Our
training

We are a national provider of specialist expertise, support and training to transform the lives of vulnerable families.

Our mission is **to improve the lives of vulnerable families.**

Our vision is **to be recognised as a world leader in providing coherent models of practice and transforming the way services are delivered.**

Who are we

Interface was set up by, and includes, members of the former Families Delivery Team, Families at Risk Division at the Department for Education (DfE). They have been joined by associates with experience of implementing training and improvement programmes across local areas and broad-based workforce development and together bring a wealth of experience around working with complex individuals, children and families.

What we do

Interface is a provider of training and expertise on effective approaches to support vulnerable families.

We are recognised nationally as provider of high quality training. We pride ourselves on our deep understanding of the workforce combined with the credibility of our trainers in their respective fields. Meeting the specific training and development needs of your staff is central to our training role, which facilitates our broader support and development role.

All our training is designed to engage the learner through a range of learning styles and activities. Learners will explore values, principles and emotional responses, develop and practise skills and competencies, and listen to, reflect on, evaluate and remember new ideas.

All of our trainers have worked with complex families providing intensive support and so understand the complex role that practitioners are carrying out. Our trainers have also through either their current work or previous professional experience, been involved in assisting organisations to build the capacity of their staff and to share learning on aspects of professional practice. They are all highly experienced in delivering training and are also experts in the development and delivery of services for families with multiple problems.

Interface have a team of specialist trainers and writers. We have a strong capacity and knowledge base on which to draw on to meet training and development needs.

Our aim

Our overall aim is to enhance capacity and expertise in local areas across priority areas of service delivery for communities, children and vulnerable families.

Our values and ambition

We have an underpinning value base that is passionate about the need to deliver services that transform the lives of families with multiple and complex needs. These values and drivers are reflected in the quality of our work, the strength of our relationships and our commitment to this agenda.

Our **training**

Interface has both the capacity and a strong knowledge base to draw on in meeting training and development needs.

Meeting the specific training and development needs of organisations and their staff is central to our training, which is linked to our broader support and development provision. All our training follows a quality assurance process.

Bespoke and additional packages can be developed as required, drawing on the knowledge and skills base of our team, trainers and specialist writers.

Accredited programmes
We offer full training, assessment and certification with fully qualified and experienced assessors.

All our trainers have worked directly with complex families. They have also through either their current work or previous professional experience, assisted organisations to build the capacity of their staff and share learning on aspects of professional practice.

All our training is **designed to engage** the learner through a **range of learning styles**:

- Using the experience of the participants
- Creating learning experiences on the course
- Introducing ideas in ways that help participants integrate new understanding into their existing knowledge, skills and values
- Exclusive interactive video clips

In practice this will be a combination of activities that involve exploring values, principles and emotional responses, developing and practising skills and competencies, listening to, reflecting on, evaluating and remembering new ideas.

Interface can create a bespoke training package to suit specific requirements.

Skills-based practitioner training
For those working with families with complex needs

A range of training and development support can be offered, subject to need, but the following are currently offered as standard products. Additional training needs can be explored and met as required.

These practical programmes set practitioners up to be able to work effectively with families with multiple and complex needs. They focus on **skills and strategy development**, backed up by an **understanding of why approaches work**. They produce more confident and competent practitioners who are ready to deliver positive and effective support to families.

Learners will explore and use a range of tools to engage, communicate, assess and support the underlying causes of families with multiple and complex needs. This will lead to sustained change within families which enhances their capacity to function effectively in society, contributing positively to their communities.

The sessions can be purchased individually or combined in a bespoke package to suit the specific needs and priorities of the learners. Lengths of session can also be negotiated to suit the desired package.

Course notes and support materials are provided electronically, along with a certificate to confirm course completion.

Skills-based training
Working with Parents & Families

Any of these training courses can be selected to create a training package that meet your requirements.

Model	Learning outcomes
Common mental health issues and their impact on families	– An understanding of the stress continuum – The effects of excess stress – Awareness of mental health problems and how they're classified, including depression and anxiety – Awareness of the prevalence of mental health issues – Strategies for dealing with common mental health issues and when to refer – Impact on parenting
Effective engagement and communication with families	– Identify strategies for building trusting relationships with families – Understand how to adapt communication methods – Identify strategies to break down barriers to engagement and participation – Be able to provide effective feedback. – Use challenge effectively Ability to use assertive, persistent and challenging approaches – Ability to work towards effective outcomes with families
Effective referrals to children social care – access to additional support services	– Understand the referral process – Understand thresholds and requirements of Children's Social Care and relationship to other support available – Understanding what to look for in your assessment – Confidence in knowing what cases to refer and when – Understanding what a good referral looks like – Confidence in your ability to challenge appropriately – Understand and be confident in escalating concerns – Understand your future role - information and involvement

Model	Learning outcomes
Engaging difficult to engage families	– Understand barriers to engagement – Explore strategies to engage – Understand the balance between support and challenge – Explore worker resilience – Working with partners to support engagement
Handling difficult conversations	– Refining communication skills & attentive listening – Using a critical incident approach – Exploring strategies to defuse situations – Gaining confidence through preparation and practice – Focus on safe practice – Debriefing and follow up actions
Intensive family support and the role of the key worker	– Understand the key features of the family intervention model – Understand the importance of fidelity to the model – Understand the Key Worker role – Understand the key features of effective intervention – Using the whole family approach – Understand the use of persistent and assertive approach – Understand the importance of, identify and use a range of sanctions and rewards
Interviewing and assessing children and family needs	– Setting the scene and establishing a rapport – Refining communication skills – Clarifying purpose, boundaries & outcomes – Recording and reporting – Exploring issues of confidentiality
Pro social modelling	– Understand the key features of Pro Social modelling – Understand cognitive behavioural theoretical framework – Identify strategies to support changes in behaviour – Introduce skills and tools such as: Using positive and solution-focused language; discouraging, by challenging and confronting, undesired values and behaviour
Risk assessment when supporting families	– Understand what a risk assessment is and its purpose – Understand the content of a risk assessment and who should be involved in its construction – Be able to construct and use a risk assessment – Be able to respond to different levels of risk
Safeguarding adults	– Understanding of adult at risk definition and what constitutes abuse and neglect – Recognise signs and indicators of abuse and neglect – What to do in response to concerns and disclosures – To increase participants confidence in sharing information
Solution focused brief therapy	– Understand the key features of Solution Focused brief therapy in whole family work – Identify the theoretical differences between problem-solving and Solution Focused brief therapy – Understanding solution-building conversations when interacting with clients – Plan and carry on a "solution-building conversation" with clients
Support for families with complex and multiple needs towards learning, training and employment	– Understand long term and multi-generational unemployment in families with multiple and complex needs – Understand strategies and approaches to address barriers to learning, training and employment within families – Understand the range of opportunities for learning, training and employment available in the community and broader area – Support families to become more ready to access learning, training and employment – Support families in accessing learning, training and employment opportunities – Understand how to reflect on own practice when facilitating families towards learning, training and employment

Skills-based training

Model	Learning outcomes
Team around the family	– To identify the key skills required to chair meetings – To consider roles of TAF members – To build confidence and practice skills in relation to chairing Team Around the Family Meetings – Gain skills to notice and address stuck cases and poor practice
Tools to support work with families	– To understand how tools can support you in your work with families – Be able to construct and use genograms – Be able to construct and use chronologies – Be able to use Eco Maps – Have an understanding of the Family Star – Be able to construct and use timelines – Have an awareness of how the use of tools improve assessment information and relationship building
Understanding domestic violence and abuse	– Have an awareness of domestic violence and abuse – Have an awareness of the characteristics of the perpetrator – Have an awareness of the behaviours displayed in an abusive relationship – Have an awareness of the impact of domestic abuse and violence – Have an awareness of how to respond when an abused person wants to leave their situation: safety planning
Understanding families affected by drugs and alcohol	– Ability to identify behaviours associated with someone who is dependent on drugs or alcohol – Ability to identify behaviours associated with someone who cares for a substance user – Understand the processes involved with changing behaviour in relation to substance use, using the 'Cycle of Change' – Understand what constitutes 'good enough' parenting and consider this in the context of parental substance use – Understand the basic treatment and support interventions substance users and their families may be receiving from other services – Recognise the different levels of substance use and their potential impact on families – Recall commonly used substances and their impacts on families
Whole family assessment and review	– Have a shared understanding of what a family is – Understand the importance of whole family assessment – Understand the framework for assessment – Understand the importance of supporting the family to identify goals and targets – Understand the processes of how to agree, set and review goals and targets – Have an awareness of the challenges involved in completing whole family assessments – Understand the place of reviewing in the assessment process
Working effectively with parents	– Analysing child parent relationships – Using Parent and child observation skills – Offering services that meet the needs of parents – Engaging parents in interventions
Working with parents-complex cases	– Defining role and responsibilities – Clarifying purpose and boundaries – Exploring strategies for challenging conversations – Issues of confidentiality and safe practice – Reports, recording and making referrals – Using supervision and debriefing

Model	Learning outcomes
Child development	– Understand key developmental milestones in child development – Understand the emotional intelligence of children – Key stages of brain development and its impact on practice
Child observations	– Understand the benefit of child observations – Be able to analyse observations – Use a framework to capture observations and guide interventions
Children's challenging behaviour	– Exploring difference and setting boundaries – Using a case study approach to identify underlying factors – Using positive intervention strategies & being child focused – Working with and alongside parent – Identifying when onward referral is needed
Communication and direct work with children	– Build confidence in direct work with Children and young people – Understand the developmental ability of children – Skills and tools to direct work with vulnerable children and young people
Introduction to attachment	– Understand the different categories of attachment – Be able to identify attachment styles through observations and assessment – Plan interventions and support based on attachment behaviours
Putting it all into practice	Applying skills through – case work examples – role play exercises – in tray exercises – self-assessment activities Understanding the parameters of your role – use of rewards and sanctions – decision making – safeguarding children and vulnerable adults Supporting families through change – use of self – use of team – use of resources – use of supervision
Risk and resilience in children and young people	– Understand and define risk, resilience and self-esteem for children and young people – Demonstrate core techniques for building resilience and self-esteem – Understand building blocks of resilience for children and young people – Develop skills to engage and evidence levels of child resilience
Safeguarding children level 1	Have a clear understanding of – What contributes child abuse and neglect – Signs and indicators of abuse and neglect – Understand the importance of – Maintaining a child focus – What to do in response to concerns
Safeguarding children level 2	Have a clear understanding of – What contributes child abuse and neglect – Signs and indicators of abuse and neglect Understand the importance of – Maintaining a child focus – What to do in response to concerns – Able to provide a legal, policy and practice framework for safeguarding children Increase confidence in – Professional judgement in the context of multi-agency working – Appropriate sharing of information and the documentation of concerns – Use of assessment framework to analyse concerns

Skills-based training — Working with Children & Young People

Model	Learning outcomes
Understanding and working with childhood sexual abuse	– Increased knowledge and understanding of CSA – Ability to identify common behaviour / traits of adult survivors – Confidence to recognise and effectively handle disclosures of historic abuse – The ability to establish the link between historic CSA and adult behaviour – Challenge misperceptions of CSA
Understanding attachment, trauma and disassociation	– Understand what is trauma and disassociation – Understand the impact on child development and outcomes – Build skills and tools to work with attachment trauma and disassociation
Understanding baby, child and teenage brain development	– Key understanding of baby, child and teenage brain development – Understand the impact of poverty, neglect and poor parenting on the developing brain – Key areas of teenage brain development and impact on practice – Tools to assess child and teen development
Understanding child and teenage development	– An exploration of teenage developmental theories - biological, psychological, psycho-social and cognitive – The development of the teenage brain / physical changes – At what age can I / rites of passage – The impact of external factors - environment, culture, religion school and media – Communicating with children and teenagers
Working with emotional abuse	– Identify the signs and symptoms of emotional harm – Understand the feelings of children who are experiencing emotional harm – Consider a theoretical model of developmental stages of emotional abuse – Apply frameworks for the assessment of parental capacity to change
Working with neglect	– An awareness of various types of neglect and its implications for child development – Interpretations of the definition of neglect and understanding of the legal context for intervention – Accurate assessment of good enough parenting

Effective Practitioner Training

Model	Learning outcomes
Coaching and mentoring	– Exploring principles and methods , differences and similarities – Understanding boundaries and issues of confidentiality – Identifying and practicing appropriate skills – Brokering agreements – Identifying outcomes
Developing and maintaining effective partnerships	– Developing a partnership strategy – Exploring shared targets to create a shared vision – Exploring responsibilities & accountability – Investing in and influencing people outside of your organisation using a system leader approach
Effective recording and record keeping	– Develop skills in clear recording and Identify key issues relating to recording information – Explain legislation surrounding the recording and storing of information including confidentiality and Right of Access – Recognise the importance of effective and accurate records and identify the key principles to be considered when completing care records
Influencing and negotiating skills	– Exploring motivation and engagement with in and externally to your organisation – Developing partnerships that contribute to shared targets – Making connections and creating momentum – Exploring skills needed to broker agreements and partnerships – Enhancing communication and presentation skills

Effective Practitioner Training

Model	Learning outcomes
Motivational interviewing	– Have knowledge and basic awareness of the use of motivational interviewing in practice terms – Skills and tools for use with individuals and families – Able to articulate and understand the Cycle of Change – Knowledge of theoretical underpinnings of Motivational Interviewing and behaviour change – Able to reflect on current consulting/ conversational practice – Able to apply principles of behaviour change in practice- working with resistance and ambivalence – Able to hold a "motivational conversation"
Multi-agency working	– Identify organisational and professional cultures, values and beliefs – Understand lessons from research – Understand the importance of multi-agency working – Understand the process of setting multi-agency support plan targets – Consider systemic thinking and how this may aid successful implementation of policy and practice within organisations – Understand the effects and outcomes when working in multi-agency partnerships – Identify how to appropriately challenge and break down barriers

Specialist Training

Model	Learning outcomes
Being a team leader	– Understanding the culture and nature of teams – Techniques and strategies of working with groups – Communication skills and presenting information – Creating a shared vision – Developing self-awareness and using reflective practice approaches to improve confidence
Leading teams	– Exploring the culture and challenges of team – Creating a shared vision – Meetings, memos and messages – Maintaining effective connections with virtual teams – Techniques for team development and inclusion – Talent identification and nurture – Opportunity to review communication skills
Learning from serious case reviews and dangerous care	– Key lessons from serious case reviews – Identify gaps in provision and service delivery – Increase professional practice and delivery
Planning for transitions - looked after children	– Consider the challenges for young people learning to live independently – Understanding the roles and responsibilities of the team around the young person in working together to support them in transition – Understanding the legislation surrounding care leavers and their transition to adulthood
Safeguarding children level 3	– Impact of parenting issues such as domestic abuse, substance use and mental ill health on parenting capacity – Importance of family history and functioning – Explore issues of family non engagement, superficial compliance within the context of the role

Model	Learning outcomes
Supervision 2 day course	– Key principles of effective supervision for practitioners working with families with complex needs – Reflective Practice, Reflexivity and Critical Thinking – Identifying and responding to blocked cycles in case work – Maintaining Professional Boundaries – Recognising and Responding to Stress – Effective record keeping in supervision – Reflective learning and action planning
Taking a social entrepreneurial approach to service delivery	– Workshop style day, exploring key features of community and business engagement to develop and deliver services – Creating opportunities for taking a new approach – Influencing, bartering and reciprocal arrangements
Using critical incident analysis to unlock potential	– Workshop style approach with opportunity to explore issues/incidents from own work place – Introducing the theory and skills needed to be effective – Using technique with team members
Recognising and responding to Child Sexual Exploitation – 1 day course	– Gain an understanding of the process of child sexual exploitation (CSE) and the variety of ways in which it can occur (groups, gangs and via the internet) – Have an ability to identify children / young people at risk of CSE using "vulnerabilities" and "indicators" identified through best practice – Know how to assess children and young people at risk using local and national risk assessment tools – Ability to identify the children who are most at risk and utilise local procedures to inform future actions – Consider appropriate interventions for protecting children at risk – Understand how to use Government guidance, legislation and local and national learning relevant to CSE to inform future work – Have an awareness of local and national agencies
2 day course on Child Sexual Exploitation - Recognition, response and recovery	– Ability to describe and explain the process of child sexual exploitation in its various forms – Consider the link between child sexual exploitation and familial child sexual abuse – Consider how to better recognise and respond to CSE when it happens to boys and young men – Understand the differences and similarities between sexual exploitation perpetrated in both groups and gangs, – Ability to recognize what constitutes a sex crime and the law surrounding sexual offences – Challenge perceptions and attitudes to understand why the issue of sexual exploitation has failed to be recognized – Understand the implications of national and local reporting into child sexual exploitation both locally and nationally – Recognize risk factors and warning signs of vulnerability and the crucial role of early intervention – Explore the evidence on the links between child sexual exploitation and children who go missing from home or care – Know how to access and utilize local children's board procedures – Share local knowledge and explore best practice responses in prevention, recovery and disruption techniques – Understand the impact of sexual exploitation on children and young people – Consider how to respond appropriately in specific case situations and identify examples of good practice in long- and short-term interventions to achieve positive outcomes for children and young people – Knowledge of when to share information, effective recording and the importance of intelligence gathering – Consider and practice solutions, ideas and resources for direct work with young people

Model	Learning outcomes
Balancing risks, confidentiality and engagement	– Exploring through case studies issues of confidential and behaviours that need to be addressed – Managing difficult conversations with members – Recording and reporting – Supporting community representatives to take a full role as other members
Being a chair person	– Exploring the role and responsibilities – Planning and preparation – Developing skills in managing meetings – Understanding and agreeing boundaries – Developing confidence in handling demanding situations – Working alongside and with staff
Developing roles and responsibilities for members	– Developing a share view on commitment and positive behaviours required – Identifying roles and responsibilities and skills needed – Creating everyone to be an ambassador – Engagement beyond meetings – Developing the skills of individual members
Effective governance	– Characteristics of good governance – The core functions of a governing body statutory responsibilities – Performance management and capability – Engaging with stakeholders governance in multi-academy trusts
Leading together	– Exploring the barriers and options of the support and challenge role – Identifying purpose and focus of individual members/organisations – Identifying strengths and gaps in delivering effective support to the setting – Developing a shared vision & setting priorities – Handling difficult issues and holiding each other to account
OFSTED training workshop	– The new Ofsted inspection framework for schools – Changes to Ofsted regarding governance – What Ofsted requires from a school – What Ofsted expects from school governors – What is wrong in declining schools?
Planning and running effective meetings	– Exploring appropriate agenda items and data for sharing – Achieving less paperwork but more discussion – Reports and presentations – Inclusion and handling negative influences – Techniques for team building and sharing aspirations – Processes and procedures to keep on track
Recruiting, inducting and supporting community representatives	– Exploring recruitment strategies, barriers and options to enhance take up – Developing induction programmes for all new members – Understanding specific needs of community/parent representatives – Explore practical techniques to increase involvement and continuity
School improvement	A five session module considering the OFSTED focus areas and the OFSTED framework – Quality of Teaching – Behaviour and Safety – Leadership and Management – RAISE – Understanding OFSTED

Skills-based training

Model	Learning outcomes
Taking the chair	– Leading effective governance – Giving the governing body a clear lead and direction – Ensuring that the governors work as an effective team – Building the team – Attracting governors with the necessary skills – Ensuring that tasks are delegated across the governing body – Relationship with the Headteacher – Being a critical friend by offering support, challenge and encouragement, and ensuring the headteacher's performance management is rigorous and robust – Improving your school – Ensuring school improvement is the focus of all policy and strategy and that governor monitoring reflects school improvement priorities – Leading the business – Ensuring that statutory requirements and regulations are met – Ensuring governing body business is conducted efficiently – Culture of the governing body
Terms of reference	– Explore the balance between support and challenge – Developing appropriate structures and remit for effective working – Achieving consensus with partner agencies – Clarity about decision making and advisory capacity
The role of the governor	– Understand the purpose, role and consitution of the governing board – Know what makes an effective governing board and how they can ensure they are fulfilling these requirements – Understand what governors can and cannot do – Be aware of how to establish a good evidence base for Ofsted and their own self evaluation – Understand the need to be involved in setting the strategic direction of the school – Recognise the link between school improvement and target setting – Be able to explain how their responsibilities for strategic leadership

Leadership

Model	Learning outcomes
Aspiring leaders	– Exploring the underpinning values and principles of leadership – Identifying leadership styles – Reflecting own strengths and areas for development – Using critical incident analysis and journaling to enhance self-awareness
Collaborative working	– Identifying shared targets and common issues – Creating a shared vision with joint action plans – Exploring organisational cultures and removing barriers to collaboration – Influencing hearts, minds and motivation – Exploring techniques to support sustainability
Developing leadership skills as an advanced practitioner	– Leading on areas of good practice – Developing peer to peer observation skills – Giving feedback and having a positive impact on motivation – Developing effective working relationship across the workforce – Using critical incidents from own working environment to try out techniques and explore potential changes
Developing system leadership	– Introduction to concepts and benefits of a system leadership approach – Looking at organisational cultures and practice – Identify key skills and values – Mentoring & coaching as a development tool – Modelling & growing networks within and beyond own organisation – Using peer to peer challenge positively

Model	Learning outcomes
Translating policy into effective practice	– Creating strategy – Exploring leadership in multi contexts – Using a critical incident analysis approach to review challenges and identify action plans – Explore the balance of risk, resilience and innovation – Identifying support networks and information exchange opportunities
Understanding education data	– Understanding pupil performance data – Monitoring performance data and targets – RAISE online training – Ofsted data dashboard – Family Fisher Trust Live Dashboard (where appropriate) – Pupil premium and primary Sports Funding initiatives – Monitoring of achievement for different groups

Community Engagement

Model	Learning outcomes
Developing policies and practice for recruiting volunteers	– Exploring the principles and values of volunteering – Establishing a volunteering strategy, policy and relevant procedures – Marketing and recruitment techniques – Identifying work streams and skill sets – Role descriptions, supervision and incentives
Engaging children in consultation and service	– Exploring the benefits and challenges of consulting with children – Clarifying purpose and creating an action plan – Identifying strategies and techniques for different age groups – Exploring ideas and sharing experience – Collating and evaluating outcomes
Parents as ambassadors and evaluators	– Exploring the context of and purpose of ambassadors and other roles for parents – Clarifying purpose, value and strategy – Identifying intended outcomes – Exploring challenges and issues – Developing techniques to fit own context – Creating an action plan for own setting
Working with community groups and local partners	– Locality mapping and identifying potential partners – Exploring the challenges and issues of collaborative working – Managing expectations and developing a shared vision – Exploring strategies to maintain effective relationships
Working with volunteers and students	– Exploring why managing volunteers/students is different – Induction and setting expectations – Managing effectiveness – Exploring issues such as confidentiality and boundaries – Reviews, rewards and moving on

For further information and to discuss options to suit your needs, please contact us. All our costs include trainer/assessor time and administration.

Accredited Training

We provide a variety of City & Guilds accredited programmes to support work with complex families.

Level 4 Award in Working with Parents

The Level 4 award was specifically commissioned and developed to support the learning, competence and accreditation of practitioners who provide intense support to families with multiple and complex needs and draws heavily on the "best practice model" for family intervention and support.

It is supported by our regularly updated and comprehensive **Learner Resource** which can also be used as a practice support handbook for staff.

Level 4 Unit 400 Award - Build and maintain relationships in work with parents and families

We can also provide the **one unit (Unit 400) award** on its own which provides a solid **grounding in engagement activity** which is central to a range of support roles.

Level 4 Full 3 Unit Award - Working with Parents (Intense support for families with multiple and complex needs)

There are **three units, 12 credits** in the **full award** and this is becoming a national 'benchmark' for evidencing good practice and competence amongst the workforce. This consists of:

Unit 400 Build and maintain relationships in work with parents

1. Understand the principles and values that underpin work with parents (and families).
2. Understand the nature of an effective relationship with parents.
2. Understand how barriers to participation for parents can be overcome.
4. Understand how to negotiate and/or agree the basis of relationships with parents.
5. Understanding how to agree the boundaries of the relationship.
6. Understand how to maintain the relationship with parents.
7. Understand how to reflect on own practice in building and maintaining relationships with parents.

Unit 401 Understand and use persistent and pro-active intervention methods when working with families with complex and multiple needs

1. Understand complex and multiple needs and their impact.
2. Be able to use persistent and proactive methods to engage with families who have complex and multiple needs.
3. Understand a whole family approach to developing resilience, self-reliance and independent action.
4. Be able to work with families in a multi-agency context to develop and implement collective agreements.
5. Be able to facilitate change with families who have complex and multiple needs within agreed time scales.
6. Be able to enable families with complex and multiple needs to take responsibility in managing and prioritising appointments.
7. Know how to work collaboratively with other agencies in engaging and supporting families when working with families with multiple and complex needs.
8. Be able to reflect on own practice in use of persistent and proactive intervention methods when working with families.

Unit 402 Work with families with complex and multiple needs to reduce and prevent anti-social behaviour and increase positive behaviour

1. Understand anti-social behaviour and its impact.
2. Be able to support families to address their anti-social behaviour and enable them to increase their positive behaviours.
3. Be able to reflect on own practice in working with families who behave anti-socially.

Level 4 Award in Working with Parents
Support for families with complex and multiple needs towards learning, training and employment
Accredited unit or non-accredited training programme

This training provides a solid grounding in engagement activity which is central to a range of support roles.

Duration of the learning part of this course can be tailored to suit local needs, though a four to six week period is recommended. The assessment requirement can take longer to complete and will reflect an individual's need. We would look to complete the whole programme within a four to six month period, though this often needs to be extended to meet individual learner needs.

The programme can also be delivered as a **1 day 'stand-alone' learning** and development programme without accreditation if required.

LEARNING OUTCOMES

1. Understand long term and multi-generational unemployment in families with multiple and complex needs.
2. Understand strategies and approaches to address barriers to learning, training and employment within families.
3. Understand the range of opportunities for learning, training and employment available in the community and broader area.
4. Support families to become more ready to access learning, training and employment.
5. Support families in accessing learning, training and employment opportunities.
6. Understand how to reflect on own practice when facilitating families towards learning, training and employment.

Training designed to support the learning, competence and accreditation of practitioners who provide intense support to families with multiple and complex needs.

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Accredited training

Level 4 Unit 403 Support parents to understand and manage the impact of their conflict on children (4 credits)

We provide this award to support the learning, competence and accreditation of practitioners who provide support to children and families to understand and manage the impact of conflict on children.

LEARNING OUTCOMES

1. Understand the nature of conflict in parental relationships and its causes.
2. Understand different types of conflict and how people respond differently to them.
3. Understand the impact of conflict on children.
4. Understand how to support parents to manage conflict.
5. Understand how to reflect on own practice when supporting parents to understand and manage conflict.

Level 4 Unit 402 Support parents in their couple relationship (3 credits)

This 3 credit award supports the learning, competence and accreditation of practitioners who provide support families. The aim of the course is to enable practitioners to intervene early (before a couple relationship breaks down) to support parents in their couple relationship.

LEARNING OUTCOMES

1. Understand positive couple relationships.
2. Understand the pressures that impact on relationships.
3. Understand how couple relationships affect parents and children.
4. Understand the role of early intervention in couple relationship support.
5. Be able to use a range of strategies to help couples in relationship distress.
6. Understand how to reflect on own practice when supporting couple relationships.

Level 3 Award - Build and maintain relationships in work with parents and families

This will suit you if you deliver front-line services to parents and carers in children centres or extended schools.

There are two qualifications available at this level:

1. Level 3:
   Award in Work with Parents.
2. Level 3:
   Certificate in Work with Parents.

To gain the award, you need to gain 12 credits from a range of units, including:

- Build and maintain relationships in work with parents (core unit: 6 credits).
- Enable parents to reflect on the influences in parenting and the parent-child relationship (3 credits).
- Provide environments that are sensitive to the culture, religion, gender or disability of the parents (3 credits).

To achieve the longer certificate, you must achieve 30 credits from a range of units that have been grouped into core units (A and B) and optional units (C), at Levels 2 and 3. Units include:

- Build and maintain relationships in work with parents (core unit: 6 credits).
- Work with parents to meet their children's needs (core unit: 3 credits).
- Enable parents to reflect on the influences in parenting and the parent-child relationship (core unit: 6 credits).
- Support parents to gain knowledge and access information and services (optional unit: 3 credits).
- Build and maintain relationships with the wider community (optional unit: 3 credits).

Level 2 Award - Build and maintain relationships in work with parents and families

This will suit you if you are looking to start a career in the field. You may have some experience, perhaps you are a parent yourself, you have been through parenting courses and are now a parenting mentor. You might also work as part of a team.

LEARNING OUTCOMES

There is one core unit:

- Build and maintain relationships in work with parents.

You then select two optional units from:

- Support parents to gain knowledge and access information and services .
- Contribute to providing safe and inclusive environments for parents.
- Support parents to meet their children's needs.
- Contribute to work with groups of parents.

Supervision training

We provide a 2 day practical programme for managers responsible for providing supervision.

Our trainer will discuss your precise needs at length before providing this to ensure that they take into account any local issues, processes and systems as well as any organisational blocks.

Learners will have the opportunity to explore issues to support individuals and teams. Themes include functions of supervision, identifying and responding to blocked cases, professional boundaries and keeping workers safe, recognising and responding to stress and developing critical thinking. The course also explores effective record keeping through practical exercises and group discussion.

There is a large emphasis on reflective practice throughout the course and by drawing on their own experiences, learners will look at:

- Different models of reflective practice
- How to support individuals and teams to review their practice and identify areas for further learning and development.
- How to incorporate RP into the supervision process
- How to use RP to review and evaluate your own supervision and management skills
- Understanding how your management style and approach may influence or impact on individuals and teams.
- How to use RP to identify your own support needs as a supervisor

There are 8 sessions within the programme that are usually delivered together as two full day's training. However, these sessions can be chosen individually and combined in a tailor made package to suit the specific needs and priorities of the learners, which could be delivered as a one day package or half day workshop.

The sessions are:

- Key principles of effective supervision for practitioners working with families with complex needs.
- Reflective Practice, Reflexivity and Critical Thinking
- Identifying and responding to blocked cycles in case work
- Maintaining Professional Boundaries
- Recognising and Responding to Stress
- Effective record keeping in supervision
- Supervision case studies for group analysis and shared learning
- Reflective learning and action planning

Course notes and support materials are provided electronically, along with a certificate to confirm course completion. A session plan is outlined above Full details of content and delivery can be discussed and agreed with Officers.

Interface **tools, eLearning** and **Skillsbites**

eLearning

We have developed a range of innovative eLearning packages for practitioners working with complex families.

eLearning is ideal because it allows you to fit learning around your life and work. It works well for training individuals through to larger numbers of the workforce and it provides excellent value for money.

It is cost effective, as it can reduce the time away from the front line, reduce classroom and travel costs and can be accessed for up to a year at a time, convenient to the individual.

It can also be carried out to suit the needs of the organisation, in respect of timing and current workloads.

We can also develop bespoke courses to meet the needs of your workforce, including a customised package to incorporate in-house branding and the inclusion of in-house forms.

eLearning courses

Tools to support working with families

- Comprehensive information about how tools can support work with families
- Detailed descriptions supporting you to construct and use:
  – Genograms
  – Chronologies
  – Timelines
  – Eco map
  – Family star
- Detailed descriptions and examples for each
- Links to templates and example forms (also for later use)
- **Activities** and **quizzes** – to embed and test what has been learnt.

Intensive family support and the role of the key worker:

- Over eight hours of high quality content on the intensive family intervention process (equivalent to a full day course)
- Comprehensive background information on effective approaches and the history of intervention
- Coverage of the stages of the intensive intervention model
- Detailed descriptions and examples for each stage of the model
- Links to **templates** and **example forms** (also for later use)
- Embedded **Skillsbites** video clips - to help users consider dealing with difficult situations
- **Activities** and **quizzes** – to embed and test what has been learnt.

You can also use this as an online manual for how to operate an intensive family support service.

The learning outcomes are:

- An understanding of the key features of intensive family support, the history to family intervention and effective practice
- Gain a thorough understanding of effective referral, engagement, assessment contracts and reviews
- An understanding of why the intensive family approach works
- An understanding of the role of the intensive family worker
- An understanding of how to use a range of sanctions and rewards.

Skillsbites training/supervision package

This package has **13 online films** exploring typical scenarios which practitioners face in their everyday communication and interactions with vulnerable and complex individuals and families.

Covering a range of issues such as **'what to do when a client is verbally threatening' or 'is in passive denial about an alcohol problem'**, Skillsbites let workers consider responses to a range of scenarios in a safe environment.

Each Skillsbites clip takes up to 10 minutes and is followed by:

- In-depth discussion points
- Reflections
- Support on how to manage these situations
- Exploration of the impact for the worker, the individual, the family and the organisation.

There are clips of particular scenarios that workers face in their work, how to deal with them, learning aims and impacts.

They cover the following situations:

Doorstep blockers

- A client who is verbally aggressive
- A client who won't answer the door
- A client tries to draw you in.

Behavioural blockers

- Verbally and physically threatening
- A client who tries to avoid your meetings
- A client who is sexually inappropriate
- When you get interrupted.

Behavioural states

- Alcoholic - assertive challenge
- Getting a victim of DV to open up
- A depressed client - how to get them to open up
- A client promises to change but doesn't
- A client to admit to something
- A client in passive denial.

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