Fundamentals of Risk Practice – Assessment of Learning

RMA

Risk Management Authority

Contents

1. Introduction & Aims

1.1. The "Fundamentals of Risk Practice" is a training course developed by the Risk Management Authority (RMA) to support risk assessment and management practice with individuals who present a risk of serious harm (RoSH).

1.2. It is a 3 day training resource delivered to Justice Social Workers. Each local authority is allocated a specific number of nominations based on staff numbers already trained, the number of staff in each local authority and current reserve list numbers. The maximum number of trainees that can attend each event is 25.

1.3. To ensure those attending the training are within the target group, line management approval is required before anyone is booked on a course and the RMA provide confirmation to both the worker and manager. The target group for training is –
   - Those currently managing or expecting to be managing MAPPA levels 2 and 3 cases
   - Those with opportunity and commitment to undertake RoSH assessment and risk management plans (RMP) within 6 months of attendance
   - Or those who are a manager responsible for staff undertaking RoSH assessment and RMP's.

1.4. The overall aims of the training are –
   - To provide participants with a grounding in the fundamental principles and processes that should be evident when assessing and managing RoSH.
   - To increase participant confidence in applying these principles and processes.

1.5. Each module has its own aims and objectives designed to meet the overall training aims –

Module	Aim(s)
Module 1 - *Course Introductions*	To provide an introduction to the purpose and content of the course, introduce the concept of risk of serious harm, and establish an effective learning environment.
Module 2 – *Risk Assessment*	To introduce participants to the process that underpins risk assessment practice. Participants will gain an understanding of each step of the process and will consider how it applies to the assessment of risk of serious harm.
Module 3 - *Offence Analysis*	The purpose of the module is to introduce the concept of offence analysis, provide an overview of the ABC model for offence analysis and examine the various ways which different factors can function in an episode of offending. Participants will then apply their learning to a case study using the ABC model.
Module 4 - *Formulation*	The purpose of the module is to introduce the concept of formulation and consider its application in the context of assessing risk of serious harm. Participants will identify the core elements of formulation and become familiar with the 4 P's model before applying the model to a case study example.
Module 5 - *Risk Scenarios*	The purpose of the module is to introduce the concept of risk scenarios. Participants will consider the purpose of scenario planning and its contribution to the assessment and management of risk of serious harm. Trainees will consolidate their learning by identifying a range of risk scenarios in a case study exercise.

Module 6 - *Evaluation & Communication*	The purpose of the module is to raise awareness of the need for evaluation as part of the risk assessment process. Participants will identify the common evaluation criteria to risk assessment reports and will consider the effective means of communicating risk assessment conclusions.
Module 7 - *Risk Management Planning*	The purpose of the module is to equip practitioners to identify the core elements that should be present in a risk management plan and to familiarise them with the format of the risk management plan template. Practitioners will be given the opportunity to complete a plan and consider the process of planning in practice.
Module 8 - *LS/CMI IT System*	To provide an overview of the revised Risk of Serious Harm content within the LS/CMI IT system with guidance about completion of the relevant sections.

1.6.   This report focuses on 6 deliveries of the package between August 2017 and April 2018. These events involved 5 deliveries of the 3-day resource and 1 event having to be postponed after the 1st day, due to extreme weather, and then 2 catch up events delivered with the same participants. This report outlines the immediate learning across the 6 events, in order to investigate the effectiveness of the training in developing participant knowledge and confidence, and to inform recommendations for the training.

1.7.   The feedback contained within this report was drawn from several sources –
- Demographic information
- Participant self-evaluation of learning
- Pre-course and post-course knowledge checks
- Qualitative feedback from participants

2.   Participant Demographics

2.1.   In total there were 137 participants across the 6 events. However 3 of these cases were removed from the analysis due to significant amounts of missing and incomplete feedback. Therefore this analysis relates to 134 participants. The table below (Figure 1) indicates full attendance at 1 event, with 5 events indicating a minimum 80% use of the full allocation.

Figure 1. A table indicating the participant numbers across the 6 events and locations.

Events	Participants (n)
A	24
B	25
C	23
D	21
E	22
F	19

2.2.   Figure 2 (below) indicates a large proportion of participants were employed as Justice Social Workers. However there were several from specialist positions (e.g. a high risk violent offender team) or working within the prison service. There were also several Team Managers and Senior Justice Social Worker's, as well as one Service Manager. The rest were made up of RMA staff attending as part of their induction at the organisation (i.e. Risk Practice Lead, Research Assistant, and OLR Case Workers).

Figure 2. A chart indicating participants positions of employment at time of attendance.

- Risk Practice Lead
- Justice Social Worker
- OLR Case Manager
- Team Manager
- Research Assistant
- Justice Social Worker (Specialist)
- OLR Case Worker
- Justice Social Worker (Prison)
- Senior Justice Social Worker
- Service Manager
- MAPPA
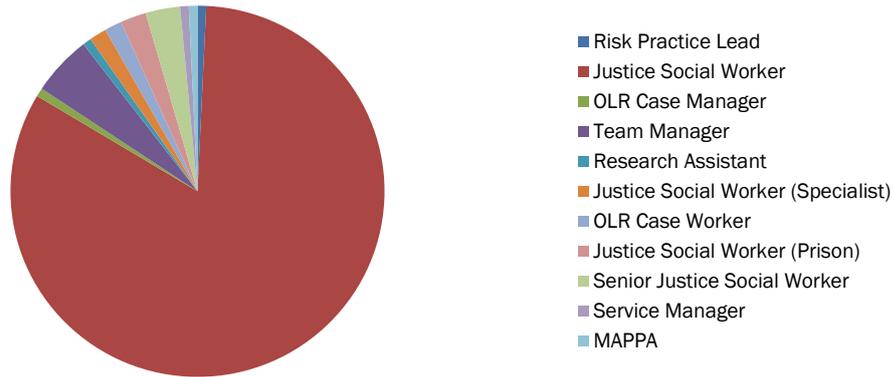
2.3. Every participant commented that they had received the joining instructions communicated prior to the event. This includes pre-read materials relating to the case study used within the training, and an overview of the Framework of Risk Assessment, Management and Evaluation (FRAME), as the national policy document outlining the Scottish approach to risk assessment and management. 97.76% of participants reported having completed the pre-reading.

2.4. In terms of experience assessing and analysing RoSH assessments prior to the training; the large proportion reported having never undertaken an analysis of RoSH. A smaller proportion reported completing this occasionally, and a minority had done this frequently (See Figure 3 below).

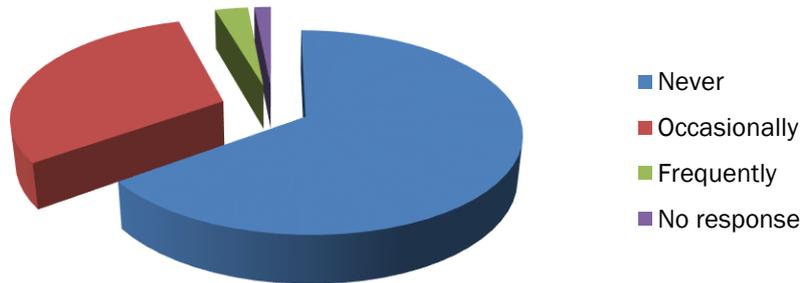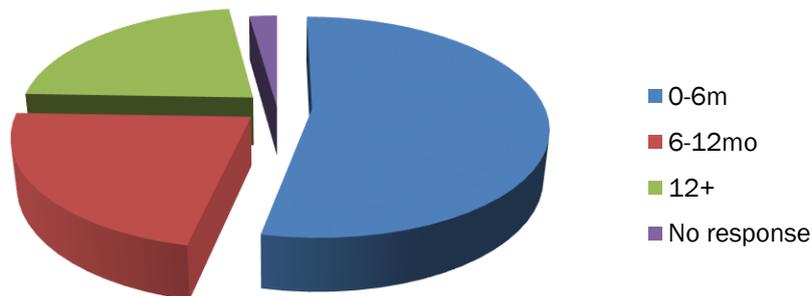*Figure 3. A chart indicating participants previous experience of assessing for RoSH.*

- Never
- Occasionally
- Frequently
- No response

Figure 4. A chart indicating how recently participants had conducted an assessment of RoSH.

- 0-6m
- 6-12mo
- 12+
- No response

2.5. Figure 4 (above) demonstrates that participants who had previously carried out an assessment and analysis of RoSH had, in the majority of cases, done these in the 6 months prior to them attending training. There was an equal distribution of those having done them 6-12 or 12+ months prior to training.

2.6. In terms of compiling an RMP, whilst nearly half of the participants indicated that they had never completed the RMP template, a higher proportion reported occasional or frequent completion

when compared to their experience of assessing for RoSH (See Figure 5 below). This is likely to be expected when considering the fundamental aspect that risk management plays within the role of a Justice Social Worker.

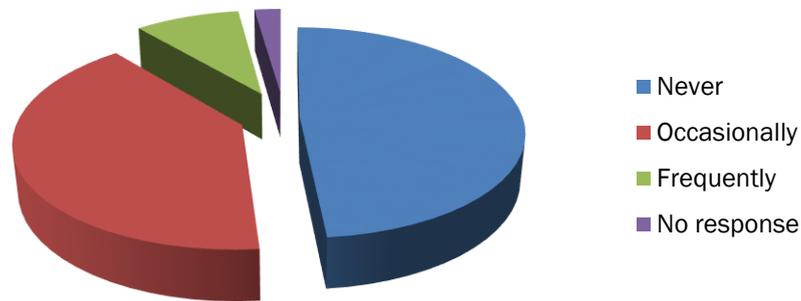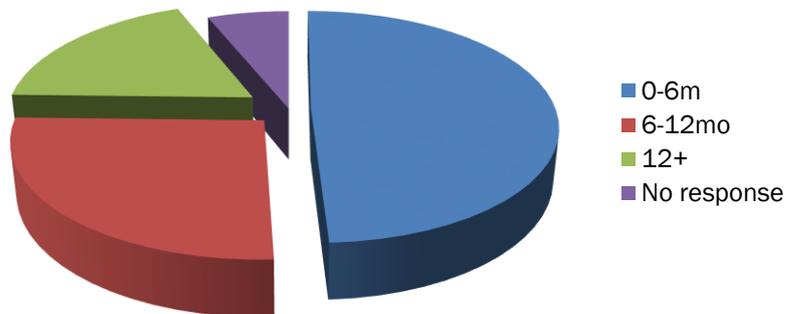*Figure 5. A chart indicating participant experience of compiling an RMP, prior to training.*

- Never
- Occasionally
- Frequently
- No response

Figure 6. A chart indicating how recently participants had completed an RMP.

- 0-6m
- 6-12mo
- 12+
- No response

2.7. In relation to how recently participants had completed an RMP (having indicated prior experience of this) a similar distribution to the experience of assessing for RoSH can be observed. This means the majority had compiled an RMP in the 6 months prior to training, with less but even numbers indicating they had compiled an RMP either in the last 6-12 or 12+ months.

2.8. These distributions regarding prior experience of assessing for RoSH and/or compiling an RMP pose no concern. The target group for this training relates to those either currently managing, or with the future opportunity to manage cases, involving a potential concern over RoSH. Therefore whether a trainee has started this process or not doesn't negatively impact on the desired audience for the training. In fact, qualitative analysis of participant comments and feedback indicated that the theme of '*varying participant experience'* was frequently identified as a positive factor that participants related to increased learning, enjoyment and engagement.

3.   Participant feedback – Course Content

3.1. In terms of whether the content was as expected, participants indicated high satisfaction, with a median response of 6; the highest possible rating. This rating was also observed across all other dimensions of this section of feedback: material enhancing knowledge and understanding of risk assessment and management, participants being equipped to undertake an assessment of RoSH and build an RMP, adequate time being given to learning objectives and to develop skills, relevant

skills being learned and transferable to work, and recommending the training to others. These are extremely promising results for the training.

4. Participant self-evaluation of learning

4.1. Participant views of their learning across various aspects of the training content were analysed. This involved analysis of median responses and the Wilcoxon Signed Ranks Test being implemented to compare pre- and post-training responses.

Figure 7. A graph indicating participants' perceived learning across training content.
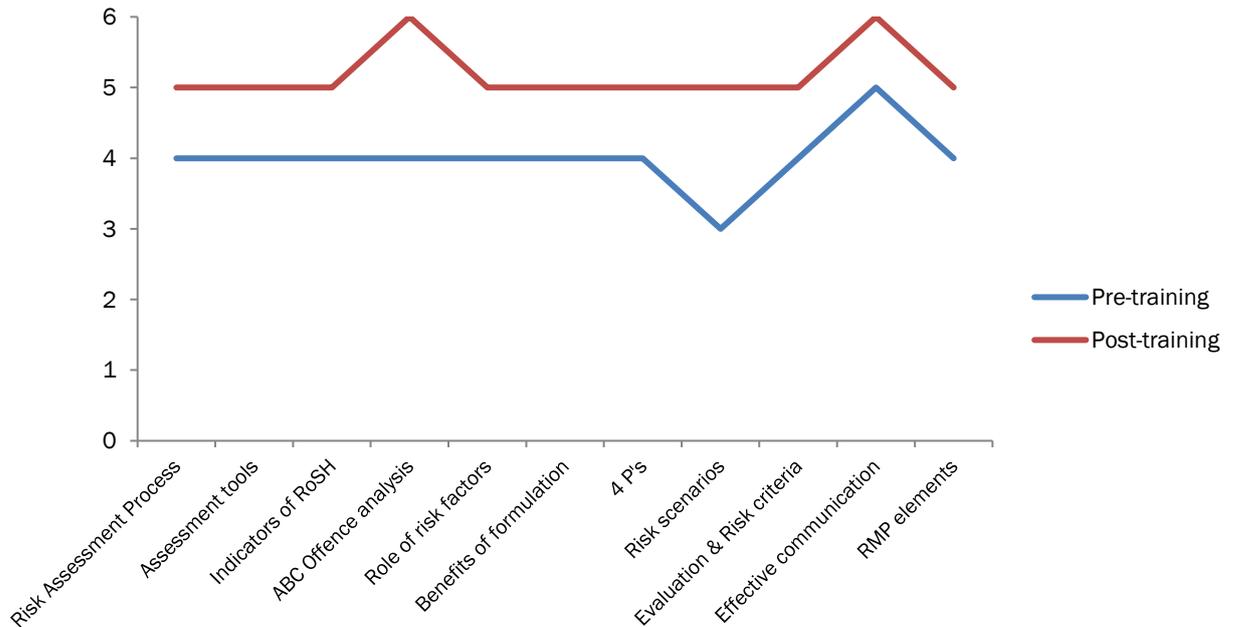
4.2. There was an improvement in participants' perception of their learning around the steps involved in the risk assessment process. This included 125 participants stating that their learning in this area had increased across the training, with a median increase from 4 to 5, and a significant increase established ($z = -.9.877$, $p < .001$).

4.3. In relation to the role of assessment tools, 107 participants indicated increased learning, and 27 stated their learning remained the same. This was a significant increase across the training ($z = -9.249$, $p < .001$).

4.4. Identification of RoSH indicators was another area of significant improvement ($z = -9.44$, $p < .001$) across the training. This included 114 participants indicating improved understanding compared to 20 remaining the same.

4.5. Participants also indicated significant learning in relation to the ABC model of offence analysis ($z = -9.168$, $p < .001$); with 108 improvements and 26 remaining the same across the training.

4.6. In terms of the role of risk factors there were 125 improvements, 8 remaining the same and 1 indicating declination. This resulted in significant learning across the training ($z = -9.813$, $p < .001$).

4.7. For benefits of formulation there were 123 participants indicating improved learning and 11 remaining the same across the training. Overall this was a significant effect across the training ($z = -9.749$, $p < .001$).

4.8.   Participants also indicated significant learning ($z = -10.002$, $p < .001$) in relation to the Four P's model of formulation; 129 improvements and 5 remaining the same.

4.9.   In relation to risk scenarios there were 128 participants indicating improved learning, compared to 6 remaining the same. This collated to a significant effect across the training ($z = -9.946$, $p < .001$).

4.10.   The same effect was observed in relation to risk evaluation and risk criteria, with 124 improvements and 10 remaining the same; underpinned by a significant effect ($z = -9.834$, $p < .001$).

4.11.   For effective communication there was again a significant effect ($z = -8.238$, $p < .001$) across the training. This included 85 participants reporting improved learning and 49 remaining the same.

4.12.   In terms of the elements of an RMP this was an area of significant learning ($z = -9.793$, $p < .001$) with 124 improvements and 10 remaining the same.

4.13.   These results indicate extremely positive results in relation to the training developing participant confidence across all of the areas of training content. This is underpinned by significant improvements in participants' perceptions of their learning across the areas of the training discussed above.

5.   Learning Methods

5.1.   The highest possible median response was observed in relation to participants' response to all of the learning methods employed within the training: tutor input, group discussions, case studies, PowerPoint slides, practical exercises, videos/DVD's, and handouts. This suggests a good balance and diversity of training methods, which are being received positively by participants.

6.   Participant feedback on training facilitators

6.1.   Feedback from participants on the performance of trainers was positive. The highest median response was observed in relation to presentation style, organisation and planning, overall manner, ability to answer questions and their understanding and overall knowledge of material.

6.2.   Participants were able to provide suggestions for future learning. These have been analysed by looking for the most common themes. It was noted that the majority of participants did not provide a response to this question, or indicated that they felt there were no suggestions. The main themes within the feedback provided were –
   - Use more video examples
   - Trainer/s to be more direct in response to incorrect participant responses
   - Spend less time on the regularly used assessment tools
   - More input by trainer/s within the small group exercises

6.3.   Whilst this feedback isn't ignored and the balancing of exercises, delivery style and methods are constant considerations within the delivery of this training, it's noted that these responses occurred infrequently. In addition, there are numerous examples of other participants commenting on these areas as being strengths and preferences, often within the same event as the above responses. Considering these points together it's reasonable to assume that these types of responses indicate varying participant learning styles, preferences and experience levels. This doesn't warrant a change of materials but represents an area for future trainer/s to be considerate and mindful of. This would involve monitoring participant interactions and engagement and adapting exercises, where possible, to suit the identified differences and needs of participants.

6.4. The majority of participants provided feedback on the positive aspects of the training facilitators. This feedback has been grouped into themes and sub-themes. There were over 70 responses relating to the *positive qualities of the trainer/s delivery styles*. This included comments on their use of practical and applicable examples, the pace of delivery, use of humour, making it interesting, demonstrating passion for the topic/s, and using different methods of delivery. Another theme in the feedback was the importance of *engaging participants*, with 25 responses across how trainer/s checked understanding, explained things, facilitated discussions, answered questions and treated participants (i.e. respectful, remembering names). The *skills of the trainer/s* were also commented on, with over 50 responses in this area. This included commenting on the trainer/s knowledge of materials, teamwork, demeanour (e.g. approachable, helpful, supportive and openness), communication and listening skills, and organisation and planning. Overall this emphasises the importance of the role of the trainer/s and highlights some of the key factors that participants recognise and attribute to a positive learning experience. This should be maintained for future deliveries and could inform the future selection of trainers, in terms of the desired competencies, attributes and skills.

6.5. A number of examples of participant feedback are provided to demonstrate some of the themes identified above –

- *"…positive feedback from facilitators for participants answers. Advised where there were gaps and encouraged us to think further. Engaging facilitators. I never lost interest = better learning. One of the most relevant and informative sessions in a long time. Don't see how it could be improved. Really relevant to my job. Much more confident in devising an RMP".*
- *"Everything explained was in easy to understand language and appropriate use of breaks to break up the day".*
- *"Great communicators. Made subject easy to understand. Good balance between humour and work. Worked well together."*

7. Training environment

7.1. Feedback in this area was considered across the appropriateness of the room, the refreshments and the administration of the course. There was a 94.78% satisfaction with the various venues/rooms used. Refreshments received a 90.30% satisfaction rate, as did participants' view that they had been given direction to additional information. The administration of the course had a 100% satisfaction rate. These were all satisfactory to superb feedback rates.

7.2. There were a number of isolated comments that can be considered for future training events, although as these are all singular instances amongst significant levels of satisfaction, there is a risk of placing too much emphasis on altering areas of the training that are functioning well. Some of these critical comments related to; parking at the venue, reducing the training to a 2-day resource, increasing the pre-read materials, reducing large group feedback, electronic handouts and joint delivery with partner agencies. As with previous critical comments, there are far more examples of the opposite feedback being received (e.g. one person comments on reducing large group feedback against 12 commenting on how this helped their learning). There were also far more responses regarding what participants felt helped their learning. The most common positive highlighted was the use of group discussions and the trainer/s. There was a similar frequency of participant feedback across the completed worksheets/handouts, the case study, skills practices, diversity in teaching methods, and using the experience levels of others. There were also comments relating to a positive training atmosphere and helpful pace to the training; although these were less frequent comments. As the positive comments far outweigh the negatives, across similar topics, there is a stronger rationale for keeping the training consistent in these regards.

7.3. A number of participants provided additional comments on their feedback, and they are listed below as they provide a fair representation of the themes in the participant feedback forms –

- *"The facilitators were positive, approachable and made the days enjoyable"*
- *"Well presented and enhanced knowledge and confidence to complete ROSH."*
- *"Training was very interesting and will benefit my practice."*
- *"It seemed like you all cared about our learning and this made it meaningful and positive."*
- *"Overall I thought it was really beneficial and good and kept my attention throughout the course of the training. Range of experiences at table and in room was really useful as well"*
- *"Brilliant training. Enjoyed every aspect. I would feel comfortable recommending this training to others. I feel I can put what I have learned into practice."*
- *"Really well delivered course. My understanding of ROSH is much clearer and feel more confident returning to workplace with enhanced knowledge."*
- *"Really enjoyed and genuinely think I am far more able to understand the reason and process for assessing risk of serious harm and RMPs. Feel confident I will be able to undertake this work and enthusiastic to begin trying."*
- *"Thoroughly enjoyed this training. Met all my expectations & I feel I have learned each day! Thank you!"*

8. Pre- & Post-training learning evaluation

8.1. Participant's knowledge of the training content was analysed by comparing pre- and post-training knowledge checks. Each item of the knowledge check relates to content within the training and therefore each item has been analysed individually. As the number of marks available varies across questions, this has been demonstrated by considering the proportion of participants scoring different marks at pre- and post-training. Participant's total score at pre- and post-training was then analysed using a Paired Samples T-test.

Purpose of Risk Assessment

Figure 8. A table indicating the pre- and post-training understanding of the purpose of risk assessment.

Measure	Pre-Training	Post-Training	(+/-) change
Correct (n)	92	118	+26
Correct (%)	68.66	88.06	+19.40

8.2. There was 1 mark available for this item. The average understanding of this content increased from pre-training (M = 0.69, SD = 0.47) to post-training (M = 0.88, SD = 0.33). This included a significant increase in the number and percentage of participants demonstrating understanding at post-training; as indicated in the table above (Figure 8). Generally this indicated an area of post-training strength for participants, and of significant learning gain.

Risk of Serious Harm definition

Figure 9. A table indicating the pre- and post-training understanding of the RoSH definition.

Measure	Pre-Training	Post-Training	(+/-) change
Correct (n)	76	116	+40
Correct (%)	56.72	86.5	+29.78

8.3. There was 1 mark available for this item. There was an increase in average understanding of participants from pre-training (M= 0.58, SD = 0.50) to post-training (M = 0.87, SD = 0.34). This was another area of post-training strength and significant improvement from pre-training.

Principles of FRAME

Figure 10. *A table indicating the pre- and post-training understanding of the FRAME principles.*

Measure	Pre-Training	Post-Training	(+/-) change
Fully Correct (n)	81	122	+41
Fully Correct (%)	60.45	91.04	+30.59
¾ Correct (n)	47	11	-36
¾ Correct (%)	35.07	8.21	-26.86
½ Correct (n)	2	1	-1
½ Correct (%)	1.49	0.75	-0.74
¼ Correct (n)	4	0	-4
¼ Correct (%)	2.99	0	-2.99

8.4. There were 4 marks available for this item. There was an increase from pre-training understanding (M = 3.53, SD = 0.68) to post-training understanding (M = 3.90, SD = 0.32). However this was clearly an area where participants had a good understanding prior to the training. This could be due to general understanding and knowledge of FRAME or a product of the pre-read material (as this requires participants to read a summary paper on FRAME). Interestingly, analysis of incorrect responses indicated that most participants failed to identify *balancing rights* as a principle of FRAME. Whilst less frequent at post-training, this was again the most common incorrect response. This can guide future delivery by informing the emphasis of trainer delivery during this section of the training. Overall there was a significant increase in the number of participants getting all marks available on this item, and corresponding decreases from pre- to post-training in those scoring less than full marks.

Steps to Risk Assessment

Figure 11. *A table indicating pre- and post-training understanding of the steps of risk assessment.*

Measure	Pre-Training	Post-Training	(+/-) change
Fully Correct (n)	14	117	+103
Fully Correct (%)	10.45	87.31	+69.86
¾ Correct (n)	5	12	+7
¾ Correct (%)	3.73	8.96	+5.23
½ Correct (n)	20	0	-20
½ Correct (%)	14.93	0	-14.93
¼ Correct (n)	23	3	-20
¼ Correct (%)	17.16	2.24	-14.92
None Correct (n)	72	2	-70
None Correct (%)	53.73	1.49	-52.24

8.5. There were 4 marks available on this item. There was a dramatic increase in the average understanding of this item, from pre-training (M = 1.00, SD = 1.38) to post-training (M = 3.78, SD = 0.70). This included 103 more participants getting full marks at post-training. This emphasises the importance of this training content as it's an area where participants lacked pre-training understanding. It also suggests the training content is effective in enhancing participant's knowledge in relation to the steps of risk assessment. This is further supported by the significant reduction, at post-training, in the number of participants showing no understanding at pre-training.

Conclusion of SA07

Figure 12. A table indicating the pre- and post-training understanding of the conclusion of the SA07.

Measure	Pre-Training	Post-Training	(+/-) change
Correct (n)	56	79	+23
Correct (%)	41.79	58.96	+17.17

8.6.	There was 1 mark available for this item. Comparison of pre-training (M = 0.42, SD = 0.50) to post-training understanding (M = 0.59, SD = 0.49) indicated a slight increase in participant understanding. However, there were still significant numbers of participants showing no understanding at post-training: over 40% of participants got this incorrect at post-training. This is worth future consideration and is discussed in the recommendations section of this report.

Risk Assessment Tools

Figure 13. A table indicating pre- and post-training understanding of appropriate use of risk assessment tools.

Measure	Pre-Training	Post-Training	(+/-) change
Fully Correct (n)	108	110	+2
Fully Correct (%)	80.60	82.09	+1.49
½ Correct (n)	25	22	-3
½ Correct (%)	18.66	16.42	-2.24
None Correct (n)	1	2	+1
None Correct (%)	0.75	1.49	+0.74

8.7.	There were 2 marks available for this item. Understanding at pre-training (M = 1.80, SD = 0.42) and post-training (M = 1.81, SD = 0.43) were remarkably similar for this item. Interestingly, at pre-training, the most common incorrect response related to participants not identifying that a good assessment tool should incorporate well established risk factors. Whereas, at post-training, this pattern switched to the most common incorrect response being participants not identifying the importance of a tool being responsive to the age and gender of an individual. This suggests the need to review the clarity of this training content, and this will be elaborated on in the discussion section of this report.

Risk Factors

Figure 14. A table indicating the pre- and post-training understanding of common risk factors.

Measure	Pre-Training	Post-Training	(+/-) change
Fully Correct (n)	99	116	+17
Fully Correct (%)	73.88	86.57	+12.69
¾ Correct (n)	28	16	-12
¾ Correct (%)	20.90	11.94	-8.96
½ Correct (n)	7	2	-5
½ Correct (%)	5.22	1.49	-3.73

8.8.	There were 4 marks available for this item. There was a slight increase in participant understanding from pre-training (M = 3.69, SD = 0.57) to post-training (M = 3.85, SD = 0.40). However this is still positive considering the high levels of pre-training understanding demonstrated by participants. This is unsurprising when considering nearly all the participants

will have previously completed Levels of Service Case Management Inventory (LS/CMI)[1] training; the risk factors discussed in this item of the knowledge check for the RMA risk practice course are a significant aspect of training content in relation to the LS/CMI. At both pre- and post-training, the most common incorrect response was to not identify personality and behaviour as a risk factor. One consideration for this may be the conflation of personality variables in relation to responsivity considerations (i.e. personality disorder) rather than participants disregarding its importance. In the discussion the suitability and purpose of this item for future training will be considered.

Protective Factors

Figure 15. A table indicating pre- and post-training understanding of protective factors.

Measure	Pre-Training	Post-Training	(+/-) change
Correct (n)	53	110	+57
Correct (%)	39.55	82.09	+42.54

8.9.   There was 1 mark available for this item. There was a marked increase in participant understanding from pre-training (M = 0.40, SD = 0.49) to post-training (M = 0.82, SD = 0.38). This demonstrates a significant positive of the training, in terms of enhancing participants understanding of protective factors. However there were also nearly 20% of participants who did not understand this at post-training, which indicates it is an area for trainers to continue to target.

Goal of Offence Analysis

Figure 16. A table indicating pre- and post-training understanding on purpose of offence analysis.

Measure	Pre-Training	Post-Training	(+/-) change
Correct (n)	103	122	+19
Correct (%)	76.87	91.05	+14.18

8.10.   There was 1 mark available for this item. This was another area of improved participant understanding from pre-training (M = 0.79, SD = 0.42) to post-training (M = 0.91, SD = 0.29). It's also clear that participants had a good understanding of this prior to the training, and therefore it's positive that the training content was able to meaningfully build upon this.

ABC Model of Offence Analysis

Figure 17. A table indicating pre- and post-training understanding of the ABC model.

Measure	Pre-Training	Post-Training	(+/-) change
Fully Correct (n)	89	131	+42
Fully Correct (%)	66.42	97.76	+31.34
2/3 Correct (n)	17	3	-14
2/3 Correct (%)	12.69	2.24	-10.45
1/3 Correct (n)	11	0	-11
1/3 Correct (%)	8.21	0	-8.21
None Correct (n)	17	0	-17
None Correct (%)	12.69	0	-12.69

8.11.   There were 3 marks available for this item. Participants demonstrated a significant increase in their understanding from pre-training (M = 2.33, SD = 1.07) to post-training (M = 2.98, SD = 0.15). Where there were incorrect answers these related to antecedents and consequences at pre-

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[1] The LS/CMI is the most commonly used social work risk assessment tool within Scotland. Training on the use of this is mandatory for Justice Social work.

training, compared to post-training incorrect responses only relating to misidentification of antecedents.

Risk Scenarios

Figure 18. A table indicating pre- and post-training understanding of risk scenarios.

Measure	Pre-Training	Post-Training	(+/-) change
Correct (n)	52	130	+78
Correct (%)	38.81	97.02	+58.21

8.12. There was 1 mark available for this item. There was a drastic increase from participants pre-training understanding (M = 0.38, SD = 0.49) to post-training understanding (M = 0.97, SD = 0.17). This was an item that stood out as demonstrating a large improvement across the training. It's recognised that there are various models of scenarios in the literature and the low pre-training understanding may well be more of an indicator of participants not using the one covered in this training (i.e. similar, better, worse), rather than having generally poor understanding of scenarios. Hence once the model is covered in the training, participants immediately demonstrate learning.

Risk of Serious Harm Summary

Figure 19. A table indicating pre- and post-training understanding of the RoSH summary.

Measure	Pre-Training	Post-Training	(+/-) change
Correct (n)	116	127	+11
Correct (%)	86.57	94.78	+8.21

8.13. There was 1 mark available for this item. There was a slight increase from pre-training (M = 0.87, SD = 0.34) to post-training understanding (M = 0.95, SD = 0.22). This is largely due to high levels of pre-training understanding, with it still being promising that this was built upon during the training.

Purpose of Risk Formulation

Figure 20. A table indicating pre- and post-training understanding of the purpose of formulation.

Measure	Pre-Training	Post-Training	(+/-) change
Correct (n)	39	112	+73
Correct (%)	29.10	83.58	+54.48

8.14. There was 1 mark available for this item. A significant increase in participant understanding was demonstrated from pre-training (M = 0.29, SD = 0.46) to post-training (M = 0.84, SD = 0.37). This is extremely promising, and whilst there is still room for improvement in terms of post-training understanding, the marked increase indicates the training is particularly effective at targeting participants understanding of the purpose of formulation.

Four P's

Figure 21. A table indicating the pre- and post-training understanding of the Four P's model.

Measure	Pre-Training	Post-Training	(+/-) change
Fully Correct (n)	96	121	+25
Fully Correct (%)	71.64	90.30	+18.60
¾ Correct (n)	1	0	-1
¾ Correct (%)	0.75	0	-0.75
½ Correct (n)	26	9	-17
½ Correct (%)	19.40	6.72	12.68
¼ Correct (n)	7	1	-6
¼ Correct (%)	5.22	0.75	-4.47
None Correct (n)	4	3	-1
None Correct (%)	2.99	2.24	-0.75

8.15. There were 4 marks available for this item. This item gets participants to identify the function of the Four P's (i.e. what are predisposing factors, etc.). Participant understanding increased from pre-training (M = 3.33, SD = 1.14) to post-training (M = 3.75, SD = 0.80). This demonstrates a generally high level of pre-training understanding in terms of participants understanding the function of the Four P's. Where participants did provide incorrect responses the pattern was the same at pre- and post-training, although with less frequent errors at post-training. Incorrect responses involved participants most commonly mixing up precipitating and perpetuating factors or, to a lesser frequency, mixing up predisposing and perpetuating factors.

Four P's - Examples

Figure 22. A table indicating pre- and post-training understanding of examples of the Four P's.

Measure	Pre-Training	Post-Training	(+/-) change
Fully Correct (n)	35	82	+47
Fully Correct (%)	26.12	61.19	+35.07
¾ Correct (n)	2	2	
¾ Correct (%)	1.49	1.49	
½ Correct (n)	63	41	-22
½ Correct (%)	47.01	30.60	-16.41
¼ Correct (n)	31	8	-23
¼ Correct (%)	23.13	5.97	-17.16
None Correct (n)	3	1	-2
None Correct (%)	2.24	0.75	-1.49

8.16. There were 4 marks available for this item. This item builds on the previous one by getting participants to identify examples of each of the Four P's. There was also an increase on this item in terms of higher post-training understanding (M = 3.16, SD = 1.10) compared to pre-training (M = 2.26, SD = 1.15). However it's clear that understanding was lower in relation to specific examples than understanding the purpose of each factor; with just over 60% of participants identifying all four examples at post-training. Incorrect responses on this item (at pre-training and post-training) related to participants frequently mixing up predisposing and perpetuating factors, and less frequently confusing precipitating with perpetuating. A quarter of participants at pre-training were mixing up all 3 of these factors. Consideration of how the training content could be adapted to target this is considered in detail in the discussion and recommendations section of this report.

MAPPA Risk Criteria

Figure 23. A table indicating pre- and post-training understanding of MAPPA risk criteria.

Measure	Pre-Training	Post-Training	(+/-) change
Correct (n)	80	119	+39
Correct (%)	59.70	88.81	+29.11

8.17.   There was 1 mark available for this item. Post-training understanding (M = 0.89, SD = 0.32) was significantly higher than pre-training (M = 0.60, SD = 0.49). This suggested effective content in the training in relation to developing participant's knowledge of MAPPA risk criteria.

Communicating Risk

Figure 24. A table indicating the pre- and post-training understanding of communicating risk.

Measure	Pre-Training	Post-Training	(+/-) change
Fully Correct (n)	55	81	+26
Fully Correct (%)	41.05	60.45	+19.40
2/3 Correct (n)	66	51	-14
2/3 Correct (%)	49.25	38.06	-11.19
1/3 Correct (n)	12	2	-10
1/3 Correct (%)	8.96	1.49	-7.47
None Correct (n)	1	0	-1
None Correct (%)	0.75	0	-0.75

8.18.   There were 3 marks available for this item. There was a slight increase in participant understanding from pre-training (M = 2.31, SD = 0.66) to post-training (M = 2.59, SD = 0.52). This indicates an area where participants understanding was generally good. Where there were incorrect responses these related to participants failing to identify the importance of including a manageability statement. This provides guidance for future delivery in relation to this being a point of emphasis.

RMP Components

Figure 25. A table indicating the pre- and post-training understanding of the RMP components.

Measure	Pre-Training	Post-Training	(+/-) change
Correct (n)	67	124	+57
Correct (%)	50	92.54	+42.54

8.19.   There was 1 mark available for this item. Participants demonstrated significant improvements in understanding from pre-training (M = 0.50, SD = 0.50) to post-training (M = 0.93, SD = 0.26). This is an encouraging indication of the effectiveness of training content in developing understanding of the RMP components.

Risk Management Strategies

Figure 26. A table indicating pre- and post-training understanding of risk management strategies.

Measure	Pre-Training	Post-Training	(+/-) change
Correct (n)	110	122	+12
Correct (%)	82.09	91.05	+8.96
½ Correct (n)	20	11	-9
½ Correct (%)	14.93	8.21	-6.72
None Correct (n)	4	1	-3
None Correct (%)	2.99	0.75	-2.24

8.20.   There were 2 marks available for this item. There was a slight increase in understanding from pre-training (M = 1.79, SD = 0.48) to post-training (M = 1.92, SD = 0.28). However this was an area of existing high levels of participant understanding. Where there were incorrect responses this related to participants not identifying CBT as a potential risk management strategy; potentially indicating a view of intervention being different from risk management rather than an inclusive strategy.

Contingency Measures

Figure 27. A table indicating pre- and post-training understanding of contingency measures.

Measure	Pre-Training	Post-Training	(+/-) change
Correct (n)	100	109	+9
Correct (%)	74.62	81.34	+6.72
½ Correct (n)	32	23	-9
½ Correct (%)	23.88	17.16	-6.72
None Correct (n)	2	2	-
None Correct (%)	1.49	1.49	-

8.21.   There were 2 marks available for this item. There was a slight increase in participant understanding from pre-training (M = 1.73, SD = 0.48) to post-training (M = 1.82, SD = 0.41). Akin to risk management strategies this was an area of existing high levels of understanding. Incorrect responses at pre-training were evenly spread across not identifying the importance of contingency measures in response to early warning signs emerging or the breakdown of risk management strategies. Whereas at post-training the incorrect responses mainly related to not identifying the need to respond to early warning signs. This is a point for future delivery in terms of trainer/s emphasising the link between identifying early warning signs and then having contingency measures prepared in response to the potential emergence of such signs.

Overall Learning Gain

8.22.   When considering participants average understanding there was an increase from pre-training (M = 29.24, SD = 7.36) to post-training (M = 38.16, SD = 2.38). This was underpinned by participants pre-training average understanding being 69.62% compared to a post-training average of 90.87%. This effect was found to be significant, t(133) = -26.947, p < .001.

9.   Summary of Results

9.1.   High levels of participant satisfaction were evidenced across expectations, quality of materials, understanding, skill enhancement, training structure and transferability of skills.

9.2.   There were high levels of participant satisfaction towards all the learning methods used.

9.3.   Participants consistently provided positive feedback regarding the training facilitators in terms of their delivery style, skills and characteristics, and how they engaged participants.

9.4.   There was high satisfaction towards the training environment and every participant reported satisfaction towards the administration of the training.

9.5.   Participants consistently recommended the training to others.

9.6.   There were significant improvements in participants perceptions of their own learning gain across all of the training content; risk assessment process, appropriate use of tools, RoSH indicators, ABC model of offence analysis, role of risk factors, benefit of formulation, Four P's, risk scenarios, evaluation and risk criteria, effective communication and RMP elements.

9.7.   Overall there was significant increase in participant's average understanding across the training. There were a number of areas where training content appeared to effectively improve participants understanding. This was indicated by items where over 90% of participants demonstrated full understanding at post-training –

- Principles of FRAME
- Purpose of offence analysis
- ABC model of offence analysis
- Risk scenarios
- Risk summary
- Role of the Four P's
- RMP components
- Risk management strategies

9.8.   There were number of further areas where between 80-90% of participants demonstrated full understanding. These represent areas where future delivery of training may involve more emphasis on the salient points in order to support further developments in participant understanding (detailed in Discussion and Recommendations section). These areas were –

- Purpose of risk assessment
- Risk of serious harm definition
- Steps to risk assessment
- Appropriate of risk assessment tools
- Risk factors
- Protective factors
- Purpose of risk formulation
- MAPPA risk criteria
- Contingency measures

9.9.   There were several areas where less than 80% of participants demonstrated full understanding at post-training. This has led to a number of suggested changes (detailed in Discussion and Recommendations section). These areas were –

- Conclusion of the SA07
- Examples of the Four P's
- Communicating risk

10. Discussion & Recommendations

10.1. This section has been divided into a number of suggested themes for consideration in relation to future training; reviewing the pre- and post-training knowledge checks, feedback forms, trainer attributes, content changes, future emphasis, and long-term evaluation.

Review of knowledge checks

10.2. This involved considering the suitability of items where participants already demonstrated high pre-training understanding, as well as those where the item itself may have contributed to the outcome/s.

10.3. It's suggested that, despite high pre-training understanding, the item on principles of FRAME is retained. The outcome/s on this item was likely contributed to by the pre-read material having an explicit section on FRAME principles. Additionally this is a fundamental component of the training and remains an important item to measure. Furthermore, the pattern of participants not identifying the importance of balancing rights suggests this is relevant for future measurement.

10.4. The purpose of the SA07 item is questioned. This item is designed to tap into participants knowledge of the intended purpose of risk assessment conclusions. However, it may be more effective to have an item that explores participants knowledge of the 3 tools discussed in this section of the training content. This could take the form of asking participants to link the LS/CMI, SA07 and RM2000 to their appropriate purpose. In order to continue to get participants to distinguish between correct and incorrect responses (i.e. selecting the appropriate purpose), it would be suggested that distractor responses are retained for this item.

10.5. It's recommended that the item on identifying common risk factors is removed. This is an item where participants have demonstrated high pre-training understanding and nearly all the incorrect responses relate to not identifying '*Personality and Behaviour*' as one of the four risk factors. It is also not a direct objective of the training content but more related to training on the LS/CMI, which the majority of participants will have already completed.

10.6. The item on protective factors should be updated so that the available response is congruent with the training content. Currently the desired response is slightly different to the training content. Matching the definitions across knowledge check and training content should help provide a more objective measure of learning and retention at post-training. This can then be reviewed following the next tranche of training.

10.7. The item on purpose of formulation could be altered to better suit the explanation and content provided in the training. This should include an emphasis on participants identifying the importance of the narrative and bridging risk assessment to management components.

10.8. The item wording on the RMP components item should be reviewed. It currently asks participants to select the one thing an RMP doesn't cover when the training content is more aligned to discussing all the components that are within an RMP. A more objective measure may be elicited by asking participants to identify the components that should be in an RMP. This would then match better to the training content.

10.9. An alteration to the item on risk management strategies is suggested. The current item asks participants for 2 examples from a list provided. It may be more effective and meaningful to try and assess their actual understanding of the four risk management strategies (i.e. supervision, monitoring, intervention, and victim safety planning). This could involve a similar format to the Four P's questions, with participants being asked to link the strategy to definition on one question, and then linking to examples on a further item.

Self-evaluation forms

10.10. No specific issues were highlighted in terms of the content and structure of the participant feedback and self-evaluation forms. It is recommended that these are kept consistent for future training as they cover key areas required to consider training effectiveness; perceived learning, training content, environment, methods and opportunity to provide additional comment/s.

Trainer attributes

10.11. The participant feedback on the trainer/s was detailed (see section 6, and 9.3) and identified an array of positive qualities, skills and characteristics of an effective trainer. It's suggested these inform future organisational consideration towards the selection, training and on-going development of trainer/s. This could be a behavioural framework or set of assessment criteria.

Changes to training content

10.12. Although the purpose of risk assessment was an area where participants demonstrated fairly high post-training understanding there is scope to consider some slight changes to the delivery of this section. There is currently a discrepancy between the desired response on the knowledge check and the training content aimed at enhancing participants understanding around the purpose of risk assessment. The knowledge check discusses the importance of establishing likelihood and impact with this then informing decision-making and actions. Whereas the training content focuses solely on likelihood and impact. It's suggested that the content is updated to reflect the more detailed explanation.

10.13. In relation to protective factors the training content should match the desired response from the knowledge checks. In addition the discussion around this content could be enhanced by reference to the Structured Assessment of Protective Factors (SAPROF) as a method of identifying current, emerging and goal protective factors. Furthermore, trainer/s could directly address any confusion there may be between strengths and protective factors by providing clear examples.

10.14. There is a need to consider slightly expanding the content on the appropriate selection and use of assessment tools. Participant confidence ratings outweighed the understanding demonstrated which indicates there may be a belief and assumption of understanding these principles, with a need to develop understanding to match confidence levels. There is the potential to introduce some content that refers to the Risk Assessment Tool Evaluation Directory (RATED). This should be brief as it's recognised that the purpose of the training isn't to be tool specific. However it is desirable for participants to have a better understanding and ability to appropriately use tools. RATED is a resource that can support this. Additionally it may be useful to have content that summarises the key principles of risk assessment in order to act as a review of the content from module 2.

10.15. Whilst not specifically indicated in the learning evaluation, it may be useful to have content that provides a clear explanation of the differences between offence analysis and formulation. It's recognised that they are complementary processes and skills but as the training aims to develop participant's ability to complete the RMP effectively, and the RMP template separates offence analysis and formulation, it would be useful to support this with explanation and clarity.

10.16. The content on formulation could potentially be made clearer and more meaningful. It was observed that participants confidence outweighed their knowledge in this area. One strategy could be to introduce the analogy of a 'thread' running through predisposing, precipitating and perpetuating factors. This would assist in providing clear examples of the different factors. An example would be an individual with violence supportive attitudes as a predisposing factor, perceived threat or disrespect as a precipitating factor, and anti-social personality traits and/or offending identity as a perpetuating factor. This approach may help to separate out the role of the

different factors to support participant understanding. In addition the delivery approach in the future could be to go through each factor in detail; covering definition, examples (with discussion and correction where needed), and then linking to risk management.

10.17. Interestingly, effective communication of risk was an area of very high participant confidence but comparatively poor post-training knowledge. One consideration may be that there is an assumption of communication being a core skill of social work, and that this immediately relates to all tasks covered under communication. It may be useful to expand the training content slightly in relation to communication. There is currently a video and discussion exercise, with the proposal being that an explicit summary of this content, and reference to communicating with professionals and the subject of the assessment, is important.

Future emphasis

10.18. Any of the items, where there was a post-training full understanding of less than 90% across participants, were considered for emphasis by trainer/s in future events. The following are the modules and specific content that trainer/s should look to emphasise and clarify further within future delivery. It's suggested the training manual is also updated to provide trainer guidance in this regard. The areas are –

- In Module 1 the risk of serious harm definition should be clarified and distinguished from other definitions and criteria. This can be reinforced in Module 6 on evaluation and risk criteria. Also in Module 1 a short summary of the risk assessment steps could be emphasised and then later content could be used to review participant understanding. Module 1 is also an opportunity for trainer/s to emphasise the link between likelihood and impact to decision-making and actions, in relation to the purpose of risk assessment.

- In Module 2 the trainer/s should emphasise the importance of balancing rights in terms of being one of the four FRAME principles. This should include comment on its importance in complementing collaboration, proportionality and evidence-based practice. In addition, in Module 2, there is opportunity to summarise the appropriate use of tools to ensure participants are aware of the importance of a tool considering the underpinning risk factors, as well as the age and gender of an individual.

- Module 4 should include emphasis on the difference between strengths and protective factors. In addition, the purpose of risk formulation, in relation to a narrative explanation and bridging assessment to management, should be emphasised.

- Within Module 6, trainer/s should emphasise the importance of communicating the implications for risk management, as this was a consistent source of error.

- Module 7 should include trainer/s emphasising the link between contingency measures and the emergence of early warning signs.

Long-term evaluation

10.19. This assessment of learning report is limited in its remit. It only provides indications of the immediate learning transfer in relation to knowledge and confidence of participants. To provide a more detailed and meaningful analysis of training effectiveness it's suggested that an evaluation of the transfer of learning into work environment be conducted. Within this it's suggested that there are a number of considerations –

- An evaluation could use all of this reports conclusions and recommendations to consider a meaningful review of the training aims and objectives. Evaluation data would provide

better indications of whether the training is meeting its original aims, and whether alterations may be needed to the aims to make them more measurable.

- The evaluation method may be most meaningful if it looks at the quality of RMP's following training. This allows for comparison of the sections of the RMP to the knowledge check to explore transfer of learning into role (e.g. knowledge of RoSH summary was high at post-training and analysis of the quality of this section of the RMP would allow for conclusions on whether this is transferring into practice).

- Justice social work practitioners have a self-evaluation process available for the RMP. Adopting a consistent training evaluation process may promote consistency and understanding.