

Leicester, Leicestershire & Rutland Safeguarding Children Learning

Quality Assurance Process for Multi-Agency Safeguarding Children Learning

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Details of Professionals / Groups involved in the Quality Assurance Process

‘Commissioning Group’: Leicester, Leicestershire & Rutland Safeguarding Multi agency Training, Learning and Development Commissioning & Delivery group.

LSCB Project Development Officer: Leicester, Leicestershire & Rutland Training Project Development Officer.

Multi Agency Project Coordinator: Leicester, Leicestershire & Rutland Multi Agency Project Coordinator.

SEG: LSCB Safeguarding Effectiveness Group: responsibility for the scrutiny and evaluation of the effectiveness of safeguarding learning.

LSCB SEG Policy Officer: LSCB Policy officer with responsibility for SEG activity.

Provider: the provider / organiser of the of the safeguarding learning event

Delegate: member of children’s workforce attending the learning event.

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Context:

This paper outlines the process of Quality Assurance for multi-agency safeguarding training and formal learning events.

Responsibility to quality assure multi agency training is a requirement of Regulation 5 (1)(c) of the Local Children Safeguarding Boards Regulations 2006.¹

To fulfill this statutory function the LSCB as a minimum should;

‘Monitor and evaluate the effectiveness of training, including multi agency training, to safeguard and promote the welfare of children.’ (Working Together 2013)²

There are a varied range of safeguarding multi-agency training activities across Leicester, Leicestershire and Rutland. A percentage of this learning is coordinated by the LLR Multi Agency programme; however there is a significant amount of other children’s multi-agency learning across the partnership.

Safeguarding Learning, Development & Training Strategy Safeguarding Learning, Development & Training Strategy

The quality assurance process will also consider other multi-agency learning events that are not coordinated via the multi-agency programme, and the SEG officer will liaise with the provider of these other events to organise the gathering of information to support the quality assurance work.

Quality assurance activity will be undertaken by the LSCB, and report to LSCB Safeguarding Effectiveness Group (SEG), **this work will be the responsibility of the SEG policy officers.**

Central to quality assurance activity is effectiveness of safeguarding learning, and how this in turn impacts on outcomes for children and young people.
The Quality Assurance process will support and provide evidence for a range of inspection frameworks (i.e. Ofsted inspection framework, CQC etc.)

This work will also be supported by the LSCB Training Project Development Officer. The work will also be supported by the LLR Multi-Agency coordinator, who will be able to provide support and evidence / information in respect of the LLR Multi agency program.

Stage 1: of the process chart only applies to the Leicester, Leicestershire & Rutland multi-agency programme that is coordinated via Children’s Workforce Matters.

Stage 2: applies to all multi-agency learning that takes place in LLR.

¹ <http://www.legislation.gov.uk/ukxi/2006/90/regulation/5/made>

² <http://www.workingtogetheronline.co.uk/index.html>

Principles for Quality Assurance Work:

- The work of the LLR MA Project Coordinator and Training Project Development Officer will support the SEG activity; however Quality Assurance is primarily the responsibility of LSCB SEG officer and SEG.
- The SEG activity of 'Quality Assurance' and assessing the effectiveness of Multi-agency learning will be undertaken in partnership between Leicester City and Leicestershire & Rutland Safeguarding Boards. The SEG policy officers for both Boards will liaise with respective SEG's in order to seek agreement and agree roles and responsibility for undertaking the Quality Assurance work.
- The Quality Assurance work will be underpinned by a locally adapted 4 step evaluation model – base on the Kirkpatrick model.³ (Appendix 1)
- For the LLR multi-agency programme: The evaluation system that runs via Eventbrite (co-ordinated by the MA programme co-ordinator) will run for all courses, and use the existing processes. This system and work allows for a significant amount of data to be captured, giving a range of essential and useful information that is evaluated both in terms of looking at skills and knowledge and is tested at 4 stages (pre, post, 3 month, 6 month.) This data will support SEG activity when looking at the effectiveness of the training and relates to Step 1. (Appendix 2)
- There are a range of locally endorsed documents that support 'Best Practice' in safeguarding learning that provide guidance on the minimum standards for best practice in safeguarding training; (Best Practice Guidance, Competency Framework, Training Strategy, LLR Golden Threads and the LLR Multi Agency Programme Partnership Agreement.)⁴
- It is acknowledged that SEG quality assurance activity may mean that a small number of courses and delegates will be subject to 2 evaluation processes; where possible, the methods and approaches used, will strive to minimise duplication and be as efficient as possible to try and maximise efficiency, and minimise the impact on the delegate involved in the process.
- The selection of the courses to be audited will reflect themes and priorities to be determined by SEG.
- A pragmatic approach will be taken, which will allow flexibility for SEG to adapt the process to look at a variety of different methods to gather evidence for the quality assurance work.
- There is potential for using systems such as on line surveys (ie SNAP / Survey Monkey) to gather information in a way which is timely, engaging and has an infrastructure to support the processing and administration of this task.
- Other methods will be used in the process to gain evidence for quality assurance, (in particular to gain more qualitative data): for example: surveys, bespoke evaluation

³ Donald Kirkpatrick: 4 Level model for training course evaluation

⁴ Add links

forms, telephone interviews, direct interviews, group work, meeting with delegates, interviews with peers / managers, service users, evidence from case files etc, to assess the effectiveness of the training event and impact on practice.

- The LSCB SEG officers will report and feedback to SEG on the effectiveness of safeguarding learning on a quarterly basis. The SEG officers will contribute a regular update on effectiveness of all safeguarding training to be included in the LLR Multi agency quarterly report that is prepared by the MA training co-ordinator.

Appendix 1: LLR SEG 4 Steps Evaluation Model

Step 1

- Objective questions that are closely related to the course objectives
- Conduct pre-test on identified area / theme for assurance.

Step 2

- Conduct post-test on identified area and compare the results
- Objective questions that are closely related to the course objectives
- Test the reaction of the delegate after the learning / immediate feedback (however feedback may be subjective)
- Advantage: allows us to determine if the training actually 'delivered' knowledge and that it was understood and remembered by the delegate.

“Four steps” model:
(adapted for Leicester,
Leicestershire & Rutland)
based on Donald L.
Kirkpatrick’s 4 stage
model of evaluation



Step 4

- Focus on effectiveness and outcomes for C&YP
- Measures the tangible benefits to the organisation, worker and service user
- How much has practice, performance, effectiveness and competence improved as a result?
- “Results” are expressed in terms of the benefit for the organisation, the delegate and the service user.

Step 3

- To measure change in an individual and their practice as a result of their attendance on the training course

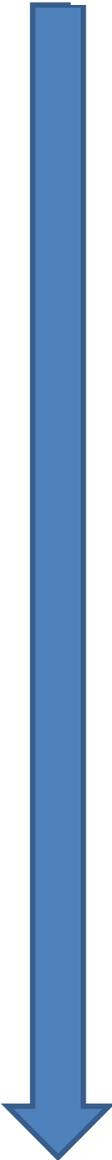
Appendix 2: Quality Assurance Process for Multi-Agency Learning – Stage 1

The process for multi-agency training that is coordinated via the LLR program only
(However the principles of this process can be followed for all Multi agency events)



Appendix 3: Process for Multi-Agency Learning – Stage 2

Demonstrates the detailed quality assurance process which is applied to all safeguarding multi-agency events across LLR and uses the LLR 4 step model throughout



The Safeguarding Effectiveness Group

- Identifies themes and areas for scrutiny and quality assurance activity with a focus on effectiveness and outcomes for the child and young person.

The LSCB SEG Policy Officer

- Identifies specific questions to test the delegates knowledge on subject.
- Identifies a sample, and sends a SNAP survey or similar, a pre and post training test; to check if the training actually delivered the knowledge and was retained by the delegate.
- Other methods such as telephone interviews, meetings etc may be used.

3 months later:
The LSCB SEG Policy Officer

- Sends another survey to the delegates and manager identified in the previous stages.
- Other methods such as telephone interviews, meetings etc may be used.
- Focus on whether there has been a change in practice, knowledge and 'behaviour' change as a result of attending the training

6 months later:
The LSCB SEG Policy Officer

- Sends another survey to the delegates and manager identified in the previous stages.
- Other methods such as telephone interviews, meetings etc may be used, and could also involve discussion with service users, colleagues, file audits etc.
- Focus on whether the acquired skills and knowledge and behaviour change have become embedded into practice.

The LSCB SEG Policy Officers

- Analyses the information and reports to SEG and also contributes to the MA Training quarterly report.

The Safeguarding Effectiveness Group

- Considers the report from the Multi agency Co-ordinator & LSCB SEG officer
- Evaluates whether there is sufficient assurance as to the effectiveness of the training and outcomes for the child
- Commissions the collection of additional evidence
- Consider any additional activity required to improve effectiveness.
- Reports on the assurance (or not) on effectiveness to the Board.