



Arrangements for Inter-Agency Training:

(Including commissioning, delivery, evaluation and monitoring the impact)

Multi-agency training across Bedfordshire is organised and commissioned via a Pan Bedfordshire Training Unit funded by the 3 Local area Multi-agency Safeguarding Arrangements.

Training:

The Pan Bedfordshire LSCB training unit offers an extensive range of safeguarding training to people working with children, young people and their families. The programme aims to add value to individual partner agency specific training (single agency) by; supporting professionals to gain essential knowledge and competencies for multi-agency working to safeguard children. These multi-agency competencies do not replace the partner agencies responsibility to ensure their staff are equipped with their role specific competencies, required to comply with their agency specific responsibilities; to promote the well-being and protection of children and young people. The multi-agency working competencies are aimed at enabling all professionals in accordance with their role specific responsibilities to gain and develop multi-agency interactive skills. They seek to add value to the professionals' experience; supporting and valuing their agency specific responsibilities whilst enhancing their understanding of, and effectiveness in, multi-agency working – thus enabling sound decision making about vulnerable children in collaboration with partner professionals.

The Pan Bedfordshire training unit provides multi-agency training which places an emphasis on effective multi-agency partnership skills. These are skills that cannot be acquired solely through single agency specific training/processes. In this way, multi-agency training enhances professionals' skills sets - by enabling the development of multi-agency, interactive communications skills when working with highly complex families with very vulnerable children.

The training places an emphasis on inter-personal, communication and partnership skills. The professionals learning experience will therefore help them enhance these skills. Knowledge transfer is important, and a variety of methods will be used to ensure this takes place. The agreed skills set links to national and local experience, with particular reference to serious case reviews. Professionals must therefore meet single agency role specific competencies at the very least before attending multi-agency events.

Commissioning:

External expertise is commissioned where required to ensure the quality of learning/training. Expertise from across Bedfordshire services is also drawn upon where available to support the learning/training programme.

Evaluation and impact of training on practice:

We aim to provide each board with a robust approach to evaluating the learning/training delivered through the Pan Bedfordshire Training Unit, measuring both the quality of the



training delivered and to evidence the impact on practice. We will evaluate training based upon the following:

How well are we doing?

- The quality of the learning/training (has it met participants learning needs and course objectives?)
- The immediate impact of the learning/training (has the learning/training had an impact on the participants knowledge and confidence levels?)
- What difference are we making? - the longer-term impact of the training (has the learning/training had an impact on participants practice and specific outcomes for children and young people?)

Quality assurance of training takes place through a triangulated process of collection of participant feedback, trainer feedback and capturing the voice of children and young people with a specific role of quality assurance and transfer of learning into practice. The process used to evaluate training has been broken down into the levels below:

1. Pre-Course Evaluation - Participants are asked to scale themselves between 1 (little) and 10 (extensive) on their level of knowledge and confidence in relation to the specific area of training which they are attending. This form is treated as the baseline for each participant's level of knowledge and confidence. The pre-evaluation is incorporated into online post evaluation questionnaire.
2. End of course evaluation (Reaction and Learning) - Participants are again asked to scale their knowledge and confidence levels at the end of the course and this data is then compared to the baseline evaluation and will evidence whether the course has had an immediate impact on their knowledge and confidence levels.
3. A range of questions are also asked which explore whether; the training was pitched appropriately for the audience, has met its objectives and measures what the participant has learned from the training session. Participants are also asked to list 3 key learning points and list 3 objectives that they will implement into their practice. The end of course evaluation is completed online and enables participants to download an attendance certificate
4. An end of course evaluation form is also completed by the facilitator(s) which includes questions about content, delivery, participation of attendees and peer review of the session where applicable.

Post course evaluation (Behaviour) - The Pan Bedfordshire Training & Development Group have identified that a number of courses will be followed up at 3–6 month post evaluation stage. It is not possible to undertake a 3-6 month post evaluation of every course. The courses identified are selected by the Pan Bedfordshire Training Unit and will rely on a number of factors. Such as new course, new trainer, existing trainer minor changes.

The two different approaches identified at the 3-6 month follow up are via an electronic survey to the participant to ascertain if the participant has been able to implement the 3



objectives they identified as being able to put into practice and/or by inviting participants back to attend a focus group/session 3-6 months after the course to explore how they have embedded their learning into practice and if there have been any barriers to this. Face to face or telephone feedback with participant manager.

The purpose of this level of evaluation is to assess training transfer. Examples of training transfer and any issues arising are directed to the Pan Bedfordshire Training and Development Group for noting and action if necessary.

All of these sources of data are routinely reviewed and analysed and where issues are identified these are followed up as appropriate by an identified Learning and Improvement and Training Group member.

The Pan Bedfordshire Training Unit will provide a quarterly training report for each Safeguarding Arrangements, reporting on training uptake and evaluation. This report will support the Pan Bedfordshire Learning and Improvement and Training Group annual and quarterly reports to the three Bedfordshire Safeguarding Arrangements.