



Gloucestershire Safeguarding Children Board

Training Evaluation and Impact Framework 2017/19

January 2017

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GSCB Training Evaluation and Impact Framework 2017/2019

Introduction

It is the responsibility of all Local Safeguarding Children Boards (LSCBs) to provide multi-agency / inter-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, by creating a better understanding of the tasks, processes, principles, roles and responsibilities outlined in national and local guidance.

Working Together to Safeguard Children, DfE, 2015, sets out the principles for learning and improvement and establishes that,

*".....there should be a culture of **continuous learning and improvement** across the organisations that work together to safeguard and promote the welfare of children, identifying opportunities to draw on what works and promote good practice".*

Within this culture of continuous learning and improvement, training is aimed at developing more effective service integration at a strategic and casework level, improving communication between professionals, creating a common understanding of key principles and a common language.

Training should support staff within agencies at their appropriate level of authority and encourage active information sharing, critical analysis and professional judgement. The study conducted by Carpenter et al, demonstrated that inter-agency training provided by LSCBs is effective in meeting these outcomes "*Organisation, outcomes and costs of interagency training for safeguarding and promoting the welfare of children*" (Carpenter et al, DCSF 2010)*

**(Gloucestershire SCB was one of the eight LSCB's which took part in this study and informed the findings of the research over a two year period).*

Integral to this process is that due consideration must always be given to whether the training is effective. This not only ensures value for money but most importantly improvements in the delivery of services that safeguard children and young people.

The Ofsted Single Inspection Framework, which was introduced in November 2013 has an expectation that LSCBs will have considered and be able to evidence the impact of the multi-agency training that it provides....."*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 LSCB members support access to the training opportunities in their agencies.*"

Working Together 2015 and the Ofsted evaluation framework, makes it very clear that there should be detailed enquiry and analysis of the impact of training in both multi-agency work and in relation to single-agency responsibilities. The role of the LSCBs is to check and critically evaluate how well partner agencies are discharging the functions placed on

them through Section 11 of the *Children Act 2004*. Greater consideration of this duty in relation to how well they are delivering safeguarding training and staff development within their agencies must now be given.

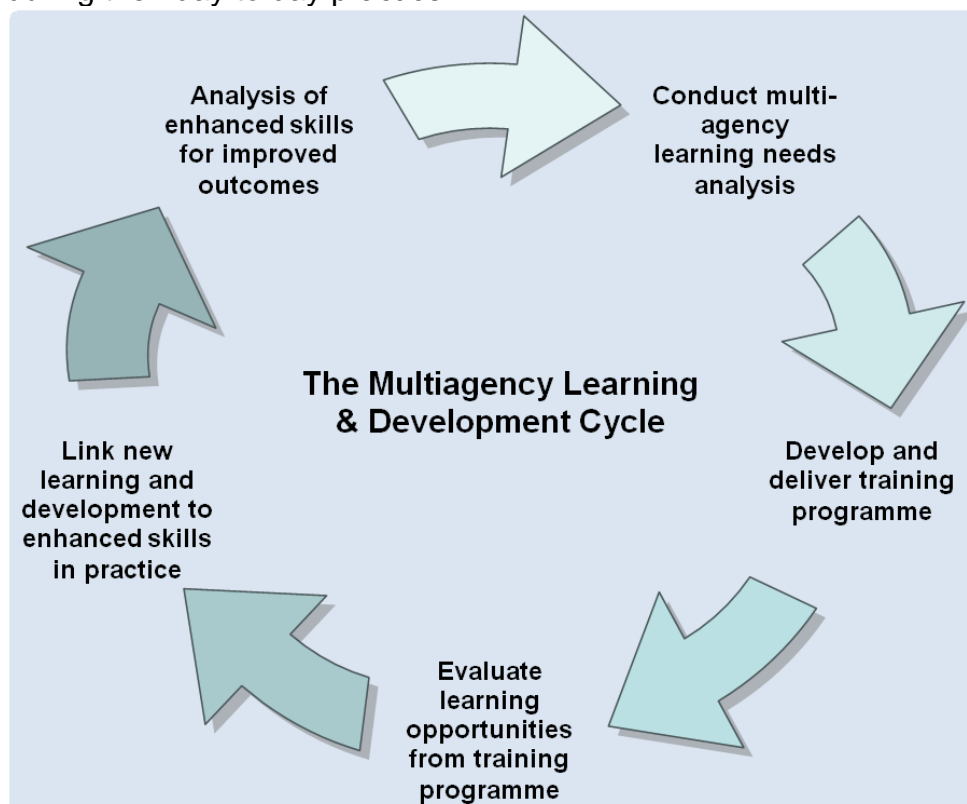
Purpose

The current GSCB Training Strategy 2017/2019 sets out how the board will meet its responsibility to develop policies and procedures in respect of training and to ensure appropriate high quality training and learning opportunities are provided for those professionals who work with children and families; and that all training is monitored and evaluated to maintain and measure its effectiveness.

The purpose of this document is to provide a Training Evaluation and Impact Framework, within which we can measure the effectiveness of safeguarding training and assess the impact of training on working practices. The Workforce Development Sub-Group (WFD) will continue to develop this work during 2017 /2019; and progress updates will be reported to the Board on a biannual basis.

Training Transfer: Getting learning into practice

Training transfer refers to the ‘*use of trained knowledge and skill back on the job*’ (Burke and Hutchins, 2007) and should be considered at every stage of the learning and development cycle, see below (Research in Practice 2014). The question we should be asking is; “Are staff attending training using the knowledge and skills they have learnt and developed during their day to day practice?”



By understanding the process of training transfer and those factors which influence whether it occurs, we can begin to improve the way we commission and provide training to maximise the opportunities for transfer of learning.

Training is a shared responsibility between three parties and consideration should be given to each within the training cycle;

- i) Training providers and commissioners
- ii) Organisations - Managers, responsible for staff
- iii) Staff themselves

For training transfer to be successful the following factors also need to be considered:

- Individual characteristics of the staff; motivation, self –efficacy, cognitive ability, organisational commitment, perception of training and personality.
- Training design and delivery; importance of pre-training analysis, content to be relevant and reflect the workplace, spaced training for practice reflection and post training feedback and support to try new skills.
- Workplace factors; how the organisation inhibits or facilitates staff to use what they've learnt – Manager support / Peer support / Opportunities to use skills, knowledge, attitudes / Linking strategic goals of organisation to training / Supervision which supports training and evaluation feedback.
- Subject climate; culture of the workplace, existing structures and supports for the staff, staff attitude to the given topic.

It is the role of the Workforce Development sub group (WFD) to consider these factors and implement within the training and learning cycle.

Evaluating the impact of training

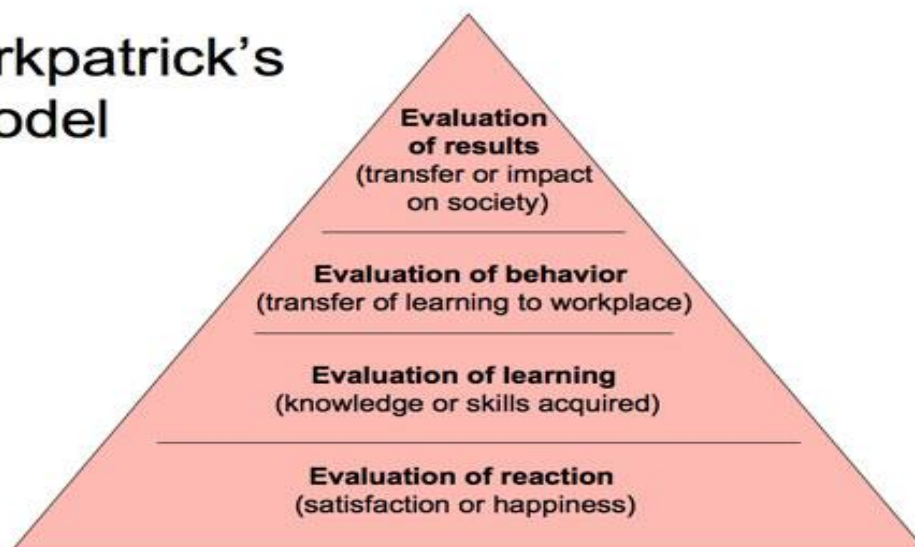
Evaluating training is key to training transfer, has the learning been transferred to the workplace and made a difference to children and families? Measuring the practical impact of training is not easy and it is rarely possible to demonstrate a true causal link between a particular training session and subsequent changes in practice behaviour. However data collection at specific points in the learning cycle can support the measurement of impact.

The focus of all evaluations should consider the following:

- quality of training delivery - relevance, currency and accuracy of course content
- the impact the training has had on practice

Kirkpatrick's model of training evaluation (1977) identifies four levels in measuring impact;

Kirkpatrick's Model



Kirkpatrick's (2006) hierarchy of evaluation.

The Kirkpatrick model supports the need for training evaluation which **collects information** relating to the effectiveness of training at all four levels from attendee satisfaction to overall impact on business.

- **Participants reaction to the program;**
How the delegate felt about the training or learning experience (Post training evaluations)
- **Learning as a result of program participation;**
Measurement of the increase in knowledge – before and after (Pre and Post training evaluations)
- **Changes in behaviour as a result of the program;**
The extent of the applied learning back on the job – implementation (Three monthly training evaluations)
- **Real world results of the program;**
The effect on the business or environment, attendee's practice has been changed or confidence reinforced.

Multi-agency training evaluation process includes:

A series of evaluation Questionnaires – designed specifically for each course to measure the transfer that occurred in the learners behaviour i.e. are the newly acquired skills and knowledge being used to inform practice, the effectiveness of the training

- Participants will complete a pre-course self-assessment prior to attending the training. – Testing Knowledge skills and levels of confidence prior to course
- Information about the training and post training evaluation will be sent to the participants supervisor for use in future “ supervision meetings” Linked to initial booking in Process (in development)

- At the end of each training course the participant completes the self-assessment questionnaire. This assessment moves evaluation beyond “learner satisfaction” and attempts to assess the extent participants have advanced in skills and knowledge. Questionnaires – as pre course – plus practical info about the Trainer venue for immediate QA monitoring.
- The participant will be issued with a certificate. It contains the learning outcomes which will form the discussion with their line manager. It is the responsibility of each agency to manage these sessions
Managers will be encouraged to report to the LSCB any practice issues, concerns or further info needed for their supervision sessions. (work in progress)
- 12 to 16 weeks after the training a post evaluation questionnaire is sent to the participant (notification to their supervisor). This process seeks to measure the learning transfer that has occurred in the participants behaviour ie. Are the newly acquired skills and knowledge etc being used in the everyday environment of the participant.
These questionnaires will be emailed to all participants electronically (Link to managers work in progress).

It is argued this form of assessment represents the truest test of the effectiveness of the training program.

- Focus groups will be run during each year (minimum biannually), drawn from;
 - i) participants on the various training courses.
 - ii) children and young people with support from the GCC participation team and service users.This is to help inform the on going training. (work in progress)
- All data collated and initial analysis of the data undertaken by the GSCB Business Unit on a quarterly basis. The Training Co-ordinator reviews and presents findings plus any significant issues to the Workforce Development sub group (WFD) to feedback on significant practice issues.
Data will be used to inform ongoing training of ‘What works well / What doesn’t work so well’ Information used to inform the commissioning of training and adapt existing training.
- Training materials are updated regularly to ensure content is up to date, relevant and current

Gloucestershire’s Learning and Improvement Framework

As part of the multi-agency learning and development cycle, additional information from ongoing case reviews, and multi agency themed focus groups can be fed into the training evaluation process.

As an example, MAQuA sub group examined the effectiveness of child protection core groups, through conversations with practitioners around the county. These conversations helped to inform the effectiveness of practice in the county and effectiveness of the ‘Working Together in Core Groups - GSCB training course’. This course was redeveloped

as a result of practitioner feedback, and now incorporates key messages around - positive challenge between partners, experiential learning; practice based scenario's and role plays and is co-facilitated by the current Child Protection Conference Chair – team manager.

Single-agency training evaluation process includes:

It is the responsibility of each agency to ensure that their staff receive appropriate training in relation to their job role and safeguarding responsibilities.

It is the role of the LSCB to monitor the quality and effectiveness of each agencies training and to guide them to the appropriate training pathway – (link to GSCB Training Pathway

- 1) Train the Trainer programmes
- 2) Auditing through the S11 Audits. Development of an in depth **Gloucestershire Safeguarding Training Audit** to ensure real compliance by partner agencies and better understanding of training outcomes and training pathway.
- 3) Training resources on the website
- 4) Regular Alerts and updates for agencies to use to inform training.
- 5) Basic Child Protection -Cascade pack, and clear Training Outcomes (available on website)
- 6) Single Agency Toolkit – Impact evaluation forms for in house training, training materials, training supervision template - a guide for managers, to support and monitor staff learning and impact on practice.(Spring 2015)

Research In Practice (RIP 2014) - Ensuring effective training: Briefing for LSCBs

This briefing also offers questions and prompts which GSCB can use to challenge ourselves to improve training and staff development.

The questions focus on:

- ❖ Strategy
- ❖ Scope of the LSCB role in training and development
- ❖ Specific issues of training transfer and evaluations

Link to Research In Practice: www.rip.org.uk

National and Local Drivers underpinning the Framework

- Intercollegiate Document Safeguarding Children and Young People: Roles and Competencies for Health Care Staff. (2014)
- Ensuring effective training: Briefing for LSCBs – Research In Practice (RIP 2014)
- The OFSTED Single Inspection Framework (Ofsted 2013)
- Working Together to Safeguard Children (2015)
- Working Together to Safeguard Children (2010)
- PIAT “ Connect Share and Learn” (2011)
- The Munro review of Child Protection (2011)
- Organisation , Outcomes and Costs of Inter Agency Training for Safeguarding and Promoting the Welfare of Children (Carpenter et al 2010)