

# Controlling Migration Fund evaluation

## Project-level evaluation report

Lead LA: Brighton and Hove City Council

Project name: South-East Region UASC Training and Outcomes Star



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Department for Levelling Up, Housing and Communities  
Fry Building  
2 Marsham Street  
London  
SW1P 4DF  
Telephone: 030 3444 0000

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# Executive summary

This project-level evaluation report presents the key findings relating to the delivery and outcomes for the **South East Region UASC Training and Outcomes Star** project led by **Brighton and Hove City Council**.

## Project overview and objectives

Brighton and Hove City Council received £187,099 Controlling Migration Fund (CMF) funding for the South-East Region UASC Training and Outcomes Star project. The project aimed to address service pressures on local authority Children's Services due to a lack of confidence among social workers to support Unaccompanied Asylum Seeking Children (UASC), as well as the lack of a consistent approach to accepting UASC cases. Project activities included: a training strand for local authority staff that aimed to increase the knowledge, skills and confidence to support UASC; and development and implementation of a Planning Star tool for UASC practitioners and support workers. These activities aimed to contribute towards the CMF outcomes listed in Table 1.1 below.

A theory-based approach was taken to the evaluation, with the aim of reviewing and testing the outputs and outcomes intended through the project activities.<sup>1</sup> Evaluation activities included: a scoping phase to develop a logic model and evaluation activities; interviews with project staff and beneficiaries; post-surveys designed by Ipsos MORI and administered by project staff digitally; and a review of post-surveys and monitoring information collected and collated by project staff.

## Progress towards intended outcomes

Progress towards intended CMF-level intermediate and longer-term outcomes is summarised in table 1.1 below. Of the four intended outcomes, there is evidence that the project contributed towards two. For the remaining two outcomes, there is less evidence that the project contributed towards them to the extent expected within the evaluation timescale, but evidence suggests that this may increase if the Outcome Star tool continues to be used.

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<sup>1</sup> Theory-based approaches to evaluation use an explicit theory of change to draw conclusions about whether and how an intervention contributed to observed results. For more information, see: <https://www.canada.ca/en/treasury-board-secretariat/services/audit-evaluation/centre-excellence-evaluation/theory-based-approaches-evaluation-concepts-practices.html>

**Table 1.1: Summary of project CMF outcomes**

Intended Outcome	Assessment of progress made up to March 2020
Intermediate outcome 1: Increased insight into local migration patterns and community impact	The evidence suggests that the Planning Star tool may increase insight into local migration patterns in the longer-term but had not achieved this to the extent expected at the time of the evaluation.
Intermediate outcome 2: Increased coordination and cooperation between agencies.	The evidence suggests that the training course and Outcome Star tool contributed to improving professional links and data-sharing between local authorities.
Intermediate outcome 3: Acquired expertise and structures in place to deal with local migration issues	The evidence suggests that the training strand contributed to improving attendees' knowledge and confidence in supporting UASC and managing caseloads, while the Planning Star may have increased the expertise of less-experienced UASC practitioners.
Intermediate outcome 4: Increased understanding of and access to public services.	The evidence suggests that while the Planning Star tool facilitated conversations around the immigration process between practitioners and UASC, there was little evidence that use of the Planning Star tool had increased understanding of or access to public services among UASC.

Based on the contribution of the project towards the intermediate outcomes above, there is evidence to suggest the project will contribute towards the CMF longer-term outcomes of building the evidence base of “what works locally” and evidence for future service planning and resourcing and reducing costs on public services in future.

### **What works?**

- The regionally-embedded position of project staff (as part of the Strategic Migration Partnership) and the prior involvement with regional partnership initiatives (such as the National Transfer Scheme), facilitated good communication with local authorities and enabled their coordinating role in the project.
- Flexibility in designing and delivering training courses to each local authority, including learning from the experience of past courses, ensured they were accessible and relevant to the needs of UASC practitioners.

- The skillset of training practitioners, including practical knowledge, was key to the success of training sessions and contributed to delivering a positive experience for course attendees.

### **For whom**

- UASC practitioners (social workers and supported housing providers) benefited from the knowledge and skills gained through the training programme and through the use of the Planning Star tool. This may bring wider benefits to the local authority as they apply this knowledge to their work.
- UASC will likely benefit from this project in the long-term as a result of the improved support services from practitioners.

### **In what circumstances?**

- The regional approach worked well, drawing on the existing networks and structure of the structure of the Strategic Migration Partnership
- The approach could be replicated in another region of the UK, provided there is a strong coordinating role, or it could be expanded by rolling out the Planning Star tool to other local authorities.
- The evidence suggests that the knowledge and expertise gained by project staff, the informal networks created between local authorities, as well as the use of the Planning Star tool, are likely to be sustained beyond the length of the project.

# 1 Introduction

The Department for Levelling Up, Housing and Communities (DLUHC) then known as the Ministry of Housing, Communities and Local Government commissioned Ipsos MORI alongside the Migration Observatory at the University of Oxford to conduct an independent evaluation of the Controlling Migration Fund (CMF) in May 2018. Launched in November 2016, the Controlling Migration Fund (CMF) aims to help local authorities across England develop and deliver activities to mitigate the perceived negative impacts of recent and unexpected migration on communities in their area. DLUHC provided funding to local authorities to deliver projects that aim to address local service pressures, tailored to their context and needs. While the primary emphasis is on relieving pressure on public services in a way that delivers benefits to the established population, the fund also seeks to support wider community cohesion and the integration of recent migrants. Interventions can also focus on gaining a greater understanding of the local migration data landscape where there is currently a lack of accurate local data.

Project-level evaluations of 14 CMF-funded projects were conducted as part of the CMF evaluation. The project-level evaluations aim to assess the effectiveness of various project approaches in delivering against their local-level objectives and those of the wider fund.<sup>2</sup> They seek to build an understanding of what works, for whom and in what context to relieve pressure on local services due to recent or unexpected migration. This project-level evaluation report presents the key findings relating to the delivery and outcomes for the **South-East Region UASC Training and Outcomes Star** project led by Brighton and Hove City Council.

## The area context

The South-East region encompasses 19 top tier or unitary authorities excluding London (covering Oxford and Milton Keynes down to Kent and across to Hampshire). The bid identified that the region had the highest number of Unaccompanied Asylum-Seeking Children (UASC) in the UK and noted a “dramatic increase” in UASC numbers in the region in the years prior to applying for CMF funding. Home Office data shows that the number of UASC increased from 680 to 1,360 between March 2015 and March 2016. The number of UASC subsequently decreased, with 960 UASC reported in 2019 (although, this remains higher than the 2015 total).<sup>3</sup> Distribution across the region and between local authorities was also uneven, with a small number of local authorities responsible for supporting most UASC (mainly focused around key entry routes such as seaports and airports).

The bid reported that higher numbers of UASC in some local authorities in the region was causing pressure on services (including accommodation, foster placements and social

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<sup>2</sup> An overall Theory of Change, created during the scoping stage, outlines the intermediate and longer-term fund outcomes (see Appendix 1).

<sup>3</sup> National statistics on children looked after in England (including adoption) year ending 31 March 2019, Department of Education. Data including UASC looked after by 19 local authorities in the South East Region (Bracknell Forest, Brighton and Hove, Buckinghamshire, East Sussex, Hampshire, Isle Of Wight, Kent, Medway Towns, Milton Keynes, Oxfordshire, Portsmouth, Reading, Slough, Southampton, Surrey, West Berkshire, West Sussex, Windsor and Maidenhead, Wokingham)



work teams), impacting the ability of Children's Teams within local authorities to meet the needs all of the young people in their care (including UASC and potential victims of trafficking).

As a result of the uneven pressures across local authorities in the region, the National Transfer Scheme (NTS) Coordinator identified a need to promote further cooperation between local authorities to create a more even distribution of UASC caring responsibilities across local authorities. The NTS aims to transfer UASC from areas with high numbers (defined as over 0.07% of the local authority's entire child population) to those with lower numbers under voluntary agreement between local authorities.<sup>4</sup> The bid suggested that engagement from local authorities with the NTS had decreased since the scheme began. Project staff considered that while local authorities in the region with lower numbers of UASC to have the 'will' to engage in the NTS and offer placements for UASC, supporting UASC required a specific skill set outside of that ordinarily required to support looked-after children. Needs identified in the funding bid included:

- Complex needs related to the experience of trauma, including trafficking and exploitation;
- Integration needs to help UASC to live independently once they leave care, including building local support networks, financial management skills, access to education and employment opportunities;
- Safeguarding requirements related to Age Assessments;<sup>5</sup> and
- Vulnerability to exploitation (including trafficking and radicalisation).

According to project staff, UASC required tailored support to prepare them for living independently, for physical or mental health issues, and planning to prepare them for all potential outcomes of their asylum claim (including awareness of the possible steps that could be taken if they received a negative decision). Project staff reported that preparing for all outcomes as part of the support plan would help to mitigate the risk that a young person would abscond if they received a negative outcome, as they would have an understanding of the potential next steps that can be taken.

The bid also identified that UASC who did not engage with support were at a greater risk of being subjected to future exploitation and radicalisation, becoming disengaged from their communities, absconding, or developing mental and physical health problems. This was considered to put additional pressure on health and police services. According to the bid, local authorities often cited a lack of expertise to address UASC needs as a reason for not participating in the NTS. Specifically, project staff identified the following gaps in knowledge and experience among social workers that they felt limited engagement with the NTS:

- A lack of skills or knowledge to navigate conversations about immigration;

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<sup>4</sup> National Transfer Scheme Protocol for Unaccompanied Asylum Seeking Children, Version 2.0, 15 March 2018, [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/750913/NTS-Protocol-Final-October-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/750913/NTS-Protocol-Final-October-2018.pdf)

<sup>5</sup> Due to many UASC lacking official documentation, such as passports, age assessments are often required to identify children.

- A lack of confidence to discuss plans for integration while an asylum claim is pending;
- Limited knowledge and confidence to conduct Age Assessments and Human Rights Act Assessments; and
- The lack of a “standardised approach” to working with UASC.

## The CMF-funded project

Brighton and Hove City Council led the application for CMF funding as Co-Chair of the South-East Children’s Services Network and received £187,099 of CMF funding (£156,609 from the original bid and £30,490 from an extension bid granted in August 2019) for the South-East Region UASC Training and the Outcomes Star project. The two-year project was initially planned to run from April 2018 to April 2020. Both the training and Outcome Star elements of the project was subsequently extended by six months to October 2020.

The project aimed to deliver two activity strands:

1. **Training strand:** The project aimed to run a training programme on topics related to increasing the knowledge, skills and confidence of UASC practitioners (social workers and Personal Advisors<sup>6</sup> working in departments supporting, or with the remit to support, UASC) across the region. Training sessions were organised by the project lead and informed by the needs of practitioners or specific local authorities in the region.<sup>7</sup> Sessions were run in collaboration with external organisations and included:
  - **Trauma Informed Practice:** delivered by the Enthum Foundation,<sup>8</sup> this one-day session focused on how to support UASC who had experienced deep and complex trauma and covered available strategies and techniques practitioners can use;
  - **Age Assessment training:** delivered by specialist UASC practitioners and the project lead this two-day session provided a legal perspective on preparing for an Age Assessment, use of appropriate adults, interpreters and venues and sourcing information, as well as the practical application and tools;
  - **Triple track planning:** run by Pathways to Independence<sup>9</sup> (delivery partner for the Planning Star tool outlined below), this course focused on engaging young people

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<sup>6</sup> Personal Advisors (PA) support looked after children, including UASC, once they turn 18 and are no longer under the guardianship of the local authority, at which point they are considered ‘care leavers’. PAs continue to support the young person until they are 21 (or 25 in full-time education). PAs do not have any relationship with the NTS as they only support young people once they leave care at 18.

<sup>7</sup> Two of the proposed training sessions outlined in the bid were replaced during delivery of the project and new sessions were added as the project lead became more aware of what training was available in the region, found more cost-effective providers and uncovered new training needs among social workers.

<sup>8</sup> The Enthum Foundation is a charity which manages Enthum House, a specialist-supported accommodation for UASC affected by complex trauma. <https://www.enthumfoundation.org/>

<sup>9</sup> Pathways to Independence is specialise provider of accommodation, support, advice and training services for young people leaving care and seeking asylum. They were involved in designing the Outcomes Star Planning Star section in the bid and they were the main delivery partner for design and roll out of the Planning Star strand. They also delivered Triple Track Planning training as part of the training strand. <http://www.pathwaysto independence.org.uk/>

in the asylum process and risk assessment and management for a range of common mental health and safeguarding issues;

- **Child Trafficking, Exploitation and Modern Slavery:** run by ECPAT UK<sup>10</sup> and NSPCC,<sup>11</sup> this full day session aimed to provide practitioners with the skills to respond to child trafficking, exploitation and modern slavery and how to better protect children;
- **Caring for Separated and Trafficked Children:** run by ECPAT UK, this one-day course was designed to equip those with caring duties for children with the knowledge and tools to effectively protect children from going missing from care and recognise this as an indicator that exploitation may be taking place;
- **International Organization for Migration UASC Session:** run by the International Organization for Migration,<sup>12</sup> this one-day course addressed areas including cultural orientation, health, education, reporting requirements and financial arrangements for UASC;
- **Human Right Act:** run by an immigration barrister and solicitor, this one-day course covered an overview the Human Rights Act and relevant case law and provided guidance about how and when to complete a Human Rights Act Assessment. This training was not included in the bid but was added after the project had started due to demand from the local authorities in the region; and
- **Age Workshop with UKVI and Local Authorities:** organised jointly by the project lead and an assistant director from the UK Immigration Compliance and Enforcement (ICE) team,<sup>13</sup> this session brought together social workers<sup>14</sup> and the UK Visas and Immigration team to further understanding among both audiences around the role that social workers play in age assessing UASC and the tools they need to make realistic decisions. This workshop was not included in the bid but was added later based on a need identified by the project lead through conversations with an Assistant Director from the ICE team.

In addition to the training sessions delivered by external experts, the project lead also organised **practitioners' forums** and invited practitioners from all 19 local authorities to attend. These forums focused on bringing together UASC practitioners from across region to network and share best practice for supporting UASC. The

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<sup>10</sup> Every Child Protected Against Trafficking is a children's rights organisation working to protect children from trafficking and transnational exploitation, providing training to organisations on modern slavery, trafficking and exploitation <https://www.ecpat.org.uk/Pages/Events/Category/training>

<sup>11</sup> National Society for the Prevention of Cruelty to Children is a charity campaigning and working in child protection <https://www.nspcc.org.uk/>

<sup>12</sup> The International Organization for Migration is an inter-governmental organization that provides services and advice to governments and migrants. They offer training on international migration law. <https://www.iom.int/training-and-capacity-building>

<sup>13</sup> UK Immigration Compliance and Enforcement teams ensures compliance with immigration laws and enforces immigration law. They work alongside the UK Visas & Immigration team (UKVI) and both sit within the Home Office. <https://www.gov.uk/government/organisations/immigration-enforcement>

<sup>14</sup> This course was for social workers and UKVI staff only as personal advisors are not qualified to complete an age assessment and so workshop would be relevant for them.

project lead also delivered 'Age Awareness' and 'Appropriate Adult and Asylum Process' training to foster carers.<sup>15</sup>

**2. Outcomes Star “Planning Star” tool:** this strand focused on the development and implementation of a Planning Star tool for UASC practitioners and support workers (key workers providing non-statutory support) to use with UASC. It was led by delivery partner Pathways to Independence. The Outcomes Star tool, designed and owned by Triangle Consulting Social Enterprise,<sup>16</sup> aimed to encourage a standardised approach to providing support to UASC, with points on the tool tailored to UASC journeys and the care and asylum process (see figure 1.1 below). The tool was designed for use in face to face meetings where UASC would be asked to self-score their progress on a scale from one (It's not OK) to five (managing well) across eight key outcome areas represented by the points of the star (where you live; education, activities and work; physical health; people and support networks; money; understanding life in the UK; how you feel; and immigration process). Additional guidance documents were also produced, including a detailed guide for support workers and a short, illustrated guide with flashcards that aimed to help engage UASC in discussion.

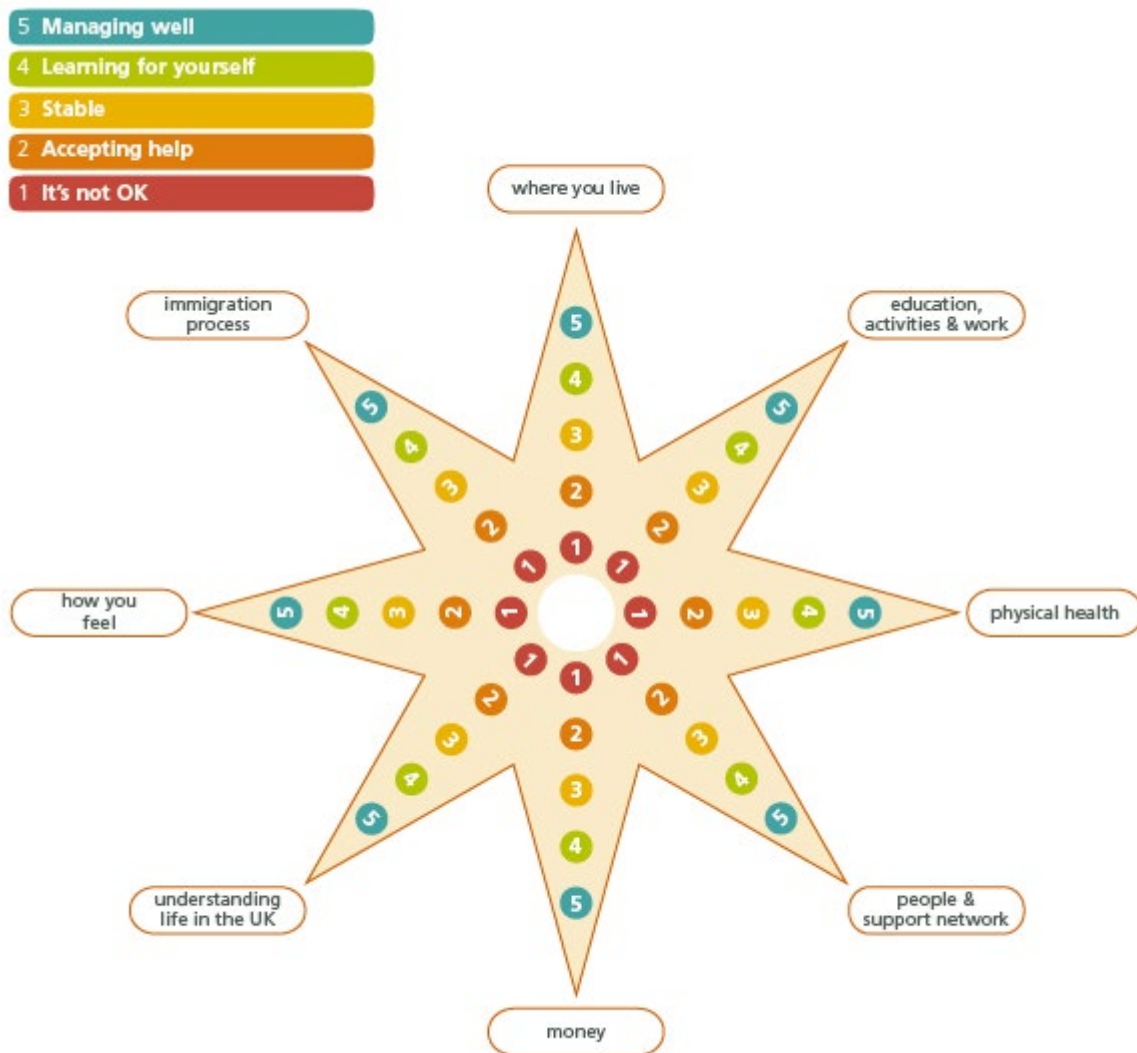
The tool was developed based on research with practitioners, stakeholders and UASC, including four workshops (three with practitioners and relevant organisations and one with UASC) and a planned questionnaire.

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<sup>15</sup> This activity was initially not planned to happen and therefore was not in scope of the evaluation. However, additional information was provided by the project at the end of the evaluation suggesting that the training had taken place.

<sup>16</sup> Triangle Consulting Social Enterprise is an organisation that created and hosts the web-based Outcomes Star tool that is used to support, and measure change when working with people. <https://www.outcomesstar.org.uk/>

**Figure 1.1: The scoring scale and visual star from the final published Planning Star tool<sup>17</sup>**



The project initially planned to pilot the tool with staff in five local authorities before revising and publishing an online version to be rolled out to the remaining 14 local authorities in a digital format. Once created and published, they planned for the tool to be available for use by any organisation or person working with UASC that bought a licence, including internationally.

The project funded 100 licences for two years available to all local authorities within the region that signed up to the tool and the associated training. Licences were also made available to one local authority outside of the South East region who wished to use the Star as part of their own CMF project. Local authorities who signed up to use the Planning Star tool also received training on how to use the tool and ongoing support from the project lead and project partner during implementation.

<sup>17</sup> The Planning Star hosted by Triangle Consulting Social Enterprise <https://www.outcomesstar.org.uk/using-the-star/see-the-stars/planning-star/>

The intention was that practitioners would use the tool with UASC during their six-month statutory Pathway Plan review,<sup>18</sup> so as not to duplicate work. However, for the purposes of generating more data within the timescale of the project, practitioners were asked to use the tool again after three months. Pathways to Independence also planned to use the Planning Star tool within their supported accommodation every three months, with key workers providing non-statutory support to UASC undertaking assessments with the tool. In cases where a UASC would be using the tool with both a practitioner and key worker, both professionals were encouraged to cooperate to reduce the burden on UASC.

In the extension bid, the project sought funding to have the tool translated into six languages<sup>19</sup> following publication to help address language barriers to using the tool.

Through the tool, local authorities also had access to standardised data on UASC progress at an individual, practitioner, team and local authority level. As part of the project, participating local authorities agreed to the generation of a one-off regional report based on data from all local authorities that used the tool. Pathways to Independence also intended to use the data collected from key worker meetings to provide insight internally.

## Project objectives

Project objectives were identified following a review of project documentation and a consultation between the Ipsos MORI Relationship Manager and project staff. Following the consultation, the Ipsos MORI Relationship Manager developed a logic model, which was reviewed and agreed with project staff (see Figure 1.2).<sup>20</sup> The logic model outlines planned activities and outputs and how these relate to project and CMF fund-level outcomes.<sup>21</sup> How the project aimed to contribute to CMF intermediate outcomes is outlined below (including longer-term CMF outcomes where contribution of the project towards these outcomes was expected or seen within the evaluation timeframe).

There were three overall aims of the project:

1. Increased confidence and expertise among practitioners supporting UASC through the regional training programme;
2. Implementation of a consistent approach to supporting UASC across the region through the roll out of the Planning Star tool; and
3. By building up social workers'<sup>22</sup> skills and confidence supporting UASC and promoting a consistent approach to working with UASC, the project aimed to encourage greater cooperation between local authorities and wider participation in the NTS. This was intended to lead to a fairer and more equitable distribution of

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<sup>18</sup> The Pathway Plan is a statutory care plan that records the needs of a young person who is looked after by the local authority, outlines action that need to be taken and resources that need to be put in place to support a young people during their transition to adulthood.

<sup>19</sup> The six languages were selected by Pathways to Independence as they were the six most common languages among UASC they supported in their accommodation. These languages were Arabic, Kurdish Sorani, Tigrinya, Amharic, Pashto and Farsi

<sup>20</sup> A logic model is a diagrammatic representation of a project which depicts the various stages required in a project that are expected to lead to the desired outcomes. The logic model in turn is used to inform the evaluation approach; specifically, what needs to be measured to determine whether outcomes are being met, and how.

<sup>21</sup> CMF fund-level outcomes are outlined in the Theory of Change in Appendix 1.

<sup>22</sup> Personal Advisors do not have any relationship with the NTS as they only support young people once they leave care at 18.

UASC within the region and address resource pressures faced by some local authorities in the region.

Through the planned project activities and outputs, the project aimed to contribute towards the following CMF intermediate outcomes for the **local authority and project partners**:

- **Increased insight into local migration patterns and community impact:** The Outcomes Star aimed to provide a standardised format for data collection on UASC progress at an individual, practitioner, team and local authority level which could be used to inform service provision within the local authority. The generation of a South-East region report in August 2020 aimed to provide new insight at a regional level.
- **Increased co-ordination and co-operation between agencies:** Both the training strand and Outcomes Star strand aimed to increase coordination and cooperation between UASC practitioners across the region and wider organisations working with UASC, as well as increasing local authorities' participation in the NTS.
- **Acquired expertise and structures in place to deal with local issues:** The training strand aimed to upskill practitioners with the knowledge, confidence and skills they need to support UASC. Specifically, this strand aimed to enable staff to:
  - Identify UASC (as well as UK-born children) who are vulnerable to, or victims of, exploitation, radicalisation and trafficking and make them aware of how to address these issues (such as through the Prevent duty);
  - Provide support to UASC suffering from complex trauma, through using strategies and techniques to help UASC cope with the impacts of trauma;
  - Support UASC through their immigration case and prepare them for a positive or negative outcome;
  - Complete Human Rights Act Assessments for UASC over 18 who have become Appeal Rights Exhausted (ARE); and
  - Complete Age Assessments in circumstances where a UASC age is in dispute, in line with government guidance. In addition, the Planning Star strand aimed to help practitioners to engage with and support UASC in a consistent manner through using the tool to guide conversations.
- **In the longer-term** the project aimed to help local authorities **build the evidence base of “what works” locally**. The training strand, including the practitioners' forum, aimed to enable practitioners to network and share best practice in supporting UASC. In addition, the project has developed and shared guidance documents for practitioners based on best practice across the region.

Project activities and outputs also aimed to contribute towards the following intermediate **CMF fund-level outcomes for migrants**:

- **Increased understanding of, and access to, public services:** The Planning Star tool aimed to help practitioners have effective conversations to support

UASC, by using the tool to ensure support meetings covered all their needs. These structured conversations aimed to help practitioners prepare UASC for independent living once they leave care, including use of public services and the support systems available to them.

- **In the longer-term** the project aimed to **increase UASC wellbeing**. Both the training and Planning Star strands aimed to improve the support provided to UASC by practitioners and increase UASC engagement with that support, which in turn was intended to increase UASC wellbeing.



**Figure 1.2: Southeast Region UASC Training and Outcomes Star logic model**

### Context

- Distribution of UASC is disproportionately high in some LAs, placing additional strain on public services
- There is no standardised approach to working with UASC, when it comes to UASC data only statutory LACs (Looked After Children) metrics are collected.
- In addition to the knowledge needed to support LACs, working with UASC requires knowledge on issues specific to UASC (e.g. age assessments, the Human Rights Act,) or on issues more prevalent among UASC (e.g. Trafficking, PREVENT, Trauma).

### Issue

#### National Transfer Scheme

- Lack of social workers with confidence and experience of working with UASC is contributing to a decline in LA engagement in the voluntary National Transfer Scheme (NTS) as part of the South East Strategic Migration Partnership (SESMP)
- Average waiting time for a transfer is 15 weeks compared to the target 5 days due to under-engagement in the NTS

#### UASC guidance tool

- The tools currently used by social workers do not cover the specific needs of a UASC. The absence of a tailored tool to guide the relationship (and lack of training) can mean social workers find it challenging to address immigration and integration concerns in their care plan.

#### Social worker knowledge gaps

- Social workers with less/no experience of working with UASC may have knowledge gaps in these areas and therefore may be hesitant in participating in the NTS
- Some social workers lack confidence to complete a Human Rights Act Assessment on UASC who are 18+ and appeal rights exhausted, resulting in time and resources being side-tracked away from children's care..

### Risks and assumptions

- Local authorities will implement the Planning Star tool.
- Social workers will find the Planning Star tool useful and will implement the tool in their work.
- Standardising data across local authorities will increase their willingness to participate in the NTS.
- Social workers will attend the training sessions offered.
- Improving the knowledge and expertise of UASC support workers will increase local authorities' willingness to participate in the NTS.

### Impact

#### Evidence & dissemination

- **Evidence base of what works in what contexts established and shared between LAs and with partner organisations**

#### Capability & capacity

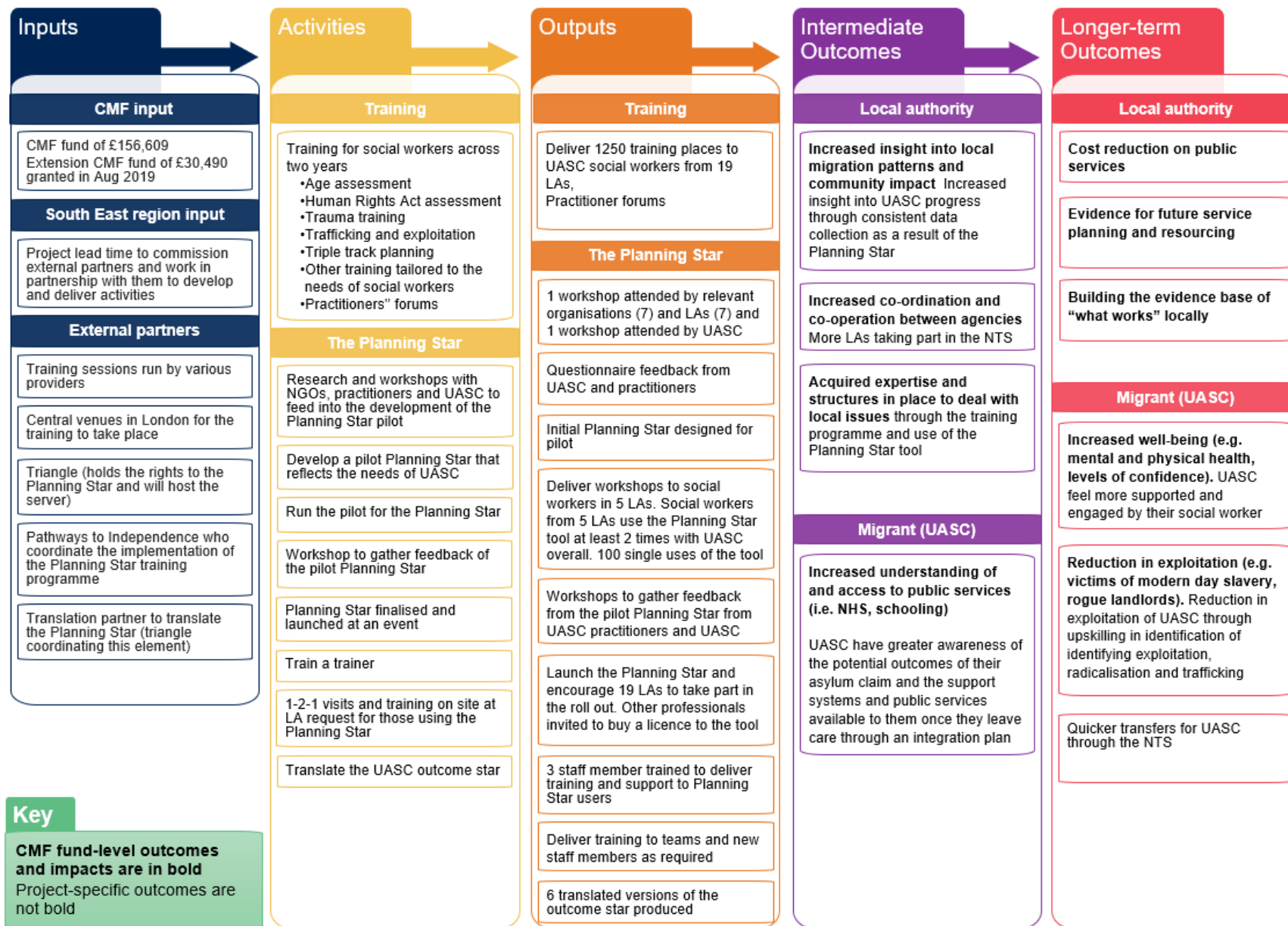
- **Increased LA capabilities to address local migration issues through delivery and evidence collection**

#### Access to local services

- **Accessible public services to all**
- **Resources better targeted/directed**

#### Perceptions on migration

- **Successful social mixing**



## 2 Methodology

### Overview of evaluation approach

This section outlines the methodology for the project-level evaluation of the *South-East Region UASC Training and Outcomes Star* project. A theory-based approach was taken for the evaluation, which focused on reviewing and testing the outputs and outcomes within the project's logic models.<sup>23</sup> The suitability of different approaches was explored in an evaluation scoping phase. The possibility of implementing experimental evaluation designs, including Randomised Control Trials (RCTs), was explored and deemed not feasible at a fund level due to the broad range of projects that have been funded across different regions and local contexts – this would have needed to have been built into the programme design from the outset. At a project level, a qualitative comparison group was identified composed of UASC practitioners who had not used the Planning Star tool, to compare experiences supporting UASC and explore external factors that may influence project outcomes. A comparison group was not considered feasible for the training strand, as response rates from social workers were considered likely to be too low to allow for meaningful comparison. The possibility that some social workers may have already attended a previous training presented an additional barrier to identifying a control group.

The evaluation approach was designed in consultation with project staff, including the development of an evaluation framework (see Appendix 1). Project-level outcomes were “mapped” onto relevant CMF-fund level outcomes contained in the overall fund-level Theory of Change (see Appendix 2). Evidence was gathered through a mix of qualitative and quantitative approaches, outlined below.

In order to assess value for money, each of the 14 projects were initially assessed through the lens of an 8-step model (outlined in Appendix 1). The assessment involved a review of the availability and suitability of data collected at each of the 14 project sites.

Consequently, each project was triaged to one of three methodological groupings:

1. **Cost benefit analysis (CBA):** Projects for which data on quantitative and monetizable outcomes was available met the higher threshold for Cost benefit analysis.
2. **Cost effectiveness analysis (CEA):** Where quantitative measures for outcome(s) existed, but no data (primary or secondary) was available to monetize the outcomes, cost effectiveness analysis was conducted.
3. **No feasibility for quantitative analysis:** Where there was no quantitative measure of outcomes available to the evaluation, neither cost benefit analysis nor cost effectiveness analysis could be conducted.

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<sup>23</sup> Theory-based approaches to evaluation use an explicit theory of change to draw conclusions about whether and how an intervention contributed to observed results. For more information, see: <https://www.canada.ca/en/treasury-board-secretariat/services/audit-evaluation/centre-excellence-evaluation/theory-based-approaches-evaluation-concepts-practices.html>

Two models were developed: the CBA model calculated costs relative to the monetizable benefits, while the CEA model calculated costs relative to the quantifiable outcomes achieved from each of the CMF interventions (without attempting to monetize these outcomes).

As there was no robust control (counterfactual) group against which to assess impact, artificial baselines were constructed. Where possible, input from project leads or secondary data was used to inform the assessment of the counterfactual. In the cases that this was not available, conservative estimates were made. Given the nature of the data used in the construction of the cost benefit and cost effectiveness models, the accuracy of results produced by the models should be interpreted with caution.<sup>24</sup>

**Further information on the methodological approach, including the evaluation framework, is contained in Appendix 1. Appendix 2 outlines the CMF fund-level Theory of Change. Appendix 3 outlines the qualitative and quantitative research tools.**

## **Quantitative data collection**

Quantitative data was collected through a digital survey with social workers designed and administered by Ipsos MORI with support from project staff and training evaluation forms designed and administered by the project.

- **Digital survey for social workers** on perceived effectiveness of training and outcomes achieved through the training. The survey was conducted between 12 February and 6 March 2020 and 12 responses were received.
- **Post-training and Practitioner Forum feedback questionnaires for attendees:** Feedback questionnaires were different depending on the training course (including different questions and scales), but generally asked questions pertaining to the following:
  - Quantitative data relating to attendees' previous experience, whether they felt they had improved their knowledge from the course, and whether they would apply this knowledge to their services; and
  - Open-ended questions about what they found useful, with room for additional comments.

The questionnaires were designed and administered by the project or the external training provider and administered between October 2018 and February 2020. Responses were collated and shared with Ipsos MORI in March 2020. 166 responses were received from questionnaires given out at 10 of the 25 training sessions. Data was collected from two training sessions for Age assessment, Trauma in practice, Triple Track Planning and, Child Trafficking, Exploitation and Modern Slavery, plus one training session on the Human Rights Act and the Practitioners Forum.

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<sup>24</sup> The Maryland scientific methods scale scores methods for counterfactuals construction on a scale of one to five (with five representing the most robust method). Due to the use of measures of additionally in the construction of the counterfactual, the approach taken for this analysis cannot be attributed a score. Therefore, the accuracy of results produced by the models should be interpreted with a high degree of caution. For more information, see: [https://whatworksgrowth.org/public/files/Methodology/Quick\\_Scoring\\_Guide.pdf](https://whatworksgrowth.org/public/files/Methodology/Quick_Scoring_Guide.pdf)

## Qualitative data collection

Qualitative data was gathered through depth interviews with project staff, social workers and UASC, including:

- One depth interview with project staff;
- One depth interview with a project delivery partner;
- Three depth interviews with social workers who had used the Planning Star tool;
- Four depth telephone interviews with social workers who had not used the Planning Star tool;
- Four face-to-face depth interviews with UASC (approximately ten minutes each).

Project staff facilitated the recruitment of participants for qualitative research activities with UASC to minimise the need to share personal data as part of the evaluation. Social workers were recruited via email, with support from project staff.

## Secondary data and monitoring information

Monitoring data on relevant project outputs was collected by the project and shared with Ipsos MORI. Administrative data shared with the project included: take-up and usage of the Planning Star tool by local authorities, attendance at training events, and numbers of local authorities involved in the National Transfer Scheme (NTS).

## Value for money assessment

Due to the lack of quantifiable outcomes data or primary or secondary data to monetise outcomes, it was not possible to conduct a CBA or a CEA for the project. As a result, a qualitative assessment of costs and benefits is included, supplemented by a review of secondary data.

## Methodological strengths

- The **breadth of the qualitative data**, including end beneficiaries, key project staff, social workers and UASC, which contributed to a well-rounded analysis of the project's activities.
- The **range of monitoring data** shared by the delivery staff, including local administrative data and statistics, which provided further context and evidence on the achievement of CMF and project outcomes and some evidence of change over time.

## Methodological limitations

- **Participant self-selection biases:** participants could decide for themselves whether they wanted to take part in evaluation activities, which could influence the overall representativeness of the sample.
- **UASC sampling approach:** Young people interviewed were selected to take part based on their use of the Planning Star tool and their English language ability (being able to speak in a focus group without the assistance of an interpreter). Furthermore, three out of four young people interviewed were over the age of 18 at the time of the research (as they had turned 18 during the project) and had already received a decision on their asylum claim. Therefore, it was not possible to capture the views of more recently arrived and younger project beneficiaries, or those with lower English language ability.
- **Project and evaluation timeframe:** the evaluation period covered only part of the project, which was ongoing at the end of the evaluation. This made it more difficult to assess whether certain outcomes had been achieved, particularly for the Planning Star strand as most practitioners who had access to the tool had only used it once at the time of the evaluation (which would have been used to introduce and explain the tool). As a result, practitioners interviewed were only able to provide preliminary assessment of the impact of the tool on UASC engagement and wellbeing.
- **Inconsistencies between post-training and practitioner forum feedback questionnaires and low base sizes:** Many of the feedback questionnaires collected by the project were designed by different training providers, with different questions and scales. This made it difficult to compare responses across training courses. Additionally, the number of feedback questionnaires for most training sessions (apart from two) was low (less than 30), meaning the results can only be presented illustratively.
- **Limited capacity of project staff to support the evaluation:** This resulted in delays obtaining data collected by the project, including up to date monitoring information.
- There was **low engagement by some beneficiary groups with the evaluation**, resulting in necessary changes to the planned methodology and limitations to the full range of views captured:
  - **Low engagement by UASC with the evaluation:** Short qualitative interviews were conducted with UASC instead of the planned focus groups due to low engagement. Reasons for low engagement suggested by and stakeholders included bad weather on the day of the focus group resulting in reluctance to attend, the lack of an incentive offered to take part, and some participants being reluctant or nervous to participate in research activities.
  - **Low numbers of social workers who had experience using the Planning Star tool:** Many social workers who received Planning Star tool training were not willing to take part in an interview as they had not yet worked with UASC and therefore not yet used the tool. In addition, only seven local authorities were using the Planning Star tool at the time of the evaluation. As a result of low response rates to email invitations to take part in an interview from social workers in different local

authorities, two of the three social workers interviewed were employed by the same local authority.

- **Inability to conduct a focus group with practitioners:** The original evaluation plan included qualitative activities with practitioners recruited from a practitioners' meeting. This was considered an efficient way to engage a cross-section of practitioners. However, practitioners' group meetings did not take place during the fieldwork period. Instead, the evaluation draws on data from the practitioners' forum evaluation forms.

Therefore, the **qualitative evidence was unable to capture the full range of views and opinions**. However, the evidence provides additional context to the findings and enables triangulation of the evidence gathered from different participant groups.

## Analysis and synthesis

Monitoring data shared by the project and aggregate data from feedback survey questions and the digital questionnaire was analysed to extract key findings related to achievement of outputs and outcomes. Aggregate data from feedback survey questions was also triangulated with qualitative data.

Interview notes were systematically inputted into an analysis grid for each research encounter, allowing for more in-depth analysis of findings. There was one grid for each type of audience consulted. The grids follow the structure of the topic guide enabling the identification of relevant quotes for each element of the outcomes and process evaluation. A thematic analysis approach was implemented in order to identify, analyse and interpret patterns of meaning (or "themes") within the qualitative data, which allowed the evaluation to explore similarities and differences in perceptions, views, experiences and behaviours. Once all data had been inputted, evidence for each outcome and key delivery themes was brought together in a second analysis matrix to triangulate the evidence and assess its robustness.

Quotes in this report are verbatim and are used to illustrate and highlight key points and common themes. Quotes that contain personal information have been anonymised.

# 3 Key findings: Delivery

## Introduction

This section reports on the key findings from the evaluation in relation to how the South-East region UASC Training and Outcomes Star project was delivered. It begins with an assessment of progress made towards the intended outputs set out in the project logic model. This is followed by discussion of the success factors and challenges that were found to have impacted on project delivery and the achievement of outputs. It concludes with discussion of the extent to which the evidence suggests that the project could be replicated elsewhere or scaled up.

## Was the project delivered as intended?

The table below outlines the target outputs determined at the start of the evaluation process, the actual output at the point of assessment and a determination of whether it was achieved or not. Out of the 18 target outputs set, 11 were achieved or exceeded, three were partially achieved, one was not achieved, and three were inconclusive due to a lack of data made available to the evaluation.

**Table 3.1: Achievement of project outputs**

Target output	Output achieved	Completion measure <sup>25</sup>
<b>Strand 1: Training sessions</b>		
Deliver 1250 training places to social workers who work with UASC from 19 LAs	Monitoring data shows that 778 places were offered over 17 months.  Out of these, 528 were utilised (68% uptake).  A staff member from 17 out of 19 local authorities attended at least 1 training session, with 2 local authorities not attending any training sessions.	Partially achieved
Practitioner Forums held for South-East region local authorities	2 Practitioner Forums were held (October 2018 and April 2019) with 52 attendees in total.  Attendance included at least 1 staff member from 15 out of 19 local authorities	Achieved

<sup>25</sup> The completion measure is a subjective assessment by Ipsos MORI based on the extent to which the project has achieved its intended outputs – scored as follows: inconclusive; not achieved; partially achieved; achieved; exceeded. See Appendix 1 for further details.



	<p>in the region, and 4 places taken up by relevant organisations.</p> <p>Monitoring data shows an 87% uptake of places offered.</p>	
<b>Strand 2: Planning Star</b>		
1 workshop attended by 7 relevant organisations and 7 local authorities	Monitoring data shows that 32 professionals participated in the workshop, including social workers from 7 local authorities, 3 UASC health professionals and 2 representatives from 6 wider organisations.	Exceeded
1 workshop attended by UASC	Data from the project shows that 4 UASC attended the workshop.	Achieved
Questionnaire feedback from UASC and social workers received on the Planning Star tool	Questionnaires were reported to have been administered with UASC and social workers. However, due to low response rates they were not reported on.	Partially achieved
Initial Planning Star tool designed for pilot	The initial Planning Star tool was piloted from December 2018 to March 2019 (the first pilot training date out of 3)	Achieved
Report produced from data collected	2 reports were produced. These relied solely on qualitative insight from the UASC workshop due to the low numbers of questionnaires received.	Achieved
Deliver workshops to social workers in 5 Las by Triangle (paper version of pilot star)	No data was provided by the project regarding this output	Inconclusive
Social workers from 5 Las use the Planning Star tool at least 2 times with UASC overall	No social workers reported using the Planning Star tool at more than one time point at the time of the evaluation. However, the project intended for social workers to continue using the tool beyond the evaluation timescales.	Not achieved (ongoing)
100 single uses of the tool	There were 171 single uses of the paper Planning Star tool.	Exceeded
Workshops to gather feedback from the pilot Planning Star tool from	18 questionnaires from UASC and 11 questionnaires from practitioners (7 social workers and 4 Pathways key workers)	Achieved

UASC practitioners and UASC (no target)		
Planning Star tool launched	The Planning Star tool was launched on 31 March 2019	Achieved
Event held to showcase the results of the pilot	A publishing launch was held in July 2019.	Achieved
All 19 LAs encouraged to sign up to take part in the full roll out of the Planning Star tool	<p>17 out of 19 local authorities were engaged by project staff, as well as one local authority from outside the South East region.</p> <p>7 local authorities were reported to have adopted the Planning Star during the evaluation timeframe;</p> <p>2 local authorities were reported to have expressed interested but not yet committed to adopting the tool and 1 local authority was reported to have been trained on the Planning Star tool but not started to use it at the time of the evaluation.</p>	Partially achieved
Other professionals invited to buy a license to the tool	No information was provided to the evaluation regarding professional invited to buy a license.	Inconclusive
3 staff members trained to deliver training and support to Planning Star tool users	2 'train a trainer' sessions were held in July 2019 for the project lead and Pathways for Independence staff.	Achieved
Deliver training to teams and new staff members as required	No data was provided by the project regarding this output	Inconclusive
6 translated versions of the Planning Star tool produced	6 translated versions of the Planning Star tool were produced (Arabic, Kurdish Sorani, Tigrinya, Amharic, Pashto and Farsi)	Achieved

## What worked in delivering the project?

### **There were four key elements that were found to facilitate project delivery:**

- (1) Project staff's flexible and responsive approach to planning training sessions, which ensured they were accessible and covered in-demand topics;
- (2) The skills and expertise of training delivery staff;
- (3) Initial work undertaken to ensure the Planning Star tool was designed appropriately and relevant to the needs of UASC; and
- (4) The existing regional coordinating role of project staff, which aided coordination across local authorities and engagement of UASC practitioners.

### **(1) Flexible and responsive approach to planning training sessions**

Project staff were responsive to the needs of social workers when planning the UASC-focused training sessions, which helped to ensure sessions were accessible and relevant to staff across local authorities. Project staff engaged with social workers throughout the project to identify emerging key training needs, and delivered tailored training sessions at a local level where necessary to ensure a fully trained workforce. For example, the Human Rights Act training was added later, due to an identified need among social workers. In addition, staff identified understanding the process for Age Assessments as a key need among social workers, leading to increasing the number of training sessions offered to local authorities and extending the length from one-day to two-day sessions to ensure the topic was covered in adequate depth.

Further, staff responded to early low uptake of training sessions by amending the approach. While the monitoring data showed an average take up of 68% places at the training sessions, some of the earlier sessions had much lower attendance. This was partly due to the location of some training sessions, which some social workers reportedly found it difficult to travel to, and the fact that some sessions clashed with school holidays during which staff were unavailable. This led project staff to apply for an extension bid from the CMF fund to enable them to book central London venues for later training sessions. The attendance data for these later courses showed higher attendance rates, which suggests this overcame the initial barriers.

*"We've had some trainings that have been really poorly attended, and when I've reflected and looked at that, it's about timings and it's about me being more aware of school holidays." Project staff, depth interview*

### **(2) Skills and expertise of training delivery staff**

Participants valued the skills and expertise of the training delivery staff, evidenced from the level of positive feedback collated via the training sessions feedback forms.<sup>26</sup> Open responses suggest that trainers were knowledgeable experts who delivered informative and relevant information. This was also evident from the practitioners' survey responses, where agreement with relevant statements was particularly high for courses with a high

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<sup>26</sup> Base size: 24 (Human Rights Act training)

92%

of Human Rights Act training beneficiaries stated that the trainers' knowledge and subject matter was 'excellent'

level of technical or legal context (for example Age Assessment and Human Rights Act training), where the trainers were legal professionals. The experience and expertise of trainers also meant they were able to answer technical questions, provide attendees with in-depth information and demonstrate how legal experts use the Age Assessment information that UASC practitioners provide them. In addition, the course

trainers were felt to add value by giving attendees practical ideas on how to implement their learning in their day-to-day work with UASC, and by providing ideas for further reading and research.

*"Human Rights Act training was brilliant. Both facilitators were extremely knowledgeable and passionate within their expertise and used helpful case studies" Training beneficiary (Human Rights Act training), feedback form open response*

*"[Trainer] was very knowledgeable and engaging. She was very clear and this was some of the best training I have been on for a while." Training beneficiary (Age Assessment course), feedback form open response*

### (3) Relevance and design of the Planning Star tool

Interviews with UASC and practitioners who had used the Planning Star tool reported that the tool was well designed and usable. Two contributing factors were identified:

1. **Project staff and beneficiaries reported that the "outcome star" model was well established and already widely used by social workers.** Most practitioners interviewed reported being familiar with the "outcome star" model, suggesting that a "tried and tested" approach worked well to aid understanding among practitioners.
2. **Before the roll-out, the tool was researched and piloted among stakeholders and practitioners who provided feedback on its design.** This resulted in revisions to the model with the intention of making it more relevant for UASC and those supporting them. Interviews with UASC and practitioners reported the Planning Star tool was a simple tool to use and covered all relevant topics, suggesting that this process was successful.

Some UASC valued the visual aspect of the Planning Star tool, which allowed them to see the extent of their progress for each area. One UASC reported this motivated them to act on particular areas that lacked progress. Practitioners felt the tool helped show UASC a holistic picture of their lives and areas of support they might need.

*"There's visual aspects of it and the simplicity of it in terms of numerical and marking how they feel on one to five...I think it opens a lot of opportunity for the young person to talk." UASC practitioner, depth interview*

*"Nothing [is] missing. [It covers the] right areas because those are the areas in which you experience problems with." UASC beneficiary, interview*

Project staff also reported that the perceived success of the model had inspired a charity to develop a similar tool.

#### **(4) Regional position of project staff**

Project staff and practitioners reported that having project staff in a regional coordinating role as part of the Strategic Migration Partnership meant that working relationships with local authority staff already existed, making communication and engagement easier. One UASC practitioner highlighted the value of the regional position of the project lead (as opposed to being associated with one local authority), which they felt helped to bring different local authorities together to share experiences and expertise through the training sessions.

*"It's great having [project staff] as a link outside of [local authority] as well, because we feel quite isolated even within our own service being so little sometimes and so specialist...and that access to training... and feeling like there's other specialist people out there doing the same thing is really nice." UASC practitioner, interview*

### **What were the challenges to delivering the project?**

#### **There were four main challenges to project delivery:**

- (1) Recruiting and engaging local authorities with the Planning Star tool and training sessions;
- (2) The time-lag between the Planning Star tool training session and accessing the online system;
- (3) The time to embed the Planning Star tool in practice, which required more resource than anticipated; and
- (4) Limited capacity among project staff to coordinate the project.

#### **(1) Recruiting and engaging local authorities**

Project staff encountered challenges recruiting staff across the local authorities for both the Planning Star tool and the training sessions. For the Planning Star tool, seven out of 19 local authorities were recruited to use the tool. While there was no financial cost for local authorities to participate in the Planning Star pilot, project staff felt that many social workers lacked capacity and therefore could not commit to the time required to attend the training. Project staff also suggested that wider policy considerations among local authorities (such as funding for UASC not being a full cost recovery or local authority capacity being taken up addressing other issues in meeting the needs of children in their locality) was a barrier to engaging in the project, which project staff felt was out of their control.

*"The biggest challenge has been getting responses from local authority...once we've got them engaged and on board... they've loved it." Project staff, depth interview*

Once local authorities were recruited to take part in the project, project staff reported that maintaining the engagement over the project took more resource than anticipated. To overcome this challenge, project staff organised a "publishing launch" once the Planning Star tool was finalised to encourage local authorities to use it alongside Pathway Plans or Care Plans.

*"It was a year before we were at the point of publishing... they'd heard about the [Planning] Star, but it had been a long time coming. So, maintaining that engagement over that length of period was quite difficult." Project staff, depth interview*

There were also barriers to engaging staff from all 19 local authorities to take part in training. Monitoring data showed variations in the level of engagement between local authorities. For example, two local authorities were highly engaged and requested specific Age Assessment training for their staff, whereas two local authorities did not attend any of the training sessions. Open responses in the practitioners' questionnaire highlighted that workload was the main barrier to attend training. Project staff highlighted how this workload stemmed from different factors, including competing priorities or internal restructuring within local authorities.

## **(2) Time-lag between the Planning Star tool training and accessing the online system**

UASC practitioners reported that the time-lag between attending the Planning Star tool training session and being able to access the online system meant that it was more difficult to implement the tool in practice. Practitioners reported that they came away from the training session feeling enthusiastic about the tool, but the delay in accessing the online system resulted in a loss of momentum, which they felt hampered their ability to successfully implement the Planning Star tool.

Staff reported that the delay was due to a system update. This meant that during this time, local authorities were unable to use the Planning Star online tool; however, they were able to access the tool after six weeks, once the system was updated. During this time, UASC practitioners who used the Planning Star tool used paper copies. As the paper copies were not logged on the online system, this also impeded data collection or assessment of the use of the tool. This suggests that when launching online tools, organisations should coordinate with systems maintenance to ensure a smooth transition.

*"We didn't have materials until ... maybe two months ago... and then we got on the system a few weeks after that essentially... I think that was a big shame... it was very fresh in our heads [after the training], I think we were all very excited about it and ready to go out and use it... I think it's been very slow and maybe a just a bit of loss of excitement across the team maybe because of that delay" UASC practitioner, interview*

## **(3) Resource required to embed the Planning Star tool**

Project staff and a project partner reported that embedding the use of the Planning Star tool took more resource than originally anticipated. This was attributed to challenges changing existing practice in busy organisations. Furthermore, staff reported that local authority staff required a significant amount of ongoing support to use the tool, in terms of attending team meetings and trying to address 'teething' issues around implementation.

*"We've delivered the training, we've issued the licences, but now we need to continue to engage them to use the Star... I think what we'd thought is, we'd deliver the training and... that they'd then move forward with embedding it." Project staff, interview*

Project staff and practitioners also reported that UASC practitioners already had existing tools to support UASC in their care, and therefore in some instances the Planning Star tool was seen as adding to, or in some cases duplicating, existing work. Interviews with UASC

practitioners highlighted that where the Planning Star tool was used in addition to the existing Care Plan or Pathways Plan this created additional paperwork. To overcome the extra layer of administration, one local authority redesigned their database to ensure that Pathway Plans were more “Outcomes Star friendly”. The hope was to reduce the time burden among staff of using the tool.

*“It's kind of not duplicating work but extra work [because we] physically have to do both pieces of work.” UASC practitioner, interview*

However, one local authority representative stated that they decided not to implement the Planning Star tool as staff felt it duplicated the work of the Pathway Plan. They also reported that UASC in their care did not want another form to fill in, and felt it was designed more for practitioners’ benefit rather than for UASC.

*“Why are we adding it to the Pathway Plan? [It felt like] putting something else on top of what we were already doing.” UASC practitioner, interview*

#### **(4) Limited capacity to coordinate the project**

Project staff reported they underestimated the time required to coordinate the project, particularly with administrative tasks. For example, staff reported that several follow-up emails were needed after sending training session details to respond to queries. Project staff reported that the lack of resource meant that less time could be spent networking with the different local authorities and encouraging take up of the Planning Star tool and the training sessions. In future, project staff suggested that more administrative support would be needed to help coordinate the project.

## 4 Key findings: Outcomes

This section reports on the key findings from the evaluation in relation to progress made by the South-East Region UASC Training and Outcomes Star project towards its intended outcomes. It begins with an assessment of progress made towards each of the intermediate CMF outcomes set out in the project logic model. Project-specific outcomes are also considered where these “map” onto the relevant CMF outcomes. Where expected during the project timeframe, evidence towards meeting longer-term outcomes is also considered. This is followed by discussion of the factors that were found to have contributed to the achievement of project outcomes. Finally, this section summarises the progress towards longer-term outcomes expected to be realised beyond the timeframe of the evaluation.

### Progress towards intended outcomes

The available evidence suggests that the project contributed towards achieving some of the local authority outcomes, including acquiring expertise and structures, and improving coordination and cooperation between agencies. Although there was a lack of evidence to suggest that the project had increased insight into local migration patterns, the available evidence suggests that this project will likely contribute to this outcome in the future. However, the evidence indicates a limited contribution towards improving access to public services for UASC.

#### **CMF fund-level local authority outcomes**

##### **Intermediate outcome 1: Increased insight into local migration patterns and community impact**

The project aimed to increase insight into the support journeys of UASC within and across local authorities by encouraging social work teams to use the Planning Star tool when conducting bi-annual reviews with UASC. In this way, local authorities would capture data about UASC support and progress towards outcomes in a consistent format. The data collected was intended to be used to explore trends and identify patterns and gaps in support provision and improve resource allocation and planning at both a local and regional level.

Project staff reported it was too early for the Planning Star tool to provide trend data, as this required the tool to be used twice with the same UASC. To speed up the process, project staff asked social workers to conduct reviews using the tool within three months (rather than six months) to accelerate data collection and allow analysis of early results. However, even with this shortened time frame only the first review had been conducted by February 2020. This was substantiated by interviews with UASC practitioners using the Planning Star tool, who said they were not aware of how – if at all – the data generated by the tool was being used.

There was some evidence to suggest that the Planning Star tool would improve local authority data-collection related to UASC in the future. Project staff highlighted how local authorities did not use any data-collection tools specific to UASC, instead using other more



“generic” assessments typically used for the wider Looked After Children population (such as Pathway Plans). This meant that data could not be analysed for all UASC and did not contain data on specific UASC journeys, for example regarding planning for the outcome of their immigration case. This was corroborated through interviews with UASC support workers (including those who had and had not used the Planning Star tool), who stated they were unaware of what, if any, UASC-specific data their local authority was collecting. Both project staff and UASC practitioners felt that the Planning Star tool would ultimately be useful in the following ways:

1. **At the individual level:** To improve engagement with UASC and ensure they are better supported. For example, UASC practitioners felt that data collected on the status immigration cases would help them deliver support more appropriately, such as preparing UASC for different immigration status outcomes or focusing on mental health and wellbeing prior to their case being reviewed.
2. **At the service level:** Improving planning and resourcing by identifying gaps or trends in support for UASC across and between local authorities in the region. For example, regional differences in UASC education outcomes could reveal variations in ESOL provision.

*“Because there’s such limited resources [for] working with UASC. I’ve got a few things that I’ve brought with me from my old role... but there’s so little for UASC, there really is.” Project beneficiary (social worker), depth-interview*

In addition to this, project staff highlighted that they had developed guidance documents for UASC practitioners based on best practice. This included Operational Guidance documents for Age Assessments and for Human Rights Act assessments. These were shared with UASC practitioners during training sessions and with local authority representatives in executive board meetings (including the South East Strategic Migration Partnership Executive Board meeting, the Association of Directors of Children’s Services Task Force, the South-East Director of Children’s Services meeting, and the Assistant Directors of Children’s Services regional meetings). Project staff felt that their involvement in the Strategic Migration Partnership and regional coordination of the NTS helped them to share good practice in different forums.

**While the Planning Star tool had not yet generated data to increase insight into support provided to UASC at the time the evaluation took place, evidence from qualitative interviews with staff and UASC practitioners suggests the Planning Star tool may contribute towards this outcome in the future.**

### **Intermediate outcome 2: Acquired expertise and structures in place to deal with local issues**

Both strands of the project aimed to improve expertise and structures for supporting UASC in local authorities in the region. The Planning Star tool aimed to better equip UASC practitioners to support UASC through the asylum process and prepare them for different possible outcomes of their immigration case. The Training strand aimed to upskill practitioners to better support UASC. This included courses which aimed to equip UASC practitioners to be able to identify victims and those at risk of exploitation, radicalisation and trafficking (including both UASC and other Looked After Children); and provide

guidance on how to conduct Age Assessments for UASC and Human Rights Act Assessments for UASC over the age of 18 who have become Appeal Rights Exhausted.

There was a lack of consensus as to whether the Planning Star tool had increased expertise among UASC practitioners interviewed. One UASC practitioner felt that despite the Planning Star tool being a useful tool, it had not impacted their team's expertise to support UASC, as this was already felt to be high. Conversely, another UASC practitioner felt that the Planning Star tool had a positive impact on building their personal confidence to support UASC, through helping to guide their work and understand the type of support needed. These findings may be indicative of variations in expertise and confidence among UASC practitioners across local authorities.

*"Everyone is pretty much top of their game... this [Planning Star tool] is just another tool for them to use" Project beneficiary (social worker), interview*

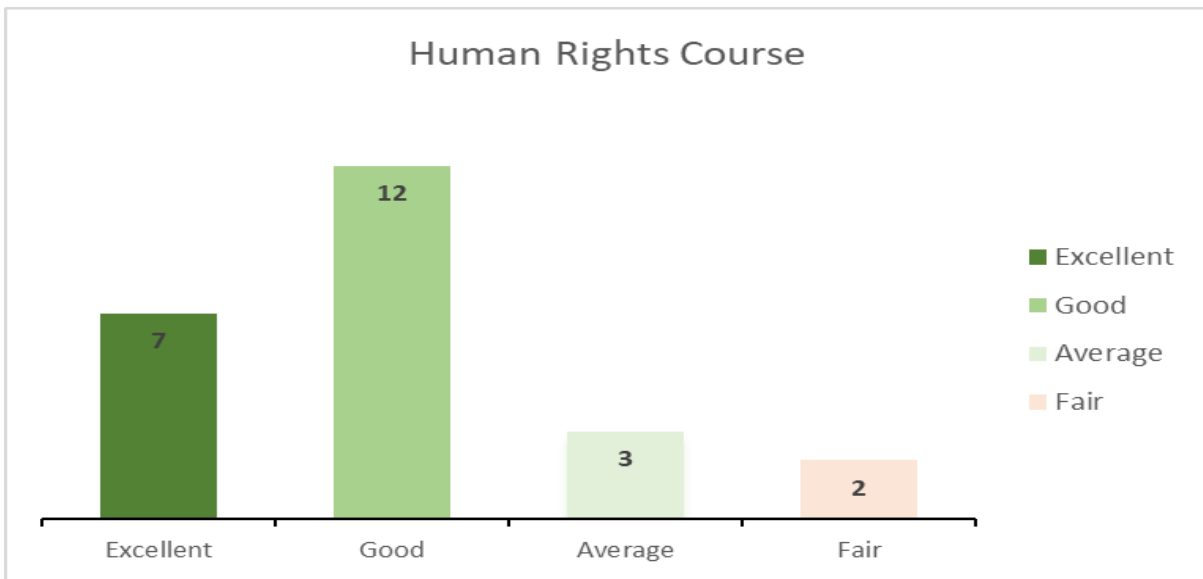
*"I think it's given me a real understanding of [UASC'] perspective... and made me more confident in terms of knowing where the support is needed and what needs to be done." Project beneficiary (social worker), interview*

There was a strong consensus among UASC practitioners that the training strand had helped improve staff skills and confidence in managing UASC caseloads. Post-training feedback forms were completed for most sessions undertaken during the evaluation,<sup>27</sup> although sample sizes varied and for most courses were less than 30. In these cases, the data is illustrative only and should be interpreted with caution. While forms asked different questions and included different scales, the feedback for each course was generally positive and stated that participants' knowledge of specific course topics had improved as a result. For example, 15 out of 28 participants of the Triple Track Planning course stated that they knew 50 - 100% of the topic before attending the course, compared to 26 out of 28 participants after the course. Data from other course feedback forms also indicated that participants' knowledge had improved as a result of attending the sessions and that they were likely to apply this knowledge to their practice in the future. For example, the majority of Human Rights Course attendees (22 out of 27) reported that their knowledge, skills or confidence for conducting assessments had increased.

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<sup>27</sup> Data was provided by the project for the Age Assessment, Trauma, Triple Planning, UASC Experience, Human Rights and Modern Slavery training courses.

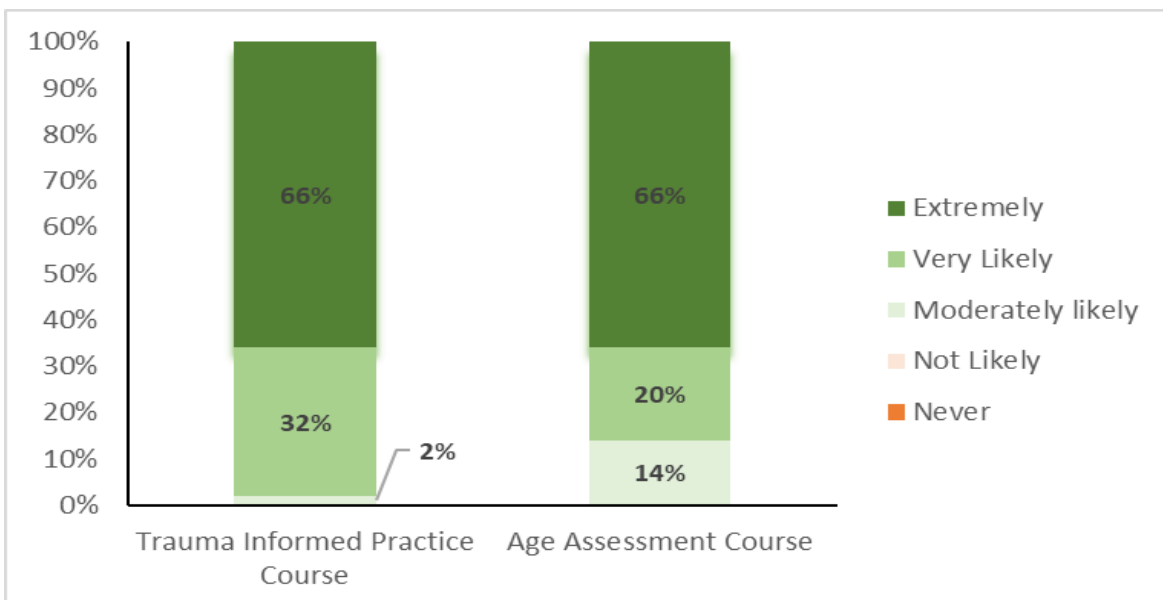
**Figure 4.1: Human Rights Course, “I have increased my knowledge, skills or confidence for conducting human rights assessments”**



Base size: 24

For the Trauma Informed Practice course and Age Assessment course, all attendees reported that they were likely to use the information they had learnt in practice.

**Figure 4.2: Trauma Informed Practice Course and Age Assessment Course, “How likely are you to use the information you learnt in your practice?”**



Base sizes: Trauma Informed Practice course: 47; Age Assessment course: 39

Interviews with UASC practitioners suggested that the information taught in the training sessions contributed towards improving UASC practitioners’ knowledge and skillset related to supporting UASC, including how to conduct an age assessment and when and how to

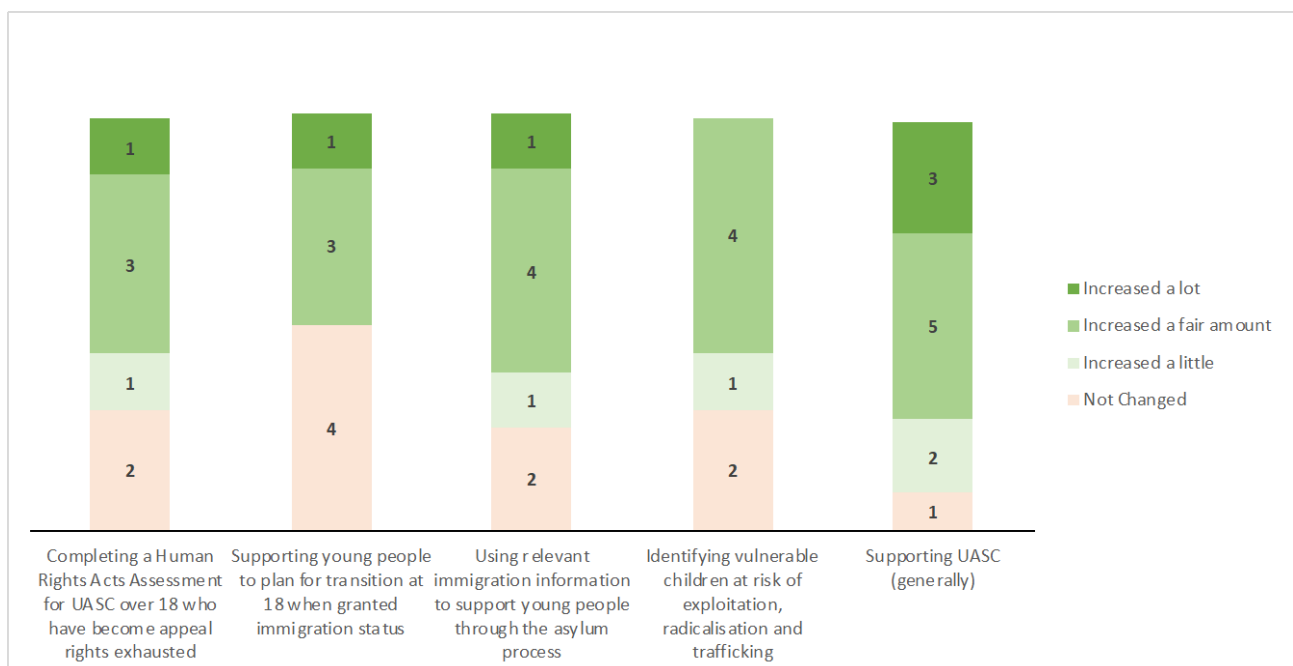
complete a Human Rights Assessment. Practitioners also reported that their understanding of relevant immigration legislation and how it relates to UASC had increased. These findings were corroborated by free-text responses from the training feedback forms. Participants frequently mentioned finding the sessions “informative” and that they had helped to develop, update and/ or embed knowledge about the subject. Participants further highlighted how the training had helped them to identify and understand best practice, which added to their skill set and helped them better support UASC.

*“I think [social workers in my team] are certainly more knowledgeable about [what it means to be] Appeal Rights Exhausted because there was no knowledge in the team prior to [the training session] if I’m honest.” Project beneficiary (social worker), interview*

*[In response to: What are you going to do differently as a result of attending today?] “I have a better understanding of the legal process around UASC and will be able to share this with the other students I work with. I will also be able to answer better any questions with UASC I am working with.” Training beneficiary (Triple Track Planning), written feedback*

By increasing this knowledge and updating their skill set, UASC practitioners felt that this had improved their confidence and ability to support UASC caseloads in the future. Almost all UASC practitioners who completed the online survey (10/11 respondents) reported that their confidence had increased when supporting UASC since attending training (see Figure 4.1 below). The most widely reported specific increase in confidence was UASC practitioners’ ability to use relevant immigration information to support young people through the asylum process (6/8 respondents). Interviews with UASC practitioners and the course feedback forms also indicated that UASC practitioners felt or had become more confident since attending the courses, both in supporting UASC generally and specific to certain procedures (such as the implications of becoming Appeal Rights Exhausted).

**Figure 4.3: Responses to social worker survey questions, “Thinking about the training session(s) you participated in, to what extent, if at all, has your confidence in the following increased?”**



**The evidence suggests that the training sessions contributed to improving attendees' knowledge and confidence in supporting UASC and managing caseloads. While there was limited evidence regarding the contribution of the Planning Star tool towards increasing the expertise of UASC practitioners. Qualitative data suggests that the Planning Star tool may have had a stronger contribution for UASC practitioners who were less experienced.**

### **Intermediate outcomes 3: Increased co-ordination and co-operation between agencies**

The project aimed to improve co-ordination and co-operation between local authorities by addressing barriers to participation in the NTS, thereby encouraging a fairer distribution of UASC across the region. The Planning Star tool strand aimed to provide a standardised model for practitioners to use when supporting UASC, which aimed to build confidence, especially for those who are new to supporting UASC. The training strand aimed to increase the confidence and expertise of practitioners to support UASC, which project staff felt would encourage more local authorities to accept UASC through the NTS. This was alongside direct engagement activities undertaken by the project lead, including attending team meetings in different local authorities, sending project newsletters to relevant local authority staff, and engaging in regular ad-hoc communication via phone and email.

The project lead was the main person responsible for promoting the Planning Star tool and training courses. Project staff and UASC practitioners widely reported that the lead's embedded and well-established position as NTS coordination facilitated engagement with local authorities (explored in more detail in Chapter 3). Project staff further reported that local authorities were more willing to share data with other local authorities in the region as a result of using the Planning Star tool, while engagement activities helped build relationships which facilitated cooperation. Delivery staff reported that prior to taking part in the project and using the Planning Star tool, local authorities were often reluctant to share data.

Project staff also reported that the training sessions had helped to build informal working relationships between UASC practitioners from different local authorities. They described how training attendees often exchanged contact details and subsequently contacted one another for advice in relation to supporting UASC. Additionally, project staff explained that local authorities that exhibited good practice would offer informal assistance to local authorities that experienced difficulties. For example, project staff had put local authorities in touch with one local authority regarding their work supporting UASC who had arrived through the 'Dubs Amendment',<sup>28</sup> while another acted as a key point of contact with regard to conducting Age Assessments. These findings were corroborated through interviews with UASC practitioners, as well as evidence from the course evaluation forms, which consistently mentioned networking with other local authorities as a positive outcome among practitioners who attended training sessions.

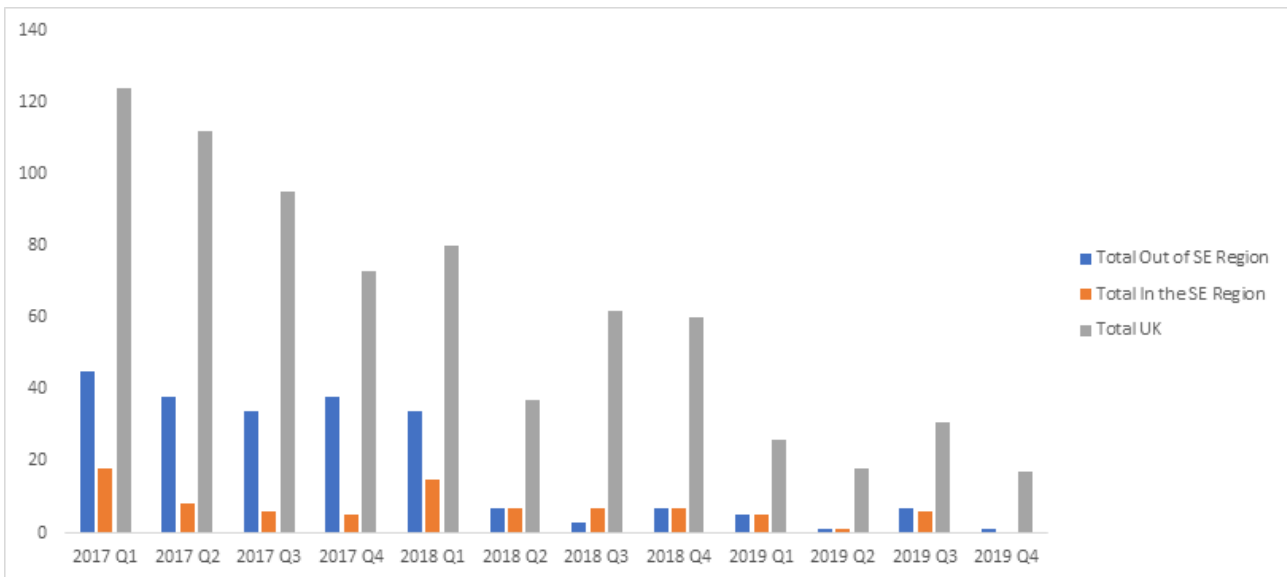
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<sup>28</sup> Section 67 of the Immigration Act 2016 (known as the 'Dubs Amendment') placed a requirement on the Secretary of State to 'make arrangements to relocate to the United Kingdom and support a specified number of unaccompanied refugee children from other countries in Europe'. The government committed to transferring 480 children from France, Greece and Italy under section 67. For more information, see: <https://homeofficemedia.blog.gov.uk/2018/01/19/fact-sheet-on-the-uks-support-for-asylum-seeking-and-refugee-children-in-europe/>

*“Just getting people connecting in the same room face to face makes it easier than talking over email. [We] build this relationship, pick up the phone if there’s a question about something... I think it has been good.” Project beneficiary (social worker), depth-interview*

However, national data on participation in the NTS does not show an increase among local authorities in the region. Data shows that all 19 local authorities were participating in the NTS before the start of the project, while 18 local authorities participated in the fourth quarter of 2019 (midway through the project). Additionally, the total number of transfers in and out of local authorities in the region decreased since the start of the project (see figure 4.2); however, this may also be a result of lower transfers in the UK generally.

**Figure 4.4: Regional transfers in and out of the NTS in the South East Region**



However, project staff expressed they had noticed increased local authority take-up of other routes to accept migrant children (including the Vulnerable Children’s Resettlement Scheme, the Dubs Amendment, and Dublin III) which they attributed to the project. Project staff highlighted how instances of low take-up of schemes among certain local authorities likely stemmed from other external factors, such as capacity to take on additional UASC cases.

UASC practitioners also suggested an additional benefit of attending training sessions was increased awareness of wider organisations who could provide advice and guidance around supporting refugee and migrant children, such as the Refugee Council. One social worker mentioned subsequently contacting these organisations for advice and guidance around the asylum-seeking process.

**Overall, there was some evidence to suggest that the project had contributed to improving professional links and data-sharing between local authorities. Although this did not appear to have contributed towards increased participation in the NTS (potentially in part due to external factors), there is some anecdotal evidence that this may have contributed towards increased**

## **participation in other schemes to accept and support refugee and migrant children.**

### CMF fund-level migrant outcomes

#### **Intermediate outcome 4: Increased understanding of and access to public services**

The Planning Star tool was designed to improve UASC understanding of, and access to, public services and to help prepare UASC for a potential life in the UK. Relevant sections of the Planning Star tool included 'physical health', 'how you feel', 'understanding life in the UK', 'immigration process' and 'education, activities and work'.

UASC practitioners interviewed felt that while UASC they supported had improved their understanding of and access to public services, none attributed this increase to the use of the Planning Star tool. UASC practitioners expressed that orientation had always been a key part of their role supporting Looked After Children and was not considered to be a new objective. As a result, they did not feel that the Planning Star tool had resulted in a change in the level of understanding of or access to services among UASC they supported. One UASC practitioner who noted an increased knowledge and demand for information on public services among UASC over the past two years attributed this to an increase in people accessing information through smartphone technology.

*"[Access to services] is [already] a pretty big piece of work ongoing that happens from the day [UASC] arrive" Project Beneficiary (social worker), depth-interview*

UASC practitioners also felt the UASC they supported already had a good understanding of public services prior to the introduction of the tool. They reported that many of the UASC in their caseloads (particularly older UASC) were able to book appointments with doctors and dentists independently. Practitioners attributed knowledge and confidence using public services among UASC to their command of English language and how long they had lived in the UK.

Interviews with beneficiaries corroborated these findings. UASC reported that they understood and were able to access public services, including booking appointments with a General Practitioner or dentist. UASC mainly attributed this to the wider work of their social worker, as opposed to use of the Planning Star tool. However, it is worth noting that those who were interviewed had not arrived recently in the UK and most were adults (aged 20), with only one 16-year-old.

One UASC practitioner who had used the Planning Star tool felt it had facilitated discussions with UASC around the asylum-seeking process and enabled them to "open up" conversations with UASC about support networks and the immigration system. They reported that this process was beneficial and important for UASC, as understanding the immigration system presented a significant challenge for UASC they worked with.

*“[The Planning Star tool] opens it up to discussion, the reality is that not everyone’s going to get asylum and it [enables discussion around] what happens if they don’t and makes sure you prepare young people for different outcomes.” Project beneficiary (social worker), depth-interview*

**Despite some evidence to suggest that the Planning Star tool facilitated conversations around the immigration process, overall the evaluation found little evidence that use of the Planning Star tool had increased understanding of or access to public services, as practitioners and UASC felt that support was already available.**

## Progress towards longer-term outcomes

This section gives a short overview indicating contribution of the project towards longer-term outcomes (expected beyond the timeframe of the evaluation). This is informed by the direction of change as depicted in the logic model (figure 2.2) and is based on the assumption that the logic is valid, unless the evidence suggests otherwise.

### **Longer-term outcome 1: Building the evidence base of “what works” locally**

There was little evidence of the Planning Star tool increasing expertise surrounding support for UASC, given the limited amount of data collected by the tool at the time of the evaluation. However, if the tool continues to be used going forward, the evidence suggests that the data collected may build an evidence base of gaps in support for UASC and inform future planning and resourcing within and across local authorities.

There was some evidence to suggest that the training sessions increased connections between UASC practitioners supporting UASC, thereby building a network of professionals across the region through which UASC practitioners could rely on each other for support and advice pertaining to supporting UASC. Additionally, project staff highlighted how the project lead attended conferences throughout the South East region to share findings from the project and promote the Planning Star tool. In tandem, and based on the assumption that these networks and knowledge sharing will continue beyond the project and improve the local authorities’ knowledge base, this will likely to contribute towards the longer-term outcome of building the evidence base for “what works” locally.

*“It has been really useful speaking with practitioners, Home Office professionals and people working for other authorities to share ideas, practices and recommendations. It is something I feel would be beneficial to attend every few months as a way of strengthening links and resources” Training beneficiary (practitioners’ forum attendee), written feedback*

Overall, the evidence suggests that the project increased opportunities for UASC practitioners to share best practice, as well as improved local authority data collection on UASC to identify gaps in support and resourcing, will therefore likely contribute towards the longer-term outcome of building the evidence base of ‘what works’ locally in future.



## **Longer-term outcome 2: Increased wellbeing (e.g. mental and physical health, levels of confidence)**

The evaluation found little evidence that the use of the Planning Star tool had increased access to or understanding of public services among UASC. However, the evaluation did find evidence that some practitioners' knowledge and expertise in supporting UASC had improved as a result of the tool and the training, and that they would apply this knowledge to their services. Therefore, although there is little evidence that using the tool will directly contribute to this longer-term outcome, assuming support provided to UASC improves, it is likely that the project will contribute towards the longer-term outcome of increased wellbeing.

Despite this assumption, UASC practitioners who were interviewed felt that it was unclear as to whether outcomes related to wellbeing could be directly attributed to either the Planning Star tool or the training they received. Similar to accessing public services, practitioners reported that caring for the wellbeing of UASC was a key part of their existing responsibilities for all looked after children. Practitioners reported that UASC mental health frequently fluctuates and is dependent largely on the stage of their asylum claim. However, some UASC support workers mentioned that the Planning Star tool and training courses would help to improve their communication with UASC regarding the asylum process, which in turn may improve the mental health of UASC. Wider factors that UASC practitioners attributed to improvements in mental health among UASC included feeling more settled and orientated in the local area, building up informal support networks and feeling part of a community.

# 5 Value for Money

## Introduction

Due to the lack of quantifiable outcomes data or primary or secondary data to monetize outcomes, it was not possible to conduct a Cost Benefit Analysis (CBA) or a Cost Effectiveness Analysis (CEA) for the project.<sup>29</sup> As a result, secondary data was considered alongside a qualitative assessment of costs and benefits.

## Secondary data assessment

Cost-benefit analysis has been explored for other versions of the Outcomes Star.<sup>30</sup> In a 2018 review, three experiments looked to assess the suitability of the Outcomes Star to cost-benefit analysis. The review notes the difficulties in applying a cost-benefit analysis for Outcomes Star tools which are not primarily designed for use in a cost-benefit analysis context.

The following approach to cost-benefit analysis was used:

- a. **Identify stakeholder and scope.** Stakeholders are those that experience material change because of the service (e.g. service users, local council, central government). The Outcomes Star tools only measure impact on the service user and do not usually measure any wider benefits to others.
- b. **Develop an impact map that links inputs, outputs and outcomes.** The process of development of the Outcomes Star tools involves identifying the key individual service user outcomes that are important for that service user group. This set of outcomes can be used in cost-benefit analysis, but the disadvantage is that it is not specific to the particular project in question.
- c. **Establishing impact.** This stage involves the measurement of outcomes from the project or intervention. Using an Outcomes Star tool provides a way of measuring those outcomes, however the Outcomes Star does not in itself enable an organisation to make these calculations so a way of doing this needs to be designed in addition to using the Outcomes Star to measure outcomes.
- d. **Evidence and value outcomes.** In this stage, a financial value is assigned to each outcome (e.g. X change = £ benefit). Valuing outcomes involves using secondary research/ databases (e.g. average number of times A&E is accessed if a person is homeless and cost per A&E visit).

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<sup>29</sup> As outlined in Chapter 3, other strands of the project were not in scope of this evaluation.

<sup>30</sup> Triangle, 2018, Exploring the Outcomes Star and Cost-Benefit Analysis (CBA) methodology/ Available here: <https://www.outcomesstar.org.uk/wp-content/uploads/OS-Exploring-CBA-and-the-Star-Oct-2018.pdf>

- e. **Calculating the cost-benefit ratio.** Dividing the total benefits by the total costs of the project.

**f. Verification of results**

The three examples used in the review were: the Community Star and Groundwork; the Homelessness Star and Camden Council; and the Justice Star and Norfolk Police and Crime Commissioner.

1. The Community Star and Groundwork

- Stakeholders were identified and involved in the development of the impact map. As part of this, Community Star scales were mapped onto specific outcomes. A draft version of the monetizable proxies linked to each outcome was developed. Data on the costs assigned to each proxy was also gathered. A plan for assessing attribution of benefits (i.e. how much value was added by the projects) was also developed.

2. The Homelessness Star and Camden Council

- Three stakeholder groups were identified: individual service users, Camden Council and Central Government. Interviews were conducted with staff at St. Mungo's and St. Christopher's in order to map the Homelessness Star scale definitions onto hard outcomes and desk research was carried out to identify the probability of these outcomes at different points on different scales and to identify the financial consequences of these outcomes.

3. The Justice Star and Norfolk Police and Crime Commissioner

- Triangle mapped the journey of change onto the indicators in the valuing tool, identifying the point on the 1-10 scales at which it was reasonable to assume change in hard indicator. On the basis of this mapping the Police and Crime Commissioner decided to use Star areas identified as having strong concurrence with the hard indicators they were interested in as a basis for their CBA calculation.

## Challenges

These attempts to conduct cost benefits analysis of Outcomes Star tools presented a number of challenges:

- Star areas are baskets of relevant changes within an outcome area so do not always lend themselves well to objective indicators.
- Star areas could be good indicators of change in mental health and well-being or increased employability, but the mapping becomes less meaningful and more problematic when very specific proxy indicators are used.
- It can be hard to define Star thresholds by which indicators are likely to have been achieved.

- Suggestions about how to code the Star for outcome indicators (e.g. Mental health) can be affected by the specific outcome in the CBA tool.
- Some Star areas are mapped onto more than one outcome indicator.
- Some outcome indicators could be predicted by change in more than one Star area.

An intended longer-term project outcome was the increased physical and mental well-being amongst supported UASC, as a result of UASC feeling more supported, confident and engaged by their social worker through using the Outcome Star tool. These benefits are assumed to accrue in the longer-term (beyond the lifetime of the evaluation) and were therefore out of scope of the evaluation activities. Data from the Manchester New Economic Unit cost database provides estimates for the cost of improved children's well-being positive functioning relating to autonomy, control and aspirations of £3,500 which provides an indication of the scale of benefits associated with increases in mental well-being.

### Qualitative assessment of project costs and benefits

Project staff reported that they had attempted to minimise costs as much as possible by calling or emailing contacts as opposed to meeting them face to face. However, project staff also stated that development of the Planning Star tool was more expensive than initially planned, mainly due to travel costs associated with meeting the developers. The project was required to put in an extension bid because of these costs.

Project staff felt that while the training programme may have gone ahead in a smaller capacity without CMF-funding (provided a different source of funding was identified), development of the Planning Star tool and the networking activities would not have taken place. They explained that this was because of the specialist skills and infrastructure necessary to develop Planning Star tool, which required the work to be outsourced. As a result, without CMF funding staff felt that the region would not have been able to address inconsistencies in data collection activities among UASC cases, which is anticipated to standardise UASC services, and improve regional planning in the longer-term.

While project staff and practitioners felt that the project had significantly contributed to increasing the skills and confidence of UASC practitioners, they acknowledged a general “shift” in the region towards creating more specialised teams and addressing social outcomes for migrants. They explained that this may have contributed towards this outcome as well, as practitioners may have attended a forum or received information about working with migrant children from other sources, such as a local charity. However, project staff and practitioners noted that this exposure is likely to be different depending on the specific local authority, for example noting that Brighton has a larger number of organisations focusing on refugees than other areas.

## 6 Conclusions and lessons learned

This chapter outlines key learnings from the South-East Region UASC Training and Outcomes Star project around delivery and progress towards outcomes, including key barriers and enablers. There is also a discussion around some of the main attributes of this project, including for whom it benefited, the larger context in which it was created, and future directions in terms of replicability, scalability and sustainability.

### What works?

**This evaluation found that the main enablers for project delivery and progress towards outcomes were the regional coordination position of project staff, the skillset and existing experience of delivery staff, and flexibility in delivering the training courses.**

- One successful component of this project **was the regional position of project staff**. Through their involvement in the Strategic Migration Partnership and NTS, project staff already had good communication channels and a coordinating role with local authorities in the region. This enabled them to contact local authorities, network to promote the project, and arrange regional events in the region with relative ease.
- **Flexibility in designing and delivering the training courses** ensured they were accessible and relevant to the needs of staff within each local authority, particularly once early learning was incorporated into the design.
- Finally, **the skillset of training practitioners was felt to be key in delivering successful training sessions**. Participants were generally positive regarding the practical knowledge and experience of trainers, which contributed to improving expertise.

**Key barriers included a lack of engagement with the project from a small number of local authorities (in part due to wider contextual factors), the limited added value of the Planning Star tool to the work of some UASC practitioners, and a lack of capacity on the part of project staff to undertake both the coordination and administrative elements of the role.**

- Project staff experienced **difficulties engaging certain local authorities to attend training sessions or use the Planning Star tool**. This was considered due to a lack of capacity among UASC practitioners to attend training due to other priorities in the role, as well as a lack of political will on the part of some local authorities to prioritise supporting UASC. These factors were also thought to have acted as barriers to local authorities joining different transfer schemes to accept refugees and asylum seekers.

- Additionally, **the value added of the Planning Star tool for UASC practitioners and UASC was limited in some areas.** UASC practitioners were mixed as to whether the Planning Star tool would help improve their work due to a perceived duplication of work with other care planning tools, while UASC felt that their support needs were largely already being addressed by their social workers or key workers. However, there is some evidence that the tool may improve planning and support around immigration cases, which practitioners agreed was a key support need for UASC.
- Finally, **the capacity of project staff was limited, due to aspects of the project taking more time than expected.** This included administrative tasks and supporting local authorities with embedding the Planning Star tool, resulting in less time available to network and promote the tool.

## For whom?

**The key beneficiaries of this project were local authority staff (specifically UASC practitioners), and, to a lesser extent, migrants (specifically UASC).** Although delivery staff expressed that the evaluation had taken place too early in the project to see an impact from the Planning Star tool, there was evidence to suggest that it will standardise and improve local authority data collection on UASC in the future. Furthermore, evidence suggested that the training courses contributed towards improving the knowledge and expertise of UASC practitioners and that this in turn would contribute to improving the support provided to UASC. Finally, despite a lack of evidence to suggest the project had improved UASC' access to public services, it is likely that improved support services for UASC will contribute to improved mental health and wellbeing of UASC in the long-term.

## In what circumstances?

**This project was able to address some needs among local authorities related to data collection and expertise,** specifically regarding rolling out the Planning Star tool and upskilling UASC support workers. This was mainly attributed to the regional networking and coordinating activities undertaken by project staff across the region.

However, **the project was unable to address wider institutional barriers among local authorities,** which prevented engagement and participation in the NTS. These barriers included a lack of capacity on the part of local authorities to engage in the project, stemming from other commitments to local children, as well as internal considerations regarding the cost-reimbursement of the programme.

## Could the project be replicated?

This project could be replicated in another region of the UK, provided the following components were present:

- **Identify project delivery staff who can effectively network and coordinate** with local authorities within the region to adopt the Planning Star tool and attend training sessions. Due to the administrative burden of the role, a similar project would need to ensure sufficient staff capacity to undertake the role.

- **Buy-in from local authorities**, who are engaged early on and identified as willing to adopt a new data collection tool, as well as having the internal capacity to send staff to training sessions.

## Could the project be scaled up?

This project could be scaled up through the following channels, provided the proper components are in place:

- **Larger roll out of the Planning Star Tool:** As the tool has already been developed and paid for by the project, it could be rolled out on a larger scale (to other local authorities and regions). For this to happen, there would need to buy-in from local authorities to pay for the license and be trained up to use the tool, as well as making support available to embed the tool in practice.
- **Expansion of training courses to other local authorities:** Social workers found the training courses relevant and helpful, and the evidence suggests that these courses could therefore benefit practitioners working with UASC in other areas of the UK.

## Is there evidence of sustainability beyond the lifetime of the project?

There are some elements of the project which may be sustainable beyond its' lifetime. The informal networks between local authority staff and third-sector organisations which were facilitated by the project may persist, especially at the individual basis between UASC support workers. Additionally, local authorities will likely continue to use the Planning Star tool for the duration of their licenses. Beyond this, however, it is difficult to determine as local authorities would need to pay a licensing renewal fee and because there are existing care planning tools in use. While the cost was considered by project staff to be low, this may still act as a significant barrier depending on political will to participate and the level of internal capacity.

# 7. Appendix 1: Methodology and technical note

## Evaluation Methodology

### Qualitative evidence

- Social workers were recruited via email with support from project staff. Interviews took place over the phone between February and March 2020 and were conducted by Ipsos MORI.
- Beneficiaries were recruited with support from project staff. Interviews took place face to face in February 2020 and were conducted by Ipsos MORI.

Quantitative data was collected through a digital survey with social workers designed and administered by Ipsos MORI with support from project staff and training evaluation forms designed and administered by the project.

- Digital survey for social workers on perceived effectiveness of training and outcomes achieved through the training. The survey was conducted between 12 February and 6 March 2020 and 12 responses were received.
- Post-training and Practitioner Forum feedback questionnaires for attendees: Feedback questionnaires were different depending on the training course (including different questions and scales), but generally asked questions pertaining to the following:
  - Quantitative data relating to attendees' previous experience, whether they felt they had improved their knowledge from the course, and whether they would apply this knowledge to their services; and
  - Open-ended questions about what they found useful, with room for additional comments.

The questionnaires were designed and administered by the project or the external training provider and administered between October 2018 and February 2020. Responses were collated and shared with Ipsos MORI in March 2020. 166 responses were received from questionnaires given out at 10 of the 25 training sessions. Data was collected from two training sessions for Age assessment, Trauma in practice, Triple Track Planning and, Child Trafficking, Exploitation and Modern Slavery, plus one training session on the Human Rights Act and the Practitioners Forum.

### Quantitative evidence

- Quantitative data was collected through a digital survey with social workers designed and administered by Ipsos MORI with support from project staff. The



survey was conducted between 12 February and 6 March 2020; 12 responses were received.

- Post-training and practitioner forum feedback questionnaires were designed and administered by the project or the external training provider. The questionnaires were administered between October 2018 and February 2020, and responses were shared with Ipsos MORI in March 2020. 166 responses were received from the questionnaires given out at 10 of the 25 training sessions.

## **Secondary data and monitoring information**

- Monitoring data included in this evaluation included:
  - Take-up and usage of the Planning Star tool by local authorities.
  - Attendance at training events.
  - Numbers of local authorities involved in the National Transfer Scheme (NTS).

## **Value for money assessment**

In order to assess the feasibility of a cost-benefit analysis (CBA) or cost-effectiveness analysis (CEA) each of the 14 projects were assessed using the 8-step process below.

Based on this assessment, each project was triaged to one of three methodological groupings:

1. **Cost benefit analysis (CBA):** Where data on quantitative and monetizable outcomes was available, a cost-benefit analysis was conducted;
2. **Cost effectiveness analysis (CEA):** Where quantitative measures for outcome(s) existed, but no data (primary or secondary) was available to monetize the outcomes, cost effectiveness analysis was conducted; or
3. **No feasibility for quantitative analysis:** Where there was no quantitative measure of outcomes available to the evaluation, neither cost benefit analysis nor cost effectiveness analysis could be conducted. In this case, a qualitative assessment of project costs and benefits was undertaken based on analysis of staff, stakeholder and beneficiary perceptions from qualitative consultations. Secondary data on potential monetizable benefits was also reviewed.

## Eight step model for reviewing project outputs and outcomes

The process for conducting the cost-benefit analysis follows the 8 key steps outlined below.



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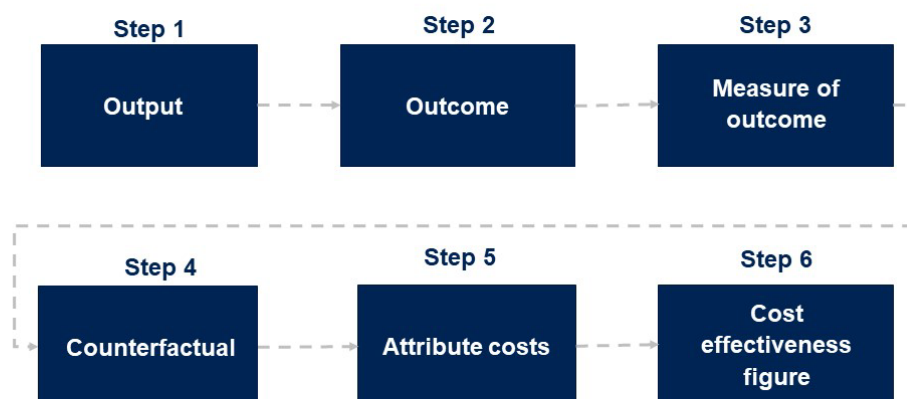
Ipsos MORI 

Cost-benefit analysis followed an eight-step process:

1. **Identify the projects outputs** (e.g. number of individuals provided with housing support)
2. **Identify the achieved projects outcomes** and the outcomes which are monetizable
3. **Identify monetary values for each outcome** from existing data sources
4. **Assign a counterfactual case for the outcomes** to estimate the number of outcomes achieved in the absence of the project; derived through primary information collection or secondary data analysis
5. **Monetize the outcomes** by multiplying the monetary value of each outcome by the number of additional outcomes achieved
6. **Estimate the persistence of the outcome** (i.e. is this a one-off benefit or ongoing, and how long does the benefit persist for into the future?)
7. **Calculate the total monetary benefits (cost savings) by** summing the total benefit for each outcome (including fiscal savings, public sector efficiency savings and public value benefits), accounting for any duplication of benefits across different categories.
8. **Compared the total estimated monetary benefits to the total costs** of the project, to estimate the estimated Benefit to Cost Ratio (BCR).

## Cost effectiveness analysis followed a six-step process, outlined below:

The process for conducting the cost-effectiveness analysis follows the six key steps outlined below.



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1. Identify the projects outputs
2. Identify the achieved projects outcomes
3. Identify quantifiable values for each outcome
4. **Assign a counterfactual case for the outcomes** to estimate the number of outcomes achieved in the absence of the project. This is derived through primary information collection or secondary data analysis.
5. **Attribute costs** using a breakdown of the project costs. Costs that are related to the outcomes identified in Step 3 can be isolated and attributed to the relevant outcomes.
6. **Calculate the cost-effectiveness figure** of the project outcome, by dividing the outcome by the cost attributed to it to derive the cost per unit of that outcome.

Two models were developed using Excel. The CBA model calculated costs relative to the monetizable benefits. The CEA model calculated costs relative to the quantifiable outcomes achieved from each of the CMF interventions (without attempting to monetize these outcomes).

As there was no robust control (counterfactual) group against which to assess impact, artificial baselines were constructed. Where possible, input from project leads was used to inform the assessment of the counterfactual and in the cases that this was not available, conservative estimates were made. A hierarchy of counterfactual options are outlined below. Given the nature of the data used in the construction of the cost benefit and cost effectiveness models, the accuracy of results produced by the models should be interpreted with a high degree of caution.

## Counterfactual development: hierarchy of counterfactual options

### Counterfactual development

#### Assigning a counterfactual

In order to assess value for money for a project we must compare the project's outcomes against a baseline or counterfactual scenario. The aim of the counterfactual is to replicate--as close as possible-- the outcomes that would have been achieved in the absence of the project. A hierarchy of counterfactual options are presented below:

1. **Randomised, blinded control group.** Individuals are randomly assigned to two groups at the start of an intervention. This is the gold standard in trial design.
2. **Matched comparator group.** Individuals receiving the intervention are matched with non-participants, and the outcomes of participants and non-participants are compared. Matching methodologies include Propensity Score Matching. This aims to imitate, as far as possible, the random allocation of an RCT.
3. **Historical baseline.** Using the same outcomes over the period prior to the intervention to form a counterfactual case. However, this method does not control for temporal variation.
4. **Baseline proxied by secondary data.** Using published evidence such as researched measures of additionality, or other identified data points, to represent the baseline scenario.

## Analysis / synthesis of findings

Secondary data and monitoring data shared by the project was analysed to extract key findings related to achievement of outputs and outcomes.

Interview notes were systematically inputted into an analysis grid for each research encounter, allowing for more in-depth analysis of findings. There was one grid for each type of audience consulted. The grids follow the structure of the topic guide enabling the identification of relevant quotes for each element of the outcomes and process evaluation. A thematic analysis approach was implemented in order to identify, analyse and interpret patterns of meaning (or "themes") within the qualitative data, which allowed the evaluation to explore similarities and differences in perceptions, views, experiences and behaviours. Once all data had been inputted, evidence for each outcome and key delivery themes was brought together in a second analysis matrix to triangulate the evidence and assess its robustness.

Qualitative approaches explore the nuances and diversity of perceptions, views, experiences and behaviours, the factors which shape or underlie them, and the ideas and situations that can lead to change. In doing so, it provides insight into a range of perceptions, views, experiences and behaviours that, although not statistically representative, it nonetheless offers important insight into overarching themes.

## Outputs achievements

Ipsos MORI undertook an assessment of the project's success in achieving its intended outputs based on consideration of the evaluation evidence generated. There are five measures that this assessment can take and that have been consistently applied throughout the individual project evaluations. These measures are based on the definitions below.

**Table 7.1: Definitions of achievement measures**

<b>Achievement measure</b>	<b>Definition</b>
Not achieved	The evidence indicates that the output has not been achieved
Partially achieved	There is some evidence to infer some of the output may have been achieved.
Achieved	There is evidence to conclude that the output has been achieved.
Exceeded	This refers to output where monitoring information shows projects exceed their target outputs.
Inconclusive	There is not sufficient evidence to provide a robust assessment of progress towards project outputs.

## Project-level evaluation framework

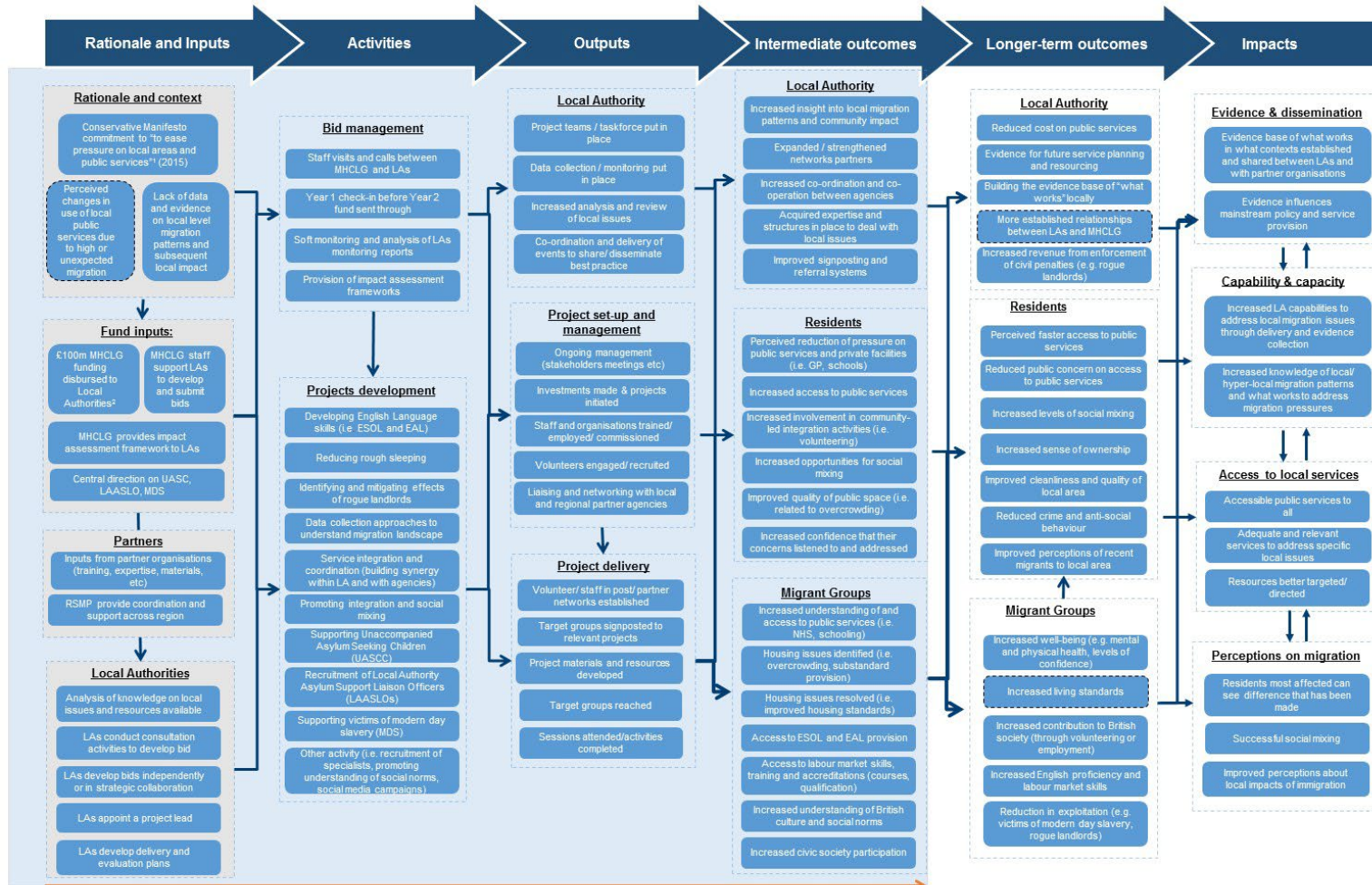
Strand	Output	Who will measure it?	When will it be measured?	Target	MI	Interviews with delivery staff	Survey with Social workers	Focus group with social workers	Interviews with social workers (incl. counterfactual)	Interviews with UASCs
Training	<ul style="list-style-type: none"> <li>•Deliver training to social workers who work with UASCs from 19 LAs</li> <li>•Year 1, round 1 = 13 training sessions</li> <li>•Future trainings</li> </ul>	SER	Throughout (At each session)	social workers from 19 LAs	Attendance records					
Star	•1 workshop attended by relevant NGOs	SER	July /Oct 2018	TBC	Attendance records					
Star	•1 workshop attended by Young People	SER	July /Oct 2018	TBC	Attendance records					
Star	•Initial outcomes star designed for pilot	SER	Feb-2019	n/a	Project sign-off					
Star	•XX Young people interviews conducted	SER	Aug-2019	TBC		Pathways				
Star	•Write up of baseline data produced	SER	Aug-2019	n/a		Pathways				
Star	<ul style="list-style-type: none"> <li>•Questionnaire feedback from XX social workers who work with UASCs</li> <li>•Questionnaire feedback from XX UASCs</li> </ul>	SER	Jan-2019	TBC	Results					
Star	•Deliver training to social workers in 5 LAs (Triangle)	SER	Mar-2019	TBC	Attendance records					
Star	•Feedback gathered on the development process and star pilot phase	Ipsos MORI	Interviews: Nov 2019	n/a		SER				
Star	•Learnings captured from each LA	Ipsos MORI	Interviews: Nov 2019	n/a		SER				
Star	•Technical support and good practice guidance provided to each LA	Ipsos MORI	Interviews: Nov 2019	n/a		SER				
Star	•Deliver training to teams and new staff members as required	Ipsos MORI	Interviews: Nov 2019	n/a		SER				
Star	•XX Social workers from 5 LAs use the UASC outcomes star tool at least 2 times with XX UASCs overall	SER	Jun-2019	100 uses	Attendance records					

Star	•100 single used of the tool	SER	Publication: Jul 2019	100 uses	Outcomes star launch					
Star	•Workshop attended by xx social worker who participated in the pilot	SER		TBC	Attendance records					
Star	•Feedback fed into the final outcomes star tool design	Ipsos MORI	Aug-2019	n/a		Pathways				
Star	•Launch the online outcomes star tool as a resource for working with UASCs	SER	Publication: Jul 2019	Launch	Outcomes star launch					
Star	•Event held to launch to show the results of the pilot	Ipsos MORI	Interviews: Nov 2019	1 event		SER				
Star	•All 19 LAs sign up to take part in the full roll out of outcomes star	SER		19 LAs	Sign up records					
Star	•Other professionals invited to by a licence to the tool	Ipsos MORI	Interviews: Aug / Nov 2019	n/a		Pathways/ SER				
Star	•Data accessible by XX at an individual, team and regional level	Ipsos MORI	Interviews: Aug / Nov 2019	n/a		Pathways/ SER				
Star	•Reports?	Ipsos MORI	Interviews: Aug / Nov 2019	TBC		Pathways/ SER				
Star	•Individual data attached to case UASC case files.	Ipsos MORI	Interviews: Aug / Nov 2019	n/a		Pathways/ SER				
Star	•1 staff member trained to deliver training and support to outcomes star users	SER + Ipsos MORI	Interviews: Aug / Nov 2019	1	Project records	Pathways/ SER				
Star	•Learnings captured from each LA	Ipsos MORI	Interviews: Nov 2019	n/a		SER				
Star	•Technical support and good practice guidance provided to each LA	Ipsos MORI	Interviews: Nov 2019	n/a		SER				
Star	•Deliver training to teams and new staff members as required	Ipsos MORI	Interviews: Nov 2019	14 LAs		SER				
Star	•6 translated versions of the outcome star produced	SER	Nov-2019	6 versions	Outcomes star site					



# Appendix 2: CMF Theory of Change

## Controlling Migration Fund Overall fund-level Theory of Change



1. Conservative Manifesto <https://www.bond.org.uk/data/files/Bloq/ConservativeManifesto2015.pdf#31>

2. An additional £40m is investing in direct enforcement action against people in the UK illegally and is not within the scope of this evaluation

CMF Evaluation Timeframe



## Overall CMF logic model

Rationale is linked to activities and these are linked to outputs, outcomes and impacts.

### Rationale

Context:

- There was a Conservative Manifesto Commitment to ease pressures on local areas and public services; There was a public perception that there were changes in the use of local public services due to high or unexpected migration; Local of data and evidence on local level migration patterns and subsequent local impacts.

Fund inputs:

- £100 million from MHCLG disbursed to Local Authorities; MHCLG staff support LAs to develop and submit bids; MHCLG provides impact assessment framework to LAs; Central direction on UASC, LAASLOs

Partners:

- Inputs from partner organisations (training, expertise and materials etc); RSMP provides coordination and support across the region.

Local Authorities:

- Analysis of knowledge on local issues and resources available; LAs conduct consultation activities to develop bid; LAs develop bid independently, or on strategic collaboration; LAs appoint a project lead; LAS develop delivery and evaluation plans.

### Activities:

Bid management:

- Staff visits and calls between MHCLG and LAs; Year 1 check-ins before year 2 fund sent through; Monitoring and analysis of LAs monitoring reports; Provision of impact assessment frameworks

Project development:

- Developing English language skills (ESOL and EAL); Reducing rough sleeping; Identifying and mitigating the effects of rogue landlords; Data collection approaches to understand migration; Service integration and coordinating (building synergy within LA and with agencies); Promoting integration and social mixing; Supporting Unaccompanied Asylum Seeking Children; Recruiting local authority asylum support liaison officers; Supporting victims of modern day slavery; Other activities ( recruitment of specialists, promoting social norms and social media campaigns)

**Outputs**

Local Authority:

- Project teams/ taskforces; data collection/ monitoring information; increased analysis and review of local issues; coordination and delivery of events to share and disseminate best practice

Project set up and management:

- Ongoing management; investments made and projects started; staff trained; volunteers engaged and recruitment; liaising and networking with local and regional agencies

Project delivery:

- Volunteers in post and networks of partners established; target groups sign posed to relevant projects; project materials and resources developed; target groups reached; sessions attended and activities completed.

**Intermediate outcomes**

Local authority:

- Increased insights into local migration patterns and community impacts; Expanded and strengthened network partners; increased coordination and cooperation between agencies; acquired expertise and structures in place to deal with local issues; improved sign posting and referral systems

Residents:

- Perceptions of reduced pressure on local public services; increased access to public services; increased involvement in community led integration activities; increased opportunities for social mixing; improved quality of public space; increased confidence that concerns are being listened to

Migrant groups:

- Increased understanding of and access to public services; housing issues identified; housing issues resolved; access to ESOL and EAL provision; access to labour market, skills and training, and accreditation; increased understanding of British culture and social norms, increased civic participation.

### **Long term outcomes:**

Local Authority:

- Reduced cost of public services; evidence for future service planning and resourcing; building the evidence base of work works locally; increased revenue from enforcement of civil penalties

Residents:

- Perceived faster access to services; reduced public concern on access to public services; increased level of social mixing; increased sense of ownership; improved cleanliness and quality of local areas; reduced crime and anti-social behaviour; improved perceptions of recent migrants to local area.

Migrants groups:

- Increased well-being (mental health) levels of confidence; increased living standards; increased contributions to British Society; Increased English proficiency; Reduction in exploitation

### **Impacts:**

Evidence and dissemination:

- Evidence base of what works in what contexts and shared between LAs and partners; evidence influence mainstream policies an service provision

Capability and capacity:

- Increased LA capabilities to address local migration issues through delivery of evidence collection; Increased knowledge of local hyper local migration patterns and what works to address migration pressures.

Access to local services:

Accessible public services to all; adequate and relevant services to address specific local issues; resources better targeted and directed

Peceptions on migration:

- Residents most affected can see difference that has been made; successful social mixing; improved perceptions of local impact of immigration.

# Appendix 3: Research tools

## CMF qualitative tools

### Qualitative tools for different participant groups

<b>Participant</b>	<b>Research method</b>	<b>Outcome measured</b>
Project leads	Interview	All intermediate outcomes (1 – 4)
UASC practitioners	Interviews	Intermediate outcomes 1, 3 and 4
WS Stakeholders	Interview	Intermediate outcomes 1 and 4
Beneficiary groups	Interviews	Intermediate outcome 4

# UASC Training programme post-course feedback forms

18-045772-01 CMF Questionnaire\_South East Region\_UASC discussed Regional Training Programme\_V1 Draft 7\_ IAO.docx

## UASC focused Regional Training Programme for Practitioners

The UASC focused Regional Training Programme for Practitioners is coordinated by Sarah Spain on behalf of the South East Strategic Partnership for Migration. The training programme is funded by the Ministry of Housing, Communities and Local Government (MHCLG). Ipsos MORI (an independent research company) is conducting research on behalf of the MHCLG to understand how this funding is being used, what is working well and anything that can be improved. This short questionnaire is designed to understand your experiences of training you have received as part of the project.

**Please fill out this questionnaire and send it as an attachment to Stephanie Holden (stephanie.holden@ipsos.com) by Friday 6<sup>th</sup> March 2020.**

Participation is voluntary, and it is your choice to take part. Findings will be reported in aggregate in the final South East Region DCS Training Proposal evaluation report. Your name, email or any other personal details will not be used in any reporting; however, quotes may be used to illustrate findings (Q5, 7, 10). While we strive to ensure that all research outputs are anonymous, responses will be attributed to the South East Region project and therefore it may be possible for someone close to the project to identify you. The report will be shared with MHCLG and South East Region DCS Training Proposal team. For more information about how Ipsos MORI will handle your data for this evaluation, please see our Privacy Policy

### Questionnaire

FOR EACH QUESTION PLEASE REPLACE THE  WITH AN X IN ONE BOX PER ROW ONLY

1. Have you worked, or are you currently working, with UASC in your role?  Yes  No

2. Have you attended any of the following training sessions run by the South East Strategic Partnership for Migration since October 2018?

	Yes	No	Maybe	Don't know
<b>Age Assessment</b> East Sussex: 30-31 Oct 2018 Milton Keynes: 27-28 Nov 2018, 7-8 Nov 2019 Portsmouth: 15 Jan 2019 BBWM: 12 Mar 2019 Brighton: 29-30 Aug 2019 Walton-on-Thames: 11-12 December 2019	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Human Rights Act</b> Voluntary Action Kingston, London: 9 Nov 2018, 20 Feb 2019 Mary Sumner House, London: 17 Feb 2020	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Trauma Informed Practice</b> Mary Sumner House, London: 20 Nov 2018, 25 Apr 2019	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Child Trafficking, Exploitation and Modern Slavery</b> Voluntary Action Kingston, London: 17 Dec 2018, 12 Feb 2019, 18 Jul 2019	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Caring for Separated and Trafficked Children</b> Canterbury: 26 Jun 2019	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>International Organization for Migration UASC Session</b> Voluntary Action Kingston, London: 29 Jul 2019	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Triple Track Planning</b> Voluntary Action Kingston, London: 7 Dec 2018, 15 Mar 2019, 10 Dec 2019 Mary Sumner House, London: 29 Jan 2020	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Age Workshop with UKVI and Local Authorities</b> Marsham Street, London: 20 Jan 2020	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Practitioners Forum</b> Mary Sumner House, London: 15 Apr 2019	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18-045772-01 CMF Questionnaire\_South East Region\_UASC discussed Regional Training Programme\_V1 Draft 7\_ IAO.docx

The rest of the questionnaire is about the training session(s) asked about at Q2 above.

If you **did not take part in any of the sessions** or **do not recall taking part** in any of the sessions listed in Q2, please tell us in the text box below what, if anything, were the main barriers to attending training. Once completed please email this questionnaire as an attachment to [stephanie.holden@ipsos.com](mailto:stephanie.holden@ipsos.com). There is no need to fill out any further question, thank you for your time.

If you said **YES to attending any of the training sessions** listed in Q2, please continue with the survey. All references to training session(s) applies only to those sessions listed in Q2 which you said you have attended.

3. Prior to attending any of the training courses, how much, if anything, did you know about the following?

	A lot	A fair amount	A little	Nothing at all	Don't know
Supporting unaccompanied asylum-seeking children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying vulnerable children at risk of exploitation, radicalisation and trafficking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using relevant immigration information to support young people through the asylum process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting young people to plan for transition at 18 when granted immigration status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completing a Human Rights Act Assessment for UASC over 18 who have become appeal rights exhausted (ARE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Since attending training, how much, if anything, do you feel you know about the following?

	A lot	A fair amount	A little	Nothing at all	Don't know
Supporting unaccompanied asylum-seeking children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying vulnerable children at risk of exploitation, radicalisation and trafficking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using relevant immigration information to support young people through the asylum process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting young people to plan for transition at 18 when granted immigration status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completing a Human Rights Act Assessment for UASC over 18 who have become appeal rights exhausted (ARE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Thinking about all of the training session(s) you have participated in, to what extent, if at all, has your confidence to support UASC increased?

Increased a lot	Increased a fair amount	Increased a little	Not changed	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. If you said your confidence has increased "a lot", "a fair amount" or "a little", please can you say which training session(s) contributed to this change and why? Please mention about specific activities or elements of the training that had the biggest impact on your confidence.

If you said your confidence has "not changed" or said you "don't know", then please skip to Q7.

7. Thinking about all of the training session(s) you have participated in, to what extent, if at all, has your confidence to do the following increased? If the session(s) you attended do not relate to a statement, please select "n/a"

	Increased a lot	Increased a fair amount	Increased a little	Not changed	Don't know	n/a
Identifying vulnerable children at risk of exploitation, radicalisation and trafficking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using relevant immigration information to support young people through the asylum process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting young people to plan for transition at 18 when granted immigration status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completing a Human Rights Act Assessment for UASC over 18 who have become appeal rights exhausted (ARE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. If you said your confidence increased "a lot", "a fair amount" or "a little" to any of the statements at Q7, please can you say which training session(s) contributed to this change and how? Please mention about specific activities or elements of the training that had the biggest impact on your confidence.

If you did not say your confidence has increased "a lot", "a fair amount" or "a little" to any statement, please skip to Q9.

9. How effective, if at all, did you find the Practitioners Forum at providing an opportunity to share best practice for working with UASC with other social workers? The Practitioners Forum was held on 15th April 2019 at Mary Sumner House, if you did not attend or cannot remember attending, please select "Did not attend/Can't remember"

Very effective	Fairly effective	Not very effective	Not at all effective	Don't know	Did not attend/Can't remember
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Are there any other areas of training you feel you would benefit from in order to increase your confidence in working

with UASC?

Yes (please specify below)  No

(please specify)

11. Please add any other thoughts or comments about any of the training you attended, for example, things that you liked, or things that you think could be improved:

**Thank you very much for your help!**

Please email this questionnaire with your answer as an attachment to Stephanie Holden at [stephanie.holden@ipsos.com](mailto:stephanie.holden@ipsos.com) by Friday 6<sup>th</sup> March 2020.

