

assessment, critical analysis and evidence-based practice

This could be delivered as a three day course but is flexible and convertible to suit individual group training needs. Although extremely relevant for social services employees, the course content is also invaluable for multi-disciplinary groups and all those working with children.

aims

- To have a clear understanding where child developmental theories and research integrate into the legal and statutory framework of child care legislation and how this transfers to practice
- To be able to assess, analyse information and produce reports based on evidence

objectives

1. To have a clear understanding of the philosophy and principles of the Children Acts 89 & 04 and how that is interpreted into the work of the statutory sector
 2. To have a clear understanding of the 'Every Child Matters' and 'Change for Children' agendas for the development of an integrated service delivery
 3. To gain knowledge of current theories and themes of child development and where/how to locate up-to-date research information
 4. To be able to use the assessment framework as a tool for organising and analysing information for the purposes of a report
 5. To understand how theory and legislation apply to practice
 6. To bring all the above together to produce a report for intervention that is informed and targeted
- Groups of staff to attend three days training to be delivered over a period of three months
 - Training to be rooted in practice and information applied to practice throughout the course
 - Training to be based around case studies, enabling staff to directly relate the learning to their work
 - Communication and liaison with other agencies and disciplines will be covered, as will: assessment skills, report writing, measurement of change and management of resources

objectives 1 and 2

- Where social work came from and why
- Children Act 89 & 04
- Statutory guidance documents
- Five outcomes for children
- Integrated agenda and why
- Child-focused practice

objectives 3 and 4

- Why child developmental knowledge?
- Where/how does that inform practice?
- Underpinning research and knowledge/info sources
- Child development/resilience, e.g. what works
- Using the assessment framework as a tool for planning
- Analysing info- what does the info mean – using the research information

objectives 5 and 6

- Application of theory/research to practice/critical analysis
- Model for written report/report for court or other forum
- Presenting information in a report
- Intervention levels/planning for intervention

What people say about the training:

"Excellent training- very clear and informative"

"Good balance between group discussions, information, exercises – facilitated well by trainer who obviously had a great deal of practical experience/knowledge"

"Excellent for working in child protection with families"

"Very useful, thank you"