**Arrangements for Multi-Agency Training:** *(including commissioning, delivery, evaluation and monitoring the impact)*

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

**Training:**

Safeguarding Bedfordshire 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.

Safeguarding Bedfordshire 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 set 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:**

Safeguarding Bedfordshire aim to provide each partnership with a robust approach to evaluating the learning/training delivered, measuring the quality of the training delivered and to evidence the impact on practice. We evaluate training based upon the following:

* 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?(has the learning/ training had a longer term 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, line manager and trainer feedback 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 in 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 key learning points and consider how this will be implemented 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.
5. Post course evaluation (Behaviour) Attendees from a sample of courses will be followed up at 3–6 month post evaluation stage. Courses will be sampled based on a range of factors; priority area for partnerships, new trainer, new course and/ or content changes. Sampling will take place via an online survey and/ or interview.

Quarterly reports and an annual training report are presented to the Pan Bedfordshire Coordinating Group.