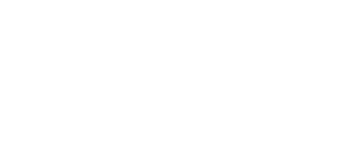


## Nottingham VRP/OPCC Youth Projects

Training Pathways Self Assessment Tool

## Please use in conjunction with the Training Pathways Framework



**Organisation information**

**Example in red:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Organisation Name: John Smiths Boxing** | | | | | | | **Number of staff in organisation:** | **4** |
| **TRAINING PATHWAY FRAMEWORK** | | | | | | | | |
| **Youth Work Qualifications** | **Staff with no qualifications in Youth Work** | **Level 1 Certificate in exploring Youth Work (Intro)** | **Level 2 award**  **(4 modules)** | **Level 2**  **Certificate in Youth Work Practice (5 module + 1) JNC (equivalent to GCSE)** | **Level 3 Certificate / Dip in Youth Work Practice (equivalent to A’ Level)** | **List team CPD Training gained, and date gained:** | | |
| **Please indicate the qualifications each member of staff holds:** | **LR** | **JH, MJ** |  | **ZB** |  |  | | |

**Those Working With Young People**

**Minimum Basic Training**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title** | **Content** | **Progress Notes** | **RAG** | **VRU Funded Training** |
| **Safeguarding:**  **Child Protection**  **and Adult Safeguarding** | * Knowledge and understanding of own organisations policies and procedures. * Be able to define the terms of safeguarding and child protection. * Be aware of keeping yourself and your team safe when working with children and young people. * Understand the requirements of reporting safeguarding issues. * Awareness of digital and online safety. |  |  | **Introductory Safeguarding Training**  **Designated Safeguarding Lead Training**  **Contextual Safeguarding Training** |
| **Engaging and Communication** | * Understanding the importance of building relationships with young people. * Professional identity and professional boundaries * (Being the friendly professional not the professional friend) * Using effective listening skills. * Using the digital world for engaging with young people. |  |  | **Engagement and Communication Training** |
| **Special Educational Needs and Disability Awareness** | * Awareness of special educational needs and disabilities. * Understanding the need to adapt activities for inclusivity to meet the young persons needs. |  |  | **Special Education Needs and Disability Awareness Training** |
| **Equality, Diversity and Inclusion** | * Cultural Awareness and Cultural Competencies. * Awareness of anti-oppressive practice. * Awareness and understand different cultures within * the community including age, gender, LGBTQ+, race religion. * Awareness of the Unconscious Bias. |  |  | **Cultural Competence and Unconscious Bias Training** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title** | **Content** | **Progress Notes** | **RAG** | **VRU Funded Training** |
| **Exploitation Awareness** | * Awareness of children and young people and the risks associated with little or no engagement with peers or professionals. * Exploitation to include sexual exploitation, gangs, drugs, FGM, financial. |  |  | **Exploitation Awareness Training** |
| **Health, Safety**  **and Risk Assessment** | * Health and Safety Awareness to include behaviour, safe environments and safe activities. * Mental health and wellbeing awareness of your own self. |  |  | **Health, Safety and Risk Assessment Training**  **Managing Health and Safety Training.**  *NB: The VRU offers both of the above in one training course.* |
| **Working with**  **Groups and Individuals** | * Understanding participation including group work and working with individuals. * Managing the group work activity. * Awareness of working with individuals. * Code of conduct and decision making with young people. |  |  | **Engaging Effectively with Groups and Individuals Training** |
| **GDPR,**  **Information Recording, Storing and Sharing** | * An understanding of GDPR, data control and sharing protocols. |  |  | **GDPR Training.** |

**Recommended Continued Professional Development**

# Specialist Training

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title** | **Content** | **Progress Notes** | **RAG** | **VRU Funded Training** |
| **ACE (Adverse Childhood Experience) Awareness** | * Becoming ACE Aware. * Impact of Adverse Childhood Experiences. * Consequences of ACE’s. * Building and celebrating resilience. |  |  |  |
| **Knife, Gun and**  **Gang Crime Awareness** | * Awareness of the impacts of weapons and criminal engagement/exploitation on young people, families and communities. * Understanding how young people can become involved and exploited. * Recognising vulnerabilities and signs. * Understanding the impact of behaviours on the family and community. * Understand the local and national frameworks for working with young people involved in youth violence, criminal activity, child criminal exploitation. |  |  |  |
| **Challenging Behaviour and Managing Conflict** | * Understand behaviours that challenge. * How to deal with behaviours that challenge. * Dealing with conflict management and the impact of behaviours on group activity. * Managing parental conflict. |  |  |  |
| **Trauma Informed Work** | * Understand the effects of trauma. * Understand the principle concepts of trauma informed practice. * Understanding the impact of secondary trauma. |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title** | **Content** | **Progress Notes** | **RAG** | **VRU Funded Training** |
| **Detached Youth Work** | * Understanding detached and outreach youth work. * Understanding the needs and requirements to keep young people and those working with young people safe. |  |  |  |
| **Employability** | * Supporting young people to develop skills for employability: * Application form writing. * CV writing. * Interview support. * Building confidence. * Presentation skills. * Financial skills. |  |  |  |
| **Substance Misuse** | * Awareness of substance misuse including; Illegal drugs, Prescription Medication, Alcohol. * Where to go and how to ask for help. * Recognising signs and symptoms and impact of substance misuse. |  |  |  |
| **Mental Health First Aid** | * Understanding young people’s mental health and factors that affect wellbeing. * Skill to spot triggers and signs of mental health issues. * Understanding and have confidence to support young people in distress. * Identifying help for young people with their mental health. |  |  |  |
| **Food Hygiene** | * Understanding basic food hygiene for preparing and providing food. |  |  |  |

**Training for Managers and Leaders of Organisations**

# Management Training

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title** | **Content** | **Progress Notes** | **RAG** | **VRU Funded Training** |
| **Volunteering and the Law** | * Understanding and an awareness of managing volunteers. * Understanding the law, responsibilities and accountability. |  |  |  |
| **GDPR and Data Protection** | * Understanding the law around GDPR. * Consent to use information. * Holding and sharing personal data. |  |  |  |
| **Planning and Evaluation** | * Understanding the importance of planning and evaluating activity including outcomes and outputs. * Identifying different models that are suitable for the activities and programmes being delivered. * Understanding evaluation and the different methods of evaluation, including types of evaluation. |  |  |  |
| **Governance** | * Understanding the legal requirements for Governance. * Understanding the responsibilities for Governance Boards. * Understanding Governance Board roles individual responsibilities. |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title** | **Content** | **Progress Notes** | **RAG** | **VRU Funded Training** |
| **Partnership and**  **Multi-Agency approach to work with young people and the community** | * Identifying the benefits of partnership working. * Development of partnerships. * Development of partnership agreements or service level agreements. * Developing outcomes that can benefit all organisations involved in the partnership. * Understanding which partners will provide the best outcomes during programmes and or projects. * Identifying collaboration opportunities for the benefit of young people and the community. |  |  |  |
| **Managing Health and Safety** | * Managing Health and Safety including buildings, staff, volunteers and visitors. * Risk Assessment processes. * Identifying and understanding own organisations health and safety policy. * Providing requirements for first aid provision. * Understanding and acting on the need for reporting accidents. |  |  |  |
| **Safer Recruitment** | * Understanding the need for safer recruitment. * Awareness of DBS and how to use this. * Recruiting staff or volunteers who have criminal convictions. |  |  |  |

## 

