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Probation staff views of the Skills for Effective Engagement Development (SEED) project

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Introduction

The aim of the SEED project implemented by the National Offender Management Service (NOMS) is to provide training and continuous professional development for probation staff in relation to skills which could be used in supervising offenders, particularly in one-to-one supervisions. The SEED training package, which has been influenced by the STICS project in Canada (Bourgon et al. 2008) and the aims of the broader Offender Engagement Programme, includes relationship building, pro-social modelling, motivational interviewing, risk-need-responsivity, cognitive behavioural techniques and structuring of one-to-one supervision.

The training package consists of an initial three day training programme, and three one day and one half-day follow-up training events at three monthly intervals. The initial three day training programme took place in March to April 2011 and the final follow-up events took place in February 2012. The SEED project also includes action learning sets (regular meetings of offender managers (OMs) to discuss cases) and observation and feedback on one-to-one supervision sessions from team leaders.

The training package was delivered within eight Probation Trusts in total, three of which are included in this external evaluation. The three externally evaluated Trusts are London, Merseyside and Thames Valley. Within these three Trusts training was delivered to six teams: in London, Merton and Sutton OMT3 and Barking, Dagenham and Havering OMT3; in Merseyside, two teams based in the St Helens office and in Thames Valley, Milton Keynes PPU and Reading OMUB. The evaluation was designed as action research, so this progress report provides a detailed look at how practitioners viewed the training and the SEED model, which it is hoped will be helpful to those implementing and developing the training.

This progress report focuses on practitioners' views of the training, and of the SEED model, as assessed by evaluation questionnaires completed by participants at the conclusion of each of the training events..

Content and format of training

Each event was run by a NOMS trainer and a local trainer. Each event took place either at the team's office or at a venue within the Probation Trust. OMs attended the training together with their team leader. The format was slightly different in Merseyside, where the two teams were based in the same office and, at each stage of the training, two separate training events were attended by a mixture of people from both teams.

At each training event, in relation to each of the topics, as well as input from the trainers and in the form of DVDs, there were also exercises and discussions.

Each training event, apart from the final one, concluded with participants completing a personal action plan in which they identified three personal objectives for the next three months. Progress in relation to these was discussed at the start of the subsequent training event. Participants also completed the feedback questionnaires which form the basis of this report.

Initial training event

The initial three day training programme took place in March to April 2011. The content of the initial training is provided in detail in the SEED Trainer's Manual (NOMS, 2010) which is accompanied by the SEED practitioner workbook (NOMS, 2011). The content of the training closely followed the manual. Training was given in relation to relationship building, pro-social modelling, motivational interviewing, risk-need-responsivity, cognitive behavioural techniques and structuring of one-to-one supervision. Training also covered action learning sets and observation of one-to-one supervision by team leaders.

First follow-up training

The first follow-up training took place in June 2011. After feedback on action plans participants discussed how they had found using the SEED model in small groups. They carried out a SWOT analysis identifying strengths, weaknesses, opportunities and threats in relation to the SEED model, action learning sets and observations. The trainers then gave national feedback about what people were saying about SEED in steering groups. This was followed by training in three areas outlined below.

Socratic questioning (CBT tool)

Socratic questioning is used to uncover and explore people's assumptions by getting them to explain their beliefs and thereby uncovering inconsistencies/illogical assumptions and getting people to conclude for themselves that this may not be the best or only way of thinking.

Solution focussed approaches (a motivational interviewing approach)

This approach focuses on what the person wants to achieve rather than on the problem. The practitioner establishes with the offender what a preferred future may be and ways in which this is already happening.

Motivational interviewing DVD

The DVD presented a discussion of resistance and illustrated the use of simple, amplified and double sided reflection in therapy with clients who are resistant to change.

Participants had been asked to bring any resources or exercises which they used with offenders to this training day and the day concluded with participants explaining and discussing their use in groups.

Second follow-up training

The second follow-up training took place in September/October 2011. Around a month before the training event, participants were given a reflective log to complete, in which they considered their use of one of the elements from the first follow-up event. These were discussed in the first part of the training. There was then input and exercises in relation to how to continue to use SEED when an offender presents with a crisis and identifying and dealing with unconscious bias. The trainers had put together some of the materials brought by practitioners to the first follow-up training event. These were disseminated and participants discussed how they might use them. The training concluded with a DVD recording of a real one-to-one supervision session featuring an OM from another Trust. After watching the DVD participants discussed the extent to which various elements of the SEED model had been applied and how they might have been applied.

Third follow-up training

The third follow-up training took place in December 2011. After feedback on personal action plans, participants were given the opportunity to say how things were going in relation to action learning sets, observations and the use of SEED in general. The trainers then provided an update on the National picture, including some feedback on practitioners' views on the initial training and on the first follow-up training as measured by the questionnaires which are the subject of this report. There was also an update on plans to roll out SEEDS (which integrates SEED and the reflective supervision model). There was then input in relation to four topics as outlined below.

Node-link mapping

A technique for presenting information or thoughts in the form of a diagram, which can be done collaboratively with the service user, covering knowledge maps which are used to communicate basic information, free mapping which can used during a counselling or supervision session and guide maps which use a pre structured template that could be filled in with a service user.

DVD in using cognitive behavioural techniques

The DVD was of a therapy session in which a practitioner used a variety of techniques to uncover and challenge a client's beliefs and negative assumptions.

Brain friendly learning
As part of the responsivity principle this look at the brain friendly learning principles of keeping it real, facilitating creation not consumption, tailoring to the individual, making it rich and sensory and recognising that state is everything.

Recent desistance research and links with SEED
The trainers outlined recent findings from desistance research relating this to parts of the SEED model.

Fourth follow-up training

The fourth follow-up training took place in February 2012. It was a half day event and focused on practitioners feeding back on their experiences of the SEED project and planning for the future rather than incorporating any new topic areas.

After feedback on personal action plans participants were split into focus groups to address strengths and areas for development in relation to four areas of SEED: observations and feedback, action learning sets, utilising the SEED model in one-to-oneone-to-one supervision and training. A senior manager or senior managers joined the training after this and findings from the focus groups as well as SEED planning for the future were discussed. The event concluded with presentation of certificates by senior managers.

Feedback questionnaire

One element of the external evaluation is staff perceptions of training and the usefulness of the skills covered in training as well as of SEED in general. In order to assess these perceptions feedback questionnaires were developed by the external evaluators in association with the National Offender Management Service (NOMS).

At the conclusion of each training event, attendees were asked to complete the questionnaire. The questionnaires were anonymous. Responses for the initial training and the first three follow-up events were seen after the event by the trainers as a number of the questions were designed to assist the trainers in developing subsequent training events. The final questionnaire was returned directly to the evaluators and not seen by the trainers to help to ensure honesty in responses.

Who attended the training and completed questionnaires?

In general teams trained together. However, inevitably sometimes people could not attend the training event with the rest of their team, due to such things as illness and annual leave. These people, where it was practical, attended the training with another team. There was also a mop-up training event in July after the first follow-up training for people who had missed the first follow-up training event. In addition, as one would expect, some people left the teams or the probation service entirely, or took maternity or paternity leave during the course of the training. No new people came into the training after the initial training event except as detailed below.

The training for the two London teams took place at the BIS centre in London for the initial training and the first follow-up training event and at LPT headquarters for the second, third and final follow-up training events. The St Helens training was held at a number of different venues as described below. The Milton Keynes training events all took place at City Church, Central Milton Keynes and Reading training all took place at the Reading probation office. Apart from in Merseyside, as detailed below, the team manager attended the training at these venues with their own team and, except in St Helens, there were no changes in team managers during the course of the training.

For all the areas, all members of the teams attended the initial three day training event, though replacements within the teams meant that a ‘mop-up’ initial training event needed to be held in Dorset and in Merseyside and an extra follow-up training in the north. Questionnaires were not administered at these extra events. Most members of the teams were able to attend the follow-up training sessions, though a few were necessarily absent, due to illness, leave, planned absence, leaving the area etc.

Over the course of the project, there were some team changes, particularly in St Helens and Milton Keynes.

Table 1 Number of participants from each office who attended training and completed a questionnaire

	Merton and Sutton	BDH	St Helens	Milton Keynes	Reading	Total
By current role within probation						
Initial training - total	11	11	28	12	11	73
PO	7 (64%)	7 (64%)	16 (57%)	11 (92%)	8 (73%)	49 (67%)
PSO	3 (27%)	3 (27%)	8 (27%)	0 (0%)	2 (18%)	16 (22%)
Other	1 (9%)	1 (9%)	4 (14%)	1 (8%)	1 (9%)	8 (11%)
1st follow-up training	11	11	21	9	11	63
PO	7 (64%)	7 (64%)	13 (62%)	8 (89%)	8 (73%)	43 (68%)
PSO	3 (27%)	2 (18%)	5 (24%)	0 (0%)	1 (9%)	11 (18%)
Other	1 (9%)	1 (9%)	2 (10%)	1 (11%)	1 (9%)	6 (10%)
Not stated	0 (0%)	1 (9%)	1 (5%)	0 (0%)	1 (9%)	3 (5%)
2nd follow-up training	9	10	22	9	10	60
PO	5 (56%)	7 (70%)	13 (59%)	7 (78%)	8 (80%)	40 (67%)
PSO	3 (33%)	2 (20%)	6 (27%)	0 (0%)	1 (10%)	12 (20%)
Other	1 (11%	1 (10%)	2 (9%)	1 (11%)	0 (0%)	5 (8%)
Not stated	0 (0%)	0 (0%)	1 (5%)	1 (11%)	1 (10%)	3 (5%)
3rd follow-up training	8	11	18	7	8	52
PO	5 (63%)	7 (64%)	12 (67%)	6 (86%)	6 (75%)	36 (69%)
PSO	2 (25%)	3 (27%)	5 (28%)	0 (0%)	0 (0%)	10 (19%)
Other	1 (13%)	1 (9%)	1 (6%)	1 (14%)	2 (25%)	6 (12%)
4th follow-up training	8	11	19	8	7	53
PO	5 (63%)	7 (64%)	15 (79%)	7 (88%)	4 (57%)	38 (72%)
PSO	2 (25%)	3 (27%)	1 (5%)	0 (0%)	0 (0%)	6 (11%)
Other	1 (13%)	1 (9%)	3 (16%)	1 (13%)	2 (29%)	8 (15%)
Not stated	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (14%)	1 (2%)
By how long employed in any capacity by Probation Service						
Initial training	11	11	28	12	11	73
Less than 7 years	7 (64%)	5 (46%)	6 (21%)	5 (42%)	9 (82%)	32 (44%)
7 years or more	4 (36%)	5 (46%)	22 (79%)	6 (50%)	1 (9%)	38 (52%)
Not stated	0 (0%)	1 (9%)	0 (0%)	1 (8%)	1 (9%)	3 (4%)
1st follow-up training	11	11	21	9	11	63
Less than 7 years	9 (82%)	6 (55%)	3 (14%)	4 (44%)	8 (73%)	30 (48%)
7 years or more	2 (10%)	5 (46%)	15 (71%)	5 (56%)	2 (18%)	29 (46%)
Not stated	0 (0%)	0 (0%)	3 (14%)	0 (0%)	1 (9%)	4 (6%)
2nd follow-up training	9	10	22	9	10	60
Less than 7 years	6 (67%)	5 (50%)	4 (18%)	2 (22%)	6 (60%)	23 (38%)
7 years or more	3 (33%)	5 (50%)	17 (77%)	6 (67%)	3 (30%)	34 (57%)
Not stated	0 (0%)	0 (0%)	1 (5%)	1 (11%)	1 (10%)	3 (5%)
3rd follow-up training	8	11	18	7	8	52
Less than 7 years	6 (75%)	5 (46%)	2 (11%)	2 (29%)	4 (50%)	19 (37%)
7 years or more	2 (25%)	6 (55%)	14 (78%)	5 (71%)	4 (50%)	31 (60%)
Not stated	0 (0%)	0(0%)	2 (11%)	0 (0%)	0 (0%)	2 (4%)
4th follow-up training	8	11	19	8	7	53
Less than 7 years	5 (63%)	5 (46%)	2 (11%)	2 (25%)	5 (71%)	19 (36%)
7 years or more	3 (38%)	6 (55%)	17 (90%)	6 (75%)	1 (14%)	33 (62%)
Not stated	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (14%)	1 (2%)

The number of questionnaires completed for each stage of the training by participants from each office is provided in Table 1 broken down by role and length of time with the probation service as indicated on the questionnaires. Questionnaires were completed by all team leaders and OMs who completed each training event run within the externally evaluated SEED initiative, except for two participants at the first follow-up event in St Helens, one participant at the second follow-up event in St Helens and one participant at the third follow-up in Reading.

Participants' overall reactions to the training

In each of the feedback questionnaires participants were asked to indicate on a scale how useful they had found the SEED training overall. Responses were given a score from one to five, according to their position along the scale, where one is "very useful" and five is "not at all useful". Table 2 below provides the mean ratings for each of the training events. Figure 1 graphs the mean ratings for each training event broken down by team.

Table 2 Overall reactions to the training

	Initial training N=73	1st follow-up training N=63	2nd follow-up N=60	3rd follow-up training N=52	4th follow-up training N=53
Overall, how useful did you find the SEED training? (1=Very useful 5 = Not at all useful)	Mean = 1.9 s.d. = 0.91 n=72	Mean = 2.0 s.d. = 0.75 n=62	Mean = 2.4 s.d. = 0.94 n=58	Mean = 2.0 s.d. = 0.79 n=51	Mean = 1.7 s.d. = 0.76 n=45
To what extent has the SEED training (overall) covered what you wanted it to cover? (1 = Covered all I wanted, 5 = Didn't meet my expectations)	Not asked				Mean = 1.8 s.d. = 0.62 n=51

Scores were mostly towards the "very useful" end of the scale. At the initial training, seventy-four percent of responses were at a position of two or less with a mean rating of 1.9. At the first follow-up training, seventy-one percent of responses were at a position of two or less with a mean rating of 2.0. At the second follow-up training, fifty-seven percent of responses were at a position of two or less with a mean rating of 2.4. At the third follow-up training, sixty-seven percent of responses were at a position of two or less with a mean rating of 2.0. At the final follow-up training eighty-two percent of responses were at a position of two or less with a mean rating of 1.7.

It can be seen that overall the second follow-up training was rated as somewhat less useful than the other events. This is mostly because Reading rated this event as less useful compared to the other teams, although the two London teams rated it as slightly less useful than the other events. Nonetheless the overall mean rating of the second follow-up training was still towards the very useful end of the scale. Ratings of the usefulness of the other training events were fairly similar to one another and were similar across teams as detailed below.

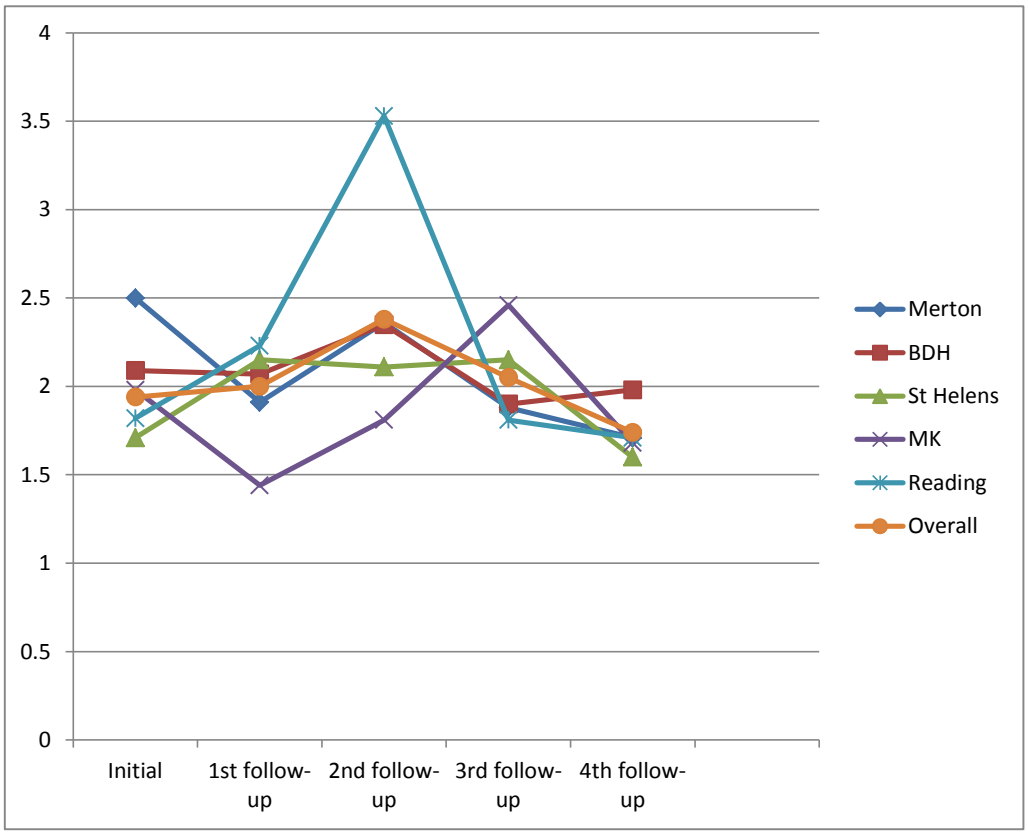
There were no significant differences between the teams in their ratings of the overall usefulness of the initial SEED training[1] or in their ratings of the usefulness of the first, third and fourth follow-up training events. However the Reading team rated the second follow-up training day as less useful than the other teams.[2] It was noted in our observation of the training event - and this also comes out

[1] There was no significant difference at the initial training when the two St Helens groups were considered together. There was a significant difference at the initial training when the two St Helens groups were considered separately as reported in the first progress report, due to one of the St Helens groups finding the training more useful than some other groups.

[2] A Kruskal-Wallis test indicated that there were significant differences between the teams in how useful overall they had found the second follow-up training $\chi 2$ (4, N=58)=17.802, p=0.001. Follow-up pairwise comparisons were conducted using Mann-Whitney U tests. Holm's Sequential Bonferonni correction was applied to control for Type I errors. Reading rated the training

in some of the comments made on the questionnaire - that the Reading team disliked being told in the discussion of how things had gone over the last three months that some people had found the SEED way of working less time consuming, as this did not fit with their experience, and this may, for them, have created a slight negative halo effect around that entire training event.

Figure 1 Overall reactions to the training broken down by team (where 1=very useful and 5=not at all useful)



At the fourth training event participants were asked to rate the extent to which SEED overall had covered what they wanted it to cover. Responses were given a score from one to five, where one is "covered all I wanted" and five is "didn't meet my expectations". Scores were very much towards the "covered all I wanted" end of the scale. Eighty-six percent of responses were at a position of two or less, whilst nobody gave a rating above the mid-point. The mean rating was 1.8. The extent to which the SEED training had covered everything participants wanted from it was very similar across teams. There was no significant difference.

Participants were also given the opportunity to comment on the extent to which SEED training had covered what they wanted it to cover. The overwhelming majority of comments were very positive.

> "Training exceeded my expectations as a PSO, not done PO training, many aspects of the training have widened my skills and knowledge."
>
> "Reinforced the vocational element of the job without minimising the need to confront/challenge and assess risk. Allowed more focused work through resource pack."

as significantly less useful than St Helens $p<0.001$, Milton Keynes $p=0.001$ and Barking, Dagenham and Havering $p=0.006$. Applying Holm's Sequential Bonferonni correction, such that $p<0.007$ rather than $p<0.05$, no other pairwise comparisons were significant.

> "I have found it very useful to concentrate on the core reasons why I became a PO - to work with people effectively."

> "As a new practitioner I found the SEED training material very useful. I still believe I have a lot to learn but the training and support of colleagues has been very helpful."

> "I have found it really has validated the vocation of probation practice. It has reaffirmed my value base and given me the opportunity to reflect and consolidate my knowledge and skills."

> "Observation has been very affirmative. Structure and toolkit very useful for long serving PO!"

> "Really helpful refresher and opportunity to develop new skills. Given me confidence in the importance of the relationship I build."

Some people wanted more:

> "I didn't know what to expect - I'm sure more could be given and more refresher training would be extremely useful for practitioners – all to improve practice."

> "I would have liked more on practice models and their theoretical underpinnings. Particularly the ones that are new to me."

A few people very much valued the training but would have liked more time to enable them to put it into practice.

> "I feel the training has been useful but I haven't been given sufficient space to digest the information and put it all into practice. All of the model is brilliant and effective but, in order to follow all of it, we as practitioners need to be given time to reflect, for action learning sets and to plan."

> "Unfortunately my view is that my practice has not changed as much as it could have if workloads were lower."

It can be concluded that participants' overall reactions to the usefulness of the training were very favourable and that this continued over the course of the training events.

Views on different parts of the SEED model

Immediate reactions to the training

At each of the training events, participants were asked to indicate how interesting and how relevant or useful they had found each of the topics that had been covered that day. They were also asked to indicate whether they felt the training had empowered them to use the material covered and whether they felt the right amount of attention had been given to each area. Responses are provided in Table 3.

Interest

It can be seen that the majority of people rated each of the topics as very or quite interesting. No one particular overall section of the model stands out as being more or less interesting than the others. In terms of specific topics, the material on structuring from the initial training (70% rated as 'very interesting') and the material on mapping (69% rated as 'very interesting') received the highest ratings in terms of interest. The new input on motivational interviewing from the second follow-up, the new input on SEED supervision from the second follow-up (which involved participants watching a DVD of a real supervision session and discussing it) and the material on desistance research and links with SEED from the third follow-up received slightly lower ratings in terms of interest than other topics. However, the majority (85% or more) still found them very or quite interesting.

Table 3 Views on the training as expressed on the training day (percentages)

For questions marked * figures include only those with a current caseload, so excludes SPOs and others with no current caseload.

	Rel build	Pro social	Motivational interviewing			Risk need reponsivity				Cognitive behavioural techniques			Structuring sessions		Material spanning whole model			
	Relationship building material in initial training	Pro-social modelling material in initial training	Motivational interviewing material in initial training	Solution focused approaches from first follow-up training	New input on MI from first follow-up training	Risk need responsivity material in initial training	Equality diversity unconscious bias from second follow-up	Mapping from third follow-up training	Brain friendly learning from third follow-up training	CBT material in initial training	Socratic questioning from first follow-up training	New input on using CBT (DVD) from third follow-up training	Structuring sessions material in initial training	SEED and dealing with crises from second follow-up training	New input on SEED supervision from second follow-up	Desistance research and links with SEED from third follow-up	Sharing resources at first follow-up training	Sharing resources at second follow-up training
How interesting was the input?	n=73	n=73	n=73	n=63	n=63	n=73	n=60	n=52	n=52	n=73	n=63	n=52	n=73	n=60	n=60	n=52		
Very	57.5	43.8	52.1	38.1	36.5	42.5	50.0	69.2	30.8	63.0	58.7	50.0	69.9	41.7	40.0	30.8		
Quite	35.6	52.1	41.1	58.7	49.2	46.6	33.3	28.8	61.5	31.5	38.1	44.2	27.4	48.3	45.0	53.8	Not	Not
Not very	5.5	4.1	6.8	3.2	14.3	9.6	15.0	0.0	5.8	5.5	3.2	3.8	1.4	8.3	13.3	13.5	asked	asked
Not at all	0.0	0.0	0.0	0.0	0.0	0.0	1.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.7	0.0		
Missing	1.4	0.0	0.0	0.0	0.0	1.4	0.0	1.9	1.9	0.0	0.0	1.9	1.4	1.7	0.0	1.9		
*How relevant/useful do you think it will be to your practice?	n=65	n=65	n=65	n=55	n=55	n=65	n=55	n=47	n=47	n=65	n=55	n=47	n=65	n=55	n=55	n=47	n=54	n=55
Very	84.6	89.2	86.2	50.9	41.8	72.3	45.5	72.3	25.5	92.3	61.8	59.6	83.1	41.8	40.0	27.7	34.5	34.5
Quite	10.8	9.2	13.8	43.6	49.1	26.2	36.4	23.4	68.1	7.7	36.4	40.4	15.4	47.3	30.9	57.4	45.5	58.2
Not very	4.6	0.0	0.0	5.5	9.1	1.5	16.4	2.1	6.4	0.0	1.8	0.0	0.0	10.9	27.3	14.9	18.2	5.5
Not at all	0.0	0.0	0.0	0.0	0.0	0.0	1.8	0.0	0.0	0.0	0.0	0.0	1.5	0.0	1.8	0.0	0.0	1.8
Missing	0.0	1.5	0.0	0.0	0.0	0.0	0.0	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.8	0.0
*Do you feel the training empowered you to use this/did the training develop your skills?	n=65	n=65	n=65	n=55	n=55	n=65	n=55	n=47	n=47	n=65	n=55	n=47	n=65	n=55	n=55			
Very	43.1	50.8	47.7	32.7	29.1	38.5	30.9	57.4	21.3	49.2	49.1	42.6	69.2	27.3	18.2			
Quite	46.2	32.3	40.0	52.7	47.3	46.2	41.8	38.3	66.0	43.1	34.5	51.1	27.7	49.1	50.9	Not	Not	Not
Not very	9.2	13.8	10.8	9.1	18.2	12.3	21.8	2.1	10.6	6.2	16.4	4.3	1.5	20.0	23.6	asked	asked	asked
Not at all	1.5	1.5	1.5	1.8	5.5	3.1	1.8	0.0	0.0	1.5	0.0	0.0	1.5	1.8	3.6			
Missing	0.0	1.5	0.0	3.6	0.0	0.0	3.6	2.1	2.1	0.0	0.0	2.1	0.0	1.8	3.6			
Do you feel the right amount of attention was given to this?	n=73	n=73	n=73	n=63		n=73	n=60	n=52	n=52	n=73	n=63	n=52	n=73	n=60				
Too much	8.2	11.0	12.3	3.2		4.1	8.3	1.9	5.8	8.2	4.8	3.8	4.1	8.3				
About right	89.0	89.0	83.6	90.5	Not	78.1	83.3	90.4	92.3	75.3	87.3	92.3	94.5	91.7	Not	Not	Not	Not
Too little	1.4	0.0	4.1	6.3	asked	16.4	8.3	1.9	1.9	13.7	6.3	3.8	1.4	0.0	asked	asked	asked	asked
Missing	1.4	0.0	0.0	0.0		1.4	0.0	5.8	0.0	2.7	1.6	0.0	0.0	0.0				

Slightly more people rated equality, diversity and unconscious bias as "not very interesting" (15%) as compared to other topics but, at the same time, a fairly large proportion rated this topic as "very interesting" (50%) so views would seem to be slightly more polarised on that area. It was noted in the observation of training that some people clearly found this topic fascinating. It was principally people in Reading who felt this topic was not very interesting. A Kruskal-Wallis test indicated that there were significant differences between the teams in how interesting they found the material on unconscious bias[3] with Reading rating this topic as less interesting than other teams. Kruskal-Wallis tests also indicated that there were significant differences between teams in how interesting they found mapping, [4] dealing with crises[5] and recent desistance research and links with SEED[6]

How relevant or useful people think the material will be for their practice

The majority of people felt each of the topics would be very or quite relevant or useful. In terms of overall sections of the model, cognitive behavioural techniques were rated as potentially the most relevant but all areas of the model were perceived to be relevant.

On the whole, material from the initial training received higher ratings in terms of potential relevance as compared to material from later training events. This may be because the initial training gave a broad background to parts of the model while much of the later training focused on particular techniques and people may have been unsure just how useful these may be until they tried to put them into practice. That said, mapping was perceived to be potentially relevant by a particularly large proportion of people (72% 'very'). Recent desistance research and links with SEED, going through the resource people brought to the first follow-up and the DVD of a real supervision session were perceived as the least potentially relevant or useful but these were still perceived as very or quite relevant or useful by the majority of people.

Differences between teams in how relevant they felt the material might be were very similar to differences between teams in terms of how interesting they felt the material was.[7] There were significant differences in relation to unconscious bias, dealing with crises, mapping and recent desistance research. Reading considered the information on unconscious bias and dealing with crises less relevant than other teams but, on the other hand, Reading rated mapping and recent desistance research the most relevant compared to other teams.

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[3] $\chi 2$ (4, *N*=60)=16.063, *p*=0.003. Follow-up pairwise comparisons using Mann-Whitney U tests indicated that Reading were significantly more likely to rate the topic as less interesting compared to St Helens *p*<0.001 and Milton Keynes *p*=0.002 and were almost, but not quite significantly, different to Barking, Dagenham and Havering *p*=0.008 and Merton and Sutton *p*=0.009 (the Holm's Sequential Bonferonni correction value for significance is 0.006 or below). No other pairwise comparisons were significant.

[4] $\chi 2$ (4, *N*=51)=11.6685, *p*=0.02. Barking, Dagenham and Havering found this topic the most interesting while Milton Keynes found it the least interesting. Follow-up pairwise comparisons using Mann-Whitney U tests indicated a significant difference between these two teams *p*=0.003 but no other pairwise comparisons were significant after applying Holm's Sequential Bonferonni correction.

[5] $\chi 2$ (4, *N*=59)=9.855, *p*=0.043, Reading found this less interesting than the other teams but no pairwise comparisons were significant.

[6] $\chi 2$ (4, *N*=51)=11.209, *p*=0.024, Reading found it the most interesting while Milton Keynes found it the least interesting but no pairwise comparisons were significant.

[7] A Kruskal-Wallis test indicated that there were significant differences between the teams in how relevant they found the material on unconscious bias $\chi 2$(4, *N*=55)=19.038, *p*=0.001. Follow-up pairwise comparisons using Mann-Whitney U tests indicated that Reading were significantly more likely to rate the topic as less relevant compared to St Helens *p*<0.001, Milton Keynes *p*=0.001 and Merton and Sutton *p*=0.006 and were almost, but not quite significantly, different to Barking, Dagenham and Havering *p*=0.009 (the value required for significance once Holm's Sequential Bonferonni correction is applied is 0.007 or below). No other pairwise comparisons were significant.

A Kruskal-Wallis test indicated that there were significant differences between the teams in how relevant they found the material on dealing with crises $\chi 2$ (4, *N*=55)=11.516, *p*=0.021. Reading found this topic less relevant than the other teams but the only pairwise comparison that was significant after applying Holm's Sequential Bonferonni correction was between Reading and St Helens *p*=0.004.

A Kruskal-Wallis test indicated that there were significant differences between the teams in how relevant they found mapping $\chi 2$ (4, *N*=46)=11.004, *p*=0.027, Reading found it the most relevant while Milton Keynes found it the least relevant but no pairwise comparisons were significant.

A Kruskal-Wallis test indicated that there were significant differences between the teams in how useful they found recent desistance research $\chi 2$ (4, *N*=47)=9.721, *p*=0.045, Reading found it the most relevant while Milton Keynes found it the least relevant but no pairwise comparisons were significant.

Only those with a current caseload were included in the above statistical tests.

At the initial training, and at the first and second follow-up training, people were asked whether there was anything from the training which they felt they were especially likely to use in the future. Most people mentioned something. At the initial training the most frequently mentioned part of the model was structuring, mentioned by 53% of the participants, followed by cognitive behavioural techniques which was mentioned by 45% of the participants. Twenty-five percent of people mentioned motivational interviewing, 14% risk-need-responsivity, 10% relationship building and 8% pro-social modelling. At the first follow-up training 43% of people felt they were particularly likely to use Socratic questioning, 25% mentioned the motivational interviewing skills that had been covered, 14% mentioned solution focused approaches and 11% mentioned the shared resources that they had brought to the training session. At the second follow-up training 23% of participants mentioned the resources they had shared, 17% mentioned unconscious bias and 12% mentioned dealing with crises. Hence some areas were mentioned by more people than others but each of the areas was mentioned by someone.

At the initial training, and at the first three follow-up training events, participants were also asked what were the most and least useful elements of the training and why. These were open ended questions that were asked in the section of the questionnaire concerned with the format of the training but a number of the comments related to specific content areas so are discussed here.

At the initial training the content item most frequently mentioned as the best part of the training was structuring (17 people). Related to this people also liked the exercises covered in the training which they could use to give more structure to their supervision sessions (6 people). The next most frequently mentioned content areas were CBT (6 people) and relationship building (6 people).

In relation to the follow-up training events most of the comments about what was the most and least useful element of the training related to specific content areas.

At the first follow-up training fourteen people felt that the new input on motivational interviewing was the most useful part of the training, while thirteen felt this was the least useful, so opinion was very clearly divided on this. Those who felt it was the least useful part of the training tended to think this for one of two reasons. One reason was because the DVD depicted motivational interviewing being used in a clinical rather than criminal justice setting.

> “Motivational interviewing DVD as it was not directly linked to criminal justice.”

> “The motivational interviewing DVD was interesting but doesn't reflect the type of scenarios we necessarily deal with. They were ideal types, seeing it with difficult/resistant examples would have been more useful.”

The other reason was that some people felt they were already well versed in motivational interviewing.

> “MI already well embedded.”

> “Already trained in MI and Socratic questioning and using in practice so found this unnecessary”

Thirteen people felt Socratic questioning was the most useful part of the training. Only two felt this was the least useful. Seven people felt that going through the resources they had brought was the most useful, while two felt this was the least useful. Six people felt solution focused approaches was the most useful part, while three found this the least useful. People clearly differed in terms of their immediate perceptions of which parts of the first follow-up training were the most useful. We will see later that there were also differences between people in terms of which elements they found most useful in practice.

At the second follow-up training, a substantial number (22 people) felt that discussing their reflective log and the review of skills they had used over the last few months was the most useful part of the

training, only two people found this the least useful[8]. Many people clearly appreciated the opportunity to discuss how they had found SEED in practice. In relation to the new content areas there was again considerable variation in terms of what people had found the most and least useful. Eleven people found unconscious bias the most useful part while eight people found it the least useful. Nine people found the DVD and discussion of a real supervision session the most useful while an identical number considered it the least useful. Some of these people however indicated that this was because of the quality of the DVD (e.g. "DVD of poor quality and difficult to follow") rather than being due to the concept itself. At the time of the training few recordings of an actual supervision session were available to the trainers and they had been forced to use what was available. Eight people found dealing with crises the most useful, while four found it the least useful. Six people felt going through the shared resource was the most useful part while two found this the least useful. It should be remembered, that where someone has indicated that something was the least useful element of the training, this does not necessarily mean they did not find it useful - they may just have found it less useful than other elements.

> "Crisis - although useful just not as useful as the other elements."

At the third follow-up, a large number of people (33) indicated that mapping was the most useful part of the training. Ten people mentioned the new input on CBT, seven mentioned brain friendly learning and two mentioned recent desistance research. Twelve felt that the recent desistance research was the least useful part of the training. Comments indicated that this was not particularly because they did not find it interesting but because, unlike some of the other parts of the training did not directly provide them with or develop skills they could use in their practice.

> "Research - useful but I'm not sure how it will help my practice."

How much people felt the training empowered them to use the techniques or developed their skills

Most people felt the training had empowered them to use the materials covered within each of the topics or that it had developed their skills to some degree. The material on structuring in the initial training was rated the most highly in this regard (69% 'very'). The areas that were least highly rated in this regard were the DVD of a real supervision session, equality diversity and unconscious bias, brain friendly learning and the new input on motivational interviewing from the first follow-up training, but still most people felt the training had empowered them or developed their skills in each of these areas at least to some degree (69% or more 'very' or 'quite').

A Kruskal-Wallis test indicated that there was a significant difference between teams in the extent to which participants felt the DVD on motivational interviewing in the first follow-up training had developed their motivational interviewing skills $\chi^2(4, N=55)=11.007$, $p=0.026$, Milton Keynes were the most likely to think it had while Reading were the least likely, but no pairwise comparisons were significant. There were no significant differences between teams in relation to any other topic.

In relation to the new input on motivational interviewing in the first follow-up training people were also asked whether they felt they were now more likely to use motivational interviewing in their practice 40% responded "very much so" with a further 42% responding "quite a lot", 18% responded "not really". There was no significant difference between teams, indeed the responses of each of the teams were very similar on this question.

Did people feel the right amount of attention was given to the topics?

On the whole, most people felt the right amount of attention had been given to each of the topics. A few (16%) would have like more on risk-need-responsivity in the initial training.

Concluding comments

In conclusion, although some topics were more popular than others, all the material was considered interesting and relevant by most people. In addition, there was considerable variation in terms of what people valued most.

[8] This part of the training, which we have not discussed or included above, as it involved no new input on the SEED model, will be discussed in a later section.

How useful participants found the material covered in practice

At each follow-up training event, participants were asked, in relation to each of the topics from the previous training event, whether they had had the opportunity to use the material; whether it is something they would use for most cases, for some or only occasionally and how helpful they had found it. Responses are provided in Table 4.

It can be seen that most people had had some opportunity to use most of the materials. The topics which people were most likely to indicate that they had not had the opportunity to use were those falling within risk-need-responsivity, namely mapping (30% not used), brain friendly learning (26% not used) and equality, diversity and unconscious bias (21% not used) as well as findings from recent desistance research (28%) not used. The topics which people were most likely to say they had used "a lot" were structuring and pro-social modelling (both 64%) followed by relationship building (49%). This material was seen by a large proportion of people to be relevant pretty much all the time (84% pro-social modelling, 82% structuring, 70% relationship building). The new input on motivational interviewing from the first follow-up training was also felt by a similarly large proportion of people (70%) to be relevant in pretty much all cases. This is interesting, as in terms of people's immediate reactions, the new input on motivational interviewing had not received particularly high ratings, compared to other topics, in terms of interest, relevance or how much they felt empowered to use it. This was a topic on which there was considerable variation between people's initial reactions to it, as assessed by what they considered the most and least useful part of the first follow-up training. It is likely that those who felt they were already well versed in motivational interviewing techniques, and therefore did not see the additional input as particularly useful, still saw it as very relevant. It may also be that some people had revised their opinions as they put it into practice. It should however be remembered that, although some people felt they did not need further input on motivational interviewing, they were in the minority; most people had rated it as very or quite interesting and empowering.

It is also interesting that participants' immediate reactions to mapping, as discussed in the previous section, were that it would be very useful, and it was rated as the potentially most relevant of the topics from the follow-up training but, in practice, this was the topic that the fewest people had had the opportunity to use. This is not entirely surprising, because while it may be very useful in some cases, it is not necessarily appropriate to all. Indeed, of those who had been presented with the opportunity to use it, almost all felt it was useful in some cases (58%), or as an additional tool (39%), rather than being relevant pretty much all the time (3%). However, where people had used it they generally had found it helpful and it was the topic which the most people rated as "very helpful" (67%).

Looking at people's initial reactions to the training, as discussed in the previous section, Socratic questioning was rated fairly highly in terms of potential relevance but at the next follow-up training this was seen by a large proportion of people (45%) only as an additional tool to be used with relevant cases. Indeed CBT, which people perceived at the initial training to be the most potentially relevant of all the material covered, was rated as something that is relevant pretty much all the time by considerably fewer people (49%) than much of the other material in the initial training, such as pro-social modelling (84%), structuring (82%) and relationship building (70%). Hence there was by no means an exact match between how relevant people thought material might be and how relevant they actually found it.

All the material was rated as very or quite helpful by the vast majority of people. The DVD of a real supervision session received the lowest rating but this was still seen as 'quite helpful' by 65% of people and 'very helpful' by a further 19%.

Table 4 How much skills from the previous training have been used and how helpful they have been in practice (percentages)

The Table includes only those with a current caseload, so excludes SPOs and others with no current caseload (e.g. currently on maternity leave).

	Rel build	Pro social	Motivational interviewing			Risk need reponsivity				Cognitive behavioural techniques			Structuring sessions		Material spanning whole model	
	Relationship building material in initial training	Pro-social modelling material in initial training	Motivational interviewing material in initial training	Solution focused approaches from first follow-up training	New input on MI from first follow-up training	Risk need responsivity material in initial training	Equality diversity unconscious bias from second follow-up	Mapping from third follow-up training	Brain friendly learning from third follow-up training	CBT material in initial training	Socratic questioning from first follow-up training	New input on using CBT (DVD) from third follow-up training	Structuring sessions material in initial training	SEED and dealing with crises from second follow-up training	New input on SEED supervision from second follow-up	Desistance research and links with SEED from third follow-up
Since the last follow-up training have you had the opportunity to use the material on…?	n=55	n=55	n=55	n=55	n=55	n=55	n=47	n=47	n=47	n=55	n=55	n=47	n=55	n=47	n=47	n=47
Yes a lot	49.1	63.6	40.0	30.9	45.5	36.4	17.0	10.6	8.5	45.5	21.8	19.1	63.6	19.1	10.6	14.9
Yes to some extent	49.1	36.4	60.0	60.0	50.9	63.6	61.7	59.6	59.6	50.9	69.1	72.3	36.4	74.5	74.5	55.3
No	1.8	0.0	0.0	7.3	1.8	0.0	21.3	29.8	25.5	3.6	7.3	6.4	0.0	6.4	8.5	27.7
Missing	0.0	0.0	0.0	1.8	1.8	0.0	0.0	0.0	6.4	0.0	1.8	2.1	0.0	0.0	6.4	2.1
Thinking about your current caseload would you say in relation to …*	n=54	n=55	n=55	n=51	n=54	n=55	n=37	n=33	n=35	n=53	n=51	n=44	n=55	n=44		n=34
I use it/the material is relevant pretty much all the time	70.4	83.6	54.5	23.5	70.4	47.3	27.0	3.0	25.7	49.1	23.5	54.5	81.8	22.7	Not	26.5
It's useful in some cases	18.5	9.1	29.1	45.1	18.5	29.1	37.8	57.6	51.4	24.5	29.4	34.1	10.9	36.4	asked	50.0
It's an additional tool I use with relevant cases	9.3	7.3	16.4	27.5	9.3	21.8	29.7	39.4	8.6	26.4	45.1	9.1	7.3	34.1		20.6
I would only use it occasionally	0.0	0.0	0.0	2.0	0.0	1.8	2.7	0.0	5.7	0.0	0.0	0.0	0.0	4.5		0.0
Missing	1.9	0.0	0.0	2.0	1.9	0.0	2.7	0.0	8.6	0.0	2.0	2.3	0.0	2.3		2.9
How helpful did you find the training?*	n=54	n=55	n=55	n=51	n=54	n=55	n=37	n=33	n=35	n=53	n=51	n=44	n=55	n=44	n=43	n=34
Very helpful	42.6	40.0	41.8	33.3	44.4	34.5	24.3	66.7	22.9	49.1	35.3	40.9	70.9	27.3	18.6	29.4
Quite helpful	55.6	58.2	56.4	62.7	50.0	63.6	70.3	33.3	65.7	50.9	60.8	54.5	29.1	61.4	65.1	67.6
Not very helpful	0.0	1.8	1.8	2.0	3.7	0.0	2.7	0.0	0.0	0.0	2.0	0.0	0.0	4.5	9.3	0.0
Not at all helpful	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Missing	1.9	0.0	0.0	2.0	1.9	1.8	2.7	0.0	11.4	0.0	2.0	4.5	0.0	6.8	7.0	2.9

* Not asked of those who indicated they had not had the opportunity to use it.

There were few differences between teams in their use of the material or how helpful they found it and the few differences that did exist indicated that some teams found some things more useful than others, while other teams found other things more useful, as opposed to any one team finding the training as a whole less useful. A Kruskal-Wallis test indicated that there was a significant difference between teams in the opportunity they felt they had had to use the motivational interviewing material from the initial training $\chi 2(4, N=55)=16.500$, $p=0.002$. Reading were the most likely to feel they had used this skill a lot while St Helens were the least likely, but no pairwise comparisons were significant. There was also a significant difference between teams in how helpful they had found Socratic questioning $\chi 2(4, N=50)=10.429$, $p=0.034$. St Helens were the most likely to indicate it had been very helpful, while Barking, Dagenham and Havering were the least likely, pairwise Mann-Whitney U tests indicated a significant difference between these two teams $p=0.003$, no other pairwise comparisons were significant. The extent to which Socratic questioning was felt to be relevant to their current caseload also showed a significant difference between teams $\chi 2(4, N=50)=10.607$, $p=0.031$. St Helens were the most likely to feel it was relevant pretty much all the time while Merton and Sutton were the most likely to feel it was an additional tool to use with relevant cases, but there were no significant pairwise comparisons. The opportunity to use mapping also showed a significant difference between teams on a Kruskal-Wallis test $\chi 2(4, N=47)=9.939$, $p=0.041$. Milton Keynes was the team with the greatest proportion of people that felt they had not had the opportunity to use this, but no pairwise comparisons were significant. Finally there was a significant difference in the opportunity people said they had to use the material on brain friendly learning $\chi 2(4, N=47)=18.776$, $p=0.001$. Milton Keynes were the team least likely to feel they had had the opportunity to use this and were significantly different from St Helens, $p=0.004$, Barking Dagenham and Havering $p=0.004$ and Merton and Sutton $p=0.005$. No other pairwise comparisons were significant. There was no significant difference between teams on any other measure.

What we cannot know is the extent to which each team had discussed a particular element between the training and the next training event and so whether these differences reflect group effects rather than supervising practice or type of offenders supervised.

Which part of the previous training event participants had found the most useful in practice

At each of the follow-up training events, participants were asked to indicate which one of the elements from the previous training event had been the most useful for their supervision practice in the last few months. Their responses are provided in Table 5. The question only allowed for one element to be chosen, although a number of people picked more than one or even all the elements, presumably because they had found it all useful, which is why there are a relatively large amount of missing data.

Structuring sessions was clearly the element people had found most useful from the initial training. It was selected by 58% of participants as the most useful topic, followed by relationship building (9%). CBT, which was judged at the initial training as the potentially most relevant part of the training, was felt by very few people (4%) to have been the most useful element in practice.

As discussed earlier there was considerable variation between people in their immediate perceptions of the elements of the first follow-up training in terms of which part they found most and least useful. There is also variation in terms of which they had found the most useful in practice. Different people had found different things useful, so no one element stood out as being the most useful. Twenty-seven percent had found the new input on motivational interviewing the most useful, 26% picked Socratic questioning, while 24% picked solution focused approaches.

Going through the shared resources was the part of the second training day which the greatest proportion of people identified as the most useful (36%) followed by SEED and dealing with crises (26%).

Looking at the elements from the third follow-up training day in December, although 30% of participants had not had the opportunity to use mapping (Table 4), around two thirds of those that had experienced the opportunity to use it, rated it as the most useful element of the third follow-up training day, making it the most frequently selected element overall (45% of participants). It would appear that mapping is seen as only relevant in some cases but, where it is relevant, it can be extremely useful.

Everyone that had used it judged it as 'very' (67%) or 'quite' (33%) helpful (Table 4). The new input on CBT was also selected as the most useful element of the third follow-up training by a large proportion (34%) of participants. This would seem to suggest that the CBT from the initial training may have been rated low, in relation to the other topics covered, on how useful it had been, not because it was not useful, but because other things, such as structuring, had proved to be even more useful. It may also be that people actually need more on CBT to put it into practice.

Table 5 Which element of the previous training day people had found most useful in practice as reported at the next training day

Table includes only those with a current caseload so excludes SPOs and others with no current caseload (e.g. currently on maternity leave).

At first follow-up training(N=55)	%
Thinking about all the elements of the **initial training** as listed below which would you say has been the most useful for your supervision practice in the last three months? (tick one)	
Structuring sessions	58.2
Relationship building	9.1
Pro-social modelling	5.5
Motivational interviewing	5.5
Risk need responsivity	3.6
Cognitive behavioural techniques	3.6
Missing	14.5
At second follow-up training(N=55)	
Thinking about all the elements of the **first follow-up training** day as listed below which would you say has been the most useful for your supervision practice in the last three months? (tick one)	
New input on motivational interviewing	27.3
Socratic questioning (part of CBT)	25.5
Solution focused approaches (part of MI)	23.6
Going through the materials you and your colleagues brought	12.7
Missing	10.9
At third follow-up training(N=47)	
Thinking about all the elements of the **September follow-up training** day as listed below which would you say has been the most useful for your supervision practice in the last three months? (tick one)	
Going through the shared resources	36.2
SEED and dealing with crises (part of structuring)	25.5
Equality diversity and unconscious bias (part of RNR)	14.9
New input on SEED supervision (spans all model)	12.8
Missing	10.6
At fourth follow-up training(N=47)	
Thinking about all the elements of the **December follow-up training** day as listed below which would you say has been the most useful for your supervision practice in the last three months? (tick one)	
Mapping (part of RNR)	44.7
Using CBT	34.0
Recent desistance research and Links with SEED (spans all model)	6.4
Brain friendly learning (part of RNR)	2.1
National review of what had happened	2.1
Local review of what had happened	0.0
Missing	10.6

Likelihood ratio tests indicated there were no significant differences between the teams in terms of what they had found most useful at each training event.

Overall rankings of how useful each element of the model has been

At the final training event participants were asked to rank each of the main elements of the SEED model and training in terms of how useful they had found it for their one-to-one supervision work over the year. They were required to rank the eight elements from one to eight, where one is the most useful and eight the least useful. The median ranks given to each element are shown in Table 6. Some people gave the same rank to all or most items. The Table includes only those who used at least four or more ranks.

Table 6 Overall ranking given to various elements of the SEED model

Table includes only those with a current caseload so excludes SPOs and others with no current caseload (e.g. currently on maternity leave).

Thinking about the elements of the SEED model and training listed below, please rank these in terms of how useful you have found that input for your one-to-one supervision practice over the year, so that '1' is the most useful, '2' the next most useful and so on, with '8' being the least useful input	Median rank	n
Structuring sessions	1.5	34
Building effective relationships	3.0	33
Motivational interviewing	4.0	33
Risk-need responsivity	4.0	33
Pro-social modelling	4.5	34
Socratic questioning	5.0	34
Cognitive behavioural techniques	5.5	34
Solution focused approaches	7.0	33

The value of n varies as some people did not assign a rank to one or more items.

It can be seen that structuring was considered the most useful element of the training. CBT, although considered the most potentially relevant element of the training at the initial training event, was considered one of the least useful elements, in comparison to the others, in practice. However, it is likely that this is not because CBT was not useful (we can see from Table 4 that almost everyone felt they had had the opportunity to use the material on CBT in the three months after the initial training and they all rated it as very or quite helpful) but that other things were considered more useful. One could also argue that many of the other elements, such as structuring and relationship building, need to be in place before attempting to undertake cognitive behavioural techniques. A Kruskal-Wallis test indicated that there was a significant difference between teams in how useful they ranked CBT $\chi^2(4, N=34)=10.542$, $p=0.032$. Milton Keynes ranked it the highest (most useful) and Merton and Sutton the lowest. Follow-up Mann-Whitney U tests indicated a significant difference between these two teams $p=0.003$ but no other pairwise comparisons were significant. There were no significant differences between teams in the rankings given to other elements.

The format of the training

At each training event participants were asked how appropriate they had found the length of the training, the balance between theory and practice and the amount of material covered. Responses are provided in Table 7.

Just over half of the participants (56%) felt the initial training was too long. The remainder (44%) felt the length of the training was about right. Nobody thought it was too short. Seventy percent or more of the participants felt that the length of each of the follow-up training events was about right with the remainder feeling it was too long. Again nobody felt these events were too short.

Around three-quarters of the participants or more felt the amount of material covered at each event was about right. Very few people felt there was too little at any of the training events.

Table 7 The format of the training

	Initial training N=73	1st follow-up training N=63	2nd follow-up N=60	3rd follow-up training N=52	4th follow-up training N=53
How appropriate did you find the length of the training?					
Too long	56.2%	23.8%	28.3%	9.6%	11.3%
About right	43.8%	76.2%	70.0%	90.4%	77.4%
Too short	0.0%	0.0%	0.0%	0.0%	0.0%
Missing	0.0%	0.0%	1.7%	0.0%	11.3%
How appropriate did you find the balance between theory and practice?					
Too much theory	12.3%	9.5%	10.0%	5.8%	Not asked
About right	83.6%	88.9%	86.7%	92.3%	
Too much practice-oriented	2.7%	0.0%	1.7%	1.9%	
Missing	1.4%	1.6%	1.7%	0.0%	
How appropriate did you find the amount of material covered?					
Too much	21.9%	11.1%	16.7%	3.8%	5.7%
About right	74.0%	85.7%	80.0%	94.2%	77.4%
Too little	2.7%	0.0%	1.7%	1.9%	1.9%
Missing	1.4%	3.2%	1.7%	0.0%	15.1%
Overall, how well would you say the SEED training integrated diversity issues? (1=Very well 5 = Not at all well)	Mean = 2.0 s.d. = 1.01 n=72	Mean = 1.8 s.d. = 0.78 n=59	Mean = 1.8 s.d. = 0.85 n=60	Mean = 2.0 s.d. = 0.84 n=52	Not asked

The majority of people (84% or more) felt that the balance between theory and practice was about right. Very few people felt the training was too practice orientated. A small proportion felt there was too much theory.

The third follow-up training day was the same length as the first two but people seemed to be particularly likely to feel this was the right length and also that the amount of material covered and the balance between theory and practice was about right. This may have been because people seemed to particularly like some of the material at this event, such as mapping. It may also have been that by this point people were really starting to appreciate using SEED in their work.

Kruskal-Wallis tests indicated that there were no significant differences between teams on any of the above measures apart from the length of the second follow-up training, $\chi^2(4, N=59)=16.541$, $p=0.002$. Reading were more likely than the other teams to indicate that this was too long. Pairwise Mann-Whitney U tests indicated a significant difference between Reading and St Helens $p=0.001$, Reading and Merton and Sutton $p=0.003$ and Reading and Milton Keynes.

In this section of the questionnaire participants were also asked what they felt were the most and least useful elements of the training. Comments in relation to the initial training were discussed at length in the first progress report. Most of the comments on the follow-up training events related to specific content areas of the training and were discussed earlier. In addition people mentioned that they particularly found it useful to learn from each other and to discuss cases and their use of SEED with one another.

Participants were asked to indicate on a scale how well they thought the training integrated diversity issues. Responses were given a score from one to five, according to their position along the scale,

where one is 'very well' and five is 'not at all well'. Ratings were generally towards the 'very well' end of the scale. The mean rating was 2.0 or better at each event (Table 7).

Questions were also asked about the venue, specific needs, and joining directions. These questions were principally asked to assist NOMS in planning the events and so are not discussed here but responses can be found in Appendix A.

Experience of one-to-one supervision and the overall effects of using SEED

Context – time spent in one-to-one supervision, preparing and writing notes

At the final follow-up training event participants were asked a series of questions about their work schedule, including how much time they spent in actual one-to-one supervision and how much time they were able to spend preparing and writing notes. Their responses are provided in Table 8.

Table 8 OMs' work schedules (at the end of the follow-up)

Table includes only those with a current caseload so excludes SPOs and others with no current caseload (e.g. currently on maternity leave).

At fourth follow-up training (N=47)	
Thinking now about your own current caseload, overall, how much time are you able to spend on average on one-to-one supervision with offenders (actually doing face to face supervision, omitting paperwork and planning)?	
Less than 1 day a week	21.3
1 day a week	23.4
2 days a week	21.3
3 days a week	23.4
More than 3 days a week	6.4
Missing	4.3
How long is your average appointment time with an offender?	
15-20 minutes	42.6
30 minutes	42.6
45 minutes	12.8
More than 45 minutes	2.1
Can you decide to vary the appointment time yourself?	
No, the system sets the time	0.0
Having the same time for everyone is fine	2.1
Yes I can vary it	97.9
How much time are you able to spend on writing notes about your one-to-one supervision?	
Less than 1 day a week	31.9
1 day a week	42.6
2 days a week	12.8
3 days a week	2.1
More than 3 days a week	6.4
Missing	4.3
How much time are you able to spend on planning what you will do in your one-to-one supervision?	
Less than 1 day a week	78.7
1 day a week	12.8
2 days a week	4.3
3 days a week	0.0
More than 3 days a week	2.1
Missing	2.1

There was considerable variation in terms of how much time each week people spent in actual one-to-one supervision with very similar proportions (21 to 23%) indicating less than one day, one day,

two days and three days per week. It should be remembered that some of the OMs worked part time and this may account for some of the variation (questionnaires were anonymous, so we are unable to unpick this further). Very few people indicated that they spent more than three days a week in one-to-one supervision.

Forty-three percent of participants indicated that an average appointment time is 15-20 minutes and the same proportion indicated an average appointment is around 30 minutes. Fifteen percent of participants indicated that their average appointment time was 45 minutes or more. Almost all said they could vary the appointment time, so the average time above, though a function of caseload, will also relate to choices OMs made between prioritising contact time with offenders, paperwork and planning.

Seventy five percent of people spent one day per week or less writing notes about their one-to-one supervision. Seventy nine percent of people spent less than one day per week planning what they will do in supervision sessions – planning took less time than note-writing by the end of the period.

There was no significant difference between teams on any of the above measures.

Offender managers' impressions about the effect of SEED on their working week

At the second follow-up training participants were asked whether they felt SEED had affected their supervision practice in relation to planning and follow-up. At the final follow-up they were asked a number of questions about how they manage their supervision practice and how they felt SEED had affected this. Responses can be found in Table 9.

Around two thirds of participants overall felt planning was taking longer as a result of SEED, sixteen percent felt planning was taking less time and thirteen percent felt SEED had made no difference to this. Forty-four percent felt follow-up actions were taking longer, 20% felt they were taking less time and 27% felt there was no difference.

Kruskal-Wallis tests indicated significant differences between teams on these two measures. In relation to planning[9], everyone in Reading felt this was taking longer. In the other Thames Valley area, Milton Keynes, a large proportion (86%) felt planning was taking longer and a high proportion (88%) in Merton and Sutton also felt this. On the other hand, more than half (56%) of people in Barking, Dagenham and Havering felt planning was taking less time with 33% feeling it was taking longer. In St Helens 58% felt planning was taking longer, 32% felt there was no difference and 11% felt it was taking less time. What we cannot know is what baseline OMs were starting from and any local team culture.

In relation to follow-up actions[10], in Thames Valley a large proportion of people (90% in Reading and 88% in Milton Keynes) felt these were taking longer. Half the people in Merton and Sutton felt these were taking longer with most of the rest (38%) feeling there was no difference. In Barking, Dagenham and Havering, on the other hand, 56% of people felt follow-up actions were taking less time with most of the rest (33%) feeling there was no difference. Thirty-three percent of people in St Helens felt follow-up actions were taking less time and 47% felt there was no difference.

If SEED was having an effect on times for planning or follow-up, we would expect this to occur at the beginning of the training period (the first or second follow-up training). Making a change in one's practice normally means it initially takes longer – whilst reactions once change has bedded down may be different. Hence we repeated time questions at the final follow-up session.

[9] $\chi 2$ (4, N=53)=13.337, p=0.01. Pairwise comparisons using Mann-Whitney U tests indicated that after applying Holm's Sequential Bonferonni correction the only significant difference was between Reading and Barking, Dagenham and Havering p=0.003.

[10] $\chi 2$(4, N=50)=22.408, p<0.001. Pairwise comparisons using Mann-Whitney U tests indicated significant differences between Reading and Barking, Dagenham and Havering p=0.001, Reading and St Helens p=0.001, Milton Keynes and Barking, Dagenham and Havering p=0.002 and Milton Keynes and St Helens p=0.003. No other pairwise comparisons were significant after applying Holm's Sequential Bonferonni correction.

Table 9 OMs' supervision practice and the effects of SEED

Table includes only those with a current caseload so excludes SPOs and others with no current caseload (e.g. currently on maternity leave).

Early impressions at second follow-up training (N=55)	%
Have there been any effects of using SEED on your supervision practice in relation to planning?	
Yes, planning is taking longer	67.3
Yes, planning is taking a shorter time	16.4
No difference	12.5
Missing	3.6
Have there been any effects of using SEED on your supervision practice in relation to follow-up?	
Yes, follow-up actions are taking longer	43.6
Yes, follow-up actions are taking a shorter time	20.0
No difference	27.3
Missing	9.1
The final view of OMs about SEED's effects on their workload At fourth follow-up training (N=47)	%
Has your SEED training affected at all your time doing one-to-one supervisions?	
It's had no effect	4.3
I spend longer now on one-to-one supervision	23.4
I spend less time now	0.0
My time is more focused	59.6
My time is more focused but also indicated spends more time now	10.6
My time on one-to-one supervision is spent in the same way	2.1
Do you have a plan for each supervision session with an offender?	
Always	8.5
Mostly	68.1
Occasionally	21.3
No	2.1
Do you find it helpful to use the SEED form for planning a session?	
I don't use a form	36.2
I have my own form	14.9
I use the SEED form mostly	46.8
Missing	2.2
Would you like to be able to spend more or less time planning your supervisions?	
More time	76.6
It's fine as it is	21.3
Less time	0.0
Missing	2.1
Do you worry if you are taken off course for that session by unexpected events?	
Always	2.1
Mostly	6.4
Occasionally	31.9
No	59.6
Are you able to find space to reflect back on a session afterwards?	
Always	4.3
Mostly	40.4
Occasionally	46.8
No	8.5
When are you able to write notes on supervision sessions?	
Immediately afterwards	17.0
Immediately afterwards/At the end of the day (ticked both boxes)	6.4
At the end of the day	40.4
At the end of the day/The next day or thereafter (ticked both boxes)	10.6
The next day or thereafter	21.3
Missing	4.3

When asked at the fourth follow-up whether SEED training had affected their time doing one-to-one supervisions the majority (70% in total) felt their time was now more focused. Some of these (11% overall) felt that, although their time was more focused, they still spent more time on supervision. An additional 23% indicated that they now spent more time on supervision. Nobody felt they now spent less time on supervision and very few (6%) felt SEED had had no effect or that their time on one-to-one supervision was spent in the same way. A likelihood ratio test indicated that there were significant differences between teams in terms of whether they felt they spent longer on one-to-one supervision $\chi 2$ (4, N=47)=19.264, p=0.001. Everyone in Reading felt they did. The least likely to feel they did were Barking, Dagenham and Havering (10%). Fisher exact tests with Holm's Sequential Bonferonni correction indicated that Reading were significantly more likely than each of the other teams, apart from St Helens, to feel they now spent more time on one-to-one.[11] A likelihood ratio test also indicated that there were significant differences between teams in whether they felt their time was more focused $\chi 2$ (4, N=47)=10.628, p=0.031. Participants in Barking, Dagenham and Havering were the most likely to think so (90%) while Reading were the least likely (17%) but pairwise comparisons, using Fisher's exact tests, were not significant once Holm's Sequential Bonferonni correction was applied.

We asked for comments in relation to how people felt SEED had affected their time. A number of those who felt their time was more focused felt they were able to better manage their time and/or that they were putting more work onto the offender.

> "Plan work before - decide what resources to use. Structure sessions with aims/goals. Set tasks for client so all focus is not on OM doing all the work."
>
> "More aware that time is a quality thing. To be more aware of making use of this time."
>
> "This training has enabled me to spend more time planning sessions, dealing with crises more effectively."

Often these comments were however coupled with comments that more time for planning would be better and would make their work more effective.

> "My sessions are better time managed, more focused and more productive. It also promotes thinking about the individual, their learning style and what materials would be most engaging. More planning time would assist this further."
>
> "I have thought more about what I want to achieve in my sessions and structured them around this. However, not as effective as could be due to very high workloads."
>
> "Those sessions that I have the time to plan are more focused. However, very frustrating that don't have enough time to plan due to very high caseloads and therefore some offenders are getting better supervision than others."

We point out above that Reading in particular felt that SEED meant supervision was taking more time. It was not that they did not appreciate SEED, it was just that they wanted more time to do it justice and also that by doing more quality work they were engaging more with offenders and that, because they were opening up more, sessions were taking longer. These views were also expressed by people in other teams.

> "SEED does mean each supervision takes more time but it gives a purpose to each session."
>
> "SEED involves planning - no time really for this with current workloads. Time for reflection crucial to practice."
>
> "As stated it has taken more time to implement and imbed. If you don't allow the time you end up not using the material. More time with them, they open up more, more to work on, more implementation much more writing up. But really valuable!! More satisfaction. Better results."

[11] Barking, Dagenham and Havering compared to Reading p=0.001; Merton and Sutton compared to Reading p=0.005; Milton Keynes compared to Reading p=0.005.

Only 9% of participants indicated that they always had a plan for each supervision session, 68% indicated that they mostly did. The teams were very similar on this, which implies it relates to individualised practice or caseloads, rather than team culture. Just under half (47%) of participants used the SEED form for planning, 36% didn't use a form and 15% used their own form. There was no significant difference between the teams on this. Just over three quarters of respondents (77%) would like to spend more time planning. A Kruskal-Wallis test indicated that overall there was a significant difference between teams in relation to this $\chi 2$ (4, N=46)=9.899, p=0.042). Everyone in Reading, Milton Keynes and Merton and Sutton would have liked to spend more time planning compared to 56% in Barking, Dagenham and Havering and 65% in St Helens. Pairwise comparisons were not significant. Sixty percent of participants did not worry if they were taken off course by unexpected events, 32% indicated that they worried occasionally about this. There was very little difference between teams on this.

Forty percent of people were mostly able to find space to reflect back on a session afterwards and 47% indicated that they were occasionally able to do this. A Kruskal-Wallis test indicated that overall there was a significant difference between teams on this $\chi 2$ (4, N=47)=12.098, p=0.017. Milton Keynes were the most likely to be able to find time while reading and Merton and Sutton were the least likely[12].

Comparatively few people (17%) indicated that they were able to write notes immediately afterwards with a further 6% indicating they wrote them immediately afterwards or at the end of the day. The most popular response (40%) was at the end of the day. A Kruskal-Wallis test indicated that overall there was a significant difference between teams on this $\chi 2$ (4, N=45)=9.476, p=0.05 with reading tending to write them the soonest and Milton Keynes tending to write them the longest time after but no pairwise comparisons were significant. We cannot know whether the differences were about individual preferences or structural constraints (e.g. availability of supervision rooms).

The overall impact of SEED on supervisors' practice

At the first and second follow-up training we asked participants whether they felt that SEED had made a real difference to the way their supervision sessions had gone and also whether they felt service users had noticed a difference. At the second follow-up we also asked about the extent to which they had been able to use what they had learned and, where they had not used SEED, why this was. Responses are provided in Table 10.

Around 80% of people at the first and second follow-up felt that SEED had improved the way supervision sessions had gone. At the second follow-up three people felt SEED had made things more difficult. Comments indicated that this was not because they thought SEED made their work less effective, but because they felt it meant cases took more time and they did not feel time pressures were being taken sufficiently seriously. There was no significant difference between teams in relation to whether practitioners felt SEED had made a difference.

Asked whether they felt service users had noticed a change 7% at the first follow-up training and 9% at the second follow-up training indicated that service users had commented on a change. These are actually quite large figures considering that one would not necessarily expect service users to comment on practice[13]. Thirty eight percent at the first follow-up[14] and 49% at the second follow-up[15] indicated that service users seemed to find it helpful.

[12] Pairwise Man-Whitney U tests revealed significant differences between Milton Keynes and Reading p=0.004 and Milton Keynes and Merton and Sutton p=0.002. No other pairwise comparisons were significant after applying Holm's Sequential Bonferonni correction.

[13] A Likelihood ratio test indicated that there was a significant difference between teams at the first follow-up in whether they indicated that service users had commented on a change$\chi 2$ (4, N=55)=10.177, p=0.038, with Barking, Dagenham and Havering being the most likely to indicate they had, but no pairwise comparisons using Fisher's exact tests were significant. There was no significant difference between teams on this at the second follow-up.

[14] A Likelihood ratio test indicated a significant difference between teams, $\chi 2$ (4, N=55)=10.575, p=0.032. Reading was the most likely to indicate they had but no pairwise comparisons using Fisher's exact tests were significant.

[15] A Likelihood ratio test indicated a significant difference between teams, $\chi 2$ (4, N=55)=19.859, p=0.001. St Helens was the most likely to indicate they had and were significantly different from Barking, Dagenham and Havering, p=0.001 and Merton and Sutton p=0.001 on pairwise Fisher's exact tests.

Table 10 Use of SEED and early impact

Table includes only those with a current caseload so excludes SPOs and others with no current caseload (e.g. currently on maternity leave).

	At first follow-up training N=55 %	At second follow-up training N=55 %
Have you noticed the training making a real difference to the way your supervision sessions have gone?		
Yes, it's improved things	81.8	78.2
No difference	16.4	12.7
Yes, but it's made things more difficult	0.0	5.5
Missing	1.8	3.6
Do you think the service users have noticed a change in your practice since the training? *(tick as many as apply)*		
Yes, they've commented on a change	7.3	9.1
Yes, they seem to find it challenging	7.3	12.7
Yes, they seem to find it helpful	38.2	49.1
I've not received any comment or feedback	50.9	36.4
Thinking about occasions on which you could have used something you've learned from SEED, how often would you say you have been doing it?		
Always	Not asked	12.7
Mostly		78.2
Occasionally		9.1
Never		0.0
When you haven't managed to use SEED training, why was this? (tick all that apply)		
Not enough time to plan to use if	Not asked	49.1
Didn't think in time		14.5
Something else needed for the service user		52.7
Other		14.5

Seventy-eight percent of practitioners said they had mostly used something they had learned from SEED with a further 13% indicating that they always did. There was no significant difference between teams. The main reasons for not doing so were 'something else was needed for the service user' (53%) and 'not enough time to plan to use it' (49%).

At the first follow-up we asked participants whether they had experienced any problems in implementing anything from the SEED initial training. Thirty-six percent indicated they had, the main reasons being time and resource issues.

At the final follow-up training we asked a number of questions about how OMs felt SEED had affected their ability to deal with various aspects of cases, their confidence and the way in which they conducted supervision. Participants were asked to indicate on a scale how positive the effect of SEED had been. Responses were given a score from one to five, according to their position along the scale, where one is "very positive" and five is "not at all positive". Participants were also asked how important they thought continuing to utilise the SEED model in one-to-one supervision would be to their practice. Table 11 provides the mean ratings for each question.

It can be seen that on each of the questions mean responses were towards the very positive end of the scale. On each of the measures, the majority of responses were at position two or better on the scale, 85% in relation to impact on confidence, 82% in relation to impact on ability to deal with different types of offender, 94% in relation to impact on knowledge and skills, 76% in relation to impact on ability to plan the course of supervision, 56% in relation to impact on ability to deal with

unexpected crises, 78% in relation to the extent to which they talked to offenders about the purpose of supervision, 67% on the extent to which they talked with colleagues about one-to-one supervision and 64% on the extent to which they talked with their line manager about particular cases. People clearly therefore felt that SEED had impacted positively on their practice in a variety of ways. There was no significant difference between teams on any of these measures.

Participants were also asked how important they thought continuing to utilise the SEED model in one-to-one supervision would be to their practice. Unfortunately the boxes for this question did not print off properly on the London questionnaires so there are quite a lot of missing data. Eighty-seven percent of those who answered the question thought it was very important with the remainder feeling it was quite important. There was no significant difference between teams.

Table 11 Overall impact of SEED on OMs' practice at the final follow-up

Table includes only those with a current caseload so excludes SPOs and others with no current caseload (e.g. currently on maternity leave).

Looking back over the whole of the SEED training and your practice during that time, what has been the overall impact on you and your practice? Please put a cross on the scale at the appropriate point) (1 = Very positive, 5 = Not at all positive	Mean	s.d.	n
On your confidence in doing one-to-one supervision	1.7	0.69	46
On your ability to deal with different offenders	1.8	0.70	45
On your knowledge and skills	1.7	0.56	46
On your ability to plan the course of supervision	1.9	0.84	46
On your ability to deal with unexpected crises	2.2	0.76	44
On the extent to which you talk with the offender about the purpose of supervision	2.0	0.64	46
On the extent to which you talk with colleagues about one-to-one supervision	2.1	0.81	46
On the extent to which you talk with your line manager about particular cases	2.1	0.74	44

How important do you think continuing utilising the SEED model in one-to-one supervision would be to your practice?	Actual %	Valid %
Very	68.1	86.5
Quite	10.6	13.5
Not very	0.0	0.0
Not at all	0.0	0.0
Missing	21.3	-

Utilising the SEED model in one-to-one supervision was discussed in the focus groups at the final follow-up training event. Participants identified a number of strengths and these were pretty much identical across teams. They felt that SEED, as a way of working, allowed for increased structure without being overly prescriptive and it was responsive to offenders' needs, allowing supervision to be tailored to individuals rather than being one size fits all. They also felt it allowed for offender inclusivity, empowering offenders to be involved in making change and giving them ownership and also allowed for shared clarity of goals and a stronger professional relationship. They felt that the training had increased and refreshed skills, promoted reflective practice and helped to identify strengths and weaknesses leading to practice development. They also felt it allowed for more creativity. In addition they felt it had encouraged team building and the sharing of resources which led to trying different approaches with offenders.

Fewer weaknesses or areas for development were identified and there was not such universal agreement on these. Things that were identified were more to do with taking SEED further or doing it justice than criticisms of the model or of the training. People would have liked to have had more time for planning, preparation and reflection. Some would also have liked better resources in interview rooms, such as computers and also visual aid tools like white boards. It was also felt that it would be good to bring all the resources together in an easily accessible format either on the computer system and/or as a manual of resources. Some felt that SEED fell down at reception, which is the first point of

contact, and that reception staff should be trained in at least some parts of SEED, such as relationship building and pro-social modelling. It was also felt that it may be helpful to incorporate SEED more into line management supervision (by sharing personal action plans for example) and that SEED needed to be kept on the agenda.

The types of case for which the SEED approach is particularly relevant

At the third follow-up training we asked practitioners whether the SEED approach was particularly relevant for particular kinds of cases or for all cases. We also asked people to describe, where applicable, to which types of cases it was particularly relevant and also alternately in what types of cases they had found it not helpful. We then provided participants with a list of various kinds of case and asked them to tick any for which they had found the SEED approach helpful and to comment on any others for which it had been helpful. Responses can be found in Table 12.

Just over half (53%) felt the SEED approach was relevant to all cases while 43% thought there were some kinds of particularly relevant cases. There was no significant difference between teams in relation to this. The most frequently mentioned types of case for which people felt the SEED approach was particularly relevant were complex cases with multiple issues and needs, substance misuse cases and cases with unmotivated or resistant offenders. A couple of people also mentioned particular types of offenders, such as those who blame others for actions and persistent young offenders.

Few people mentioned particular types of cases for which they had found the SEED approach not to be helpful. A couple of people mentioned cases for which there was no specific criminogenic need. One person mentioned sex offenders. Two people mentioned Asperger's/autism and one mentioned severe mental health issues. However, people also mentioned mental health issues, learning difficulties and autism spectrum disorder in relation to cases for which they had found the SEED approach to be particularly helpful. There did not therefore seem to be any particular type of case for which practitioners in general did not find the SEED approach helpful.

When asked to indicate whether they had found the SEED approach helpful in each of a list of different kinds of cases, some types of case were ticked more than others, but SEED had been found to be helpful in each kind of case by a substantial proportion of people (30% or more). The types of case for which the greatest number of people had found SEED helpful were those with offenders with low self-esteem (89%), cases where offenders have multiple problems (85%), offenders with drink problems (83%) and offenders with big attitudinal/cognitive issues (81%). Teams were fairly similar in terms of the kinds of cases in which they indicated they had found SEED helpful. Likelihood ratio tests indicated there were however significant differences overall in relation to cases with a high risk of causing harm[16], cases where offenders can't get on programmes[17] and cases showing domestic violence[18]. On each of these participants in Reading were the most likely to indicate that they had found the SEED approach helpful but no pairwise comparisons were significant.

[16] $\chi 2(4, N=547)=10.329$, $p=0.035$. Reading was the most likely to indicate they had found the SEED approach helpful in cases with a high risk of causing harm but no pairwise comparisons using Fisher's exact tests were significant after applying Holm's Sequential Bonferonni correction.

[17] $\chi 2(4, N=47)=13.416$, $p=0.009$. Reading was the most likely to indicate they had found the SEED approach helpful in cases where offenders can't get on programmes but no pairwise comparisons using Fisher's exact tests were significant after applying Holm's Sequential Bonferonni correction.

[18] $\chi 2$ (4, $N=47)=17.438$, $p=0.002$. Reading was the most likely to indicate they had found the SEED approach helpful in cases showing domestic violence but no pairwise comparisons using Fisher's exact tests were significant after applying Holm's Sequential Bonferonni correction.

Table 12 The kinds of cases for which the SEED approach is particularly relevant

Table includes only those with a current caseload so excludes SPOs and others with no current caseload (e.g. currently on maternity leave).

At third follow-up training (N=47)	%
Thinking back over the whole period since you started SEED training, are there any particular kinds of cases for which you have found the SEED approach particularly relevant?	
Yes, there are some kinds of particularly relevant cases	42.6
All of them	53.2
SEED hasn't changed my practice	2.1
Missing	2.1
If there are particularly relevant cases for the SEED approach, what kinds of cases are these? Can you describe to us where you've found it particularly helpful? Open ended question, answers coded as follows:	Frequency
Complex cases with multiple issues and needs	3
Substance misuse	3
Unmotivated or resistant offenders	2
Those who blame others for actions	1
Persistent young offenders	1
High risk cases	1
Domestic violence	1
Theft	1
Housing/family problems	1
If there are any types of cases for which you have found SEED *not* to be helpful, what kinds of cases are these? Can you describe to us where you've found it not helpful? Open ended question, answers coded as follows:	Frequency
Where there is no specific criminogenic need	2
Asperger's/autism	2
Severe mental health issues	1
Sex offenders	1
Have you found SEED helpful in the following kinds of cases? (tick as many as apply)	%
Offenders with low self-esteem	89.4
Cases where offenders have multiple problems	85.1
Offenders with drink problems	83.0
Offenders with big attitudinal/cognitive issues	80.9
Offenders with a high risk of reoffending	76.6
Licence cases	74.5
Offenders with drug issues	66.0
Cases showing domestic violence	63.8
Cases with a high risk of causing harm	61.7
Offenders with accommodation/employment issues	61.7
Cases where offenders can't get on programmes	53.2
Women offenders	51.1
Offenders with few social ties	48.9
Cases where offenders are on programmes	44.7
Offenders with no major issues	31.9
Older offenders	29.8
Any other particular kind of case? Please describe briefly. Open ended question, answers coded as follows:	Frequency
Mental health/learning difficulties	3
All offenders	3
Anger management	1
Offenders with low self esteem	1
Autism spectrum disorder	1
Brain injuries	1

Action learning sets

In addition to the training events, the SEED pilot included action learning sets – teams meeting together between training events. A demonstration of an action learning set formed part of the initial SEED training. At the initial training teams were also split into groups for action learning sets (one or two groups per team depending on size). These groups were supposed to meet on a monthly basis. One member of the group brought a case to discuss. There was also a review of what had happened in relation to the case brought to the previous action learning set. The action learning sets were supposed to follow a SEED approach, similar to that advocated for one-to-one supervision sessions, in that members of the action learning set were not supposed to be trying to solve the case for the person who has brought it but stimulate fresh ideas and approaches.

At the first and second follow-up training we asked practitioners how often they had participated in action learning sets, how helpful and how stressful they had found them, how new this practice was to the team (first follow-up only) and how keen they were to see them continue. At the final follow-up event we asked how important continuing with action learning sets would be to their practice and for any comments they had in relation to this practice. Responses can be found in Table 13.

Everyone had taken part in an action learning set by the first follow-up training and almost everyone had taken part in further action learning sets by the time of the second follow-up training. They were rated as very or quite helpful by everyone at the first follow-up event event and by almost everyone at the second follow-up. Most people rated them as not very or not at all stressful but by the second follow-up training event a few more people were rating them as quite stressful (16%). Comments indicated that this was more to do with the difficulties of getting everyone together and fitting them in people's diaries, than actually taking part in them per se. The practice was new to most people but around a quarter of participants had done this at least to some extent before. At the first follow-up training event, almost everyone was very or quite keen for action learning sets to continue, by the second follow-up event most people were still keen to see them continue but 18% were not very keen. Again this seemed to be mostly to do with time pressures.

At the first follow-up training Kruskal-Wallis tests indicated that overall there were significant differences between teams in how often they had participated in action learning sets[19], how helpful they had found them[20], how new the practice was to the team[21] and how keen they were to see them continue[22]. Milton Keynes were the most likely to have participated in action learning sets three or more times, had tended to find them the most helpful and be the keenest for them to continue and were the most likely to say this practice was not entirely new to their team but no pairwise comparisons were significant. At the second follow-up training overall there were significant differences between teams in relation to how helpful they had found action learning sets[23] and how keen they were for them to continue[24] with Merton and Sutton tending to rate them as the most helpful and being the most keen for them to continue, but no pairwise comparisons were significant.

At the final follow-up practitioners were asked how important they thought continuing with action learning sets would be to their practice. Unfortunately the boxes for this question did not print off properly on the London questionnaires so there are quite a lot of missing data. Most people felt it was very or quite important for them to continue. There was no significant difference between teams. We also asked for comments in relation to action learning sets. Almost all the comments related to how useful people had found them

[19] $\chi 2$ (4, N=54)=12.161, p=0.016. No pairwise comparisons using Mann-Whitney U tests were significant after applying Holm's Sequential Bonferonni correction.

[20] $\chi 2$(4, N=53)=9.370, p=0.05. No pairwise comparisons using Mann-Whitney U tests were significant after applying Holm's Sequential Bonferonni correction.

[21] $\chi 2$ (4, N=54)=12.874, p=0.012. No pairwise comparisons using Mann-Whitney U tests were significant after applying Holm's Sequential Bonferonni correction.

[22] $\chi 2$ (4, N=54)=12.991, p=0.011. No pairwise comparisons using Mann-Whitney U tests were significant after applying Holm's Sequential Bonferonni correction.

[23] $\chi 2$ (4, N=55)=12.066, p=0.017. No pairwise comparisons using Mann-Whitney U tests were significant after applying Holm's Sequential Bonferonni correction.

[24] $\chi 2$ (4, N=54)=11.637, p=0.020. No pairwise comparisons using Mann-Whitney U tests were significant after applying Holm's Sequential Bonferonni correction.

Table 13 Action learning sets

Table includes only those with a current caseload so excludes SPOs and others with no current caseload (e.g. currently on maternity leave).

	At first follow-up training % N=55	At second follow-up training % N=55
How often have you participated in action learning sets?		
Three or more times	12.7	–
Once or twice	87.3	
Not yet happened	0.0	
How often have you participated in action learning sets since the June training?		
Three or more times	–	52.7
Once or twice		43.6
Not happened since June		1.8
Never happened		0.0
Missing		1.8
How helpful did you find the sets?		
Very helpful	52.7	47.3
Quite helpful	43.6	49.1
Not very helpful	0.0	3.6
Not at all helpful	0.0	0.0
Missing	3.6	0.0
How stressful did you find the sets?		
Very stressful	0.0	0.0
Quite stressful	7.3	16.4
Not very stressful	45.5	50.9
Not at all stressful	45.5	30.9
Missing	1.8	1.8
How new is this practice to your team?		
New	72.7	
We've done it a bit before	20.0	Not asked
We've done it for a while	5.5	
Missing	1.8	
Are you keen to see action learning sets continue?		
Very keen	52.7	36.4
Quite keen	43.6	43.6
Not very keen	1.8	18.2
Not at all keen	0.0	0.0
Missing	1.8	1.8
At fourth follow-up (N = 47)	Actual %	Valid %
How important do you think continuing with action learning sets would be to your practice?		
Very important	46.8	56.4
Quite important	29.8	35.9
Not very important	6.4	7.7
Not at all important	0.0	0.0
Missing	17.0	-

"Very useful. Helps to support each other. Opportunity to share knowledge and understanding."

"Very important tool to look at other ways to deal with a tricky situation/offender."

> "Very useful. Great opportunity to discuss cases and develop professionally. Shared knowledge."

A few mentioned the need for them to be prioritised by people.

> "I think they are very important but unfortunately they are not always prioritised!"

Action learning sets was one of the topics discussed in the focus groups at the final follow-up event. This is a clear message for supervisors. People identified a number of strengths. It was felt they encouraged reflective practice, provided different perspectives on cases and gave an opportunity for people to learn from one another, especially as they included people with differing levels of experience. People felt they provided a safe space to question risk management and techniques and could also highlight risk issues. They also provided an opportunity to address unconscious bias. They were felt to be empowering, affirming and built confidence as well as helping to alleviate stress through peer support. It was also felt that they reduced pressure on SPOs. In addition they were considered to be helpful in developing team working and cohesion, and encouraging communication.

Areas for development that were identified mainly revolved around ensuring that they were prioritised and took place. There were suggestions that they should be mandatory with SPOs receiving the minutes, should be built into the appraisal system and that managers should take a more directive role in making them happen. However, others felt they should be less formal, don't need a chair and should be treated more like a discussion and less like a meeting. Some suggested that workload relief should be applied for the weeks that they take place. There were also suggestions around timetabling, such as that they should take place on set days each month, possibly after team meetings, although not everyone was in favour of this. There were other comments about matters other than ensuring they took place, such as that the groups should be changed periodically to encourage cross-fertilisation and that they should be used for problematic cases rather than success stories. Some wanted more and greater clarity on their role within the training.

In brief, most people clearly valued action learning sets and feel they should continue, but there is the risk that they will be squeezed out of busy schedules, unless steps are taken to ensure their survival.

Team working, sharing resources and SEED

At the second follow-up we asked participants whether their team had been working together in relation to any SEED activity. Eighty-five percent felt there had been team working. This was mostly in relation to the action learning sets but people had also been working as a team putting together resource libraries and engaging in informal discussion.

Table 14 Team working and SEED

At second follow-up training (N=60)	%
Has your team been working together in relation to any SEED activity	
Yes	85.0
No	10.0
Missing	5.0
If yes, in what ways? Open ended question, answers coded as follows:	Frequency (%)
Action learning sets	43 (71.7)
Putting together resource library	11 (18.3)
Informal discussion/reflecting on cases	10 (16.7)
Peer observation and feedback	2 (3.3)
Sessions on pro-social modelling for admin staff	1 (1.7)
Regular training	1 (1.7)

Observation by seniors

In addition to the training programme and action learning sets, the SEED pilot includes observation of supervision sessions and feedback by SPOs.

At the first and second follow-up training we asked practitioners how often they had been observed, how helpful and how stressful they had found it, how new this practice was to the team (first follow-up only), whether the observation affected their supervision of those service users and in what way and how keen they were to see observations continue. Responses can be found in Table 15.

At the time of the first follow-up training 31% of people had not yet been observed by their SPO. Most of these were practitioners from St Helens, although there were also some from Merton and Sutton. There are two teams in St Helens but, as described earlier, for unavoidable reasons, after the initial training for the first part of the SEED pilot, there was only one SPO for the two teams. As a consequence this made it difficult to carry out an SPO observation for everyone. In an attempt to compensate for this, peer observations took place but these were not asked about in the questionnaire as they were not anticipated. Around the time of the first follow-up training a replacement team leader was put in place in St Helens and by the second follow-up training most people had been observed.[25]

Almost everyone who had been observed rated this as very or quite helpful, although somewhat more people rated it as not very or not at all helpful at the second training event as compared to the first. Quite a few people, particularly by the second follow-up event, rated observation as very (14%) or quite stressful (37%). Just under a third of participants at each follow-up felt observation had affected their supervision of those service users but, when asked in what ways, most of the reasons were positive (improved my practice, offender reassured, increased confidence). At the time of the first follow-up most people were quite or very keen for observation to continue (82%). At the second follow-up quite a number of people were not very (24%) or not at all keen (10%) for observations to continue[26]. There were no significant differences between teams in relation to any of these measures.

At the final follow-up event we asked participants how important continuing with observations would be to their practice and for any comments they had in relation to this. Responses can be found in Table 16. . Unfortunately the boxes for this question did not print off properly on the London questionnaires so there are again quite a lot of missing data.

It can be seen that, although enthusiasm for observations had dropped off a little around the time of the second-training event, by the time of the final training event almost everyone felt that it was important for observation by seniors to continue. There was no significant difference between teams in relation to this. Comments in relation to how important continuing with observations would be were more or less unanimously positive by this stage.

> "Unique opportunity to gain feedback, increase confidence and identify areas for professional development."

> "It is useful to improve practice and assurance on how you deal with situations/offenders."

Some highlighted the importance of the SPO in this and the need for them to provide useful, constructive feedback:

> "Observations good. Very important that you have an SPO who is knowledgeable and can offer balanced feedback for your practice."

[25] The 6% who had never been observed were all in St Helens as it was not possible to completely clear the backlog and the 18% who had not been observed since June were almost all in St Helens or Merton and Sutton where priority was given to observing people who had not been observed before.

[26] A number of people did not answer the question, most of those that did not were those that had not been observed since June.

Table 15 Observation by seniors

Table includes only those with a current caseload so excludes SPOs and others with no current caseload (e.g. currently on maternity leave).

	At first follow-up training % N=55	At second follow-up training % N=55
How often has this occurred for you?		
Three or more times	3.6	–
Once or twice	65.5	
Not yet happened	30.9	
How often has this occurred for you since the June training?		
Three or more times	–	3.6
Once or twice		70.9
Not happened since June		18.2
Never happened		5.5
Missing		1.8
Following based only on those who had been observed	N=38	N=51
How helpful did you find it?		
Very helpful	44.7	29.4
Quite helpful	52.6	49.0
Not very helpful	0.0	9.8
Not at all helpful	2.6	2.0
Missing	0.0	9.8
How stressful did you find it?		
Very stressful	0.0	13.7
Quite stressful	31.6	37.3
Not very stressful	47.4	25.5
Not at all stressful	21.1	13.7
Missing	0.0	9.8
How new is this practice to your team?		
New	89.5	
We've done it a bit before	7.9	Not asked
We've done it for a while	0.0	
Missing	2.6	
Has the observation affected your supervision of those service users?		
Yes	31.6	27.5
No	68.4	58.8
Missing	0.0	13.7
If yes in what ways? (Open question coded as follows)	Frequencies	Frequencies
Improved my practice	6	7
Positively offender reassured	0	2
Increased confidence	1	2
Some have thought not fully qualified	0	2
Taken more time preparing	0	1
You are aware of being observed	0	1
Has felt unnatural for offender	0	1
Offender became more paranoid about what we do	1	0
Found it hard to relax became overly professional	1	0
Offender aware being observed and changes behaviour	1	0
Are you keen to see such observation continue?	%	%
Very keen	23.7	13.7
Quite keen	57.9	37.3
Not very keen	10.5	23.5
Not at all keen	5.3	9.8
Missing	2.6	15.7

One person felt that observations had got better as time went on:

> "Initial observation was not very useful however the subsequent observation was more helpful as it was more specific, motivational and was given sufficient time /input (feedback)"

Some people also saw a role for peer observation:

> "Feedback and observations are critical to develop confidence and practice but should incorporate peer observation too."

> "I believe observations are key to the development of practice. These should be both peer and manager."

Some expressed a preference for live observations over recordings:

> "They are very beneficial. Prefer live observations rather than recordings."

In the focus groups, discussed below, some felt that use of recording could help to overcome some of the diary issues around scheduling observations and some people did want more observations:

> "It would have been nice to increase the number of observations."

Table 16 How important it is to continue with observation by seniors

Table includes only those with a current caseload so excludes SPOs and others with no current caseload (e.g. currently on maternity leave).

At fourth follow-up (N = 47)	Actual %	Valid %
How important do you think continuing with observations and feedback would be to your practice?		
Very important	51.1	66.7
Quite important	23.4	30.6
Not very important	2.1	2.8
Not at all important	0.0	0.0
Missing	23.4	-

Discussion of observations formed part of the focus groups at the final follow-up. People identified a number of strengths. Observations were felt to be very useful for personal development, providing the opportunity to develop by putting into practice comments from the feedback, making people aware of their development needs and keeping people focused. People felt they validated their work. It was also felt that they were confidence building and motivational, increasing confidence in one's own practice and also, for some, the team's confidence in the SPO and affirming the SPO's belief in the team. People commented that it was useful for the SPO to see problematic cases.

In terms of areas for development and suggestions for senior managers it was felt that it was important to allay people's fears of observation if SEED is rolled out, to push the positives and get practitioner buy in. People did comment that it was not actually as scary as they had feared it might be. People also thought it was important for practitioners to have confidence in the observation and feedback process and SPOs and others considered it was important for SPOs to have more training in the observation and feedback process. In addition some felt that it was important for feedback to be immediate and that SPOs should observe a range of cases and OMs should not cherry pick and likewise that it was important for them to build on the observations. As mentioned above, some also felt that peer observation, in addition to SPO observation could be useful.

Personal action plans

At the conclusion of each training event, participants completed a personal action plan. These required participants to identify three strengths and three areas for development and to note down three personal objectives in relation to that training event and SEED in general for them to work on over the next three months. These were then reviewed at the next training event. At various stages we asked questions about whether people had been using their personal action plans and how useful they had found them. Responses can be found in Table 17.

Table 17 Personal action plans

At first follow-up training (N=63)	%	
Did you find the personal action plan useful over the last three months?		
Yes, very helpful	6.3	
Yes, a helpful process	46.0	
Not very relevant	14.3	
Haven't looked back at it	23.8	
Missing	9.5	
At third follow-up training (N=52)	%	
Before this training day have you been using a personal action plan as part of SEED		
Yes	71.2	
No	26.9	
Missing	1.9	
If yes, in what ways? (Open question coded as follows)	Frequencies	
Reflect on/improve practice	11	
Set objectives for myself	4	
Planning and preparing sessions better	6	
Using/developing skills I am less comfortable with	2	
Developing CBT	2	
Looking at issues around diversity	2	
Developing motivational interviewing	1	
Re-motivating myself	1	
Have you found it helpful	% (all)	% (those who used)
Very helpful	21.2	29.7
Quite helpful	32.7	43.2
Not very helpful	7.7	8.1
Not at all helpful	1.9	0.0
Missing	36.5	18.9
At fourth follow-up training (N=53)	%	
How interesting was the feedback on your personal action plan?		
Very	30.2	
Quite	50.9	
Not very	9.4	
Not at all	1.9	
Missing	7.5	
How relevant has the personal action plan been for your practice over the year?		
Very	32.1	
Quite	47.2	
Not very	11.3	
Not at all	0.0	
Missing	9.4	

At the first follow-up training around half the participants said they had found the personal action plans which they completed at the initial training useful but just under a quarter of participants had not looked back at it since the initial training and a further 14% had not found it very relevant. Similarly, at the third training event, around a quarter of practitioners had not used the personal action plan which

they completed at the previous training, however, where people had used them, most had found them helpful. There was no significant difference between teams on any of these measures.

It was noted in the observations of the training that, unless organised to do so, by for example the SPO, frequently people had not brought their personal action plans from the previous training event to the subsequent training. People could often remember some of what had been on the personal action plan, but a number admitted they had not had the opportunity to look back at it.

At the final follow-up event we asked practitioners how interesting feedback on their personal action plans had been and how relevant people had found the personal action plans over the year. Just over 80% of people felt feedback on their personal action plans had been helpful and a similar proportion felt they had been relevant over the year. There was no significant difference between teams. People may not have all used personal action plans in the way that may have been intended but most nonetheless found reviewing their objectives interesting and generally thought personal action plans were relevant. However, of all the elements which were part of SEED, personal action plans were probably the least used, in terms of being sought out spontaneously by practitioners.

Feedback and review of implementing SEED and planning for the future

In addition to reviewing personal action plans, the training events also provided the opportunity for participants to discuss and feed back on their experience of implementing SEED over the preceding months and for reviews by the trainers about what had been happening in relation to SEED locally and nationally. We asked how interesting and/or helpful participants had found these sections of the training. Responses can be found in Table 18.

People did generally find the review and feedback processes helpful and interesting, particularly the focus groups at the final training event. This process was also very useful for the trainers and evaluators in order to gauge how SEED was working in practice.

Support by Trusts, managers and colleagues, continuation of support and further training

At the initial training we asked participants to indicate on a series of scales whether they thought they would be sufficiently supported by their Trust, colleagues in their team, by their line manager and by senior managers to enable them to implement SEED effectively. At the first, second and third follow-up training we asked participants to indicate how well, so far, they felt they had been supported by their Trust/senior managers, their line manager and by colleagues. Responses were given a score from one to five according to their position along the scale where one is “very supported” and five is “not at all supported”. Responses are provided in Table 19.

As reported in the first progress report, at the initial training, although on each of the scales, overall mean scores were towards the “very supported” end of the scale, a Friedman test and follow-up Wilcoxon tests indicated that ratings were significantly better for the support people felt they would get from their colleagues and line manager, as compared to their Trust and senior managers[27]. At each of the follow-up events, Friedman tests and follow-up Wilcoxon tests indicated that overall there were significant differences between the support people felt they had received from their colleagues, their line manager and their Trust/senior managers. At each stage, overall ratings for the support people felt they had received from their colleagues were significantly better than the ratings for support they

[27] Friedman test $\chi 2$ (3, N=72)=77.353, p<0 .001. Follow-up pairwise comparisons indicated ratings for the support people felt they would receive from colleagues were significantly better than ratings for the support people felt they would receive from Trusts p<0 .001 and ratings for the support people felt they would receive from senior managers p<0 .001. Ratings for the support people felt they would receive from their line manger were significantly better than ratings for the support people felt they would receive from Trusts p<0 .001 and ratings for the support people felt they would receive from senior managers p<0 .001. Applying Holm’s Sequential Bonferonni correction, such that p<0.025 rather than p<0.05, no other pairwise comparisons were significant.

felt they had received from their line manager. Also, at each stage, overall ratings for the support people felt they had received from their line manger were significantly better than the ratings for the

Table 18 Feedback and review of implementing SEED and planning for the future

At first follow-up training	
Feedback on use of SEED model in small groups Did you find the review process helpful? (1= Very helpful, 5 = Not at all helpful)	Mean = 2.2 s.d. = 0.85 n=61
At second follow-up training(N=60)	
How interesting was the review of what has happened in the last three months? (skills used by practitioners at the training since previous event)	%
Very	26.7
Quite	60.0
Not very	11.7
Not at all	1.7
Did you find the review process helpful? (1= Very helpful, 5 = Not at all helpful)	Mean = 2.3 s.d. = 0.76 n=52
At third follow-up training(N=52)	%
How interesting was the national review of what has happened in the last three months?	
Very	17.3
Quite	69.2
Not very	11.5
Not at all	0.0
Missing	1.9
How interesting was the local update of what has happened in the last three months?	
Very	15.4
Quite	69.2
Not very	11.5
Not at all	0.0
Missing	3.8
At fourth follow-up training(N=53)	%
How interesting was focus group on areas for development?	
Very	41.5
Quite	41.5
Not very	3.8
Not at all	0.0
Missing	13.2
How interesting was the session on SEED planning for the future?	
Very	54.7
Quite	32.1
Not very	1.9
Not at all	0.0
Missing	11.3

Table 19 Support from Trust, managers, colleagues

	Your Trust	Senior managers	Your line manger	Colleagues in your team
At initial training Do you think you will be sufficiently supported by the following to enable you to implement SEED effectively? (1= Very supported, 5 = Not at all supported)	Mean = 2.2 s.d. = 0.94 n=72	Mean = 2.1 s.d. = 1.05 n=72	Mean = 1.5 s.d. = 0.72 n=72	Mean = 1.5 s.d. = 0.64 n=72
	Your Trust/senior managers		Your line manger	Colleagues in your team
At first follow-up training So far, during these first three months, how well do you think you have been supported by the following to enable you to implement SEED effectively? (1= Very supported, 5 = Not at all supported)	Mean = 2.5 s.d. = 1.09 n=59		Mean = 1.9 s.d. = 1.05 n=60	Mean =1.7 s.d. = 0.75 n=59
At second follow-up training So far, over these first six months, how well do you think you have been supported by the following to enable you to implement SEED effectively? (1= Very supported, 5 = Not at all supported)	Mean = 2.6 s.d. = 1.01 n=58		Mean = 2.0 s.d. = 0.95 n=59	Mean = 1.6 s.d. = 0.70 n=58
At third follow-up training So far, over these first nine months, how well do you think you have been supported by the following to enable you to implement SEED effectively? (1= Very supported, 5 = Not at all supported)	Mean = 2.7 s.d. = 1.09 n=52		Mean = 2.0 s.d. = 0.90 n=51	Mean = 1.5 s.d. = 0.70 n=52

At fourth follow-up (n=53)		
Looking back over the year, do you feel that your line manager and senior managers have recognised and acknowledged the effort you have put into the SEED training and process?	Mean = 2.2 s.d. =0.95 n=51	
Do you think you will be supported to continue to develop your skills and practice?	Mean = 2.2 s.d. = 1.11 n=51	
How important do you think it was that senior managers attended?	Actual %	Valid %
Very	67.9	83.7
Quite	9.4	11.6
Not very	3.8	4.7
Not at all	0.0	0.0
Missing	18.9	-
How important do you think having further training would be?	Actual %	Valid %
Very	49.1	72.2
Quite	17.0	25.0
Not very	1.9	2.8
Not at all	0.0	0.0
Missing	32.1	-

support they felt they had received from their Trust/senior managers[28]. Although people's ratings of the support they have received from colleagues are better than those for the support they have received from line managers, mean ratings of the support people have received from line managers are still towards the 'very supported' end of the scale (a mean of 2.0 or better). It is just that ratings of support from colleagues are even further towards the 'very supported' end of the scale. Mean ratings of support from the Trust/senior managers are only slightly towards the 'very supported' end of the scale. That is they are close to the centre of the scale. Overall mean ratings of the support people received from colleagues are very similar to the support they expected to receive while overall mean ratings of the support people received from their line manager and from the Trust/senior managers are somewhat worse than the ratings of the support they expected to receive.

At the third follow-up event, but not at other stages, Kruskal-Wallis tests indicated that there were significant differences between teams in the support they felt they had received from their line manager. Reading and Barking Dagenham and Havering felt they had been the most supported but no pairwise comparisons were significant[29]. There were no other significant differences between teams.

We also carried out comparisons between Trusts in the support people felt they would receive or felt they had received from their Trust/senior managers. At the initial training Kruskal-Wallis tests and follow-up Mann-Whitney tests indicated that both participants from Merseyside and participants from Thames Valley felt they would be better supported by their Trust than participants from London[30]. In addition, participants from Merseyside felt they would be better supported by senior managers than participants from London[31]. In terms of how much people felt they actually had been supported by their Trust/senior managers at the first follow-up training event however, things had changed somewhat. Kruskal-Wallis and pairwise Mann-Whitney tests indicated significant differences between Trusts, Merseyside felt they had received the least support and Thames Valley felt they had been the most supported[32]. There were no significant differences between Trusts in the support people felt they had received from their Trust/senior managers at later training events.

At the first three follow-up events we asked for comments in relation to the support that people felt they had received.

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[28] At first follow-up - Friedman test $\chi 2$ (2, N=52)=34.541, p<0 .001. Follow-up pairwise comparisons indicated ratings for the support people felt they would receive from colleagues were significantly better than ratings for the support people felt they would receive from Trusts/senior managers p<0 .001, ratings for the support people felt they would receive from their line manager were better than ratings for the support they would receive from the Trust/senior managers p<0 .001 and ratings for the support people felt they would receive from their colleagues were significantly better than ratings for the support people felt they would receive from their line manger s p=0 .017.
At second follow-up - Friedman test $\chi 2$ (2, N=57)=40.111, p<0 .001. Follow-up pairwise comparisons indicated ratings for the support people felt they would receive from colleagues were significantly better than ratings for the support people felt they would receive from Trusts/senior managers p<0 .001, ratings for the support people felt they would receive from their line manager were better than ratings for the support they would receive from the Trust/senior managers p<0 .001 and ratings for the support people felt they would receive from their colleagues were significantly better than ratings for the support people felt they would receive from their line manger s p=0 .001.
At third follow-up - Friedman test $\chi 2$ (2, N=51)=47.854, p<0 .001. Follow-up pairwise comparisons indicated ratings for the support people felt they would receive from colleagues were significantly better than ratings for the support people felt they would receive from Trusts/senior managers p<0 .001, ratings for the support people felt they would receive from their line manager were better than ratings for the support they would receive from the Trust/senior managers p<0 .001 and ratings for the support people felt they would receive from their colleagues were significantly better than ratings for the support people felt they would receive from their line manger s p<0 .001.

[29] At first follow-up Kruskal-Wallis $\chi 2$ (4, N=51)=15.766, p=0 .003. No pairwise comparisons were significant once Holm's Sequential Bonferonni correction was applied.

[30] A Kruskal-Wallis test indicated that there was a significant difference between Trusts in how supported people felt they would be by their Trust$\chi 2$ (2, N=72)=9.467, p=0 .009. Follow-up pairwise comparisons were conducted using Mann-Whitney tests. Holm's Sequential Bonferonni correction was applied to control for Type I errors. Ratings from Merseyside were significantly better than ratings from London p=0 .006 and ratings from Thames Valley were significantly better than ratings from London p=0 .01. There was no significant difference between Merseyside and Thames Valley p=0.912.

[31] A Kruskal-Wallis test indicated that there was a significant difference between Trusts in how supported people felt they would be by senior managers$\chi 2$ (2, N=72)=6.326, p=0 .042. Follow-up pairwise comparisons were conducted using Mann-Whitney tests. Holm's Sequential Bonferonni correction was applied to control for Type I errors. Ratings from Merseyside were significantly better than ratings from London p=0 .01. There was no significant difference between Thames Valley and London p=0.224 or between Merseyside and Thames Valley p=0.261.

[32] Kruskal-Wallis $\chi 2$ (2, N=59)=7.075, p=0 .029. Follow-up pairwise comparisons were conducted using Mann-Whitney tests. Holm's Sequential Bonferonni correction was applied to control for Type I errors. Ratings from Merseyside were significantly worse than ratings from Thames Valley p=0 .016. No other pairwise comparisons were significant.

Most of these comments related to time pressures, workload and lack of workload relief as well as resources. These comments appeared at all three follow-ups.

> "Workload and associated pressures at times are a barrier to doing this work effectively."

> "I do not feel I am fully able to implement SEED every time due to an excessive workload and lack of interview rooms."

> "Again the time factor. Lower caseloads would facilitate better quality work/enable more effective work with more offenders."

> "Have not been given any workload relief."

At the early stages, in some cases, existing workload meant that people had taken on few or no new cases to apply SEED to from the beginning:

> "I do not have any space in my caseload - want to have more new starts. Had to ask directly for PSR relief and this only happened last month. Although there is support for SEED we needed space and time especially in early stages."

There were also a few comments that people felt supported by colleagues and their line manager but not at a higher level.

> "Feel supported by colleagues and direct line manager however not been given support at ACO level."

At the first follow-up there were comments regarding not having been observed:

> "Not yet been observed due to SPO's pressures/workload. She is very supportive of SEED and its models - I need to arrange peer on peer obs. Not noticed any support from Trust really. Colleagues very supportive."

There were also comments about the temporary lack of a line manager for some people in St Helens and about the change of line manager.

> "No one-to-one supervision since previous manager left, no observation."

> "New line manager - not been approached re observation no relationship with new manager."

> "Change of line management."

Also in St Helens, at the third follow-up, there were comments relating to problems and uncertainty caused by staff movement and a new policy regarding female offenders. It had been decided that some staff should be moved to other offices, but there was considerable uncertainty around who would be moved. The new policy regarding female offenders was that there would be two dedicated OMs for female offenders which meant officers could not continue working with female officers that they had been working with for some time. This policy was unpopular with a number of officers.

> "Staff being redirected and the uncertainty and disruption this has caused"

> "Staff movement has hindered staff morale, increased case loads and affected consistency in offender engagement."

> "Staff movement. Women offenders taken off us and given to specified officers. Both of these have affected morale."

At the third follow-up there were also comments from elsewhere about problems caused by loss of staff.

"We have seen the number of POs in the team reduce and our caseloads increase dramatically. This has made focusing and prioritising on SEED difficult."

> "Staff loss and increased caseloads have hindered my ability to plan the sessions."

At the initial training there were comments about feedback on observations but these tended to disappear by later follow-ups.

> "More weight/importance needs to be given to SPO responsibility of completing observation and good feedback."

We discussed earlier that SPOs themselves would have liked more training in relation to observation and feedback.

At the final follow-up event we asked participants to indicate on a scale the extent to which they felt that, over the year, their line manager and senior managers had recognised and acknowledged the effort they had put into SEED. Responses were given a score from one to five according to their position along the scale, where one is "very much so" and five is "not at all". The mean score was 2.2. Sixty-nine percent of scores were on the "very much so" side of the mid-way point, 17% were at the mid-way point and 13% were above it. A Kruskal-Wallis test indicated that there was a significant difference between teams on this but no pairwise comparisons were significant[33]. St Helens felt there had been the least recognition. This is not entirely surprising considering the problems in relation to line management with two teams being supported by one SPO for a while, the uncertainty surrounding the movement of staff to other offices and the introduction of a somewhat unpopular policy of having dedicated OMs for female offenders. Barking, Dagenham and Havering felt there had been the most recognition.

We also asked practitioners whether they felt they could be supported to continue to develop their skills and practice. The means score was again 2.2. Seventy-three percent of scores were on the "very much so" side of the mid-way point, 13% were at the mid-way point and 13% were above it. There was no significant difference between teams in relation to this.

Almost everyone (95% of those who answered the question[34]) felt it was very or quite important that senior managers attended the final training event. Almost everyone (97% of those who answered the question[35]) felt that having further training was important. We also asked for comments in relation to the importance of further training. Almost all comments emphasised the importance of further training:

> "I think the follow-up training throughout the year has been really vital. It helps keep focus and fresh in mind. It is also good to mix with colleagues and reflect and discuss practice/techniques. I think we need further condensed/shortened sessions in future to keep SEED at the forefront of our practice."

> "Think further refreshing training is important so that you can refresh knowledge and skills and not become stagnant."

Some people suggested how frequently this should occur, where they did, the most frequently mentioned frequency was around once every six months.

[33] $\chi 2$ (4, N=51)=10.313, p=0 .035. No pairwise comparisons were significant once Holm's Sequential Bonferonni correction was applied

[34] Unfortunately the boxes for this question did not print off properly on the London questionnaires so there is quite a bit of missing data.

[35] Unfortunately the boxes for this question did not print off properly on the London questionnaires so there is quite a bit of missing data.

Concluding comments

SEED was introduced at a time of considerable uncertainty and changes in relation to probation practice, with changes to National Standards (in the direction of encouraging more professional discretion in decision making by OMs, which is in line with the philosophy of SEED), but also the prospect of cuts throughout the public sector.

The focus of SEED is on one-to-one supervision, enabling good practice and encouraging desistance in offenders. Trusts had signed up to try to maintain stable conditions in teams throughout the training period, but it is clear that this could not entirely occur. Those implementing approaches like SEED need to bear in mind the implications of this. Teams can often transmit a culture to new members if they come in gradually, but it is more difficult if there is a lot of change or if the culture itself needs to be established. SEED did involve a potential change in emphasis and in team culture in relation to one-to-one supervision, and it was important that there be relative stability.

What is clear from this evaluation of the reactions of OMs (and SPOs) is that the cultural shift embodied in the SEED model was welcomed. Its focus on offender supervision, on work *with* offenders, on work *by* offenders within the supervisory context, and on developing practice skills in OMs were all seen as positive. The barriers to making SEED principles be implemented to an even greater extent were felt to be structural or, occasionally, not having enough 'new' offenders on which to practice (because of the size of existing caseloads). Potentially stressful tools like action learning sets (where teams discussed cases together) and observation were in fact welcomed, we think because they made what OMs thought was the essence of their job – one-to-one supervision – less hidden to their managers. It was almost as though participants felt managers had listened to what OMs felt was what they were there to do and why they had become OMs in the first place – and the programme was trying to give them the tools to do it better.

All elements of SEED and the training were considered interesting and useful by the majority of participants, both at the time of the training and after using the material in practice. Also, although some elements were considered more useful and interesting than others different people found different things useful.

Participants' overall reactions to the usefulness of the training were very favourable and this continued over the course of the training events, although there was some frustration, especially around the time of the second follow-up event, at some sites in terms of having the time to do SEED justice.

The majority of participants felt SEED had improved the way supervision sessions had gone. They felt they were doing more structured, better quality work. Many felt their time was more focused but, particularly in the early stages, many felt preparation and follow-up actions were taking longer and time pressures made it difficult to adapt to a different way of working. Further training was considered to be important to keep SEED on the agenda.

References

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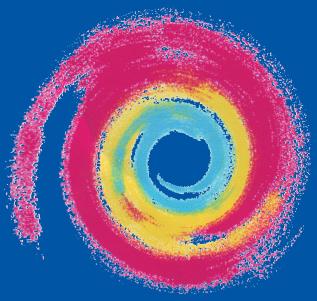
Appendix A Venue, specific needs, joining directions

	Initial training N=73	1st follow-up training N=63	2nd follow-up N=60	3rd follow-up training N=52
If you notified any specific needs were these accommodated?				
Yes	16.4	6.3	20.0	7.7
No	4.1	1.6	3.3	1.9
Not applicable	75.3	87.3	71.7	80.8
Missing	4.1	4.8	5.0	9.6
Overall, how conducive were the venue and its facilities to learning? (1=Very conducive, 5 = Not at all conducive	Mean = 2.7 s.d. = 1.16 n=71	Mean = 2.0 s.d. = 0.91 n=61	Mean = 2.2 s.d. = 1.06 n=59	Mean = 1.8 s.d. = 0.83 n=51
Were there any problems with the joining instructions or directions?				
Yes	5.5	0.0	5.0	5.8
No	87.7	95.2	91.7	92.3
Missing	6.8	4.8	3.3	1.9



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