



city & hackney  
safeguarding  
children board

# **CHSCB Training Evaluation & Analysis Framework**

**April 2014**  
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## Introduction

This document is broadly based on the work of the London Safeguarding Children Board Training Sub group that developed a framework to support Local Safeguarding Children Boards (LSCBs) in evaluating the impact of the safeguarding training.

The intention is that this document will support the CHSCB in ensuring that sufficient, high-quality multi-agency training is available and that the CHSCB evaluates its effectiveness and impact on improving front-line practice and the experiences of children, young people, families and carers.

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.

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. Managers also 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.

## The Framework Outline

The focus of the framework is 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. Evaluation should cover 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**

The framework used to evaluate the quality of CHSCB training and to capture evidence of its impact covers three aspects; **Self Evaluation, Auditing, Targeted Interviews**

## Self Evaluation

Staff attending CHSCB training will be asked to complete a set of three self evaluations to help benchmark existing learning, evaluate the quality of training from the perspective of the trainee and to capture evidence of how CHSCB training has influenced the individual practice of staff.

It is acknowledged that this process needs to be proportionate and take into account the busy day jobs of front-line operational staff. It is, however, expected that all training participants comply with the CHSCB request for this information.

### Pre-evaluation

As part of the course application process applicants are asked for details of any previous relevant safeguarding training so that the participant's knowledge can be logged and evaluated before acceptance onto the course.

The results from this will be treated as the baseline for each participant's level of knowledge and will be made available to the training facilitator to ensure that training is delivered at an appropriate level.

### End of course evaluation

A self-evaluation questionnaire 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 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.

### Post course evaluation

Acknowledging that follow-up questionnaires will often result in a low return rate, the approach by the CHSCB will take the form of a simple on-line "survey monkey" questionnaire that will ask the following questions:

**Has the training that you received influenced your practice with regards to safeguarding children?**

**If yes, please provide one example of how you have used what you have learnt in a practice situation.**

**If no, please explain why?**

The purpose of this stage is to find out whether the learning from the course has had a direct impact on how professionals work with children and young people to improve their outcomes.

## **Targeted Interviews**

Where the CHSCB receives post evaluation returns that illustrate evidence that training has impacted on practice, the CHSCB team will undertake targeted interviews with those professionals to establish further detail and evidence supporting the impact of training on practice and outcomes.

The CHSCB team will also undertake targeted interviews/conversations with line managers of staff who attended training to confirm both the accuracy of evidence provided, and to further evaluate the wider impact of training (and in particular training in relation to local priorities) on outcomes for children and young people.

## **Auditing**

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 CHSCB 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.

## **Quality Assurance of Training**

All external trainers are required to go through a formal tender process for selection against set quality standards.

Single Agency Training is also subject to a 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 & Development Sub Committee members directly observing courses and providing evaluations as to their quality.

Training feedback will be used to improve course content and delivery in the current year and also be used to inform planning for future training programs.

This feedback will also provide assurance to the Board by evidencing impact of training on frontline staff.