



Evaluation Report

The Impact of Face-to-Face Training in Restorative SCS

Training Courses Evaluated:

Model of Care – June 2021

Recording in RSCS – May 2021

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Background

During November and December 2021, a number of short interviews were conducted with staff, their Managers, and young people to explore the impact of face to face training the staff members had attended in May and June 2021. The courses selected for this evaluation had been revised shortly prior to delivery. These were 'Model of Care' and 'Recording in RSCS'.

This evaluation focuses on the implementation of medium-term outcomes which had been identified whilst completing a Logic Model for these courses.

For Model of Care, these were:

1. Apply the Restorative SCS Model of Care, restorative and strength-based approaches across the organisation
2. Promote a consistent standard of practice across homes and the organisation.
3. Reduce individual entries for repeat incidents in the Restorative Interventions Book
4. Staff evidence the principles of restorative intervention within their recordings in the Restorative Interventions Book

And for Recording in RSCS, these were:

1. Records are maintained in line with organisational requirements
2. Standard of recording improves and is consistent across the organisation

Questions for the staff and Managers focused on how staff attending the face-to-face course had used their learning since the training or to identify any barriers that might have prevented them from doing so (see Appendices 1 and 2). The young people were asked general questions that related to the courses under examination (see Appendix 3). From the list of staff who had attended these sessions, a number were selected from different homes. The relevant Manager was contacted and a small number of children and young people who lived in these homes were asked to participate. As the interviewer, I had no prior knowledge of the staff or young people.

In total, 35 interviews were conducted either by telephone or in person of which 15 were with members of staff, 11 with young people, 9 with Managers. At the time of the evaluation, some staff had undertaken the training as part of their induction and/or shortly after starting work for RSCS so were unable to make a comparison with their practice prior to May/June 2021; some staff had transferred to work in a different RSCS home during the latter part of October/early November and so their Manager was unable to comment on observations of any changes to practice as a result of attending training. It is recognised this is a small sample and not representative of all the people who attended these courses, however, the information shared during the interviews is sufficient to indicate some general themes and inform a number of recommendations.

Findings

a) Model of Care

Medium term outcomes identified as:

1. Apply the Restorative SCS Model of Care, restorative, and strength-based approaches across the organisation
2. Promote a consistent standard of practice across homes and the organisation.
3. Reduce individual entries for repeat incidents in the Restorative Interventions Book
4. Staff evidence the principles of restorative intervention within their recordings in the Restorative Interventions Book

7 members of staff; 4 Managers; 5 young people (ages range from 10 to 17) contributed to the evaluation of the Model of Care face-to-face training course.

Most Significant Learning Point (outcome 1)

The responses varied, the majority being general statements relating to gaining an understanding of the different elements that make up the Model of Care and expectations of staff. In contrast, two comments noted the section on parenting styles had helped to differentiate between parenting at work and at home; and had explained the authoritative parenting style adopted by RSCS.

Use of the Course Workbook in Practice (outcomes 1 and 2)

The majority of staff (5) said they had not shared the workbook issued as part of the course with their Manager although three people said they had referred back to it occasionally since returning to practice. Various reasons for not sharing the workbook with their Manager or not referring back to it were proposed including, 'not felt the need to', 'use the posters instead', 'not been asked about it'. Four staff members commented that the Model of Care is displayed in the staff office and on screensavers. All four Managers confirmed staff had not shared their workbook with them although three said training and learning is discussed in supervision and team meetings, one adding that the posters on display in the office serve as a reminder. Three Managers gave examples of ways the member of staff applied their learning from the course in practice, for example, demonstrating knowledge of their key child's needs and identifying the best outcome for them, using language associated with the Model of Care (Restorative Interventions) in daily practice and in team meetings.

Supervision (outcomes 1 and 2)

Three staff members said the learning from this course had not been discussed in supervision. One person said they had discussed training in general terms. Two people described using supervision to explore how they were applying their learning from the Model of Care training in practice and one noted being asked to complete a related follow up task. Another person said their learning is explored after dealing with an incident.

Applying the Model of Care in Practice (outcomes 1,2,3,4)

All seven members of staff were able to give an example of how they apply the Model of Care in practice. These included: holding a restorative session with the young person following an incident to reflect together; supporting young people to make decisions; using elements of the model to de-escalate a situation; challenging staff decisions by exploring potential reasons for a young person's behaviour. Three Managers said they had observed specific changes to practice, for example, how staff completed the Outcomes Star with a young person, when speaking to an external professional about how a situation was managed, noting how a member of staff provided an explanation for a particular approach with a young person.

When asked what a young person may notice in terms of their interventions with them, five staff members provided general suggestions, for example, 'changes in both the adult's and child's behaviour', 'fair and consistent approach', '...desire to discuss and involve them rather than impose consequences', '...look at the positives....', 'consistency'. One person suggested it would depend on the individual young person as staff would '...learn to adapt to their needs'. Four of the young people noted staff use 'good' and 'bad' consequences. Two explained if they are angry, staff help them to calm down, one added '...and repair damage'. One young person suggested 'If you're happy, they're happy with you, if you're sad, they give advice, if you're good, get rewarded'. In general, staff were described as 'good', 'fun', 'kind', 'helpful'. 'If you're scared, can speak to someone'.

The staff were asked to describe something that has gone particularly well with a young person. Some specific examples were provided, including, 'one child asked for a restorative session and the relationship improved. The child is now more willing to talk', 'taught one young person how to skateboard and [helped to understand] about not being successful first time', one young person was supported to stop smoking. Other examples related to staff being more aware of the impact of their approach when intervening with young people and the importance of building relationships and helping young people to engage socially outside of the home.

Around the same time as this training took place, the Restorative Interventions Book was replaced with a Positive Reward and Consequences Book – this change is likely to have contributed to the following responses. Three Managers said they had noted an increase in the recording of positive comments and fewer negative consequences since the member of staff attended training suggesting the member of staff is using a restorative intervention more frequently. Most staff (6) described how they complete the book with an emphasis on rewarding positive behaviour to encourage change, providing explanations and involving the young person when considering incident related consequences.

Barriers to Implementation of Learning (outcome 1 and 2)

The majority of staff (4) said they had not identified any barriers to implementing learning from the course into practice. One person noted some issues around consistency in the team, two commented on the reluctance of young people to engage when in crisis or when their circumstances change. One Manager commented on inconsistencies in implementation within the team which is being addressed, two Managers noted the importance of staff being able to reflect on their learning and having an opportunity to clarify any misunderstandings or confusion when they return to the workplace.

Where inconsistencies in application had been identified, the Manager's said they were being addressed on an individual basis with staff; and by using the online version of the Model of Care (Refresher). One person said the Strengths Focused Approach had previously not been clear but they are aware this has now been clarified in newer course content.

b) Recording in RSCS

Medium-term outcomes identified as:

1. Records are maintained in line with organisational requirements
2. Standard of recording improves and is consistent across the organisation

Interviews were conducted with 8 members of staff; 5 Managers; and 6 young people (ages range from 10 to 17 years) for the evaluation of this course.

Most Significant Learning Point (outcome 1 and 2)

All staff members recalled taking away different learning from the course, but the majority (6) described specific learning points including: applying the correct format for names and initials in different documents; the procedure to follow for recording and when to report/share information; applying recording standards. Other comments noted increase in confidence in recording, clarification of RSCS expectations.

Use of the Course Workbook in Practice (outcome 1 and 2)

None of the staff members had shared their workbook with their Manager and only one said they had referred back to the workbook to clarify a point. One person noted that the workbook is word heavy and may be of more practical use if it addressed the needs of those with dyslexia. Various other explanations for not using it were put forward, half suggesting that they have not needed to refer to the book or did not realise the significance of it to reinforce learning. The Managers confirmed that they had not seen the workbooks completed by the members of staff. In addition, one person noted some discrepancies in the instructions from the course relating to completion of the logbook and what is expected in practice.

Supervision (outcomes 1 and 2)

One Manager said they had discussed the learning from the course with the member of staff in supervision, three others said they had discussed recording in general, informally, in handovers, in staff meetings or when a particular issue was identified. One Manager recognised that the discussion was practical rather than reflective. In contrast, three staff members suggested they had discussed learning from the course in supervision, two confirmed general discussions about recording take place in handovers and team meetings.

Applying Recording in RSCS in Practice (outcomes 1 and 2)

Four members of staff provided examples that specifically demonstrated their learning from the course, for example, knowing what, how and where to record (risk assessment, contact plans, behaviour passport), ensuring timings and the account of an incident are clear and accurate; adjusting the language in records to suit the audience. Other comments were more general suggesting a mechanistic approach to practice. Between them, the Managers noted recording is discussed regularly but learning from training is considered more relevant for new staff or with established staff when a recording issue is identified.

All but one Manager said they had noticed an improvement in the record keeping of the staff who had attended this training course, for example, in the completion of documents (specifically, the Behaviour Passport and Outcomes Star), and how children are referenced in documents. All but one member of staff, who suggested the course consolidated existing practice, said they believe the standard of their recording has improved, for example, records are personalised to the young person and in line with RSCS standards. One staff said they had received positive feedback from their Manager. Two Managers reported improvements in recording, that is, staff members recording incidents more effectively and omitting expressions of emotion.

Managers said they address any inconsistencies in recording practice with the staff member when required. Staff meetings and handovers are also used to discuss recording issues.

Of the six young people interviewed as part of this evaluation, none had seen their daily records, four said they had no interest in seeing them and one young person said they would like to see what is written about them. The majority (4) said they had seen entries relating to their behaviour and incidents in the Consequences and Rewards Book; one young person said they had requested a change to their record which was accepted.

Barriers to Implementation of Learning (outcomes 1 and 2)

Neither Managers nor staff members identified any organisational barriers to implementing training in practice. Three staff members and two Managers suggested that personal issues including specific learning needs sometimes inhibit application of learning. The members of staff with additional learning needs explained that they had received support with this. One Manager commented that the link between training and implementation into practice could be tighter, for example, through supervision discussions and use of the workbook.

Further Learning Needs

The majority of respondents (Managers and Staff) recognised the need for regular refreshers and to undertake new training when there are any changes to RSCS policy and practice. A number noted the online versions of the courses would be useful.

Additional Comments and Suggestions

Several suggestions and comments to improve the implementation of learning were made by Staff and Managers during the interviews which have been included in the Recommendations below.

Analysis

The content and proposed learning outcomes for an individual course will influence the sort of learning that might result i.e. change in knowledge, skills or attitudes. Comparison of the courses in this evaluation suggests it is easier to quantify and describe a significant learning point when the content is practical, and skill based rather than concept or knowledge and attitude based.

These courses saw the launch of the workbooks as a tool to facilitate learning. At the time of the delivery of these courses, the learning was not routinely discussed in supervision and learners did not share their workbooks with their Manager. Moreover, almost no staff have looked back at the workbooks since attending training. For some learners, the workbook is not 'user-friendly' and this may have contributed to the lack of use as a resource once back in the workplace. The purpose and proposed use of the workbooks has subsequently been clarified and reinforced with Managers, written into the workbooks and is described at the beginning and end of the course but the design requires further consideration to improve inclusivity and use in the workplace.

Summary documents and posters on display in the office are regarded as useful aids to memory.

It was recognised shortly prior to undertaking this evaluation that supervision was not being used as effectively as possible to explore the impact of staff training. A focused question has now been added to the supervision agenda which invites a more in-depth conversation on how training is making a difference to practice. Staff training has costs relating to the price of the training itself (course provider/preparation time, associated resources, venue) and releasing staff (time). However, it is known that the benefits of good learning and development arrangements will result in more competent staff, greater levels of satisfaction and engagement. Supervision plays a key role

in promoting a learning culture, assessing the learning needs and strengths of staff and the impact of training on outcomes.

Most staff and their Managers were able to provide clear and appropriate evidence of the ways in which they have applied learning from face-to-face training which are in line with the medium-term learning outcomes for the courses. This indicates successful implementation of learning and of meeting the requirements of RSCS in practice. Albeit general, young people provided information which indicates staff adopt the Model of Care in practice. Their responses in relation to recording are less informative.

Staff, Managers and young people noted a focus on positive rewards and restorative conversations evidenced in recording and use of the Positive Rewards and Consequences Book.

When shortfalls or inconsistencies in practice have been identified, staff and Managers noted they have been addressed with Senior Managers, directly with the individual member of staff, with the team or provided additional support where required.

Conclusion

This evaluation was conducted at least 6 months after attending face-to-face training.

The majority of the adult respondents in this sample (14 out of 15 staff – 93%, 7 out of 9 managers - 78%) provided specific examples of ways in which staff had implemented their learning. Young people provided general examples of evidence that suggests learning has been applied in every day practice.

Possible explanations have been provided for those members of staff that may not have demonstrated improved practice since undertaking training including no comparable history in RSCS, recent change of management and/or work setting restricting comparison.

No organisational barriers to implementation of learning have been identified but it is recognised that individual staff may struggle with some methods of training or other personal issues may be impacting on work. In all cases, it was reported that the issues are being addressed.

It can be concluded that the medium-term outcomes for both courses are met.

The following recommendations include the suggestions and comments from Managers and staff as well as those that arise from the analysis and findings from this evaluation. It is proposed that they can be applied to the learning and development programme in general.

Recommendations

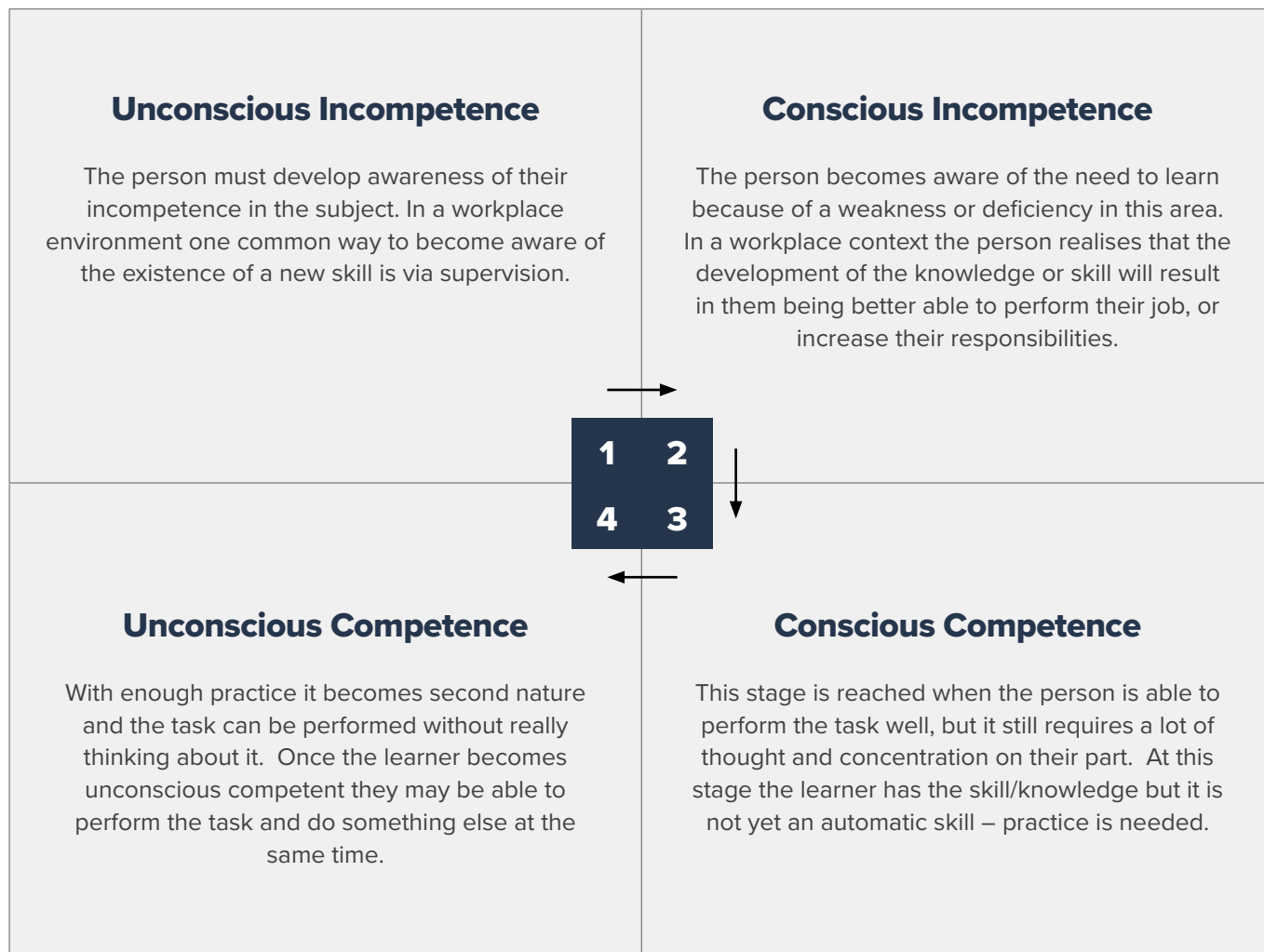
1. Consider staggering the mandatory training (pre- and initial employment) throughout the induction and probationary period.
2. Consider alternative methods of learning e.g. coaching, short informative briefing sheets/videos with key messages to replace or to substitute some formal e-learning. Devise knowledge checks to evidence learning.
3. Review existing supporting materials and course content e.g. sample documents, proforma's, related procedures, update, identify gaps and address as necessary.
4. Continue to review and revise training content 6 monthly and to reflect any changes to organisational policy or practice as they occur.
5. Stress the purpose of the workbook during face-to-face training and encourage continued use in the workplace;
6. Consider re-designing workbooks to take into account different learning needs, to make them more accessible in the workplace and to promote learner engagement during and after training;
7. Require Managers to actively support staff learning and the acquisition of new knowledge, skills and attitudes. A question has recently been added into the supervision agenda which asks about learning from the courses attended. Further prompts that would enable Managers to use supervision as an opportunity for staff to evidence their learning would be to ask staff to share their workbook, discuss completed activities and case study exercises, and to ask questions which relate to the learning outcomes from specific courses;
8. Use supervision, team meetings, handovers and debriefs to make the actions of staff more consciously related to the learning and ultimately to promote unconscious competence (see Learning Cycle below). Introduce a post-training reflective activity specific to the home/setting to encourage staff to consciously consider how they are applying their learning in practice, for example, discussing a recent incident or sample case study;
9. Develop more advanced learning opportunities for more experienced staff, seniors and managers
10. Ensure online learning refreshers are used meaningfully e.g. for new starters or staff returning to work, as a refresher in team meetings to challenge complacency.

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Training and Staff Development Advisor

January 2022

Learning Cycle



Appendix One

Model of Care

Questions for Managers	Questions for Staff
Has the support worker shared their workbook from the training course with you?	What was the most significant learning point for you from the training?
If yes, how has it been used? If not, what are the reasons for not sharing?	Since undertaking training, have you referred back to or shared the workbook with your Manager?
Has the learner discussed their learning from the course with you?	If yes, how have you used it? If not, why not?
If yes, how has this been applied in practice?	Have you discussed your learning from this course in supervision?
Have you observed any changes to practice since attending training?	How have you applied the model of care in practice?
Have you noticed any change in recording of incidents since attending training? (especially in the Restorative Interventions Book or Incident Log)	What might young people notice in terms of your interventions with them?
Are you aware of any barriers to the implementation of training in practice?	Can you describe anything that has gone particularly well?
Do you consider the learner needs to access any further learning opportunities on the Model of Care?	How do you use the Restorative Interventions Book?
In general, have you noticed any inconsistencies in the implementation of the Model of Care by Support Workers within the home?	Since undertaking training, has this changed?
Suggestions? Comments	Have you identified any barriers that have prevented you from being able to put the learning from this course into practice?
	Do you consider you need any further learning opportunities on the Model of Care?

Appendix Two

Recording in RSCS

Questions for Managers	Questions for Staff
Has the support worker shared their workbook from the training course with you?	What was the most significant learning point for you from the training?
If yes, how has it been used? If not, what are the reasons for not sharing?	Since undertaking training, have you referred back to or shared the workbook with your Manager?
Has the learner discussed their learning from the course with you?	If yes, how have you used it? If not, why not?
If yes, how has this been applied in practice?	Have you discussed your learning from this course in supervision?
Have you observed any changes to practice since attending training?	How have you applied the learning in practice?
Have you noticed any change in recording of incidents since attending training?	Do you believe the standard of your recording has improved?
What is going well?	If yes, in what ways? How do you know? If not, what were the barriers? What more do you need to make the necessary improvements?
Are you aware of any barriers to the implementation of training in practice?	Do you consider you need any further learning opportunities on Recording?
Do you consider the learner needs to access any further learning opportunities on Recording?	
In general, have you noticed any inconsistencies in recording by Support Workers within the home?	
Suggestions? Comments	

Appendix Three

Questions for Young People

Questions for Managers	Questions for Staff
If a young person came into this home for the first time and asked about the support workers – ‘what are they like?’ How would you describe them?	Have you ever seen your records?
Do you notice any differences in the way support workers are with you? E.g. depending on your behaviour?	If yes, on a scale of 0 - difficult to 10 – very easy to understand, how would you rate them?
Anything else?	What recommendations can you make to improve the quality of written records?
	Anything else?

Action Plan

Issue Identified	Recommendation	Action Required	By When	Responsibility
1. Expectation to complete mandatory e-learning training pre-start date and within first few weeks	Consider staggering the mandatory training (pre- and initial employment) throughout the induction and probationary period.	Managers to use Learning Matrix when staff appointed to determine priorities for learning and extend period of completion of e-learning by one month.	Implement from April 2022 to October 2022	All Managers
2. Requirement for staff to complete mandatory courses via e-learning	Consider alternative methods of learning e.g. coaching, short informative briefing sheets/ videos with key messages to replace or to substitute some formal e-learning. Devise knowledge checks to evidence learning.	Review mandatory e-learning package and decide if learning can be completed in a different way. Devise knowledge checks (at end of probationary period) to evidence effectiveness of learning method and ensure learning has taken place.	February/March 2022	Directors
3. Inconsistency identified between procedures, expected practice and training	Review existing supporting materials and course content e.g. sample documents, proforma's, related procedures, update, identify gaps and address as necessary.	Review procedures. Update course content and related supporting materials accordingly.	April 2022	Directors
4. Course content and supporting materials should reflect changes to expected practice	Continue to review and revise training content 6 monthly and to reflect any changes to organisational policy or practice as they occur.	a) Introduce process to ensure changes to practice / procedures / guidance are reflected in course content and supporting materials. b) Introduce routine review of training materials prior to delivery.	a) February 2022 b) February 2022	a) Directors b) Training facilitators with Training Advisor
5. Staff are not sharing the workbook with Managers or using it for reference post training	Stress the purpose of the workbook during face-to-face training and encourage continued use in the workplace.	a) Add slide to online and face to face training and workbooks to emphasise expectations b) Add additional prompt questions to supervision template c) Discuss purpose of workbook and importance of evidencing learning with Managers.	a) Commence February 2022 b) March 2022 c) March 2022	a) Training Advisor b) Directors c) Directors

Issue Identified	Recommendation	Action Required	By When	Responsibility
6. The workbooks are word heavy and do not always reflect the format of the presentation	Consider re-designing workbooks to take into account different learning needs, to make them more accessible in the workplace and to promote learner engagement during and after training.	Break up text with headings and pictures. Use headings which reflect the presentation more clearly and identify when additional sources have been used. Add post training activity where appropriate. Continue to review the layout and accessibility of the workbooks.	Commence February 2022	Training Advisor
7. There is limited documented evidence of learning from training and application to practice	Require Managers to actively support staff learning and the acquisition of new knowledge, skills and attitudes. Add additional question into the supervision agenda which asks about learning from the courses attended. Further prompts that would enable Managers to use supervision as an opportunity for staff to evidence their learning would be to ask staff to share their workbook, discuss completed activities and case study exercises, and to ask questions which relate to the learning outcomes from specific courses.	a) Discuss expectations with Managers and consider different ways to evidence learning from practice. b) Add further (reflective) questions to the supervision template. c) Refresh supervision training to reflect importance of promoting and evidencing learning. d) Produce model questions, case scenarios etc for Managers to explore and evidence acquisition of knowledge, skills, change in attitude with staff post training.	Implement from April 2022	All Managers a) Directors b) Directors c) Training Advisor d) Training Advisor
8. There is limited connectivity and documented evidence of learning from training and application to practice	Use supervision, team meetings, handovers and debriefs to make the actions of staff more consciously related to the learning. Introduce a post-training reflective activity specific to the home/setting to encourage staff to consciously consider how they are applying their learning in practice, for example, discussing a recent incident or sample case study.	As above (7)	As above (7)	As above (7)

Issue Identified	Recommendation	Action Required	By When	Responsibility
9. The current training offer is aimed at new staff / support workers.	Develop more advanced learning opportunities for more experienced staff, seniors, and managers	Develop courses on specific subjects aimed at managers and experienced staff.	April 2022	Training Advisor
10. Some staff are not aware of the online training resource, when and how to access	Ensure online learning refreshers are used meaningfully e.g. for new starters or staff returning to work, as a refresher in team meetings to challenge complacency.	Managers to promote and make best use of the online training resource to revisit subjects, address specific gaps in awareness, to reorient staff etc. Managers to determine the most appropriate way to use the resource e.g. individually, small group, staff meeting, handover.	Commence April 2022	All Managers