



West Dunbartonshire
**Child Protection
Committee**



Adult Protection Committee
"working together to protect adults"

**West Dunbartonshire's
Adult and Child Protection Committees
Protocol for Evaluating Inter-Agency
Adult and Child Protection
Learning and Development Opportunities
2024 – 2027**

Version :	v1.0	Owner	Adult and Child Protection Committees
Effective date:	September 2024	Review date:	September 2027

Documents Management Details

Document Management Category	Details
Title	West Dunbartonshire's Adult and Child Protection Committees Protocol for Evaluating Inter-Agency Adult and Child Protection Learning and Development Opportunities 2024 – 2027
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Approved by	Child Protection Committee Adult Protection Committee
Date Approved	APC – 28/08/2024 CPC – 02/09/2024
Date Effective	September 2024
Review Date	September 2027
Version Number	V2
Version Number & Date of superseded version (if applicable)	V1
Rational for introduction / drive for change	To ensure a joint evaluation process is in place for learning and development opportunities. To align with changes in the National Framework for Child Protection Learning and Development Framework 2024
Summary of substantive Changes (if applicable)	
Lead Officer	Natasha Macpherson, Child Protection Lead Officer Noreen McCarthy, Adult Protection Lead Officer

Consultation and approval process	This document written jointly by both adult and child protection lead officers. Consultation with the CPC and APC learning and development subgroups took place.
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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

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

What to do if you are worried about an adult?

If you are worried or concerned about an adult, you should contact

West Dunbartonshire Adult Social Work	
Dumbarton Office	01389 776499
Out of hours Social Work	0300 343 1505
Police non-emergency number	101
In an emergency	999

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Introduction

All adult and 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/young people and adults and keep them safe. Self-evaluation is therefore an essential part of the adult and child protection process.

To do this, it is essential to have the support of all services and agencies involved in adult and 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 adult and child protection learning and development in an area or a service, agency, or at specific events or instances of provision.

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

1. To ensure that all inter-agency adult and child protection learning and development opportunities / courses offered in our APC/CPC Annual Inter– Agency Learning and Development Programme meet local and national learning and development evaluation objectives.
2. To ensure the learning outcomes are achieved.
3. To measure the impact of learning and development on job performance and assess how well competences are met.
4. To identify strengths and areas for improvement in the APC/CPC Annual Inter– Agency Learning and Development Programme.

Quality Indicators

Self-Evaluation is a reflective process through which the APC/CPC and the APC/CPC Learning and Development Subgroups can identify the best way to improve services.

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.

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, young people and adults.
- 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 adults.
- Staff are motivated to improve the impact of their practice upon the lives of vulnerable children, young people and adults 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 adults.
- Staff training needs are audited including those who do not work directly with children, young people and adults.
- 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 APC/CPC and the APC/CPC Learning and Development Subgroups must demonstrate that staff benefit from joint adult and child protection learning and development opportunities/courses with colleagues from other services and or agencies.

The APC/CPC and the APC/CPC Learning and Development Subgroups should also be able to demonstrate that there is a high level of participation in inter-agency adult and child protection learning and development opportunities/courses and that there is credible evidence that these inter-agency child protection and adult 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 APC/CPC Inter-Agency Learning and Development Strategy, 2024-2027,

- Which clearly articulates that West Dunbartonshire APC/CPC and Learning and Development Subgroups will monitor and evaluate inter-agency adult and child protection courses on a regular and ongoing basis to ensure they are compliant with the strategic objectives.

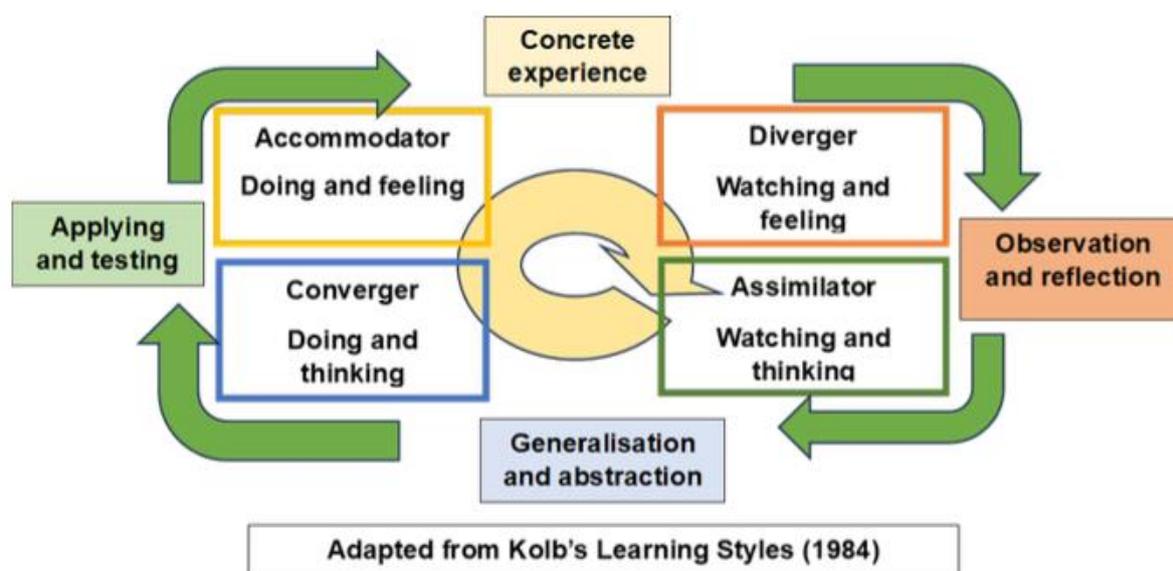
- Confirms that all staff attending inter-agency adult and child protection learning and development opportunities/courses will be required to complete an **Exit/On-The-Day Evaluation Form** at the conclusion of the course or event. **Workplace Evaluation** will take place 3 – 6 months after the course or event and aims to measure and evaluate the impact of the inter-agency adult and child protection staff learning and development provisions.

This Protocol for the Evaluation of APC/CPC Inter-agency Child/Adult Protection Learning and Development Opportunities/Courses, agreed by West Dunbartonshire's APC/CPC and the APC/CPC Learning and Development Subgroups applies to all inter-agency adult and child protection learning and development opportunities/course provided in terms of the West Dunbartonshire APC/CPC Annual Inter-Agency Child/Adult 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 adult and child protection learning, and development opportunities/courses remain fit for purpose.

Designing and delivering learning events

In 2024, the Scottish Government published the National Framework for Child Protection Learning and Development in Scotland and highlights the importance of Kolb's learning cycle when developing and delivering learning events.



[Kolb's Learning Cycle](#) helps to understand what needs to be considered in thinking about the different ways in which individuals learn. The cycle shows how learning is a continuing process. Individual learners may lean towards a preferred style within the cycle but, according to Kolb's theory, learning is most effective when they have progressed through each stage. Therefore, learning and practice development opportunities will want to accommodate the various learning styles that will be represented within learning groups, and this is likely to be evidenced through the evaluation process (Scottish Government, 2024).

Adults generally learn better when they can see a reason or relevance to why they are required to undertake learning. Before beginning to design, deliver and develop training, learning and development professionals need to be mindful of accommodating the different ways in which adults learn.

The National Framework for Child Protection Learning and Development in Scotland (2024) states it is important that workforce learning, and development needs are identified, and solutions found to ensure all staff have access to relevant learning to effectively fulfil their roles and

responsibilities. In adult and child protection. This may also mean consideration of a learning needs analysis to check levels of understanding and confidence across all four workforce groups, to carry out their role and duty of care. Equally, it may identify gaps in knowledge or skills which need to be addressed to ensure workforce groups are able to fulfil responsibilities for adult/child protection.

A learning needs analysis should identify any gaps between existing competencies, knowledge, and skills in this area of practice. It should also help single agencies, CPC partnerships, managers, and learning and development providers to examine the key learning requirements and address gaps. It may also help workers to identify relevant training completed or yet to be undertaken, in line with their own Continuing Professional Development or Post Registration Training and Learning processes and similar processes for other professional groups and registration requirements.

Evaluation Approach

The Kirkpatrick Evaluation Model identifies four stages of evaluation activity. The stages are progressive, moving from a focus on the specific learning activity to the impact of the activity on practitioner performance and wider outcomes. Each successive stage requires different kinds of evaluation activity and more rigorous and potentially time-consuming analysis, therefore learning and development practitioners need to consider the purpose and depth of evaluation required.

Stage 1 Evaluation – Reactions

This stage is about measuring learners' responses to a particular learning activity. Reactions are usually captured through some kind of survey immediately following a training session or use of other learning materials.

Paper evaluations will be used for in person events. Where an event is delivered remotely, an electronic evaluation will be sent instead.

All paper evaluations will be placed onto an electronic system (webropol or which is being used) to allow for reporting at a later stage.

All surveys will be formatted in a way which allows for quantitative (Likert Scales, Multiple-choice) and qualitative (free text) information.

- Likert Scales and multiple-choice questions: provide aggregate information, easily presented in visual form, identify patterns and trends in learner reactions.
- free text responses provide more detailed information about learner experience and where improvements can be made.

Stage 2 - Learning

This stage begins to explore the extent to which learners acquired and retained the knowledge, understanding, skills and values that the learning activity was focused on. This will be achieved by undertaking either, or a combination of the following methods -

- Follow up electronic surveys/self-report questionnaire options:
 - 'Give an example of how you have applied the learning from (learning activity/course)?'
 - 'What 3 things do you most remember from this course?'
 - 'What has been the most relevant for your knowledge or skills?'
 - 'How much did this learning increase your knowledge or skills?'
- as above but by follow up through an individual call or small group practice development forum.
- manager or supervisor feedback.

Stage 3 Behaviour (transfer of learning to practice)

This stage explores the changes to learners' practice following completion of the learning activity, exploring whether people are applying what they have learned to their work. The results of evaluations at this stage will provide information on whether training has been understood by learners, seen as appropriate to their role and has impacted on how they practice.

To enable an effective measure of the impact of learning activities on learners' behaviour, this type of evaluation should be conducted 3-6 months following completion of the learning activity.

This stage may represent the truest assessment of the effectiveness of any learning activity or programme. However, there are many personal, structural and organisational factors that influence learners' ability to transfer learning to practice. When evaluating at this stage, it is important to consider what other factors may have facilitated or created barriers to change.

To gather this information, one or a combination of the following methods will be used -

- practitioner interviews or peer group discussions
- case file audits
- manager/supervisor feedback
- observation and reflective supervision

We may use a combination of all the suggested methods of seeking assurance, however as a minimum, a follow up feedback form will be distributed to those who attend any course, between 3-6 months after they have attended.

Stage 4 Results

This evaluation stage provides information on whether the learning activity has resulted in improvement in targeted outcomes. It will take time to plan, gather information and analyse results. Considerations for planning include:

- clearly identified targets – what result do we want from this learning activity, and how will we measure change? For example, increase in the use of multi-agency chronologies; more children and adults reporting that they understand their protection plan; more parents reporting that they felt included/respected at child protection planning meetings.
- evaluation at this stage is more easily achieved through quantifiable results – e.g. key performance indicators (KPIs) or learning outcomes.
- Audits.
- Surveys.
- supervision/appraisals.

We will use a combination of all when evaluating the impact training has had on practice.