GCP2: Tips for Self-Evaluation/Quality Assurance

# Introduction

This document provides a starting point for local authorities that are using GCP2 and wish to collect their own data and/or carry out their own evaluation or quality assurance process. It follows some requests for help, and is separate to the evaluation the NSPCC is carrying out on the ‘scale up’ of the tool. We provide some suggestions for sites’ self-evaluation of GCP2 based on our previous experience of work in this area. We may be able to offer some general guidance but are unable to support local evaluations – you may find it helpful to refer to your local authority research/information staff for guidance on how to collect or analyse this data. You may also find it helpful to have a look at our first evaluation of GCP at: <https://www.nspcc.org.uk/services-and-resources/research-and-resources/2015/graded-care-profile-evaluation-report>

We strongly recommend that you regularly monitor and review the roll out of the tool, to help and inform your ongoing implementation strategy.

# Usage and Reach (Outputs):

These are some of the metrics you could measure to assess usage and reach of GCP2. You may also find the NSPCC ‘data reach’ template helpful to think about this.

* Number of staff trained
* Proportion of staff using the tool
* Which agencies are using the tool (to identify gaps in use)
* To what extent is it being used (what proportion of eligible neglect cases)
* Is it being used once or twice with each child? – is it being used as a follow-up where this is indicated at the first assessment? (Number of cases of repeated use)
* Numbers of families being used with
* Family demographics, such as age/gender/ethnicity of child/whether any disability, to explore if any particular groups are not being accessed
* Case designation, for example Child in Need, Child protection etc.

# Process/implementation issues:

Could be captured by obtaining practitioners’ views through surveys or interviews on:

* Training and improvements to training
* Confidence in use
* Process of using the tool
* Facilitators (what helps)
* Barriers and challenges and how they are addressed
* Support needs, in particular in the time period after training
* GCP2 not used – where and why

# Usefulness (Outcomes):

* Is there evidence of :
  + improved assessment
  + more appropriate decision making
  + improvement in the care of the child (could be explored by examining scores if tool is repeated). What role did GCP2 play in this, for example providing evidence for intervention, meeting targets set at assessment? Think carefully about appropriately attributing any change to GCP2.
* Has the case been escalated if necessary or other action taken if indicated?
* Practitioners’ perceptions of usefulness:
  + in understanding the child’s unmet needs
  + for promoting shared understanding with the parent
  + for communicating with the manager and other agencies (GCP2 evidence used in supervision? Report?)
  + for informing case planning
  + in confidence in identifying neglect – both nature and extent
  + in making appropriate judgements
  + in the role of GCP2 in any improvement/change for the child
* Families’ perceptions of the GCP2 experience, for example:
  + did it help parents to understand professionals’ concerns?
  + positive changes made as a result of the process
  + views of the role of GCP2 in improvements/change

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February 2017