

What Impact has the e-Learning Training had on Practice? 'Understanding Pathways to Extremism and the PREVENT Programme'

The following report provides an analysis of responses by practitioners who have taken the 'Understanding Pathways to Extremism and the PREVENT Programme' e-Learning course provided by the Safeguarding e-Academy at the Virtual College. This analysis was undertaken to understand the impact this course has had on practitioners at least three months after they had taken the module.

1.0 Background

The NSCB e-Learning courses provided by the Virtual College are available to all practitioners working in Northamptonshire as part of the Children's Workforce free of charge. Below are the learning objectives for the 'Understanding Pathways to Extremism and the PREVENT Programme' course.

- Understand what extremism and radicalisation are, and why it is important to address them;
- Know the main elements of the PREVENT strand of the Government's CONTEST Strategy;
- Better understand what makes people vulnerable to radicalisation;
- Know their responsibilities and recognise indicators that radicalisation might be taking place.

The Home Office has approved this course for inclusion in the Home Office official catalogue of recommended products for Prevent Duty training.

2.0 Methodology

This analysis looked at the difference the course has made to individual's practice in their ability and confidence when working with children and young people in Northamptonshire.

The research was conducted via 2 methods, In July 2015 the NSCB also added an automatic 3 month evaluation to all e-Learning courses accessed via the Virtual College. This involves a practitioner logging back in and completing an extra evaluation assessing the impact the course has made to their practice. In addition, a targeted survey was sent to all those that had completed the course from January to May 2016 asking them to complete a survey via Survey Monkey which also asked questions to assess the impact the course had on practice. This report analyses data from both evaluation methods and draws conclusions from both the individual evaluation survey and the combined results.

Both methods used a variety of questions to get a mix of qualitative & quantitative data to help analyse and evidence what practitioners have done since taking the course, focussing on the impact the course has had on practitioners in helping safeguard the children and young people of Northamptonshire. Copies of both questionnaires can be found in Appendix 1.

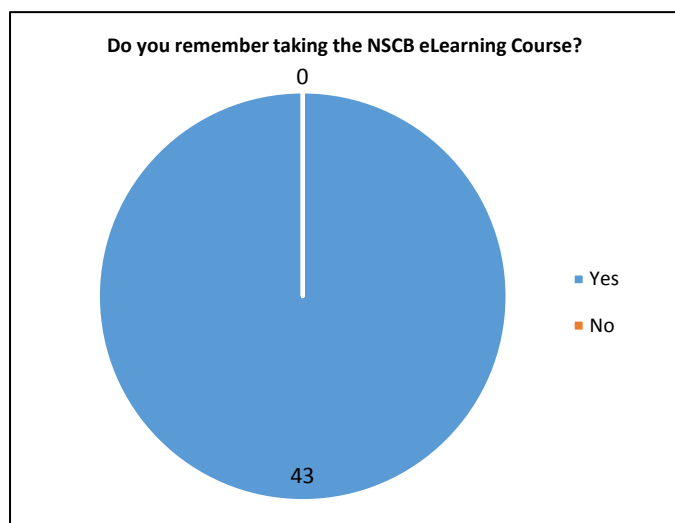
3.0 Response Rate

Since July 2015 a total of 439 learners have completed the 'Understanding Pathways to Extremism and the PREVENT Programme' e-Learning module and have received a request via the Virtual College to fill out an automatic 3 month evaluation. To date 92 (21%) have completed this evaluation. In addition 228 specific requests were sent to learners who completed a course in January to May 2016; in total 43 (19%) responded to this questionnaire giving a total of 135 (31%) responses to analyse as part of this report.

Feedback and research from other areas and impact evaluations indicate that this is a positive return rate, the Learning and Development Sub Group have previously discussed a return rate of over 25% will be sought to allow for meaningful conclusions to be drawn on e-Learning impact evaluations.

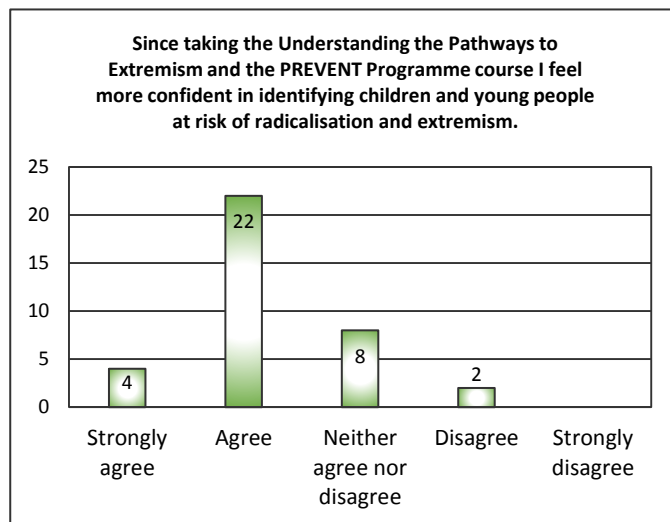
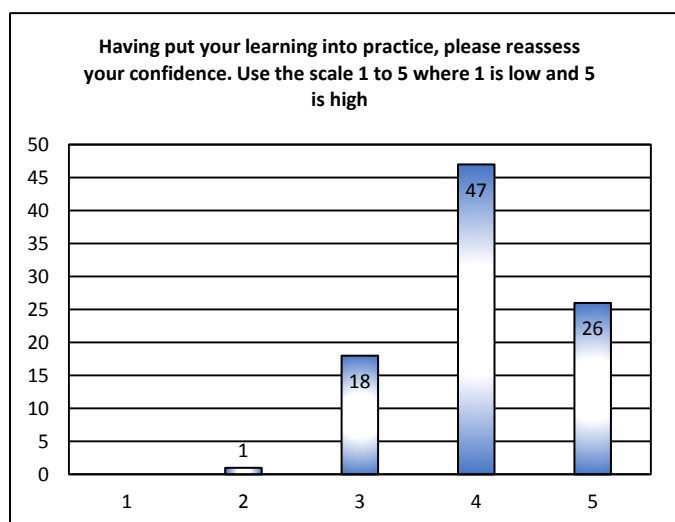
4.0 Results

The analysis below combines the 2 questionnaires (Full data table for both surveys, graphs and responses are available upon request from the NSCB Business Office)



The opening question from the survey monkey asked if learners remembered completing the course. All respondents stated they remembered completing the course as shown in the graphic above. This shows us that the content of this course has had an impact on practitioners and they are able to recall taking the course a number of months after completion. The following questions will enable us to see if the content of the course has had an impact on practitioner's ability to safeguard the children and young people of Northamptonshire.

The following question contained in both questionnaires asked learners how confidence has improved or increased as a result of taking the course.



This question shows that in total 73% (99) practitioners completing the questionnaire feel that their confidence has improved as a result of completing the training course. Just 19% (26) felt that they neither agreed, disagreed or selected the middle of the scale while just 3 practitioners selected a low score of 2 on the scale or disagreed with the statement.

A number of comments within the questionnaires re-iterate this and show how the course has increased confidence. Many of the comments contained responses about knowing the signs to look out for and how to report while the below comments give a more detailed insight into how confidence of 4 practitioners have improved.

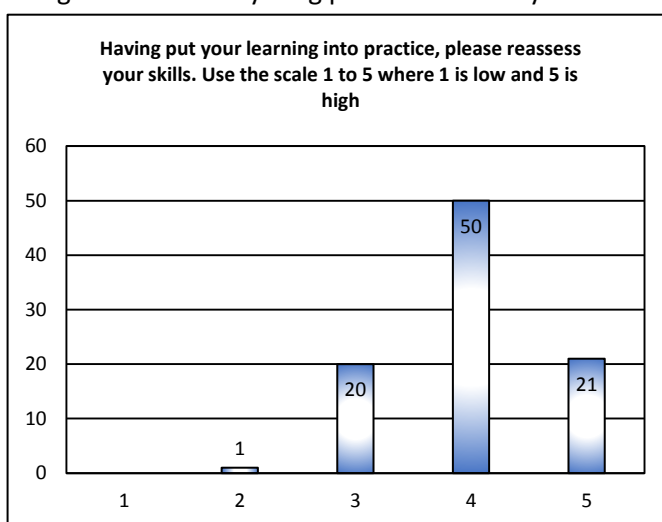
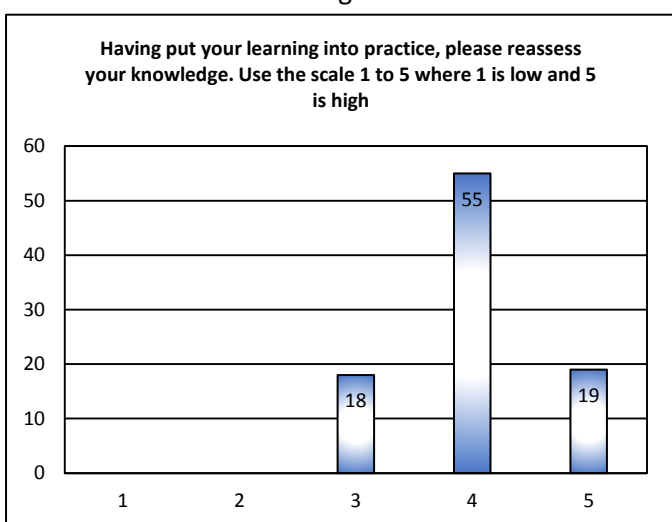
"I feel more confident in discussing these subjects with the children in my care"

"Training was undertaken following previous training that did not give me confidence in recognising radicalisation. As an infant school the previous training had focussed on how individual children become radicalised. The recent training made me more confident in recognising how siblings may be identified or families."

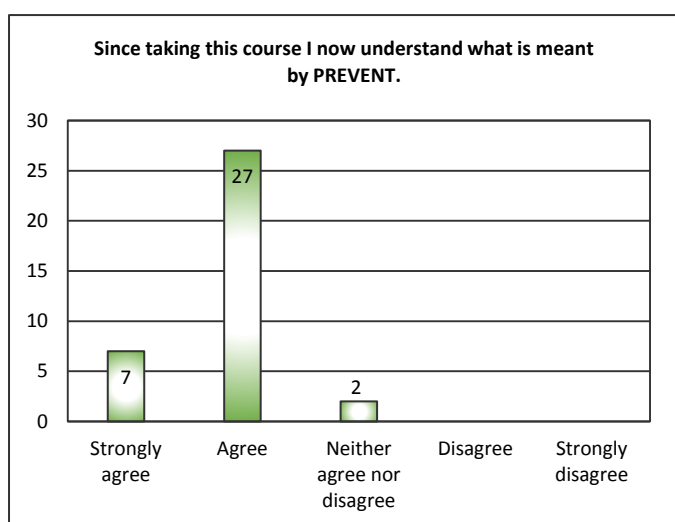
"Because I have more knowledge through information given during the course, it opens your eyes to the FACTS surrounding radicalisation and extremism and the shocking truth that anyone can be subject to this. The fact that you are highlighted to certain signs allowing us as practitioners to look out for these in our everyday practice."

"Course gave clear points and information to make identifying children at risk easier. Key reference points."

Unfortunately the 2 respondents who disagreed with the statement did not provide responses to the following open text question. The respondent who selected 2 on the sliding scale did state in a following question that practice had improved and the open text response support this statement. A potential explanation may be that confidence has not increased as much as we would like for this particular practitioner but should they encounter an issue the information the course has given them will enable them to safeguard a child or young person effectively.



These 2 graphs, as the previous two, show that practitioners felt knowledge and the skills needed to identify children and young people at risk of being radicalised has increased. The one practitioners who responded 2 in the above graphs is the same respondent as discussed above.



One of the key objectives for the NSCB is that following this course practitioners are able to understand the PREVENT programme, what is meant by it and what role practitioners play in this key government programme. As you can see from the responses in the below graph 94% (34) now understand what is meant by PREVENT enabling us to conclude this learning objective is being achieved.

Throughout the questionnaires respondents are asked to identify what they have changed within their practice as a result of this course and embedded into day to day practice. The following quotes are taken directly from respondents to show how this course has been embedded into practice.

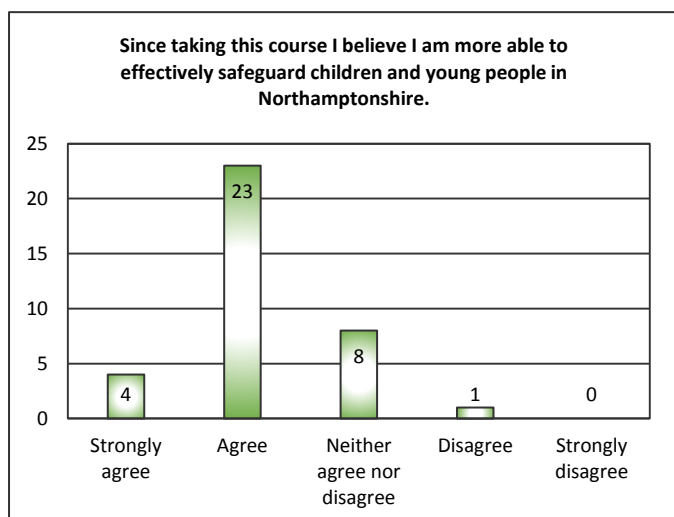
"Been more aware of how to address issues. It has been useful during discussions on our WW2 topic and applying it to today's society."

"I have joined the PREVENT strategy group, completed face to face training and I'm the point of contact for EHP"

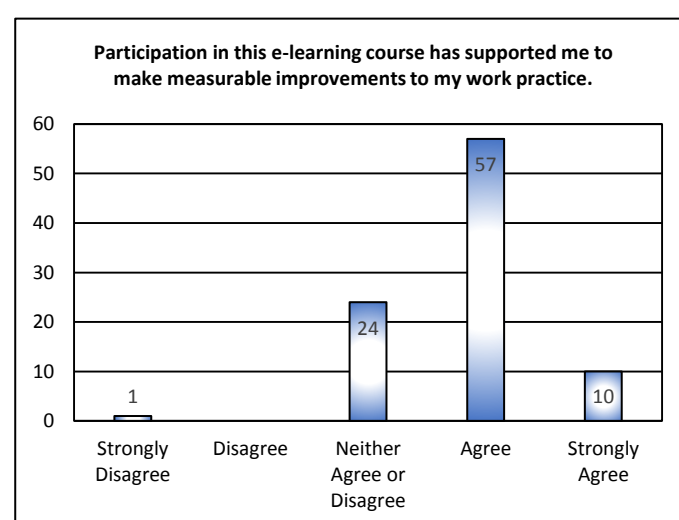
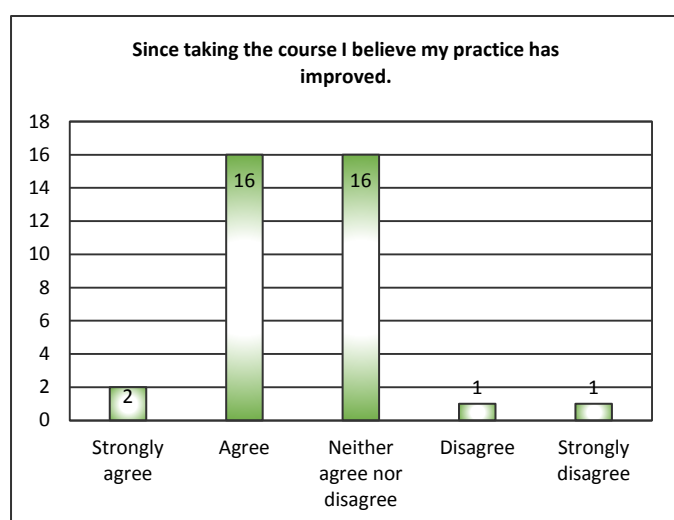
"I have implemented my new knowledge in the delivery of training for adults dealing with children."

"I have added the Prevent Duty document to our Safeguarding policy and asked all staff to read it and sign a record once this is done."

"Ensured all staff are aware/completed training. Relevant posters and access telephone numbers displayed for staff. Preventative awareness included in PHSE lessons."



Disappointingly a number of respondents stated in the open text responses that they had not changed anything as a result of this course. It must therefore be hoped, that while these practitioners may not feel anything within their practice has changed directly as a result of this course, the course will have had an effect in making them more aware of what to look out for and how to react should they need to safeguard a child or young person from being radicalised. This can be backed up by the adjacent graph which reinforce the notion that while respondents might not be able to directly point to changes they have made believe they are more able to safeguard children and young people.



"Being a village school does not mean this cannot reach our students. The increased awareness and the understanding of what this represents and being able to recognise the signs. Being more aware of children who may have families further afield."

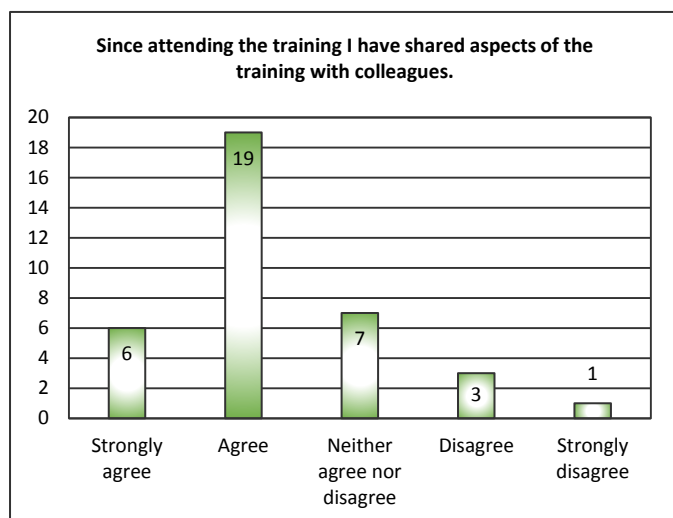
"The course has made me think more about how we look after the children in our care and what we can do to help and protect them"

"This is a subject where it is good to be informed but it is really hard to know what you may have prevented, or what is round the corner!"

"It has impacted by making safe guarding an important part of daily routine and it's at the front of minds and people are more aware and communication has improved which has broadened knowledge"

"It has made me aware of not just students from Muslim faith views but also students with extreme far right views."

An important aspect of the NSCB approach to training is that practitioners are encouraged to share learning with colleagues back in the workplace, in team meetings and that managers and supervisors ensure that learning is embedded in practice. The response to the below question show a positive response to sharing information with colleagues which is backed up by the comments below, showing that learning from this course has been shared wider than just the participants who have taken the course.



"All information gained through the course was shared with all staff and websites given to those wanting more information."

"During practice, professional development discussions and during staff meetings. Staff have been instructed to complete training. Some have already done this."

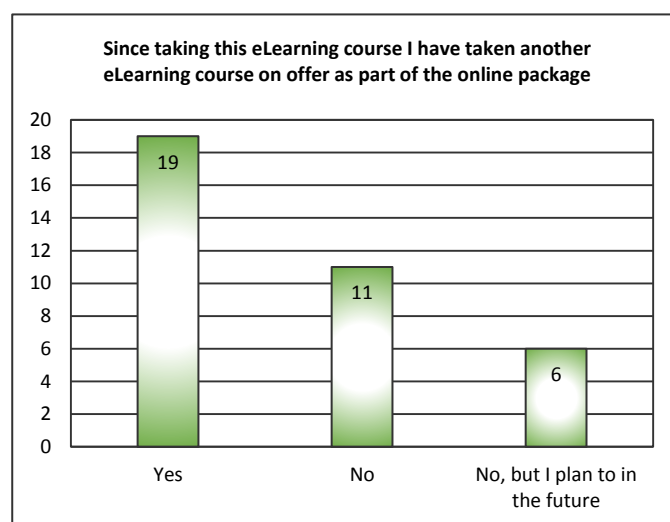
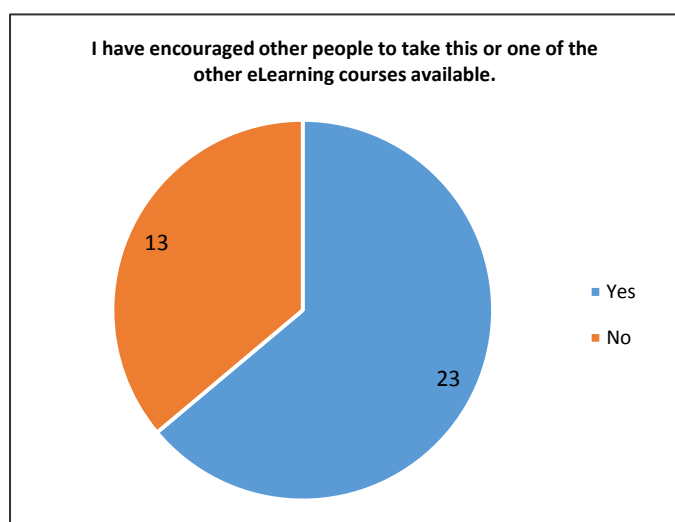
"Regular updates at staff training- reiterating need to pass on concerns however trivial for further consideration, highlighted various groups in locality who are more likely to become radicalised"

"We have discussed in staff meetings in the safeguarding topic. So the staff who haven't perhaps taken the course

will also be aware of key signs of changes within a child or an obscure measure they may take. Or something unusual they may say."

Of the 4 respondents who disagreed or strongly disagreed with the notion of sharing aspects of the training with colleagues only one left a comment to support this statement which is below. This statement is worrying with the learners agency contacted to follow up this comment.

"There has not been relevant information to share, other than to acknowledge that we are aware of the training and are completing it."



The above graphs evidence how learners have either encouraged others to take the course or plan to take further courses themselves in the future. These results are not as positive as some past impact evaluations that have been undertaken but still show that 64% (23) of the people accessing the course have encouraged others to complete a similar course. The 69% (25) of learners that have either already completed another course or plan to complete another course in the future is also not as high as previous evaluations but still positive, showing there is a significant part of the workforce willing and wanting to expand their knowledge further than mandatory training and showing that the Board is getting value for money in getting knowledge out to the wider partnership workforce.

To ensure that the learners can still recall messages in the training a period of time after they have taken the course the final question asks learners to recall the part of the training they remember most this enables us to show what has been embedded into practice. The below responses are taken from this question and show that the course is fulfilling its aim of fulfilling agencies duties under the PREVENT Guidance.

“Channel” Government programme which aims to safeguard children from being drawn into terrorist activity.”

“The signs and the understanding that anyone can be subject to this, watching the videos helped as I feel visual aids help support information given thus supporting understanding of information.”

“How easy it is for children to be radicalised without parents/carers knowing.”

“The way it was delivered was quite powerful. In a way that was very understandable.”

“The need for a raised awareness that is not intrusive but is the same as awareness practitioners give to keeping children safe in the setting.”

In addition to the above positive comments at various point throughout the evaluation a number of negative comments were recorded by learners. Some of these are given below and allow us to gain an insight into ways that improvements can be made both with the course itself and with how the learning and messages contained within the course are embedded into practice.

“I don't remember any way in which it helped my Learning”

“How difficult it was to access from info I was given”

“clearer guidance on time each section would take to complete”

“Make it more memorable!”

“It wasn't so easy to get onto the course. There must be a simpler way than clicking and opening various links. Also there was one bit in the course where it seemed to get 'stuck'.”

Some of these comments relate to the way the course is set up and the sign up / navigation process. There will always be some learners who find e-Learning difficult to use and as a result the Business Office have produced a 10 step guide to signing up and hope to produce a video to accompany this in the future. Overall analysis on navigation of the system is undertaken through the quarterly reports from the Virtual College which show that for the period 1st Apr 16 – 30th Sept 16, 97% (3173) people found the system easy or very easy to navigate across all courses.

The 2 comments about making the course more memorable and not remembering any way it has helped show the need for agencies, managers and supervisors to ensure that learning is embedded into practice by giving staff an overview of why the training is needed and following up after completion about how they will use the learning in day to day practice. This is especially important when undertaking e-learning courses as the NSCB has purchased them to raise awareness, rather than to give specific in depth details on subject areas, this information should be given by agencies themselves through follow up in organisations. This can be shown in the following comment recorded.

“More in depth information/practical information about identifying and preventing on a day to day basis, particularly more in relation to our field of Looked After Children and how they might be targeted and how we can safeguard them.”

This could lead us to conclude that while the e-Learning training has provided the initial awareness raising on the subject, follow up within an agency has not occurred to show how this learning can be applied to this practitioner's specific circumstances and help safeguard the children and young people they work with.

5.0 Conclusion

As a result of the above we are able to conclude that the ‘Understanding Pathways to Extremism and the PREVENT Programme’ course provided by the Virtual College for the NSCB is fulfilling the aims set out by the Learning and Development Sub Group by being Home Office approved to cover Prevent Duty training and providing organisations with a cost effective way of ensuring all staff can be made aware of this duty and their requirements under it. To deliver this via a face to face method would be a large expense for all organisations so while some practitioners will require additional training this e-learning module offers good value for money to all partners in ensuring they are fulfilling duties set out in the PREVENT guidance with regards to training.

One area of importance that would ensure the training is having an impact is for all agencies and organisations working in the county to ensure that training is embedded in day to day practice. To do this agencies must make sure that all Team Managers and Supervisors within organisations ensure that staff are aware of, and understand the reasons for the training, then following up with staff after completion to determine that learning is embedded into practice. For Managers and Supervisors that require additional training and support the NSCB provides a face to face course 'Supervision and Management in Safeguarding' in addition to a number of e-Learning courses, bulletins and newsletter articles.

Utilising these resources will help to ensure that all agencies are embedding training in line with the NSCB Learning and Development Strategy which acknowledges that only 10% learning is done through the formal routes of face to face / online training, the rest is embedded through discussions with Managers and teams and in day to day practice.

It is the conclusion of this report that this e-Learning course should continue to be promoted within all agencies across the partnership to ensure that frontline practitioners and agencies are fulfilling the duties set out in the PREVENT guidance especially in regards to training as Extremism and Radicalisation remains a significant safeguarding threat for our Children and Young People.

6.0 Recommendations

1. This report is made available on the NSCB website for dissemination in agency newsletters.
2. The findings of this report are shared with the Executive Support Group and NSCB Board for information.
3. The report is shared with Virtual College to aid future course development.
4. All agencies and the NSCB Business Office to promote this e-Learning course to ensure all frontline practitioners and agencies are fulfilling their duties as set out in the PREVENT guidance.