

Reducing Parental Conflict: A Black Country Agenda



Evaluation Report

Reducing Parental Conflict (RPC)

Black Country Partnership Reducing Parental Conflict Training Evaluation

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Executive summary

Introduction:

The Reducing Parental Conflict (RPC) Black Country partnership through DWP RPC funding has offered over 800 training places to staff working across the Black Country – Sandwell, Dudley, Walsall and Wolverhampton Local Authority Areas.

The partnership had the following training aims:

- 1) Build awareness and identification of RPC across the Black Country.
- 2) Develop Early Help Lead Professionals/case holders/those intervening with families across the Black Country to be able to use RPC tools and interventions with couples and co-parents in relationship distress.
- 3) Develop specialist support and 'RPC Champions' within specific services and teams across the Black Country.

Training was developed with a number of specialist providers of RPC training across a levelled model of training which was commissioned and overseen through RPC Cluster Lead – Walsall Council Parenting lead/RPC SPOC (single point of contact) with support from Sandwell, Dudley and Wolverhampton Local Authority RPC SPOC's.

The RPC Black Country Training:

Level 1 – RPC Awareness Training	for all across the Black Country	Over 1000 training places, 2.5 hour training session
Level 2 – RPC Tools and Interventions – including Relationship Toolkit	for Lead Professionals / case holders across the Black Country	340 training places, 3 hour training session
Level 3 – RPC Specialist Champion Training	for select few leads and seniors across the Black Country	20 long term training places, (6 month weekly 2 hour a week training - term time)
Level 4 – RPC specialist Intervention Training	For 4 Walsall staff only	4 training places (Walsall staff only)

Design:

A process evaluation using guidance and evaluation templates from the Early Intervention Foundation helped us to shape our evaluation plan, to identify our research questions and methods, to conduct analysis of the data and to interpret the findings.

Research Questions:

Following successful application to the Early Intervention Foundation for support the training Level 1 to 3 has been evaluated using the following research questions:

Background and journey through training:	Specific Behavioural Questions:	Specific Outcomes Questions:
<ul style="list-style-type: none"> • What is the journey into and through the training? • What types of training are participants accessing? • Is the training reaching its intended target population of practitioners? 	<ul style="list-style-type: none"> • Level 1-Has training resulted in delegates having relationship conversations post training? • Level 2 -Has the provision of the Toolkit led to more use of the RPC tools post the training? • Level 3-Has the practice of the delegates changed post the Level 3 training? 	<p>Has delegates skills, knowledge and Confidence changed?</p>

Methods:

The research has been undertaken as a process evaluation using 1) Survey to trained delegates and 2) Focus Group Meeting

Conclusion of the Findings:

<p><u>Survey Sample size questions:</u></p>	<ul style="list-style-type: none"> • The Black Country Reducing Parental Conflict research survey had 169 respondents in total • A good response rate was received of 20% to the survey overreaching the original aim to reach 10% of the trained cohort.
<p><u>Journey to and through the training.</u></p> <ul style="list-style-type: none"> • What is the journey into and through the training? - disjointed journey with some missing out • What types of training are participants accessing? - Level 1, Level 1&2 • Is the training reaching its intended target population of practitioners? - Yes, mostly 	<ul style="list-style-type: none"> • Not all delegates did the training they wanted with 30% of delegates reporting they had not gone on to do other Levels of the training, some respondents could not access Level 2 & Level 3 due to lack of places available. • The reach was not quite as wide as it was expected, with agencies missing from Level 1 such as Police and Housing. • The Level 2 training had reached most of its intended audiences, although some, despite careful screening, had got on Level 2 training and then reported they were not in intervening roles. • Level 3 delegates felt they came into the levelled training offer too late, should have been better prepared beforehand and should have done Level 1 and 2 first; some delegates questioned if they were the 'right staff' to attend the Level 3 training. • It was also highlighted that some delegates felt they need access to further training on Domestic Abuse post Level 1 training
<p><u>Level 1 training:</u></p> <p>•Level 1 - Has training resulted in delegates having relationship conversations post training?</p> <p>Yes, evidence found to support</p>	<ul style="list-style-type: none"> • The Level 1 training is increasing conversations with families about relationships. Over half of respondents reported this. • The Level 1 training is increasing confidence to have relationship conversations – 75% of delegates reported this. • The Level 1 training is increasing understanding of the impact of destructive conflict on children's outcomes. Over 88% of delegates reported this. • Delegates found the Level 1 training beneficial to their practice with training encouraging them to think more deeply about the effect of Parental Conflict on children and young people. • The Level 1 training cohort are better able to identify the difference between Domestic Abuse and Parental Conflict. 79% of respondents said this. <p>Other findings:</p> <ul style="list-style-type: none"> - It's a good refresher training

	<ul style="list-style-type: none"> - Helps with referring on - Helps makes relationship questions inclusive to everyday work
<p><u>Level 2 training:</u></p> <p>•Level 2 - Has the provision of the Toolkit led to more use of the RPC tools post the training?</p> <p>Not enough evidence found to support that the toolkit is consistently used post training</p>	<ul style="list-style-type: none"> • Delegates are mostly not using the tool post the training, over half said they had not used it. • Despite being screened by their LA RPC SPOC, A number of delegates were maybe not in intervening roles or roles where they have felt they can use the toolkit post the training. • The number of families the toolkit has been used with by attendees to the Level 2 training is small. • Delegates responded they had not used their toolkit for a variety of reasons, including not having opportunity to use it yet, not having families with Parental Conflict, not being in intervening roles and instead using the toolkit with colleagues rather than families. • From those that had used the toolkit post training, the topic areas in the toolkit most used were Causes of Conflict, Information about Relationships and Coping Strategies.
<p><u>Level 3 training:</u></p> <p>•Level 3 - Has the practice of the delegates changed post the Level 3 training?</p> <p>Some evidence to support – but limited</p>	<ul style="list-style-type: none"> • The sample size is relatively small (4-5) • Only 2 delegates from the Level 3 training feel confident and clear about their role, 1 neither agreed nor disagreed and 2 disagreed with the statement. • 50% said they agree they are more confident in thinking and working with couples post Level 3 training, 1 disagreed they were more confident. • Some of the delegates said it has allowed them to learn a lot and they are starting to put this into practice with the course increasing their awareness of parental conflict. Some of the delegates were frustrated at the lack of practical support, course organisation and focus and found the course to have too much of a counselling and academic focus. • Some staff had not found the training beneficial to them. • Overall delegates to the Level 3 training said they expected the course to be more practical than it was, and were uncertain about utilising the learning post the training.
<p><u>Skill, Confidence, Knowledge:</u></p> <p>Has delegates skills, knowledge and Confidence changed?</p> <p>Yes, evidence found to support</p>	<ul style="list-style-type: none"> • 85% of all respondents said their confidence had improved in addressing parental conflict since the RPC training they had attended. • 81% of all respondents said their skills had improved in addressing parental conflict since the RPC training they had attended. • 92% of all respondents said their skills had improved in addressing parental conflict since the RPC training they had attended.
<p><u>Other Findings:</u></p> <p>Level 1 and 2 done together had most impact</p> <p>Time pressures, staff skills around dealing with complex situations causes anxiety in responding to parental conflict RPC</p>	<ul style="list-style-type: none"> • Delegates who have completed both Level 1 and Level 2 training were more likely to have used the toolkit and have used it with more families than delegates who have completed only Level 2 training and no other training Level. • Delegates who have completed Level 2 only and both Level 1 and Level 2 used the same tools from the toolkit. • Delegates were more likely to have conversations with parents and higher confidence if they did Level 1 and Level 2 as opposed to just doing Level 1, and there was a slight increase noticed in the understating of Domestic Abuse and Parental Conflict when they did both levels. • Delegates that have done both Level 1 and 2 were more likely to use the toolkit post the training by over half more likely to use. • The toolkit was thought to be useful

	<ul style="list-style-type: none"> • Delegates felt privileged to be on specialist Level 3 training, able to access learning at a high level. • Staff were worried about addressing Parental Conflict due to time, case load pressures and worries about skills to deal with complex situations.
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Recommendations:

- 1) Careful selection of delegates and pre-training preparation is needed specifically for any long term /specialist training and delegates need to be clear about the expectations and roles before the training - i.e. Level 3
- 2) Delegates need the time to go through Level 1 & Level 2 before doing Level 3
- 3) There needs to be a clear thread/links and focus through the training ensuring those that had done Level 1 could progress to Level 2 and possibly Level 3 where they were in intervening roles with families or able to take up a specialist RPC champion role.
- 4) Even though there had been attempts to screen and pick 'the right delegates' there needs to be more focus with potential delegates and managers on the right people doing the training (Level 2 & Level 3).
- 5) RPC training maybe not effective on its own, with those identified as champions likely to need additional ongoing training and practice support.
- 6) More work is needed with training providers to ensure the fit of training around delegate's roles, responsibilities and practice before training is commissioned.
- 7) More understanding is needed to understand why the toolkit is not being used post the training, and delegates to Level 2 would maybe benefit from focused practice sessions on using the toolkit and responding to the needs of families with complex relationship problems.

Full Report

Introduction

The Reducing Parental Conflict (RPC) Black Country (BC) Partnership is made up of Dudley, Sandwell, Walsall and Wolverhampton Local Authorities RPC Single Point of Contacts (SPOC's). The partnership was formed in summer 2021 in response to a cluster funding application and award of funding from the Department of Work and Pensions (DWP) for a Workforce Development Grant to support the Reducing Parental Conflict agenda within Local Authority (LA's) areas from September 2021 to March 2022.

Background

This is the second funding opportunity for LA's to apply for funding from the DWP to support the RPC agenda across local areas. Previous to the current funding of 2021/2022 each of the Black Country Local Authorities (Sandwell, Dudley, Walsall and Wolverhampton) were independently working on their separate RPC agendas in their local areas, this was from a previous funding from DWP for RPC Workforce Development and RPC Strategic Leadership Support – funding available from 2019/2021 (extended into 2021 due to Covid-19). Following encouragement from the DWP RPC Regional Integration Lead to cluster for the new RPC Workforce Development funding opportunity of 2021/2022 the 4 Black Country LA's met and identified the following:

- **We had a common position for RPC across the 4 LA's at the end of the 2019/2021 funding** - small training numbers for RPC KnowledgePool training (all training had been hindered by the Covid-19 pandemic), limited use of RPC tools post training (established from a survey across Walsall with trained delegates in 2020, and felt to likely be the same in the other LA's). A general lack of awareness on the RPC agenda, limited confidence and skills of staff to identify and respond to RPC across services, lack of champions in teams and services and limited use of evaluation for RPC across the 4 LA's.
- **There would be benefits of clustering in application and delivery of the RPC agenda across the Black Country** – if clustered, we could maximise the DWP funding x4 giving a total of £90,464 funding available as opposed to single LA's pots of funding (22k for x3 and 24K for x1 LA). We also had joint ambitions as all LA's were keen to focus on; 1) toolkit development, 2) champion development and 3) evaluation of findings. Several of the LA's in the Black Country were also not considering applying for the second wave of RPC funding due to limited resource to co-ordinate, so clustering would mean those LA's with more resource could support the others without readily available resources.
- **Walsall Local Authority would be best to become the Partnership RPC Project Lead** - Walsall RPC SPOC had already started to do work on a potential training model and could identify available resource. Walsall LA had also previously worked with EIF support around RPC so felt they had a strong base from which to establish a training model, resource to co-ordinate and plan evaluation.

The following objectives and model was agreed across the RPC BC partnership and a cluster funding bid was approved by DWP in June of 2021:

Model 1

Project objectives:

Our aim is to deliver a Hybrid RPC agenda across the Black Country to:

- 1) Build Awareness and Identification training** of Destructive Parental Conflict for families living in the Black Country.
- 2) Focus RPC Tools and interventions training** to those able to intervene in parental conflict and support families in relationship distress and
- 3) Develop Specialist RPC Support/Champions** for our most vulnerable families, including parents who are separated. Our secondary aim is to evaluate the effectiveness of training and outcomes for families receiving support from 'RPC interveners' & 'RPC specialists'

The RPC Hybrid Model – Black Country Regional Bid

Aim	Need Level	Reach	Why would we do this?
Launch of the RPC agenda in Walsall Awareness of the RPC Agenda – Leaders and managers across the council & its partners RPC Leaders Launch	All levels of need	200 leaders	Top Down influence
Awareness of RPC staff training RPC Level 1	Need level 2	800+ multi-agency	Needs analysis highlighted awareness issue
Interventions & Tools with families with parental conflict RPC Level 2	Need level 3 and level 4	340 Lead professionals	Surveys have highlighted none use of tools post training EHSG members request for focus & Regional Request for Focus
Specialist Relationship support RPC Level 3	Need level 3 and level 4	17 Early Help workers	Needs analysis highlighted gap in Specialist knowledge and Skills RPC effects on Fathers research
Early Help Group worker development RPC Level 4	Need level 3 and level 4	4 Early Help group workers	Current EIF evaluation shows parents separated need a specific provision

Intervention:

Four training providers were commissioned between July and August 2021 to deliver the Black Country RPC 1 to 4 Levelled training, and training started to be offered from September 2021 through to March 2022, see Table 1:

Table 1 – Reducing Parental Conflict Black Country Training Providers

Training Area/Criteria/Allocation of the funding	Provider	Number of Training Sessions
Level 1 – RPC Awareness training For any staff across any agency working in the Black Country 8% of available budget of RPC	Inspired Trainers – Alan Savill	40 virtual 2.5-hour training sessions reaching up to 30 BC delegates per session 1 session cancelled by trainer Over 1000 Training places
Level 2 – RPC Tools and Interventions including the Black Country Toolkit training for Black Country staff in Early Help Lead Professionals, case holders and those in intervening roles with families (Delegates targeted and screened by LA SPOC before being granted a place) 50% of available budget for RPC	Amity Relationships – Kate Nicolle	17 virtual 3-hour training sessions reaching 20 BC delegates session maximum 1 session cancelled by trainer 340 Training places
Level 3 - RPC Specialist Relationship Champions Training For those in senior / supporting roles working with or supporting those who intensely work with families across the Black Country	Tavistock Relationships	Weekly virtual term time sessions between September 2021 and March 2022 of 2 hours per week 20 Training places

(Delegates were chosen by their LA SPOC) 35% of available budget for RPC		
*Level 4 - RPC Intervention for separated parents For Parenting Officers delivering groups 3% of available budget for RPC	Parent Plus – Parenting When Separated Group facilitator training	1 training session, (Walsall staff only)

*The Level 4 training has not been included as part of evaluation as this was 'intervention based training', only Walsall focused with x 4 Walsall practitioners, who are not due to start the parenting when separated groups till post March 2022.

Training Reach:

The numbers reached through this training are:

Table 2

	Phase 1: Sept – Dec 2021	Phase 2: Dec – March 2022	Total
Level 1	398	249	647
Level 2	97	183	280
Level 3	-	-	21
	495	432	948

Aims of the research:

Following a successful application to Early Intervention Foundation (EIF) in November 2021 to support the RPC Black Country Partnership training evaluation. The EIF and Walsall LA (as the RPC BC project lead) agreed to working together in evaluating practitioner training through a process evaluation.

The goal of our work together was:

- To evaluate the training offer across the Black Country Partnership
- To understand the strengths of the training offer and to identify strategies to embed learning into practice,
- To build upon the previous Theory of Change and skills audit undertaken with Walsall previously during the first wave of RPC funding of 2019-2021.

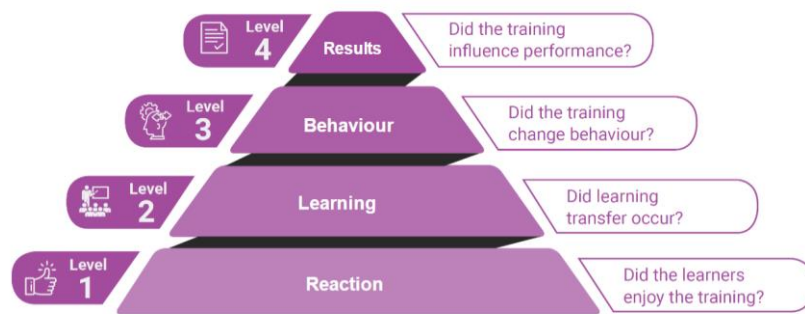
The original project objectives of the RPC BC project (model 1 page 2) had already been agreed across the other three localities (Sandwell, Dudley and Wolverhampton) and had not changed since the original conception of them in June 2021.

Research questions:

With the project objective in mind and the goals of working with the EIF the following research questions were developed using the Kirkpatrick model to frame our training evaluation and data collection.

The Kirkpatrick model is a four-stage model that is widely used to measure effectiveness of training and an objective way. [The Kirkpatrick Model \(kirkpatrickpartners.com\)](https://www.kirkpatrickpartners.com)

Model 3



Agreed Research Questions:

Background and journey through training:

- What is the journey into and through the training?
- What types of training are participants accessing?
- Is the training reaching its intended target population of practitioners?

Specific Behavioural Questions:

- Level 1 - Has training resulted in delegates having relationship conversations post training?
- Level 2 - Has the provision of the Toolkit led to more use of the RPC tools post the training?
- Level 3 - Has the practice of the delegates changed post the Level 3 training?

Specific Outcomes Questions:

Has delegates skills, knowledge and Confidence changed?

Evaluation design and methods

Two research methods were chosen and agreed across the BC SPOC partnership to use to evaluate the Level 1 to 3 RPC training, with an aim to reach at least 10% of trained delegates these were:

Method 1:

- A Survey to all Level 1, 2 and 3 RPC trained delegates across the Black Country Partnership including Sandwell, Dudley, Walsall, Wolverhampton delegates that had attended the Level 1 to 3 training.

Method 2:

- Deeper analysis through a 'Focus group of a mix of delegates' from RPC training Levels 1 to 3, from a mix of services, working in a mix of Local Authorities on 15th February 2022 for 1.5 hours, held virtually on Teams

Design

This work consisted of a process evaluation, designed to better understand how the different components of the RPC training delivery model interact across the BCP and to test the underlying assumptions about the tiered Levels of training, to assess fit with workforce needs and to inform onward RPC planning.

Method 1 – Survey to delegates across Level 1 to 3 of the training

A survey was designed consisting of a number of questions, including pre-defined responses, yes/ no responses, drop down responses and asks for further information on why certain responses were chosen by delegates. The survey was designed on a Microsoft forms survey. The survey was sent to all trained Level 1 to 3 delegates (853) by email during the period of 2 weeks (7th to 18th February 2022). The survey included a series of questions that would apply to all respondents such as; basic details – name, role, local authority area, training undertaken and overall skills, confidence and knowledge questions following training and a series of branched questions linked to the research questions dependent upon the Level of training they had completed. All survey questions were prior agreed by all LA SPOC's, and some of the training providers also

got an opportunity to contribute to the framing of the survey questions. See (Appendix 1) for a copy of the survey

Method 2 - Focus Group to delegates across Level 1 to 3 of the training

Delegates from the training were invited to express an interest in sharing more information about their experiences on the RPC training through attending the focus group in February 2022 for 1.5 hours being held as a virtual teams meeting. Delegates were recruited to the focus group through the survey and were also encouraged to attend the focus group from contact with their managers or LA SPOC's. All delegates received an information sheet on the focus group and a consent form to complete prior to attending, all delegates voluntarily attended the focus group, and all delegates that expressed an interest got a place on the focus group. Following consultation with EIF and Project Lead, the hosts of the focus group were chosen to be Becky Sanders – EIF Project Lead and Vasilena Dimitrova - Walsall Council Early Help Project Support Officer. It was decided that no RPC SPOC should run the focus group as due to their closeness to commissioning providers and closely being around the training this could maybe compromise the honesty of the feedback being given by attendees. Please see Appendix 2 for Focus Group Topic Guide.

Analysis

The quantitative analysis of the survey involved calculating response rates, frequencies and percentages, the data also included comparison activities between the different Levels of the training to reflect our chosen research questions. Additional information gathered from open ended questions allowed us to elaborate on the numerical findings.

Qualitative data collected from our focus group was analysed using a thematic framework approach framed around the research questions and the Kirkpatrick model topic areas of:

Journey to training	Training Level 1, 2 and 3
Reaction	Training Level 1, 2 and 3
Learning	Training Level 1, 2 and 3
Behaviour	Training Level 1, 2 and 3
Results	Training Level 1, 2 and 3
Other issues identified – such as barriers to implementing the training	Training Level 1, 2 and 3

*Kirkpatrick model themes

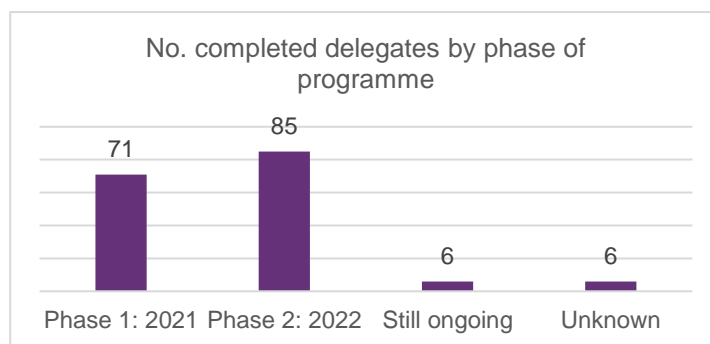
Results

Survey Findings

Sample Size and access to training:

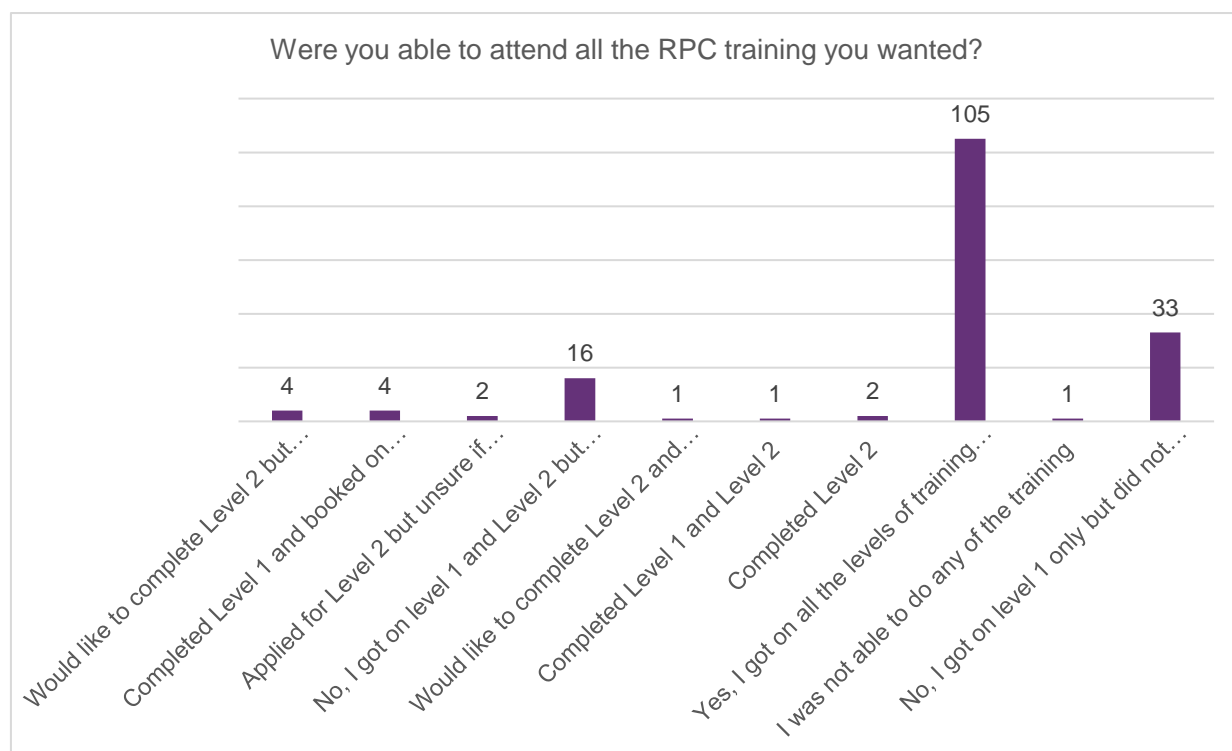
- **The Black Country Reducing Parental Conflict research survey had 169 respondents in total.**
- **The respondents to the survey made up to 20% of the overall number of delegates who have attended RPC training.**
- **There was an broadly split for survey responder for when they accessed the training (either first phase between Sept to Dec 2022 – second phase January to March 2022)**

There was a broadly even split for when delegates accessed their training– 85 (50.2%) have completed their training in the second phase of training offers (Jan – March 2022), 71 (42%) completed their training in the first phase of the training offer (Sept – Dec 2021), 6 (3.5%) are still undertaking training and 6 (3.5%) were not sure or didn't specify a date.



- **Not all delegates did the training they wanted with 30% of delegates reporting they had not gone on to do other Levels of the training that they wanted to.**

The majority of respondents (105 - 62%) stated that they have got on all the Levels of the training that they wanted to. Almost 20% (33 respondents) managed to get on Level 1 only but not on Level 2. Nearly 10% (16 respondents) said they have got on Level 1 and Level 2 but not on Level 3. Only 1 delegate selected they did not do any of the training, which could be an anomaly as only delegates that had attended the training received the survey link.

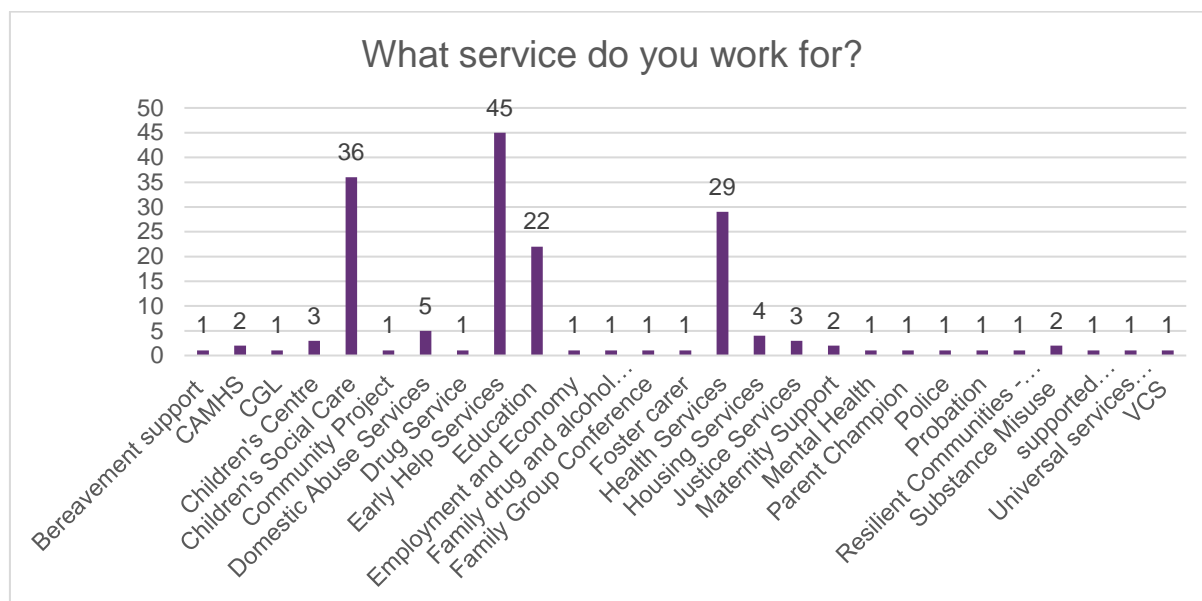


Which agencies accessed the training?

- **The majority of services accessing the training were in Early Help and Social Care roles, those in health roles has increased from previous RPC offers of 2019 and this is seen as positive. NB many health roles were still re-prioritised around Covid-19 with training embargoes for many health staff during the training offer**
- **Police and Housing representation is still low on the training (Housing 2.3% 4 staff and just 1 Police staff member)**

In terms of service areas, most respondents came from Early Help – 45 (26.6%), followed by Children’s Social Care – 36 (21.3%), Health Services – 29 (17%) and Education – 22 (13%). Some other notable service areas were Domestic Abuse Services (5 or 2.9%), Housing (4 or 2.3%), Children’s Centres (3 or 1.7%) and Justice

(3 or 1.7%). The rest of the delegates were from a variety of other service areas, such as CAMHS, Maternity Support, Substance Misuse, VCS and others.



Why did staff attend the training?

- **Most delegates attended the training as they had an interest in learning more about RPC training and had recognised they had been working with families in conflict. There had also been a recognition from some staff and managers that staff had a lack of knowledge, skills, and confidence in this area.**

The table below (table 2) summarises the reasons why delegates were attracted to completing this training.

Table 2

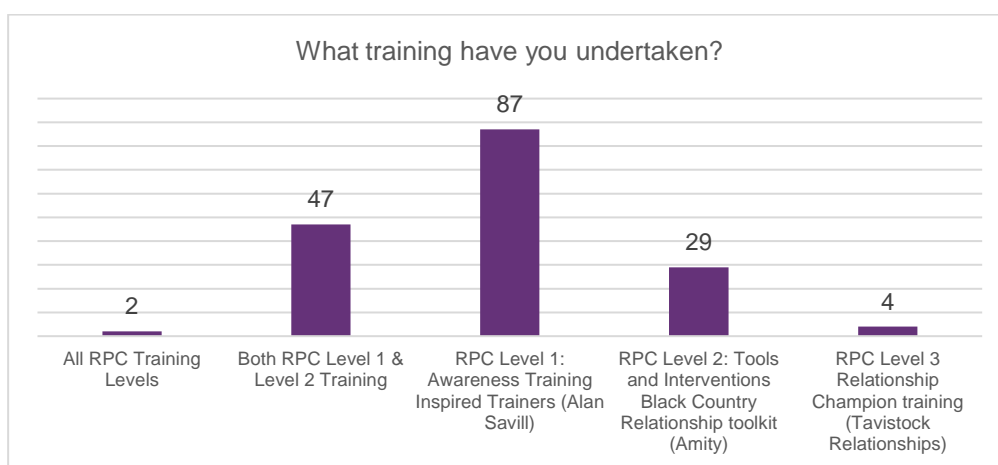
What attracted you to this training?	No. responses
I was keen to learn more on the Black Country Reducing Parental Conflict agenda for my own development	76
I have worked with families in the past who were in destructive parental conflict and am keen to know how to support families in the future.	73
My manager asked me to attend and explained to me why	46
I had identified I had a lack of knowledge, skills, or confidence around Reducing Parental Conflict	46
I am currently working with a family who are in destructive parental conflict and am keen to understand more how to support them.	40
I heard good things about the training from my colleagues who completed it	39
Reducing Parental Conflict is a focus for my team or service area	39
I wanted to complete training to access the Black Country Reducing Parental Conflict toolkit (Level 2 training)	33
I had a lack of knowledge, skills, or confidence around the difference between Domestic Abuse and Reducing parental conflict	27
I have been identified to specialise in Reducing Parental Conflict for my team or service area	9
I have done Reducing Parental Conflict training before (pre-2021) but felt I needed a refresher	7
My manager asked me to attend, I am unsure why	3
I think I might be experiencing relationship distress myself and wanted to understand more about Reducing Parental Conflict	1

Completed Level 1 enjoyed it and wanted to complete Level two to extend my learning and to increase my knowledge and understanding of the challenges in managing in appropriate behaviour in the home and out in the community etc.;	1
I would rather not answer this question	0

What training had staff completed?

- **Most of the survey respondents (n-169) had attended Level 1 training, and this was appropriate as this was the training with the most amount of places (over 1000 places on offer), followed by a combination of Level 1 and 2 training, a smaller number of respondents were from Level 3 training, however this was the training with the smallest number of places.**

87 or around 51% of the respondents in this survey have undertaken only RPC Level 1 training, followed by 47 or 27% who have completed both Level 1 and Level 2 training. 29 delegates (17%) have completed Level 2 only. 4 (2%) of the respondents are completing the Level 3 training with Tavistock Relationships and 2 (1%) have completed all training Levels.



Level 1 RPC Awareness Training

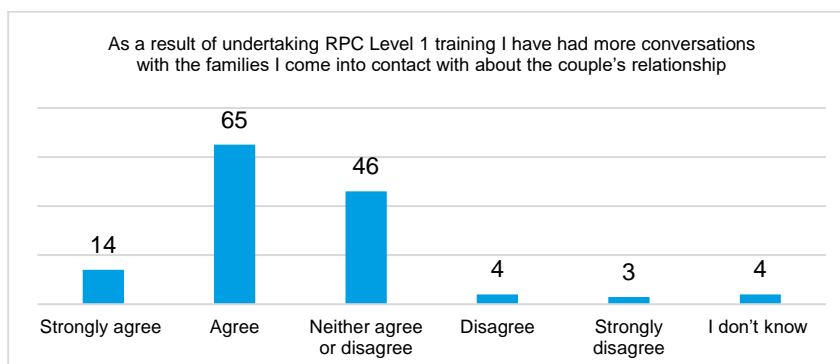
Sample Size:

136 respondents of the 169 to the survey had completed Level 1 training.

Relationship conversations with families post the training:

- **Over half (58.08% 14+65 of n-136) have said that as a result of the Level 1 training they have had more relationships conversations with families.**

Almost 50% (65) agreed that as a result of undertaking RPC Level 1 training, they have had more relationship conversations with the families they come into contact with, approximately one third (46) said they neither agree or disagree, followed by 14 (10%) who strongly agreed. 4 respondents (around 3%) said they disagree, 3 (2%) strongly disagreed and 4 (around 3%) said they don't know.



Looking at the free text responses when asked to explain their answers, respondents said

Positive:

- Some delegates said they were able to have discussions with families more openly
- They had gained more awareness and could identify issues with more confidence and certainty
- The training had reinforced their skills

Neutral:

- Others had not met parents face-to-face to discuss the topic/not had a suitable opportunity to use what they had learnt on the training.
- Some allocated cases were not needing help around RPC
- Some delegates had completed the training very recently and said they had not yet had a chance to utilise it.
- Some delegates' roles do not include direct work with families– however they felt it was still beneficial even if they were not in roles where there were in direct contact with families.

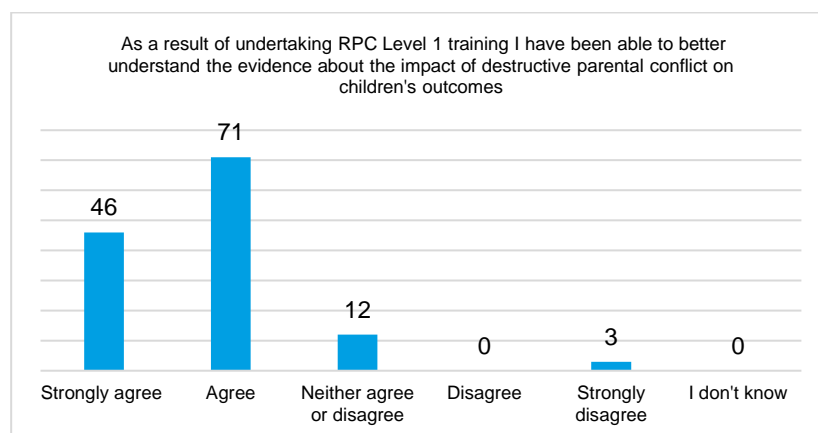
Negative:

No negative comments were received when respondents were asked to explain their answer further.

Understanding the impact of Destructive Parental conflict on families as a result of the training:

- **Over 88% (46+71 of n-132) of delegates had increased understanding of the impact of destructive parental conflict on children's outcomes as a result of the Level 1 training**
- **Delegates to the Level 1 training also said: The training was very beneficial for their practice. They are feeling more confident to approach conversations. They are better able to understand the impact of PC more clearly. The Level 1 training encouraged them to think more deeply about the effect of RPC on children. The training has deepened their knowledge about the impact and they could build on their knowledge from other training courses through the RPC Level 1 session.**

When asked about understanding the evidence about the impact of destructive parental conflict on children's outcomes, more than half (71 or 52% n-132) of respondents agreed (46+71) the training has helped them understand this better, and more than one third (46 or 34%) said they strongly agree with the statement. 12 (9%) said they neither agree nor disagree and 3 (2%) strongly disagreed.



When asked about the reasoning behind their replies, the respondents said:

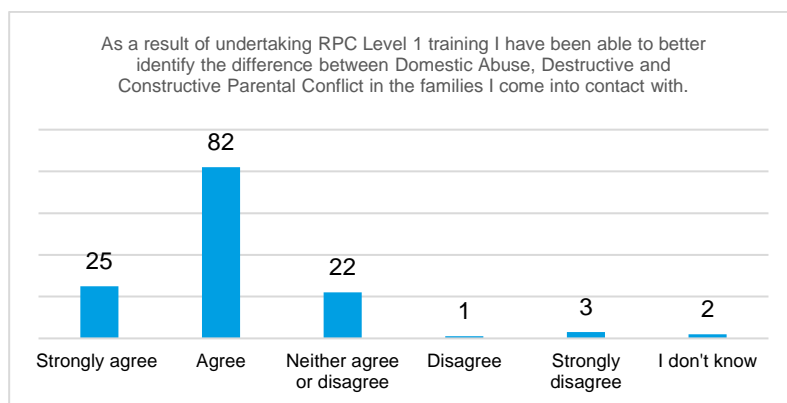
- The training was very beneficial for their practice
- They are feeling more confident to approach conversations
- They are able to understand the impact of PC more clearly
- They were encouraged to think more deeply about the effect of RPC on children

- Some parents might not recognise the problems related to PC
- The training has deepened their knowledge about the impact
- They could build on their knowledge from other training courses through the RPC session

The difference between Parental Conflict and Domestic Abuse:

- 79% of respondents (25+82 of n-135) have said they are better able to *identify* the difference between Domestic Abuse and Parental Conflict following the Level 1 training.
- That Level 1 course supported them to *understand* the differences between domestic abuse and parental conflict,
- It was also highlighted that some staff felt they need access to further training on Domestic Abuse post Level 1 training.
- The training also helped them reflect on the topic and has given them useful examples of the differences between Parental Conflict and Domestic Abuse.

Looking at the ability to identify the difference between domestic abuse, destructive and constructive parental conflict, 82 (60%) of the respondents have said they agree the training has helped them better identify these differences, followed by 25 (18%) who strongly agreed with the statement and 22 (16%) who neither agreed nor disagreed. The least amount of people strongly disagreed (3 or 2%), disagreed (1 or 0.7%) or said they don't know (1%).

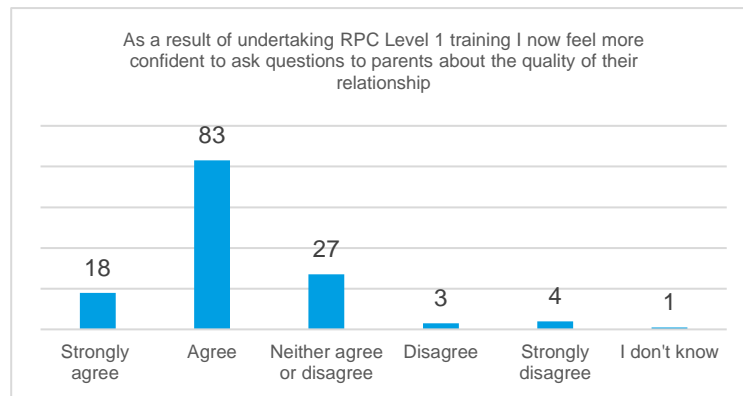


Confidence to ask questions about quality of couples' relationships:

- 75% (18+ 83, n-136) of delegates feel more confident to ask relationship questions to couples post the Level 1 training

Delegates are now feeling more confident, knowledgeable, and well-informed, however, some respondents highlighted that they are not frontline workers and do not do direct work. Additionally, it was said that the Level 1 training was an excellent refresher and complemented the delegate's previous training experience. It has also provided the delegates with knowledge on how to refer on and helped make the process of asking relationship questions more inclusive to their work.

The majority of delegates (83 or 61%) have said they agree they feel more confident to ask relationship questions as a result of attending the Level 1 training, followed by 27 (20%) who neither agree nor disagree, and 18 (13%) who strongly agree. 4 (3%) respondents said they strongly disagree with the statement, 3 (1%) disagree and 1 (0.7%) said they don't know.



Level 2 – RPC Tools Interventions and Toolkit Training

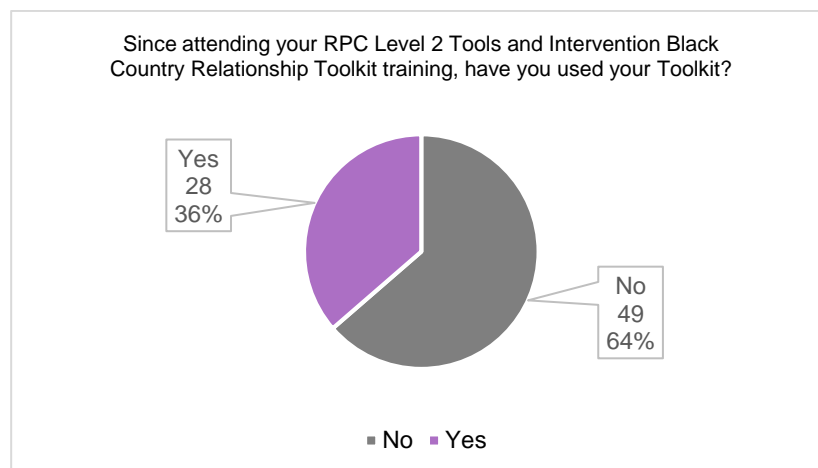
Sample Size:

78 out of the 169 participants in this survey have completed Level 2 training.

Use of the toolkit:

- **Most delegates to the Level 2 training had not used their toolkit post the training when surveyed (64% 49 of n-77), 36% said they had used the toolkit post the training (28 of n-77).**

According to the responses, the majority of delegates who completed Level 2 (49 or 64%) have not used their toolkit, whereas only 28 (36%) said they have used it.



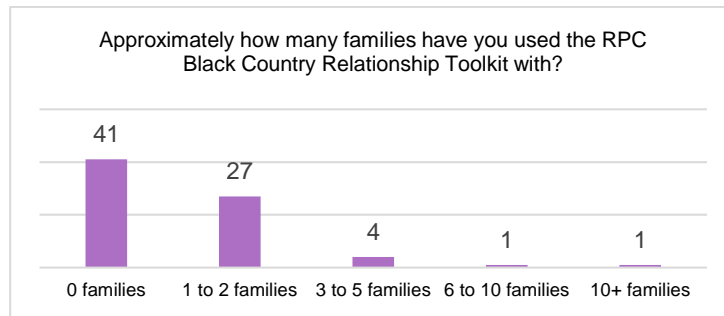
The respondents who have not used the toolkit, said that they had not used it because:

- They have completed the course shortly before completing the survey and did not have a chance to utilise yet
- Allocated families did not have parental conflict concerns
- Elements of the toolkit have been used to support colleagues rather than families
- They were not in an intervening role

Number of families that respondents had used the toolkit with:

- **The number of families the toolkit has been used with by attendees to the Level 2 training is small.**
- **Delegates responded they had not used their toolkit for a variety of reasons, including not having opportunity to use it yet, not having families with PC, not being in intervening roles and using the toolkit with colleagues instead of families.**
- **Although screening was thought to be very rigorous, some delegates who attended Level 2 were not in a clear intervening role or did not have a caseload**

The graph below shows that more than half of the respondents in this group (41 or 52%) have not used the toolkit with any families, followed by 27 (35%) who have used it with 1 to 2 families. 4 delegates (5%) have used it with 3 to 5 families and 1 person (1%) has used it with 6 to 10 families and 10+ families, respectively.



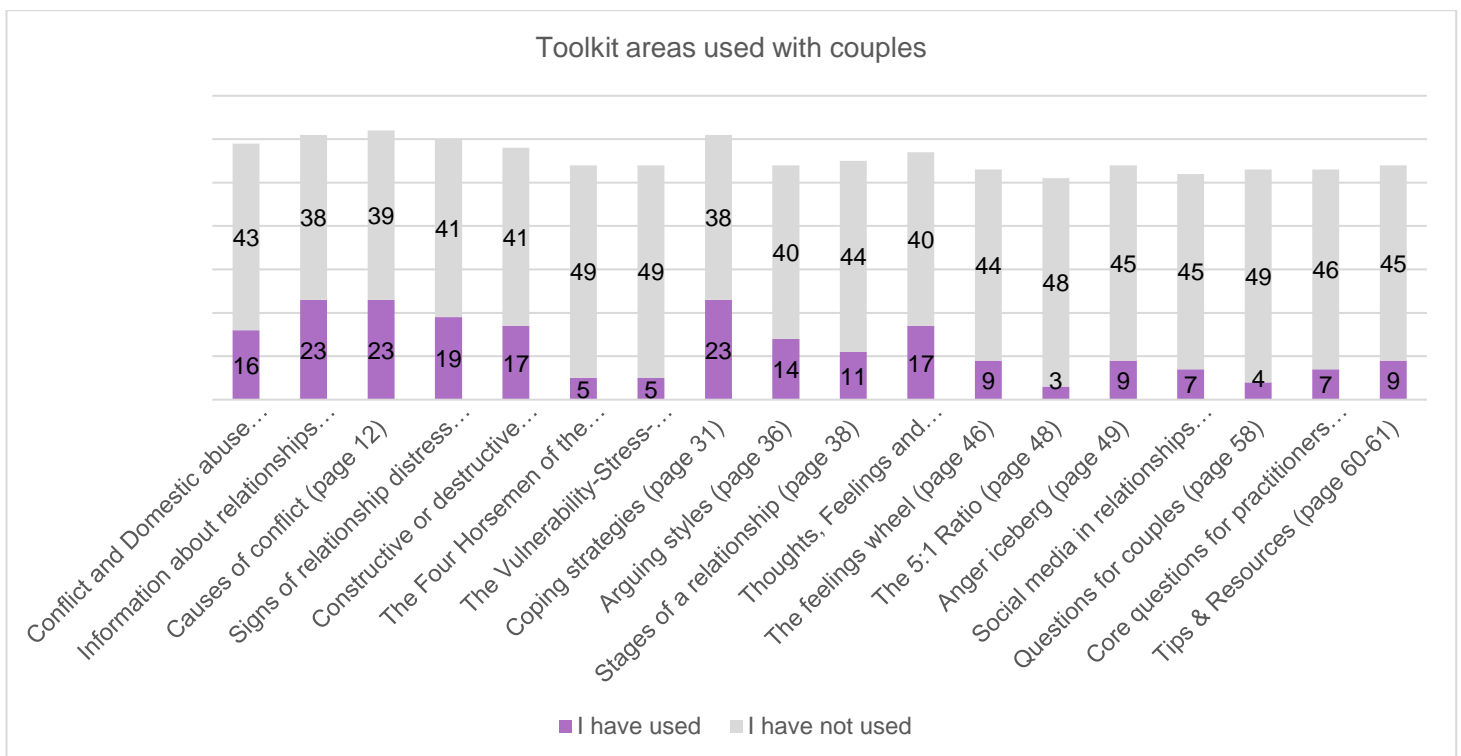
Which elements of the toolkit were being used?

- From those that had used the toolkit post training (28) the topic areas in the toolkit most used were Causes of Conflict, Information about Relationships and Coping Strategies.

As per the chart below, a few of the most used toolkit areas were the following:

- Causes of conflict (23 responses)
- Information about relationships (23 responses)
- Coping strategies (23 responses)
- Signs of relationship distress (19 responses)
- Thoughts, feelings, behaviours (17 responses)
- Constructive or destructive conflict (17 responses)

It is clear from the responses that the majority of the delegates in this category have not yet used the tools in the toolkit.



When asked to describe which areas of the toolkit delegates found the most useful, they have said the following:

- Causes of Conflict, Coping Strategies, The Anger Iceberg, Stages of Relationships, Tips and Resources, See it differently videos, Arguing Styles and Conflict and Domestic Abuse were found to be very useful
- The toolkit enabled delegates to share RPC information with families in an easier way
- Some delegates were not able to use the toolkit yet

Level 3 – RPC Specialist Champion Training

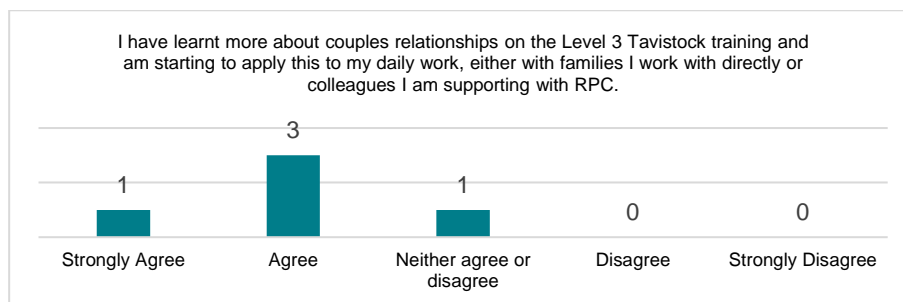
Sample Size:

The delegates who have completed Level 3 were the smallest group in this evaluation – there are a total of 6 people who have completed the survey out of a potential 20 respondents, translating to 30% completing the survey for Level 3 questions. Not all of the 6 delegates in this category have answered all of the questions related to the Level 3 training and this is marked below appropriately.

Learning about the couple’s relationship and applying to daily work:

- **The sample size is small for responses to learning about the couple’s relationship and applying this to daily work from Level 3 training, 3 delegates agreed they had learned and applied, 1 strongly agreed, 1 neither agreed nor disagreed.**

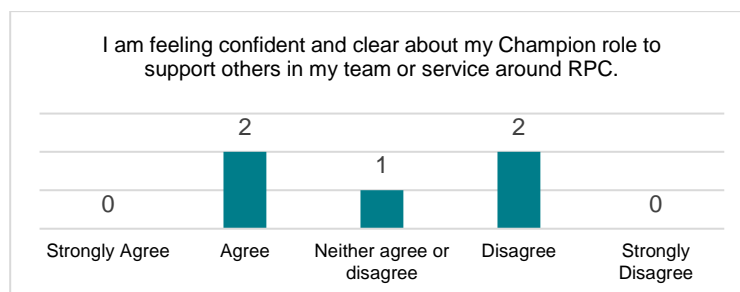
According to the chart below, 50% of them (3 delegates) have said they agree they have learned more about couples’ relationships on the training and are starting to apply this to their daily work, followed by one who strongly agrees and one who neither agrees nor disagrees.



Confident and clear about the Champion role to support others:

- **Only 2 delegates (n-5) to Level 3 training feel confident and clear about their role, 1 neither agreed nor disagreed and 2 disagreed.**

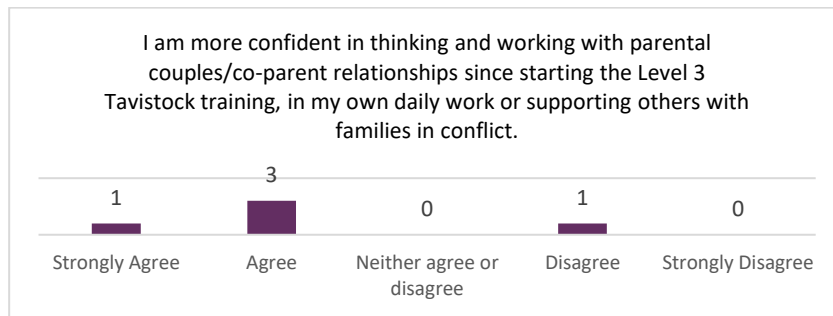
2 delegates (33%) have said they agree they are now confident and clear about their Champion role, 2 (33%) disagreed and 1 (16%) said they neither agree nor disagree.



Confident in thinking about and working with couples:

- **50% (3 out n-5) said they agree they are more confident in thinking and working with couples post Level 3 training, 1 disagreed they were more confident.**
- **Some of the delegates said it has allowed them to learn a lot and they are starting to put this into practice with the course increasing their awareness of parental conflict**
- **Delegates to the Level 3 training said they expected the course to be more practical than it was and were uncertain about utilising the training in the future.**

Last but not least, 3 respondents (50%) said they agree they are more confident in thinking and working with parental couples/co-parent relationships since starting the Level 3 Tavistock training. 1 strongly agreed and 1 disagreed.



Respondents also shared in the free text box provided that:

- The course has allowed them to learn a lot and they are starting to put this into practice
- The course has increased their awareness of parental conflict
- They expected the course to be more practical than it has been
- They shared there is some uncertainty about utilising the training in practice

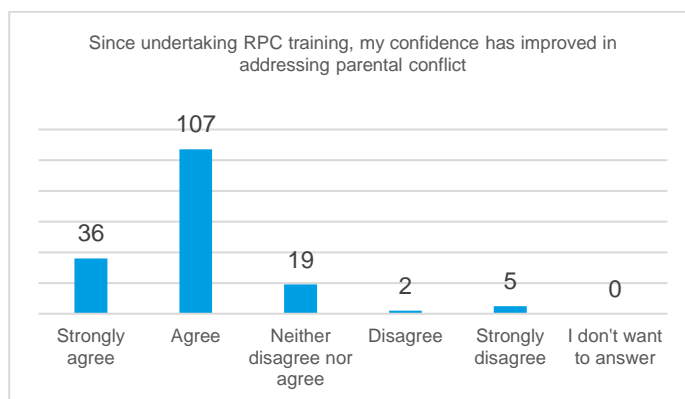
All Levels of training, Confidence, Skills and Knowledge improvement

The final 3 questions were answered by all 169 respondents in the survey.

Confidence:

- **85% (36,107, n-169) of all respondents said their confidence had improved in addressing parental conflict since the RPC training they had attended.**

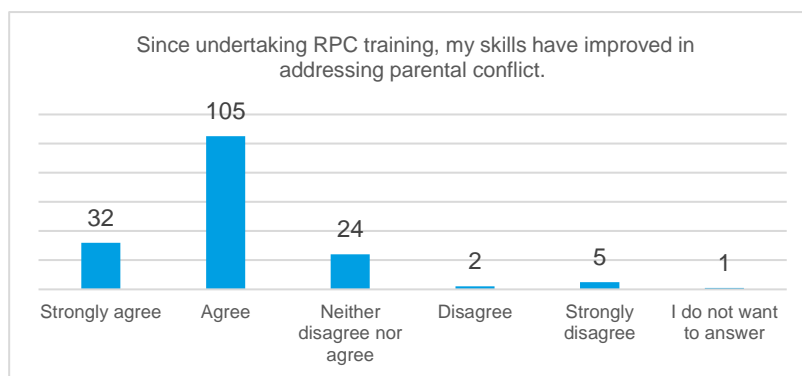
The majority of respondents (107 or 63%) said they agree their confidence has improved in addressing parental conflict since undertaking RPC training. Next, 36 (21%) said they strongly agree, while 19 (11%) said they neither disagree nor agree. 5 (3%) said they strongly disagree, whereas the least number of respondents said they disagree – 2 (1%).



Skills:

- **81% (32,105, n-169) of all respondents said their skills had improved in addressing parental conflict since the RPC training they had attended.**

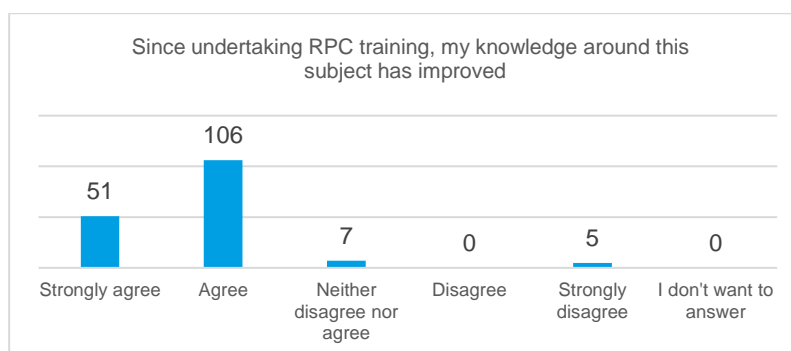
When asked about skills in addressing parental conflict – the majority (105 or 62%) have said they agree, 32 (19%) strongly agree and 24 (14%) neither agree nor disagree. The same number of people (5 or 3%) said they strongly disagree or disagree (2 or 1%). The only difference is that 1 (0.5%) delegate did not want to answer this question.



Knowledge

- **92% (51,106, n-169) of all respondents said their skills had improved in addressing parental conflict since the RPC training they had attended.**

When delegates were asked about their knowledge around the subject of RPC – 106 delegates or 62% stated they agree their knowledge has improved, followed by one third (51) of the delegates who said they strongly agree. On this question, we have less respondents who neither disagree nor agree (7 or 4%) but the same number who strongly disagree (5 or 3%).



Comparison Data Findings:

When the data was split and analysed between the 3 separate Levels of training (see appendix report 3 for individual data sets) the following was found:

- **Delegates who have completed Level 1 and Level 2 training were more likely to have used the toolkit and to have used it with more families than delegates who have completed only Level 2 training and no other training Level.**
- **Both delegates who have completed Level 2 only and both Level 1 and Level 2 used the same tools from the toolkit**
- **Delegates were more likely to have conversations with parents and higher confidence if they did Level 1 and Level 2 as opposed to just doing Level 1, and there was a slight increase noticed in the understanding of DA and PC when they did both Level 1 and Level 2.**
- **Delegates that have done both Level 1 and 2 were more likely to use the toolkit post the training by over half more likely to use.**

Qualitative findings - Focus Group Findings

- **12 RPC delegates attended the focus group from a mix of LA's and representing a mix of training Levels, focus group was as an opportunity to explore in greater depth feedback in response to the identified research questions through group interaction and discussion**

Most of the attendees in the focus group were from Walsall (5), followed by Sandwell (3), Wolverhampton (2) and Dudley (2). The focus group allowed a range of professionals to join the discussion –most of the representatives were from Family Support Services, one delegate from Housing and one delegate from the Voluntary Sector.

Local Authority	Training completed	Training Level	Number of attendees to the focus group
Walsall	Level 1	Level 1	3
Wolverhampton	Level 1 & Level 2	Level 1 & Level 2	3
Walsall	Level 1 & Level 2	Level 1 & Level 3	1
Sandwell	Level 1 & Level 2	Level 2	1
Wolverhampton	Level 3	Level 2 & Level 3	1
Walsall	Level 1	Level 3	3

Feedback from Focus Group:

Learning from the Focus Group in support of the training plan meeting intended objectives of Level 3 training:

- Feeling of privilege to be on training (Level 3 training)
- Useful training and useful Toolkit (Level 2)
- Enjoyable training (Level 1)
- Better understanding between Parental Conflict and Domestic Abuse (Level 1)
- More conversations happening about couple relationships since training (all Levels)

Further learning from the Focus Group:

- Not all were able to access the training they wanted- they couldn't get past Level 1 to access training at Levels 2 and above
- Training was felt to be missing a 'golden thread' through Level 1, Level 2 and Level 3 that would allow for continuity of learning and to build knowledge, skills and experience in a coordinated way
- Level 2 delegates felt they were given toolkit and 'sent on their way', and expressed a wish for opportunities to practice using the tools in a supported way.
- Level 3 delegates felt they had not been prepared enough before attending training, felt that there had not been opportunities to reflect on their roles and the commitments and expectations of the training in advance, or did not have enough capacity to get the most from the 6-month commitment of Level 3 training.
- Level 3 delegates felt it would have been helpful for them to have done Level 1 and 2 training first
- Level 3 training has not been beneficial for all delegates, some felt they weren't the 'right people' to attend or hadn't got much out of the training.
- Level 3 training was felt to be too academic and counselling focused with a lack of opportunities for networking and practical application development within the course, and with delegates struggling to relate the learning to everyday practice or 'the day job'.
- Level 3 training was perceived as being poorly organised and having disjointed subject material from one week to another. . Participants would welcome a longer time to read course material in advance of sessions and to have a clearer understanding of how course material related to their practice and role.
- Pressure of time, caseload pressures and worries and staff skills about dealing with complex situations was a feature of feedback from delegates underscoring that it is not only training content, but the working context that will influence how training can be applied in practice

Summary report:

Area	Summary of Feedback	Statements from attendees
Journey to training	<ul style="list-style-type: none"> Limited feedback for focus group attendees for 'the journey' for Level 1 and Level 2 training. Lots of availability at Level 1, but not Level 2 and 3 Missing a thread through Level 1, 2 and 3 Some people felt prepared for Level 3, others didn't feel they had enough information to know what to expect Some people felt 'put' on the Level 3 training 	<p>ID6 "It was a bit of a challenge because I feel like I'm stagnated at Level one and I can't go beyond that."</p> <p>ID9 "The time commitment (Level 3) is huge and I think we were prepared for it, we were warned that it was six months of intensive training, but for myself I was still a bit like whoa, with everything else going on in our work role. So I think if there's something pre Level 3 training that can really, really explain that in depth and explain the hours and the commitment and the Level of the training. That would be really useful."</p> <p>ID12 "So I think we've gone straight in at that Level 3 and I think maybe it should have been a condition that you should have done Level one and Level two before going into doing the Level three, whereas we jumped straight into the Level three. Your local authority wants to select a certain number of people to do the training. Somebody from the service got to do it and I was the person that was nominated to do it. So yeah, but in the future it's looking at the best placed people to get the best out of the training"</p>
Reaction	<ul style="list-style-type: none"> Enjoyed training (Level 1 and 2) Felt privileged to be on it (Level 3) Worry about opening up emotions 'can of worms' then handling this (Level 1 and 2) Worry about time to focus on RPC Felt not beneficial training (Level 3) Felt too counselling focused (Level 3) Felt to academic (Level 3) 	<p>ID9 "We were doing a Level 3 training and it's been really, really good, but I guess I think a lot of us are really frustrated that our only role isn't just doing this because it's very high Level and it's very sort of counselling skills based, and so I think there's some frustration that both of us that are attending the Level 3 training have got so much other stuff to do"</p> <p>ID5 "As a senior prac, who manages a team it (Level 3) relates to the work we do 100%, but it's actually turning that theory into practice and that's the bit don't know if they've got that quite right., I think it's very kind of lecture based, I mean the one session, where even the lecturer was saying they had to read the materials 2-3 times before they could understand what they were talking about and that was around like psychotherapy. So you know, if for them it's a challenge, it's gonna be a challenge for us then to not only internalise, but turn that into kind of practice and relate it to what we do on a daily basis".</p> <p>ID9 "We've spoken a lot of negatives about it (Level 3), but I did feel privileged to be on it with such knowledgeable and experienced practitioners and lecturers and who had done this kind of intense work"</p>
Learning	<ul style="list-style-type: none"> Learned more about distinguishing between Domestic Abuse and Parental conflict (Level 1) Useful toolkit and it works (Level 2) Learnt how to use tools and can see how to use in the future (Level 2) 	<p>ID4 "He (trainer Level 1) could apply it and give real life examples. And then in the toolkit (Level 2) it was just the breakdown of actually what tool to use and when. It was like activities with the family, but we've got it all in there. So yeah, it's just really useful training.</p> <p>ID 2 "it (Level 1 and 2) was quite useful because I know a lot of my colleagues automatically think all those arguments in in a family - it's domestic abuse. And</p>

	<ul style="list-style-type: none"> • Need more learning on complex parental issues (Level 3) • People better used to studying would have maybe learnt more (Level 3) • Would learn more if more practical focused, or theory linked to practice (Level 3) • Readings came late and training was un-organised (Level 3) • Learnt about psychotherapy (Level 3) • Learnt about psychotherapy (Level 3) but don't feel they needed to learn this. • Need a model, a vision, a practical toolkit to aid learning (Level 3) • Need more practical strategies to use it (Level 3) 	<p>obviously that's not necessarily the case is it, which was quite useful learning from the training".</p> <p>ID9 "I think (Level 3) you'd have to be very inventive cause we would all have to go away and sort of make up our own thing or come together and make up something about implementation and supervision and leading the vision in your borough and that kind of stuff by yourself, and we might do it wrong. So if Level three came with a toolkit as well as help with those practical and difficult sort of areas, and it was all linked up, and [training] organised better, more practical and it [training] just flowed a bit better, it would be really beneficial for anyone really in a senior/ coordinating type role in the borough".</p>
Behaviour	<ul style="list-style-type: none"> • More relationship conversations with parents (Level1) • More identification between DA and PC • Use of the toolkit • Use of the toolkit to aid parents self-reflection • Plans to use the toolkit • Training made them look for other RPC resources • More support needed for practical development of using the toolkit • Hard to fit into the day job (Level 3) 	<p>ID2 "Level two was beneficial in the sense of obviously the practical skills and the toolkit was really beneficial but I do think there needs to be more in there around the different areas in the relationship and the type of couples you're going to be using those tools with do feel a little bit like we were given the tools and then just on our way and so there wasn't too much support around how to use those, how to approach those conversations, you know when's the right time and how to do it sensitively, really, so I think, yeah, we kind of left feeling a bit like you were given the toolkit and then sent on your way".</p>
Results	<ul style="list-style-type: none"> • No results identified 	
Other things identified – Barriers	<ul style="list-style-type: none"> • Questioning of confidence of others to have sensitive conversations with families/ concerns about 'opening cans of worms' then having time and skill to deal with this. • Time – caseloads, high, targets mean don't always have the time to focus work to really have impact (Level 3) • Importance of building trusting relationships with families and with the facilitators of long term training(Level 3) 	<p>ID8 "a lot of a lot of staff will say, I don't want to have those conversations because the trauma that that it could reveal. You know you're almost opening that can of worms and then leaving the families to deal with it. So it's yeah, it's having the skill set really, I think to manage those situations and realize what, what you are opening. And you're not really prepared, I think".</p> <p>ID9 "If we could be, you know, if half of our work hours could be just doing this sort of high end relationship type counselling with parents. It would be ideal. It is really, really good but I think more preparation for people identified to train on Level 3 is definitely needed because it's a bit like being back at university with reading materials every week, hundreds of emails and links and commitments to do"</p> <p>ID9 "So potentially I mean, we've talked to the others [on the Level 3 training] and stuff, but a bit more time spent, you know, on building relationships with the other people in the larger group and know people just 5 minutes here and there. For example, this is so and so from so and so</p>

		and my favourite kind of sweet is whatever, just some of those sort of restorative team building things because my memory is terrible. I rarely remember people's names, things like that and I don't feel like after the six months I'm gonna have made those networks that I could have made.... It would have been nice to know more about the trainers too, we know a bit in a professional sense but not more than that"
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Conclusion

<p><u>Survey Sample size questions:</u></p>	<ul style="list-style-type: none"> The Black Country Reducing Parental Conflict research survey had 169 respondents in total A good response rate was received of 20% to the survey overreaching the original aim to reach 10% of the trained cohort.
<p><u>Journey to and through the training.</u></p> <ul style="list-style-type: none"> What is the journey into and through the training? - disjointed journey with some missing out What types of training are participants accessing? - Level 1, Level 1&2 Is the training reaching its intended target population of practitioners? - Yes, mostly 	<ul style="list-style-type: none"> Not all delegates did the training they wanted with 30% of delegates reporting they had not gone on to do other Levels of the training, some respondents could not access Level 2 & Level 3 due to lack of places available. The reach was not quite as wide as it was expected, with agencies missing from Level 1 such as Police and Housing. The Level 2 training had reached most of its intended audiences, although some, despite careful screening, had got on Level 2 training and then reported they were not in intervening roles. Level 3 delegates felt they came into the levelled training offer too late, should have been better prepared beforehand and should have done Level 1 and 2 first; some delegates questioned if they were the 'right staff' to attend the Level 3 training. It was also highlighted that some delegates felt they need access to further training on Domestic Abuse post Level 1 training
<p><u>Level 1 training:</u></p> <ul style="list-style-type: none"> Level 1 - Has training resulted in delegates having relationship conversations post training? <p>Yes, evidence found to support</p>	<ul style="list-style-type: none"> The Level 1 training is increasing conversations with families about relationships. Over half of respondents reported this. The Level 1 training is increasing confidence to have relationship conversations – 75% of delegates reported this. The Level 1 training is increasing understanding of the impact of destructive conflict on children's outcomes. Over 88% of delegates reported this. Delegates found the Level 1 training beneficial to their practice with training encouraging them to think more deeply about the effect of Parental Conflict on children and young people. The Level 1 training cohort are better able to identify the difference between Domestic Abuse and Parental Conflict. 79% of respondents said this. <p>Other findings:</p> <ul style="list-style-type: none"> It's a good refresher training Helps with referring on Helps makes relationship questions inclusive to everyday work
<p><u>Level 2 training:</u></p>	<ul style="list-style-type: none"> Delegates are mostly not using the tool post the training, over half said they had not used it.

<p>•Level 2 - Has the provision of the Toolkit led to more use of the RPC tools post the training?</p> <p>Not enough evidence found to support that the toolkit is consistently used post training</p>	<ul style="list-style-type: none"> • Despite being screened by their LA RPC SPOC, A number of delegates were maybe not in intervening roles or roles where they have felt they can use the toolkit post the training. • The number of families the toolkit has been used with by attendees to the Level 2 training is small. • Delegates responded they had not used their toolkit for a variety of reasons, including not having opportunity to use it yet, not having families with Parental Conflict, not being in intervening roles and instead using the toolkit with colleagues rather than families. • From those that had used the toolkit post training, the topic areas in the toolkit most used were Causes of Conflict, Information about Relationships and Coping Strategies.
<p><u>Level 3 training:</u></p> <p>•Level 3 - Has the practice of the delegates changed post the Level 3 training?</p> <p>Some evidence to support – but limited</p>	<ul style="list-style-type: none"> • The sample size is relatively small (4-5) • Only 2 delegates from the Level 3 training feel confident and clear about their role, 1 neither agreed nor disagreed and 2 disagreed with the statement. • 50% said they agree they are more confident in thinking and working with couples post Level 3 training, 1 disagreed they were more confident. • Some of the delegates said it has allowed them to learn a lot and they are starting to put this into practice with the course increasing their awareness of parental conflict. Some of the delegates were frustrated at the lack of practical support, course organisation and focus and found the course to have too much of a counselling and academic focus. • Some staff had not found the training beneficial to them. • Overall delegates to the Level 3 training said they expected the course to be more practical than it was, and were uncertain about utilising the learning post the training.
<p><u>Skill, Confidence, Knowledge:</u></p> <p>Has delegates skills, knowledge and Confidence changed?</p> <p>Yes, evidence found to support</p>	<ul style="list-style-type: none"> • 85% of all respondents said their confidence had improved in addressing parental conflict since the RPC training they had attended. • 81% of all respondents said their skills had improved in addressing parental conflict since the RPC training they had attended. • 92% of all respondents said their skills had improved in addressing parental conflict since the RPC training they had attended.
<p><u>Other Findings:</u></p> <p>Level 1 and 2 done together had most impact</p> <p>Time pressures, staff skills around dealing with complex situations causes anxiety in responding to parental conflict RPC</p>	<ul style="list-style-type: none"> • Delegates who have completed both Level 1 and Level 2 training were more likely to have used the toolkit and have used it with more families than delegates who have completed only Level 2 training and no other training Level. • Delegates who have completed Level 2 only and both Level 1 and Level 2 used the same tools from the toolkit. • Delegates were more likely to have conversations with parents and higher confidence if they did Level 1 and Level 2 as opposed to just doing Level 1, and there was a slight increase noticed in the understating of Domestic Abuse and Parental Conflict when they did both levels. • Delegates that have done both Level 1 and 2 were more likely to use the toolkit post the training by over half more likely to use. • The toolkit was thought to be useful • Delegates felt privileged to be on specialist Level 3 training, able to access learning at a high level. • Staff were worried about addressing Parental Conflict due to time, case load pressures and worries about skills to deal with complex situations.

Recommendations:

- 8) Careful selection of delegates and pre-training preparation is needed specifically for any long term /specialist training and delegates need to be clear about the expectations and roles before the training - i.e. Level 3
- 9) Delegates need the time to go through Level 1 & Level 2 before doing Level 3
- 10) There needs to be a clear thread/links and focus through the training ensuring those that had done Level 1 could progress to Level 2 and possibly Level 3 where they were in intervening roles with families or able to take up a specialist RPC champion role.
- 11) Even though there had been attempts to screen and pick 'the right delegates' there needs to be more focus with potential delegates and managers on the right people doing the training (Level 2 & Level 3).
- 12) RPC training maybe not effective on its own, with those identified as champions likely to need additional ongoing training and practice support.
- 13) More work is needed with training providers to ensure the fit of training around delegate's roles, responsibilities and practice before training is commissioned.
- 14) More understanding is needed to understand why the toolkit is not being used post the training, and delegates to Level 2 would maybe benefit from focused practice sessions on using the toolkit and responding to the needs of families with complex relationship problems.

Dissemination

We held a dissemination of findings workshop on the 18th March 2022 with RPC SPOC's and other leads across the Black Country in order to continue to shape our ongoing work on Reducing Parental Conflict across the Black Country.

This workshop found:

Workshop 1 Questions to the group:
<ul style="list-style-type: none"> • What do you think of the results? • Did anything in the results surprise you?
Workshop 1 Feedback from the group:
<p>What do you think of the results?</p> <p>The group thought the results were very positive and showed the hard work that had gone into co-ordinating the training offers and ensuring delegates attended. It was recognised that having mixed providers was a decision chosen due to timescales and procurement considerations. The group thought that generally the evaluation had showed it was good training, but that some delegates probably needed more structured ongoing support and more time was needed for planning and ensuring a thread between the training.</p> <p>Did anything in the results surprise?</p> <p>Generally people felt there was no major surprises in the results, some people were interested in findings that showed delegates were able to better identify the difference between Domestic Abuse and Parental Conflict better after the training.</p> <p>It was also felt that co-ordinators needed more time in the planning and more thought about the resources needed to run such a large scale offer. It was also recognised that RPC needed greater partnership networking across the 4 local authorities and more senior support to the RPC agenda.</p>
Workshop 2 Questions to the group:
<ul style="list-style-type: none"> • What are your next steps with this information? • Can you help us shape this in the future? • What else would you like to see for Reducing Parental Conflict across the Black Country?

Workshop 2 Feedback from the group:

What are your next steps with this information / Can you help us shape this in the future?

There was agreement from all in the group that the cluster response to this had been of benefit and would like to see more of this working in the future, some said they will be considering there neighbouring authorities in other potential joint ventures. All were committed to ensuring the RPC agenda remained high profile and would be encouraging 'buy in' from colleagues and senior managers. Some attending the group agreed to link in with their key partner agencies to start the RPC and relationship discussions. Some attendees also discussed the recognition that we do need to have these difficult discussions with couples (even the discussions about intimacy in the couple relationships) when we are supporting families, and a recognition that maybe not all staff will be able to do this.

What else would you like to see for the RPC agenda across the Black country?

- Ongoing peer support for trained professionals, plus ongoing support to embed the toolkit
- Opportunities for working with SEND professionals on RPC
- Reaching out to partner agencies and upskilling partners to focus on RPC – building momentum (a shared outcomes framework)
- Session templates – for example 5 focused sessions with a prescriptive manual for practitioners of how to deliver these sessions to couples or co-parents in conflict, could even have a group hybrid where you work with several couples together, and then we could evaluate and adapt long term as the practitioners skills and knowledge develops.
- More senior leadership buy in to the RPC agenda
- Cross authority peer support sessions for those level 3 champions
- RPC culture being part of everyday work across Early Help.
- More networking opportunities across the Black Country.
- RPC embedded into practice linked through other relevant approaches like Restorative Approach, relationship building focuses.
- Ensuring links with HAF / food bank providers- skilling these agencies up to RPC.
- Targeting the right services and agencies and families in need of RPC support.

Immediate next steps:

Dudley	Wolverhampton	Walsall	Sandwell
<ul style="list-style-type: none"> • Writing RPC into job descriptions • Holding strategic briefing and training sessions on RPC • Further developing RPC champions to wider teams/ partners • RPC questions in Early Help Assessment • RPC working Group set up • Developing Trauma Informed and Attachment training to compliment RPC champions knowledge, skills & confidence 	<ul style="list-style-type: none"> • Practice development sessions for level 2 and level 3 trained delegates • Focusing on delivering group supervisions for staff with families in conflict • Linking the toolkit to practice • Review online Parenting to include RPC • Develop Website – RPC for practitioners and parents • Pull together a Delivery Plan which highlights – Delivery across both service and partner agencies, Roll-out of proposed work/ Model, graduated response to use. 	<ul style="list-style-type: none"> • Set up a monthly RPC champions Group • RPC questions to go in Early Help Assessment • Review of parenting programmes to include RPC message • Developing RPC training and briefings (post march) • Focus on key schools' development of RPC messages • Developing RPC self-help on website • Developing Trauma Informed and Attachment training to compliment RPC champions knowledge, skills & confidence <p>RPC champions are consulting with managers across Walsall Localities on the development of their role in the potential areas:</p> <ul style="list-style-type: none"> - Offering consultancy sessions across the services to practitioners working with Parental Conflict (PC) - Offering home visit support / couple consultations to families experiencing PC 	<ul style="list-style-type: none"> •RPC is rooted in revised Early Help strategy •RPC has been included in the specification of our recent children's centres tender •Key managers from Targeted Early Help in Children's Trust and Children's Centres undertook the level 3 training •Those Managers and SPOC are meeting as a subgroup to take forward the on-going RPC implementation plan •Existing staff from those agencies will continue to be vital in embedding RPC into day-to-day practice •Review of Early Help Assessment format commenced as part of Early Help Strategy which will give the opportunity to consider reference to RPC • On-going work with a range of organisations and agencies in relation to the Early Help strategy will seek to pick up on RPC at the same time.

Longer term, we will continue to:

- Meet as a BC RPC partnership and shape the development of the toolkit and specialist relationship champions.
- Distribute newsletters (x4 a year) and research around RPC agenda using the BC branding and logo
- As individual areas meet and plan the use of RPC champions and develop those using the toolkit
- Evaluate with families who have experienced practitioner support with the toolkit and with a specialist champion.
- Consider any future funding as a cluster bid.

References:

[The Kirkpatrick Model \(kirkpatrickpartners.com\)](http://kirkpatrickpartners.com)

Authors:

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Appendix List:

Appendix 1 – Survey Questions

Appendix 2 – Focus Group Topic Guide

Appendix 3 – Comparison Data

Appendix 1 – Survey

Black Country Reducing Parental Conflict – Research Survey 2021-2022

Dear Professional,

We would like to ask you a few questions about the Reducing Parental Conflict (RPC) training you have or are currently attending. This will either be:

- RPC Level 1: Awareness Training Inspired Trainers (Alan Savill)
- RPC Level 2: Tools and Interventions Black Country Relationship toolkit (Amity)
- And/or RPC Level 3 Relationship Champion training (Tavistock Relationships).

The information we collect in this survey is confidential and identifiable data will not be shared with any other party.

This survey is being used as part of a research project between the Black Country Reducing Parental Conflict partnership (Dudley, Sandwell, Wolverhampton and Walsall) and the Early Intervention Foundation to understand how effective your RPC training is. The anonymised findings of this survey will be used to shape further RPC offers and will be shared with you through our next Newsletter update. You do not have to undertake this survey if you do not wish to, however, we do really appreciate feedback. **The survey should take no more than 10 minutes of your time and the first 100 respondents will receive a free hard copy of the toolkit through the post.**

The survey will close on Friday, 18th February 2022.

If you would like to contact someone before undertaking this survey or about your results, please contact Georgina.Atkins@walsall.gov.uk.

You can withdraw your information from the survey at any time by emailing Vasilena.Dimitrova@walsall.gov.uk. For more information about how we handle your data, please see the Council's information governance website: https://go.walsall.gov.uk/about_the_council/corporate/data_protection

***Definition of the term "parental relationship"**

Where you see reference to "parental relationships" in this survey, please read as the following:

- mothers and fathers who are in a relationship, whether married or not
- mothers and fathers who have separated or divorced
- biological and/or step parents in the mother/father role
- other family members playing a parenting role
- foster and adoptive parents
- same-sex couples

The RPC programme focuses on the ways that a couple behave, rather than the status of the relationship.

1. What is your name?

2. What is your email address?

3. When did you complete the most recent Black Country Reducing Parental Conflict training you attended?

If other, please state date, training type (virtual/face-to-face/e-learning), and trainer if known.

- Sept 2021
- October 2021
- November 2021
- December 2021
- January 2022
- February 2022
- I am still undertaking training
- I can't remember
- Other

4. Were you able to attend all the RPC training you wanted to?

- Yes, I got on all the Levels of training I wanted to
- No, I got on Level 1 only but did not get on Level 2
- No, I got on Level 1 and Level 2 but did not get on Level 3

5. What service do you work for?

- Early Help Services
- Children's Social Care
- Police
- Housing Services
- Education
- Health Services
- VCS
- Domestic Abuse Services
- Justice Services
- Other

6. What attracted you to this training? Please tick all that apply:

- I heard good things about the training from my colleagues who completed it
- My manager asked me to attend, I am unsure why
- My manager asked me to attend and explained to me why
- I had identified I had a lack of knowledge, skills or confidence around Reducing Parental Conflict
- I had a lack of knowledge, skills or confidence around the difference between Domestic Abuse and Reducing parental conflict
- I am currently working with a family who are in destructive parental conflict and am keen to understand more how to support them.
- I have worked with families in the past who were in destructive parental conflict and am keen to know how to support families in the future.
- I was keen to learn more on the Black Country Reducing Parental Conflict agenda for my own development
- I think I might be experiencing relationship distress myself and wanted to understand more about Reducing Parental Conflict
- Reducing Parental Conflict is a focus for my team or service area
- I have been identified to specialise in Reducing Parental Conflict for my team or service area
- I have done Reducing Parental Conflict training before (pre 2021) but felt I needed a refresher
- I wanted to complete training to access the Black Country Reducing Parental Conflict toolkit (Level 2 training)
- I would rather not answer this question
- Other

7. Is there any more you would like to tell us about what attracted you to the Reducing Parental Conflict training, especially if you were unable to pick anything from the list above in Q6?
8. What training have you undertaken?
- RPC Level 1: Awareness Training Inspired Trainers (Alan Savill)
 - RPC Level 2: Tools and Interventions Black Country Relationship toolkit (Amity)
 - RPC Level 3 Relationship Champion training (Tavistock Relationships)
 - Both RPC Level 1 & Level 2 Training
 - All RPC Training Levels

RPC Level 1: Awareness Training

Please fill this section in only if you have completed Level 1: Awareness Training

9. **Please read this statement and respond: As a result of undertaking RPC Level 1 training I have had more conversations with the families I come into contact with about the couple's relationship**
- Strongly disagree
 - Disagree
 - Neither agree or disagree
 - Agree
 - Strongly agree
 - I don't know
10. **Please explain why you chose the answer above**
11. **Please read this statement and respond: As a result of undertaking RPC Level 1 training I have been able to better understand the evidence about the impact of destructive parental conflict on children's outcomes**
- Strongly disagree
 - Disagree
 - Neither agree or disagree
 - Agree
 - Strongly agree
 - I don't know
12. **Please explain why you chose the answer above**
13. **Please read this statement and respond: As a result of undertaking RPC Level 1 training I have been able to better identify the difference between Domestic Abuse, Destructive and Constructive Parental Conflict in the families I come into contact with.**
- Strongly disagree
 - Disagree
 - Neither agree or disagree
 - Agree
 - Strongly agree
 - I don't know
14. **Please explain why you chose the answer above**
15. **Please read this statement and respond: As a result of undertaking RPC Level 1 training I now feel more confident to ask questions to parents about the quality of their relationship**
- Strongly disagree
 - Disagree
 - Neither agree or disagree

- Agree
- Strongly agree
- I don't know

16. Please explain why you chose the answer above

RPC Level 2: Tools & Interventions Black Country Toolkit training

Please only complete this section if you have completed RPC Level 2: Tools & Interventions Black Country Toolkit training

17. Since attending your RPC Level 2 Tools and Intervention Black Country Relationship Toolkit training, have you used your Toolkit?

- Yes
- No

18. If you have not used your Black Country Relationship Toolkit, why is that?

19. Approximately how many families have you used the RPC Black Country Relationship Toolkit with?

- 0 families
- 1 to 2 families
- 3 to 5 families
- 6 to 10 families
- 10+ families

20. Please mark the areas of the RPC Back Country toolkit you have used with couples:

- Conflict and Domestic abuse (page 6)
- Information about relationships (page 7-9)
- Causes of conflict (page 12)
- Signs of relationship distress (page 14)
- Constructive or destructive conflict (page 16)
- The Four Horsemen of the Apocalypse (page 20)
- The Vulnerability-Stress-Adaptation model (page 28)
- Coping strategies (page 31)
- Arguing styles (page 36)
- Stages of a relationship (page 38)
- Thoughts, Feelings and Behaviours (page 42)
- The feelings wheel (page 46)
- The 5:1 Ratio (page 48)
- Anger iceberg (page 49)
- Social media in relationships (page 55)
- Questions for couples (page 58)
- Core questions for practitioners (page 60)
- Tips & Resources (page 60-61)

21. If you have used the toolkit, please tell us which areas were the most useful.

RPC Level 3 Tavistock training:

Please only complete this section if you are undertaking the Level 3 Tavistock training.

22. Please read and respond to the following statements:

I have learnt more about couples' relationships on the Level 3 Tavistock training and am starting to apply this to my daily work, either with families I work with directly or colleagues I am supporting with RPC.

- Strongly disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly agree

I am feeling confident and clear about my Champion role to support others in my team or service around RPC.

- Strongly disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly agree

I am more confident in thinking and working with parental couples/co-parent relationships since starting the Level 3 Tavistock training, in my own daily work or supporting others with families in conflict.

- Strongly disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly agree

23. Is there any more you would like to tell us about why you answered as you did above?

RPC Level 1: Awareness Training & Level 2: Tools and Interventions BC Relationship Toolkit

Please fill in this section if you have completed both RPC Level 1 & Level 2 training

24. Please read this statement and respond: As a result of undertaking RPC Level 1 training I have had more conversations with the families I come into contact with about the couple's relationship

- Strongly disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly agree
- I don't know

25. Please explain why you chose the answer above

26. Please read this statement and respond: As a result of undertaking RPC Level 1 training I have been able to better understand the evidence about the impact of destructive parental conflict on children's outcomes

- Strongly disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly agree
- I don't know

27. Please explain why you chose the answer above

28. Please read this statement and respond: As a result of undertaking RPC Level 1 training I have been able to better identify the difference between Domestic Abuse, Destructive and Constructive Parental Conflict in the families I come into contact with.

- Strongly disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly agree
- I don't know

29. Please explain why you chose the answer above

30. Please read this statement and respond: As a result of undertaking RPC Level 1 training I now feel more confident to ask questions to parents about the quality of their relationship

- Strongly disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly agree
- I don't know

31. Please explain why you chose the answer above

32. Since attending your RPC Level 2 Tools and Intervention Black Country Relationship Toolkit training, have you used your Toolkit?

- Yes
- No

33. If you have not used your Black Country Relationship Toolkit, why is that?

34. Approximately how many families have you used the RPC Black Country Relationship Toolkit with?

- 0 families
- 1 to 2 families
- 3 to 5 families
- 6 to 10 families
- 10+ families

35. Please mark the areas of the RPC Back Country toolkit you have used with couples:

- Conflict and Domestic abuse (page 6)
- Information about relationships (page 7-9)
- Causes of conflict (page 12)
- Signs of relationship distress (page 14)
- Constructive or destructive conflict (page 16)
- The Four Horsemen of the Apocalypse (page 20)
- The Vulnerability-Stress-Adaptation model (page 28)
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- Anger iceberg (page 49)
- Social media in relationships (page 55)

- Questions for couples (page 58)
- Core questions for practitioners (page 60)
- Tips & Resources (page 60-61)

36. If you have used the toolkit, please tell us which areas were the most useful.

RPC Level 1, Level 2 & Level 3

Please fill this in if you have completed/are currently completing all three Levels of training

37. Please read this statement and respond: As a result of undertaking RPC Level 1 training I have had more conversations with the families I come into contact with about the couple's relationship

- Strongly disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly agree
- I don't know

38. Please explain why you chose the answer above

39. Please read this statement and respond: As a result of undertaking RPC Level 1 training I have been able to better understand the evidence about the impact of destructive parental conflict on children's outcomes

- Strongly disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly agree
- I don't know

40. Please explain why you chose the answer above

41. Please read this statement and respond: As a result of undertaking RPC Level 1 training I have been able to better identify the difference between Domestic Abuse, Destructive and Constructive Parental Conflict in the families I come into contact with.

- Strongly disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly agree
- I don't know

42. Please explain why you chose the answer above

43. Please read this statement and respond: As a result of undertaking RPC Level 1 training I now feel more confident to ask questions to parents about the quality of their relationship

- Strongly disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly agree
- I don't know

44. Please explain why you chose the answer above

45. Since attending your RPC Level 2 Tools and Intervention Black Country Relationship Toolkit training, have you used your Toolkit?

- Yes
- No

46. If you have not used your Black Country Relationship Toolkit, why is that?

47. Approximately how many families have you used the RPC Black Country Relationship Toolkit with?

- 0 families
- 1 to 2 families
- 3 to 5 families
- 6 to 10 families
- 10+ families

48. Please mark the areas of the RPC Back Country toolkit you have used with couples:

- Conflict and Domestic abuse (page 6)
- Information about relationships (page 7-9)
- Causes of conflict (page 12)
- Signs of relationship distress (page 14)
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- Anger iceberg (page 49)
- Social media in relationships (page 55)
- Questions for couples (page 58)
- Core questions for practitioners (page 60)
- Tips & Resources (page 60-61)

49. If you have used the toolkit, please tell us which areas were the most useful.

50. Please read and respond to the following statements:

I have learnt more about couples' relationships on the Level 3 Tavistock training and am starting to apply this to my daily work, either with families I work with directly or colleagues I am supporting with RPC.

- Strongly disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly agree

I am feeling confident and clear about my Champion role to support others in my team or service around RPC.

- Strongly disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly agree

I am more confident in thinking and working with parental couples/co-parent relationships since starting the Level 3 Tavistock training, in my own daily work or supporting others with families in conflict.

- Strongly disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly agree

51. Is there any more you would like to tell us about why you answered as you did above?

Final training questions for all

52. Please read and respond to these statements

Since undertaking RPC training, my confidence has improved in addressing parental conflict.

- Strongly disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly agree
- I do not want to answer

Since undertaking RPC training, my skills have improved in addressing parental conflict.

- Strongly disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly agree
- I do not want to answer

Since undertaking RPC training, my knowledge around this subject has improved.

- Strongly disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly agree
- I do not want to answer

53. Would you like to be part of a small virtual focus group to share more information about Reducing Parental Conflict practices? This first focus group is set to happen on the 15th February in the morning.

- Yes
- No
- I am not available the 15th February but I would be interested in further focus groups

Appendix 2 Focus Group Topic Guide

Reducing parental conflict: Topic guide

Focus Group: Black Country Partnership RPC evaluation of training 15th February 2022

Introduction	
Introduction Outline the aim of the data collection, topics that will be covered, a statement about GDPR, an estimation of how long the interview/focus group will take and any relevant instructions.	1. Introduction Aim: <i>To introduce the interview/focus group</i> <ul style="list-style-type: none">• Introduce interviewer Becky Saunders from EIF, support from Vasilena Dimitrova, Walsall• Outline the aims and objectives of the research To better understand your experiences as participants in the BCP RPC training and the different Levels of training. This is in order to inform the development of training across the BCP and how we embed RPC practice within our practice.• Explain what data will be used for and how it will be treated. Data will be analysed as part of the Local Areas support project between EIF and Walsall and will contribute towards a findings report along with data from a BCP wide survey. Thematic analysis of the focus group will be undertaken following transcription of the recording. The recording and transcript are being managed in line with Walsall data protection policies. Recording will be seen by our research team (incl. GA and EIF colleagues). Outside of the research team, participants will be anonymised and any information used in reporting will not be identifiable to individuals. Everyone has had an information sheet and consent form. Any questions?• Explain the focus group will be recorded, with the participant's permission, so there is an accurate record of what is said.• Remind participant of length of focus group 90 minutes
Begin recording With participants' permission, begin recording. Include a note on the topic guide so you remember to turn the recording on.	Ask for permission to record and begin recording.
Background information (15 mins) <i>This is an essential section.</i>	
Contextual information The interview should begin by asking participants to introduce themselves. Include relevant prompts.	2. Contextual information Aim: <i>to allow participants to introduce themselves and to gather contextual information.</i> <ul style="list-style-type: none">• Name• Job title• Service/team• Role and responsibilities
Training course details (Into the chat function)	3. Training details <ul style="list-style-type: none">• Which training did you do?• When was training• Mode – online or face-to-face• Where did training take place• Duration

Four Levels of the Kirkpatrick Model: Reaction, Learning, Behaviour and Results

Our discussion will be exploring 4 aspects of the training that you have participated in:

Reaction – how you found it, its relevance, presentation etc

Learning – What learning was there – how has this changed knowledge, skills & confidence?

Behaviour – Has the training influenced your practice, led to changes in what you do?

Results – Overall, your view of the training, any gaps, what could be different?

Format – discursive, not with aim of covering everything, or each person responding individually to each question, but as a group hearing from you together. Feel free to use the chat function if needed to add to what is being said, but not so much as to be having side discussions as we want to keep the focus with the group. Shout out, wave or use the hands up function. We're a small group so can try keeping mics on and turn off if any issues/background noises.

Reaction: participants' experiences of the training programme.

(15 mins)

4. Reaction to training

Aim: to understand participants experiences of the training programme.

- Reasons / motivations for attending training
- Did the BCP make a difference? Being part of something across the region/
- What worked well / what should change
- Views on
 - Format / mode of delivery
 - Structure
 - Content (pitched at the right Level)
 - Materials provided for training sessions
 - Activities
 - Facilitator
- Relevance/usefulness to role

Learning: whether or not learning has taken place as a result of the training programme and met learning objectives.

(15 mins)

5. Learning

Aim: to understand whether or not learning has taken place

- Perceived learning
Ask general question first, then prompt if needed:
 - Knowledge
 - Skills
 - Confidence
- Were the learning needs/aims met?
- Any learning gaps

Behaviour: whether participants are applying what they have learned to their role and what the facilitators and barriers might be.

(15 mins)

6. Behaviour

Aim: to understand whether participants are applying what they have learned to their role, and what the facilitators and barriers might be.

- Ways applied learning to role / practice
Ask general question first, then prompt if needed:
 - Shared knowledge with colleagues
 - Implemented in work with families
 - Using the toolkit
 - Better able to identify families
- Enablers to applying learning to practice
Ask general question first, then prompt if needed:
 - On-going support from colleagues
 - Senior buy-in
 - On-going access to training materials
 - Refresher training
- Barriers to applying learning to practice
Ask general question first, then prompt if needed:
 - Lack of time / resources
 - Lack of confidence / knowledge / skills
 - Difficulty identifying families

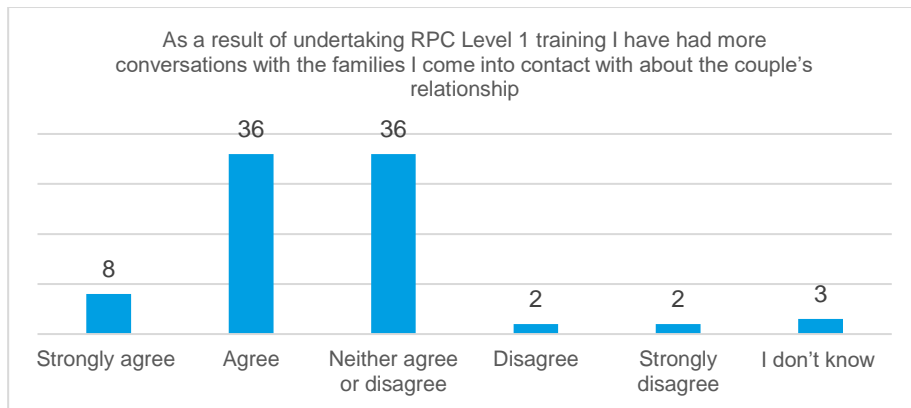
	<ul style="list-style-type: none"> ○ Lack of direct contact with eligible families
<p>Results: whether the training programme has achieved its expected outputs and outcomes.</p>	<p>(10-15 mins)</p> <p>7. Results <i>Aim: to gather data on overall views on the workshop and suggested improvements.</i></p> <ul style="list-style-type: none"> • Overall impacts of attending training <ul style="list-style-type: none"> ○ Influence on performance of self / wider team ○ Influence on children / families
<p>Concluding thoughts The interview/focus group should end by asking participants if they have any final closing comments.</p>	<p>(15 mins)</p> <p>8. Concluding thoughts <i>Aim: to offer an opportunity for participants to provide any final thoughts and reflections.</i></p> <ul style="list-style-type: none"> • Anything else to raise or mention
<p>Close <i>This is an essential section.</i></p>	
<p>End recording Once participants have raised final points, the recording should be stopped. Include a note so you remember to turn the recording off.</p>	<p>Turn recording off.</p>
<p>Close Thank respondents for taking part and reiterate information on the objectives of the interview/focus group and data protection. Provide contact details in case they would like to follow-up with additional questions.</p>	<p>9. Close <i>Aim: to give the participant the opportunity to ask questions about the interview/focus group and to provide the interviewer's/facilitator's contact details.</i></p> <p>Questions to Georgina Atkins</p> <ul style="list-style-type: none"> • Thank participants for taking part • Reiterate information on: <ul style="list-style-type: none"> ○ Aims of data collection ○ Data protection ○ Confidentiality and anonymity • Provide contact details

Appendix 3 – Comparison Data Set

Comparisons data across the different training combinations

Delegates who have completed Level 1 only

87 delegates fall into this category. 36 (41%) have agreed that they have had more conversations with the families they come into contact with about the couple's relationship. The same number have said they neither agree nor disagree with this statement. Only 8 (9%) strongly agree with the statement, 2 (2%) disagree, 2(2%) strongly disagree and 3 (3%) don't know.



When asked about why they have chosen the answers above, delegates have listed various reasons such as:

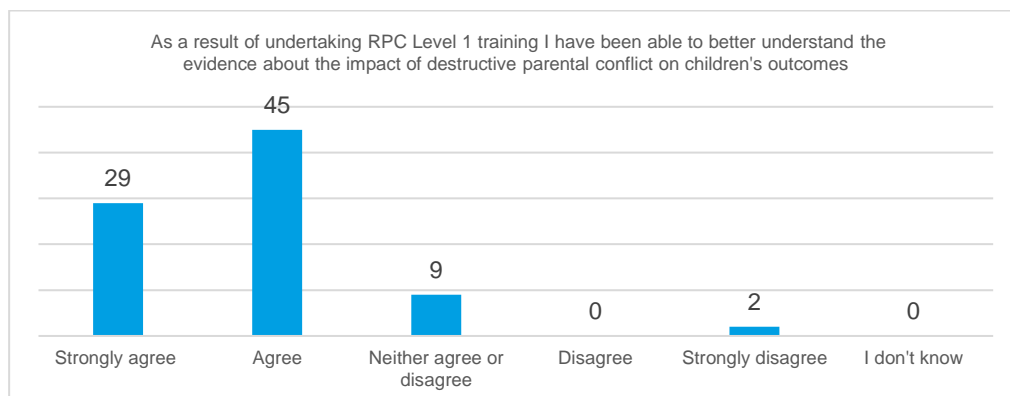
Positive statements:

- Feeling more confident, knowledgeable and assured about their skills to discuss the topic

Neutral statement:

- Not having met parents face-to-face to discuss the topic/not had a suitable opportunity
- Allocated cases not needing help around RPC
- Having completed the training too soon and not had a chance to utilise it as yet
- Role not including direct work

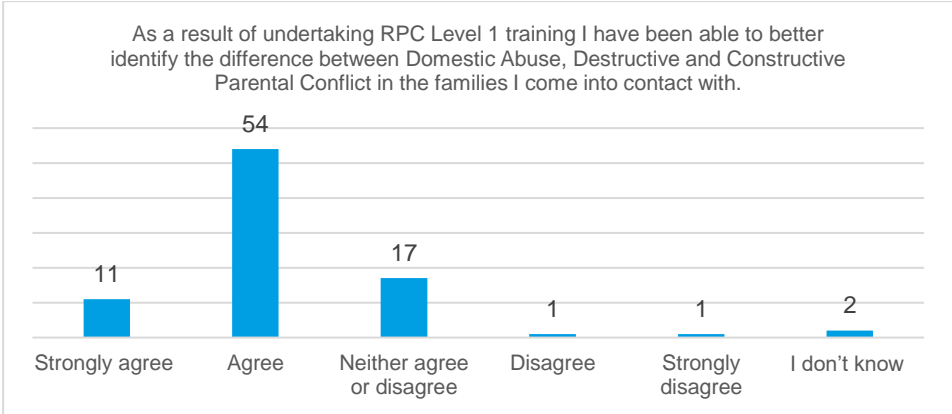
In terms of understanding the evidence about the impact of destructive parental conflict on children's outcomes, 45 (nearly 52%) state they agree they have a better understanding, 29 (33%) strongly agree, 9 (10%) neither agree nor disagree and 2 (2%) strongly disagree they have a better understanding.



Delegates have said in the free text box that:

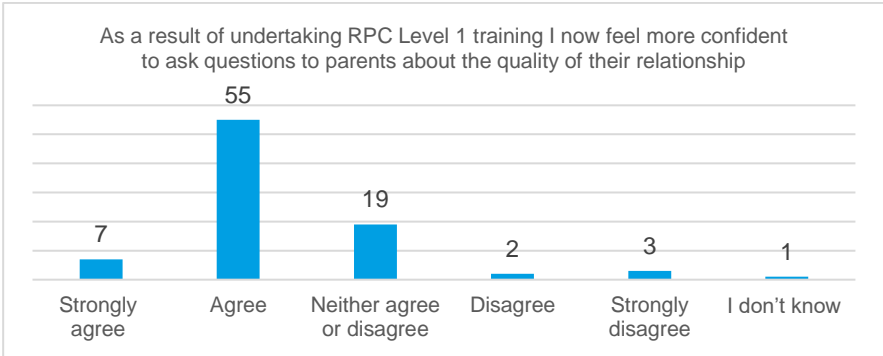
- The training was very beneficial for their practice
- They are feeling more confident to approach conversations
- They are able to understand the impact of PC more clearly
- They were encouraged to think more deeply about the effect of RPC on young people
- Some parents might not recognise the problems related to PC

54 (62%) agree they have been able to better identify the difference between domestic abuse, destructive and constructive parental conflict in the families they come into contact with, followed by 17 (19.5%) who neither agree nor disagree and 11 (12.6%) who strongly agree with the statement. Only 1 (1%) disagreed and 1 (1%) strongly disagreed, while 2 (2%) said they don't know.



According to the free text answers, the course supported delegates to understand the differences between domestic abuse and parental conflict, but it was highlighted that some staff felt they need access to further training.

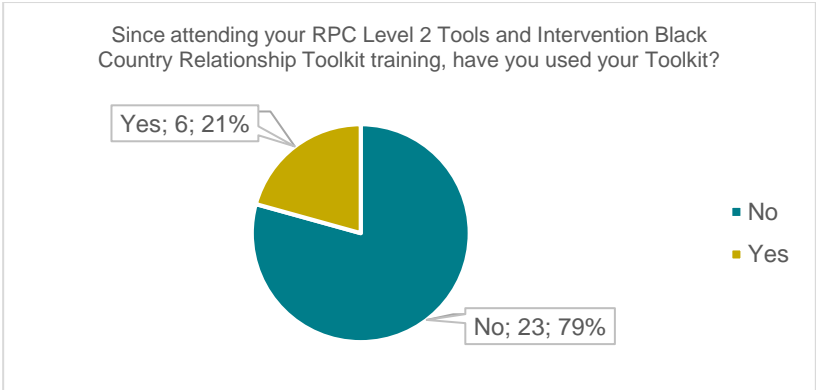
The majority of delegates who have completed Level 1 - 55 (63%) have stated they agree that as a result of undertaking the programme they feel more confident to ask questions to parents about the quality of their relationship. 19 (almost 22%) said they neither agree nor disagree, 7 (8%) strongly agreed, 3 (3%) strongly disagreed, 2 (2%) disagreed and 1 (1%) said they don't know.



Delegates said they are now feeling more confident, knowledgeable and well-informed, however, some respondents highlighted that they are not frontline workers and do not do direct work.

Delegates who have completed Level 2 only

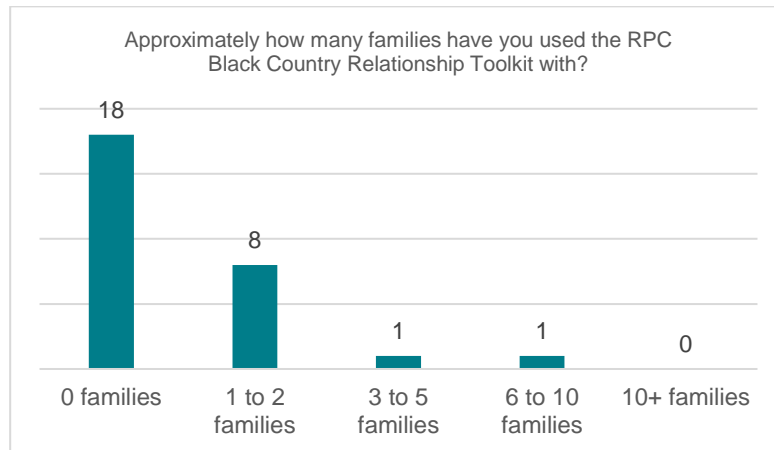
29 respondents fall into this category – 6 (21%) have stated they have used their Black Country Relationship Toolkit since completing the training, while the majority (23 – 79%) have not used it.



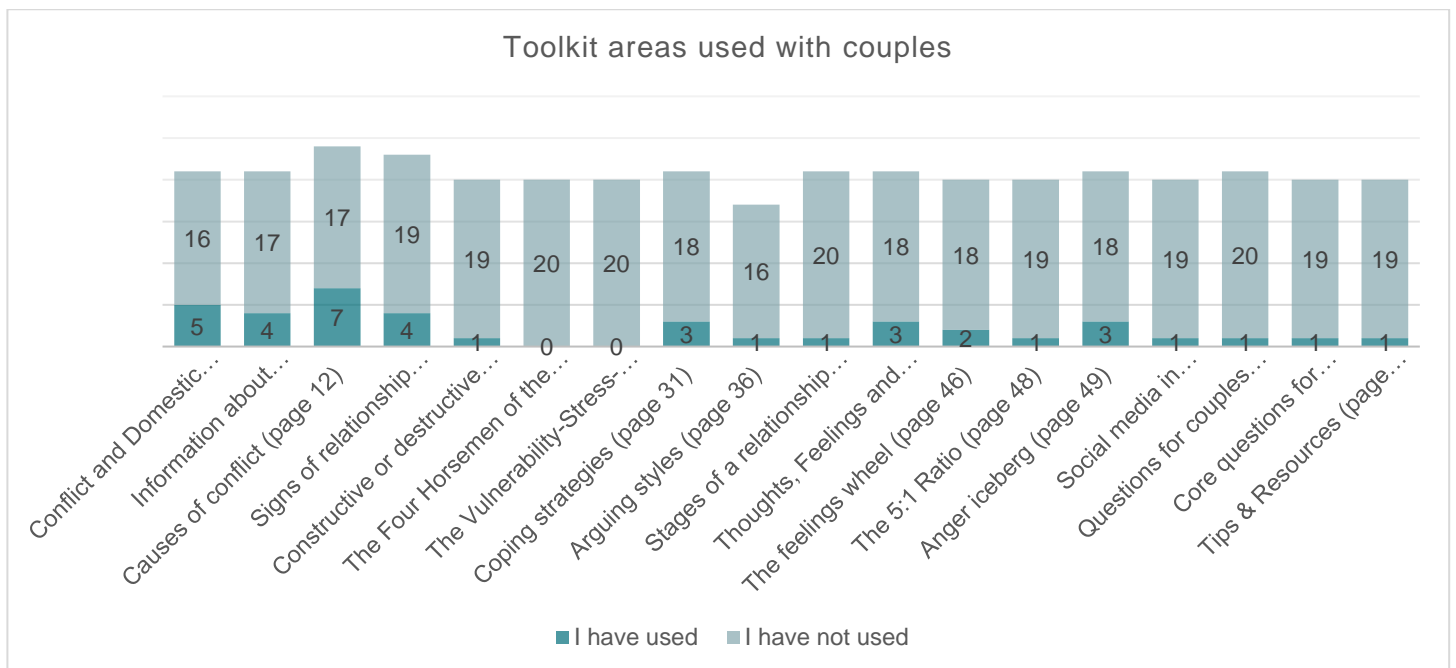
Delegates stated that some of the reasons they have not used the toolkit were the following:

- They have completed the course shortly before completing the survey and did not have a chance to utilise yet
- Allocated families did not have PC concerns
- Elements of the toolkit have been used to support colleagues rather than families

Similarly, 18 (62%) have not used the toolkit with any families, whereas almost one third (8 or 27%) have used the toolkit with one to two families. Only 1 (3%) delegate has used the toolkit with 3 to 5 families and 1 (3%) with 6 to 10 families.



The graph below shows the most commonly used tools from the toolkit – although the majority of respondents have not used most of the tools, the Causes of Conflict tool is the most commonly used one (7 or 24%), followed by Conflict and Domestic abuse (5 or 17%) and both Information about relationships and Signs of Relationship Distress at 4 or 13%.



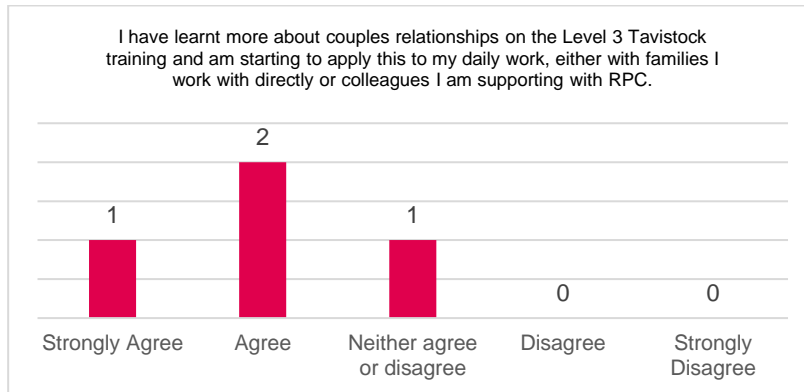
When asked to describe which areas of the toolkit delegates found the most useful, they have said the following:

- Causes of Conflict, Stages of Relationships and Conflict and Domestic Abuse were found to be very useful
- Some delegates were not able to use the toolkit yet
- The toolkit enabled delegates to share RPC information with families in an easier way

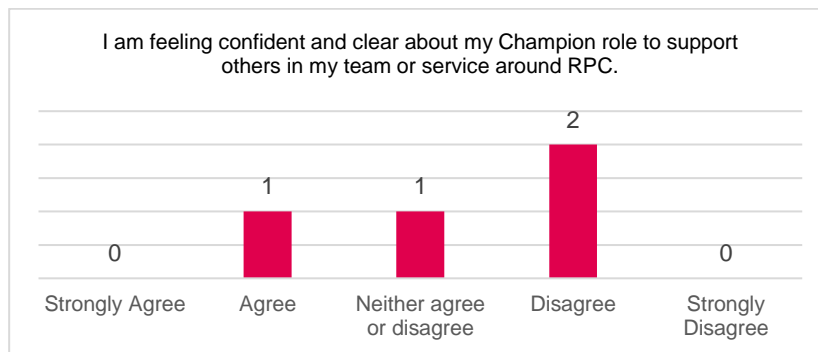
Delegates who have completed Level 3 only

There are 4 delegates who have completed Level 3 only who responded to this survey.

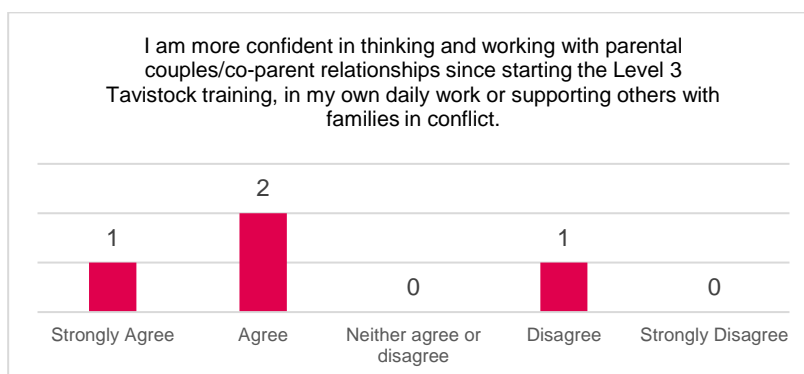
Half of them agree that they have learned more about couple's relationship of the Level 3 training and they are starting to apply this to their daily work. 1 of them strongly agreed with the statement and 1 does neither agree nor disagree.



The next graph shows that half of the 4 respondents disagree that they are feeling confident and clear about their Champion role around RPC. Only 1 respondent agrees and 1 does neither agree nor disagree.



Lastly, half of the respondents in this group agree they are more confident in thinking and working with parental couples/co-parent relationships since starting the Level 3 training. 1 strongly agrees and 1 disagrees.

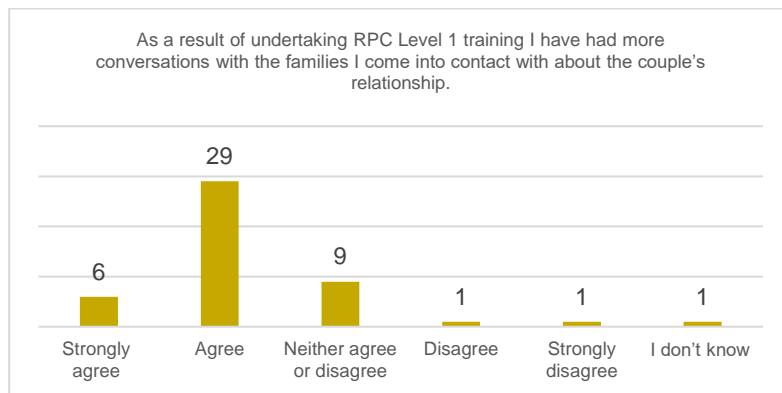


Respondents also shared in the free text box provided that:

- The course has allowed them to learn a lot and they are starting to put this into practice
- The course has increased their awareness of parental conflict
- They expected the course to be more functional than it has been
- They shared there is some uncertainty about utilising the training in practice

Delegates who have completed Level 1 and Level 2

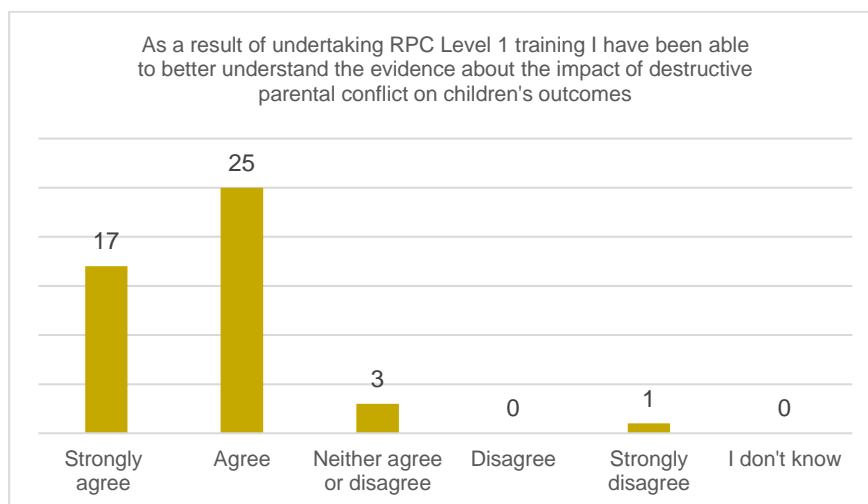
There are 47 delegates in this respondent group, 29 of which (61%) agree that as a result of undertaking Level 1 training, they have had more conversations with the families they come into contact with about the couple's relationship. 9 (almost 20%) said they neither agree nor disagree, 6 (12%) said they strongly agree, 1 (2%) disagreed, 1 (2%) strongly disagreed and 1 (2%) did not know.



When asked about their answers, delegates said:

- They have more knowledge around PC and its effect on children
- They were able to have discussions with families more openly
- They have gained more awareness and identify issues with more confidence and certainty
- They felt it was beneficial even if they were not in intervening roles
- They had not come into contact with families yet in order to utilise it

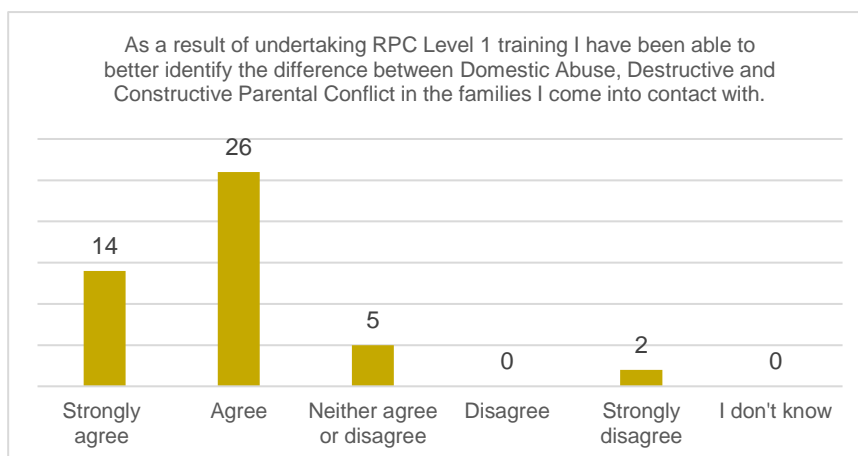
Speaking about understanding the evidence about the impact of destructive parental conflict on children's outcomes, more than half of the respondents (25 or 53%) have agreed that they better understand it, 17 (36%) strongly agreed. Only 3 delegates (6%) said they neither agree nor disagree and 1 (2%) said they strongly disagree.



Delegates also stated that:

- The training has deepened their knowledge about the impact
- They could build on their knowledge from other training courses through the RPC session

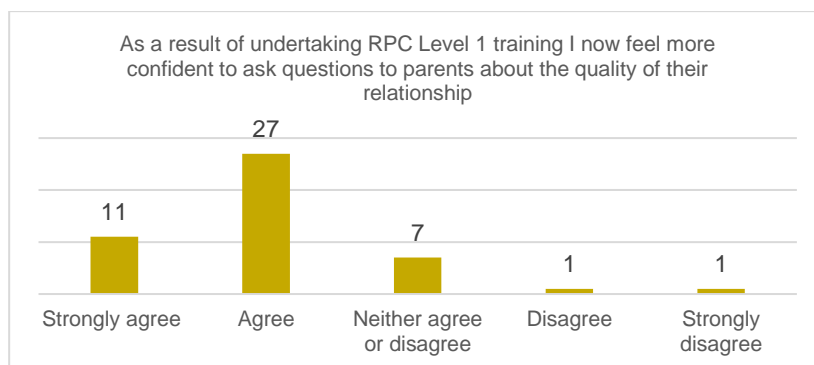
We see similar results when looking at the ability to identify the difference between Domestic Abuse, Destructive and Constructive Parental Conflict in families delegates come into contact with – more than half of them (26 or 55%) said they agree they are able to better identify the difference, almost one third (14 or 29.7%) said they strongly agree, whereas 5 (10%) stated they neither agree nor disagree and 2 (4%) said they strongly disagree.



Delegates stated that the training:

- Helped them reflect on the topic
- Helped them understand the differences
- Has given them useful examples and has put things in a more clear perspective

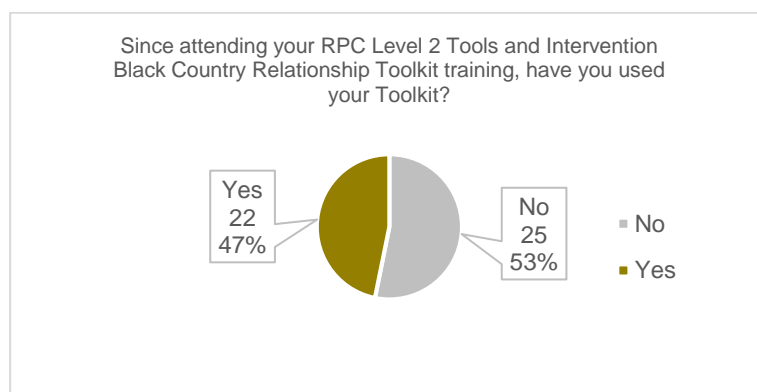
Speaking about the confidence to ask relationship questions, the majority (27 or 57%) of respondents in this group have stated they agree they feel more confident asking about the quality of parents' relationships, 11 (23%) strongly agreed, 7 (almost 15%) neither agreed or disagreed. Only 1 delegate (2%) said they disagree and 1 (2%) said they strongly disagree.



In the free text box question, delegates stated that after undertaking the training:

- They felt they have more tools to refer to
- They were more confident and knowledgeable
- They thought Level 1 was more of an introduction to the topic
- They could make the process of asking questions more inclusive

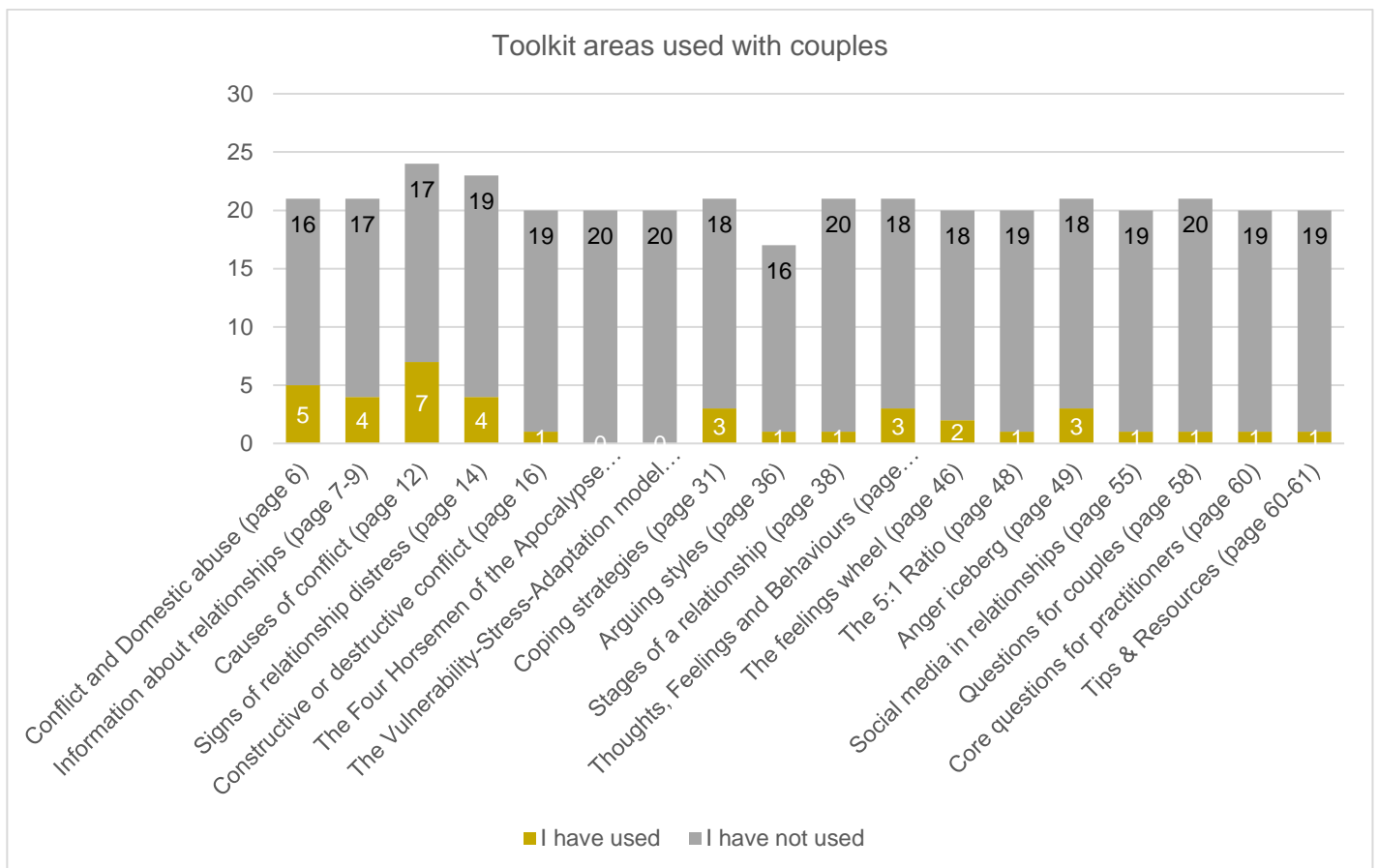
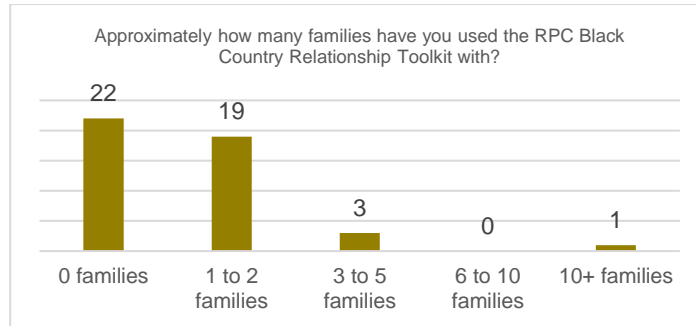
Moving onto the Level 2 questions, almost half (22 or 47%) of study respondents have stated they have used the Black Country Relationship toolkit since their training, while more than half (25 or 53%) have not used it.



When asked why they have not used their toolkit, delegates said:

- They had not had the opportunity to use the toolkit yet
- The allocated families did not need such interventions
- They were not in an intervening role

Although more people have used the toolkit, the majority have not used it with families (22 or almost 47%), whereas 19 (40%) have used it with one to two families, 3 (6%) have used it with 3 to 5 families and only one (2%) has used it with 10+ families.



Similarly to the Level 2 only group, the most popular tool from the toolkit was the Cause of Conflict with 7 votes (14%), followed by Conflict and Domestic Abuse (5 or 10%) and Information about relationships (4 or 8.5%) and Signs of Relationship Distress (4 or 8.5%).

When asked what tools were the most useful, delegates identified the following areas of the toolkit:

- Coping Strategies
- Stages of Relationship
- The Anger Iceberg
- Tips and Resources
- See it differently videos

- Arguing styles

Some delegates said all of the tools were very valuable.

Delegates who have completed Level 1, Level 2 and Level 3

This is the smallest category of the survey sample – there are only 2 respondents in this group. 1 of them disagreed that they have had more conversations with families they come into contact with about couple relationships and 1 did neither agree nor disagree.

One of the delegates has said in the free text box that they do not have a caseload of families they are working with, whereas the second one said the training has reinforced how they undertake their work as correct.

Both of the delegates in this group agreed that they are able to better understand the evidence about the impact of destructive parental conflict on children's outcomes and that they are able to better identify the difference between Domestic Abuse, Destructive and Constructive Parental Conflict in the families they come into contact with. One of the delegates agreed they are more confident to ask questions to parents about the quality of their relationship, whereas the other one neither agreed nor disagreed. Additionally, it was said that the Level 1 training was an excellent refresher and complemented the delegate's previous training experience.

Moving onto the Level 2 questions, only one of the respondents replied to them, stating they have not used their Black Country Relationship toolkit following the training with any families as they do not hold a current caseload for direct work.

On all Level 3 questions, the respondents agreed with all of the statements below:

- I have learnt more about couples' relationships on the Level 3 Tavistock training and am starting to apply this to my daily work, either with families I work with directly or colleagues I am supporting with RPC.
- I am feeling confident and clear about my Champion role to support others in my team or service around RPC.
- I am more confident in thinking and working with parental couples/co-parent relationships since starting the Level 3 Tavistock training, in my own daily work or supporting others with families in conflict.