**Appendix 6:**

**Methods of evaluation**

| **Method of measuring impact** | **Strength** | **Things to be aware of** | **Examples**  |
| --- | --- | --- | --- |
| Annual appraisal | Includes all employees | Could be difficult to measure individual actionsReliant on line managers to monitor | All employees set themselves an action around safeguarding or include a corporate action within their appraisal. |
| One to one or group supervision |  |  | [ECL Supervision Record Form](http://www.escb.co.uk/media/1808/ecl-supervision-form.docx) |
| Post course evaluation/post it notes | Gives an immediate feeling about what the individual enjoyed/disliked about the course | Is not able to say whether practice has changed as a result of the training |  |
| Pre, post and 6 weeks post evaluation | Can give an indication on whether the training has been taken back to the workplace, any changes to practice and enable further follow up at a later stage which would support the development of a case study for that learner’s journey | Often there is a low take up 6 weeks post course | [Post course evaluation – example](https://surveys.essexinsight.org.uk/TakeSurvey.aspx?SurveyID=PostevalL2) |
| Audits of service -could be internal, through a regulator or S11/safeguarding adult audit | Gives an indication of the strengths and gaps in delivery and understanding. Helps to identify a process in practice and highlights themes  | The selection of cases for the audit may not always be reflective of common practice if selected randomly- particularly If the sample is very small. In cases where audits are not case specific there are risks around engagement from all agencies  | Multi agency Survey or online forum [ECL Staff Support and Record Q&A](http://www.escb.co.uk/media/1809/ecl-staff-support-and-records.pdf)[ESCB & ESAB Safeguarding Self-Assessment](http://www.escb.co.uk/media/1810/safeguarding-self-assessment.xls) |
| Quiz or test at the end of the session  | Gives an indication about what has been retained from the training session | Is not able to say whether practice has changed as a result of the training  |  |
| Observation of practice  |  | May not be possible in all roles Capacity to undertake this in a meaningful way for all staff | [ECL Direct Observation Record](http://www.escb.co.uk/media/1808/ecl-supervision-form.docx) |
| Case discussions at team meetings | Allows for detailed understanding with a combination of both quantitative and qualitative information  | There is a risk that strategic understanding is lost e.g. trends and overall themes  | Case notes or detailed information packs  |
| Case audits | See audits above |  |  |
| Safeguarding data | number of referrals/quality/appropriatenessUnderstanding the current scale in Essex, themes, trends and changes over time | Lacks qualitative, anecdotal information at a front line level and does not include hidden harms that are hard to quantify  | Power point presentation, spreadsheet  |
| Summary of lessons learned from recent cases | Safeguarding lead produces summary of lessons learnt for safeguards raised with the organisation and these are shared with managers / encouraged to be discussed at monthly team meetings. These are on a quarterly basis or more frequent as required | Ensuring the organisation can evidence that the learning has been embedded and that alterations to practice as a result of learning have been implemented |  |
| Audit of staff knowledge on safeguarding children process |  |  |  |
| Action learning sets/Practice learning sets |  |  |  |
| Peer reviews |  |  |  |
| 360 degree feedback |  |  |  |