



Learning & Improvement Framework

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1.0 Purpose

- 1.1 The Barking and Dagenham (BDSCP) Learning and Improvement framework demonstrates how learning is identified, disseminated, and implemented in practice within a multi-agency context, to improve outcomes for children and young people and their families within Barking and Dagenham. The BDSCP Learning and Improvement Framework is central to the BDSCP Multi-Agency Safeguarding Arrangements.
- 1.2 This document outlines the monitoring and evaluation framework to support the BDSCP multi-agency training programme. The Framework enables, not only a rigorous assessment of the quality of multiagency safeguarding arrangements, but how we learn from this to drive forward improvements to the safeguarding system and in turn, outcomes for children and young people.
- 1.3 This framework is reviewed annually by the multi-agency Safeguarding Partnership Learning from Practice Sub Group to ensure it remains fit for purpose and complements the partnerships overall strategic priorities (see Governance).

2.0 Supporting Learning & Development

- 2.1 Safeguarding learning and development activity is a shared responsibility between training providers, employers, delegates, and their managers. Alongside, the BDSCP training leads, all stakeholders should work together to support the effective delivery and evaluation of multi-agency safeguarding training. This is particularly important in terms of judging the impact of training on achieving best outcomes for children.
- 2.2 In this context, management support is key. Not only in respect of monitoring and evaluation, but in creating the right conditions for learning and development to be prioritised and effective. Managers play a crucial role in supporting their staff to attend training and transfer learning into practice. Put simply, new skills, knowledge and attitudes will not be transferred to the workplace if participants are not provided with opportunities to use them.
- 2.3 Managers also have a responsibility to ensure their staff have enough time, resources and opportunities to use their new skills. The BDSCP recommends learning and development remains a standing item for supervision and that one to-one sessions include discussions on learning from recent courses/events.
- 2.4 Managers also have a key role in sharing their perspectives of the Partnerships training and whether this has made a difference to the effectiveness of their staff in safeguarding children and young people.
- 2.5 This framework is designed to underpin and facilitate the development of a culture of continuous learning and improvement across the whole children's safeguarding system in Barking and Dagenham. It is based on:

- locally agreed priorities set out in the Annual report.
- knowing our strengths, what we do well and do more of it.
- knowing what children and young people say.
- learning from national research.
- an outcomes-based accountability methodology which asks:
 - how much did we do?
 - how well did we do it?
 - what difference did it make to outcomes for children and young people?
- a shared commitment to implementing and embedding improvement actions.
- a shared commitment to focus and learn from good practice as well as those cases meeting statutory criteria.

Operation of the framework requires trust between partners that:

- provides a high level of mutual support, sets ambitious expectations, and enables effective, constructive challenge.
- fully involves professionals to contribute their perspectives without fear of being blamed for actions they took in good faith.
- avoids the development of a 'blame culture'

Learning and improvement activity must be able to assure partners about the effectiveness of safeguarding arrangements and demonstrate improvements in:

- safeguarding arrangements and multi-agency working
- ensuring children and young people receive 'the right service at the right time'
- outcomes for vulnerable children, young people and their families.

3.0 The Benefits

- 3.1 The establishment of a common understanding of safeguarding practice across safeguarding professionals is strengthened by mutual-learning and multi-agency training. This helps those on the front-line identify risk and know what to do if they are worried about a child, young person or vulnerable adult.
- 3.2 BDSCP training also promotes cross-sector learning by bringing together safeguarding professionals from across Barking and Dagenham to exchange ideas and best practice. It also supports the development of common language, consistent practice, and helps raise awareness of how other agencies work, including any specific challenges and emerging safeguarding training needs.
- 3.3 The BDSCP's multi-agency training programme has a wide reach and a track record of delivering high quality learning experiences.
- 3.4 Learning will be used to understand what we do well and do more of it. It will also be used to challenge the Partnership and partner agencies to make improvements, through implementing action plans from inspections, reviews, audits etc. Learning will be used to make real, sustainable improvements to services to reduce the risk of future harm.

4.0 Quality Assurance Overview

4.1 The BDSCP has quality assurance mechanisms in place to help capture evidence of the impact of its training and learning offer.

These include:

- Self-evaluation (pre, during and post training):
- Line manager surveys.
- Observation evaluations.
- Monitoring (through quarterly Performance Reports to the Full Partnership Meeting)
- Guidance from the Learning from Practice Sub Group
- Auditing overseen by the Performance and Quality Assurance Group
- Annual Training Needs Analysis
- Attendance at wider safeguarding partnership learning events.
- Training Standards and Individual Training Agreements also help set standards by providing clear expectations for internal and external trainers.

The Framework considers the following to be success indicators:

- An increased number and multi-agency mix of practitioners attending training and development opportunities appropriate to their role.
- programmes run with learning outcomes that are multi-agency in focus.
- Positive evaluations from delegates and follow-up evaluations evidencing impact on practice and outcomes.
- Practice and positive outcomes for children and young people are evidenced through the Framework – with auditing/case reviews seeing the impact of training via the quality of practice subject to review; and

5.0 Self-Evaluation

- 5.1 The Framework will focus on the extent to which Partnership training is contributing to improving the knowledge and skills of the workforce with regard to working together to safeguard and promote the welfare of children, families and vulnerable adults. Evaluations therefore cover the relevance, currency and accuracy of course content; quality of training delivery; short- and long-term outcomes and the impact of working together and interprofessional relationships.
- 5.2 Staff attending Safeguarding Partnership training will complete a set of three self-evaluations: Pre-Course Evaluation, Post-Course Evaluation and Follow-Up Evaluation.
- 5.3 Pre-Course Evaluation - Pre-course questionnaires collect data on agency, sector, area, and prior training experience to build a profile of what sector and

locality attendees are coming from, and to ensure delegates meet threshold requirements for attending more advanced training courses. This stage also collects basic contact details of delegates, their selected course, and information on whether delegates have specific access needs to attend at training venues.

- 5.4 Delegates name, position title and agency are shared with the relevant training facilitator to ensure that training is delivered at an appropriate level. Line managers contact details are also collected to inform managers when a delegate has secured a place on a training course, and to complete the post-training line manager survey.
- 5.5 Post-Course Evaluation – Delegate evaluation forms are the primary tool to measure the quality of training and the performance of trainers. Participants must complete a self-evaluation form on conclusion of each training session to rate their individual experience of the training, including materials and the performance of the trainers themselves.
- 5.6 Participants also rate whether they believe knowledge gained will assist them in their roles to safeguard children more effectively. This will be used to evidence whether the course was pitched appropriately for the audience, has met its objectives, and measures what the participant has learned from the training session.
- 5.7 Follow-Up Evaluation – As part of the framework, some participants are contacted 2-3 months after course completion to undertake a further questionnaire. This 5 question post-course survey has two functions: to ascertain whether learning has had a direct impact on how professionals work with children, young people and/or vulnerable adults and families to improve their outcomes; and to gain information on training needs of individuals and their relevant agencies for forward planning.

6.0 Post-Course Line Manager Survey

- 6.1 Two- or three-line managers per course are contacted within six months of course completion via phone or email and asked whether they believe that training undertaken by their direct-report (participant) was relevant to their role, and whether the training has positively impacted on the participant's ability to safeguard children, families and/or vulnerable adults.
- 6.2 The purpose of the line manager survey is to qualify the response provided by participants and ensure greater accountability in evaluations. Delegates are made aware of the post-course line manager survey and that their line manager may be randomly selected to provide feedback.

7.0 Observer Evaluation

- 7.1 The BDSCP multi-agency training is also subject to observation (by a senior subject expert member of the Safeguarding Partnership) to ensure relevance of current or new training sessions. Selected courses are chosen for

observation: specifically, any new courses, a sample of core courses, and any priority training areas for that particular year.

- 7.2 BDSCP Partners will observe multi-agency training sessions. They will be asked to complete an observer evaluation form to enable BDSCP Training Coordinator to ensure new training is robust and remains relevant.

8.0 Disseminating Learning and Identified Practice Improvement

- 8.1 As part of the BDSCP Learning and Improvement Framework, the Barking and Dagenham SCP recognise that Child Safeguarding Practice Reviews (see [One Panel](#)), audits, Appreciative Inquiry events and other review processes are a valuable resource for identifying learning from practice

- 8.2 The BDSCP also recognises that it has responsibility for disseminating lessons to its partner agencies and ensuring that those lessons are further disseminated within the agencies and are embedded in practice to improve outcomes.

- 8.3 The cascading of learning, through the partnership will be undertaken through:

- working closely with the BDSCP Subgroup 'Community Communication and Engagement Group' to ensure a joined up approach to the dissemination of information
- reviews appropriately published on the BDSCP website pages (hosted by LBBDD)
- A BDSCP newsletter
- learning sheets
- practitioner briefings
- briefing sheets and associated resources
- embedded into training.
- provision of learning and development opportunities
- information cascaded to practitioners through single agency communication processes.
- policies and procedures appropriately reviewed and updated.
- learning incorporated within in partner agency safeguarding training.
- Disseminating learning from the BDSCP to the Barking and Dagenham Safeguarding Adults Board (BDSAB) and the Community Safety Partnership.

The embedding of learning will be monitored through appropriate action plans, BDSCP subgroups and audit activity including 'Practice Weeks', as well as engagement with young people and families, working with the BDSCP Community and Communication Group.

9.0 Monitoring

- 9.1 The quarterly data update from the BDSCP Training Coordinator reviewed by the Learning from Practice Sub Group at each meeting is the primary tool to track progress of the multi-agency training programme. The report supports monitoring of progress by considering quarterly attendance numbers, evaluation feedback as well as highlighting progress achieved, key successes, challenges, and emerging issues.
- 9.2 Progress of the Training programme is tracked by the Learning from Practice Sub Group who provide strategic direction and guidance on interventions required (informed by feedback from the BDSCP Training Coordinator data update and learnings from One Panel/case reviews, updates to legislation or practice, and agency training need).

10.0 Auditing

- 10.1 Multi-agency case auditing by the BDSCP Performance and Quality Assurance Group can also help provide a focus on whether there is any evidence that training has influenced practice and impacted on the outcomes for children, young people and/or vulnerable adults and families.

11.0 Trainer Agreements & Feedback

- 11.1 Individual trainer agreements are drawn up for each trainer to set the terms of the commissioned training including the Safeguarding Partnership expectations for the course content and delivery (including new guidance, best-practice and findings from statutory reviews). Safeguarding Partnership trainers are expected to conform to the Safeguarding Partnership trainer standards.

12.0 Governance

12.1 This Framework is agreed by the BDSCP and managed with the Learning from Practice Subgroup. It is due to be reviewed no later than May 2026.

12.2 The Learning from Practice Subgroup also includes members of the Barking and Dagenham Safeguarding Children Partnership (BDSCP), Barking and Dagenham Safeguarding Adults Board (SAB) and the Community Safety Partnership (as per [One Panel](#) and Statutory Review arrangements)

