



Monitoring & Evaluation Framework

Version 1.0



An Ghníomhaireacht um
Leanaí agus an Teaghlach
Child and Family Agency

WORKFORCE LEARNING AND DEVELOPMENT
JUNE 2016

Document Control

Version 1

Date: June 2016

Approved by:

Review Date: June 2019

Caroline Cullen

Monitoring & Evaluation Framework

Authors:

Dr. John Canavan

UNESCO Child and Family Research Centre, NUI Galway

Mr. John Reddy

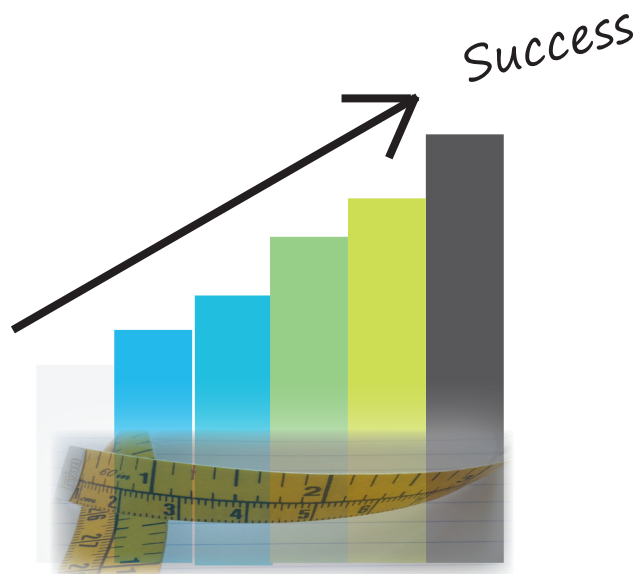
UNESCO Child and Family Research Centre, NUI Galway

Ms. Dympna O'Grady

Workforce Learning & Development, Tusla Child and Family Agency

Contents

Introduction	4
Monitoring and Evaluation Model	6
Monitoring and Evaluation Focus	7
Data-Gathering Processes, Methods and Responsibilities	10
Using Data (and Data Input)	12
Bibliography	13
Appendix 1 : Glossary	15
Appendix 2: Template for Structured Reflection on Reaction Questionnaire	18
Appendix 3: Template for Review Meeting between LA Manager and Regional WLD Manager	20
Appendix 4: Template for Pre-Training, Post-Training and Follow-up Participation Questionnaire on WLD Activities	21



Introduction

This document is the Monitoring and Evaluation Framework for Tusla's Workforce Learning and Development (WLD) service and is the foundational guide for all monitoring and evaluation of its strategies. The wider context for the framework is the establishment in 2014 of the Child and Family Agency, Tusla, with the following service provision brief:

- Child Welfare and Protection Services, including Family Support Services
- Family Resource Centres and associated national programmes
- Early Years (pre-school) Inspection Services
- Educational Welfare responsibilities, including statutory education welfare services, the School Completion Programme and the Home School Community Liaison Scheme
- Alternative Care Services, including foster care, residential care, special care and aftercare
- Domestic, sexual and gender-based violence services
- Services related to the psychological welfare of children
- Assessment, consultation, therapy and treatment services
- Adoption services, including domestic and intercountry adoptions, and information and tracing (Tusla, 2014).

Since Tusla is a human services organisation, the evidence-informed practice of a committed, well-educated and highly skilled workforce is central to the delivery of its strategic objectives. WLD is accountable for the efficient and effective operational delivery of workforce learning and development services for all staff working within Tusla – averaging 600 courses to 10,000 participants per annum. It operates under the area of Human Resources and has strong links to the areas of Policy and Strategy, and Operations. WLD has overall responsibility for the planning, implementation and evaluation of an annual work plan, in line with Tusla's strategic objectives. Tusla's strategic objectives are outlined in the Tusla Corporate Plan 2015–2017, which has the delivery of evidence-informed services at its core, as highlighted in its mission statement:

With the child at the centre, our mission is to design and deliver supportive, coordinated and evidence-informed services that strive to ensure positive outcomes for children, families and communities (Tusla 2014, p.6).

Among the strategic objectives outlined in Tusla's corporate plan, two are particularly relevant here:

- Objective 5 – Develop a workforce which is valued and supported within a learning organisation
- Objective 8 – Ensure a strategic approach to quality assurance, information management and risk management that supports continuous improvement and good governance (Tusla, 2014, p.8).

Given the significance of WLD strategies and actions, it is vital that training, education, mentoring, coaching and related activities be subject to rigorous monitoring and evaluation in order to ensure that they result in a transfer of learning to staff, and ultimately, positive outcomes for the children and parents who use Tusla's services. These must be ongoing and not just point-in-time activities. In an organisation like Tusla with a large and diverse workforce, and a wide range of training and support needs, a systematic and co-ordinated approach to monitoring and evaluation is required to ensure quality and consistency in provision, and to deliver on accountability and goals for learning and continuous improvement.

A current key development for WLD is the Development and Mainstreaming Programme for Prevention, Partnership and Family Support, which involves significant investment in a range of preventative and related activities, underpinned by a commitment to training, coaching and mentoring. Other important policy and legislative contexts for this Evaluation Framework are the Department of Children and Youth Affairs (DCYA) policy document Better Outcomes, Brighter Futures and associated strategies, and the Children First Act 2015 (DCYA, 2014; Ireland, 2015). Within Tusla, the recently created Continuing Professional Development Strategy and the emerging Workforce Learning and Development Strategy are key contexts for the framework.

This document is intentionally brief; it provides overall guidance rather than detailed advice on all aspects of monitoring and evaluation of WLD activities. That said, at its heart is a coherent set of actions through which monitoring and evaluation will become embedded within WLD culture and practice and an underpinning theoretical model. It has been written to reflect the need for WLD staff to be primarily focused on responding to Tusla's corporate needs, reflected in its service brief and strategic objectives, through needs analysis and programme development, design and delivery. Thus, resources used on monitoring and evaluation activities must be proportionate. Finally, the framework is a point-in-time document, reflecting the early stage in the life of Tusla as an organisation and the emerging role of the WLD within this. It is based on current organisational priorities, capacities and resources, which are likely to change over time. For this reason it is intentionally titled Version 1. It is expected that this framework will be revised every three years in line with training needs analysis and other reflection and development processes within WLD.

Following this introduction, the document is in four further sections:

- Underpinning Theoretical Model – the guiding approach to all evaluation and monitoring activities
- Evaluation Focus – what monitoring and evaluation should focus on within WLD activities
- Data-Gathering Processes, Methods and Responsibilities – the key mechanisms by which monitoring and evaluation data should be gathered
- Data Analysis and Use – how data should be used by WLD

Monitoring and Evaluation Model

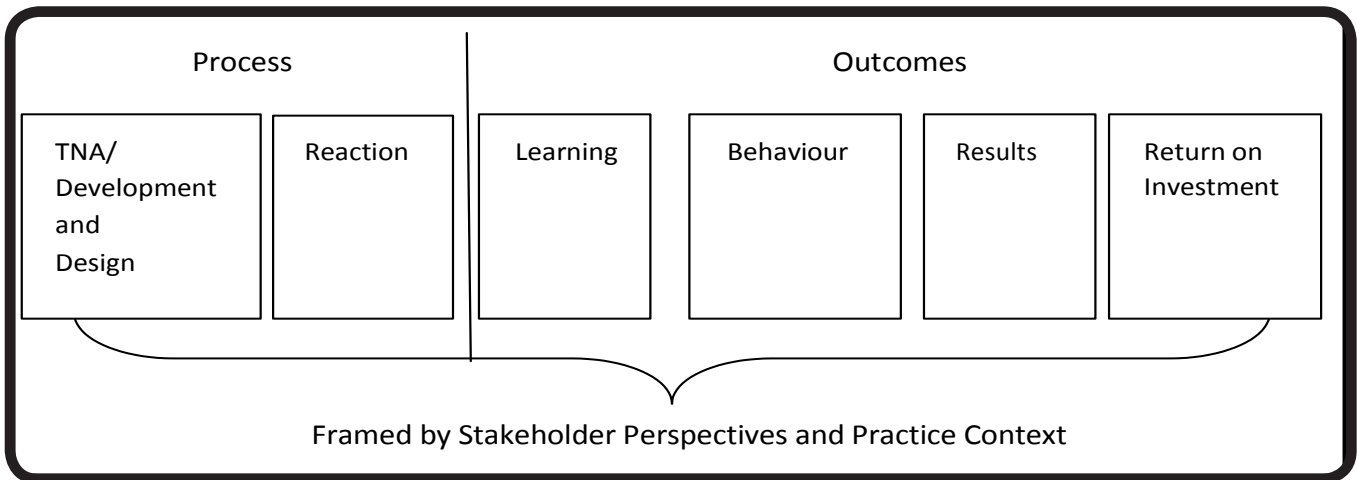
Monitoring and evaluation activities are primarily concerned with the quality and outcomes of interventions. In the case of WLD, they can relate to all stages of the training cycle, from training needs analysis through to changes in the lives of children and parents. Most commonly in current practice, they start at the point of training delivery and do not involve detailed analyses of changes at the service-user level. The challenge for monitoring and evaluation is to account for the complexity of any given WLD activity – for example, the nature of the learner, the quality of training content, the learner’s initial response to training, their motivation to change practice and the role of training in inspiring this, and the workplace environment – in assessing quality and outcomes. One way to navigate this complexity and ensure a standardised approach to monitoring and evaluation and communicating about it is to adopt an underpinning theoretical model.

As in any field, most models for training evaluation have strengths and weaknesses. It is notable that the Kirkpatrick Model (Kirkpatrick, 1994) continues to be regularly cited in the literature as the model of choice in various organisational contexts, including child welfare (Grohman and Kauffeld, 2013; Antle et al., 2008; Collins, 2008). The core components of the model are:

- Level 1: Reaction – to what degree participants react favourably to the learning event
- Level 2: Learning – to what degree participants acquire the intended knowledge, skills and attitudes
- Level 3: Behaviour – to what degree participants apply what they learned during training when they are back on the job
- Level 4: Results – to what degree targeted outcomes occur as a result of learning event(s) and subsequent reinforcement (Kirkpatrick and Kirkpatrick, 2013: 27).

The accessible nature and intuitive appeal of the model and component levels has resulted in its being heavily used for many years in various training contexts. However, there are various criticisms of the model, most significantly the lack of attention to the return on investment in WLD activities (Phillips, 1997). Other criticisms of the model are that it doesn’t pay enough attention to the organisational context or to stakeholders other than training participants. Nor has it been proven that positive achievement at one level in the model will lead to the next (Passmore and Valez, 2012). For the purposes of this document, the basic Kirkpatrick model does not focus on either the needs analysis or design dimensions of training activities, something it is reasonable to suggest should also be subject to monitoring and evaluation. It should be noted, however, that WLD uses a standardised template and process to carry out training needs analysis, and an internal process has been agreed for quality- assuring the training design processes.

Reflecting some of the criticisms, the evaluation model proposed here is an adaptation of Kirkpatrick.



It builds on Kirkpatrick by explicitly including the development and design status in its focus, a concern with investment return, and a sensitivity both to practice contexts and to the needs of various stakeholders. The model will offer the foundations for standardisation in approach to monitoring and evaluation, and clear and effective communication about the value of WLD activities. Specific monitoring and evaluation activities, evaluation study designs and questionnaires will take this model as their starting point.

For resource reasons, Reaction and Learning are the components of the model on which current evaluation and monitoring activities focus. Within two years, monitoring and evaluation activities need to increase the focus on behaviour in practice and results, and alongside this, on the training design process for new and revised programmes, and on developing specific approaches to establishing return on investment.

Monitoring and Evaluation Focus

Within evaluation science, a key distinction is between Process: broadly, what was done and to what quality and standards; and Outcomes: what change resulted. This is a key distinction for WLD’s Monitoring and Evaluation Framework.

Process

Table 1 sets out the key process domains of the WLD Monitoring and Evaluation Framework and the type of information that will be collected in relation to each. The domains are:

1. Training Needs Analysis
2. Course Development and Design

Reaction Dimensions

3. Course Organisation
4. Course Delivery
5. Course Facilitation

Table 1: Process Domains

REACTION

Quality of	Specific Dimensions and Questions
1. Training Needs Analysis	<ul style="list-style-type: none"> • Sample used – representative/non-representative • Response rate • Quality of instrument (questionnaire/interview) • Connection to policy/Tusla priorities; Prioritisation process • Standard TNA guidance used
2. Development and Design	<ul style="list-style-type: none"> • Clear process of quality/validation of new courses in place • Adherence to new course template • Role of peer review • Piloting
3. Organisation	<ul style="list-style-type: none"> • Course information, registration, instructions • Venue – comfort, brightness, adequate size, seating comfort, room layout, ventilation • Timekeeping – starting and finishing on time • Audio-Visual – easy to hear, see • Catering – to expected standard
4. Delivery	<ul style="list-style-type: none"> • Relevance – relates to expected content and training need • Accessibility/User-friendliness – material easy to work through, well structured, use of non-text-based approaches • Clarity – material clear, consistent, not confusing • Layout – easy to work through, visually appealing • Coherence – clear start, middle and end. Connection between sections clear
5. Facilitation	<ul style="list-style-type: none"> • Engaging – good eye contact, interest in trainee needs • Enthusiastic – coming across as passionate, committed to training • Expert – has required level of knowledge and understanding • Approachable – strong sense of it being possible to ask questions • Inclusive – good at identifying different needs and modes of participation with trainees, and meeting these

As Table 1 illustrates, Training Needs Analysis and Course Development and Design dimensions are separate to the Reaction dimensions of Organisation, Delivery and Facilitation. Outcomes relate to four components of the WLD Monitoring and Evaluation Framework as set out in Table 2.

Table 2: Outcome Domains

Outcome Domains	Specific Dimensions
1. Learning	<ul style="list-style-type: none"> • Information • Knowledge • Skills • Attitudes and Values •
2. Behaviour	<ul style="list-style-type: none"> • Extent of applications of learning • Confidence/Competence •
3. Results	<ul style="list-style-type: none"> • Expected difference WLD will make to lives of children/parents as anticipated by the training participants • Context for application of new knowledge (supportive/unsupportive) •
4. Return on Investment	<ul style="list-style-type: none"> • Costs

Learning outcome domain:

The most proximate outcomes from WLD activities will be the achievement of changes to staff knowledge, skills, attitudes and values as reflected in the course plans. For all courses, there should be a relatively quick return in respect of increased information and knowledge, with the possibility of beginning skill development and attitudinal change.

Behaviour:

The next outcome dimension relates to what happens for the participant on return to the workplace. What are the expected changes in practice and behaviour?

- Application of new practices
- Adaptation of existing practices
- Cessation of practices

These changes will reflect new legislative or procedural requirements, new evidence-informed knowledge and practice and other drivers of organisational change.

Results:

Following from behaviours, the next outcomes dimension is Results – the difference that WLD activities make to children and parents. The core assumption underpinning WLD activities is that they are of the requisite quality, and if they result in the desired work practices, then ultimately the lives of children and parents will be better, as reflected in key national outcomes for children in Better Outcomes, Brighter Futures (DCYA, 2014).

Return on Investment:

The final outcome dimension relates to Return on Investment, reflecting the costs of WLD activities in relation to the benefits which they produce – this requires a full accounting of the input costs for specific activities and placing a monetary value on the results from these activities. An example of monetary value of outcomes in the children and families field might be the savings brought about from training staff to more effectively support children at home and in their community (i.e., the costs of out-of-home care) at various levels.

Context and Causality

In framing monitoring and evaluation of WLD activities, two related challenges must be noted. First is the general challenge of establishing causality – will it be possible to connect improved outcomes for children and parents with WLD activities? Most of the time, WLD activities will be part of broader programmes of action towards change, and isolating their specific impact is an important challenge. There is also the question of what is within the control of WLD to affect and what is not, and in particular, the work context that staff return to after training. The extent to which the work context supports the application of learning and the introduction of new practices is key to the possibility of the results level of the model being achieved. This means that measures will be needed that clarify the role of WLD activities in achieving outcomes and the measures which allow for the role of the work environment in supporting these to be understood.

Data-Gathering Processes, Methods and Responsibilities

There will be nine separate strands to the implementation of the Monitoring and Evaluation Framework, as follows:

1. **Review of training needs analysis according to agreed template:** Training needs analyses, a core element in Tusla's Continuing Professional Development Strategy, will be monitored on the basis of an agreed template to underpin quality.
2. **Review of new course development and design:** All new courses will be developed according to agreed processes to underpin quality and will be reviewed against existing WLD guidelines.
3. **Ongoing logging of informal feedback by all WLD managers and training and**

- development officers:** Informal, anecdotal information is a key starting point in framing systematic efforts to understand WLD development activities. In the context of professional Reflective Practice, WLD staff should record such information on an ongoing basis.
4. **Reaction questionnaire as foundation:** Within funding constraints, and reflecting the need for monitoring and evaluation activities to be proportionate, the current reaction questionnaire will be the foundation for monitoring and evaluation activities.
 5. **Committed time by trainers to review samples of reaction questionnaires towards learning (3 days p.a.):** Unless reaction questionnaires are reviewed in some systematic fashion, there is little value in this data being collected. Trainers need to review samples of reaction questionnaires systematically in order to assess quality and generate learning in the form of brief reports for regional managers.
 6. **Committed time by regional managers to review samples of reaction questionnaires (3 days p.a.):** As an accountability measure, regional managers need to be involved in reviewing samples of reaction questionnaires of training run in each other's regions.
 7. **Annual meeting by regional managers with area or service managers to review quality of training delivery:** Using a structured process, regional managers need to engage with Area Managers on their perception of the quality and value of training provided, and its impact on practice and outcomes for children and parents.
 8. **Pre-training, post-training and follow-up:** Where resources allow, surveys will be completed on a pre- training, post-training and follow-up (when participants are in work context applying learning) in order to gain insight into learning and behaviour outcome levels. Accepting financial, organisational and other practical constraints, pre-training, post-training and follow-up questionnaires are ideal for all training programmes (Carpenter et al., 2010); this approach will be considered in the development and piloting of all new programmes.
 9. **Comprehensive studies on highly salient, large-scale, higher-cost programmes:** The other levels mainly concern ongoing monitoring of courses, are built on single measures, and can be implemented internally. For major WLD initiatives, evaluations will be required. This will require developing clear terms of references and requests for tender.

This monitoring and evaluation framework assumes the following responsibilities:

1. **Training and Development Officers** – monitoring and evaluation must be a recognised part of the overall set of activities which they undertake, and a core part of professional practice.

2. **Contracted Trainers** – need to be tasked with collecting monitoring and evaluation data as appropriate as part of any agreed contracts.
3. **Regional Managers for Training and Development** – these managers must drive the monitoring and evaluation agenda as part of their brief to ensure quality delivery of WLD activities.
4. **Area Managers** – these managers must facilitate the generation of key monitoring and evaluation data through their own participation and their mandating of local staff to participate in WLD monitoring and evaluation activities.

Using Data (and Data Input)

Engaging in extensive monitoring and evaluation activities is only justifiable if the data is used:

- in reaching conclusions on the quality and value of WLD activities
- in establishing learning towards improvement in WLD activities
- in ongoing planning and review processes within WLD.

Two types of analysis can be undertaken.

Descriptive statistics can be collated on various aspects of implementation, covering activity (e.g., number of courses), reach (proportion of staff involved), quality and value (e.g., average ratings of programme content, impact on practice). For example, WLD might set 3 or above on a 1 to 5 scale as the average expected rating on the quality of its courses, and use this benchmark to identify concerns with quality. A next step for WLD will be to develop a template for basic descriptive analysis for all courses – setting out what quantitative and qualitative information should be gathered for all staff.

The second type of analysis, generally termed **inferential statistics**, involves a deeper analysis of patterns within the data – for example, comparisons between different types of learners (age, gender, experience), different courses and different locations. This type of deeper analysis shall be important to identifying strengths and weaknesses within the delivery system, leading in turn to continuous improvement in WLD activities.

The manual input of data has costs, and these need to be factored into plans for the implementation of this framework. A medium-term goal should be for the development of computer-assisted approaches to completing questionnaires, which will eliminate any data input costs.

Bibliography

- Antle, B.F, Barbee, A.P. and van Zyl, M.A (2008) 'A comprehensive model for child welfare training evaluation', Vol. 30, pp.1063–1080.
- Buckley, R. and Caple, J. (2009) *The Theory and Practice of Training: 6th Edition*. London: Kogan Page.
- Carpenter, J., Patsios, D., Szilassy, E. and Hackett, S. (2010) *Outcomes of Interagency Training to Safeguard Children, Final Report to the Department for Children, Schools and Families and the Department of Health.*: London, Department for Children, Schools and Families
- Civil Service Training and Development Centre (2011) *Guide to Preparing a Learning & Development Strategy*. pp. 1–30, available at:
<http://hr.per.gov.ie/files/2011/04/Guide-to-Preparing-a-Learning-and-Development-Strategy.pdf>
- Collins, M.E. (2008) 'Evaluating child welfare training in public agencies: Status and prospects', *Evaluation and Program Planning*, Vol.31, No.3, pp.241–246.
- Connor, M. and Pokora, J. (2012) *Coaching and Mentoring at Work: Developing Effective Practice: Second Edition*. Maidenhead, Open University Press, McGraw-Hill Education.
- Department of Children and Youth Affairs (2014) *Better Outcomes Brighter Futures: The National Policy Framework for Children and Young People 2014-2020*, Dublin: Stationery Office.
- Department of Health and Children (2007) *The Agenda for Children's Services Policy Handbook*. Available at: http://www.childandfamilyresearch.ie/sites/www.childandfamilyresearch.ie/files/cs_agenda_handbook_family_support_0.pdf
- Eby, L. T. Rhodes, J. E. and Allen, T. D. (2007) *Definition of Mentoring*. In T. D. Allen and L. T. Eby (Eds.) *The Blackwell Handbook of Mentoring: A Multiple Perspectives Approach*. USA, Blackwell Publishing Ltd.
- Gambrill, E. (2008) *Evidence-Based (Informed) Macro Practice: Process and Philosophy*. *Journal of Evidence-Based Social Work*. Vol. 5, Issue 3 / 4, pp. 423-452.
- Grohmann, A. and Kauffeld, S. (2013) *Evaluating training programs: development and correlates of the Questionnaire for Professional Training Evaluation*, *International Journal of Training and Development*, Vol.17, No.2, pp.135-155.
- Ireland (2015) *Children First Act 2015*, Dublin: Stationery Office
- Kirkpatrick, J.D. and Kirkpatrick, W.K. (2013) *Creating a Post-Training Evaluation Plan*, *T+D*, June 2013 *Commercial Training*, Vol.44, No.6, pp.315–325.
- Kirkpatrick, D. (1994). *Evaluating training programs: The four levels*. San Francisco: Berrett-Koehler.
- National Centre for Community-Based Child Abuse Prevention (2006) *Guidelines for CBCAP Lead*

Agencies On Evidence-Based and Evidence Informed Programs and Practices Available at http://friendsnrc.org/joomdocs/2006cbcap_guidelines.pdf

Netting, F. E. and O'Connor, M. K. (2008) Recognizing the Need for Evidence-Based Macro Practices in Organizational and Community Settings. *Journal of Evidence-Based Social Work* , Vol. 5, No. 3-4, pp. 473-496.

Passmore, J. and Velez, M., (2012) 'SOAP#M: a training evaluation model for HR, Industrial and Commercial Training, Vol.44, No.6, pp.315–325.

Phillips, J. J. (1997), *Return on Investment in Training and Performance Improvement Programs*, Houston, TX: Gulf Publishing.

Rossi, P. H. Freeman, H. E. and Lipsey, M. W. (1999) *Evaluation: A Systematic Approach* (6th Edition). London: Sage Publications.

Stufflebeam, D. and Shinkfield, A. (2007) *Evaluation Theory, Models, and Applications*. San Francisco: Jossey-Bass. Tusla (2014) *Tusla: Child and Family Agency – Corporate Plan* available at http://www.tusla.ie/uploads/news/Tusla_Corporate_Plan_2015_-_2017.pdf

Wholey, J. S. Hatry, H. P. and Newcomer, K. P. (2010) *Handbook of Practical Program Evaluation: Third Edition*. San Francisco, Jossey-Bass.

Appendix 1 – Glossary

Coaching:

Coaching has been defined as 'a learning relationship which helps people to take charge of their own development, to release their potential and to achieve results which they value' (Connor and Pokora, 2012: 8). It may involve 'creating learning opportunities, giving information, listening, demonstrating, encouraging, asking questions, observing someone while they take on a new challenge, suggesting the next learning step, giving feedback, creating ongoing learning situations, offering guidance at all stages of learning and openness to questions' (Civil Service Training and Development Centre, 2011: 26).

Education:

Education has been defined as 'a process and a series of activities which aim at enabling an individual to assimilate and develop knowledge, skills, values and understanding that are not simply related to a narrow field of activity but allow a broad range of problems to be defined, analysed and solved' (Buckley and Caple, 2009: 9)

Evaluation:

Evaluation is the systematic investigation of the effectiveness of services and programmes using social research methods (Rossi, Freeman and Lipsey, 1999: 4). Evaluations are aimed at producing informed and empirically justified judgements that determine the value of a programme, initiative or intervention (Rossi, Freeman and Lipsey, 1999: 4, 5). Typically an evaluation will describe the programmatic context and examine a programme's goals, structures and processes, and the achievement of objectives and outcomes (Stufflebeam and Shinkfield, 2007: 698). On this basis, evaluators draw definitive conclusions about the quality and effectiveness of a programme, its strengths and its limitations (Stufflebeam and Shinkfield, 2007: 698).

Evidence-informed Practice:

Evidence-informed practice describes 'a process and a professional education format (problem-based learning) designed to help practitioners to link evidentiary, ethical, and application issues' (Gambrill, 2008: 425). Key characteristics include 'drawing on practice / policy-related research and involving clients as informed participants' (Gambrill, 2008: 447). The approach is intended to help practitioners combine expertise – i.e. effective skills and experience that allow them identify clients' circumstances and needs, and the value of potential interventions – with research evidence, in order that practice decisions incorporate client expectations, values and concerns (Netting and O'Connor, 2008).

Mentoring:

Mentoring is a process in which 'a more experienced or more knowledgeable person helps and supports a less experienced or less knowledgeable person in their work, career or professional development' (Civil Service Training and Development Centre, 2011: 26). Typically, it requires 'informal communication, usually face-to-face, over a sustained period of time' (Civil Service Training and Development Centre, 2011: 26). 'Structured mentoring arrangements can be of particular benefit to newly recruited / promoted staff at senior level to foster staff development, contribute to positive change and to maximise skill transfer' (Civil Service Training and Development Centre, 2011: 26)

Mentoring (in the workplace):

Mentoring in the workplace involves 'a relationship between a less experienced individual (the protégé) and more experienced person (the mentor), where the purpose is the personal and professional growth of the protégé' (Eby, Rhodes and Allen, 2007: 16). The mentor may be a peer at work, supervisor, someone outside the organisation (Eby, Rhodes and Allen, 2007: 16). Commonly, the purpose of mentoring is 'to help protégés navigate within an organisation, prepare for career advancement, and develop as professionals' (Eby, Rhodes and Allen, 2007: 17).

Monitoring:

Monitoring is 'the ongoing assessment of services and programmes to ensure that they are reaching the populations they aim to serve and that they are being implemented according to their original design and to quality standards' (The Department of Health and Children, 2007: 38). Monitoring systems track, record and alert organisations as to whether actual outcomes are being achieved as planned (Rossi, Freeman and Lipsey, 1999: 431, 432).

Needs Analysis / Assessment:

An evaluative study that answers questions about the conditions a programme or service is intended to address and the need for the programme or service (Rossi, Freeman and Lipsey, 1999: 429). The study also may determine whether a new programme or service is needed and to compare or prioritise needs within and across programme and service areas (Stufflebeam and Shinkfield, 2007: 706)

Outcomes:

Outcomes refer to 'the results of program operations or activities; the effects' of a programme or service (National Centre for Community-Based Child Abuse Prevention, 2006: 15). They can include "increased knowledge, changed attitudes or beliefs, or altered behaviour' (National Centre for Community-Based Child Abuse Prevention, 2006: 15). Outcomes are frequently articulated in terms of: 'knowledge and skills (these are typically considered to be short-term outcomes); behaviours (these are typically considered to be intermediate-term outcomes); and values, conditions and status (these are typically considered to be long-term outcomes)' (National Centre for Community-Based Child Abuse Prevention, 2006: 15).

Training:

Training has been defined as 'a planned and systematic effort to modify or develop knowledge / skill / attitude through learning experience in order to achieve effective performance in an activity or range of activities' (Buckley and Caple, 2009: 9). Typically, workplace training is undertaken in order 'to enable an individual to acquire abilities in order that he or she can perform adequately a given task or job and realise their potential' (Buckley and Caple, 2009: 9).

Training Needs Analysis (TNA):

TNA is defined in the Tusla Continuous Professional Development Strategy as the identification of new knowledge, skills, attitudes and values which people require to meet their own and their organisation's development needs. TNA focuses on the identification of the CPD needs of the team as a whole rather than individual personal development needs. The primary aim of the TNA process is to identify and analyse the CPD needs of staff for delivering safe and effective services.¹ The process will actively involve all staff, and will promote a learning organisation. It is a method that identifies gaps between current and required levels of knowledge skills, attitudes and values.

Note

¹ The National Standards for the Protection and Welfare of Children (HIQA, 2012: Standard 5) advocates the need for regular TNA: "the training needs of the workforce are monitored on an ongoing basis and identified training needs are addressed to ensure the delivery of effective and safe child protection and welfare services" (HIQA, 2012: 42).

Appendix 2: Template for Structured Reflection on Reaction Questionnaire

1. Quantitative Information (Counts)

How many of each rating were given in response to closed-ended questions?

	Just Right	Too Much	Too Little	
Amount of material				
	Yes	No		
Learning objectives clearly explained				
Learning objectives achieved				
	Excellent	Good	Average	Poor
Knowledge presented				
Training methods used				
Amount of interaction encouraged				
Venue/Facilities suitability				

Reflection Question

- Am I satisfied with the ratings applied?
- How can I explain the ratings given based on qualitative responses in the questionnaires or other sources (e.g., my memory of training delivery)?
- Is there a need for any change in the training programme emerging from the ratings given?

2. Qualitative Information

What were the 5 most common responses in the open-ended questions on:

Knowledge Acquired	Learning/Skills Achieved	How Skills/ Learning will be Transferred	Attitudinal Change	Core Message Taken
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.

Reflection Question

- Do these responses reflect the learning objectives of the training programme?
- Is there a need for any change in the training programme emerging from the content of the responses to the open-ended questions?

Guidance Notes for Structured Reflection on Reaction Questionnaire

Quantitative Information

For an individual course, take a sample (e.g., 50) of reaction questionnaires. Using the closed-ended questions and categories on the reaction questionnaires, count the different ratings. For example, in the case of the question on Amount of Material of the 50 questionnaires, how many indicated that the amount of material was Just right, Too Much or Too Little? Follow the same approach for the other closed-ended questions. Once you have done the count, ask yourself the three reflection questions. This is the key part of the process – analysing and reaching conclusions based on the information that you have gathered.

Qualitative Information

Where there are answers to the open-ended questions on the reaction questionnaire, see if you can group them into different types of responses (e.g., on the question on knowledge acquired, ideally there should be a set of responses generally in line with the training course learning objectives). Then rank them so that you can identify the most common responses – the suggestion here is to rank up to five common responses (there may be fewer than this). As with the quantitative information, the key step is to reflect on what the information is telling you. Can you reasonably infer that the learning objectives are being achieved? Do the responses suggest a need for change?

This template is designed for use by training and development officers and regional managers for WLD. For the latter group, the same process of review and analysis applies.

Appendix 3: Template for Review Meeting between LA Manager and Regional WLD Manager

Relevance	Fits with priorities
Quantity	Amount of training vs. impact on delivery of core responsibilities Coverage – enough of the right people
Quality	Comment generally Comment in relation to specific activities
Impact on Practice	Discernible change in practice: <ul style="list-style-type: none"> • Application of new practices • Appropriate cessation of practices • Improvement in existing practices
Changes to WLD Service Provision	Is there anything that should be done differently by WLD in its work: <ul style="list-style-type: none"> • TNA • Programme delivery • Etc.
Current Major Needs	Major training needs in area
Other Issues	Other issues relevant to WLD with implications for future activities

Guidance Notes

This appendix is intended to provide a structure for the monitoring and evaluation aspect of the annual meetings between regional managers for WLD and the LA managers. If applied with a degree of consistency by the regional managers, it will allow for the responses of the LA managers to be aggregated and any patterns to be discerned – positive and negative.

Appendix 4: Template for Pre-training, Post-training and Follow-up Participation Questionnaire on WLD Activities

	Pre-training Scale – 5-point (e.g., strongly agree, agree, neutral, disagree, strongly disagree, OR 1–5)	Post-training (Immediately at end of training) Scale – 5-point (e.g., strongly agree, agree, neutral, disagree, strongly disagree, OR 1–5)	Transfer to practice (3 to 6 months post-training) Scale – 5-point (e.g., strongly agree, agree, neutral, disagree, strongly disagree, OR 1–5)
Reaction (Satisfaction/Utility)		<p>In the training programme:</p> <ul style="list-style-type: none"> ➤ Aims and objectives were clearly defined and reasonable ➤ Content was appropriate to aims/purpose ➤ Content was relevant for job/role ➤ Facilitator was knowledgeable/approachable, and delivery was effective ➤ Facilities were appropriate; course materials were clear and engaging ➤ Group dynamics were conducive to learning ➤ Participation and interaction were encouraged ➤ Modules were satisfying and enjoyable 	<ul style="list-style-type: none"> ➤ Training has proven to be relevant to my job
Learning	<p>Self-rating on:</p> <ul style="list-style-type: none"> ➤ Knowledge ➤ Skills ➤ Attitudes 	<p>Self-rating on:</p> <ul style="list-style-type: none"> ➤ Knowledge ➤ Skills ➤ Attitudes 	<p>Self-rating on:</p> <ul style="list-style-type: none"> ➤ Knowledge ➤ Skills ➤ Attitudes
Behaviour (Application to practice)	<p>Expect to:</p> <ul style="list-style-type: none"> ➤ Apply learning from training in my job 	<p>Expect to:</p> <ul style="list-style-type: none"> ➤ Apply learning in job ➤ Be aware of barriers to applying learning ➤ Be aware of strategies to overcome barriers to applying learning 	<p>I have:</p> <ul style="list-style-type: none"> ➤ Applied learning in job ➤ Overcome barriers to applying learning
Outcomes	<p>Expect training will:</p> <ul style="list-style-type: none"> ➤ Improve my practice ➤ Improve my effectiveness ➤ Enhance my confidence in my abilities ➤ Lead to better outcomes for children ➤ Other _____ 	<p>Expect training will:</p> <ul style="list-style-type: none"> ➤ Improve my practice ➤ Improve my effectiveness ➤ Enhance my confidence in my abilities ➤ Lead to better outcomes for children ➤ Other _____ 	<p>Training has:</p> <ul style="list-style-type: none"> ➤ Improved my practice ➤ Improved my effectiveness ➤ Enhanced my confidence in my abilities ➤ Led to better outcomes for children ➤ Other _____


Guidance Notes for Template on Pre-Training, Post-Training and Follow-up Participation Questionnaire on WLD Activities

The purpose of this template is to guide the development of questionnaires for implementation pre- and post-training and at follow-up three or six months after training. It reflects the four areas of the Kirkpatrick Model. At each of the pre-training, post-training and follow-up stages, there will be common questions, but also questions reflecting the stage the learner is at. For example, for a training course of courtroom skills, before the training course it should be possible to generate simple self-ratings on knowledge, skills and attitudes, expectations of the impact on training on behaviour, and expectations on outcomes for the learner and for children and families. At the end of the training (post-training), the learner can self-rate on these areas and give feedback on their reaction to the training course. At follow-up, the key issue is whether the knowledge, skills and attitudes are in line with the learning objectives, whether the learning has been applied in the work setting, and the learners' 'in-practice' view of the impact of training on themselves and children and families. With training and a small amount of support (e.g., from a third-level institution), it should be possible for relevant WLD staff to develop the questionnaires following this template.

The logo for Tusla, featuring the word 'Tusla' in a stylized font. The 'T' is yellow-green, 'u' is green, 's' is light green, 'l' is blue, and 'a' is dark blue. The letters are bold and sans-serif.

Tusla

**An Ghníomhaireacht um
Leanaí agus an Teaghlach**
Child and Family Agency

A large, abstract graphic consisting of three overlapping, curved shapes in shades of green and blue, extending from the left edge of the page towards the right.

Tusla - Child and Family Agency
Brunel Building, Heuston South Quarter, Dublin 8, D08 X01F
t: 01 7718500
info@tusla.ie
www.tusla.ie