



Western Isles Violence Against Women

Partnership



Western Isles Multi Agency Public Protection Learning and Development Strategy 2024-2026

Child Protection Committee
Adult Support and Protection Committee
Violence Against Women Partnership

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Introduction

The Western Isles Adult Support and Protection Committee (APC), Child Protection Committee (CPC) and Violence Against Women Partnership (VAWP) are responsible for ascertaining local workforce learning and development needs with regard to Adult Support and Protection, Child Protection and Gender Based Violence by providing a high standard of multi-agency training to address this need.

This strategy will support operational staff in partner agencies to improve outcomes for our most vulnerable service users.

This is achieved via the APC Learning and Development sub-group, CPC Professional Learning and Communication Subgroup and the VAWP Training Subgroup which include representation from Health and Social Care Partnerships, Local Authority, Police Scotland, Scottish Fire and Rescue Service and Third Sector. This ensures learning and development needs are considered within the broader context of wider professional and workforce development.

The strategy spans a 3-year period and requires being flexible enough to respond to emerging issues and regular review is essential to take account of changes both locally and nationally. Thus, the strategy will be reviewed on a regular basis, and delivery against the strategy reported on a regular basis, to ensure it is still appropriate.

The Learning and Development Strategy will reflect lessons from case reviews, any relevant new research and local and national guidance and procedures.

We aim to support the development of the workforce at a multi-agency level by helping to develop and enhance skills and knowledge through the practice newsletters, workshops, seminars, eLearning modules and training courses we offer.

The scope and remit of this strategy includes:

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- Adult Support and Protection
- Child Protection
- Violence Against Women

The central theme of all the learning and development opportunities links to the national trauma informed practice level framework. This provides a level of basic knowledge and skills for our workforce (see Appendix 1). This is part of the National Trauma Framework for Scotland (NHS Education Scotland, 2021).

Aim

The strategy aims to provide:

- A range and variety of approaches: recognising the need to be inclusive and to recognise different systems, learning styles and staffing requirements.
- A pragmatic approach where the required knowledge is accessed via learning that is relevant, meaningful and accessible, and the content is proportionate to the requirements of the workforce.
- Empowerment: participants will be provided with information, guidance and support to meet their own identified learning and development needs.
- Sharing good practice and establishing a common language.
- The use of e-learning.
- Learning opportunities are outcome focused and reflect trauma informed practice.

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- Quality assurance processes to identify the impact of learning and development and the overall effectiveness of the learning on outcomes for children, adults and their families.

Principles

The strategy is underpinned by the following set of principles.

All multi-agency Learning and Practice Development activity will:

- Promote a joined-up approach to supporting children and adults to be safe from abuse and harm.
- Reflect the appropriate legislation and national/local policies and procedures.
- Create an ethos that values working collaboratively with others, promotes equality, respects diversity, and encourages the participation of individuals, families, carers and unpaid carers in protection processes.
- Reflect and be aware of/responsive to the needs of everyone in the Western Isles (including those who currently experience difficulty in accessing services whether on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religious belief or non-belief, sex and/or sexual orientation).

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Learning and Practice Development subgroups

The Learning and Development sub-groups have a role in ensuring there is sufficient high-quality training available including the development, commissioning and delivery of multi-agency training, and ongoing training needs analysis to identify gaps and future training needs.

We will do this by:

- Facilitating partnership working across agencies.
- Providing leadership across agencies for best practice and standardisation.
- Providing guidance on who should access what training.
- Providing reports and statistics on training delivery.
- Responding to the identified learning needs across all sectors including service users and carers.
- Reviewing, evaluating and responding to training feedback.

It is essential that we have a workforce across all partnership agencies and sectors that is trained and supported in all work relating to Child, Adult Protection and Violence Against Women. This Learning and Multi-agency Workforce Development Strategy provides a framework to guide individuals in their continued professional development and for managers to consider their employees relevant and appropriate training needs according to the needs of the service and professional development.

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Governance

The APC Learning and Development sub-group, CPC Learning and Development sub-group and VAWP training sub-group will ensure oversight of the strategy and delivery plan.

Multi-Agency Training

This strategy commits to providing a high quality comprehensive multi-agency training programme, which supports professionals, volunteers and the independent sector in their work to protect and promote the safety and wellbeing of children, adults and their families. The Learning and Development Action Plan is built around ongoing training needs analysis. Partner agencies are asked to identify key multiagency training needs of their staff/volunteers so this can be reflected in the training plan. The plan also builds on lessons learned from previous years and evaluations of courses already provided. The training offered takes into account differing needs at a local level, the outcomes of reviews and inspections as well as the measures introduced by new legislation and Government policy.

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Where Does the Workforce Fit in the Framework?

Staff from different organisations and with different roles will require different skill sets, knowledge and responsibilities and will consequently have different learning and development needs. To assist managers, leaders and learning and development professionals this framework has grouped staff into three overall 'workforces' (Scottish Government, 2024).

WIDER WORKFORCE All Staff	GENERAL WORKFORCE	SPECIFIC WORKFORCE	INTENSIVE WORKFORCE
Recognise (harm or risk of harm when they see it). Respond (by sharing concerns with others whose job it is to follow up on what has been reported). Record (keep records according to agency requirements). Report (sharing information and concerns with child or adult protection services).	ANY staff employed by Local Authority, Police Scotland, Scottish Fire & Rescue Service, Scottish Ambulance Service, NHS* or social care service providers or third sector (including staff employed through self-directed support) who have direct or indirect contact with children, young people or vulnerable adults living in our communities. *This includes staff contracted by the NHS, GP practices, private dental practices, opticians and pharmacies are all independent contractors not employed but contracted by NHS.	ANY Staff with who carry out direct or regular work with children, young people or adults. These workers may be asked to contribute to the risk assessment and risk management process and may be providing on-going support. In addition to the skills of the General Contact Workforce these workers require additional competencies, knowledge and skills to reflect the nature of involvement with children and young people and adults including protecting and promoting their well-being and contributing to identifying and implementing potential interventions.	Staff employed by local authority identified as meeting legal requirements of Council Officers, or identified as staff who have direct involvement in child or adult protection investigations and their managers. Registered health care staff who engage in assessing, planning, intervening and evaluating the needs of children, young people or adults where there are protection concerns.

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What is a Competency?

A 'competency' is a general ability to do the job, using acquired knowledge, skills and values. A 'competency' is generally defined as a set of behaviours that a member of a workforce must have or must acquire to perform effectively at work. A 'competency framework' is a structure that sets out each individual competency needed by individuals working in a particular organisation. In most organisations both terms are brought together to best describe current work-based performance that requires a mixture of behaviours, skills and action.

The Wider Workforce

WIDER WORKFORCE

The **Wider Workforce** is: **ANY** staff employed by or contracted by Local Authority, Police Scotland, SFRS, SAS, NHS or social care service providers or third sector (including staff employed through self-directed support) who have direct or indirect contact with children, young people or vulnerable adults living in our communities.

The **core competencies**:

Recognise (harm or risk of harm when they see it).

Respond (by sharing concerns with others whose job it is to follow up on what has been reported).

Record (keep records according to agency requirements).

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Report (sharing information and concerns with child or adult protection services)	
Key knowledge	Key skills
<ul style="list-style-type: none">Children have the right to be safe and protected from harm (United Nations Convention on the Rights of the Child (1989).Harm happens and it matters.Understand what we mean by harm (including harm that happens within local communities and beyond).Understand what child protection and adult protectionHave a basic awareness of types of harm, signs of concern, what to be concerned about.Understand what to do, who to tell, where, when and why to share concerns.	<ul style="list-style-type: none">Recognise and respond to concerns about harm or risk of harm to a child, young person or adult.Follow agency procedures.Seek advice and record observations, incidents or disclosure of information (supervisors).I can share information timeously, accurately and with clarity.
Training Examples	
Own organisation Corporate Induction.	

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The General Workforce: Competencies, Knowledge and Skills

GENERAL WORKFORCE

The **General Workforce** is: **ANY** staff employed by or contracted by Local Authority, Police Scotland, SFRS, SAS, NHS or social care service providers or third sector (including staff employed through self-directed support) who have direct or indirect contact with children, young people or vulnerable adults living in our communities.

The **core competencies** relating to Adult Protection for a worker in the **General Workforce** are to:

- Recognise where there may be concerns about a child/adult's well-being.
- Know the child/adult support and protection procedures and take appropriate action – including immediate safeguarding activity and reporting to relevant partners/organisations.

Key knowledge	Key skills
<ul style="list-style-type: none"> • The importance of child and adult protection in the wider context of public protection. • The general nature and signs of harm. • What to do if they are worried about a child, young person or adult. 	<ul style="list-style-type: none"> • Recognise concerns about children, young people and adults and identify possible risks and signs of harm. • Effectively communicate/report, observe and record concerns. • Take immediate action and follow procedures within their agency. • Provide evidence in proceedings relating to formal child, young person or

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<ul style="list-style-type: none">• How to respond at the time to disclosure of harm and the importance of listening to the child, young person or adult.• When to seek appropriate supervision/support and where to look for this.• How the service/profession/discipline they represent can contribute to keeping children, young people and adults safe.• The impact of particular issues and circumstances (e.g., equality issues, substance misuse, domestic abuse, previous trauma).• Individual attitudes and values towards harm and how these shape actions, etc.• Know where to find child and adult protection procedures, protocols and guidance.• Basic awareness of the impact of trauma.	<p>adult protection measures, if required.</p> <ul style="list-style-type: none">• Identify support agencies available for individuals and families affected by harm and enable access to these.• Support other workers in relation to child, young person or adult protection issues.
Training Examples	
At the General Workforce level , the manner and method of meeting the competencies and knowledge/skills will vary depending on the organisation and	

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staff. However, some examples may include:

- Online TURAS e-learning Level 1 - dedicated Child Protection and Adult Support and Protection modules.
- Online/face to face or via MS Teams – Trainer Led General Workforce Child Protection and Adult Protection training.
- Online/face to face/MS Teams Gender Based Violence Basic Awareness.
- Online/face to face/MS Teams Domestic Abuse Basic Awareness.

The Specific Workforce: Competencies, Knowledge and Skills

SPECIFIC WORKFORCE

The **specific workforce** is: **ANY** Staff with a direct care role who have a requirement to be professionally qualified and/or a management responsibility in the health and social care sector or any other staff who would be expected, as part of their regular role, to be involved in child/adult protection activities.

The **core competencies** relating to Child/Adult Protection for a worker in the **specific workforce**, in addition to all the general workforce competencies, are to:

- Protect and promote the well-being of the child/ adult.
- Access all relevant aspects of local child/adult protection procedures.
- Contribute to identifying and implementing potential interventions.

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Key knowledge	Key skills
<ul style="list-style-type: none">• The nature and prevalence of significant harm, factors associated with significant harm (e.g., power and oppression); undue pressure, issues of consent, specific forms of harm (e.g., physical, financial, neglect, verbal, psychological, sexual); and the implications of particular issues (e.g., the internet).• The potential impact of specific issues on adult protection:<ol style="list-style-type: none">a. Disability (including physical impairments; and learning disabilities).b. Ethnic group (including where English is not the first language).c. Gender (including gender-based violence).d. Religion/faith (including abuse in a religious environment).e. Age (including those in transition from children's services to adult services).f. Misuse of alcohol and drugs by family members.g. Domestic abuse (including the impact on the family members).h. Carer stress.i. Bullying.j. Complex needs.k. Other aspects of personal circumstances (e.g., asylum seeker; being	<ul style="list-style-type: none">• Apply relevant legislation and guidance to practice.• Carry out client-centred work, respond appropriately to disclosure of harm, seek and identify child, young person/adult's views and promote their rights.• Engage, communicate, observe and work effectively with children, young people and adults and their families in specific circumstances, (e.g., affected by substance misuse, domestic abuse and other factors).• Engage and work effectively with other workers (including providing support and supervision where relevant).• Distinguish between observations, facts, information gained from others, and opinion.• Apply key theories underpinning their work with children, young people and adults to support their development.

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an unpaid carer).

I. Experience of particular forms of harm (e.g., sexual exploitation, trafficking, forced marriage, etc).

- Recognise the impact of past trauma.
- Their own/agency's role, responsibilities, procedures, protocols and guidance, and those of other workers/agencies in protecting children, young people/adults, preventing harm and promoting their welfare.
- Multi-agency child/adult protection procedures, protocols and guidance and any changes to these.
- Relevant legislation and guidance (and changes to this) including for example, Child Protection Guidance, Adult Support and Protection Code of Practice.
- Understand the importance and the potential need for advocacy and/or communication support for some children, young people and adults and their families.

- Identify what to do to protect and promote the well-being and safety of children, young people and adults, including those who are suffering, or at risk of suffering, significant harm.
- Carry out all aspects of their role in child/adult protection including, keeping records; contributing to inquiries and/or investigations; and providing and communicating appropriate information from their work with a child, young person or adult to inform the protection process.
- Make appropriate onward referrals, including to specialist agencies.

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- Understand the potential for child protection issues to arise in adult protection contexts and how to take appropriate action.

Training Examples

At the **specific level**, the manner and method of meeting the competencies and knowledge/skills will vary depending on the organisation and staff. However, some examples may include:

- Online via TURAS Skilled Workforce Adult Support and Protection module/training.
- Local delivery online MST Trainer Led Specific Workforce Training.
- Online via TURAS Skilled Workforce Child Protection module/training.
- Online/face to face or MS Teams Domestic Abuse Routine Enquiry Training.
- Online/face to face or MS Teams DASH RIC training.
- Face to face (or via MS Teams) Risk Assessment and Chronology Training.
- Face to face (or via MS Teams) Getting Our Priorities Right (Children Affected by Parental Substance Misuse).
- CSE – Child Sexual Exploitation Awareness.

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The Intensive Workforce: Competencies, Knowledge and Skills

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The **core competencies** relating to Child/Adult Protection for a worker in the **Intensive workforce**, in addition to all the general and specific workforce competencies, are to:

- Lead or co-operate in responding to Child/Adult Protection referrals and disclosures in accordance with local procedures.
- Lead or co-operate in responding to Child/Adult Protection inquiries, investigations and disclosures in accordance with local procedures.
- Comprehensively contribute to the assessment of risk in Child/Adult Protection and develop and implement protection plans to reduce risk.
- Contribute to case conferences/planning meetings.

Key Knowledge

- The process following a disclosure for children or adults.
- Communication requirements of children, young people or

Key skills

- Using investigatory skills as communication skills that enable relevant information sharing within and between agencies using appropriate methods.

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adults at risk.

- The impact of consent and confidentiality issues.
- Thresholds between poor practice and ASP/CP concerns.
- Legislative context of child and adult protection – i.e., Adults with Incapacity, Mental Health (care and treatment) and Adult Support and Protection and working across the Acts.
- Legislative context of Child Protection – i.e., Scottish Government (2022).
- Legislative context of Gender Based Violence- i.e., Equally Safe, Domestic Abuse Act.
- Debates about ‘harm’; ‘serious harm’; ‘undue pressure’; consent and capacity’ and ‘thresholds’.
- Good practice in interagency working (at agency level) – theory

- Skills to gather, collate, analyse and evaluate information and summarise within a relevant assessment framework, demonstrating that a range of options have been considered and taking account relevant policy/legislation.
- Contribution to inter-agency protection plans, ensuring that an outcome focussed approach is adopted.
- Contribute to the development and delivery of a Large-Scale Investigation and attend relevant meetings.
- Cognitive skills to analyse information using an appropriate risk assessment framework which balances risk management with positive risk taking.
- Recording necessary and relevant information and assessments on appropriate systems and writing a structured report to include relevant evidence, analysis, assessment and conclusion.
- Negotiating; dealing with conflict; leadership.

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and evidence, research, report findings.

- Practical knowledge of relevant agencies and services – e.g., Advocacy, Office of the Public Guardian; Mental Welfare Commission, Care Inspectorate, Health Improvement Scotland, Central Legal Office.
- Risk assessment, management and analysis.
- Purpose, format and conduct of professional meetings and case conferences/planning meetings.
- Roles and responsibilities – of self and other professionals.
- Understanding the role of Police Scotland and preservation of evidence.
- Be trauma skilled.
- Knowledge of the decision specific capacity tool (adult

- Collaborative decision making and professional accountability.
- Ensure decision making is free from bias and evidence based.
- Written and verbal communication skills which enable transparent and clearly articulated decision making that can be understood by all concerned.
- Adopting a person-centred approach to facilitate maximum participation from the child, young person or adult and their significant others throughout all stage of protection processes.
- Exercising professional judgement.
- Exercising professional curiosity.

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protection).

- Learning from audits alongside local and national multi-agency case reviews including Learning Reviews.

Training Examples

At the **Intensive level**, the manner and method of meeting the competencies and knowledge/skills will vary depending on the organisation and staff. However, some examples may include:

- Adult Support and Protection - Duties and Functions under the Adult Support and Protection Act (mandatory for Council Officers).
- Joint Investigative Interview Training for identified qualified Children and Families Social Workers.

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Training for Public Protection Chief Officers Group

All members of the Public Protection Chief Officers Group (COG) must have a level of knowledge of Public Protection equivalent to the general workforce as well as additional knowledge-based competencies by virtue of their COG membership. This will require a tailored package to be delivered which encompasses general workforce knowledge, skills and competencies, as well as COG specific information as identified below.

WIDER WORKFORCE	
All members of the Chief Officers Group for Public Protection	
The core competencies :	
Recognise (harm or risk of harm when they see it).	
Respond (by sharing concerns with others whose job it is to follow up on what has been reported).	
Record (keep records according to agency requirements).	
Report (sharing information and concerns with child or adult protection services).	
Key knowledge	Key skills
<ul style="list-style-type: none">Children have the right to be safe and protected from harm (United Nations Convention of the Rights of the Child, 1989).Harm happens and it matters.	<ul style="list-style-type: none">Recognise and respond to concerns about harm or risk of harm to a child, young person or adult.Follow agency procedures.

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- Understand what we mean by harm (including harm that happens within local communities and beyond).
- Understand what child protection and adult protection.
- Have a basic awareness of types of harm, signs of concern, what to be concerned about.
- Understand what to do, who to tell, where, when and why to share concerns.

- Seek advice and record observations, incidents or disclosure of information (supervisors).
- I can share information timeously, accurately and with clarity.

Training Examples

Child Protection Committee Corporate Induction.

GENERAL WORKFORCE

All members of the Chief Officers Group for Public Protection

The **core competencies** relating to Adult Protection for a worker in the **General Workforce** are to:

- Recognise where there may be concerns about a child/adult's well-being.
- Know the child/adult support and protection procedures and take appropriate action – including immediate safeguarding activity and reporting to relevant partners/organisations.

Key knowledge

Key skills

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| <ul style="list-style-type: none">• The importance of child and adult protection in the wider context of public protection.• The general nature and signs of harm.• What to do if they are worried about a child, young person or adult.• How to respond at the time to disclosure of harm and the importance of listening to the child, young person or adult.• When to seek appropriate supervision/support and where to look for this.• How the service/profession/discipline they represent can contribute to keeping children, young people and adults safe.• The impact of particular issues and circumstances (e.g., equality issues, substance misuse, domestic abuse, previous trauma).• Individual attitudes and values towards harm and how these | <ul style="list-style-type: none">• Recognise concerns about children, young people and adults and identify possible risks and signs of harm.• Effectively communicate/report, observe and record concerns.• Take immediate action and follow procedures within their agency.• Provide evidence in proceedings relating to formal child, young person or adult protection measures, if required.• Identify support agencies available for individuals and families affected by harm and enable access to these.• Support other workers in relation to child, young person or adult protection issues. |
|---|--|

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shape actions, etc.

- Know where to find child and adult protection procedures, protocols and guidance.
- Basic awareness of the impact of trauma.

Training Examples

At the **General Workforce level**, the manner and method of meeting the competencies and knowledge/skills will vary depending on the organisation and staff. However, some examples may include:

- Online TURAS e-learning Level 1 - dedicated Child Protection and Adult Support and Protection modules
- Online/face to face or via MS Teams – Trainer Led General Workforce Child Protection and Adult Protection training.
- Online/face to face/MS Teams Gender Based Violence Basic Awareness.

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Refresher Training

Any refresher training should be in line with your own organisation's policy/guidelines. Generally, this will be every 2-3 years.

Refresher training should be identified as part of their agreed individual learning and development with their Line Manager. It should reflect changes in job roles and responsibilities, legislation, agency procedures and policies and national practice.

Quality Assurance and Evaluation of Training

All training will be evaluated at the end of a course. Our evaluation ensures we gather evidence in respect of the learning outcomes, an increase in knowledge, quality of the information provided and the initial impact on the worker's practice.

The chairs of the Learning and Development sub-groups will present the data to the APC, CPC and VAWP annually.

Assessing the effectiveness of training will be done using a clear evaluation model that is consistent across partners. A model by Kirkpatrick(1994) moves sequentially through discrete stages. Information from each previous stage serves as a base for the next stage's evaluation. Thus, each successive stage is a more precise measure of the effectiveness of the learning and development programme, but at the same time requires a more rigorous and time-consuming analysis.

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An example of how evaluation of training will be achieved is shown below in Kilpatrick's Four Levels of Training Evaluation Model (Kilpatrick and Kilpatrick, 2016).

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Stage 1 Reactions

By asking those who attend what they think e.g. were the learning outcomes met?

Using evaluation feedback forms at the end of the course delivery.

By asking Staff and managers to reflect on learning in the CPD process and consider how it fits with their practice needs

Stage 2 Learning

By sending stage 2 evaluation sheets to a sample of participants three months after course delivery to measure how it has affected practice since attending for the worker and manager

Stage 3 Transfer

By asking those who attend to give evaluation examples of how learning and development events have affected their practice and better protect the children, young people as a result

By asking senior managers to observe learning and development events

By arranging regular practitioner groups to find evidence of improved outcomes

By gathering statistical information on whether learning outcomes and identified competences were achieved as an overall figure within a set time period

Stage 4 Results

By analysing findings as part of the evaluation process making changes where necessary

By analysing data gathered through case file audits

By analysing qualitative and quantitative data gathered through interviews and case reviews

By conducting learning/ training needs analysis for the multi agency workforce

Evidence learning and development outcomes for strategic operational planning



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All key partners are committed to continuous evaluation of any training intervention using a variety of tools based on the above model. At all workforce levels there is a commitment from partners that meaningful evaluation will be undertaken that aims to measure both effectiveness of delivery and the meeting of learning outcomes. All partners will share the data gleaned from their individual evaluations to support the continuing development of the training curriculum.

The APC, CPC and VAWP will be updated on the progress and the findings of the evaluation process and the model above on an annual basis. Substantive updates and changes to the training curriculum (alongside other key elements for learning and development work), will be captured in a Learning & Development Improvement Plan.

Data Protection

Under General Data Protection Regulation (GDPR) legislation (Data Protection Act, 2018)) we are required to inform individuals about the information we hold about them. Please note we keep names, job titles and work e-mail addresses on a computerised database for the purposes of training course management. We may also pass on attendance lists to the delegate's own agency for training recording purposes. In addition, we retain copies of course evaluation forms electronically on a secure shared folder within the APC, CPC and VAWP.

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Appendix 1: Trauma Informed Practice – Baseline Knowledge and Skill

NHS Education for Scotland in partnership the Scottish Government has developed - Transforming Psychological Trauma. A Knowledge and Skills Framework for the Scottish Workforce (NHS Education Scotland, 2021) to those contracted by the NHS, GP practices, Private Dental practices and Pharmacies are all independent contractors not employed but contracted by NHS. There are 4 practice levels within this framework. The learning and development offered over the next 3 years will reflect – the principles of the Framework Level 1 Trauma informed practice. A baseline of knowledge and skills required by everyone in the Scottish workforce (pages 30-36 within the Framework).

The following table is an extract from the document of the baseline of knowledge and skills we wish to impart through the multiagency training offered:

Baseline of knowledge we want practitioners to have	The skills we want practitioners to have
A person affected by trauma might understandably want to avoid people, places or situations that remind them and bring back distressing memories of the trauma and associated feelings.	Be able identify situations that can bring back memories of the trauma and associated feelings.
The consequences of trauma can affect people's ability to successfully access the care, support and treatment they require in a range of settings (for example physical health, mental health, education justice, employment, and housing).	Be able to identify the types of situations that can bring back memories of the trauma and associated feelings.
A person's young age when first experiencing trauma, the person(s) responsible for the trauma and its duration are among the reasons for people's different responses	Hold in mind that a person's behaviour or reactions might be trauma-related. Make sense of a person's current difficulties by considering "What

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<p>to trauma.</p> <p>People use different ways to survive, adapt to, and cope with trauma and its impact, and that some of these can seem confusing or self-defeating unless viewed as adaptive coping responses to overwhelming threat and its consequences.</p> <p>Situations in which feelings of trust, choice, collaboration, empowerment and safety are compromised can lead to trauma related distress or re-traumatisation and can lead people to drop out from or avoid care, support or treatment.</p> <p>The importance of services, systems and organisations being trauma informed to reduce the risk of trauma related distress and consequent avoidance.</p>	<p>happened to you?” instead of “What’s wrong with you?” in responding to a person affected by trauma.</p> <p>Appreciate that a person might feel distressed or even re-traumatised in certain situations if they remind him or her in some way of past trauma.</p>
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