

Report

Report to:	Clyde Valley Learning and Development Joint Committee
Date of Meeting:	4 December 2017
Report by:	Chair of Clyde Valley Learning and Development Project Implementation Steering Group

Subject:	Clyde Valley Learning and Development Project – Evaluation and Validation of Promoting Positive Behaviour Programme
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ propose that an evaluation exercise be commissioned to measure the impact of the application of the Promoting Positive Behaviour (PPB) model on service delivery
- ◆ propose that a quality assurance and risk assessment analysis of the physical interventions contained within the PPB model be carried out

2. Recommendation(s)

2.1. The Joint Committee is asked to approve the following recommendation(s):-

- (1) that an evaluation exercise be carried out to measure the impact of the application of the Promoting Positive Behaviour (PPB) model on service delivery;
- (2) that the evaluation should be carried out by an external provider with a proven track record of delivery in this field; and
- (3) that Robert Gordon University (RGU) be commissioned to carry out a quality assurance and risk assessment of the physical intervention aspects of the PPB programme.

3. Background

3.1. In 2010 the Clyde Valley Social Care Sub-group was asked by Social Work Directors on the Clyde Valley Health and Care Collaborative Group to explore alternatives to the current arrangements for training staff in managing challenging behaviour.

3.2. A substantial and complex project was developed on the basis of this objective to develop a new programme of training to be known as Promoting Positive Behaviour.

3.3. The Clyde Valley Social Care Sub-group took overall responsibility for developing the PPB model, based on research, experience and innovation. As a completely new development with no track record or case history, there was no opportunity to evaluate the programme until it was delivered live.

- 3.4 The process of developing the content for the physical intervention elements of the training required consideration of the inherent risks associated with this approach. It was agreed therefore to seek out independent experts to carry out a risk assessment on behalf of the Group.
- 3.5 The risk assessment of the physical interventions was duly carried out by Robert Gordon University in the summer of 2013 before the launch of the programme.
- 3.6 The first PPB pilot programme was run in June 2013 with the first transition programme delivered in November of the same year. Thereafter, the programme has been rolled out across each of the eight Clyde Valley Councils in a mixture of Adult Services and Children and Family Services.
- 3.7 There are currently some 140 trainers (64 Adult Services, 76 Children and Family Services) who have been trained to deliver the PPB programme across the Clyde Valley Councils. To date, 23 train-the-trainer courses have been run with a further 38 refresh courses for trainers.

4. Evaluation of the Programme

- 4.1. The generally accepted evaluation model used in the context of learning and development is the Kirkpatrick four levels model. Each level seeks to measure a different dimension for evaluation. The four levels are:-
 - ◆ immediate reaction
 - ◆ achievement of learning outcomes
 - ◆ impact on practice
 - ◆ service delivery outcomes and benefits
- 4.2. Since the programme's launch, course evaluations have been carried out through post event questionnaires following each course delivered (both for training-for-trainers and for employee training).
- 4.3. Feedback from these evaluations has been universally positive, with over 90% of responses indicating that the course fulfilled learner expectations and met the agreed learning outcomes.
- 4.4. Second level evaluation takes place during the courses when participants' knowledge of the course content (including ability to carry out physical interventions) is assessed by trainers/tutors. Additional learner feedback from course participants has been gathered through the focus group approach at the annual development seminars run by the Clyde Valley Social Care Sub-group. This feedback provides evaluation information at the second level of the Kirkpatrick model.
- 4.5. It is generally accepted that the more challenging aspects of evaluation to carry out are at levels three and four. This is because of the complexity of linking the subject matter being taught to the behavioural impact demonstrated through changes in practice and, thereafter, to the outcomes and benefits achieved for the service.
- 4.6. It is at this level that external expertise would be beneficial.
- 4.7. This approach has been considered and recommended by the PPB Governance Group.

5. Validation of Physical Interventions

- 5.1. The importance of validation of the physical intervention elements of the PPB programme cannot be overstated. As previously described above (paragraphs 3.4 and 3.5), having external validation from an expert perspective was critical to establishing the credibility of the programme at the outset.
- 5.2. The organisation selected was Robert Gordon University (RGU). RGU was chosen following research into the capabilities and experience of a wide range of universities. RGU was selected as it had both a school of physiotherapy and experience of carrying out analysis of biodynamic movement using state of the art technology.
- 5.3. The output from this exercise was a written report containing a risk assessment for every one of the physical interventions contained within the PPB programme. Each intervention was risk assessed from the perspective of both the person carrying out the intervention and for the service user.
- 5.4. The PPB Governance Group is concerned that the quality assurance and validation of the programme is reviewed on a regular cycle in order for the risk assessments to remain current and up-to-date. This is of particular relevance as usage of the programme continues to grow.
- 5.5. RGU has been contacted with the request to repeat this process using the same analysis techniques and producing a similar output risk assessment and report.

6. Employee Implications

- 6.1. The completion of the both the evaluation and the validation exercises provide both trainers and operational staff with a degree of confidence that the application of the PPB model is suitable for use in the delivery of services and that all risks are mitigated as far as possible.
- 6.2. A small group of Principal Trainers drawn from the PPB Trainers' Governance Group will be required to participate in the validation exercise under the auspices of RGU.

7. Financial Implications

- 7.1. The quote provided by RGU to deliver the validation exercise is £1,100.00 which is the same as that charged in 2013.
- 7.2. Quotes will be obtained from suitably qualified providers to deliver the evaluation exercise. It is anticipated that existing residual funds of £6,000.00 held in the Clyde Valley Learning and Development Group account will be sufficient to cover the costs of both the evaluation and the validation exercises.

8. Other Implications

- 8.1. The risks associated with the delivery and application of the PPB programme will be mitigated by the evaluation and validation exercises proposed in this paper.
- 8.2. There are no implications for sustainability in terms of the information contained in this report.

9. Equality Impact Assessment and Consultation Arrangements

- 9.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and therefore no impact assessment is required.
- 9.2. All eight Clyde Valley Member Councils were invited to participate in all aspects of the PPB programme and contribute to play a role in its governance and delivery.

Gill Bhatti

Chair, Clyde Valley Learning and Development Project Implementation Steering Group

10 November 2017

Previous References

- ◆ 5 December 2016 - Clyde Valley Learning and Development Project - Governance of the Promoting Positive Behaviour Programme

List of Background Papers

- ◆ None

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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