



West Dunbartonshire  
**Child Protection  
Committee**

**West Dunbartonshire  
Child Protection Committee  
Protocol for Evaluating Inter-Agency Child  
Protection  
Learning and Development Opportunities  
2022 – 2025**

Version :	1.0	Owner	Child Protection Committee
Effective date:	5 <sup>th</sup> September 2022	Review date:	September 2025

## Documents Management Details

Document Management Category	Details
Title	West Dunbartonshire Child Protection Committee Protocol for Evaluating Inter-Agency Child Protection Learning and Development Opportunities 2022 – 2025
Writer	Natasha Macpherson, Child Protection Lead Officer
Approved by	Child Protection Committees
Date Approved	5 <sup>th</sup> September 2022
Date Effective	5 <sup>th</sup> September 2022
Review Date	September 2025
Version Number	1
Version Number & Date of superseded version (if applicable)	
Rational for introduction / drive for change	To ensure an evaluation process is in place for learning and development opportunities.
Summary of substantive Changes (if applicable)	
Lead Officer	Natasha Macpherson, Child Protection Lead Officer
Consultation and approval process	Document written in consultation with the CPC learning and development subgroup.  Document presented to and agreed at CPC on the 5 <sup>th</sup> September 2022.

## What to do if you are worried about a child or young person?

*If you are worried or concerned about a child or young person, you should contact*

<b>West Dunbartonshire Social Work Resources</b>	<b>0141 562 8800</b>
<b>Out of hours Social Work</b>	<b>0300 343 1505</b>
<b>NHS Child Protection service</b>	<b>01414516605</b>
<b>NHS Out of Hours</b>	<b>0141 201 0000 ask for on call CP Paediatrician</b>
<b>Police non-emergency number</b>	<b>101</b>
<b>In an emergency</b>	<b>999</b>
<b>Childline Scotland</b>	<b>08001111</b>
<b>Parent line</b>	<b>0808 800 2222</b>
<b>NSPCC</b>	<b>0808 800 5000</b>

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## **Introduction**

All child protection learning and development opportunities / courses require to be self-evaluated and quality-assured to ensure continuous improvement. It is important that we ascertain its worth; ensure it contains learning values that will enhance practice; promote professional competence and confidence and help protect children and young people and keep them safe.

Self-evaluation is therefore an essential part of the child protection process. To do this, it is essential to have the support of all services and agencies involved in child protection learning and development to ensure that evaluation processes are implemented and evaluation reports submitted timeously.

## **Strategic Objectives**

Evaluation is key to assessing impact against intended outcomes and how well aims; objectives and learning outcomes have been met.

Evaluation can focus on overall child protection learning and development in an area or a service, agency, or at specific events or instances of provision.

West Dunbartonshire's CPC and the CPC Learning and Development Subgroup have agreed the following strategic objectives for the evaluation of all Inter-Agency Child Protection Learning and Development Courses:

1. To ensure that all inter-agency child protection learning and development opportunities / courses offered in our CPC Annual Inter– Agency Child Protection Learning and Development Programme meets local and national learning and development evaluation objectives;
2. To identify areas of learning not covered in the current CPC Annual Inter– Agency Child Protection Learning and Development Programme.
3. To ensure the learning outcomes are achieved;
4. To measure the impact of learning and development on job performance and assess how well competences are met
5. To identify strengths and areas for improvement in the CPC Annual Inter– Agency Child Protection Learning and Development Programme.

## Quality Indicators

*A quality framework for children and young people in need of care and protection* (Care Inspectorate, 2019) promotes continuous improvement by way of self-evaluation. Self-Evaluation is a reflective process through which the CPC and the CPC Learning and Development Subgroup can identify the best way to improve services.

### Quality Indicator 3.1 – Impact on Staff

#### **Themes**

*The extent to which staff are:*

- *motivated*
- *involved*
- *valued*

#### **Key Features**

- Staff feel motivated, involved and committed.
- Staff are confident and competent in delivering services.
- Staff feel that their work contributes to improved outcomes for children and young people.
- Staff enjoy working for their service and are active partners in a range of joint work with colleagues who work in adult's as well as children's services.
- Staff consider that they are meaningfully involved in developing and improving services for vulnerable children, young people and families.
- Staff are motivated to improve the impact of their practice upon the lives of vulnerable children, young people and families through their learning and development.
- Staff routinely benefit from support and high-quality reflective supervision, personal development planning and annual reviews.

### Quality Indicator 7.2 – Workforce Development and Support

- *competence and confidence*
- *training and development*
- *advice, guidance and supervision*

### **Key Features**

- A sufficient, local workforce that is skilled and appropriately trained to support a partnership approach to the delivery of local priorities.
- Learning opportunities are provided and designed to equip the workforce to undertake their roles safely and competently.
- The workforce has skills and confidence in the use of tools that promote common values, shared principles and integrated working practices to improve outcomes for children, young people and families.
- Staff training needs are audited including those who do not work directly with children and young people.
- Appraisals are undertaken annually and are reviewed in order to ensure that staff development needs are addressed and align with local priorities.
- Staff are enabled to exercise appropriate initiative and professional judgement.
- Staff supervision at all levels enables them to reflect on their practice and to receive appropriate challenge to develop their skills and experience.

### **West Dunbartonshire Context**

To meet the requirements of these Quality Indicators, the CPC and the CPC Learning and Development Subgroup must demonstrate that staff benefit from joint child protection learning and development opportunities/courses with colleagues from other services and or agencies.

The CPC and the CPC Learning and Development Subgroup should also be able to demonstrate that there is a high level of participation in inter-agency child protection learning and development opportunities/courses and that there is credible evidence that these inter-agency child protection learning and development opportunities/courses have a direct impact on practice.

To achieve these strategic objectives, this Protocol is aligned with the West Dunbartonshire CPC Inter-Agency Learning and Development Strategy, 2022-2025,

- Which clearly articulates that West Dunbartonshire CPC and Learning and Development Subgroup will monitor and evaluate inter-agency child protection courses on a regular and ongoing basis to ensure they are compliant with the strategic objectives.
- Confirms that all staff attending inter-agency child protection learning and development opportunities/courses will be required

to complete an **Exit/On-The-Day Evaluation Form** at the conclusion of the course or event. **Work Place Evaluation** will take place 3 – 6 months after the course or event and aims to measure and evaluate the impact of the inter-agency child protection staff learning and development provisions.

This Protocol for the Evaluation of CPC Inter–Agency Child Protection Learning and Development Opportunities/Courses, agreed by West Dunbartonshire’s CPC and the CPC Learning and Development Subgroup applies to all inter-agency child protection learning and development opportunities/course provided in terms of the West Dunbartonshire CPC Annual Inter-Agency Child Protection Learning and Development Programme.

It is vital that Line Managers and or Supervisors support this Protocol and actively engage in the evaluation process, to ensure that future inter-agency child protection learning and development opportunities/courses remain fit for purpose.

## **Evaluation Approach**

In December 2012, the Scottish Government published the National Framework for Child Protection Learning and Development in Scotland 2012. It states:

### ***A Model of Evaluation***

*“Often, an evaluation model like the one described below (Kirkpatrick, 1994) is used. This model is aimed at those who are responsible for assessing the effectiveness of the formal learning and development opportunities they provide to the workforce on child protection.*

*The model applies to the evaluation stage, and would generally have been preceded by the analysis of learning and development needs and the provision of some form of learning and development input.*

*The evaluation model moves sequentially through stages. Information from each previous stage serves as a base for the next stage of the evaluation. Thus, each successive stage is a more precise measure of the effectiveness of a learning and development programme, but at the same time each stage requires a more rigorous and time-consuming analysis”.*



## Stage 1 Evaluation – Reactions

The National Framework for Child Protection Learning and Development in Scotland 2012 also states:

*“Evaluation at this stage **measures how participants in a programme react to it. It aims to answer questions about the participants' perceptions.** Did they like it? Was the material relevant to their work? This type of evaluation often uses a brief questionnaire called a “happy sheet.”*

According to Kirkpatrick, every programme should at least be evaluated at Stage 1, to identify any improvements needed. In addition, at a level of basic outcomes, the participants' reactions can provide an indication of learning, as:

*“Although a positive reaction does not guarantee learning, a negative reaction almost certainly reduces its possibility”*

All staff attending any CPC Inter–Agency Child Protection Learning and Development Opportunities/Courses will be required to complete an **Exit/On-The-Day Evaluation Form** at the conclusion of their particular learning event.

Learners will be required to complete the **Exit/On-The-Day Evaluation Form** and return this to the Course Facilitator prior to gaining their Course Certificate.

## Stage 2 Evaluation – Learning

*“To assess the amount of learning and development that has taken place through a programme, stage two evaluations often use tests carried out before and/or after learning and development.*

*Assessing at this stage moves the evaluation beyond learner satisfaction, and **attempts to assess how far participants have advanced in their knowledge, skills or attitude.** Measurement at this stage is more difficult than stage one. Methods can range from formal to informal testing, to team assessment and self-assessment. Participants are often asked to self-assess their skills before the learning and development (e.g. through “before” questionnaires and/or discussions), then to identify whether they have changed afterwards (e.g. through “after” questionnaires and /or discussions). This helps to determine how much they feel that they have learned”.*

## Stage 3 Evaluation – Transfer

This stage **measures changes in learners' actual behaviour and or practice due to the learning and development.**

Evaluating at this stage tries to answer the question: “Are the newly acquired skills, and competences being used in the everyday environment of the learner?

For many learning and development providers, this stage represents the truest assessment of a programme's effectiveness. However, measuring at this stage is complex, as it is often difficult to predict when a change in behaviour will occur (in part because, in the case of child protection, for some workers, there may be relatively few instances in which relevant circumstances to arise).

Careful consideration needs to be given to when to evaluate, how often to evaluate, and how to undertake this.

The methods used can include a range of the techniques, including statistics and documents; questionnaires; interviews and discussions; observation; case studies; and other forms of “before and after” evidence. It can include feedback from service users about their experiences, as well as evidence of change from individual participants and their supervisors.

1. Between 3 – 6 months after attending a CPC Inter – Agency Child Protection Learning and Development Opportunity/Course, an ***Impact of Child Protection Learning and Development Opportunity / Course on Practice Survey*** will be sent to selected participants. The Survey aims to gather feedback on how it has affected their practice and enhanced their confidence and competence in the workplace.
2. The Survey will provide a free text box for the following questions:
  - *What learning did you take from this course?*
  - *Please give a practical example of what impact this course has had on your day to day practice?*
  - *In your opinion, what benefit has this learning made to a child or young person or their family? Select from: Barely any benefit; little benefit; moderate benefit; huge benefit. Please give an example.*
3. A random selection of feedback may be shared with participant’s Line Management electronically. They will be asked for their views and verification of the feedback of how the learning has impacted on the participant’s practice, confidence and competence in the workplace.

## Stage 4 Evaluation – Results

*“Stage four evaluation involves analysing findings and presenting results. The material collected using different methods and sometimes involving different kinds of information is generally analysed (often using qualitative and quantitative techniques). A summary of findings would then be prepared. This stage can involve measuring the success of a learning and development programme in terms of addressing its required objectives and providing information about outcomes such as: improved quality of practice; reduced frequency of error etc. This, in turn, can inform future work.”*

1. The completed **Exit/On-The-Day Evaluation Forms** will be collated, analysed and a composite Evaluation Report will be made available to members of the CPC Learning and Development Subgroup for discussion.
2. The level of Survey response will be monitored, to ensure a high return rate and compliance.
3. The data / information gathered from the various methods of evaluation will thereafter be analysed and Evaluation Reports and Workplace Evaluation Reports will be made available to the CPC Learning and Development Subgroup for scrutiny.
4. This will also be included as part of the CPC’s approach to continuous improvement through self-evaluation and links will be made with the CPC Quality Assurance and Evaluation Subgroup via the Child Protection Lead Officer.
5. As part of the CPC Learning and Development Subgroup scrutiny remit, any alterations that may be required to existing CPC child protection learning and development opportunities/courses will be considered.