

# Evaluating the effectiveness of safeguarding children training

A report detailing the methods and results of ensuring safeguarding training is effective in Worcestershire.

April 2017– March 2018

Worcestershire Safeguarding Children Board



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***The board takes a robust approach to evaluating training. A comprehensive training evaluation, ... identifies that attendees rate WSCB multi-agency training highly, and that their knowledge and confidence improve as a result.***

*Ofsted review, 2017*

Acknowledgement: WSCB would like to express their thanks to all the trainers and agencies who support them in the delivery of training and the practitioners who complete the questionnaires

## Executive Summary

This document outlines the assessment of the effectiveness of safeguarding training in line with the Worcestershire Safeguarding Children Board (WSCB) Framework for Evaluation. Evidence is gathered from a variety of sources including audits, evaluations and formal training reviews. In summary:

- WSCB delivered 58 multi-agency training events in 2017/18 to 1308 people. There is good attendance at multi-agency training by schools, Children's Services and the Worcestershire Health and Care NHS Trust. Some agencies use single agency training which research suggests is less effective at promoting multi-agency working.
- WSCB multi-agency training is rated extremely highly in terms of the content and style of delivery of trainers by those attending. This is achieved in part by regular reviews of training content to ensure that current learning from Multi Agency Case File Audits, case reviews and Serious Case Reviews is referenced to ensure contemporary messages are at the forefront of the training. Learning events included Information and Guidance Briefings
- Learners report both qualitatively and quantitatively that their level of knowledge and confidence improved after attending the training events. Proving this knowledge and confidence has impacted on practice is a challenge that WSCB has addressed via conducting impact evaluations and audits. To support WSCB agencies are asked to ensure that they follow the Framework for Evaluation
- Impact evaluations were conducted on a range of courses including CSE, Target 1, Target 2 and Target 2 Refresher. This highlighted the skills and knowledge that people gained from attending the training and can offer assurance that although it is a challenge to offer a linear sight of impact on practice, those that responded showed that learning had been transferred into the workplace.
- 1389 practitioners completed an e-learning course and 97% of these were satisfied or very satisfied that the course gave them all the information they needed to know. This is a large decrease on the number of licences used compared to previous years and WSCB are considering the options for the future. The impact evaluation which is completed three months post course provides a wealth of positive comments indicating how the course has changed working practice and impacted on parents, children and families.

Ofsted (2017) reported that: *The board takes a robust approach to evaluating training. A comprehensive training evaluation... identifies that attendees rate WSCB multi-agency training highly, and that their knowledge and confidence improve as a result*

## Contents

Contents .....	3
1. Purpose of this report .....	4
2. Background .....	4
3. Impact of training on practice.....	5
3.1 Level of knowledge pre and post course (all training courses, n = 893).....	5
3.2 Level of confidence pre and post course (all training courses, n = 893) .....	6
3.3 Impact evaluation for Core Training - Methodology .....	7
3.4 Agencies evaluation on the value of multi-agency training .....	7
3.5 Impact Evaluation for Target 1 training (n = 15) .....	8
3.6 Impact Evaluation for Target 2 training (n = 30) .....	9
3.7 Impact evaluation for Target 2 Refresher (n = 21) .....	9
3.8 Impact evaluation for Safeguarding Supervision training .....	10
3.9 Impact evaluation for Child Sexual Exploitation training .....	10
3.10 Impact evaluation for e-learning.....	11
4. Provision of up to date, relevant training .....	12
4.1 Mandatory induction training .....	12
4.2 Universal training.....	12
4.3 Target Group 1 training.....	12
4.4 Target Group 2 training.....	13
4.5 Specialist training.....	13
4.6 Additional face to face training and learning events .....	14
4.7 Child Sexual Exploitation awareness raising for parents.....	15
5. Ensuring the correct staff attend training at correct level .....	15
6. Ensuring staff attend training at the appropriate time .....	16
7. Quality of training.....	17
7.1 Trainer skills .....	18
8. E-learning provision .....	19
9. Single agency training .....	19
10. Achievements in 2017/18 .....	21
11. Plans for 2018/19.....	21
Appendix 1: E-learning course completion for e-learning 2016/17 .....	22

## 1. Purpose of this report

A statutory function of Worcestershire Safeguarding Children Board (WSCB) is to develop policies and procedures in relation to the training of persons who work with children or in services affecting the safety and welfare of children. Working Together (2015) states that in order to fulfil its statutory function should, as a minimum:

*'Monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children.'* (WT,2015:67)

This document outlines the assessment of the effectiveness of multi-agency training in line with the Worcestershire Safeguarding Children Board (WSCB) [Framework for Evaluation](#). Evidence is gathered from the following sources:

- Formal training reviews
- Reports from the Workforce Development Group (WDG)
- 'On the day' and Impact evaluations
- Section 11 audit (2018)
- Safeguarding Conversations
- Multi-Agency Case File Audits

Agencies are requested to report the effectiveness of single agency training to the Board utilising the [Framework for Evaluation](#) via the Training and Workforce Audit.

## 2. Background

To ensure that WSCB is meeting its statutory duties the Workforce Development Group reviewed the [Training Strategy](#) in 2017 and included within this a Framework for Evaluation. The purpose of the training strategy is to enable WSCB to be assured that every agency is meeting their obligation under Section 11 of the Children Act 2004 in respect of safeguarding training for those working with children and young people and enable agencies to have a framework in order for them to be assured that training is effective.

The strategy aims to support and assist key agency representatives in the development and management of a comprehensive training programme that meets required standards and locally identified needs. It is not intended to replace individual workforce strategies rather add value to it. A [CSE training strategy](#) was produced in 2015 to support agencies with the implementation of recognising and responding to CSE.

The Framework for Evaluation was introduced to ensure that both individual agencies and WSCB could be assured that safeguarding training is effective. All safeguarding training, both internal and WSCB multi-agency training aims to improve the competence and confidence of the workforce. It is an ongoing challenge to ensure that the skills taught on the training day are transferred into the workplace and to evaluate what people did differently after the course, and whether children, young people and families benefitted from this. The framework for evaluation sets out the role and responsibilities of agencies and WSCB as below:

- Is up to date relevant training provided?
- Are the correct staff attending training?
- Are staff attending training at the appropriate time?
- Quality of the training
- Impact on practice

- Identification of gaps in provision

### 3. Impact of training on practice

The concept of 'training transfer' as outlined by Burke and Hutchins<sup>1</sup> (2007) refers to the 'use of trained knowledge and skills back on the job'. The aim of WSCB multi- agency training is to improve the competence and confidence of the workforce thereby enabling them to identify and appropriately respond to safeguard children.

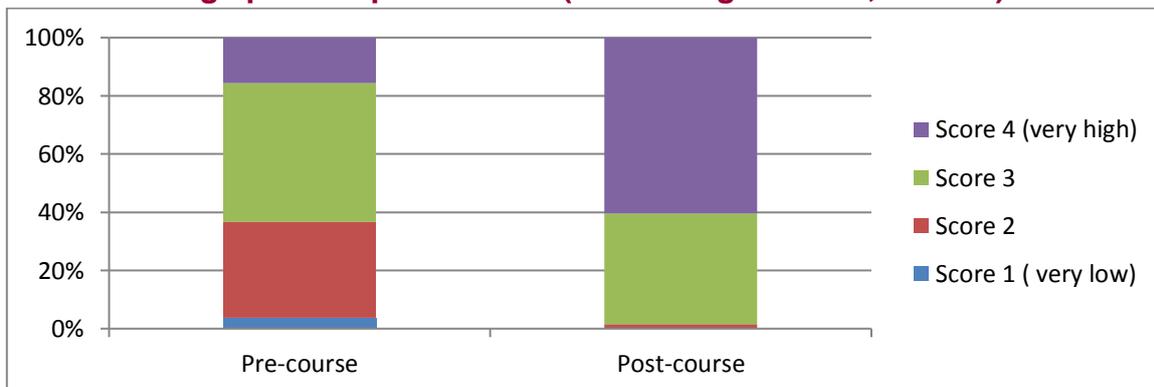
Colin Green (undated)<sup>2</sup> states that 'it is important to recognise that it is rarely possible to demonstrate a true causal link between a particular training session or programme and a subsequent change in practice behaviour.' With this in mind WSCB Framework for Evaluation attempts to break down the elements of what makes a successful learning experience and also chooses particular courses to conduct an impact evaluation. In a perfect world with unlimited capacity and resources all courses would be impact evaluated, but this is an unrealistic target so courses are identified by the Workforce Development Group at the beginning of the year based on capacity, resources and the likelihood of linear findings. This year the WDG chose the following courses to be impact evaluated:

- Target Training 2
- Target Training 1
- Targeted Training 2 (Refresher)
- Safeguarding Supervision Training
- Child Sexual Exploitation (CSE) training

As well as self-reported data WSCB also aspires to ensure that training is effective via the Multi Agency Case File Audits and Safeguarding Conversation process. From April 2014 we systematically ask the question 'can you identify any areas where you feel training is effective or where gaps in training have been identified'. These only represent a small number of practitioners but feedback so far has been positive.

The question asked of practitioners on the day of training includes a self-reported question on their knowledge and confidence of the area in question.

#### 3.1 Level of knowledge pre and post course (all training courses, n = 893)

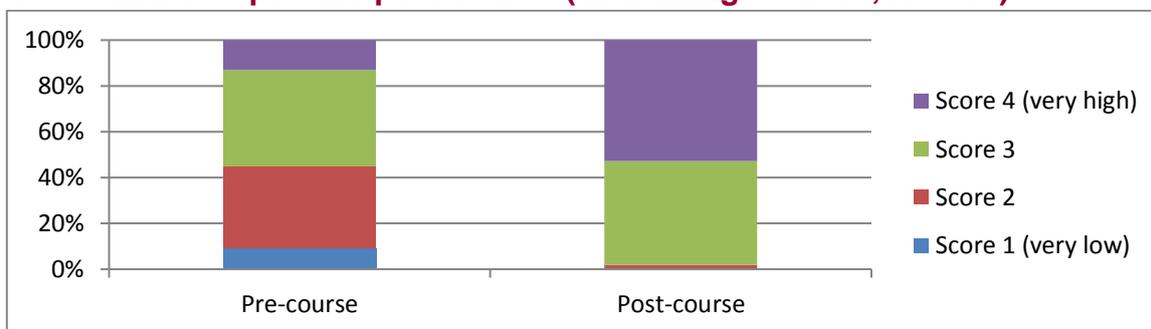


<sup>1</sup> Burke LA and Hutchins HM (2007) 'Training Transfer: An integrative literature review' Human Resource Development Review 6 (3) 263 - 296

<sup>2</sup> Green, Colin (undated) Ensuring effective training Briefing for Local Safeguarding Boards [www.rip.org.uk](http://www.rip.org.uk)

As can be seen from the above graph learners attending the course felt they had increased their knowledge by attending the training. There is a positive shift to self-scoring highly which is evidence that people felt the training equipped them with the knowledge to better safeguard children. It is promising that no one left the training rating themselves as having low knowledge. 98% of those attending gave a Score of 3 or 4 (very high) which is the same as 2016/17. The impact evaluation (n = 66) shows that respondents self-reported knowledge dropped to 77% three months post course. This could indicate that on the day people feel knowledgeable but without discussion or implementation this may drop.

### 3.2 Level of confidence pre and post course (all training courses, n = 893)



As can be seen by the above graph learners self-reported an increase in confidence in safeguarding children by attending the course. This is encouraging as 98% gave a score of 3 or 4 (very high) regarding their confidence levels. This level of confidence dropped after three months on a smaller scale survey with 76% of people (n = 66) reporting scores of 3 or 4.

Qualitative comments regarding knowledge and confidence include:

- *Excellent training, some key points I will be taking and adding to the training I deliver within our organisation, very helpful and informative, have left feeling confident*
- *Improved knowledge and understanding*
- *More confident attending CPC's and Core Groups*
- *Excellent and interesting course. Will definitely put into practice knowledge learned.*

*Quotes taken from a variety of courses*

#### What does this mean?

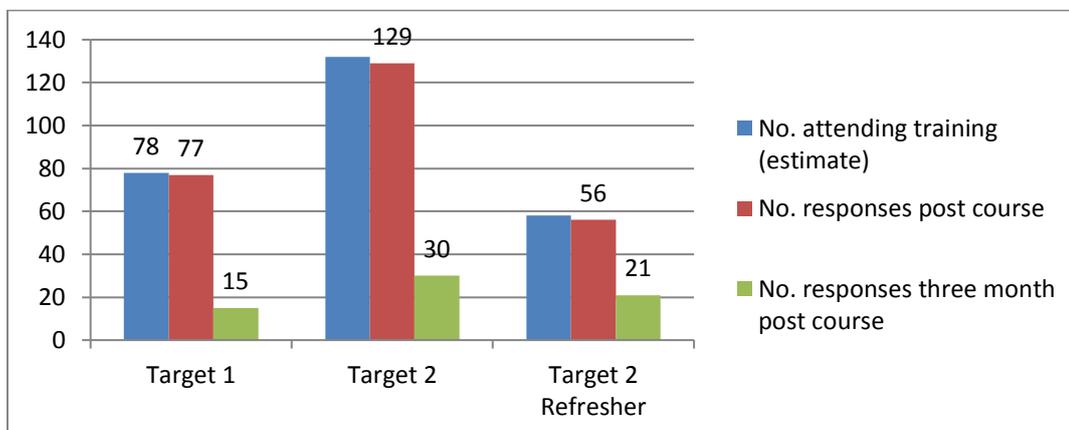
Learners reported qualitatively and quantitatively that their level of knowledge and confidence improved after attending the training events. This would support the safeguarding of children however it cannot be claimed that this knowledge was put into practice. Both the level of confidence and knowledge dropped according to the smaller size impact evaluation undertaken three months after the course.

### 3.3 Impact evaluation for Core Training - Methodology

This impact evaluation was conducted by selecting courses delivered over the months of September to December 2017 and asking those attending to complete an online survey outlining their level of knowledge and confidence three months post course with qualitative questions set out as below.

There was an average response rate of 26%. Participants were offered entry into a prize draw to encourage them to complete the survey.

#### Response rate



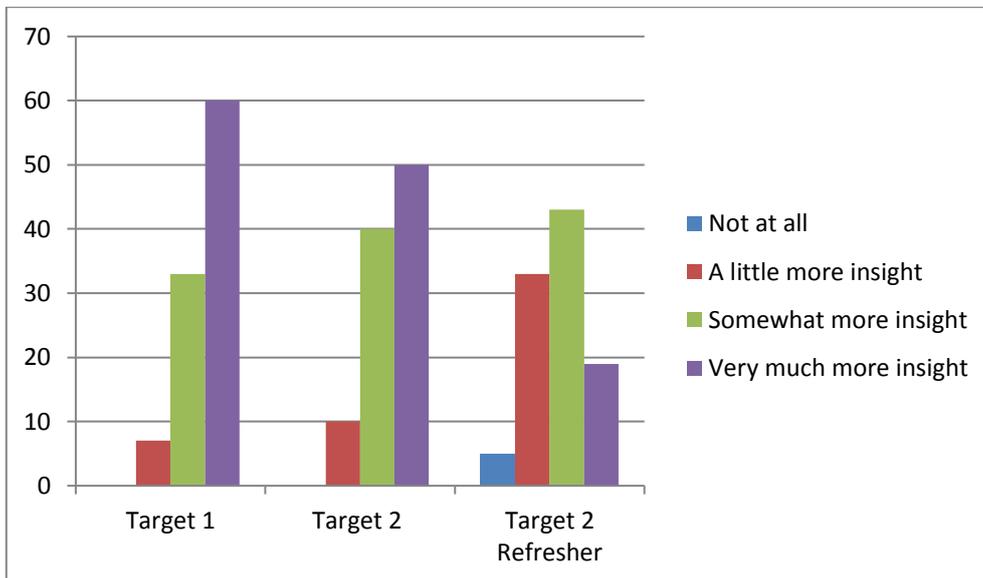
Professor John Carpenter suggests 30% of respondents to post questionnaires is good. Respondents came, in the main, from Education and Children's Services which reflects the makeup of attendance. Albeit only 26% of those attending completed the three month post evaluation WSCB can be assured that it represents a limited but validated response rate

### 3.4 Agencies evaluation on the value of multi-agency training

When asked three months post course if the training had given them better insight into the training the results were interesting as can be seen below. Those attending the T2 Refresher were the only group that said attendance had not improved their awareness. It can be hypothesised that at this level people already have a better understanding of other agencies whereas with T1 training this may be extremely limited. This is reflected in a comment:

*'It was really useful to attend training with people from a wide sector; it helped me to understand time constraints and issues that I was not previously aware of. The trainer was approachable and knowledgeable which helped me to ask pertinent questions to my role'*

*Percentage of respondents to question: Did attending the multi-agency training given you a better insight into the role of other agencies?*



### 3.5 Impact Evaluation for Target 1 training (n = 15)

Those attending Target 1 training reflected on the fact that the training improved their awareness of safeguarding in the following ways:

- *I learnt a lot about how safeguarding issues are dealt with once referred and there was a lot of information on types of safeguarding concerns*
- *It increased my awareness of CSE*
- *I would say I am now more aware of the different types of abuse*
- *An increased awareness of where to access support and how to use the Levels of Need to inform actions*
- *I now have a better understanding of the powers (and limitation of those powers) available to partner agencies*

In terms of changes in working practices comments included:

- *Communicate, Communicate, Communicate!*
- *I have contacted the designated Community Social Worker for advice following this training as prior to attending the training I did not know the resource was available*
- *Shared knowledge of 'Early Help' options with all staff, along with the level of need indicators along with which websites to use and how to access them. We have now implemented an 'Early Help' strategy in school to address needs not met by referral to other agencies/not meeting the Threshold*

When asked if they attending had any positive impact on the children and families worked with, responses included:

- *I have used my increased awareness of CSE to flag concerns, that led to increased supervision of a Looked After child and potentially saved them from harm*
- *I think my better understanding of partner agencies allows me to work better with Children's Services in strategy meetings*

These comments reflect the learning outcomes and it is encouraging to note this.

### 3.6 Impact Evaluation for Target 2 training (n = 30)

Those attending Target 2 training reflected on the fact that the training improved their awareness of safeguarding in the following ways:

- *It gave me a deeper knowledge of the process and timescale of meetings*
- *I think the key thing I got from this training was information.*
- *Through understanding of the Thresholds required for support and what needs to be done before, during and after a referral.*
- *I gained a better understanding into some of the Serious Case Reviews which has therefore highlighted weaknesses within safeguarding and made me more aware of these things*

In terms of changes in working practices since attending the course comments included:

- *More detailed paperwork completed in order to track patterns. Sharing information in a Senior Leadership Meeting which has led to tightening practice further.*
- *The policy has been updated and concern forms changed.*
- *I have been more pro-active in contacting other agencies to check out information and share information*

When asked if following Target 2 training there had been any positive impact on the children and families worked with, responses included:

- *I have become more involved with families and trying to support them with issues at home*
- *I have worked closely with a family, which I then referred to the Family Front Door for some support – this was positively received by the family*
- *I am more able to direct families to other agencies.*

### 3.7 Impact evaluation for Target 2 Refresher (n = 21)

The respondents acknowledged that it was useful to have a refresh of their knowledge. In terms of changing working practices comments included:

- *We have now slightly changed our system so we have a further overview log as well as the detailed individual logs*
- *I am discussing issues more thoroughly in supervision with supervisor and my trainee*
- *We re-addressed elements of staff training including a wider brief for all staff to be included in a wider range of training*

#### **What does this mean?**

This limited but validated response indicates that training at all levels supports practitioners to increase their understanding of working in partnership, supports changes in working practices and impacts positively on outcomes for children and parents

### 3.8 Impact evaluation for Safeguarding Supervision training

Despite repeated requests only one person (from a course of 15) completed this evaluation. This is extremely disappointing.

Qualitative comments regarding how they had used the training included:

- *I have been involved in some safeguarding investigations where the tools learnt from this training have aided my investigative and supervisory skill set*
- *Currently modelling reflective supervision*
- *I'm now a lot more reflective and supportive*

It is impossible to make any clear statements based on one person's perspective, however positive. On the day feedback from this course was extremely high with comments such as:

- *Absolutely superb course – I feel this will transform how I and my colleagues operate in this area to the huge benefit of the child and young people in our case – thanks for a great course*
- *A fantastic, thought provoking, informative three days – lots of practical input and really relevant to providing tools to develop practice*
- *I will make safeguarding supervision part of my role as deputy DSL, making it more formal and purposeful*
- *Richard was engaging, knowledgeable and supportive in delivering practical advice and guidance on this tough topic*

#### What does this mean?

The limited response to the impact evaluation does not enable a clear conclusion however it has become clear from verbal conversations that since attending the training schools who attended now deliver formal supervision and the training has enabled them to undertake this.

### 3.9 Impact evaluation for Child Sexual Exploitation training

60% of those who responded (n= 25) had used the PowerPoint provided at this training to cascade to their agencies. Other methods of cascading included:

- Discussion – held a cyber bullying /sexting staff meeting led by a clinical psychologist
- Part of induction
- Via citizenship days
- Newsletters
- Staff meetings

56% of those who responded had used the guidance since the training. Reasons for not doing so were, in the main, that there had been no safeguarding CSE concerns

100% of those attending said it had improved their recognition of warning signs of CSE from some to a great extent. Comments included:

- *Staff need to continually speak of CSE and be reminded, especially in primary schools*
- *I feel much more informed of the risks and the warning signs*
- *Apart from a prior general understanding of CSE in my role as DSL I was unaware of some of the specific circumstances, risk factors and actions*

100% of those responding said the training had helped them to develop their understanding of perpetrator profiles and how adults target, groom and exploit young people

13% had made an increase in referrals to the Family Front Door for CSE. Those that had not said this was because there was no requirement to do so. General comments included that:

- *It was useful, including completing the on line training prior to attending the face to face session*
- *It was very well delivered and essential information*
- *The face to face course made it specifically relevant to Worcestershire and the surrounding locality*
- *The training was very good and has enabled me to be more confident in my own delivery.*

#### **What does this mean?**

The CSE training is rated highly in terms of content and delivery. Respondents acknowledge that attending the course has given them a better understanding of the risks of CSE and understanding perpetrator profiles. A small number of those attending had increased their referrals to the Family Front Door following the training.

CSE training is being cascaded.

### **3.10 Impact evaluation for e-learning**

Those undertaking e-learning are requested to complete a three month follow on evaluation and this year 314 responses were received representing 23% of those who completed a course. Considering this is an automated email the rate of response is very good.

44% of learners had discussed the training with their line manager which is good although this could be improved. Comments included:

- *Have learnt not to take information at face value or to make assumptions.*
- *I am more aware of what to look for & who to go to*
- *We have started completing chronology forms for safeguarding issues so each Health adviser knows what plans have so far been implemented. This ensures nothing gets missed, and we are sharing good practice/information between each other.*
- *We continually share information and practice re safeguarding as we both health advise and often have to provide continuous care between one another. Therefore indirectly we are regularly discussing the skills that I learnt via this training.*
- *Updated knowledge and evidence base, which helps me in my work to support front line practitioners.*
- *I just feel the children and parents are more protected with staff completing this training*

- *It has made me even more aware of what to look for when working with children with regards to safeguarding.*

#### **4. Provision of up to date, relevant training**

Agencies stated in the Section 11 audit that staff were appropriately trained which will include aspects of single agency delivery. WSCB delivers a range of training which is regularly reviewed on an ongoing basis to ensure that it reflects learning from national and local Serious Case Reviews, Multi-Agency Case File Audits, Case Reviews, encompasses current evidence based practice and is part of WSCB [Learning and Improvement Framework](#).

The [training pathway](#) was implemented in February 2014 and reviewed in 2017 and includes:

- Mandatory induction training
- Target group 1
- Target group 2
- Target 2 Refresher Training
- Specialist training
- Additional training

##### **4.1 Mandatory induction training**

**Section 11 of the Children Act 2004 states that:**

Staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare (WT, 2015:54)

[Mandatory induction training](#) guidance produced by WSCB is available on the website.

The Section 11 audit undertaken in 2018 assured WSCB that all partner agencies have a timely, mandatory induction in place. Two agencies did state this required improvement and an action plan is in place to remedy this. The Training and Workforce audit due in Autumn 2018 will undertake a deep dive into this area to assess improvement.

##### **4.2 Universal training**

This training is for all staff who have frequent/infrequent contact with children/young people and or families/carers. Universal training is delivered by either e-learning or internal training. WSCB provide an e-learning module for this course and it is regularly reviewed by WDG. During the course of 2017/18, 507 Universal e-learning courses were completed which is a drop from 908 in 2017/17 which fell from 1206 courses in 2015/16. The WDG will be reviewing the provision of e-learning in 2018/19

##### **4.3 Target Group 1 training**

Target group 1 training is for those working predominantly with children/young people and/or their parents carers who could potentially be involved in the assessing, planning, intervening and taking part in multi-agency processes where there are safeguarding concerns. It is delivered on a multi-agency basis by WSCB and refreshed by e-learning at a minimum three yearly basis. On occasion WSCB will be requested to deliver internal training and this is done by the WSCB training officer.

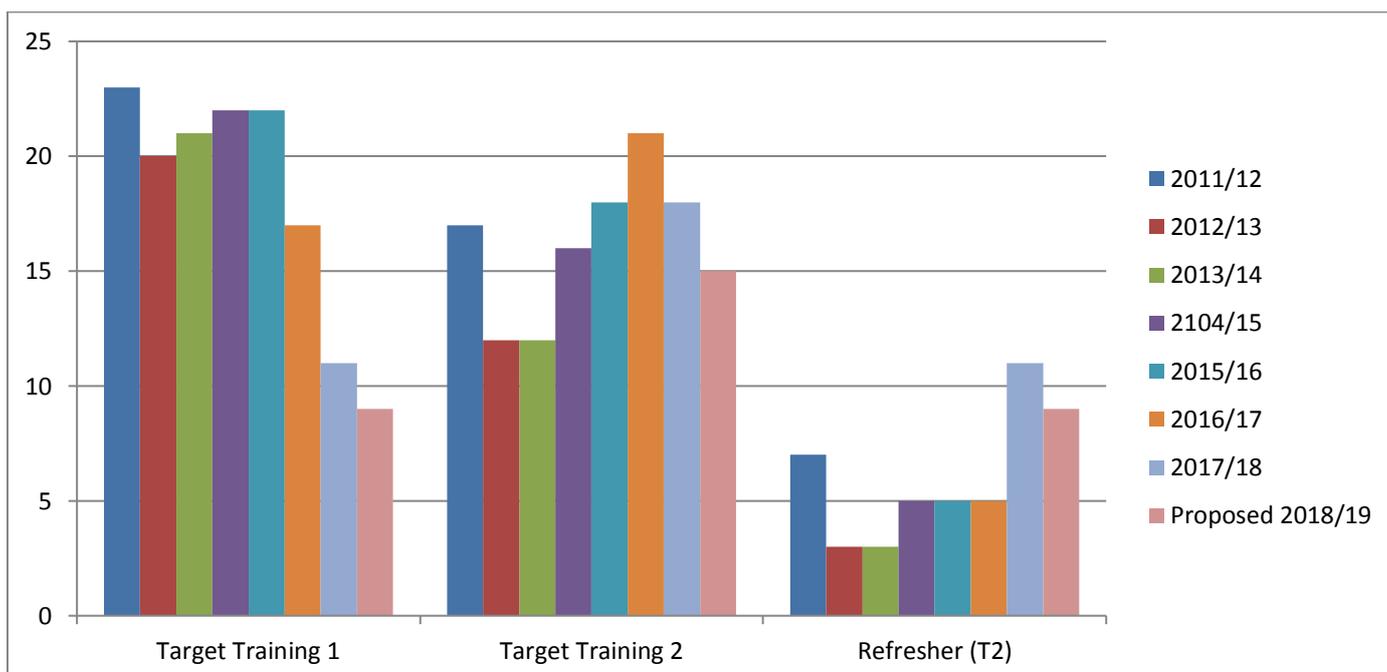
WSCB delivered 11 Target group 1 courses in 2017/18 and this is a drop from 17 in 2016/17. WSCB are assured via the Workforce Development Group that there are no agencies reporting gaps at this level.

#### 4.4 Target Group 2 training

This course is aimed at those who have particular responsibility in relation to Section 47 enquiries. 18 courses were delivered in 2017/18 which is a decrease from 21 in 2016/17 responding to demand.

Target Group 2 training is refreshed by attendance at a half day event which includes current findings from the Learning and Improvement Framework. The new WSCB training strategy enables staff to refresh training by other methods of learning.

Chart 1: Number of courses delivered Target Group 1 and 2 and Refresher 2: 2011 – 2018



#### 4.5 Specialist training

These courses are for advanced practitioners such as professional advisors, named and designated lead professionals, managers, practitioners with lead or specialist roles.

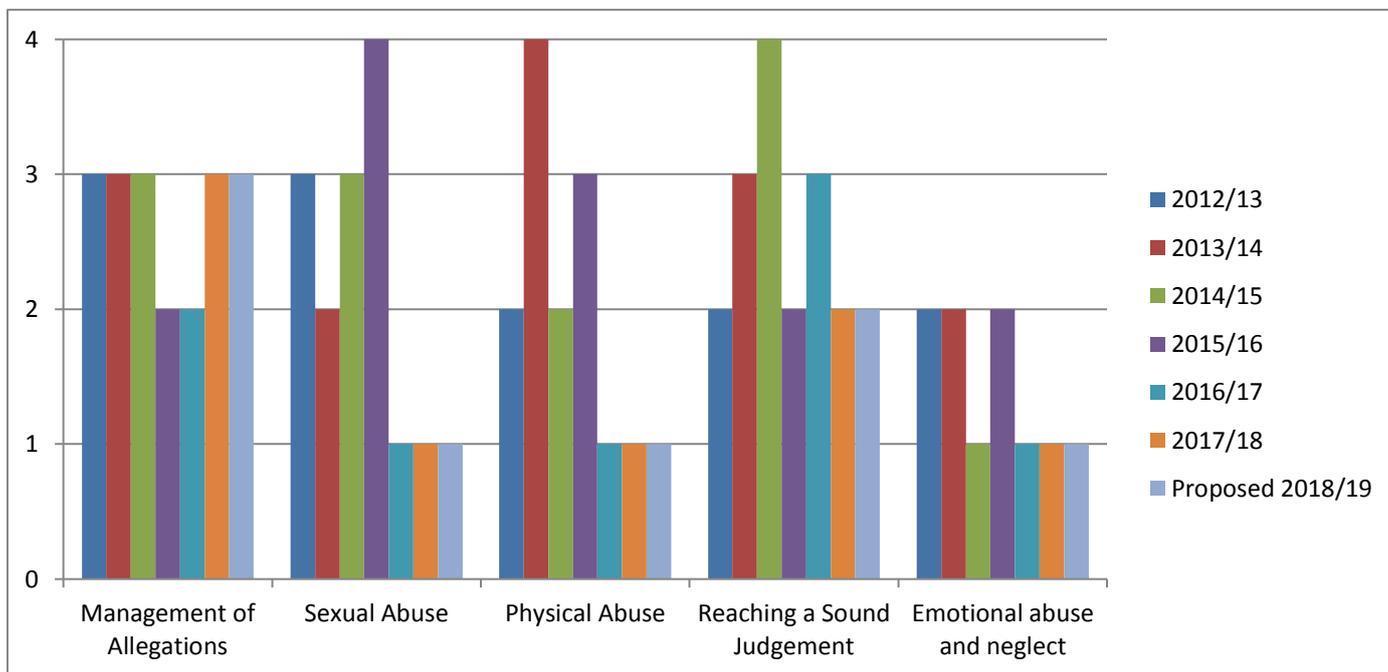
A variety of courses are delivered including:

- Physical abuse
- Sexual abuse
- Emotional abuse and neglect
- Reaching a Sound Judgement (formally Law and Policy)

These courses are commissioned by WSCB and delivered by specialists in the relevant field. The number of courses remained relatively static until 2017 but following a training review and falling numbers a conscious decision was made to reduce the number of courses provided. Practitioners would not be expected to refresh this training and this could account for the falling numbers. From

April 2016, all agencies, whether contributing members or not, are required to pay for these courses and the impact of this was monitored by WDG. Wider scale marketing of these courses is required.

The Management of Allegations course is co-delivered by the Local Authority Designated Officer and WSCB training officer. WSCB would like to thank the LADO for support in the provision of their time. Ofsted (2016) reported that: *Considerable training and awareness raising have been undertaken by the designated officer, alongside the Worcestershire Safeguarding Children’s Board training officer.*



#### 4.6 Additional face to face training and learning events

In 2017/18 WSCB also delivered/commissioned other face to face training/learning events including:

- Child Sexual Exploitation awareness raising
- Safeguarding Supervision training
- Supported a CSE Conference organised by the Police
- Information and Guidance events to raise the profile of recent Learning and Improvement

In addition, WSCB has facilitated training/awareness raising for members of its Practitioner Network on:

- SEND Information, Advice and Support Service
- Royal Mail Blues Programme
- Domestic Abuse
- Adverse Childhood Experiences
- Signs of Safety
- Step Up/Step Down procedures

#### **4.7 Child Sexual Exploitation awareness raising for parents**

WSCB continues to promote an e-learning awareness raising course designed by PACE and Virtual College. This has been circulated to schools via the Education Safeguarding lead and can be accessed via the parents' page of WSCB website or directly by:

<http://www.safeguardingchildren.co.uk/resources/keep-them-safe/>

The Section 175/157 audit (2017/18) found that 38% of schools had briefed parents about CSE and been made aware of the [Parents Against Child Sexual Exploitation](#) (PACE) e-learning programme which is an increase from 23% last year. A further letter from the Chair of the CSE Strategic Group has been circulated to schools reminding them about this resource.

#### **5. Ensuring the correct staff attend training at correct level**

All core training dates are advertised on the website. Details of specialist training such as CSE and Safeguarding Supervision training are sent to safeguarding leads outlining the target audience and detailing who should be attending. Agencies are responsible for identifying which staff should be attending core training and for keeping accurate records of this. The WSCB Training Strategy now emphasises that practitioners are responsible for ensuring that they keep accurate records and certificates of when they attended training.

In the Training and Workforce Audit (TWA) conducted in 2016 agencies reported that staff attended training at the correct level for their job role. However, some agencies were unable to provide accurate numbers of staff in relation to WSCB levels of training. Following scrutiny by the Monitoring Effectiveness Group (MEG) it was agreed that in future agencies would be able to report on their own levels, enabling a more accurate picture to be represented. This will be incorporated into the next audit.

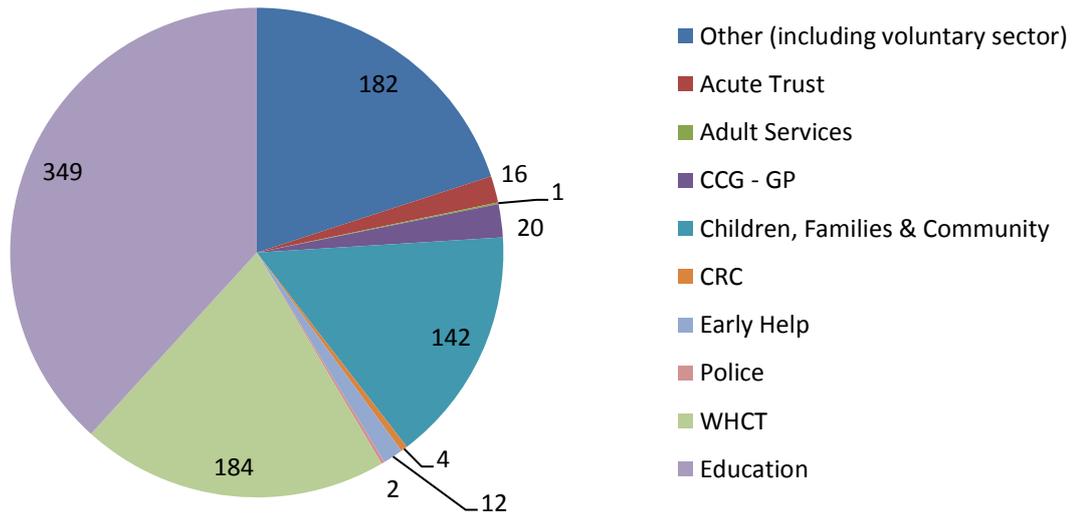
From September 2016 it was decided that all schools would pay for training. This has not affected uptake. Guidance for schools has been published on the WSCB website.

WSCB introduced a new training database in April 2016. The new system is working well and has improved the reliability of recording agency attendance. It has also enabled better analysis and offers the opportunity to record learning and training events as separate entities and these are reported below. The numbers below reflect the database figures<sup>3</sup>.

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<sup>3</sup> Based on WSCB database

## Number of places attended by agency (training)



### What does this mean?

WSCB multi-agency training is attended by a wide range of agencies, in particular Education, Worcestershire Health and Care NHS Trust and Children, Families and Communities. West Mercia Police and Worcestershire Acute Hospitals NHS Trust do not generally access the multi-agency training offered, but do attend Learning Events such as the Information and Guidance Briefings

Learning events in 2017 included Information and Guidance Briefings to disseminate learning on a recent Case Review, Professional Curiosity, Voice of the Child and Escalation guidance. These were large scale events and were well attended, particularly by schools. These events also attract agencies that generally undertake single agency training e.g. police, which enables multi-agency interaction.

## 6. Ensuring staff attend training at the appropriate time

WSCB produces reports for the following agencies on a monthly basis detailing which staff have attended training:

- Children, Families and Communities
- Adult Services
- Education<sup>4</sup>
- Worcestershire Acute Hospitals NHSTrust
- Worcestershire Health and Care NHS Trust

<sup>4</sup> This report is produced but there is currently no person in post in WCC to monitor training attendance by school staff

All key agencies can access e-learning data directly for their own staff. Agencies are required to ensure that staff attend training at the appropriate time and this is monitored via the Section 11 and training audits. The 2016 TWA found that the majority of agencies reported that all staff attended training at the appropriate time. A couple of agencies identified this as an area for improvement and this will be monitored going forward.

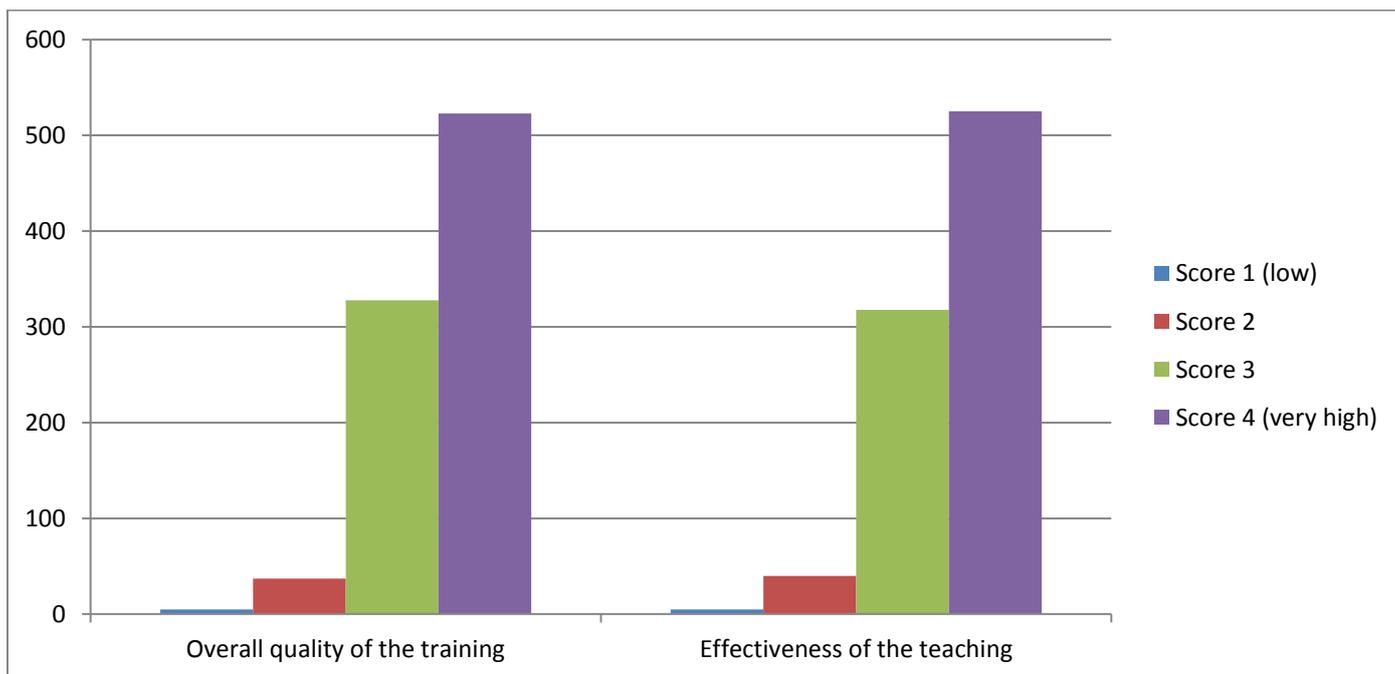
### 7. Quality of training

WSCB places great emphasis on the quality of training and has always evaluated it on the day of delivery. Since October 2013 this evaluation method has been streamlined enabling WSCB to evaluate courses on a like to like basis. The target for return evaluations was set at 90% but this was surpassed by the return of 97% on the day evaluations in 2017/18, representing a slight increase from 96% in 2016/17. The Board can be assured that the figures presented will therefore mean they are a true representation of how people rate WSCB multi- agency training.

In addition to gathering feedback from learners, WSCB has a formal process for reviewing course content to ensure that core training includes learning from recent Multi-Agency Case File Audits, contemporary safeguarding issues and learning from national and local Serious Case Reviews. Due to long term sickness formal reviews by the Workforce Development Group have not taken place.

Agencies are expected to assure the quality of single agency training which they deliver.

Chart 4 shows how people rated the quality of the training and effectiveness of teaching



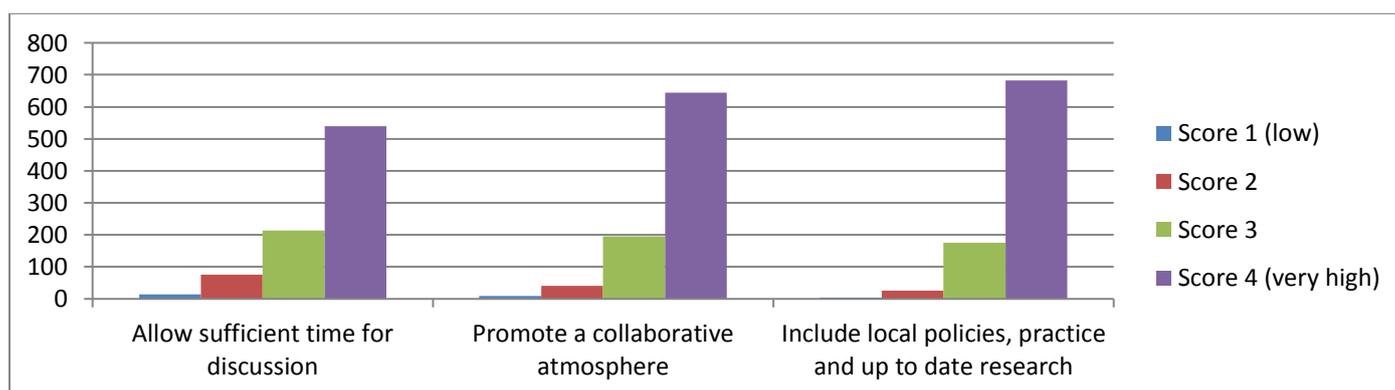
### What does this mean?

The scores of learners have been collated and the above figures would suggest that the overwhelming majority thought very highly of the quality of the training and the effectiveness of the teaching (95% scored 3 or 4). Only 0.5% of learners gave a low score for the quality and/or for the effectiveness of the teaching.

### 7.1 Trainer skills

WSCB is fortunate to have a highly experienced pool of trainers who deliver core training and the Training and Development Adviser supports the specialist trainers to ensure a Worcestershire context is maintained. Unfortunately the WSCB training officer has been on long term sick leave, however despite this WSCB has continued to deliver a full training programme.

Chart 5 highlights the trainer skills from all courses delivered (n= 890)



Examples of qualitative comments include:

- *Informative, improved knowledge*
- *Lots of information covered but in an inter-active way.*
- *Excellent training. Good mix of activities and group work. Case conference DVD helpful*
- *Knowledgeable trainer provided lots of group work and debate in an inter-agency setting*
- *Look forward to taking what I have learned today and using it within my practice*
- *Well delivered training. Lots of relevant information and links to further info.*
- *Plenty of time for discussion within groups and whole room*
- *Very knowledgeable trainer who made the training very interesting and educational. Brilliant keep it up!*

### What does this mean?

The skills of the trainer enable and encourage learning thereby ensuring the quality and effectiveness of training. As can be seen these skills are rated highly and should offer assurance to WSCB and partner agencies that multi-agency training is delivered to an extremely high standard.

## 8. E-learning provision

E-learning has declined in popularity with 1279 courses being completed in 2017/18 whereas 1955 were accessed in 2016/17. The majority of users are mainly from education. A full report of courses accessed can be found in Appendix 1. There was a very disappointing uptake of Domestic Abuse e-learning (124 licences used from a bank of 1000) despite this being funded by Public Health and offered free of charge to all agencies.

2018/19 e-learning courses will include:

- Domestic Abuse
- Hidden Harm (Alcohol and substance misuse)
- Child Sexual Exploitation
- Working with Children with Disabilities
- Safeguarding Children in Education
- Refresher (T1) training
- Universal training and Universal refresher
- Safer Recruitment

FGM and Prevent e-learning can be accessed directly from the Home Office and a link is available on the relevant web page.

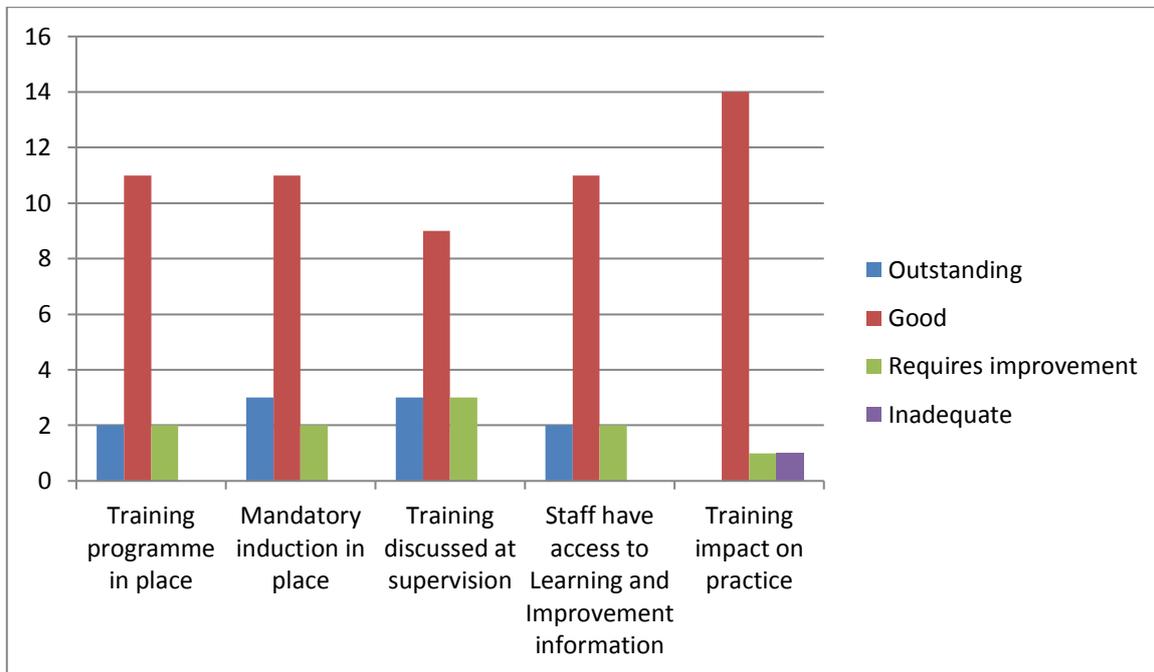
In terms of feedback 96% of learners stated that they were satisfied or very satisfied that the course gave them all the information they needed to know and 95% of learners would recommend the courses to other people. Interestingly there has been an increase in learners completing their training at home.

A review of e-learning provision will be completed in 2018.

## 9. Single agency training

A detailed Training and Workforce Audit will be undertaken in 2018 to establish how agencies ensure that single agency training is effective. Agencies are expected to follow the WSCB [Framework for Evaluation](#). In 2017/18 a Section 11 Audit was conducted which asked agencies to rate themselves as outstanding, good, requires improvement or inadequate in the following areas:

- The organisation has a clearly communicated training plan/programme
- The organisation has a mandatory induction process for all staff and volunteers
- Supervision and appraisals support continuous professional development.
- Staff and volunteers are communicated new learning in line with the LSCB Learning Improvement Framework.
- Impact on practice / effectiveness of training



As can be seen from the above chart the majority of agencies graded themselves as good in most cases. Those that required improvement or were inadequate had an action plan in place. Impact on practice did not receive any outstanding grades and it is suggested that this should be the focus of the Training and Workforce Audit.

### Early Years

There are 700 private, voluntary and independent early years and childcare providers in Worcestershire who purchase training from a number of independent organisations, which therefore makes it difficult for the Board to collect data from this sector. However, these settings must comply with the Statutory Framework for the Early Years Foundation Stage, which includes requirements for safeguarding training. They are also regulated and inspected by Ofsted, and safeguarding knowledge and practice is part of the inspection framework.

For further information please see the [Statutory Framework for the EYFS](#) (March 2017), the [Early Years Inspection Handbook](#) (April 2018) and [Inspecting Safeguarding in Early Years, Education and Skills](#) (Aug 2016)

## **10. Achievements in 2017/18**

- Delivered 58 events to 1308 people
- Review of WSCB Training Strategy
- Delivery of high quality training which is evidenced by qualitative and quantitative data
- Impact evaluated five courses including all core multi-agency training
- Implemented the WSCB Framework for Evaluation
- Delivered six Information and Guidance Briefings to over 300 staff

## **11. Plans for 2018/19**

- Formal review of all Target training courses by the Workforce Development Group
- Continue to provide high quality multi-agency training
- Undertake a Training and Workforce Audit with the emphasis on Framework for Evaluation
- Seek further assurance on the level of CSE, FGM and Prevent Training taking place in partner agencies
- Review multi-agency training plan based on feedback from the Training and Workforce Audit
- Assess the impact of Working Together 2018 on training provision
- Review provision of e-learning

Angela Eason

Training and Development Adviser

1<sup>st</sup> May, 2018

## Appendix 1: E-learning course completion for e-learning 2016/17

<b>Course</b>	<b>Completed</b>
2011 Refresher - Awareness of Child Abuse and Neglect Core Version	1
AWARENESS OF CHILD ABUSE AND NEGLECT - FOUNDATION	2
Worcestershire SCB - 2016 Universal Training Refresher (Awareness of Child Abuse & Neglect Core)	1
Worcestershire SCB - 2017 Universal Training Refresher (Awareness of Child Abuse & Neglect Core)	89
Worcestershire SCB - 2018 Universal Training Refresher (Awareness of Child Abuse & Neglect Core)	10
Worcestershire SCB - An Introduction to FGM, Forced Marriage, Spirit Possession and Honour Based Violence	18
Worcestershire SCB - Awareness of Domestic Violence and Abuse including the Impact on Children, Young People and Adults at Risk	124
Worcestershire SCB - eSafety - Guidance for Practitioners Working with Children	40
Worcestershire SCB - Hidden Harm - The effects of parental problem substance use on children	12
Worcestershire SCB - Refresher- Targeted Training 1 (Safeguarding Children Refresher Training)	73
Worcestershire SCB - Safe Sleeping for Babies - Reducing the Risk of SIDS	3
Worcestershire SCB - Safeguarding Children from Abuse by Sexual Exploitation	229
Worcestershire SCB - Safeguarding Children in Education	82
Worcestershire SCB - Understanding Pathways to Extremism and the Prevent Programme	48
Worcestershire SCB - Universal Training (Awareness of Child Abuse & Neglect Core)	506
Worcestershire SCB - Universal Training (Awareness of Child Abuse & Neglect Foundation)	1
Worcestershire SCB - Working with Children with Disabilities	40