

Figure 1. Cafcass managers and EPs

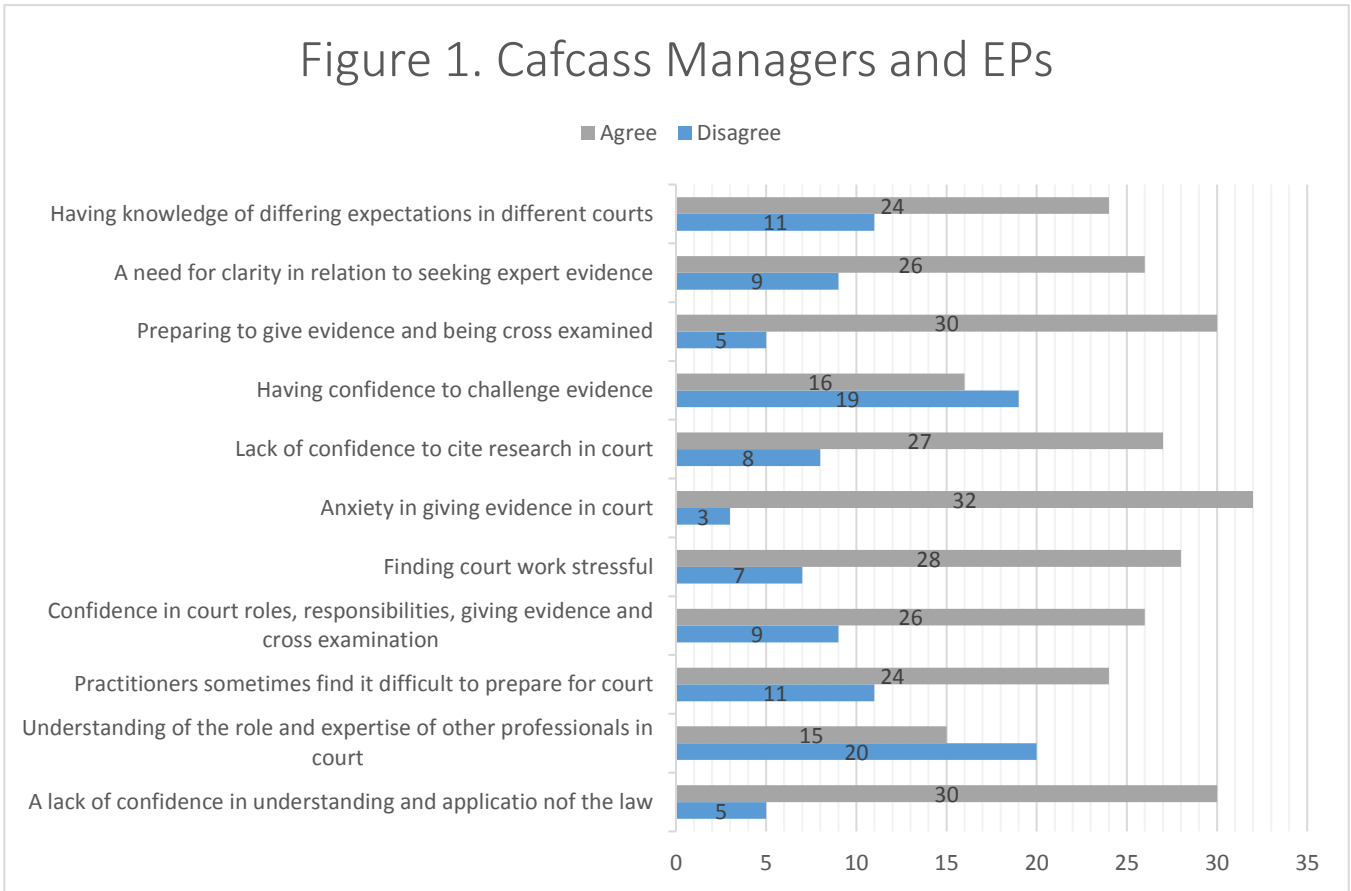


Figure 2. Cafcass practitioners

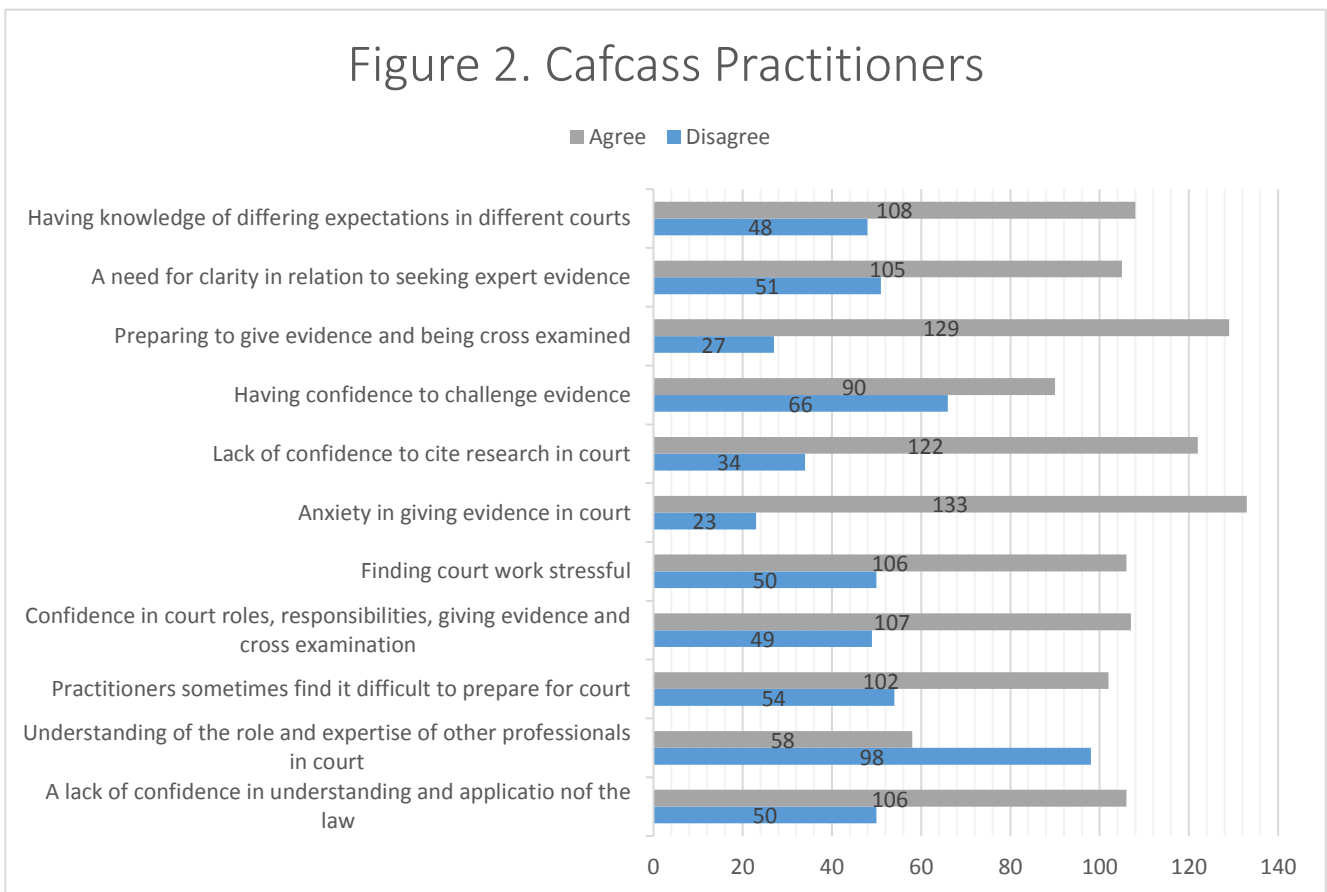


Figure 3: Local authority social workers and child protection professionals on an MA

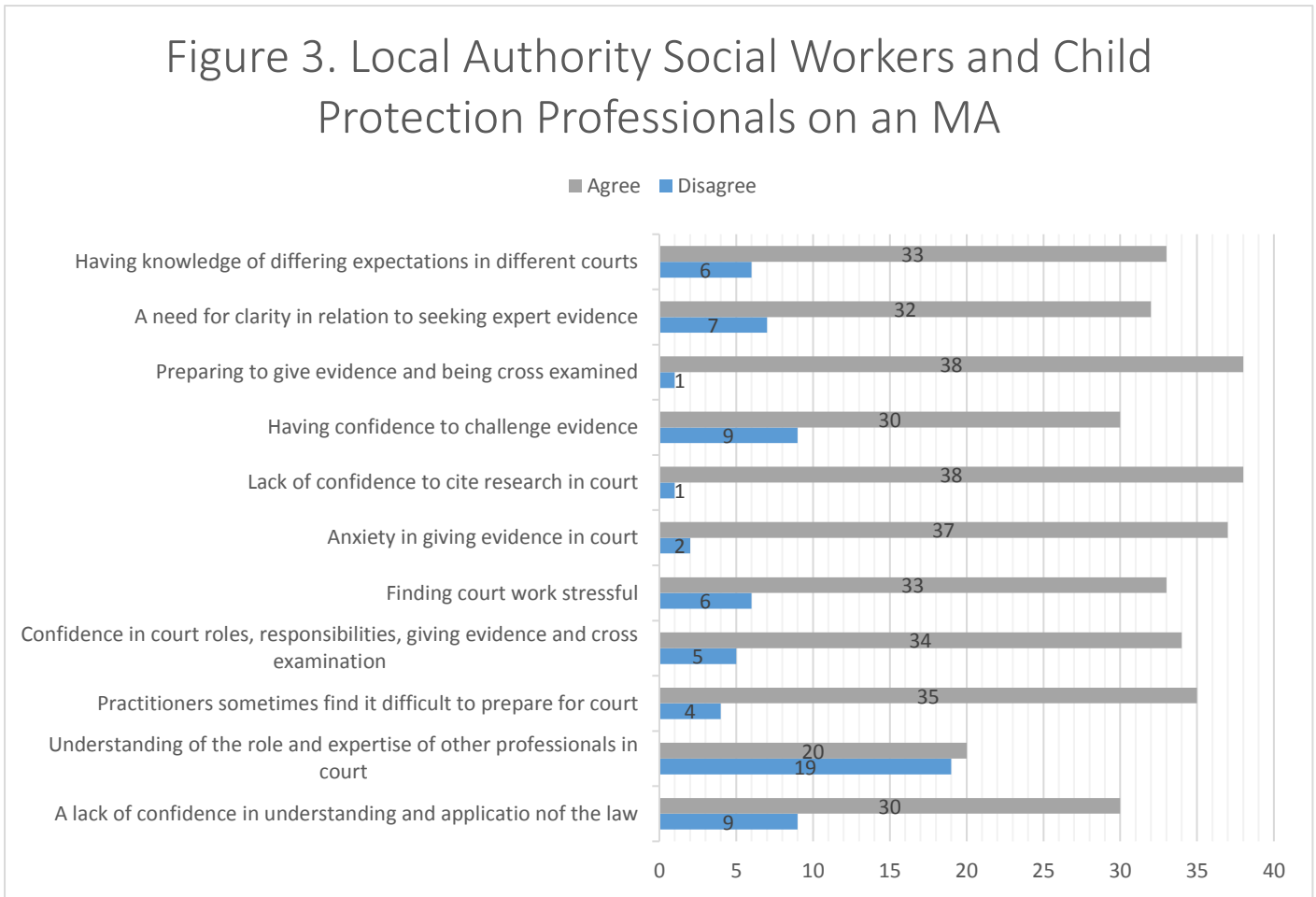


Figure 4. Characters in the Simulation



Figure 5. Example of a Thought Bubble



Table 1. Key Issues from Literature Review Results

Issue	How addressed	References
Having knowledge of different expectations in different courts	Discussion	Seymour, 2006; Bury, Shdaimah, Richardson & Rice, 2011
Clarity required in relation to seeking expert evidence - to ensure that practitioners do not comment on issues beyond their expertise	Role play/film/ observation	Meolwyn-Williams, 2012; FJR, 2011; Brown, Craig, Crookes, Summerfield, Corbette, Lackenby & Brown, 2015; Brophy, 2012
Preparation for court; including skills for giving evidence, writing reports, being cross examined and being an 'expert' on the case	Role plays/films	Seymour, 2006; FJR, 2011; Brown, Craig, Crookes, Summerfield, Corbette, Lackenby & Brown, 2015; Brophy, 2012
Having confidence to challenge evidence in court and present your rationale for decisions on the family	Report writing training/role play/film	Seymour, 2006; Davis, 2007; Dyke, 2016; FJR, 2011
Lack of confidence to cite research in court	Role play/film/observation	Meolwyn-Williams, 2012; Lewis & Erlen, 2012; Eccles & Erlen, 2008; Bury, Shdaimah, Richardson, & Rice, 2011
Anxiety about being cross examined in court	Role play/film/observation	Seymour, 2006; Brammer, Boylan, & Dowding, 2013
Reducing stress associated with court work; including giving evidence in court and explaining and presenting issues to the judge.	Role play/film/observation	Brammer, Boylan & Dowding, 2013; Meolwyn-Williams, 2012; Eccles & Erlen, 2008; Bury, Shdaimah, Richardson & Rice, 2011
Understanding of the role and expertise of other professionals in the court room; including the lack of status in LASWs	Film/ on the job experience in the court arena	Eccles & Erlen, 2008; Seymour, 2006; Brammer, Boylan & Dowding, 2013; Lewis & Erlen, 2012; Bury, Shdaimah, Richardson & Rice, 2011; FJR, 2011
Lack of confidence in understanding and application of the law	Role play/film/observation	Ofsted, 2015; Eccles & Erlen, 2008

Table 2. Key Learning Objectives for the Simulation

Ref	Learning Objective
LO1	Explain the process, and provide advice to practitioners and litigants in person (LiPs) for giving evidence in court and presenting to the judge – including an exploration of variations across regions.
LO2	Illustrate when and how to seek expert evidence, so that practitioners remain within their professional remit and expertise.
LO3	Help individuals prepare for court, with a focus on the importance of practitioners knowing the case, to ensure credible decision-making and consideration of report writing, being cross examined.
LO4	Develop practitioners’ confidence to scrutinise details and challenge where appropriate; giving practitioners the confidence to give evidence of their own knowledge, observations, and opinions, even if this does not align with that of other professionals.
LO5	Encourage practitioners to refer to theory and research appropriately and cite relevant research when giving evidence.
LO6	Develop skills required for cross examination for practitioners and LIPs who may feel anxious about this.
LO7	Improve the general confidence of those attending court by equipping individuals with reminders, job aids and opportunities to practice preparation for court hearings, to help alleviate stress and improve the process for all concerned.
LO8	Inform individuals about the different roles and expertise of professionals in the court room (such as the court clerk, family court adviser, judge, solicitor, and experts)

LO9	Enable practical application/exploration of the legal system, court rules and legal concepts, in an interactive simulated environment, so that the individual can more easily understand and retain this legal information.
LO10	Highlighting the voice of the child to develop practice in courts to keep the voice of the child as a focus of their work as well as direct work skills in working with children whose families are involved with the family courts.
LO11	Offer practitioners and LIPs guidance on general court protocol, within the confines of the differing expectations and procedures of individual courts.

Table 3: Participants in Evaluation of *myCourtroom: Rosie's family go to court*

Date	Number of participants (n=79)	Professional role
April 2016	6	Cafcass enhanced practitioners
May 2016	6	LA social workers and health professionals
September 2016	3	Health professionals
November 2016	2	Social work professionals
March 2017	14	Cafcass & LA social workers and health and education professionals
April 2017	9	Cafcass & LA social workers
May 2017 (1)	27	Student social workers
May 2017 (2)	12	Cafcass & LA social workers

Table 4: Evaluation results from *myCourtroom: Rosie's family go to court*

Question	Mean	Median
PRIVATE LAW LEARNING		
How well does the simulation and training support learning in <i>private law</i> ?	8.7	9
How helpful were the <i>worksheets and the training pack material</i> ?	8.4	9
Are the <i>discussion points</i> and exercises relevant and worded to encourage discussion on the professional dilemmas in private law?	8.6	9
Please rate how <i>useful</i> this simulation will be to Cafcass workers, Local Authority social workers and/or other professionals in enabling learning in private law.	8.9	9

DIRECT WORK WITH CHILDREN LEARNING		
How well does the simulation prompt critical reflection in planning and <i>understanding direct work with children</i> ?	8.5	9
How useful would the <i>interactive court scene</i> be in working with children, vulnerable adults and/or Litigants in Person (LiPs)?	8.9	9
How helpful were the <i>worksheets and the training pack material</i> ?	8.3	8
Are the <i>discussion points</i> and exercises relevant and worded to encourage discussion on the professional dilemmas around direct work with children?	8.6	9
Please rate how <i>useful</i> this simulation will be to Cafcass workers, Local Authority social workers and/or other professionals in enabling learning and development in direct work with children.	8.7	9
PUBLIC LAW LEARNING		
How well does the simulation and training support learning in <i>public law processes</i> ?	8.8	9
How helpful was the <i>worksheets and the training pack material</i> ?	8.5	8
Are the <i>discussion points</i> and exercises relevant and worded to encourage discussion and debate on the professional dilemmas?	8.8	9
Please rate how <i>useful</i> the simulation and training provided would be to Cafcass workers, Local Authority social workers and other professionals in enabling learning and development in public law knowledge.	9.0	9
GENERAL / OVERALL FEEDBACK		
What are your impression of the simulation as a <i>teaching and learning tool</i> ?	9.0	9
To what extent do you think the simulation and training would be <i>beneficial to new staff</i> ?	9.3	10
To what extent do you think the simulation and training would support staff lacking in confidence in relation to <i>giving evidence and being cross examined</i> in court?	8.9	9
To what extent do you think the simulation and training would support staff lacking in confidence in relation to <i>writing reports for court</i> ?	8.3	9
To what extent do you think the simulation would support <i>experienced staff</i> to refresh and reflect on family proceedings knowledge and practice?	8.8	9