may be harmed. To recognise when children and young people are not achieving their developmental potential or when their health may be impaired. To recognise factors that impact on parental capacity, including domestic violence and to identify concerns and sources of help and support

Main topics of study
- Safeguarding and promoting children’s welfare and development (policy and procedures)
- Making assessments of children and reporting child protection concerns
- Current legislation to protect children from harm and promote their welfare
- Common Assessment Framework
- Data Protection and Confidentiality
- Role of Local Safeguarding Children Board and multi-agency working
- Taking into account the views of children and young people in Barnet
- Supporting children living with troubled adults

Learning Outcomes (maps onto programme outcomes a, b, c, d, f, h, g, i, j )

At the end of this session participants will be able to:
1. Discuss current legislation and policies relating to safeguarding and promoting the welfare of children and young people
2. Describe the five key outcomes for children and young people and how children can be supported to achieve these
3. Demonstrate an awareness of risk indicators, including what to do if worried a child is at risk and the difference between safeguarding children and promoting welfare
4. Explain own role and responsibilities in safeguarding children and promoting welfare and the role of the Barnet Safeguarding Children’s Board
5. Discuss the necessity for early intervention, the importance of sharing information and when to seek advice and consult with managers or designated persons.

UNIT 4: SUPPORTING TRANSITIONS

Main aim of unit
To develop an understanding of how change and transition affects children at different ages and stages. To consider strategies for supporting children, parents and carers through change.

Content / Main topics of study include:
- The effects of change on children at different ages and stages of their development, including the transition from childhood to adulthood, and the expected behavioural responses
- The effects of change on those caring for children
- Strategies to support children and carers through periods of key change including bereavement, family break-up, puberty and the move from primary to secondary school
- Providing reassurance, information and support.
- Taking into account the views of children and young people in Barnet

Learning Outcomes (maps onto programme outcomes b, c, d )

At the end of this session participants will be able to:
1. Identify changes and transitions for children
2. Describe the effects of change and how children may respond
3. Describe the effects on those caring for children through periods of change
4. Develop strategies for supporting children through changes and transitions
5. Explain the role of other agencies and other professionals in providing support

**UNIT 5: MULTI-AGENCY WORKING**

**Main aim of unit**
To develop an understanding of successful multi-agency working. To explore the roles and responsibilities of different professionals across the children’s services and agencies and how to work collaboratively across organisational and professional boundaries. To consider the benefits and challenges of working in multi-agency teams and ways of improving communication.

**Content / Main topics of study include:**
- The importance of multi-agency working in supporting the welfare and development of children
- Relevant legislation, procedures and working methods regarding sharing information and integrated working
- The roles and responsibilities of the children’s workforce to work effectively across professional and organisational boundaries
- The range of organisations available to support children and their carers
- Barriers to successful communication and team work
- The Common Assessment Framework (CAF) and the lead professional role
- Taking into account the views of children and young people in Barnet

**Learning Outcomes (maps onto programme outcomes a, b, c, d, e, f, g, i, j )**
1. Describe the objectives and responsibilities of partner agencies working within the children’s services
2. Identify key legislation, procedures and working methods relating to multi-agency working
3. Describe the Common Assessment Framework and the Lead professional initiatives as supporting mechanisms for integrated working
4. Identify good practice models of successful integrated working as well as organisations available to provide support for children young people and their carers
5. Assess own practice in working as a member of a multi-agency team
6. Identify barriers to successful multi-agency working

**UNIT 6: SHARING INFORMATION**

**Main aim of unit**
To develop an understanding of recent legislative changes surrounding the control and confidentiality of information including the Data Protection Act 1998. To develop the skills required for gathering and recording information, assessing need and obtaining consent for sharing information. To promote skills and confidence in sharing information appropriately with partner agencies. To discuss types of information and with whom it may be shared.

**Content / Main topics of study include:**
- The importance of sharing information and the roles and responsibilities of sharing information at individual, organisational and professional levels
- Legislation and policies relating to safeguarding children and information sharing
- The principles, protocols and procedures for information sharing
- Developing information management skills including, gathering, recording, storing relevant information and communicating different types of information
- How to access information that may already be held about a child and carer
- The importance of getting consent and involving children and their carers in the decisions about sharing information when appropriate
- Awareness of the complexities and implications of sharing confidential and sensitive data
• The benefits of the national information sharing index
• Taking into account the views of children and young people in Barnet

Learning Outcomes (maps onto programme outcomes a, b, d, f, g, i )

At the end of this session participants will be able to:
1. Identify and understand key legislation relating to information sharing and the complexities
2. Describe workplace policies and procedures relating to information sharing
3. Describe the types of records that are kept about children and young people and how they are managed including their storage and access in a setting / service area.
4. Explain how children, young people and carers can be involved in the processes of sharing information