



West Dunbartonshire Public Protection Inter-Agency Training Calendar 2024-25



Contents

- **Introduction**
- **What course should I attend?**
 - **Wider workforce.**
 - **General workforce.**
 - **Specific workforce.**
 - **Intensive workforce.**
- **Booking Courses**
- **Calendar 2024-25**
- **I-Learn Modules**
- **External Training Material**
- **National Trauma Training**

Introduction

This Public Protection Training Calendar brings together Adult Protection and Child Protection opportunities across West Dunbartonshire for 2024-25.

Public Protection requires agencies to co-ordinate an effective response that gives at-risk individuals the support they need to reduce the risk in their lives.

This work, and therefore training, is provided on a single and multi-agency basis and each agency is required to be clear about their own roles and responsibilities, as well as those of other agencies involved. Such co-ordinated planning and intervention needs to be supported by a range of learning and development opportunities to ensure best practice.

Public Protection aims to reduce the harm to children, young people and adults at risk, and covers work relating to: child protection; Multi-Agency Public Protection Arrangements (MAPPA) and offender management; adult support and protection; domestic abuse; and alcohol and drug misuse. There are Partnership arrangements in place in all of these areas of work and, as appropriate, Public Protection work takes place with both victims and perpetrators.

This programme reflects the priorities of the National Framework for Child Protection Learning & Development in Scotland 2024; the priorities of which are relevant across the Public Protection agenda.

The Framework acknowledges the importance of using and building on the multi-agency learning and development opportunities that already exist, supported by local Public Protection Committees. As such, this training programme outlines a wide variety of training courses, regularly tailored and updated, to provide the correct skills and knowledge in recognising and reporting harm. Courses will continue to be developed and revised and new courses are added to the programme when a specific issue or topic becomes relevant.

The Learning and Development Framework identifies four groups within the multi-agency workforce, each of which requires different competences, knowledge and skills, based on the nature and extent of their contact (direct or indirect) with children, young people, adults at risk and families:



[national-framework-child-protection-learning-development-scotland-2024.pdf \(www.gov.scot\)](https://www.gov.scot/publications/national-framework-child-protection-learning-development-scotland-2024/pdf)

The Adult and Child Protection Committee Learning and Development Subgroups have also devised a joint Adult and Child Protection Learning and Development Strategy and Evaluation Strategy; detailing the process that will be undertaken to regularly review learning and development opportunities.

What course should I attend?

The information below is a guide for managers and staff to support their learning and professional development. It is not an exhaustive list and identifies where we would generally expect a worker to be placed. In some cases workers will find that another level is more appropriate to their specific needs. When in doubt, workers should speak to their managers.

We also recognise that for some services different levels of competences, knowledge and skills are required across Adult Support and Protection and Child Protection.

Wider workforce	<p>Everybody, regardless of role and remit, where they do not fit into any other professional groups or workforces below, require at least a minimum, baseline awareness of core messages about child welfare, safety and protection.</p> <p>Key learning is to:</p> <ul style="list-style-type: none"> • 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 adult and child protection services (social work or police) • All staff who have contact with adults, children and their families are expected to have at least this minimum level of adult and child protection awareness.
------------------------	---

Knowledge and understanding:

- Children have the right to be safe and protected from harm (Article 19, UNCRC).
- Harm happens and it matters.
- Understand what we mean by harm (including harm that happens within local communities and beyond).
- Understand what adult and child protection is.
- 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 (have access to local social work offices or numbers) key message: it is everyone's job...

Skills:

- I can recognise and respond to concerns about harm or risk of harm to a child, young person or adult.
- I can follow agency procedures.
- I can seek advice and record observations, incidents or disclosure of information (supervisors).
- I can share information timeously, accurately and with clarity.

General workforce	<p>As part of their job/role/remit, people in this workforce group are likely to:</p> <ul style="list-style-type: none">• Require a protecting vulnerable groups (PVG) check.• Recognise potential signs of harm and abuse.• Raise a protection concern through the appropriate route.• Contribute relevant and appropriately recorded information to assessments/reports Key learning is the same as the Wider Workforce, with additional expectations of:• Support (offering comfort, reassurance, listening, seeking additional help from relevant family or services).
--------------------------	--

Knowledge and understanding as per Wider Workforce, plus:

- Broad understanding of local adult and child protection systems.
- Awareness of indicators of harm or neglectful care and supervision of adults, children and young people.
- Awareness of signs of parental conflict, family conflict or stressors (e.g. domestic abuse, poverty, substance abuse).
- Awareness of multiplicity of different types of harm and impact on adult and child's development.
- Importance of close listening and responding to an adult or child's disclosure.
- Importance of record-keeping and information-sharing, confidentiality and consent (data protection requirements).

Skills:

- I can listen to, notice and communicate with adults and children.
- I can respond in a person centred, child-centred manner.
- I can record and communicate concerns, actions agreed and taken.
- I can seek and follow guidance and agency procedures.
- I can liaise with relevant agencies.

Specific workforce	<p>All staff who, as part of their role, work directly with adults, children or their family. People in this workforce group are likely to require a PVG and to:</p> <ul style="list-style-type: none"> • Routinely work closely with adults, children and their family, including supporting learning, health, practical or skill development in children, parents or supporting family time between children/parents. • Keep routine records, write reports and/or assessments for multi-agency adult and child protection meetings, participate in adult and child protection support plans. • Contribute to single agency recording and chronologies. • Contribute to generic or specific risk assessments. • Contribute to identifying and implementing appropriate support/ intervention plans. • Attend and contribute to formal protection or risk management meetings. <p>Key learning is the same as the Wider and General Workforces, with additional expectations of:</p> <ul style="list-style-type: none"> • Advocate (helping an adult, child or family to express their views, or expressing their views on their behalf).
---------------------------	---

Knowledge and understanding as per Wider and General Workforces, plus:

- Have a competent understanding of adult and child development.
- Have a deeper understanding of specific types of harm, abuse and neglect, how they might impact and create or exacerbate risk for an adult, child and their family.
- Be mindful of the intersection between different types of harm (including domestic abuse, neglect, forced marriage); how they may co-exist in an adult/child's life, as well as the potential impact on their immediate and ongoing development.
- Be aware of other types of oppressive actions that might undermine an adult and child/family's safety and welfare.
- Be aware of a parent's own emotional or mental health or other stress/distress and impact on parenting capacity.
- have a working knowledge of how environmental, family and individual factors may contribute to increased risk of harm.
- have an awareness of risk to adults, children and young people, including those out-with family environments i.e. safeguarding risk in communities and beyond.
- understand how to respond to an adult or child's disclosure or to other concerning information about their welfare.
- have a working knowledge of the immediate or emergency actions that can be taken to protect adults, children and young people.
- have full knowledge of GIRFEC and its application to multi-agency practice; routinely work within GIRFEC principles.
- understand how to appropriately seek the views of an adult, child/young person.

- ensure knowledge and understanding relevant to practice is current and up to date.
- have a working knowledge of the different roles that all practitioners have in child protection processes.
- have awareness of relevant legislation, policies, procedures and guidelines relating to the protection of adults and children.
- have an up-to-date working knowledge of local multi-agency guidance and know how to collaborate with partner agencies.
- understand the complex ethical issues and conflicts regarding confidentiality and information-sharing.

Skills:

- I can engage, communicate and build relationships with adults, child/family.
- I can support and advocate for an adult, child/family.
- I can carry out direct work with an adult/child.
- I can write reports, keep single-agency records, including chronologies.
- I can contribute to assessments and work with a support plan for an adult child/family, including an adult and child protection plan.
- I can recognise, identify and manage risk.
- I can competently represent my profession/ agency in multi-agency meetings, articulate assessment and knowledge of an adult, child/family.
- I can apply learning and development to practice, make effective use of reflective supervision.
- I can collaborate with colleagues/multi-agency partners.

Intensive workforce	<p>Intensive Workforce: As part of their role, people in this workforce group will need a valid PVG and are likely to:</p> <ul style="list-style-type: none"> • have a lead role in compiling and implementing a multi-agency Child's Plan and Adult plan or in decision-making relevant to a their welfare • oversee the implementation of protection plans • have a specific, designated role in formal protection processes, including conducting an adult/child protection investigation • conduct specific, focused or specialist risk assessments • compile multi-agency or integrated chronologies • produce assessment/analytical reports on an adult/child's behalf for formal statutory decision-making • provide leadership, specialist advice, support and reflective supervision to colleagues, including the creation of safe working practices and safer cultures that support a 'whistleblowing' policy Key learning is the same as the Wider, General, Specific
----------------------------	---

	<p>Workforces, with additional expectations of:</p> <ul style="list-style-type: none"> • Assess (gather, collate relevant information) • Analyse (make sense of what collated information is conveying) • Plan (determine support required on basis of assessment) • Implement (act on plan by organising or providing the identified support)
--	--

Knowledge and understanding as per Wider, General and Specific Workforces, plus:

- have a sound understanding and capacity to apply relevant theory to practice
- have a sound knowledge of how to select and use appropriate assessment tools and produce, strengths-based, needs-led assessments, including the identification/assessment of risk
- understand the importance of listening, engaging and involving adults, children and their family in a strengths-based approach to welfare and protection, balancing strengths/protective factors with adversity/risk factors in protection planning
- have a sound knowledge of national legislation/policy, procedures and guidelines relevant to the role of protecting adults and children
- recognise their role in contributing to their own and others' practice development, reviewing, auditing and scrutiny of intervention plans and outcomes for adults and children
- have sound knowledge of different approaches to intervention and best practice guidance
- have a sound knowledge of the different roles that practitioners play in formal public protection processes
- understand appropriate ways to ensure effective multi-agency collaboration
- provide leadership, support and reflective supervision to colleagues
- contribute to team/service/practice development and to Learning Reviews, quality assurance/audit processes, in line with relevant national standards and guidelines

Skills:

- I can analyse complex situations, identifying/determining risk of harm
- I can confidently use appropriate risk assessment tools, identify, analyse protective and risk factors within and outwith family environment
- I can accurately represent an adult, child/parent's views, confidently/competently challenge differences in views/opinions, challenge inappropriate judgement, oppression and discrimination
- I can critically analyse information collated in multi-agency chronologies including identified risk/need, appraise role /necessity of optional services and others in protection processes

- I can develop, record, implement and review adult, child/family support plans, lead/drive/plan implementation, monitor and review outcomes
- I can effectively utilise relevant statutory powers and duties
- I can effectively coordinate multi-agency interventions, chair/manage and contribute to multi-agency meetings
- I can deliver support and reflective supervision across a team/service/staff
- I can identify, share and promote good practice/practice development within and between services and agencies
- I can contribute to leading/undertaking team/service/strategic development, quality assurance/audit processes, support implementation of learning from Learning Reviews in accordance with national standards and guidelines
- I can chair/lead multi-agency professional meetings; development/strategic or critical review meetings
- I can maintain an awareness of national/ local developments, consider impact on local practice, effectively communicate these to the appropriate staff groups

Training Calendar

Booking a course on the calendar below:

Adult Protection & Child Protection – For further information on a course or to book on to either an Adult Protection Committee (APC) or Child Protection Committee (CPC) course, please contact the following email, detailing the course, date and provide your contact details –

Adult.Child.Protection.Training@west-dunbarton.gov.uk

Calendar Coding

Calendar Training Provider Coding

	Adult Protection
	Child Protection
	External Sources

Calendar Workforce Coding

(GE)	General Workforce
(SP)	Specific Workforce
(IN)	Intensive Workforce
(WID)	Wider Workforce

April



2024

Public Protection Training Calendar 2024-25

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17 Roles and Responsibilities for agencies involved in CP– Half Day (9:30-12:30) (SP, IN)	18 Understanding Neglect – Half Day (9:30-12:30) (SP,IN) Using the Assessment of Care Toolkit for assessing Neglect – Half Day (1:30-4:30) (SP, IN)	19
22	23	24	25	26
29	30			

May



2024

Public Protection Training Calendar 2024-25

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27 Roles and Responsibilities for agencies involved in CP– Half Day (1:30-4:30) (SP, IN)	28 Understanding Neglect – Half Day (9:30-12:30) (SP, IN) Using the Assessment of Care Toolkit for assessing Neglect – Half Day (1:30-4:30) (SP, IN)	29	30	31

June



2024

Public Protection Training Calendar 2024-25

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13 Roles and Responsibilities for agencies involved in CP– Half Day (1:30-4:30) (SP, IN)	14
17 Understanding Neglect – Half Day (9:30-12:30) (SP, IN) Using the Assessment of Care Toolkit for assessing Neglect – Half Day (1:30-4:30) (SP, IN)	18	19	20	21
24 Council Officer 3 Day Training – Full Days (9:30-4:30) (IN)	25 Council Officer 3 Day Training – Full Days (9:30-4:30) (IN)	26 Council Officer 3 Day Training – Full Days (9:30-4:30) (IN)	27	28

July



2024

Public Protection Training Calendar 2024-25

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August



2024

Public Protection Training Calendar 2024-25

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7	8	9
12 Council Officer 1 day Follow up - Full Day (9:30-4:30) (IN)	13	14	15	16
19	20	21	22	23
26	27	28	29	30

September



2024

Public Protection Training Calendar 2024-25

Monday	Tuesday	Wednesday	Thursday	Friday
2	3 Roles and Responsibilities for agencies involved in CP– Half Day (9:30-12:30) (SP, IN) CP - Understanding Neglect – Half Day (1:30-4:30) (SP, IN)	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

October



2024

Public Protection Training Calendar 2024-25

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2 CP - Understanding Neglect – Half Day (1:30-4:30) (SPE, INT)	3 Roles and Responsibilities for agencies involved in CP– Half Day (1:30-4:30) (SP, IN)	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31 Adult Protection - Basic Awareness - Half Day (9:30-12:30) (ALL) Adult Protection - Basic Awareness - Half Day (1:30-4:30) (ALL)	

November



2024

Public Protection Training Calendar 2024-25

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12 Adult Protection - Detailed Awareness - Full Day (9:30-4:30) (SP)	13	14	15
18 AP & CP Learning Review Training – Full Day (9:30-4:30) (IN)	19 AP & CP Learning Review Training – Full Day (9:30-4:30) (IN)	20 AP & CP Learning Review Training – Full Day (9:30-4:30) (IN) Roles and Responsibilities for agencies involved in CP– Half Day (9:30-12:30) (SP, IN) CP - Understanding Neglect – Half Day (1:30-4:30) (SP, IN)	21 AP & CP Learning Review Training – Full Day (9:30-4:30) (IN)	22
25	26	27	28	29

December



2024

Public Protection Training Calendar 2024-25

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
9	10	11	12	13
16	17	18 Adult Protection - Basic Awareness - Half Day (9:30-12:30) (ALL) Adult Protection - Basic Awareness - Half Day (1:30-4:30) (ALL)	19	20
23	24	25	26	27
30	31			

January



2025

Public Protection Training Calendar 2024-25

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10
13	14	15	16 Child Protection Awareness General – MS Teams – 9:30am to 1pm (ALL)	17
20	21	22	23 Adult Protection - Detailed Awareness - Full Day (9:30-4:30) (SP)	24
27	28	29	30	31

February



2025

Public Protection Training Calendar 2024-25

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11 Adult Protection - Basic Awareness - Half Day (9:30-12:30) (ALL) Adult Protection - Basic Awareness - Half Day (1:30-4:30) (ALL)	12	13	14
17	18	19	20	21
24	25	26	27	28

March



2025

Public Protection Training Calendar 2024-25

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26 Adult Protection - Detailed Awareness - Full Day (9:30-4:30) (SP)	27	28
31				

i-Learn Modules

West Dunbartonshire i-learn modules are available at any time by accessing the West Dunbartonshire Council intranet page.

Modules available are:

- **Adult Support & Protection - Basic Awareness**

This module aims to provide all staff employed by West Dunbartonshire Council or West Dunbartonshire Health and Social Care Partnership with a basic overview of how to recognise and report harm. The module will focus on the principles of Adult Protection, how to recognise and report harm and what duties and responsibilities have been created by legislation.

Target Audience

- All staff employed by West Dunbartonshire Council and West Dunbartonshire HSCP should complete this module to ensure that they have a basic understanding of public protection.

- **Adult Support & Protection and Minute Taking**

This module will equip admin workers with the skills and knowledge to complete accurate and precise minutes for Adult Support & Protection initial/review case conferences. The course will focus on the content required within minutes and the process to complete these.

Target Audience

- Anyone who may be asked to take minutes at an ASP case conference

You can access the modules by following the link provided:

<https://wdcvle.westcollegescotland.ac.uk/>

External Training Material

IRISS

Large Scale Investigation – <https://www.iriss.org.uk/resources/online-learning-materials/large-scale-investigations>

ASP Case Conferences – <https://www.iriss.org.uk/resources/online-learning-materials/multi-agency-adult-support-and-protection-conferences-case-conferences>

Please note: Due to the sensitive nature of some of the material contained in this resource, access is restricted to those with a suitable professional interest in the subject, and will be restricted to those with appropriate local authority or NHS email addresses, or those from suitable associated organisations.

National Trauma Training

All of the Modules below can be delivered online. The description is taken from the [National Trauma Transformation Programme website](#) so can be altered to suit the need.

Trauma Informed and Trauma Skilled are open resources available to all of Scotland's workforce. For staff who want to know what level suits their training needs, a useful Training Checklist is available for those working

within West Dunbartonshire Council or West Dunbartonshire Health and Social Care Partnership (HSCP):
<https://forms.office.com/e/kVZPVivQng>

National Training Offer				
Learning Opportunity	Description	Duration	Delivery	Access
Trauma Informed				
Animation: Opening Doors	This animation explains why and how trauma is everyone's business. It is designed to support anyone to become trauma informed - no matter what their job or role in society. While it does not go into specific details, the animation does makes reference to traumatic events like childhood sexual abuse and domestic abuse. Please be mindful of protecting your well-being if you choose to watch this today.	9 minutes	Online	Opening Doors Animation
Opening Doors Workshop	This workshop helps guide you through the Opening Doors animation and allows you to apply a reflective Trauma-Informed lens to your own practice, team and organisation. This can be used within groups/whole teams or for individuals.	1.5 hours	Online or in person	Opening Doors Workshop Access
Animation: Sowing Seeds	This animation is designed for everyone who works with children and young people. It aims to support people to understand the impact of trauma and to know how to adapt the way they work to make a positive difference to the lives of children and young people affected by trauma.	11 minutes	Online	Sowing Seeds Animation
Sowing Seeds Workshop	This workshop helps guide you through the Sowing Seeds animation and allows you to apply a reflective Trauma-Informed lens to your own practice, team and organisation. This can be used within groups/whole teams or for individuals.	1.5 hours	Online or in person	Sowing Seeds Workshop Access

Animation: Common Ground	This animation was created to highlight the specific challenges for people with learning disabilities in relation to psychological trauma and introduces how a trauma-informed approach can make a difference.	7 minutes	Online	Common Ground Animation
Animation: A Piece of the Puzzle	This animation was created as a learning resource to support all staff who work with people living with dementia in Scotland.	10 minutes	Online	A Piece of the Puzzle Animation

Trauma Skilled				
1. Understanding the impact of trauma and responding in a trauma-informed way	This foundational module is comprised of three units and takes around 60-90 minutes to complete. It is designed to increase your understanding of what psychological trauma is, how it can affect the people you work with, and how people can be supported to recover. Complete this module before moving on to the others.	1.5 hours	Online	TURAS Module 1: Understanding Trauma Impact
2. Trauma in children and young people	This module takes around 60-90 minutes to complete and is designed for anyone working with children and young people who may have been affected by traumatic events.	1.5 hours	Online	TURAS Module 2: Children and Young People
3. Understanding the impact on mental health and evidence-based pathways to recovery	This module is comprised of two units and takes around 45 minutes to complete. It is designed to increase your awareness of the mental health consequences that can arise from trauma and how to increase access to evidence-based interventions if needed.	1.5 hours	Online	TURAS Module 3: Mental Health and Recovery

<p>4.</p> <p>Understanding the use of substances to cope with the impact of trauma</p>	<p>This module is comprised of four units and is estimated to take around two hours to complete. It includes a reflective journal to support learning and explores how substances can be a coping strategy for the impact of trauma, the self-medication hypothesis, the impact of stigma, and how to support recovery for people with multiple needs. It is designed for anyone who has contact with people who may have been affected by traumatic events and/or substance use.</p>	<p>1.5 hours</p>	<p>Online</p>	<p><u>TURAS</u> <u>Module 4:</u> <u>Use of</u> <u>Substances</u> <u>and Trauma</u></p>
<p>5. Trauma Skilled Practice in Dementia Care</p>	<p>This module shows the complex relationship between psychological trauma and dementia. It aims to increase understanding of how people living with dementia may experience trauma, and how this may be different to adults without cognitive impairment. It explores how to apply trauma informed principles in practice to improve outcomes for people living with dementia, their families and carers and helps learners to recognise the impact of trauma on their work with people living with dementia.</p>	<p>1.5 hours</p>	<p>Online</p>	<p><u>TURAS</u> <u>Module 5:</u> <u>Trauma</u> <u>Skilled</u> <u>Practice in</u> <u>Dementia</u> <u>Care</u></p>