ESSEX Safeguarding Children BOARD

Essex Safeguarding Adults Board

Monitoring and Evaluating Learning and Development Opportunities

BEST PRACTICE GUIDE & TOOLKIT

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INTRODUCTION

PURPOSE OF THE TOOLKIT & GUIDANCE

Monitoring, evaluating and measuring the impact of learning and development opportunities should be part of an organisation's performance framework.

This toolkit will outline the benefits of having a robust monitoring and evaluation process in place, from the point of identification of a learning and development need to commissioning a learning opportunity, measuring the impact and finally how this feeds into the overall performance data for the organisation.
This toolkit aims to provide all organisations with:

- Best practice guidance on methods and considerations needed when monitoring and evaluating learning and development opportunities
- Methods of measuring the impact of those activities
- Guidance on commissioning safeguarding training.

For ease of reference, the toolkit is split into sections - what to do before the learning event, during the event and afterwards.

The examples and activities in this document have been developed by a multi-agency task and finish group of the joint ESCB and ESAB Learning and Development sub-committee, and use examples from different types of agencies.

In addition, the Essex Safeguarding Children Board (ESCB) have a **Learning and Improvement Framework** which sets out its commitment to learning and improvement; You may find referring to the frameworks helpful if you are considering developing your own. The ESCB also has a performance framework which supports the monitoring of the work of the Board and measures its impact. The evaluation of learning and development activities forms a key part of this.

WHAT IS MONITORING AND EVALUATION?

A DEFINITION

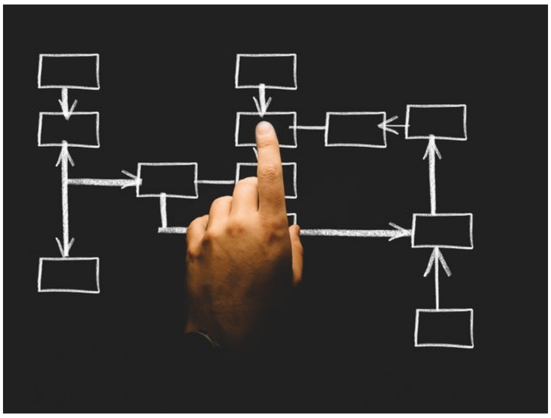
It can help improve performance and achieve results, it should be an integral part of the overall performance monitoring for an organisation.

Monitoring and evaluation is part of the cyclical process of commissioning/providing learning and development opportunities - it can support by ensuring that the organisation has a competent workforce and will reassure regulatory bodies.

The outcome of monitoring and evaluation informs the needs of the organisation going forward, and ensures that the aims and intended outcomes of the learning and development opportunity are clear from the outset.

Monitoring and evaluation needs a short and long term approach.

Traditionally, monitoring and evaluation was focused on completing evaluation forms at the end of a training session.



However it is important to think wider than this.

Evaluation is not a one-time event, but an exercise involving assessments carried out at several points in time to assess the impact and further development of future learning interventions.

More precisely, the overall purpose of monitoring and evaluation is the measurement and assessment of performance in order to more effectively identify and improve as required the outcomes and outputs from a learning intervention.

It assists us in measuring the impact of a learning intervention on practice and in this way helps to identify what could be put in place to provide further improvement through learning and development opportunities. The table below shows this in a helpful way considering both the quality and quantifiable effects of learning.

	Quantity	Quality
Effort	How much did we do? *(the quantity of the effort)*	How well did we do it? *(the quality of the effort)*
Effect	How many customers are better off? *(the quantity of the effort)*	Percentage of customers better off? *(the quality of the effort)*

Based on the results based accountability Framework: (From Friedman, 2001)

Monitoring, evaluation and measuring the impact of learning should not just focus on face-to-face training sessions but should cover the range of learning and development opportunities offered to the workforce.

It should also be a cyclical process starting with the identification of the individual or organisation's developmental needs through to whether the learning met those needs and the difference it made to practice.

A FOUR STAGE MODEL OF MONITORING AND EVALUATION

1

STAGE ONE: BEFORE THE LEARNING OR DEVELOPMENT OPPORTUNITY

As part of the commissioning of any learning and development opportunity, the intended learning outcomes and potential impact on practice need to be identified.

This will enable the organisation to have an effective monitoring and evaluation process in place from the outset and ensures that learners and managers are clear on their responsibilities when accessing learning and development opportunities.

Considerations prior to commissioning all types of safeguarding training

Consideration needs to be given to what safeguarding learning and development opportunities are already available locally and whether there is a need to commission further training.

The questions that need to be considered before commissioning any training are:

- Why do we need it?
- Who needs it?
- What is the cost of the training and how will it be covered?
- How is it best delivered?
- What is going to be delivered?
- How are we going to evaluate and measure the impact of the training?

A full checklist for the above can be found in **Appendix 1** and a checklist for course content in **Appendix 2**.

E-learning packages

If you are going to develop or buy an off-the-shelf e-learning package, there are a number of things you may want to consider:

- Check what packages other similar organisations are using / recommending
- If there is an off-the-shelf package available, is the e-learning package reviewed / updated at regular intervals?
- Are you able to recommend changes and / or updates?
- Does it contain information on how to make safeguarding (adult and/or child) referrals for Essex?

A full checklist for the above can be found in **Appendix 3**.

Face to Face training

Many organisations will use internal staff to deliver safeguarding training. These guidelines should be applied to both internal trainers and those commissioned from an external source.

- Consideration needs to be given to trainer skills
- There are specific considerations if you are using internal trainers rather than externally commissioned trainers
- Need to ensure you have seen the course plan and had sight of the content that will be used
- Content needs to reflect local practice and your organisational procedures
- Has the trainer been advised of any organisational specific information that needs to be shared and who the safeguarding lead is?

Please see **Appendix 4** for a checklist regarding the commissioning of face to face courses.

Administrative tasks

- Is there a clear understanding of the administrative tasks throughout the whole process and who is going to undertake them?
- How will individual training records be updated?
- Are there identified individuals responsible for these tasks?

Please see **Appendix 5** for a checklist regarding the administrative tasks.

2 STAGE TWO: DURING AN ACTIVITY

During an activity, will you have anyone attending to quality assure the session and what questions might you ask of the trainer afterwards about participation of those attending?

There is further guidance in the appendices to assist you with the monitoring and evaluation of the activity.

There are sample forms and links to evaluations that you may find useful as well as other examples of methods of evaluation in **Appendix 6.**

Appendix 7 outlines the stages of an example impact assessment model that was adapted from the model developed by the NSPCC Promoting Inter-agency training group.

Appendix 8 has forms that you can use or adapt to fit the needs of your organisation.

Appendix 9 gives you ideas of questions you can ask and different layouts.

3 STAGE THREE: AFTER THE LEARNING AND DEVELOPMENT ACTIVITY

The follow up after the event has taken place is critical in terms of monitoring and evaluation.

You will have already established what you want the outcomes to be when the event was commissioned, so the following offers some guidance about how this can be measured.

A summary of the different methods of evaluation can be found at **Appendix 6**.

The traditional 'happy sheets' only have limited value and therefore it is important to consider using a more robust method of evaluation.

Whatever methods you use, the questions to consider are as follows:

• What difference has it made?
• To what extent were the identified learning and development needs/ objectives achieved by the programme?
• To what extent were the learners' objectives achieved?
• What specifically did the learners learn or were usefully reminded of?
• What commitment have the learners made about the learning they are going to implement on their return to work?
• How successful have participants been in implementing their action plans from the training?
• How has management supported individuals in taking forward learning from the training?
• What benefits have there been for the organisation i.e. has it made any difference to practice?

4

STAGE FOUR: EMBEDDING THE LEARNING, ONGOING DISSEMINATION AND CASCADE OF LEARNING

Methods of evaluation that can support this

Any of the outcomes for the learning and development activity should be disseminated and incorporated into the day to the day business of the organisation. This takes various forms and includes:

- Supervision
- Case discussions
- Annual appraisals
- Observation of work place
- Team meetings

When commissioning the learning and development opportunity, the organisation needs to be clear on the anticipated outcomes and expectations of how the learning will be embedded into practice.

Outputs of the activity can lead to lasting change, and some of these can include:

- To develop and improve specific learning interventions such as training
- Briefing notes and practice workshops development and updating of protocols and procedures
- Development and ongoing review of the organisations Strategic / Business Plan
- Discussions, debate and challenge at senior level
- Information on websites, newsletters etc to ensure effective cascade of information
- Monitoring and evaluation of impact is ongoing
- Line managers should follow up impact of the learning in practice via staff supervision and appraisals as well as sharing practice via team meetings, case reviews and peer review
- Audits of practice to incorporate impact of learning
- All evaluation and monitoring should also inform future learning and development programmes

Measuring impact of the learning and development can include a variety of information and data both qualitative and quantitative, both have a place.

Some examples of the types of evidence that can be used are:

- Referral rate
- Better recording
- More detailed referrals/notes
- Increased awareness as evidenced by what is being done and said
- Fewer errors
- Increased confidence
- Safer practice
- Increased number of practitioners attending training and development appropriate to their role
- Programmes run at full capacity with learning outcomes achieved
- Positive evaluations from delegates
- Staff development embedded in appraisal process
- Positive outcomes on practice as shown via audits for example

Case studies that demonstrate an individual's learning journey and the impact that a particular learning opportunity had on their practice is a very powerful way to demonstrate the difference that a learning opportunity is making.

APPENDICES

EXAMPLES FOR YOU TO USE

The following appendices are designed for agencies to be able to use as they wish.

Each appendix can be downloaded or printed and adapted as required. They are examples only.

- **Appendix 1:** Considerations prior to commissioning all safeguarding training
- **Appendix 2:** Training course content
- **Appendix 3:** Commissioning of e learning provision
- **Appendix 4:** Checklist for commissioning face to face training for both internal and external trainers
- **Appendix 5:** Administration of learning and development opportunities
- **Appendix 6:** Methods of evaluation
- **Appendix 7:** Sample impact assessment model - basic principles
- **Appendix 8:** Trainer feedback forms – examples
- **Appendix 9:** Evaluation form - example

APPENDIX 1:

CONSIDERATIONS PRIOR TO COMMISSIONING ALL SAFEGUARDING TRAINING –A CHECKLIST

Consideration	Details	Date completed by any and whom
What are the reasons for commissioning the event – how has the training need been identified?		
Who in the workforce needs to be trained? How relevant is the training to the role of the workforce?		
What is the budget for the training? How will costs be covered- Will the training be free to delegates?		
What is the best method of delivering the training – face to face or via e learning, for example?		
What is the planned impact of the training/ learning and development?		
How is the organisation going to measure to what extent were the learners' objectives achieved?		
What commitment will the learners need to make about the learning they are going to implement on their return to work?		
Who is going to monitor how successful participants have been in implementing action plans from training?		
How will management support individuals in taking forward learning from the training?		
What benefits are there for the organisation?		

APPENDIX 2:

CHECKLIST FOR THE CONTENT OF THE TRAINING COURSE

What requirements must be met?	Details	Date completed
Adhere to the SET safeguarding adult guidelines and/or SET child protection procedures?		
Reflect the relevant legislation?		
Adhere to the organisations safeguarding policy?		
Adhere to the organisations training strategy / plan?		
Meet any agency guidelines in terms of content?		
Are the learning outcomes clearly identified?		
Do the learning outcomes meet the needs of your organisation?		
Is the level of the training clearly identified and in line with the SET competency frameworks for adults and/ESCB Learning outcomes for children?		

APPENDIX 3:

CHECKLIST FOR THE COMMISSIONING OF E-LEARNING PROVISION

What requirements must be met?	Details	Date completed
Check what packages other similar organisations are using / might be able to recommend		
Is there an off the shelf package already available? -If so, is the e learning package reviewed / updated at regular intervals? -Are you able to recommend changes and/or updates?		
Does it contain information on how to make safeguarding (adult and/or child) referrals for Essex? -If not is there scope to include specific information in relation to safeguarding processes in Essex? Or how will you ensure those accessing this package have that information?		
If you are going to have to create a package is there any scope in contacting other similar organisations to see if they would be interested and share costs?		
If creating a bespoke package, check costs for: - Licences - Reporting - Maintenance - Updates		
Does the package have a knowledge check at the end?		
Is there a certificate for those who successfully complete the course?		
How is the e learning linked to staff training records i.e. how will you know that they have successfully completed the course?		
How do you plan to evaluate the e-learning package?		
How will you monitor the impact of the learning?		
How are you going to identify future learning needs?		

APPENDIX 4:

CHECKLIST - FACE TO FACE TRAINING (INTERNAL AND EXTERNAL TRAINERS)

Trainer Skills

Questions to consider	Details	Date completed
Have the trainers got the relevant experience, skills, knowledge to deliver the programme?		
Are they aware of any recent changes in legislation/guidance i.e. Care Act 2014, Working Together?		
Is the trainer familiar with the SET safeguarding adult guidelines and/or SET child protection and safeguarding procedures?		
Has the trainer delivered training in this subject area before?		
Can they provide you feedback or evaluation from previous training courses? Can you speak with the previous commissioner of the training or the individual manager?		
Is the trainer familiar with your organisations safeguarding policy and is this linked to the training?		

Specific considerations for internal trainers

Questions to consider	Details	Date completed
How is the trainer supported by the organisation to deliver the training?		
Are they given sufficient time to prepare for the training course and to follow up on feedback post course?		

Questions to consider	Details	Date completed
Are they given time to update their knowledge and skills and is there evidence of how they do this?		
Does the trainer have the relevant skills, knowledge and experience?		

Course session plan (both internal and external trainers)

Actions	Details	Date to be completed
Have you seen the session plan and course materials for the training course?		
Is there someone with knowledge of the subject area that can check the materials are accurate and up to date?		
Who is providing the training materials and what format will they be provided?		
Does the content reference the learning from serious case reviews and safeguarding adults review as appropriate?		
Does the training course use different methods of delivery to meet different learners needs and ensure that the material is able to be transferred into real life? For example; - Scenarios - Group exercises		
Does the trainer know who your designated safeguarding lead is and have they discussed any specific requirements, organisational messages etc. that they will need to include in the training?		

APPENDIX 5:

CHECKLIST - THE ADMINISTRATION OF LEARNING AND DEVELOPMENT OPPORTUNITIES

Questions to consider	Details	Date to be completed
Administration of courses		
Who is responsible for booking venues, delegates, registers handouts etc? Is this person the key contact for the trainer?		
What are the minimum and maximum numbers per course? How are decisions made about the viability of courses?		
Is there cover in case the trainer is off sick?		
What are the charges if the organisation has to cancel the training? - Venue - Trainer		
What information/materials need to be sent prior to the course?		
Is it clear how the materials / attendance sheet and evaluation forms will be sent to the trainer / venue?		
Is it clear how the attendance sheet and evaluation forms will be returned to you and the timeframe for this?		

Training records and post course administration

How will you keep a record of who has attended training?		
Are training records linked to the individual's supervision/appraisal? How do you decide who attends the training? Who will issue the course certificates? When will these be issued? What are they certifying?		
Is there any post course information to be sent?		

Monitoring of the training course

How are you planning to monitor the quality of the training? (Observing sessions / undertaking the e-learning package) Some examples of this could be: • Reviewing evaluation forms • Speaking with attendees • Speaking with trainer/trainer feedback forms		
What standards are you observing them against?		
If this course is an ongoing course, how often will you be reviewing the course?		

APPENDIX 6:

METHODS OF EVALUATION

Method of measuring impact	Strength	Things to be aware of	Examples to download
Annual appraisal	Includes all employees	• Could be difficult to measure individual actions • Reliant on line managers to monitor	All employees set themselves an action around safeguarding or include a corporate action within their appraisal.
One to one or group supervision			ECL Supervision Record Form
Post course evaluation / post it notes	Gives an immediate feeling about what the individual enjoyed / disliked about the course	Is not able to say whether practice has changed as a result of the training	
Pre, post and six weeks post evaluation	Can give an indication on whether the training has been taken back to the workplace, any changes to practice and enable further follow up at a later stage which would support the development of a case study for that learner's journey	Often there is a low take up six weeks post course	Post course evaluation – example
Audits of service -could be internal, through a regulator or S11 / safeguarding adult audit	Gives an indication of the strengths and gaps in delivery and understanding. Helps to identify a process in practice and highlights themes	The selection of cases for the audit may not always be reflective of common practice if selected randomly - particularly if the sample is very small. In cases where audits are not case specific there are risks around engagement from all agencies	ECL Staff Support and Records QA ESCB & ESAB Safeguarding Learning

Method of measuring impact	Strength	Things to be aware of	Examples to download
Quiz or test at the end of the session	Gives an indication about what has been retained from the training session	Is not able to say whether practice has changed as a result of the training	
Observation of practice		May not be possible in all roles Capacity to undertake this in a meaningful way for all staff	ECL Direct Observation Record
Case discussions at team meetings	Allows for detailed understanding with a combination of both quantitative and qualitative information	There is a risk that strategic understanding is lost e.g. trends and overall themes	Case notes or detailed information packs
Case audits	See audits above		
Safeguarding data	Number of referrals / quality / appropriateness Understanding the current scale in Essex, themes, trends and changes over time	Lacks qualitative, anecdotal information at a front line level and does not include hidden harms that are hard to quantify	
Summary of lessons learned from recent cases	Safeguarding lead produces summary of lessons learnt for safeguards raised with the organisation and these are shared with managers / encouraged to be discussed at monthly team meetings. These are on a quarterly basis or more frequent as required	Ensuring the organisation can evidence that the learning has been embedded and that alterations to practice as a result of learning have been implemented	

Method of measuring impact	Strength	Things to be aware of	Examples
Audit of staff knowledge on safeguarding children process			
Action learning sets / Practice learning sets			
Peer reviews			
360 degree feedback			

APPENDIX 7:

SAMPLE IMPACT ASSESSMENT MODEL-BASIC PRINCIPLES

Initial stages

The learning and development needs of the organisation and staff need to be identified through an agreed process as part of staff and volunteer development.

Once the needs are identified then the learning and development opportunities can be sourced, arranged and promoted to staff and volunteers.

STAGE 1 Pre and post course confidence / knowledge or skills	Delegates score themselves on their level of confidence against a number of statements linked to the objectives of the training at the beginning and end of the training course. 4-6 week post course evaluation to determine how confidence changed as a result of the course.
STAGE 2 Optional – according to business need Evaluation forms	Generic evaluation forms usually used to gauge feedback on trainer delivery, venue, content etc and is usually combined with form above.
STAGE 3 Optional - according to business need Trainer self-evaluation form used to gather trainer's feedback	The trainer would be asked to complete this for each topic they deliver, if the courses are running over a full 12 month period then it may be that they are asked to complete 2 per year. Trainer evaluations usually include judgement on own performance, interaction with group and to identify whether any changes need to be made to the materials. The form could be used in combination with an observed session of training usually undertaken by the team that have responsibility for the training as part of quality assurance process.

STAGE 4

Impact forms
4-6 weeks
post learning opportunity

Used to inform
how delegates have used /
applied the learning.

Short electronic post course evaluation sent to all delegates. It is good practice to ask them to score themselves against the same statements as stage 1, so that you can compare scores over time.

It is also helpful to ask what difference the learning opportunity has made to their practice.

Certificates can be withheld until this stage has been completed

QUARTERLY REPORT

Provides analysis to evidence that training is impacting on practice

STAGE 5

Follow-up - six months

To ascertain if the training has impacted on service improvement / outcomes for children and young people.

It is good practice to ask them to score themselves against the same statements as stage 1 and 4 so that you can compare scores over time.

Follow up could be undertaken in a variety of ways- further surveys; telephone conversations, face to face interviews etc.

This stage could be completed in-house through the management supervision/one to one or appraisal system

To enhance the above model it is useful to develop individual learners' case studies where they have identified significant impact on their practice as a result of a learning event. This may be through a one off event or through a series of events. This is best captured through a short one to one conversation either in person or by telephone.

All the above can be linked to the performance management cycle and the model adapted to suit individual service need.

APPENDIX 8:

TRAINER FEEDBACK

An example of trainer feedback / self-evaluation forms used by organisations across the county

EYCC Trainer Evaluation Form

APPENDIX 9:

EXAMPLES OF EVALUATION FORMS USED ON THE DAY OF A COURSE

Sample evaluation forms.

These are in Word format to enable you to download and adapt for your own use:

CIN Evaluation Form (blank)

EYCC On the Day Evaluation Form