



With all of us in mind

South West Yorkshire Partnership



NHS Foundation Trust

Evaluation of Training Programmes Provided by the Children's Speech and Language Therapy Service 2013

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Acknowledgements

Many thanks to all staff who participated in this evaluation

Peer reviewed by Gillian Marley

Please note:

Percentages throughout this report may add up to +/- 100% due to rounding up/down.

EXECUTIVE SUMMARY

South West Yorkshire Partnership NHS Foundation Trust provides a variety of services to a diverse population across the geographical localities and is committed to achieving the objectives set in the 'Mission, Vision and Goals'. These objectives include:

- Improve the health and wellbeing of our service users and influence the wellbeing of the local people we serve
- Manage risk and deliver safe, high quality services
- Improve the service user experience, engaging individuals in the design and delivery of services
- Ensure that the Trust remains viable and sustainable into the future
- Improve the efficiency and productivity of our services in line with the best evidence based practice

The Speech and Language Therapy Service provide a range of training sessions. There is informal feedback on these sessions but they have never been formally audited. Training is an integral part of the service that is provided as the aim is to try and share skills with parents, carers and professionals in order to best support children who have speech, language or communication difficulties. An evaluation of the training provided would identify areas for improvement and areas of success and good practice.

Results

- The Building Vocabulary course returned the highest number of completed audit tools with 55/160 (34%)
- 100% of recipients attending the Building Vocabulary, Phonology Training 1 and 2 and Elklan training programmes enjoyed their course
- Over 97% of recipients on the 5 training programmes said they understood the course they attended
- 100% of recipients attending the Phonology Training 1 and 2 programme found the course useful. Only 78% of recipients attending the Impacts and Strategies programme found it useful
- Over 83% of recipients attending 4 out of the 5 training programmes found they learned new information. Only 48% of recipients found they learned new information on the Impacts and Strategies course
- 100% of recipients attending the Phonology Training 1 and 2 programme found they were satisfied with the course information. Only 74% of recipients said they were satisfied with the Impacts and Strategies course
- 100% of recipients attending the Building Vocabulary and Phonology Training 1 and 2 programmes found the course was clear and well presented. Only 74% of recipients attending the Impacts and Strategies training programme found the course was clear and well presented

- Course handouts were clear and well presented in 100% of cases in the Phonology Training 1 and 2 training programme, but only 71% in the Elklam programme
- Over 95% of recipients attending the Building Vocabulary, Phonology Training 1 & 2 and Elklan training programmes found they were a good use of their time, but only 61% attending the Impacts and Strategies programme found it a good use of their time
- When asked if they would attend another course in the future 100% of recipients in 4 out of 5 training programmes said they would. 95% attending the Impacts and Strategies said they would
- Comments regarding what recipients disliked and liked about the courses are shown on pages 6 to 12

Conclusions

The following conclusions can be drawn from the results of the evaluation:

- The results show that the training courses were of a high standard
- On average 79% of recipients found that the courses provided new information
- On average 91% of recipients enjoyed and understood the courses, found them well presented and a good use of their time
- 99% of recipients would attend another course in the future
- Comments indicate that there was a lack of refreshments available
- Recipients would have liked more practical involvement, but found time an issue
- Recipients found the games very helpful
- Group sessions were very informative and well presented with plenty of practical advice
- The comments indicate areas that were successful and also some areas for improvement

Recommendations

The following recommendations can be made:

- Review and revise content and format of the sessions including more practical involvement for recipients
- Provide or give recipients the opportunity to purchase refreshments
- Review the contents of Impacts and Strategies Training

1. INTRODUCTION

South West Yorkshire Partnership NHS Foundation Trust is committed to undertake an annual audit programme. Identified within the programme for the Barnsley Business Delivery Unit was an audit of training programmes provided by the Children's Speech and Language Therapy (SALT) Service. This audit was commissioned by Janet Whiting, Clinical Manager of Children's Speech and Language Therapy Services.

1.1 Aim

To evaluate the 5 training programmes offered by the Children's Speech and Language Therapy Services.

1.2 Objectives

The main objectives of the evaluation are:

- To evaluate how successful is the training
- To determine how the service could improve the training that they offer

1.3 Methodology

Recipients of the 5 training programmes were asked to complete a questionnaire regarding the training programme they had attended. These were then forwarded to the Clinical Governance Support Team (CGST) for analysis and the production of a report.

1.4 Sample size

160 audit tools were completed and returned for analysis.

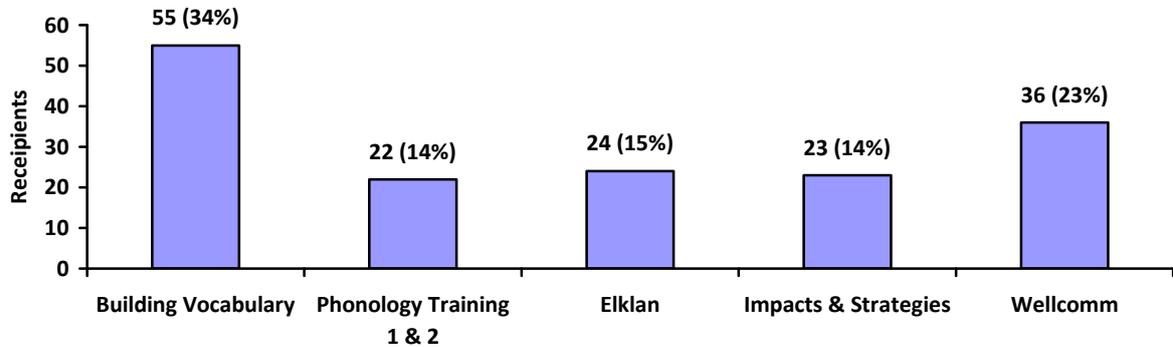
1.5 Staff involved

Janet Whiting	Clinical Manager (Children's SALT)
Deborah Newman	Clinical Manager (Children's SALT)
Marie Dawson	Clinical Governance Support Team

2. RESULTS

2.1 Training courses included in this audit:

Figure 1 Audit tool returns from training courses (n=160)



- The highest number of completed audit tools returned was from the Building Vocabulary course with 55/160 (34%)

Recipients were asked the following questions:

2.2 Did they enjoy the course:

Training course	Mostly	Some
Building Vocabulary (n=55)	100%	
Phonology Training 1 and 2 (n=22)	100%	
Elklan (n=24)	100%	
Impacts & Strategies (n=23)	74%	26%
Wellcomm (n=36)	75%	25%

2.3 Did they understand the course:

Training course	Mostly	Some
Building Vocabulary (n=55)	100%	
Phonology Training 1 and 2 (n=22)	96%	4%
Elklan (n=24)	92%	8%
Impacts & Strategies (n=23)	100%	
Wellcomm (n=36)	97%	3%

2.4 Was the course useful:

Training course	Mostly	Some
Building Vocabulary (n=55)	96%	4%
Phonology Training 1 and 2 (n=22)	100%	
Elklan (n=24)	96%	4%
Impacts & Strategies (n=23)	78%	22%
Wellcomm (n=36)	86%	14%

2.5 Had they learned any new information from the course:

Training course	Mostly	Some
Building Vocabulary (n=55)	84%	16%
Phonology Training 1 and 2 (n=22)	86%	14%
Elklan (n=24)	92%	8%
Impacts & Strategies (n=23)	48%	52%
Wellcomm (n=36)	83%	17%

2.6 Were they satisfied with the course information:

Training course	Mostly	Some
Building Vocabulary (n=55)	96%	4%
Phonology Training 1 and 2 (n=22)	100%	
Elklan (n=24)	96%	4%
Impacts & Strategies (n=23)	74%	26%
Wellcomm (n=36)	86%	14%

2.7 Was the course clear and well presented:

Training course	Mostly	Some
Building Vocabulary (n=55)	100%	
Phonology Training 1 and 2 (n=22)	100%	
Elklan (n=24)	88%	12%
Impacts & Strategies (n=23)	74%	26%
Wellcomm (n=36)	83%	17%

2.8 Were the course handouts clear and well presented:

Training course	Mostly	Some
Building Vocabulary (n=55)	98%	2%
Phonology Training 1 and 2 (n=22)	100%	
Elklan (n=24)	71%	29%
Impacts & Strategies (n=23)	78%	22%
Wellcomm (n=36)	92%	8%

2.9 Was the course a good use of the recipients' time:

Training course	Mostly	Some
Building Vocabulary (n=55)	98%	2%
Phonology Training 1 and 2 (n=22)	96%	4%
Elklan (n=24)	96%	4%
Impacts & Strategies (n=23)	61%	39%
Wellcomm (n=36)	83%	17%

2.10 Would they attend another course in the future:

Training course	Yes	No
Building Vocabulary (n=46)	100%	
Phonology Training 1 and 2 (n=22)	100%	
Elklan (n=24)	100%	
Impacts & Strategies (n=21)	95%	5%
Wellcomm (n=33)	100%	

2.11 Recipients gave their comments about what they liked least about the course:**Building Vocabulary**

- *No refreshments*
- *The bomb game. I was really stuck*
- *Would have liked to do more of the games listed as we were all chipping in with other ideas of how to extend etc.*
- *Lack of drink, plus warm room*
- *Lack of refreshments (especially biscuits!)*
- *The room was a bit cold!*
- *Would like to take some or 1 premade game home*
- *Ensure enough time - rushing round last minute - cold room*
- *Cold room*
- *Perhaps a little more time to practice some of the games/activities*
- *Could have done with a little more time to play activities*
- *Didn't know change was needed for vending machine - expected biscuits as refreshments*
- *I would like to have had access to the resources - maybe you could email them please*
- *Some games weren't appropriate for some children*
- *Some activities could be too hard for some children*
- *Room was too warm*
- *The heat in the room*
- *Classroom temperature was too hot*
- *The room was too hot*
- *Very warm in the classroom*

Phonology Training 1 & 2

- *Bad for parking*
- *Cued articulation was hard to understand*
- *Maybe clearer copy of resources. I understand about cost cutting but a clear one that we can use as template. (Some are clear, some aren't)*
- *Cued articulation*
- *Became confused - info overload. Need to go away and look at it in small chunks*

- *Room was too warm*
- *The fact that the room was too hot*

Elklan

- *Not always having time to carry out activities. Could be better if some terms were explained. e.g. some talk was 'speech therapist talk'. Would be better to introduce words and explain what it means*
- *It covered a lot of what I had done in previous courses*
- *Room allocated for course*
- *Some things are a bit fast paced for me*

Impacts & Strategies

- *Long spells listening to PowerPoint stuff being talked through*
- *There was lots of listening and not much practical and lots of reading off the sheet*
- *Course was very informative with a lot of talking from the presenters (impacts within the classroom) - if this section could be made more practical, with interactive/group activities (not sure what), it would be better*
- *The information was delivered by reading off the slides. Could be more interactive*
- *Presenters tended to use PowerPoint presentation too much and I felt I could have picked the notes up at 9.30 and gone home to read them*
- *Long breaks for a short course. Could easily have been a half day course*
- *Lack of pace, too many breaks/too long. Could have been half a day*
- *More interaction with others/work sheets/group work*

Wellcomm

- *There was a lot of information compressed into a short space of time*
- *Room cold*
- *The room was cold*
- *A lot of listening but needed to be. Cold in the room*
- *No one from senior management to offer advice to move forward with screening the children. Still questions need answers*
- *Need time for more discussion*
- *Needed more copies of WellComm for all to see during presentation*
- *Initially knew a lot of information at beginning*
- *It would have been useful to see more of actual materials although we managed to share and look at some people had brought with them*
- *Shame we didn't receive the WellComm pack*
- *I understand that as a pilot this is still a learning process but some areas are unclear even to the course leaders which leaves us going back to setting with questions unanswered, so another meeting to ensure post IT questions would be good*

2.12 Recipients gave their comments about what they liked most about the course:

Vocabulary Building

- *Useful information and tutor had good knowledge of subject*
- *Ideas of resources*
- *Interactive - having a go at the games; intro of theory behind strategies for working on vocabulary*
- *Activities - gave lots of ideas*
- *The course was well explained, making understanding of speech delays easier. Having a go at some games*
- *Working through games in groups*
- *Very informative, useful resources to make back at school*
- *Concrete ways to help child*
- *How children understand things and how to try and make building vocabulary easier*
- *Therapy ideas*
- *Practical parts, new information*
- *Very clear, concise information*
- *Learning about the different games to play with your child and participation*
- *It gave me new ideas to carry out with different activities*
- *All the games played*
- *The information provided*
- *Games - these will be really useful in school*
- *When taught vocabulary at beginning - good to understand from a child's point of view*
- *Lots of information for new games*
- *Games played - gives experience*
- *Exercises*
- *Use of games and visual materials*
- *Activities - doing the games ourselves gave us a clear understanding and generated ideas of how we can adapt them to suit our child*
- *Ideas for games and new strategies to implement learning*
- *Games. New strategies*
- *Trying out things rather than just listening*
- *Variety of good ideas and resources to make to take back to school*
- *The activities and ideas*
- *Lots of good ideas*
- *We were showed how to adapt games*
- *The games for children*
- *Learning some new skills*
- *Variety of games for different levels*
- *Interactive style*
- *Techniques and games really useful. Thank you*
- *Different games and getting to try there - helps understanding*

- *All the game ideas*
- *A refreshing analysis of how we support pupils with Speech & Learning difficulties*
- *It was a nice small group of 9*
- *Lots of practical ideas. Good to understand why*
- *Practical learning/small group*
- *Really good and useful information and resources*
- *Small numbers*
- *Smaller number on course*
- *The new information I gained – really useful for what I do every day*
- *Very clear presentation, games, examples given, handouts*

Phonology Training 1 & 2

- *Time to talk about activities. Trying to think of activities for case study - really hard but good practice. Glad there's four of us from school who have done course together. Can discuss and pick brains together back at school*
- *All hand outs and activities (will be able to make games to carry out with my children)*
- *Good pace, very interesting, useful in my dept., great tutors*
- *Some really good therapy ideas. All information was presented in a way that was really easy to understand*
- *Practical information for activities*
- *Excellent ideas and strategies and a good background to reasons behind speech difficulties. Hands on activities. Excellent Modelling by SALT team*
- *Resources and ideas to carry out*
- *Some of the activities we already do in nursery, but I have found it useful to learn knowledge behind what I've been shown how to do*
- *The resources, delivery of the course and friendly staff*
- *All suggested activities. Ladies were all good. Tried their hardest to explain theories*
- *Practical activities*
- *The ideas of activities to do with children*
- *More understanding of input, central processing output activities to use in setting*
- *The useful resources*
- *All practical suggestions - can take away to use*
- *Information and hand outs. Trainers were friendly, informative and offered lots of ideas*
- *Selection of activities/games*
- *All the information and resources*

Elklan

- *Lots of helpful advice and strategies*
- *Group talk - we learnt a lot from each other. Learnt lots of strategies*
- *Good information. Working in groups*

- *Working in groups and feedback to get others experiences and support. Providing ideas for activities to do with children*
- *Group discussions are really helpful*
- *The blank level scheme is most enjoyable*
- *Well presented by ** - approachable and very knowledgeable. Answered all queries*
- *The information given*
- *I enjoyed all of today's course*
- *Found the whole course enjoyable and very interesting*
- *All*
- *I found the Blank language scheme and ICW sessions very interesting. In general I gained lots of information and ideas*
- *I found all the course very informative and enjoyed each week*
- *The information is fantastic*
- *Group work. Looking at everything we've been through on the course*
- *The sessions were very interesting and I thought the information was really useful*
- *The strategies explained. Homework was relevant to work covered in previous session. The processes involved in communication was well explained and very interesting*

Impacts & Strategies

- *Information about how SALT assess the children. Helps us to gather the correct information before referring*
- *Listening to other people's experiences and learning from them*
- *Sharing information with others and knowing how much good practice is going on*
- *Useful websites and resources, other people's experiences to take back to school*
- *Learning about the different levels of development and the breakdown of development*
- *Different ways to identifying and dealing with problems*
- *Practical activities - time for discussions*
- *Activities that we did*
- *Doing the group activities, sharing experiences*
- *Activities where we could get involved*
- *Seeing different ways that resources are used*
- *Presenters really friendly. Blanks levels and important ward info was useful as was general strategies handouts*
- *Practical - Blanks/TEACCH/Derbyshire*
- *Lots of helpful information and strategies*
- *Clearly presented hand outs that I can use to feed information back to my colleagues*
- *I found the second part of the course most useful - strategies*
- *Practical activities and really helpful information to take back to the classroom*
- *Practical activities*
- *Refreshing and good for reminding me*

Wellcomm

- *Some good discussions*
- *I enjoyed opportunities for discussion and questions and enabled me to consider how to support settings in my locality of an LA officer. The course leaders and contributors were very good*
- *All information was clear to enable settings to begin implementation*
- *Information provided*
- *Chance to discuss WellComm with colleagues*
- *Networking and time for discussion*
- *Extremely informative. Methods of data collection and analysis extremely useful*
- *Questions were welcomed/answered thoroughly. Thank you. First slot - opportunity to discuss feelings re project*
- *Liaising with other colleagues discussing how to implement the intervention*
- *Sharing information and ideas with other settings*
- *Time to network and talk with others who are using WellComm*
- *Discussion with other people on course*
- *Practical advice and talking to others who had already started to implement the programme*
- *Information sharing*
- *Time to discuss ideas with teachers who have rolled out the programme. Open policy - able to discuss possible difficulties of programme*
- *The opportunity to discuss the practicalities of delivering the programme, and the advantages of delivering it*
- *Explanations of how to use the materials. A chance to talk to colleagues and gain new ideas*
- *Although it was an introduction to 'WellComm' it was probably useful that some course participants were 'beyond' this*
- *All was great. Thanks*
- *I can see how this could be a very useful tool in improving outcomes for children. Just feel little worried how we can achieve this. Big task*

2.13 Further comments:

Vocabulary Building

- *Interactive*
- *Really enjoyed. Thanks*
- *I have been on this course before and still find it interesting*
- *It was presented well*
- *Well presented, good clear information, useful*
- *I think more parents would benefit who might not know about it*

Phonology Training 1 & 2

- *The course was brilliant*

Elklan

- *Thank you for helping me to better myself professionally*
- *Really relevant contents. Lots of useful information*

Impacts and Strategies

- *Would be better if there were more activities and more colourful brighter hand outs*
- *Would have liked more support with programmes - how to develop strategies*

Wellcomm

- *Looking forward to screening*
- *A challenging audience. Well done*
- *As I've brought up throughout this session, I feel implications/practicalities of screening EAL children in Barnsley needs to be deployed. I feel settings will struggle with the cost of interpreters. Currently 90 (approx.) different languages spoken across Barnsley*
- *Stage, and they could share their experiences*

3. CONCLUSIONS AND RECOMMENDATIONS

3.1 Conclusions

The following conclusions can be drawn from the results of the evaluation:

- The results show that the training courses were of a high standard
- On average 79% of recipients found that the courses provided new information
- On average 91% of recipients enjoyed and understood the courses, found them well presented and a good use of their time
- 99% of recipients would attend another course in the future
- Comments indicate that there was a lack of refreshments available
- Recipients would have liked more practical involvement, but found time an issue
- Recipients found the games very helpful
- Group sessions were very informative and well presented with plenty of practical advice
- The comments indicate areas that were successful and also some areas for improvement

3.2 Recommendations

The following recommendations can be made:

- Review and revise content and format of the sessions including more practical involvement for recipients
- Provide or give recipients the opportunity to purchase refreshments
- Review the contents of Impacts and Strategies Training

Appendix 1**CLINICAL GOVERNANCE SUPPORT TEAM**

The Clinical Governance Support Team (CGST) is a multi-disciplinary consultancy and project management team with a wealth and diversity of expertise, established to promote and facilitate clinical governance and practice effectiveness throughout the Trust.

The aim of the department is to facilitate the provision of high quality services in line with the principles of Clinical Governance and to support the Trust's mission, vision, values and goals.

The Clinical Governance Support Team works through partnerships with clinical and non-clinical staff, service users and carers, health and social care providers, universities and educational providers and voluntary agencies

Service	Description of services/resources
Practice Effectiveness	Promoting practice effectiveness through supporting staff to develop evidence based practice
Advice Surgeries	Providing advice, expertise and encouragement to staff wanting to undertake project work including service development, audit and service evaluation
Project Management	Delivery of localised and trust-wide commissioned projects within the clinical governance agenda, linking services or professions across any number of areas. Monitoring of project activity across the Trust and reporting of audit and evaluation priorities twice yearly to the CASE work stream of the Practice Effectiveness TAG
Links with Trust groups	Linking in and supporting the Trust Care groups and Trust Action Groups
Training and Development	Supporting and developing the skills of staff through clinical governance training, advice surgeries and action learning. Supporting the involvement of service users and carers in audit and evaluation through training, learning and development.
Risk Strategy	Support the organisation's risk strategy
Library	Loan service (books; Journals; CD.ROMS; etc...) access to Intranet, Internet, electronic databases, Inter-library loans; study facilities and electronic database training.
Health Promotion Resource & Information Centre	Loan service (DVDs; videos, resource packs, anatomical charts and models, AV equipment, display boards; etc...); health promotion leaflets and posters.
Clinical Governance	Support the monitoring of clinical governance through the annual report, action plan and the monitoring of the performance against the plan and through the membership of various trust groups.

The team currently covers the full geographical area of the Trust. Location and contact details of all members of the team are as follows:

Personnel	Role	Contact details
Gillian Marley	CGST Lead	CGST, Castleford, Normanton & District Hospital, Lumley Street, Castleford, WF10 5LT Tel: 01977 628065
Liam Redican	Project Manager – Patient Experience	
Marie Dawson	Information Management & Project Support Officer	
Victoria Hitchman	Information Management & Project Support Officer	
Hazel Baxter	CGST Lead	CGST, SWYT, 4 th Floor, F Mill, Dean Clough, Halifax, HX3 5AX Tel: 01422 281343
Suzy Daly	Clinical Audit Facilitator	
Michael Morley	Library/Resource & Information Centre Manager	Library/Resource & Information Centre, Learning & Development Centre, Fieldhead Hospital, Ouchthorpe Lane, Wakefield, WF1 3SP. Tel: 01924 328608
Sarah Thompson	Librarian	



With all of us in mind

APPENDIX 2

Recommendations and action plan for Audit of Training Programmes Provided by the Children’s Speech and Language Therapy Service 2013

Recommendations	Actions	Expected Outcome	Person(s) responsible	Deadline(s)
<ul style="list-style-type: none"> Review and revise content and format of the sessions including more practical involvement for recipients 	<p>The content of the Building Vocabulary course has already been reviewed and practical activities have been increased (April 2013)</p> <p>The content of Phonology will be reviewed to include more practical involvement</p>	Decrease in feedback requesting more practical involvement	Signed: Janet Whiting	
<ul style="list-style-type: none"> Provide or give recipients the opportunity to purchase refreshments 	We will book courses at venues that have catering facilities and include drinks/biscuits as part of the courses	Decrease in feedback requesting drinks/biscuits	Signed: Janet Whiting	
<ul style="list-style-type: none"> Review the contents of Impacts and Strategies Training 	The contents of Impacts and Strategies Training will be reviewed and revised to include more practical involvement	Improved feedback regarding course so that more participants report “mostly” rather than “some”	Signed: Janet Whiting	

Is a re-audit required after this audit? No

If ‘No’ please specify why not?	Overall the response to the courses is positive and the Department can monitor the changes required by taking feedback from course participants.		
If ‘Yes’ please indicate time period until start of re-audit (eg. 6 months or 1 year)			
Signed on behalf of Business Unit	Janet Whiting		<i>(Please print name below)</i> Janet Whiting
Date	4.6.13	Contact number	01226 433119