



Gofal Cymdeithasol **Cymru**
Social Care **Wales**



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Lywodraeth Cymru
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Getting in on the Act

Learning Event Workshop



Getting in on the Act

How do we achieve 'Safety, openness and trust' and 'appropriate constructive questioning and challenge'?
(Guidance App 1)

Learning Events – purpose



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- Critical part of the review and greater than the sum of its parts
- Voice of the practitioner and of the family
- Create conditions for engagement and learning – anxiety and defensiveness block learning and ability to reflect
- To identify learning points
- To improve future outcomes
- Guide for Organising and Facilitating Learning Events
- *Working Together to Safeguard People. Volume 2, Child Practice Reviews, 6.37-6.40 (CCPR); 7.34-7.38 (ECPR)*
- *Working Together to Safeguard People. Volume 3, Adult Practice Reviews, 6.36-6.39 (CAPR); 7.32-7.36 (EAPR)*

Learning Events – roles



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- Role of the Panel and members:
 - support the reviewer to ensure effective LE
 - creative engagement and support for practitioners.
- Role of the Chair:
 - quality assure on behalf of the Panel.
- Role of the Reviewer:
 - guide the session
 - manage anxiety
 - elicit learning.
- Role of the Agency:
 - responsibility for prior preparation of and ongoing care and support of practitioners.

Learning Events – preparation



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- Careful preparation is crucial in terms of managing anxiety and promoting a learning environment
- Practical arrangements including venue
- Invitation letter (App 2) – focused prompts
- Working Principles (App 4)
- Differing models
- Modes of facilitation

Learning Events – process



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- Pre-conditions for building effective group relationships – safe environment, openness, trust, challenge, change – rebuild safety. (App 1)
- Stages in group dynamics. (App 3)
- Identify key points, looking at who did what, when and why, highlighting assessment and decision-making; tell story with reference to the Timeline.
- Differentiate between thoughts and actions at the time and from the wisdom of hindsight and a known outcome.
- Main task – Timeline, story, analysis, summarise, clarify learning points.
- Identify practice learning points for further consideration.

Learning Events – structure



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- Methods – focused questions; small and larger groups. (Guidance, 3.16)
- Importance of introductions and clarity of purpose, objectives, process and expectations.
- Combination of structure and managing an evolving situation.
- How do we achieve ‘Safety, openness and trust’ and ‘appropriate constructive questioning and challenge’? (App 1)

Learning Events – pathways



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- **Positive**

- **Limited**

Learning Events – ending and debrief



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- Well-structured endings important for the review process and the individuals (Guidance 3.12)
 - Summarise key learning points
 - Broadly agree the content of the learning
 - Outline the next steps
 - Evaluation and checking out
- Debrief
 - Learning Events' practitioners
 - Family members
 - Reviewers and Review Chair/Panel