



Integrated Working Training Strategy

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Integrated working is:

... everyone supporting children and young people working together effectively to put the child at the centre, meet their needs and improve their lives.

By combining their professional expertise, knowledge and skills, and involving the child or young person, and help to secure better outcomes for them.

Integrated working is achieved through collaboration and co-ordination at all levels, across all services, in both single and multi-agency settings. It requires clear and ongoing leadership and management. At an operational level, it is facilitated by the adoption of common service delivery models, tools and processes.

The Department for Children, Schools and Families (DCSF)
Children's Workforce Development Council (CWDC)

INTEGRATED WORKING TRAINING STRATEGY



Background

1. Integrated working will provide a more effective way of supporting children, young people and their families and carers. It will mean education, including schools, health, youth justice, social care, youth work, voluntary and community sector and other children's services working together more collaboratively around a preventative agenda.
2. Local Authorities and their partners have a statutory responsibility to co-operate and work together to improve the wellbeing of children.
3. Integrated working training will be needed to support the common understanding of the processes and tools – information sharing, common assessment framework and the lead professional role.
4. The training will be key in the development of integrated teams, it will bring practitioners together to provide a common purpose and facilitate development of new practices to provide care and support for children, young people and their families and carers.

Purpose and scope

1. In order to implement Integrated Working we first need to ensure that all those working with children and young people have a knowledge and understanding of the processes and tools and how these will be used in practice.
2. The development of the Children's Trust, the LSCB and the delivery of the Children and Young People's Plan will benefit from the increased knowledge, skills and understanding of the workforce.
3. The Common Assessment Framework, lead professional, information sharing, safeguarding and inter-agency working need also to be set in the local context and explored in an inter-agency environment.
4. There is a need for a programme that can be delivered across all agencies on the Island.
5. This training will provide the pre-requisite training for those members of the workforce that will be ContactPoint users.

Benefits

This programme:

1. Supports the aims and development of a re-structured Children's Services.
2. Supports the development of integrated working.
3. Supports the aims and development of the Children's Trust, the LSCB and the delivery of the Children and Young People's Plan.

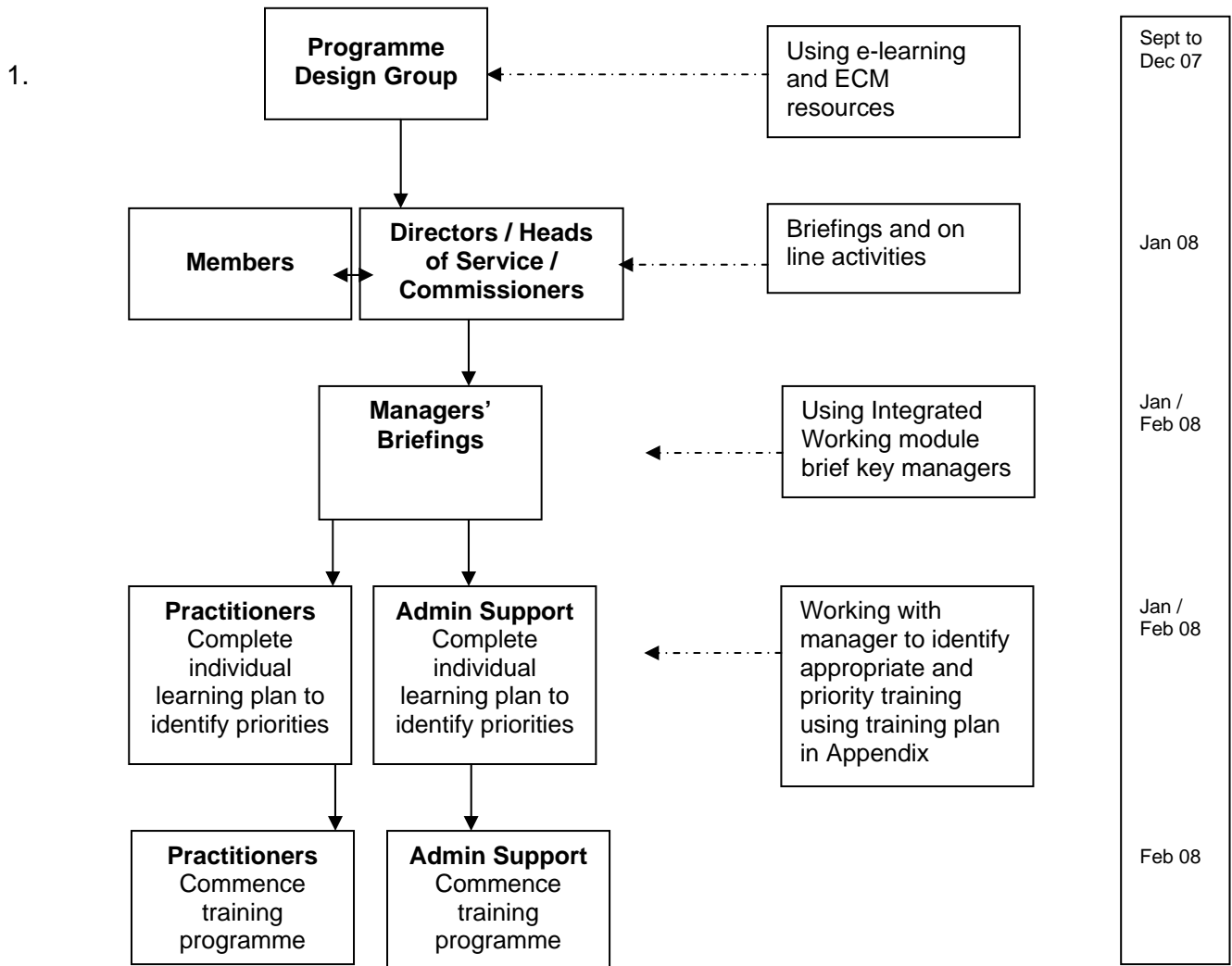
4. Supports integrated working by providing opportunities for multi-agency training.
5. Provides a common and shared standard of knowledge, skills and understanding for integrated working with Children's Services and between partner organisations.
6. Supports the duty to safeguard children
7. Has the potential to improve data quality through better understanding of the need for high quality recording.

Process and Tools

1. A set of national core training materials which have been developed alongside an outline training strategy and plan will be used alongside an e-learning programme (Kwango) to develop a blended learning programme.
2. A blended learning programme uses a range of learning methods e.g. e-learning, self-directed learning, face-to-face facilitation, to develop knowledge, skills and understanding.
3. The programme will reflect and support current and developing practice on the Island e.g. the development and implementation of the Common Assessment Framework (CAF).
4. A programme design group will be established to develop the programme, train trainers and monitor and evaluate the delivery.
5. See Appendix 1 for an outline training plan adapted from that in the ECM publication 'Supporting integrated working: Outline training strategy and plan'.
6. See Appendix 2 for the proposed matrix of training for the delivery of the Isle of Wight programme.

Programme Design and Delivery

TIMESCALE



2. A workforce analysis has already been undertaken in the preparation for ContactPoint a national training programme is being developed for this.
3. The introduction to integrated working module sets the scene and ensures that all have a common understanding of integrated working and the process and tools that support it.
4. The briefing for members and directors, heads of service and commissioners will focus on the responsibilities in relation to the roll out to ensure that there is a clear commitment across partners to support and monitor participation in the programme.
5. Integrated working training will be the key vehicle to ensure effective transition to the new structure for Children's Services. To this end the integrated working module should be undertaken prior (where time allows) or during the transition as it sets the scene and will ensure that staff understand the need for the changes.
6. The 'in practice' modules should be undertaken once new teams have been established and staff know their roles. This will provide a great opportunity for practitioners to get to know each other, bond as a team and learn about the processes and tools that they will be using. These sessions will consolidate the elearning and provide opportunities for further clarification as well as focusing on the operational processes within the team and on the Island.

7. This training is intended for anyone working with children and young people whether in Children's Services, Health and third sector and this strategy has been shared with workforce development colleagues across these areas.
8. It will be the responsibility of managers, in any sector, to identify the training relevant to their team and work with individuals to develop an individual learning plan that takes account of ICS, integrated working training as well as workload and other identified development needs. Briefings will be provided for managers to support this.

Involvement of Children and Young People

1. Consideration will be given as to how the young people who have been trained as trainers could be involved in the training delivery. It is proposed that the Integrated Working e-learning module will be presented to this group of young people in order to explore their involvement.

Monitoring and Evaluation

1. Training delivered by two trainers, not always the same pairings
2. Opportunities for trainers to feedback on the training.
3. Clear quality assurance framework and procedure.
4. Evaluations of training
5. Feedback from practitioners and managers on impact on team development and practice.

Appendix 1: Suggested Training Matrix for ECM Integrated Working Modules

Elearning modules
Face to Face modules

Role	Core modules	Enhancement (depending upon role and/or interest)
Directors/Heads of Service/Commissioners	<i>Introduction to Integrated Working</i> Overview of Integrated Working Processes Supporting Integrated Working	Information Sharing in Practice Using CAF in Practice Lead Professional in Practice
Managers	<i>Introduction to Integrated Working</i> Managing Integrated Working Providing Advice on Information Sharing Supporting Integrated Working	Information Sharing in Practice Using CAF in Practice Lead Professional in Practice
Practitioners	<i>Introduction to Integrated Working</i> <i>Introduction to Information Sharing</i> <i>Introduction to Common Assessment Framework</i> IS in practice CAF in practice Lead professional in practice	
Admin Staff	<i>Introduction to Integrated Working</i> Overview of Integrated Working Processes Handling Confidential Information	
Members	<i>Introduction to Integrated Working</i> Overview of Integrated Working Processes	