

CPAC Training

DESIGN, CONTENT AND EVALUATION

© Crown copyright 2003

ISBN 0 7559 0990 9

Published by
Scottish Executive
St Andrew's House
Edinburgh

Produced for the Scottish Executive by Astron B32601 11-03

Further copies are available from
The Stationery Office Bookshop
71 Lothian Road
Edinburgh EH3 9AZ

Tel: 0870 606 55 66

The text pages of this document are produced from 100% elemental chlorine-free, environmentally-preferred material and are 100% recyclable.

Contents	Page
1. Background	3
1.1 Introduction	3
1.2 CPAC members	3
1.3 The training of CPAC members	4
1.4 The competence model	4
1.5 Scope of the guidance	4
2. Design and Delivery	6
2.1 Introduction	6
2.2 Adult learning	6
2.3 Training provision	7
2.4 Methods of training	10
2.5 The learning environment	13
2.6 Conclusion	14
3 Competences	15
3.1 Introduction	15
3.2 Competences	16
4 Assessment, Evaluation and Feedback	20
4.1 Introduction	20
4.2 The rationale for assessing CPAC members	20
4.3 The assessment process	21
4.4 Evaluation of training	23
4.5 Quality assurance	25
4.6 Conclusion	25

1 Background

1.1 Introduction

This document sets out guidance on the design, content and evaluation of training for Children's Panel Advisory Committee and sub-committee members. (Hereafter referred to as CPAC members). It assumes the need to ensure that the training of CPAC members is of a high quality and is consistent throughout Scotland. This consistency should not only be in the content, but in outcomes, the amount of training offered, assessment and evaluation. It is hoped that such an approach will mean that panel members being recruited, selected, monitored and recommended for re-appointment by CPAC members will receive a comparable experience throughout the country.

1.2 CPAC members

Each local authority has a duty under Schedule 1 of the Children (Scotland) Act 1995 to form a CPAC. Scottish Ministers appoint the chairman and two members and the local authority nominates two additional members to serve on the committee. The chairman must reside within the local authority area. At the request of the local authority Scottish Ministers may increase the membership of the CPAC by a number not exceeding five as follows: the first and any second or fourth member appointed by Scottish Ministers and any third or fifth member nominated by the local authority.

The CPAC are invited to make recommendations to Scottish Ministers for their CPAC appointments which commence on 1 January and are usually for three years. Re-appointment at the end of that term is not automatic.

The main duties of the CPAC are to:

- submit names of possible panel members to Scottish Ministers
- advise Scottish Ministers, in so far as they require advice, on the suitability of persons referred to them as potential panel members.
- advise Scottish Ministers on such matters relating to the general administration of the panels as they may refer to them.

Each CPAC has the power to:

- appoint sub committees
- appoint to any such sub-committee a person who is not a member of the CPAC
- refer all or any of the duties set out above to any such sub-committee for their advice.

1.3 The training of CPAC members

The Regulation of Care (Scotland) Act 2001 makes provision for the training of CPAC members. The statutory duty rests with the local authority and Scottish Ministers exercise their discretionary power to assist training by financing the provision of the children's hearings training officer structure throughout Scotland. Part of the responsibility of training officers is the organisation and delivery of training for CPAC members. This includes the preparation of training materials.

1.4 The competence model

A competence is a description of something which a person who works in a given occupational area should be able to do. It is a description of an action, behaviour or outcome which the person should be able to demonstrate.

The advantages of using a competence model in CPAC training are that it gives:

- clear guidelines about the intended outcomes of the different phases of the training process so that CPAC members know what is expected of them when they begin to perform each of their statutory functions
- clear indications about the content of training to achieve the standards
- a greater likelihood of uniformity of national standards
- a framework for CPAC members to measure their own development
- a framework to identify weaker areas of an individual CPAC member's performance so that additional help may be provided as required.

Satisfactory completion of training involves an assessment of a CPAC member's readiness to perform a particular function rather than a demonstration of actual competence.

The competences in this guidance describe what a CPAC member should be able to do when performing each of their functions.

1.5 The scope of the guidance

This guidance covers the induction training in detail. It also refers to other training arranged by the CHTOs which includes in-service training; refresher courses and training for CPAC members who assist with training sessions. It is recognised that some CPACs may wish to arrange their own local training programmes, planned to meet local needs. As the CHTOs are not responsible for the organisation of these training events, they are not included in this guidance.

This document describes in detail the **principles of teaching and learning** on which the design and content of CPAC training is based. It also outlines the **training provision** and the **methods** used to deliver the training.

It describes the **competences** required of CPAC members when beginning to perform each function. It also describes general competences which are built up over a period of service. It indicates the required underpinning knowledge and values. It recognises that training is cumulative, based on adult learning principles and that it should be flexibly delivered to meet local needs and contexts.

The guidance also includes an approach to the **evaluation** of the progress and performance of individual CPAC members during the induction training. Such an assessment of 'readiness to serve' provides a safeguard for panel members, children and families who come to hearings and for the hearings system itself.

Any evaluation must also include a consideration of the effectiveness of the training undertaken. Some details about **quality assurance** are also included to highlight, for the various parties involved in the training cycle, the important part they play in ensuring that training is 'fit for the purpose'.

2 Design and Delivery

2.1 Introduction

This section deals with the principles of adult learning upon which CPAC training programmes should be based. It sets out the various types of training programmes that should be provided for CPAC members and explains the training methods that should be used to deliver effective training.

2.2 Adult learning

Learning is a part of everyday life and the learning process may be defined as a series of events which can lead to an observable change in behaviour. It is however an individual process whereby each person claims for him or herself something new and in the process changes his or her thought patterns, competences and behaviour to a greater or lesser extent.

Learning comes from direct interaction between the learner on the one hand and the environment on the other. The term training environment takes into account the subject matter, training materials and methods, the size of the training group, the general structure of a course including home study and the physical environment provided by the training venue.

Training provides CPAC members with the opportunity to develop and enhance their skills, knowledge and confidence. It also encourages them to practise their skills consistently. It is important to recognise that the diversity of experience, knowledge and expertise that exists within a group of CPAC members will make the learning process different for each person. It is intended that the influence of the learning experience should extend beyond the period of each training event and into their role as CPAC members. As well as facilitating their own personal development, the training should encourage CPAC members to remain committed to training throughout their CPAC membership.

2.2.1 Motivation to learn

Adults have a different orientation to learning from that of children and adolescents due in the main to the multiple roles and responsibilities which they have developed over time. They are usually motivated to make good use of the time they have available for education and training, and they are usually more able to take responsibility for their own learning.

As a result of their life experiences, adults often have distinct preferences for learning styles and for learning environments. In contrast to the confident exterior that some adults seem to exhibit they are frequently anxious about their achievements and may

require encouragement. These factors generate certain conditions for learning and mean that adults learn best when they **feel they need to learn** and when they have a **sense of responsibility for what, when and how they learn**. They also respond better when they are motivated and challenged.

The motivation of adults in the learning process is assisted by:

- positive reinforcement and encouragement throughout the learning process
- learning by doing, using task-focused activities that are meaningful and easily followed
- being provided with opportunities to share in the learning process with other people
- being provided with materials that are presented in an organised fashion
- being provided with appropriate learning environments.

2.2.2 Opportunities for learning

Effective practice in adult learning is characterised by mutual respect and by learners being given an opportunity to lead the learning rather than be subjected only to a teacher directed process. This can add an exciting dimension to a session. Facilitators and learners should be engaged in a continual process of activity and the facilitator should not be seen as the expert but as a person with responsibility for directing the learning. Facilitation aims to foster in adults a spirit of critical reflection and should enable them to become more empowered and self-directed. Trial and error, or getting it wrong first time and learning from mistakes, can enhance learning and increase motivation in adults.

Learning experiences for CPAC members should provide opportunities for them to make meaningful associations with their own experiences of life and also to share and compare these experiences with those of their fellow CPAC members. It is important that CPAC members are given opportunities to reflect as their experience develops.

2.3 Training provision

CPAC members are provided with a range of training programmes designed to suit their needs at different stages of their CPAC membership. CPACs are consulted about arrangements for training in their local authority area including timing and location of sessions and the groupings of CPACs to be trained together.

2.3.1 Induction training

The induction course provides the foundation of knowledge that CPAC members need to enable them to fulfil their statutory duties. It also provides them with opportunities to develop and practise certain skills.

The main induction training course will be divided into four modules:

Committee functions

Monitoring of children’s panel members

Recruitment of potential panel members

Reselection and recommendation of panel members for a further term

CPAC members should satisfactorily complete each relevant module before assuming each of their duties.

The CHTOs and their support teams are responsible for the delivery of the induction courses. Although the structure of the course will vary from area to area, the content will be similar being designed to comply with the guidance for induction training.

An induction programme will involve at between 18 and 24 hours of training.

2.3.2 Induction - follow-up training

Induction training involves an intensive learning process. It is essential therefore that early in their membership CPAC members are given the opportunity to review and revise aspects of the induction training.

Follow-up training is designed to enable CPAC members to reflect on their experience of monitoring children’s hearings and to develop and refine their practice. It is therefore important that they have sufficient experience before undertaking this training.

Follow-up training will take place within the first year and a half of CPAC membership once the induction modules have been completed. The main focus of follow-up training will be review and revision of the induction modules. The follow-up programme will involve between 6 and 12 hours of training.

2.3.3 In-service training

Each year CHTOs will arrange in-service training sessions. These sessions will be arranged jointly for a grouping of CPACs. Some sessions may be arranged jointly for CPAC members, panel members and other relevant agencies. The content of in-service training sessions will be arranged in response to local training needs, as agreed by training committees. Topics will be influenced by current social issues, changes in

legislation and the need to review practice locally and nationally. In service training will involve between 6 and 12 hours of training.

Ways in which the training needs of a CPAC should be identified include:

- feedback from SEED
- issues raised by CPACs
- issues raised by CPAG
- feedback from panel members
- comments from evaluation/feedback forms completed by CPAC members at training events
- suggestions made by members of training committees
- training needs surveys conducted by the CHTOs.

2.3.4 Refresher courses

CHTOs will arrange refresher courses for CPAC members who have been appointed for a further period of service. These courses play an essential part in the personal and professional development of CPAC members. The courses will involve review and revision of practice and be very practical in nature. The timing will vary in response to local situations. Courses will be arranged for grouping of CPACs and will be offered to CPAC members who have been re-appointed for a further term. Refresher training will involve between 6 and 9 hours of training.

2.3.5 Training for CPAC members who assist with training sessions

CPAC members may assist in the training of other CPAC members when the training group is large and needs to be divided into sub-groups. Following selection they will undertake training and be assessed as to their competence by the CHTO on an ongoing basis. Selection will involve a knowledge test. CPAC members must have completed the induction and follow-up training before they can apply to be involved in training for other CPAC members.

The role and responsibilities of CPAC facilitators may include the following:

- CPAC members who receive basic training in adult education and group skills may facilitate group work at in-service training sessions using briefing notes and materials provided by the CHTO. This training (level one facilitator training) will involve approximately six hours of training.
- CPAC members who undertake a more advanced facilitator course and have been assessed by the CHTO at the end of this course may facilitate exercises and group sessions at induction training sessions using briefing notes and materials provided by the CHTO. These CPAC members will have been assessed by the CHTOs as

having demonstrated a higher level of skill and will receive ongoing training. Although monitored by the CHTO, the CPAC members will be responsible for ensuring that the learning outcomes are achieved. They may also be involved in the assessment of CPAC members.

This training (level two facilitator training) will involve approximately six hours of training.

Materials prepared by the CHTOs will only be used at local training sessions by CPAC members who have undertaken training and have demonstrated expertise at an appropriate level.

2.3.6 Local training

CPACs may wish to arrange their own local training programmes. Some sessions may be dedicated to meetings with representatives of other professional agencies to give CPAC members opportunities to discuss issues of common concern. The CHTOs will not normally be directly involved in the organisation of these sessions although they may be asked to contribute at the planning stage or to deliver some of the sessions.

2.4 Methods of training

CPAC training programmes should be designed to emphasise the importance of creating “learning situations” rather than “teaching situations”. If methods are to be effective they should both stimulate and evoke a response. More specifically, for CPAC member training, they should:

- harness a learner’s motivation
- recall earlier learning
- provide new learning stimuli
- activate the learner’s response
- give speedy feedback
- encourage appropriate practice
- incorporate self and peer assessment.

It is accepted that considerable personal learning is achieved when CPAC members are given opportunities to reflect on their values and perceptions and to discuss their experiences with other members. Courses should therefore provide a balance between informal group activities and more formal learning situations in order to ensure that participants, whilst acquiring new patterns of behaviour, assimilate the information necessary to enable them to carry out their duties.

The strategy for CPAC training should be nationally consistent and should use all the best methods of adult learning.

2.4.1 Lectures / formal presentations

The use of lectures or formal presentations for a group of diverse adult learners such as CPAC members must be carefully planned and used only as a part of a comprehensive programme of work using varied methods of delivery. Lectures incorporated into training programmes should introduce specialist areas of knowledge. They should usually be delivered by people who are experts in their own particular field, who have teaching skills and who are sensitive to the needs of adult learners.

If a lecture is pitched at a learner's present knowledge level it will not encourage critical thinking. If it is pitched at too high a level the learners will not understand and will therefore not learn. In CPAC training, lectures and formal teaching sessions should be used as a way of introducing new topics and to provide an overview of the relation between the topics and CPAC/hearing practice. The understanding and assimilation of the factual material presented in lecture sessions can usually be much more effectively investigated in small group situations. Group work will therefore help CPAC members to discuss and clarify difficulties arising from lectures or other teaching sessions.

2.4.2 Teaching and learning in small groups

Small group teaching and task-based workshop sessions provide an effective learning experience for learners of varying levels of understanding and ability. Group work may take a variety of forms from task-based workshops sessions using specially designed materials through role play and practice sessions to open group discussion of a previous talk, video or activity.

Educational objectives

The educational objectives that can best be achieved through the use of small group teaching are:

- the continued development of intellectual skills such as reasoning and problem solving
- the development of attitudes and interpersonal skills.

Group process

In managing a group two factors have to be considered - that of the task of the group and that of the group process. The following criteria are essential if an effective learning environment is to be created and if the group is to be successfully managed:

- tasks should be clearly defined

- there should be a warm, accepting, non-threatening group climate
- learning should be approached as a co-operative rather than as a competitive exercise
- learning should be accepted as the major reason for the existence of the group
- there should be active participation by all members
- group sessions and learning tasks should be enjoyable
- the content should be adequately and efficiently covered
- evaluation should be accepted as an integral part of the group's activities.

Group facilitation

The role of the facilitator in encouraging all participants to contribute is very important and calls for skills and adaptability which may, for some, be difficult to achieve. It is for this reason that the training of group facilitators is necessary. They should be capable of acting as:

- a leader – to give strong direction to the discussion
- a group facilitator – to generate self expression and interaction within the group
- a neutral chairman – to control the procedure but not contributing to the discussion
- a consultant – to provide information or assistance as and when needed
- an observer of the group activity and progress of individual members.

Group learning activities will range from being highly structured and pre-planned to being free or open discussions. In between these two extremes there will be a whole range of techniques and approaches which involves the use of groups in a variety of ways.

2.4.3 Observations

CPAC members should be given opportunities to observe videos of children's hearings during the induction training period. Observations will enable them to experience the dynamics of children's hearings, to observe aspects of procedure and practice and, as a result, to put their training into context. Where practicalities allow CPAC members ~~could~~ should be given an opportunity to observe real hearings before beginning to monitor.

2.4.4 Role play

Role play should be used in different ways and for a variety of purposes in CPAC training. Members should have the opportunity to practice interview techniques for both recruitment and re-appointment interviews. They should also practice giving verbal feedback and have an opportunity to take the role of panel members receiving

feedback. Role play will therefore include simulations of some of the tasks of CPAC members.

2.4.5 Directed reading

Between sessions of induction training CPAC members will be expected to spend some time in private study. To assist with this, the course materials include guided reading notes. Private study will include follow-up reading to help to consolidate the learning process and further reading to assist with the development of a wider knowledge base and a deeper understanding of the subject matter. Suggested reading lists could be included in the course materials.

2.4.6 Distance learning

CPAC members will be provided with materials to enable them to study alone or in small local groups. However the use of distance learning material will not remove the need to attend face to face training and its use will always be supplemented by training sessions organised by the CHTOs.

2.4.7 The children's hearings training resource manual

The national training resource manual is for children's panel members, CPAC members and safeguarders. There is two separate booklets: one contains extracts of the Children (Scotland) Act 1995 and the Children's Hearings (Scotland) Rules 1996 and the other relates specifically to the role of CPAC members. Each CPAC member will be issued with a copy of these at their first session of induction training. They are valuable tools not just for private study but also for used during training sessions. The guided reading notes request CPAC members to read the relevant sections of the manual and booklets.

2.4.8 Learning from experience

CPAC members will continue to develop their knowledge, skills and understanding of their role throughout their CPAC membership. Learning by doing is an important part of the whole training process.

2.5 The learning environment

Consideration must be given to the learning environment in any CPAC training course. The use of an appropriate physical learning environment is a key feature in enhancing the learning experience for adults. These learners are lay volunteers who

give generously of their free time (and sometimes work time) to attend training sessions. Considerable time and effort is spent on ensuring that training occurs in comfortable surroundings within which CPAC members feel able to relax and yet be motivated to work hard.

Particular consideration should be given to providing training in a residential setting. Residential training sessions have a number of advantages. These are:

- continuity – the programme needs only one introduction, minimises the need for recapping on previous work and allows for longer sessions
- cohesion – the programme allows for one theme to be explored fully and provides opportunities to pick up any areas of concern for CPAC members over a longer timeframe
- convenience – CPAC members’ travelling time is minimised which will also lessen local authorities’ travel expenses.

A residential setting also allows CPAC members to spend their free time together and to discuss informally and confidentially aspects of the course work. It also helps to relieve them from the burden of domestic chores and anxieties thus enabling them to focus on the work.

Rooms used for the formal “plenary sessions” as well as for small group work must be comfortable, private, spacious and relaxing and be well equipped. The psychological environment is as important as the physical surroundings and CPAC members should feel at ease, accepted, respected and supported. There should be opportunities for freedom of expression without fear of censure or ridicule. It is therefore important that participants are comfortable within the training environment and that efforts are made to make training as pleasurable an experience as possible.

2.6 Conclusion

This section has demonstrated that the training of CPAC members requires a great deal of planning. Training must be nationally consistent, interesting, stimulating and suited to the needs of CPAC members throughout their membership. It must be based on sound principles of adult learning and be delivered using a variety of appropriate training methods in suitable learning environments.

Competences

3.1 Introduction

This section lays out the competences required of CPAC members.

3.1.1 Standards

The standards which follow are based on an analysis of the **key purpose** of the task and role of CPAC members as well as considerations of best practice, reference to recent government reports and research.

The role is broken down into **elements of competence** which describes the functions which help to achieve the key role. Competence is the product of knowledge, skills and values.

A **commentary** is given at the beginning of each competence which provides a brief overview.

The **performance criteria** are statements by which the CPAC members themselves and others can judge that they can perform the function or activity to an acceptable level.

The purpose of a children's hearing is to make reasoned decisions about whether a child requires compulsory measures of intervention within a statutory framework. CPAC members must ensure that people appointed as members of children's panels, and recommended for further terms of appointment can perform their duties satisfactorily. In order to do so CPAC members need to acquire a broad understanding of key areas of **knowledge**.

3.1.2 Value requirements

Because of the responsibilities that CPAC members carry and the indirect influence and impact that they can have on people's lives through the recruitment and monitoring of panel members, they must also meet particular **value requirements**. As well as being skilled and knowledgeable, they must treat people with respect and be honest, open and reliable. They must be self-aware and critically reflective and demonstrate that they:

- treat every person as an individual
- respect and value uniqueness and diversity
- consider the person in the context of his/her family, race, gender, sexuality, community, class, culture, religion, language, or any physical or learning disability

- acknowledge individuals' views, personal beliefs and preferences and recognise when these may be appropriate for panel membership
- believe in and enact the principles which underpin the children's hearings system
- promote the rights of the child and family
- identify and question their own values and prejudices, and consider the implications of these in their practice as a CPAC member
- are accountable to the Scottish Executive and represent the "public face" of the children's hearings system.

3.2 Competences, performance criteria and underpinning knowledge

The following standards apply to those CPAC members completing all four modules of induction training. The order of the elements does not imply ranking nor necessarily a chronological sequence of process.

3.2.1 Fulfil statutory procedures and work within procedures

This competence is concerned with recruitment, selection, monitoring and active membership of a Children's Panel Advisory Committee.

Performance criteria

- recognise role within the children's hearings system
- take gender, ethnic and cultural issues into account
- analyse and assess information
- be able to take an active and effective part in an interview
- give feedback and support
- keep accurate reports of hearing observations
- maintain the confidentiality of the hearing and store hearing papers (where applicable) securely
- be sensitive to the fact that it may not always be appropriate to monitor a hearing
- contribute to decisions and recommendations of the committee
- articulate own recommendations confidently and give clear reasons
- acknowledge any gaps in own knowledge and seek information or advice from relevant sources to rectify this.

Underpinning knowledge

In demonstrating this competence CPAC members should demonstrate their knowledge and understanding of:

- the structure and content of the relevant parts of the Children (Scotland) Act and the Children's Hearings (Scotland) Rules 1996
- how children can be referred to children's hearings
- the procedural steps which must be followed in a hearing
- different types of hearings and options for decisions
- differences between legal obligations and best practice in children's hearings

- the rights of children and families (UN convention on the rights of the child and ECHR)
- how information is gathered for recruitment and re-appointment
- the roles and responsibilities of: CPAC clerk, CPAC chair, panel chair, Reporter, CHTO, SEED and Scottish Ministers
- how records of monitoring and information gathered from monitoring are stored and kept
- the main functions of the CPAC meeting as a committee.

3.2.2 Work effectively as an individual and as part of a team.

This competence is concerned with teamwork in relation to: CPAC membership; the role of the CPAC member within the local authority and the role of the CPAC member within the children’s hearings system.

Performance Criteria

- read and absorb information received prior to observation, meeting or interview
- identify key issues noting any gaps in the information provided
- note areas for clarification and discussion
- anticipate any possible difficulties that may arise and devise ways of dealing with these
- be clear about the purpose of each observation, meeting or interview
- build on contributions of other participants respecting their viewpoints and seeking clarification where necessary
- be sensitive to what is happening in order to assist process
- give support to panel members, CPAC members, CHTOs and others
- have awareness of own style of working and its effect on others
- consult with committee members prior to the start of interviews as to how these will be managed.

Underpinning knowledge

In demonstrating this competence CPAC members should demonstrate their knowledge and understanding of:

- how teams work
- group interaction and dynamics
- effective communication
- roles and responsibilities of relevant professionals involved in the children’s hearings system
- power and authority in relationships between CPAC, panel members and local authority
- strategies to cope with own personal feelings and emotions.

3.2.3 Communicate purposefully

This competence includes communication with: prospective panel members (interviews); panel members (monitoring, feedback and re-appointment interviews); other CPAC members; the Scottish Executive; the local authority and the general public (publicity).

Performance Criteria

- identify ways of communicating main issues from information/reports/observations
- help create a positive tone through own verbal and non-verbal contributions
- take gender, ethnic and cultural issues into account to ensure that own language and style of questioning is appropriate
- provide feedback to panel members after a hearing about individual and team functioning and allow panel members opportunities to express a view if he or she wishes to do so
- be aware of own and others' non-verbal behaviour and its impact on others
- use open ended questions wherever possible, avoiding leading or shaping what is said by participants
- listen to participants, using appropriate non-verbal signals and by reflecting back own interpretation of what is being communicated both verbally and non-verbally
- encourage those present at interviews, meetings or feedback sessions to participate in the discussion and ensure that participants know what is happening at all stages
- demonstrate sensitivity in situations where there is a high level of emotion such as stress, distress, anger or conflict.

Underpinning knowledge

In demonstrating this competence CPAC members should demonstrate their knowledge and understanding of:

- impact of race, culture, gender, disability on communication
- how communication may be affected by life's experiences
- effective communication with adults with sensory impairment and physical or learning difficulties
- effective communication with adults for whom English is not their first language
- assertiveness
- impact of anger, anxiety and stress on the communication process
- questioning and listening skills and the use of open ended questions
- report writing
- how to share written information

3.2.3.1 consolidate experience, knowledge and understanding in order to develop own skills

This competence is concerned with the CPAC member evaluating his or her own practice and taking responsibility for the development of that practice.

Performance criteria

- identify gaps in own knowledge and understanding and seek information or advice from relevant sources to rectify this
- reflect on own performance identifying strengths and areas for improvement
- evaluate the dynamics of a variety of situations in order to measure own development
- develop strategies for coping with stressful situations
- take responsibility for own development as a CPAC member including attending training and meetings.

Underpinning knowledge

In demonstrating this competence CPAC members should demonstrate their knowledge and understanding of:

- critical analysis, reflective practice and how to transfer learning from one situation to another
- learning styles, analysis of training and developmental needs and continuance of own development
- ways of coping with stressful situations
- how to manage conflict
- who to contact within the system for information and advice.

4 Assessment, Evaluation and Feedback

4.1 Introduction

This section on assessment, evaluation and feedback sets out the rationale of assessing Children's Panel Advisory Committee members' performance in training and explains the processes involved. It also highlights the need for evaluation of the training and mechanisms for assuring quality.

CPACs are responsible for the recruitment, selection, monitoring and reappointment of panel members and forwarding recommendations to Scottish Ministers that may lead to the appointment and / or re-appointment of local authority children's panel members. CPACs also offer advice on matters referred to them by Scottish Ministers.

On completion of each module of the induction course it must be decided whether members have reached the required standard and can be deemed to have 'satisfactorily' completed the module. This section sets out the processes by which those responsible can be given the information required to make well-informed decisions about a members' readiness to serve. It also describes methods of assessment, evaluation and feedback which are integral to all training courses and which are ongoing throughout membership. These methods are used not only to assess a members' individual learning, but also to evaluate the effectiveness of the training courses.

CHTOs will communicate information about whether a CPAC member has satisfactorily completed each module of the induction training to the person(s) responsible for his/her appointment. i.e. to Scottish Ministers or to the local authority.

4.2 The rationale for assessing CPAC members

Assessment of individual learning constitutes an integral part of any programme of education or training. CPAC members are encouraged to assess their own performance throughout their training. This is done in a variety of ways. Firstly members are asked to assess their performance individually. They are given opportunities during the training sessions to give and receive feedback from fellow group members. This allows CPAC members to consider their impact on others and to practice ways of communicating with panel members and others in the system with whom they have contact.

Self-assessment is a necessary component not only of independent and autonomous thinking but also of professional practice and is an integral part of CPAC member training. The induction, induction follow-up and in-service courses are designed to develop and enhance members' skills. Whilst CPAC members are lay people they are nevertheless required to take a professional approach towards their statutory responsibilities. It is therefore crucial that they are encouraged to perform self

assessment which will in turn lead to them being able to analyse and evaluate their performance in dealing with panel members and others in the system.

If learning involves change or growth in an individual and in his or her behaviour, change should continue beyond the conclusion of the formal course work. A CPAC member may be an excellent learner, participate fully in the training session and appear to be confident in simulated situations and role-play. However he or she may not, after all, be competent and effective as a CPAC member. On the other hand someone who appears to be quiet and reserved throughout the training course and who does not perform well when assessed may have excellent skills when dealing with panel members. He or she may be able to demonstrate competent, effective communication and decision-making skills and become a very effective committee member.

4.3 The assessment of CPAC members

The assessment process will take into account that CPAC membership involves members in an ongoing process of education and change and that this is a variable process between individuals.

The information gained during the assessment process will form the basis for feedback to those responsible for the appointment of CPAC members. This feedback will include the performance of individual CPAC members as well as the general effectiveness of training.

4.3.1 Advantages of assessment

Assessment

- helps the CHTO / tutor to know the trainee is learning
- shows the trainees progress through the course
- allows for assistance to be offered if difficulties are identified
- enables the CHTO to help the trainee with problems
- offers re-assurance to the trainee
- check the process of learning – receiving information > digesting > applying > reflecting

4.3.2 Process of assessment

Explicit methods of assessment:

- statements of learning objectives
- individual self assessment logs
- CHTO's assessment form
- Competency checklist

Additional methods of assessment:

- group atmosphere
- observation by CHTO
- variety of learning / teaching methods

4.3.3 Induction training

CPAC members should know from the outset how they are to be assessed and should find the process helpful rather than challenging. They should also understand the elements of the assessment process, who will be involved in it, and what steps will be taken if there are any concerns about progress measured against competences. The process of evaluation needs to be open and fair and operated consistently.

Members will be expected to undertake a process of self-assessment at all stages of their training. This allows members to take responsibility for their own learning and sets the basis for a continuing process for their future development in fulfilling their tasks in the system. This follows best practice in adult education.

Training organisers and / or others involved in delivering / facilitating training will provide feedback to both the individual member and to the training group as a whole, as and when appropriate.

The areas to be covered in the assessment process during the course are: **preparation, knowledge, understanding, skills, attitudes and participation.**

At the end of each module of the induction course CHTOs will provide an assessment report to those responsible for the decision as to satisfactory completion of training, and to the relevant CPAC. This will include an assessment of a CPAC member's readiness to commence the relevant duty.

There will be an early warning system when there are concerns. If a CHTO or facilitator has concerns about a member they will discuss these concerns with the member. If these are not resolved, the CHTO will inform the CPAC and others with responsibility. A record of these discussions will be made and retained by the CHTO unit. By adhering to an agreed and consistent mechanism of assessment it should be possible to deal with the rare problem of a member being 'unsatisfactory'.

4.3.4 Induction Follow-up Training

Knowledge, understanding, skill, attitudes and participation assessed in induction training will form the basis of the training programme at this stage. Induction follow-up training should build on induction training, move into new aspects of membership and respond to new training needs.

General feedback of an informal nature may be given to members after a session. Any concerns about a specific member will be raised with the CPAC and body responsible for CPAC training.

4.3.5 In-service training

Areas to be assessed will vary according to the nature of the work undertaken in any in-service training. General feedback of an informal nature may be given to members after a session. Any concerns about a specific member will be raised with the CPAC member and reported to the chairman of the CPAC and those responsible for CPAC training.

4.3.6 Refresher training

Refresher training will allow for the CPAC members' knowledge, understanding, skills, attitudes and participation to be reassessed. At this stage of their CPAC membership courses will be developed to build upon their experience of CPAC membership and to review their practice. Informal feedback will be provided to participants after the course by the CHTO.

Any concerns about a specific CPAC member will be raised with the member concerned and the CHTO will report to the CPAC chair and concerns that may need to be addressed.

4.4 Evaluation of Training

Evaluation should be an integral part of training delivery. It allows for the consideration of the effectiveness of the training. For evaluation to be effective it is essential that the learning objectives are identified at the planning stage of any programme. Participants will be provided with an evaluation form to complete after every training session or course. This will allow them the opportunity to comment on such things as the achievement of objectives, content and delivery. These forms will be provided by the CHTOs with initial information to begin the evaluation process. This process requires a climate of openness, a willingness to learn and a commitment to use evaluation as a positive method of improvement. Any complaints about the training should be raised through local authority procedures in the first instance.

4.4.1 The advantages of evaluation

Evaluation has many advantages – for CPAC members, those involved in the delivery of training and the CHTO.

Evaluation enables members to:

- determine whether the training prepared them to fulfil their role as committee members
- compare their assessment of the training with others
- identify individual future training needs.

Evaluation also enables those involved in the delivery of training to:

- find out if the learning objectives were achieved
- receive feedback in order that they may develop their knowledge and skills
- make informed decisions about the delivery of future training
- give feedback to those who devised the programme.

Evaluation enables the training organiser to:

- decide whether the time and resources were well spent
- identify problems with the programme and refine future programmes
- decide on the future use of facilitators
- devise follow up training programmes
- give feedback to the appropriate group.

4.4.2 Process of evaluation

Feedback of a member's performance

Successful completion of the induction-training course is only the first step in being a CPAC member - carrying out duties is the real test. Once members complete the course the assessment of the individual member falls to those who monitor performance in carrying out duties. It is therefore essential that there is consistency of practice about such issues as how members should be monitored, and how and when feedback is given.

Part of the monitoring process will also allow an evaluation of the effectiveness of the training in practice, linked to competences, and helps identify training needs.

There should be clear mechanisms for informing the training officer of training needs – either for an individual member or for all members of the committee. The monitoring of members should influence in-service training.

Clarity

There needs to be clarity about what is to be evaluated. Evaluation should include such factors as information on what needs to be covered at each stage, the time available for training, the cost of training and how to get best value. Training organisers will need to review individual programmes to consider whether any amendments are required and whether the best methods of delivery are being used. Consideration also needs to be given about the need for training organisers to be assisted by facilitators and what impact this has on the effectiveness of the training.

Evaluation of training is only useful if the information is fed back and discussed by all those who have a responsibility for the training of CPAC members. Those involved will include the responsible body, the local authority, the training committee who allocates resources, the training organisers who plan, deliver or help identify an appropriate trainer, directly or through the use of facilitators and CPAC members themselves.

4.5 Quality assurance

Ensuring that evaluation is an integral part of training allows for a process of quality assurance to be carried out.

Quality assurance helps to protect the children and families who come to hearings, panel members who serve on hearings. It also preserves the credibility of the system, offers a degree of public scrutiny, and ensures national standards and consistency. Quality assurance also aids the professional development of CHTOs as well as ensuring their accountability.

4.5.1 Evaluation reports

An evaluation report should be provided after each training session by the CHTO. It will include a review of the learning objectives, the content, the materials used and the methods of delivery. It should also include an evaluation of the learning environment. Copies will be distributed at local and national level.

4.5.2 Annual reports

The Scottish Executive Education Department produces an annual report to a standardised format which includes an account of the work undertaken by each Children's Panel Training unit for the year.

4.6 Conclusion

Assessment of satisfactory completion of training should constitute a part of all training undertaken by committee members. It may include self-assessment, feedback from peers and assessment and feedback from trainers. Assessment should be part of an on-going evaluation process. The aim of all CPAC training should be that it is fit for the purpose of enabling members to carry out their statutory duties. The use of the competence model means that there will be consistency and comparability of standards throughout Scotland. Ensuring that the training of CPAC members is delivered to national standards that are regularly evaluated can only be to the benefit of the Children's Hearings System and to the welfare of Scotland's children.