



## **Impact Analysis of SSCB Training September – December 2016: Summary of Findings**

### **Introduction**

Following a pilot impact analysis that ran between April and June 2016, the SSCB made significant changes to its core safeguarding training by merging the Foundation Module 2 and Foundation Module 3 courses and updating the relevant training materials to incorporate substantial developments in the child protection arena in Surrey. These included the introduction of the MASH, Levels of Need, the Safer Surrey approach to practice, and the overhaul of the Early Help process.

In addition, the SSCB introduced a series of workshops in September 2016, to raise awareness of these changes among professionals who would not normally attend core safeguarding training with the SSCB.

In order to measure the outcomes of training, especially after those extensive changes, and in accordance with stage three of the evaluation process, the SSCB undertook an impact analysis between March and May 2017.

### **Methodology**

For this impact analysis, the training team agreed to include a range of courses instead of targeting specific ones. Therefore, the training officer randomly selected two core safeguarding courses that ran between September 2016 and December 2016 and chose four specialist safeguarding courses to include Safer Surrey workshops, learning from Serious Case Reviews and courses that related to SSCB priorities. The list of courses are as follows:

- Foundation Module 1
- Foundation Module 2
- Learning from Serious Case Reviews and Audits
- Safer Surrey Workshop
- The Dynamic Management of Neglect

- Understanding and Working with Children and Young People Affected by Sexual Abuse

The delegates that attended the above courses were sent, via email, an electronic link to an online survey, hosted on 'Surrey Says'<sup>1</sup>, and given a deadline to complete the survey. Responses were collated, analysed and summarised further in this report.

There are limitations to the process in that it was not obligatory for professionals to participate and therefore the analysis must rely on the limited number of responses received. It is hoped that as the process becomes embedded in the SSCB training function, participation from professionals will improve and results will be more accurate and representative. The SSCB training team is currently working with the developer of the electronic learning platform to include the four-stage impact analysis process in the annual training cycle. This will increase the number of responses and facilitate further analysis.

## Findings

The average number of delegates trained by the SSCB per annum is 3500. The total number of delegates approached for this impact analysis was 151. This represents 4.31% of professionals trained.

Out of the 151 professionals approached 19 responded, therefore the return rate was 13.2%. Of these, two were from charitable organisations, one from a private early years setting, one from an independent school, two from further education organisations, three from health, four from youth support services, three from children's services and four respondents classified themselves as 'other'.

The breakdown per course was as follows:

Safer Surrey Workshop: 7 respondents (36.8%)

Foundation Module 1: 2 respondents (10.5%)

Foundation Module 2: 4 respondents (21%)

Understanding and Working with Children and Young People Affected by Sexual Abuse: 3 respondents (15.7%)

Learning from Serious Case Reviews and Audits: 2 respondents (10.5%)

The Dynamic Management of Neglect: 2 respondents (10.5%)

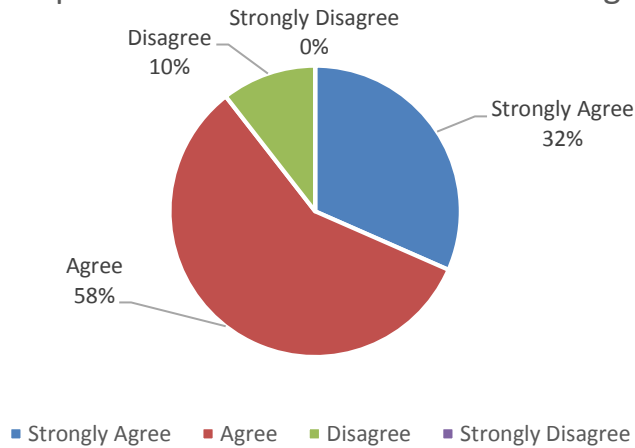
Participants were given seven statements and asked to indicate whether they strongly agreed, agreed, disagreed or strongly disagreed. For each statement they were also asked to provide examples. Finally participants were asked whether or not they would agree to be contacted further. In what follows, the responses to statements in relation to changes in practice, knowledge and skills, confidence and effectiveness are depicted with relevant percentages.

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<sup>1</sup> 'Surrey Says' is the website that Surrey County Council uses to run public consultations.

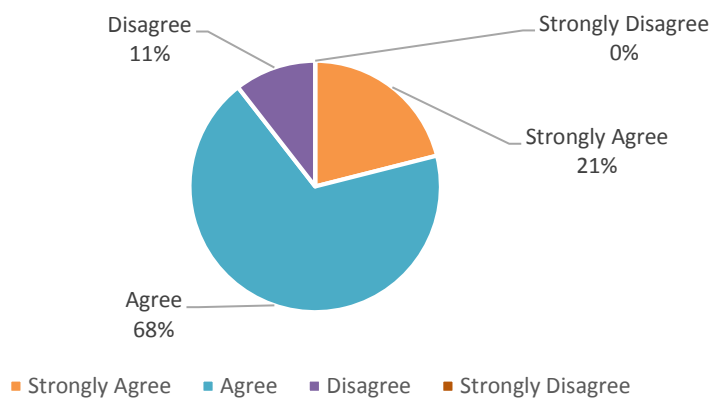
**Statement 1: I have made changes to my regular practice in response to what I learnt on the training**

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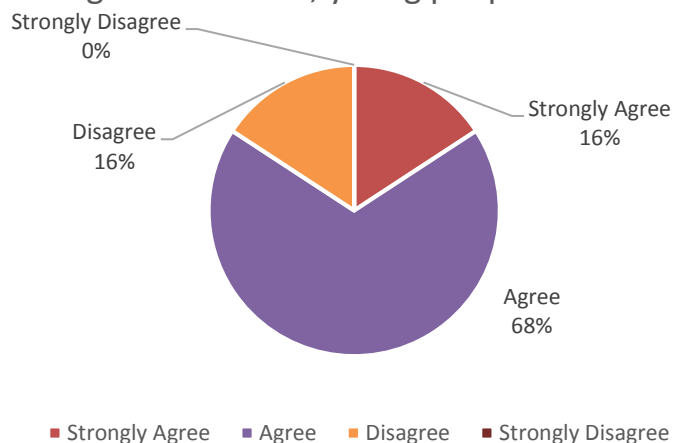
**Statement 2: The training has increased my knowledge and skills in working with children, young people and families**

The training has increased my knowledge and skills in working with children, young people and families



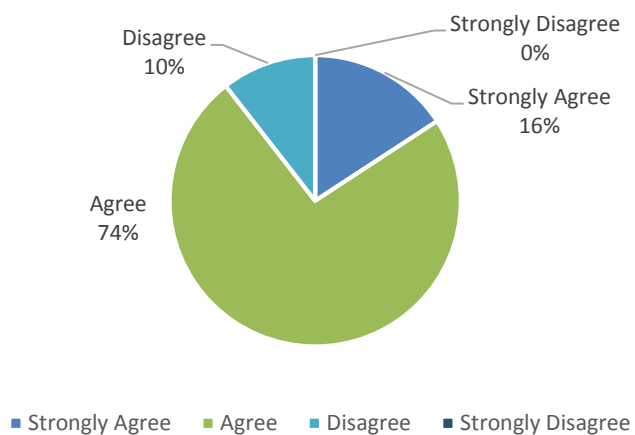
**Statement 3: The training has improved my confidence when working with children, young people and families**

The training has improved my confidence when working with children, young people and families



**Statement 4: I believe I am more effective in my role as a direct result of this training**

I believe that I am more effective in my role as a direct result of this training



Feedback that participants provided included statements such as:

'I have written MARF using recommended checklist as we practised in the training.'

'Making sure children are seen at home and at school. Particularly home environment and how child interacts with other family members.'

'I use the four questions in my supervision with my staff and as a tool of analysis in several other meetings about young people. I have been encouraged by the move to use more family-friendly language and I have reinforced this message with my team.'

'I am much more aware of what issues count as safeguarding issues and have raised several more possible safeguarding concerns as a result.'

'Used learning from serious case reviews to help decision-making. Increased taking into account the wishes and feelings of children.'

'I have used some of the resources demonstrated in my work with young people, including using toys to tell a story, and filling glasses with coloured water to indicate emotions and feelings.'

'I now use colour-coded tracker to record poor engagement from families. I am more aware of the long term effects of neglect and the importance of acting quickly – and supporting others to do the same.'

'Able to communicate easier with young new mums.'

'Being more aware of what can go wrong and the circumstances that put children in danger.'

'I feel that the course was relevant and had the effect of refocusing our attention to recognising neglect and considering the impact.'

## **Concluding remarks**

The majority of the participants agreed or strongly agreed with the seven statements of the survey. Furthermore, some of the examples provided, outlined specifically what learning professionals have taken forward and how this has improved their practice. In addition, the majority of professionals reported that they felt more confident in their practice having attended the SSCB training. Finally, most of the professionals reported that they have shared or cascaded aspects of the training within their agencies. Therefore, it is safe to conclude that for this cohort, the SSCB training has evidently impacted their practice in a positive way. It has empowered professionals, increased their confidence and equipped them with skills necessary to improve outcomes for children and families.

It is important to acknowledge the limits of this survey given the small number of returns, but it is hoped that as the evaluation process and impact analysis is embedded within the SSCB training function, via the new online learning platform, the results will be more accurate and representative of practice.

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19/06/2017