



**Perth & Kinross CPC  
Protocol for the Evaluation  
of Inter – Agency Child Protection  
Learning and Development  
Opportunities / Courses  
2018 - 2021**

## 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 the Perth and Kinross Child Protection and Duty Team or the Police:*

<b>Perth and Kinross Child Protection and Duty Team – (24 hours)</b>	<b>01738 476768</b>
<b>Police Non-Emergency Number</b>	<b>101</b>
<b>In an Emergency</b>	<b>Call 999</b>

### Document Control

<b>Perth and Kinross Child Protection Committee</b>	
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## Introduction / Background

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. No less so, is securing 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.

Perth and Kinross CPC and the CPC Practice Improvement Working Group 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 & ECS 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 & ECS 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 and
5. To identify strengths and areas for improvement in the [CPC & ECS Annual Inter– Agency Child Protection Learning and Development Programme](#).

## Quality Indicators

The [Quality Indicator Framework 2014](#) (Care Inspectorate: 2014) promotes continuous improvement by way of self-evaluation. Self-Evaluation is a reflective process through which the CPC and the CPC Practice Improvement Working Group 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**

*This indicator considers the extent to which staff are committed and motivated to achieving the best possible outcomes for children, young people and families. It relates to how well they are involved in the ongoing development of services. It considers how well their contribution to improving the lives of children, young people and families is recognised and valued.*

### Quality Indicator 7.2 – Staff Training, Development and Support

#### **Themes**

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

#### **Key Features**

*This indicator relates to how well staff are supported to be competent and confident in their work. It is concerned with the effectiveness of training and development to ensure that staff have the necessary knowledge, skills and qualifications to perform their work well. It considers the effectiveness of the advice, guidance and supervision staff receive to reflect upon and improve their practice.*

## Perth and Kinross Context

To meet the requirements of these Quality Indicators, the CPC and the CPC Practice Improvement Working Group 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 Practice Improvement Working Group must 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 following documents:

1. [Perth and Kinross CPC Inter – Agency Child Protection Learning and Development Strategy 2018 – 2021](#), which clearly articulates that Perth and Kinross CPC and the CPC Practice Improvement Working Group will monitor and evaluate inter-agency child protection courses on a regular and ongoing basis to ensure they are compliant with the strategic objectives.
2. [Perth and Kinross CPC Inter – Agency Child Protection Learning and Development Strategy 2018 – 2021](#), 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.
3. [Perth and Kinross CPC & ECS Annual Inter – Agency Child Protection Learning and Development Programme](#), which addresses one of the learning and development business function of the Child Protection Committee.
4. [Perth and Kinross CPC & Single Service / Agency Child Protection Learning and Development Pathways 2018 – 2021](#), which describes various single and inter-agency child protection learning and development pathways and

This Protocol for the Evaluation of CPC Inter – Agency Child Protection Learning and Development Opportunities / Courses, agreed by Perth and Kinross CPC and the CPC Practice Improvement Working Group, applies to all inter-agency child protection learning and development opportunities / course provided in terms of the [Perth and Kinross CPC & ECS 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”***

1. 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.
2. 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 described in Section 4 (e.g. 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.”*

3. 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 Practice Improvement Working Group for discussion.
4. The level of Survey response will be monitored, to ensure a high return rate and compliance.
5. 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 Practice Improvement Working Group for scrutiny.
6. This will also be included as part of the CPC's approach to continuous improvement through self-evaluation. This will also be evidenced in the CPC's Annual Standards and Quality Report.
7. As part of the CPC Practice Improvement Working Group scrutiny remit, any alterations that may be required to existing CPC child protection learning and development opportunities / courses will be considered.