

# London Safeguarding Children Board

## Training Evaluation and Impact Analysis Framework

### Introduction

The London (SCB) Training Sub group were commissioned by the London SCB in September 2012 to develop a framework which would support Local Safeguarding Children Boards (LSCBs) in evaluating the impact of the safeguarding training directly provided.

This document outlines the subsequent Framework developed by the Sub Group, which has been endorsed by the London Board as good practice. Those elements of the Framework which the Board deem as essential and a minimum are clearly indicated, as are those that the Sub Group recommend as being good practice.

### Background

It is the responsibility of LSCBs to provide multi-agency training on safeguarding and promoting the welfare of children and young people. The purpose of multi-agency training is to achieve improved outcomes for children and young people through creating a better understanding of the tasks, processes, principles and roles and responsibilities outlined in national and local guidance. *Working Together to Safeguard Children*, DfE, 2013 states that there should be a culture of continuous learning and improvement across the organisations that work together to safeguarding and promote the welfare of children, identifying opportunities to draw on what works and promote good practice.

Training is aimed at developing more effective service integration at a strategic and casework level whilst improving communication between professionals, including creating a common understanding of key principles and a common language. It should support staff in their understanding of thresholds for action. The training should support sound decision making at appropriate levels of authority within agencies. It should encourage active information sharing, critical analysis and professional judgement. Carpenter et al demonstrated that inter-agency training provided by LSCBs is effective in meeting these outcomes (1).

Integral to this is that due consideration is given to whether the training is effective to ensure value for money and ultimately improvements in the delivery of services that safeguard children and young people. LSCBs function with the financial support of the various partners and it has a responsibility to ensure that the funding is used to the utmost effect including that identified for training.

LSCB training should be linked to and informed by the learning and improvement framework developed by each LSCB and consistent with the principles for learning and improvement (*Working Together 2013* - pp66-67).

<sup>1</sup> "Organisation, outcomes and costs of interagency training for safeguarding and promoting the welfare of children" (Carpenter et al, DCSF 2009).

There is also an expectation from Ofsted, the inspection body for Children's Services, that LSCBs will have considered and be able to evidence the impact of the multi-agency training it provides. The *"Framework for the inspection of local authority arrangements for the protection of children"*, published in April 2012, by Ofsted.

These inspections will focus on the effectiveness of the local authority's child protection services, and the local authority's leadership of strategic partners in their shared work to help and protect children and young people who are suffering, or are likely to suffer harm, from abuse or neglect. (2)

On day one of the unannounced inspection, the lead inspector will request the information outlined in Annex A and begin the inspection.

"Additional, locally held, information requested for the inspection" (page 19)

- Evidence of LSCB multi-agency training and its impact.

The Review of the LSCB consultation published by Ofsted in October 2013 further states that "The LSCB is likely to be judged to be good if:

- The LSCB ensures that sufficient, high-quality multi-agency training is available and evaluates its effectiveness and impact on improving front-line practice and the experiences of children, young people, families and carers. All board members support access to the training opportunities in their agencies."

It is generally straightforward to evidence training provided/commissioned by local LSCBs. However the challenge has been to demonstrate how training has made a difference to the lives of children and their families. The new Ofsted framework in evidence form requires more detailed enquiry and analysis. The Board believes the Framework that has been developed will support this.

Improvement must be sustained through regular monitoring and follow up so that the findings from these reviews make a real impact on improving outcomes for children (Working Together to Safeguard Children 2013)

### **Quality Assurance**

In addition to utilising the Evaluation Framework, the London Safeguarding Children Board recommends the following areas should be considered as good practice when organising training events:

- All trainers providing safeguarding training should be social work qualified or a safeguarding lead in their organisation, in a position to make threshold decisions
- Specialist trainers ( for example domestic violence, substance misuse, mental health ) should co-facilitate with a safeguarding specialist

- Trainers should hold a formal training qualification, have attended a 'training for trainers' course or have had full attendance on a PTLLS course
- Trainers' contracts should include: Equality and Diversity Policy; Fee and cancellation/charging criteria for both the commissioner and provider and course outcomes
- Training coordinators should receive, in advance, from each trainer, the course outline and course content
- The uptake of two references, particularly if the trainer has not been commissioned previously
- Trainers should have indemnity insurance/public liability insurance
- The use of independent observers to ensure trainers are delivering the course against the required criteria

### **The Framework Outline**

The framework used to achieve evidence to support the quality assurance process has been broken down into three levels of evaluation.

#### **Pre-evaluation**

This form will be given to all training participants to complete so that the participants knowledge before attending the training can be logged. This form will be treated as the baseline for each participant's level of knowledge. The pre-evaluation can be completed a week (or more) before the course, or on the day at the beginning of the course.

#### **End of course evaluation**

This form will be given to each participant at the end of each course to establish what the participant has learned over the duration of the course. This will be compared to the baseline evaluation and will evidence whether the course was pitched appropriately for the audience, has met its objectives and measures what the participant has learned from the training session.

#### **Post course evaluation**

This form will be sent out after the course (between 6 and 12 weeks) to both the participants and their line manager. The purpose of this level of evaluation is to find out whether the learning from the course has been used in practice to change confidence or attitude of the learner. This evaluation is to measure the impact of the training on practice and to evidence if the learning has improved outcomes for children. This will be collected through a questionnaire and by both the learner and manager providing a short summary of how the training has been used.

## **The Evaluation Framework**

The LSCB should agree an evaluation strategy and determine the appropriate level at which evaluation of training courses should take place. The focus of the evaluation should be on the extent to which training is contributing to improving the knowledge and skills of the workforce with regard to working together to safeguard and promote the welfare of children. Evaluation should include the following:

- Relevance, currency and accuracy of course content
- Quality of training delivery
- Short and longer term outcomes and
- Impact of working together and inter-professional relationships ( insert the Evaluation framework)

## **Employer's responsibility**

Learning and development activity is a shared responsibility between training providers, employers, managers and delegates. LSCB training leads and managers across all agencies should work together to support each other in measuring the impact of training on achieving the best outcomes for children. New skills, knowledge and attitudes will not be transferred to the workplace if course participants are not provided with opportunities to use them.

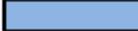
Management support has been identified as one of the most important factors that contribute to the effectiveness of learning and development. Managers therefore play a crucial role in supporting their staff to attend training, transfer learning in their practice by ensuring they have enough time, resources and opportunities to use their new skills.

Learning and development should be a standing item on a supervision agenda and one-to-one sessions should always include a discussion on learning from any recent courses/events.

We recommend that all LSCBs adopt this framework to support practice in achieving the best outcomes for children and families.

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Key

	Training Sub Group		Trainer		Line Manager
	Training Co-ordinator		Participant		

When	Who	Required Actions
Annually		<ol style="list-style-type: none"> <li>1 Review programme of events</li> <li>2 Agree which courses need to be evaluated, select relevant measures and agree responsibilities and support</li> </ol>
Pre Course		<ol style="list-style-type: none"> <li>1 Ensure participant attendance reflects multi-agency profile</li> <li>2 Liaise with the trainer to confirm event is being evaluated for the LSCB</li> <li>3 Agree learning outcomes</li> <li>4 Request allocation of 15 minutes at the start and before finish of the event for completion of evaluations (see Stage 1 and Stage 2 forms in appendix)</li> </ol>
At Course Enrolment		<ol style="list-style-type: none"> <li>1 Send confirmation of place, inform participant of new evaluation process and encourage them to fully and honestly participate.</li> </ol>
Course Start		<ol style="list-style-type: none"> <li>1 Ensure Trainer has sufficient copies of Stage 1 and Stage 2 forms, the Trainer's evaluation form and an agreed method of ensuring these will be returned safely to the Training Co-ordinator at completion of the course</li> <li>2 Explain evaluation system and ask for co-operation from participants.</li> <li>3 Distribute and ask participants to complete Stage 1 form (15minutes)</li> <li>4 Complete Stage 1 form</li> <li>5 Collect and retain Stage 1 forms</li> </ol>
Course End		<ol style="list-style-type: none"> <li>1 Distribute and ask participants to complete Stage 2 form (15minutes)</li> <li>2 Complete Stage 2 form</li> <li>3 Complete Trainers evaluation form</li> <li>4 Collect and retain Stage 2 forms. Ensure they, along with Stage 1 forms and the Trainers evaluation are received securely by the Training Co-ordinator</li> </ol>

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Post Course < 1 week		1 Collate and record Stage 1 and Stage 2 forms
Post Course 6-12 weeks		1 Distribute Stage 3 form to participants and their line manager's for joint completion. 2 Complete Stage 3 form and return 3 Follow up and continue to request completed responses until a sufficient sample rate is received. *
Post Course		1 Collate and record Stage 3 forms 2 Measure to expected/targeted outcomes
Annually		1 Prepare report for LSCB Subgroup 2 Review results and report to LSCB with any recommendations.

Notes:

- 1 Any of the questionnaires can be completed using an online system if the individual borough has the facilities available.
  - 2 The three stage model is designed to collect data which is consistent and measurable across a variety of courses and will provide an analysis of the impact of the training module. LSCB's may need to gather other data such as ethnicity/gender/disability in order to meet in-house or external monitoring requirements. This information can be easily collected when the initial application is made, and then fed into the analysis post course.
  - 3 Stage 1 and 2 forms will be largely rating based. This will enable a comparative analysis can be made in-house across a programme of events as well as cross-borough if required
  - 4 Stage 3 forms will be much more 'reflective' based questions and will determine the impact on practice with a perceived and actual measure from the delegate and their line manager.
  - 5 We have taken into consideration a measure of how relevant the training was to the individual, this should help to identify where participants are attending inappropriate course modules for their roles and responsibilities.
- \* Whilst the aim should be to receive a 100% return rate at Stage 3. We regard a minimum of 25% to be a level at which comparative and worthwhile results can be achieved.

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Stage 1 Questionnaire

Name: \_\_\_\_\_

Phone/Email \_\_\_\_\_

To be completed prior to the start of the training event. Please use the rating scales indicated by each question, ticking one option per question.

1 Please rate your knowledge, at this moment, of the subjects identified in the learning objectives for this course				
I have:	<input type="checkbox"/> No knowledge	<input type="checkbox"/> Some knowledge	<input type="checkbox"/> A good level	<input type="checkbox"/> A high level
2 When did you last receive training on this topic?				
	<input type="checkbox"/> Never	<input type="checkbox"/> Less than 1 Year ago	<input type="checkbox"/> 1-2 years ago	<input type="checkbox"/> Over 2 years ago
3 Why did you register to attend this training? (Please tick the most relevant)				
	<input type="checkbox"/> My colleague recommended it	<input type="checkbox"/> I think it will help improve my practice	<input type="checkbox"/> My manager told me I had to attend	<input type="checkbox"/> I don't know
4 How relevant to your current role do you think this topic is?				
Relevant:	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very	<input type="checkbox"/> Extremely
5 Please rate your confidence in practice when dealing with this subject?				
	<input type="checkbox"/> Not very confident, needing guidance much of the time	<input type="checkbox"/> Fairly confident, needing guidance some of the time	<input type="checkbox"/> Confident, needing guidance in more complex situations	<input type="checkbox"/> Confident and able to offer peer support

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Stage 2 Questionnaire

Name: \_\_\_\_\_

Phone/Email \_\_\_\_\_

To be completed at the end of the training event. Please use the rating scales indicated by each question, ticking one option per question.

1 Please rate your knowledge, at this moment, of the subjects identified in the learning objectives for this course				
I have:	No knowledge	Some knowledge	A good level	A high level
2 How relevant to your current role do you think this topic is?				
Relevant:	Not at all	Somewhat	Very	Extremely
3 Please rate your confidence in practice when dealing with this subject?				
	Not very confident, will need guidance much of the time	Fairly confident, will need guidance some of the time	Confident, need guidance only in more complex situations	Confident and able to offer peer support to colleagues
4 The training facilitator's skills were...				
	Poor	Satisfactory	Good	Excellent
5 Rate to what extent you agree that Equal Opportunities and Anti-discriminatory practice were integrated				
	Not at all	Somewhat	Very	Extremely

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Stage 2 Questionnaire cont.

To be completed at the end of the training event. Please use the rating scales indicated by each question, ticking one option per question.

6 Did this course meet the identified aims and objectives?					
<table border="1"><tr><td>Yes</td><td>No</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr></table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>	
Yes	No				
<input type="checkbox"/>	<input type="checkbox"/>				
Comments:	<input type="text"/>				
7 What difference do you think this training will make to your work with Children, young people and their families? Please give at least 2 examples					
<input type="text"/>					
8 Would you recomend this course to your colleagues?					
<table border="1"><tr><td>Yes</td><td>No</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr></table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>	
Yes	No				
<input type="checkbox"/>	<input type="checkbox"/>				
Why?	<input type="text"/>				

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Stage 3 Questionnaire

Name: \_\_\_\_\_

Phone/Email \_\_\_\_\_

To be completed 6-12 weeks after the training event.

Please use the rating scales indicated by each question, ticking one option per question.

Stage 3 is to be completed jointly by the attending delegate and their line manager

1 Please rate your knowledge, at this moment, of the subjects identified in the learning objectives for this course			
I have:	No knowledge	Some knowledge	A good level
2 Please rate your confidence in practice when dealing with this subject?			
Not very confident, will need guidance much of the time	Fairly confident, will need guidance some of the time	Confident, need guidance only in more complex situations	Confident and able to offer peer support to colleagues
3 What difference do you think this training has made to your work with children, young people and their families Please give at least 2 examples			

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Stage 3 Questionnaire cont.

To be completed 6-12 weeks after the training event.

Stage 3 is to be completed jointly by the attending delegate and their line manager

<p>4 How has attending this training impacted on your colleagues/team/service? Please give at least 2 examples</p> <div data-bbox="616 555 1597 703" style="border: 1px solid black; height: 93px; width: 438px;"></div>
<p>5 How has implementation of the learning from the training has contributed to improved outcomes for children, young people and their families/carers? Please provide at least 2 examples</p> <div data-bbox="616 847 1597 995" style="border: 1px solid black; height: 93px; width: 438px;"></div>

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