



CHSCB Monitoring & Evaluation Framework: Multi-agency Training, Learning and Development

March 2018

SECTION 1: Purpose, Benefit & Rationale

1 Purpose

1.1 This document outlines monitoring and evaluation processes in place to support the **CHSCB Multi-agency Training and Learning Programme**. It updates and replaces the [CHSCB Training Evaluation & Analysis Framework](#), and takes note of the [CHSCB Training Strategy](#) and its vision for robust monitoring and evaluation. This *Framework* also sets out the benefits of multi-agency safeguarding training including improved practice and outcomes for children and young people, the rationale for delivering a strong monitoring and evaluation process, and key steps in the CHSCB's monitoring and evaluation process. *The Framework* shall be revised annually to ensure it remains fit for purpose and complements the annual roll out of the **CHSCB Multi-agency Training and Learning Programme**. Annual review will ensure it keeps pace with trends, priorities and practices in training, learning and development and responds to innovation in training delivery and monitoring and evaluation.

2 CHSCB supports learning & development

2.1 Like safeguarding, learning and development activity is a shared responsibility between training providers, employers, managers and delegates. CHSCB 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.

2.2 Management support has been identified as one of the most important factors contributing to the effectiveness of learning and development. Managers 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. CHSCB recommends learning and development remains a standing item for supervision agendas and that one-to-one sessions include discussion on learning from recent courses/events. Managers have a key role in feeding back to the CHSCB their perspective of CHSCB training and whether this has made a difference to the effectiveness of their staff in safeguarding children and young people.

3 Multi-agency training and learning is beneficial

3.1 The establishment of common understanding and norms in safeguarding practice across partners has been strengthened by mutual-learning and multi-agency training and is fundamental to effective safeguarding practice. Multi-agency training promotes cross-sector learning by enabling partner agencies (statutory and non-statutory) across the City of London and Hackney to come together to exchange on safeguarding issues and practice. In addition, it supports development of common language and practice, and helps raise awareness of how other agencies work, including specific challenges and emerging safeguarding training needs.

3.2 The **CHSCB Multi-agency Training and Learning Programme** has a wide reach. Over 1424 places were taken up by delegates across the City of London and Hackney during 2015/16. Of these attendees, 92% felt that learning gained would enable them to more effectively safeguard children and young people. The CHSCB ensures the effectiveness of its multi-agency training and learning offer by measuring the quality and impact of training. The CHSCB has refreshed quality assurance processes supporting multi-agency training to ensure it remains fit for purpose.

4 Need for revision to Framework

4.1 While the 2016/17 CHSCB Multi-Agency Training Annual Report revealed continued good results in providing multi-agency training over 2016/17, it also underscored a need for consistency in data collection and evaluation in quality assurance of training. In response, the Programme Manager undertook a review of quality assurance supporting the **CHSCB Multi-agency Training and Learning Programme** in 2017/18 and produced this *Framework*.

4.2 Proposed revisions to evaluation materials and processes were provided to the Training, Learning and Development (TLD) Sub Group and the CHSCB Trainers Forum for feedback. Refreshed evaluation materials are embedded in this document. The 2018/19 **CHSCB Multi-Agency Training and Learning Programme** will be quality assured in line with monitoring and evaluation processes outlined in this *Framework* and will adhere to the principles of GDPR.

SECTION 2: CHSCB monitoring & evaluation in multi-agency training, learning and development

5 Quality Assurance Overview

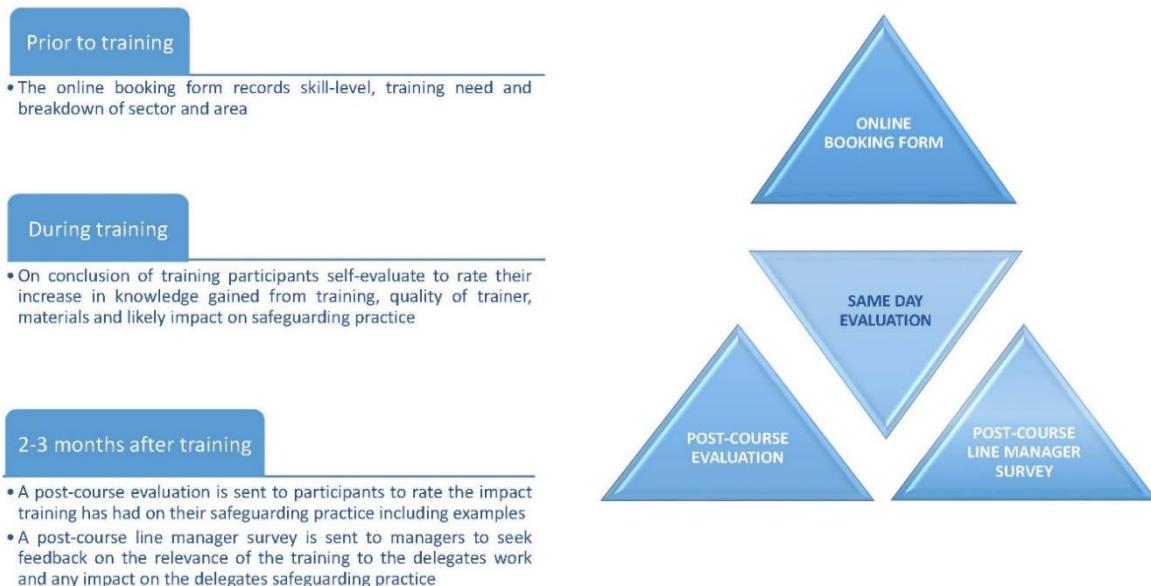
5.1 The CHSCB has quality assurance mechanisms are in place to help capture evidence of the impact of its training and learning offer. This includes: self-evaluation (pre, during and post training), line manager surveys, observation evaluations, monitoring (via Data-Review Reports), guidance from the TLD Sub Group and CHSCB Trainers Forum, and auditing. CHSCB Training Standards and Individual Training Agreements also help set standards in training by providing clear expectations from the Board to external trainers.

5.2 The *Framework* takes note of the *CHSCB Training Strategy* success indicators:

- an increased number and multi-agency mix of practitioners attending training and development opportunities appropriate to their role;
- programmes run with learning outcomes that are multi agency in focus;
- positive evaluations from delegates and follow-up evaluations evidencing impact on practice and outcomes;
- practice and positive outcomes for children and young people are evidenced through *Learning and Improvement Framework* – with auditing/case reviews to judge the impact of training via the quality of practice subject to review;
- compliant and CHSCB audited Section 11 returns to evidence agencies are delivering appropriate single agency safeguarding training for their staff.

5.3 An overview of monitoring and evaluation processes supporting CHSCB multi-agency training and learning is set out below

Ongoing monitoring of CHSCB Multi-Agency Training via data review reports and oversight from quarterly TLD Sub Group and CHSCB Trainers Forum Meetings



6 Self-evaluation

6.1 This Framework focuses on the extent to which CHSCB 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. Evaluations therefore cover the 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. Staff attending CHSCB training complete a set of three self-evaluations (pre, during and post-training) to help benchmark existing learning, evaluate the quality of training, and capture evidence of how CHSCB training has influenced their practice.

6.2 **Pre-evaluation** - Data is gathered pre-training via the CHSCB [Online Booking Form](#). This pre-course questionnaire collects data on agency, sector, area, and prior training experience to build a profile of what sector and locality attendees are coming from, and ensure delegates meet threshold requirements for attending more advanced training courses. The *online booking form* also collects basic contact details of delegates, their selected course, and information on whether delegates have specific access needs to attend at training venues. Delegates name, position title and agency are shared with the relevant training facilitator to ensure that training is delivered at an appropriate level. This data also feeds into the booking system itself and attendance data is used to ensure delegates across the City of London and Hackney from all sectors are supported to access CHSCB training and learning opportunities and are placed on training courses at the appropriate level. Line manager contact details are also collected to inform managers when a delegate has secured a place on a training course, and to complete the post-training line manager survey to help assess the perceived relevance and benefit of training to the delegates practice.

6.3 **End of course evaluation** – [Delegate evaluation forms](#) are the primary tool to measure the quality of training and the performance of trainers. Participants must complete a self-evaluation form on conclusion of each training session to rate their individual experience of the training including materials and the performance of the trainers themselves. Participants also rate the quality of their knowledge prior to and after, and whether they believe knowledge gained will assist them in their roles to safeguard children more effectively. This will be used to 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.

6.4 **Post-course evaluation** - Participants are contacted 2-3 months after course completion to undertake a [post-course evaluation](#). This is sent via email with a link to a survey (SurveyMonkey) on the relevant training session. The 5 question post-course survey has two functions: to ascertain whether learning has had a direct impact on how professionals work with children and young people to improve their outcomes; and to gain information on training needs of individuals and their relevant agencies for forward planning.

7 Post-course line manager survey

7.1 Two or three line managers are contacted 2-3 months after course completion via email to state whether they believe that training undertaken by their direct-report (participant) was relevant to their role, and whether the training has positively impacted on the participant's ability to safeguard children. The purpose of the [line manager survey](#) is to qualify the response provided by participants and ensure greater accountability in evaluations. Delegates are made aware of the post-course line manager survey and that their line manager may be randomly selected to provide feedback.

8 Observer evaluation

8.1 CHSCB multi-agency training is also subject to observation to ensure relevance of current or new training sessions. Select courses are chosen for observation: specifically any new courses, a sample of core courses, and any priority training areas for that particular year – CSE, Neglect etc. As in 2017/18, all new trainers must observe a multi-agency training session as part of their on-boarding (set out in the [CHSCB Framework for New Internal Trainers](#)). From 2018/19 observers will be asked to use the new [Observer Template](#) to evaluate sessions. Observer evaluations enable CHSCB to:

- ensure new training is robust and regular non-core and core training remain relevant;
- deepen understanding of techniques to maintain delegate engagement;
- provide new trainers opportunity to reflect on training, and develop their understanding of dynamics, challenges and good practice in providing effective training to multi-agency audiences.

9 Monitoring

9.1 The [Data Review Report](#) is the primary tool to track progress of the **Multi-agency Training and Learning Programme** in meeting attendance and evaluation targets. The Report supports monitoring of progress by considering quarterly attendance numbers, and breakdown. Data reporting is to be completed no less than twice a year, and informs the TLD Sub Group on progress achieved, key successes, challenges, and emerging issues.

9.2 Progress of the **Multi-agency Training and Learning Programme** is also tracked by the TLD Sub Group who provide strategic direction and guidance on interventions required (informed by feedback from Data Review Reports, learnings from case reviews, updates to legislation or practice, and agency training need). The CHSCB Trainers Forum is another mechanism helping to ensure successful delivery of core safeguarding training. The Forum allows internal trainers to exchange on best practice, recommend revisions needed to core course material or delivery, and escalate arising safeguarding issues, training needs, and innovation in training delivery to the TLD Sub Group.

10 Auditing

10.1 Multi-agency case auditing by the CHSCB will also provide a specific focus on whether there is any evidence that training has influenced practice and impacted on the outcomes for children and young people. This will be achieved through conversations with front line professionals as part of the Practitioners Forum. The revised audit process will establish the level of CHSCB training received by involved professionals and their account of how any related learning has been used in any casework. The auditor will form a professional judgement as to the impact of this training on the quality of practice and associated outcomes.

11 Trainer selection, agreements & feedback

11.1 External trainers are subject to a formal tender process. CHSCB trainers must also comply with the [CHSCB Standards for Trainers](#) and an individual *trainer agreement* is drawn up for each trainer to set the terms of agreement for training commissioned including boards expectations for course content (covering new guidance and best-practice) and delivery. Single Agency Training is also subject to review against quality standards. In addition to using this Framework, the CHSCB will assure a number of training events for their relevance, currency and accuracy through Training, Learning & Development Sub Group members directly observing courses and providing evaluation on their quality. Training feedback will be used to improve course content and delivery in the current year and inform planning for future training programs. This feedback will also provide assurance to the Board by evidencing impact of training on frontline staff.