



North Ayrshire
Child Protection Committee
Training & Development
Evaluation System
2011 - 2012



Promoting Good Practice in Child Protection
www.childprotectionnorthayrshire.ino

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Introduction

Training is an essential element of practice for all practitioners; it enhances personal and professional development opportunities to ensure that members of the workforce will be competent and confident in carrying out the complex task of protecting children and young people. Staff from all agencies who come in contact with children and young people in the course of their work should be actively encouraged not only to work together but to learn together too. In doing so they promote best practice. North Ayrshire Child Protection Committee delivers training in many ways to ensure maximum opportunity for staff to learn about child protection. Evaluating the impact of training is a key element of this.

The Child Protection Learning & Development Co-ordinator ensures that there is a wide range of training on offer which covers all four levels from foundation to specialist as set by the Scottish Government in its Child Protection Framework (currently under revision). This is based on training requirements at local and national levels and also reflects the requirements identified by some through our Training Needs Analysis process. The CP Learning & Development Co-ordinator is supported by the Child Protection Training Sub Group, Ayrshire Wide Training Group, West of Scotland Training Group and is currently Chair of the National Child Protection Training Group.

The majority of child protection training is delivered by the Child Protection Committee to multi-agency groups. Professionals should seek out child protection training opportunities wherever possible. Managers should ensure that it forms part of the CPD / PDR, Supervision and Personal Development processes within their organisation. This not only identifies staff training needs but helps measure if the training is meeting practice requirements. Our key training message is "Promoting Good Practice in Child Protection". Practitioners and their managers can help us achieve this by ensuring staff attend the training best suited to the needs of their organisation and work along side us in making the links between learning and the longer term desired outcome of having the skills to protect.

This document produced by the Child Protection Learning & Development Co-ordinator and endorsed by the Training Sub-Group and the Child Protection Committee. It aims to standardise how child protection training provided by the Child Protection Committees is evaluated in North Ayrshire.

Thank you for training with us.

The importance of evaluation

All forms of training require to be evaluated. If we do not evaluate we cannot know its worth and whether there is learning value in it that will enhance practice, promote professional competence and confidence and help keep children safe. Evaluation is therefore an essential part of the child protection training process. Whilst evaluation takes time and effort, without evaluation we cannot know whether the training that North Ayrshire Child Protection Committee delivers is meeting the needs of its' participants, whether it is appropriate to organisational needs, or whether it makes a difference to performance of an individual or to the child protection process as a whole. Obtaining the support of all agencies involved in the child protection training process is therefore essential.

It is important that there is clarity about why child protection training requires to be evaluated. These needs have been identified by the Child Protection Learning & Development Co-ordinator and the Training sub group;

1. To ensure the child protection training offered in our programme meets local and national training evaluative objectives.
2. To identify areas of learning not covered in the training programme.
3. To ensure learning outcomes are achieved.
4. To ascertain the impact of training on job performance.
5. To identify strengths and areas for improvement in the child protection training process.

How does it fit with self-evaluation?

The self-evaluation referred to here relate directly to the current HMIE Inspection process. HMIE states that "*self-evaluation is central to continuous improvement*". Self-evaluation as a whole should therefore be seen as a reflective process through which CPC's and partner

organisations get to know themselves well and identify the best way to improve services. A framework of Quality Indicators assists by identifying where good quality needs to be maintained, where improvement is required and where we should be working towards excellence.

Measuring Impact

With HMIE quality indicators 1 – 7 measuring what we do in different ways, the focus within child protection training are quality indicators 3.1 & 7.3 as follows.

Quality Indicator 3.1 – Impact on staff

This measures the extent to which staff across and within services improve their practices through training and development activities. This includes the extent of impact as indicated by data, observation and staff reporting.

To meet the requirements of this indicator, North Ayrshire Child Protection Committee requires to demonstrate that staff benefit from joint training with colleagues from other services and have a high level of participation in training events. That staff have access to regular professional consultation and have opportunities for effective career development including high quality CPD / PDR programmes.

This is because such opportunities increase our confidence and competence to provide high quality services to children in need of protection and prepare staff well for future leadership roles.

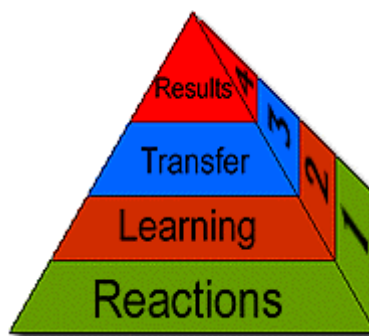
Quality Indicator 7.3 – Staff Training, Development & Support

This considers professional competence and confidence in relation to learning and development. It relates specifically to service arrangements for the development, support and supervision of staff involved in supporting children in need of protection. It focuses on the provision of training within and across services.

To meet the requirements of this indicator services have to ensure that staff are supported, supervised and accountable in their work to support children in need of protection. That staff get help and advice when they need it but are allowed to exercise initiative and professional judgement. Effective systems should be in place for staff appraisal. These are used to ensure staff are confident and competent in their work and have correct skills and qualifications to deal with difficult situations. NACPC acknowledges, we must individually and collectively audit the training needs of staff, including those who not work directly with children but need to know how to respond when they see a child who may help. North Ayrshire Child Protection Committee are required to plan and deliver a high quality child protection training programme to meet the needs of the workforce. This must take account of local and national priorities for improving services for protecting children and meeting their needs. Induction processes routinely address child protection issues. North Ayrshire Child Protection Committee are committed to systematically evaluating training and the effect it has on practice.

A Model of Evaluation

Assessing training effectiveness often entails using the four-stage model developed by Donald Kirkpatrick (1994). According to this model, evaluation should always begin with stage one, and then, as time and budget allows, should move sequentially through stages two, three, and four. Information from each prior stage serves as a base for the next stage's evaluation. Thus, each successive stage represents a more precise measure of the effectiveness of the training program, but at the same time requires a more rigorous and time-consuming analysis.



(Source: Mastermind.Inc.com)

Stage 1 Evaluation - Reactions

Evaluation at this stage measures how participants in a training programme react to it. It attempts to answer questions regarding the participants' perceptions - Did they like it? Was the material relevant to their work? This type of evaluation is often called a "happy sheet." According to Kirkpatrick, every program should at least be evaluated at this stage to provide for the improvement of a training program. In addition, the participants' reactions have important consequences for learning (stage two). Although a positive reaction does not guarantee learning, a negative reaction almost certainly reduces its possibility.

Stage 2 Evaluation - Learning

To assess the amount of learning that has occurred due to a training programme, stage two evaluations often use tests conducted before training and / or after training. Assessing at this stage moves the evaluation beyond learner satisfaction and attempts to assess the extent students have advanced in skills, knowledge, or attitude. Measurement at this stage is more difficult and than stage one. Methods range from formal to informal testing to team assessment and self-assessment. Participants are often asked to self-assess their skills before the training and if they had changed after training. This is to determine the amount of learning that has occurred.

Stage 3 Evaluation - Transfer

This stage measures the transfer that has occurred in learners' behaviour due to the training program. Evaluating at this stage attempts to answer the question - Are the newly acquired skills, knowledge, or attitude being used in the everyday environment of the learner? For many trainers this stage represents the truest assessment of a program's effectiveness. However, measuring at this stage is complex as it is often impossible to predict when the change in behaviour will occur, and thus requires important decisions in terms of when to evaluate, how often to evaluate, and how.

Stage 4 Evaluation- Results

Stage four evaluations attempts to measure the success of the program in terms that managers and executives require - improved quality, reduced frequency of error and even higher return on investment.

Evaluating the Impact of CP Training in North Ayrshire

Delwyn Goodrick in "How to Evaluate the Impact of Training Programmes" (2009) refers to Basarab & Root (1992) who suggest that evaluation can support the following types of decisions:

- Decisions about whether a programme should continue to be offered
- Decisions about how the training programme can be improved to better meet the needs of participants. This includes refinements in content, mode of presentation and materials
- Decisions about the value of training in meeting its stated objectives and in terms of organisational return on investment
- Decisions about whether all key stakeholders' requirements for training have been satisfied
- Decisions regarding the extent to which training met or exceeded "quality" goals and standards. Was the training programme implemented as planned?

A further decision is to consider if the evaluation process will be Formative (be based on programme improvement) or Summative (be based on the programmes worth). Any information gathered through the process of evaluation must also meet the needs of its stakeholders who have an interest in the impact of training and its outcomes. Stakeholders often have different information needs that reflect their involvement in the programme and their personal investment. E.g. The trainer is interested in the participants responses to the event and management are interested in achievement of specific outcome indicators such as improved efficiency and reduced errors.

Knowing why we carry out evaluation is therefore key to the outcomes that we are often asked for. Professionals and service users are directly affected by the type of evaluation systems chosen and deciding on the right one is difficult. The Program Logic Model (Goodrick, 2009) was chosen as the preferred model to assist us develop our own model to carry out this complex task in North Ayrshire.

In using a Logic Model to evaluate child protection training this will assist us to identify performance measures by demonstrating the relationship between elements of a programme as we design, deliver and learn from it, therefore evaluating the process in terms of inputs, outputs and outcomes. (See pages 9-10)

How will we find the evidence?

North Ayrshire Child Protection Committee Training sub-group will evaluate all levels on all courses. Once it has been established the course is meeting the identified need evaluation may not be necessary at every course delivery.

We will ask Managers as well as staff to comment on what they have learned from attending the training event and look for evidence that we make a difference in practice and therefore improve outcomes.

To do this North Ayrshire Child Protection Committee Training sub-group will review the training attended to measure its effectiveness as follows:

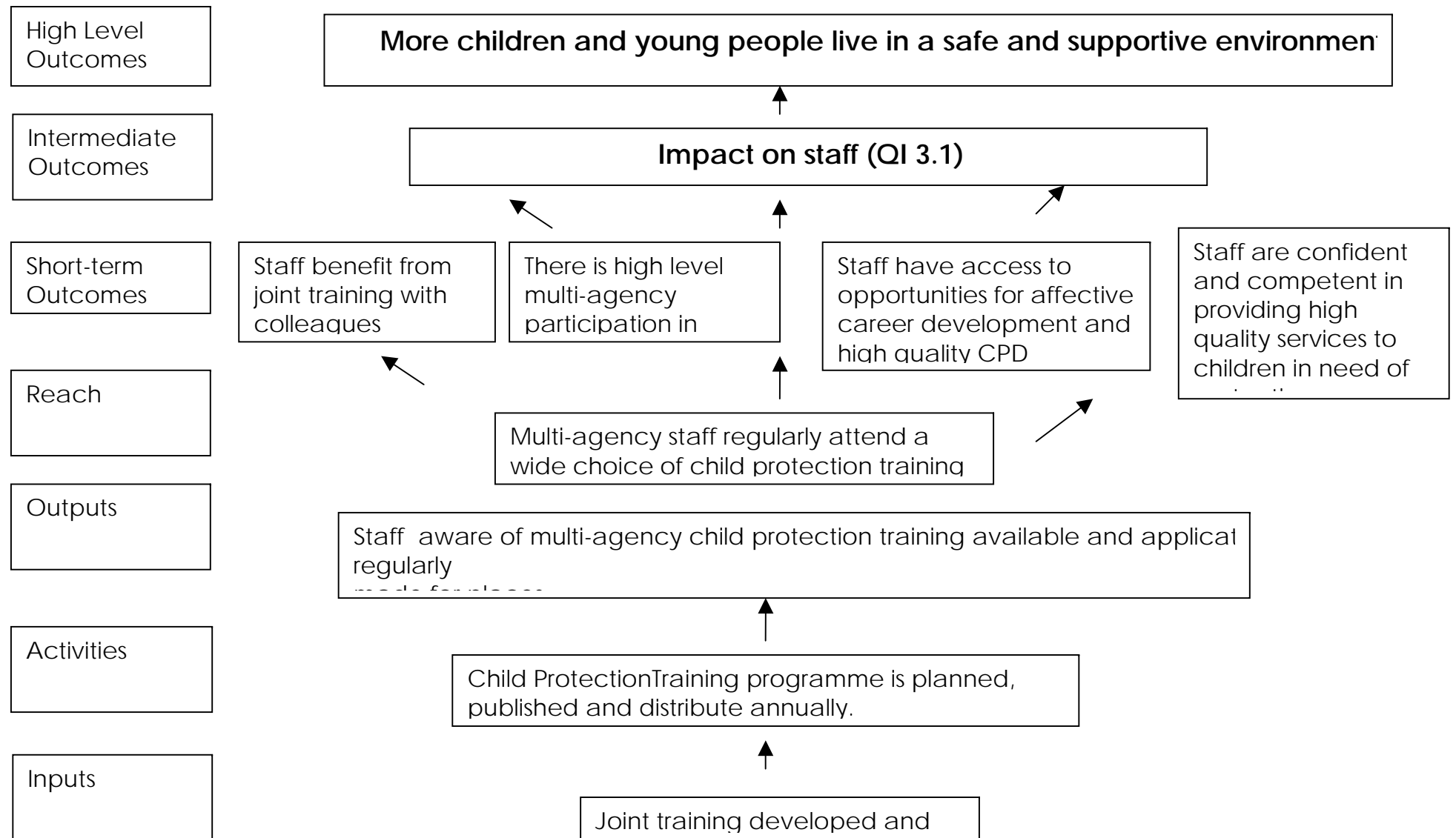
1. By asking those who attend what they think, using **Stage 1** evaluation feedback sheets at end of course delivery.
2. By asking staff and managers to reflect on learning during the PDR process.
3. By requesting **Stage 2** evaluation comments using *Survey Monkey* around 4-6 weeks after course delivery. This will help us measure how it has affected practice for both attendee and their manager.
4. By asking those who attended to give **Stage 3** evaluation examples of how training has affected their practice and better protected children as a result by questionnaire or as part of *Survey Monkey* above.
5. By gathering statistical information on whether learning outcomes were achieved based on participant feedback.
6. By asking CPC members to observe training events as part of the quality assurance process.
7. By attending appropriate single agency meetings to gain feedback on effectiveness and discussing single agency requirements with Sub Group representatives and the CPC.
8. By arranging Focus Groups around 8 weeks after attendance.
9. By gathering information from Case Study scenarios around 12 weeks after course attendance.

10. By analysing findings as part of **Stage 4** of evaluation process, making changes where necessary.
11. By conducting Training Needs Analysis as required, using *Survey Monkey*.

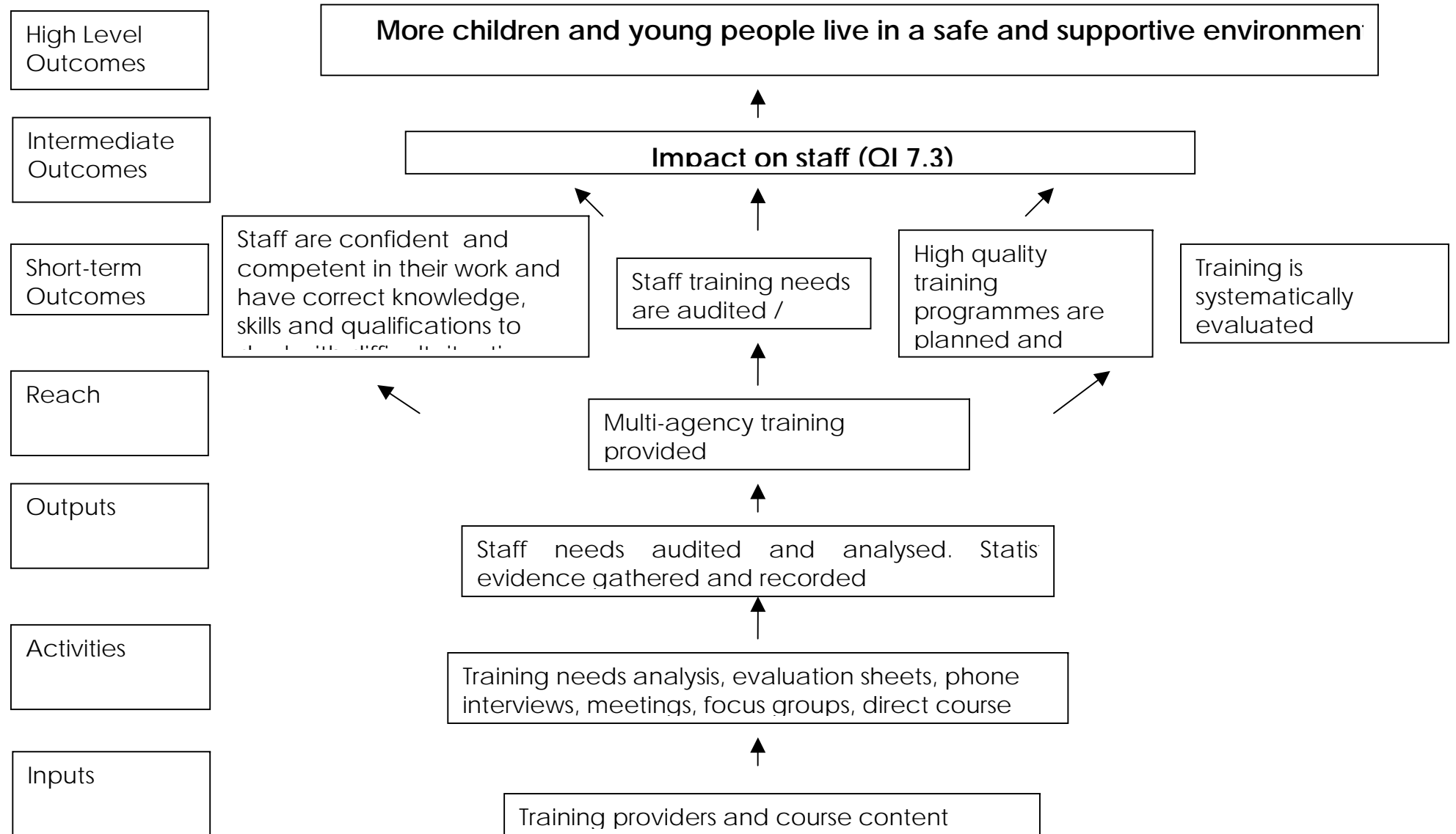
Finally...

- We will continue to collect statistical evidence on numbers attending.
- And will measure outcomes using the Logic Model as follows;

Logic Model (CP Training)



Logic Model (CP Training)



Child Protection Course - SAMPLE Evaluation Form 1

Date of Course:

SAMPLE ONLY – WILL BE SPECIFIC TO EACH COURSE ON THE DAY

Title of Course/Workshop:

LISTENING TO CHILDREN & YOUNG PEOPLE (Level 1)

Name:

Agency:
(Please tick appropriate box)

Social Services	Police	NHS	Educ.	Housing	Vol. Org	SCRA	Procurator Fiscal	Other Please specify
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate the following areas by placing a tick under the appropriate column and comment if you wish.

	Yes	No	Don't Know		
Meeting Course Objectives					
• To help participants understand the importance of listening to children & young people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• To consider current styles of communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• To assist participants recognise the barriers to communication, including why children do not always tell us about abuse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• To emphasise the importance of case recording in ensuring children & young people's views are understood and respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

	Excellent	V.Good	Good	Fair	Poor
Course Tutor(s)					
Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Group Exercise Activities					
Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please add any comments about your training experience here

Comments:

What learning will you take with you from this course?

Comments:

How confident are you about using your new skills in practice?

Comments:

Is there anything about practice in this area you want us to feedback to the CPC?

Comments:

Training Needs Analysis – Your Role

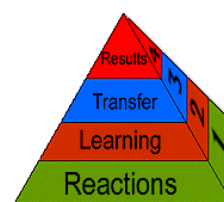
Training Needs Analysis helps us to identify precisely the learning needs in relation to Child Protection in a multi-agency way. It also helps to ensure that the learning styles we use, the content and the outcome of our training reflects the specific needs within child protection processes at both local and national levels.

Using the evaluation system described on page 8, and by gathering additional information through an annual TNA request sent directly to practitioners, we aim to find what knowledge and skills are needed, whether across the whole organisation, or for a group of staff or individuals.

Once the information is collated, analysis and interpretation can then be translated into recommendations for meeting identified training needs. The results will help us determine what works, revise learning programmes and develop further opportunities, whilst reporting on staff confidence and competence in a particular area. It will also strengthen good practice, strengthen multi-agency practice and assist us plan strategies to enhance or develop staff performance.

Please assist us by completing the electronic forms you are sent as part of your learning experience. Help us shape the training you need in the future.

Thank you.



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