

Nesta/DCMS Centre for Social Action Innovation Fund Phase 2 Evaluation Report Summary Sheet

Grantee Name	South London and Maudsley NHS Trust (SLAM)
Programme Name	Empowering Parents, Empowering Communities (EPEC)
Fund Name	Early Years Social Action Fund
Stage of Development	Scaling
Evaluation Partner	Goldfinch & Kings College London
Date Completed	November 2019
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Project Overview

Empowering Parents, Empowering Communities (EPEC) is a popular, low-cost parent-led parenting programme designed to offer parenting support to improve:

- Children's social, emotional and behavioural development.
- Children's readiness for school and learning.
- Parenting, parent confidence and wellbeing.
- Family communication, interaction, routines and resilience.
- Social support and social capital.
- Parent engagement and service uptake.
- Early identification of risk and effective early intervention.
- Efficiency, cost-effectiveness and integration of local parenting support.

EPEC combines peer-led parenting courses - led by volunteer 'Parent Group Leaders' - with training, supervision and support provided by parenting specialists in an EPEC Hub based in local services. Each parenting course consists of eight two-hour sessions, facilitated by two EPEC accredited local parent group leaders for between 8-12 parents. EPEC parenting courses are delivered on a universal basis from community locations including children's centres, schools and charities in targeted areas of higher social disadvantage.

EPEC can be commissioned by Local Authorities and Clinical Commissioning Groups, and delivered through early years, community health or mental health providers; children's centre providers, NGOs and other providers. Over 3,000 parents have already taken part in EPEC courses, mainly delivered in areas of significant social disadvantage within London.

The funding supported the scaling of EPEC to enable the national EPEC team to establish EPEC Hubs in 15 new areas in England. The scaling programme offered the EPEC national team the opportunity to develop and test new methods to expand EPEC delivery, test the

successful replication and reproduction of EPEC across multiple new hubs at scale and speed, and evaluate the impact and quality of EPEC delivery across a large number of sites.

The EPEC national team undertook both an internal programme review of the national scaling programme as well as an external process evaluation. This summary sheet outlines the key findings, approach, limitations and recommendations for both reports.

Headline Findings

External Process Evaluation Report

The EPEC National team hypothesised that the effective delivery of EPEC relies on the accurate, high quality delivery of its manualised parenting programme with effective, on-going quality assurance, and its relational values including a positive Hub team environment and a shared leadership culture.

The exploratory evaluation assessed the impact of the variations on performance of the local delivery teams, and found:

- That it is possible to create a good team environment with Hub teams, meaning that team members have a sense of shared purpose, team support, and team members feel they have a voice in the team.
- That it is possible to create shared leadership (leadership is distributed among team members rather than focused on a single designated leader), even though the evaluation seems to suggest that there is more variation across teams and over time for shared leadership (compared to team environment).
- Team environment does not appear to be related to shared leadership, and other organisational and leadership factors may have a greater influence on the ability to create shared leadership within the EPEC Hub team.

Team effectiveness:

- **Satisfaction** - All sites scored highly for satisfaction with the team and task.
- **Competence** - Analysis in the EPEC national team's internal evaluation report shows Hubs were able to achieve the expected substantial improvements in parenting knowledge, facilitation skills and self-confidence required to lead Being a Parent courses.
- **Recruitment and training of Parent Group Leaders (PGLs), and delivery of Being a Parent courses (BaP):**
 - Sites varied in the number of PGLs recruited, the proportion who completed training, and the number of BaP groups that were delivered.
 - All were able to recruit and train sufficient PGLs to deliver at least five groups over the time period.
- **Subjective performance** - All but one team rated their performance as being at least 80% or more of the maximum possible score which concurs with objective performance.
- **Objective performance** - Results from the impact evaluation of the courses shows that the parents reported substantial to very substantial improvements in child concerns, parenting goals, parenting behaviour and parent wellbeing. The scale of the reported changes indicates that these meaningful changes will have had a clear positive impact on parent, child and family outcomes.

Internal Programme Report

The report found that:

- The scaling programme was a robust and successful test of the capability to deliver EPEC at scale and at pace across a diverse range of organisations and communities.
- EPEC Being a Parent courses were consistently highly effective, with clear impact on child, parent and family outcomes, and were strongly supported and valued by parents living in socially disadvantaged neighbourhoods and excluded communities.
- The recruitment and training of local parents within socially disadvantaged communities and neighbourhoods as EPEC Parent Group Leaders is replicable at scale.
- The new EPEC Hubs were highly successful at organising a local programme of Being a Parent courses for their selected socially disadvantaged communities and neighbourhoods.

Evaluation Approach & Methodology

EPEC has previously demonstrated positive impact in a number of randomised and quasi-experimental research studies. Therefore, the evaluation undertaken at this stage was focused on understanding if the impact and fidelity held at scale.

External Process Evaluation Report

An external evaluation was conducted by Dr Dulcie McBride, Goldfinch. The purpose of this evaluation was to assess the impact of the variations on performance of the local delivery teams, and in particular:

- To what extent a good team environment can be established and maintained in the new hubs.
- To what extent a culture of shared leadership can be established and maintained in the new hubs.
- To what extent a good team environment and shared leadership are associated with team effectiveness.

Team environment, shared leadership, satisfaction with the team and task, and subjective performance were assessed via surveys sent from the evaluation team to all team members in the nine sites immediately following the first parent group leader training, and nine months later.

Parent Group Leader competence and objective performance were measured via validated questionnaires and rating scales administered by local teams. Results were shared with the evaluation team. Information on numbers of PGLs recruited and trained, and number of BaP courses delivered was recorded by the Hub co-ordinators and shared with the evaluators by the National EPEC team.

Descriptive analysis was carried out on the results to identify change over time and relationships between team environment, shared leadership and team effectiveness.



Quantitative



Qualitative

□ Mixed

☐ Impact Evaluation

☒ Process Evaluation

☐ Economic Evaluation

☒ One-off evaluation

☐ Developing internal
evaluation capacity

Internal Programme Report

An internal evaluation was conducted by the Child and Adolescent Mental Health Service (CAMHS) Research Unit, King's College London on behalf of the National EPEC Team.

The purpose of the internal programme evaluation was to test whether EPEC could achieve the same impact as it scaled, as well as testing whether various elements were replicable at scale, such as recruiting and training local parents to deliver EPEC courses and whether the programme could be successfully run by local EPEC Hubs.

Specifically, this evaluation aimed to assess:

- The effectiveness of support for local EPEC Hubs.
- The effectiveness of the recruitment and training of Parent Group Leaders.
- The effectiveness of 'Being a Parent' parent groups.

The evaluation used a range of approaches.

To assess the effectiveness of support for local EPEC Hubs:

- All participants were invited to complete the Training Acceptability Rating Scale (TARS) at the end of each event using EPEC's online evaluation system. The TARS is a 12-item self-report questionnaire specifically developed for assessing (i) participant knowledge and skills acquisition and (ii) training satisfaction and acceptability. The TARS was adapted to reflect the specific content of the EPEC Familiarisation, Train the Trainer and Supervisor training events.

To assess the effectiveness and acceptability of the training, participants completed three measures to explore the impact and quality of each Hub PGL training:

- Knowledge of Parenting and Group Facilitation Questionnaire: a 23-item multiple choice self-report questionnaire measuring PGL knowledge and skill acquisition about positive parenting practices, the theoretical basis of Being a Parent and group processes. A higher score indicates higher knowledge.
- Self-Efficacy Questionnaire: a 21 item self-report questionnaire which measures confidence in key skills required for running BaP groups using a six-item Likert scale running from 'not at all well' to 'extremely well'. A higher score indicates higher self-efficacy.
- Training Acceptability Rating Scale: a 12-item self-report questionnaire specifically developed for assessing (i) EPEC knowledge and skills acquisition and (ii) training satisfaction and acceptability. Nine items, rated on a four-point Likert scale, with a higher score indicating greater acquisition and satisfaction. Three free-text TARS items regarding helpful and unhelpful aspects of participant experience provide further qualitative richness.

Outcome measures were collected prior to the start of each course and again at the end. Data was entered onto a secure SPSS database. Analyses were conducted by the CAMHS Research Unit, King's College, London.

To evaluate the impact of Being a Parent Courses, programme data was used to assess participant recruitment, engagement and course completion rates. Pre-post questionnaires were used to determine the impact of EPEC's Being a Parent course on child concerns, parenting goals, parenting behaviour and parent well-being, as well as acceptability.

Parents completed four outcome measures at the beginning and end of the course:

- **Concerns About My Child.** This visual analogue measure provides an idiographic measure of child change. It allows parents to rate up to three main concerns about their child's emotional and behavioural development using a scale from 0 (not concerned at all) to 100 (couldn't be more concerned).
- **Short Warwick Edinburgh Mental Wellbeing Scale.** This is a measure of parent wellbeing comprising seven items rated on a five-point Likert scale. High scores represent greater mental wellbeing.
- **Parenting Scale.** This 30-item questionnaire assesses dysfunctional parental discipline styles for children aged from 2-16 years. Lower scores indicate more positive parenting skills.
- **My Parenting Goals.** This visual analogue measure provides an idiographic measure of parenting goal achievement. It allows parents to rate up to two personal parenting goals that they would like to achieve by attending the Being a Parent course, using a scale from one (couldn't be further from achieving my goal) to 100 (goal completely achieved).

In addition, parent satisfaction and quality of the course was assessed using the Treatment Acceptability Rating Scale at the end of the course.

☒ Quantitative

☒ Qualitative

☐ Mixed

☒ Impact Evaluation

☒ Process Evaluation

☐ Economic Evaluation

☒ One-off evaluation

☐ Developing internal
evaluation capacity

Evaluation Implementation Challenges and Limitations

External Process Evaluation Report

- There is insufficient data to draw firm conclusions about the relationship between team environment, shared leadership and team effectiveness. However, further work with sites to understand the changes to shared leadership over time may help to guide support to existing and future EPEC Hubs.
- Low response rates to some surveys and questionnaires also limited the analysis.

Internal Programme Report

- While data shows substantial improvements in a range of child and parent outcomes, the lack of a control or comparison group means that it is difficult to definitively

attribute the EPEC course as the cause of this change. It should be noted that a previous RCT was able to demonstrate EPEC improved these outcomes.

- This was an internal evaluation conducted by researchers who were associated with the National EPEC team and so cannot be considered to be independent.

Key Recommendations and Next Steps

Recommendations

- Improve data completion and quality to further understand the relationships between team environment, shared leadership and performance.

The success of the Scaling Programme has been used to launch further scaling in Waves four, five and six involving a further 14 new sites.



The Centre for
Parent and Child
Support

Goldfinch

Empowering Parents, Empowering Communities Scaling Project

Evaluation Report

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EPEC – Evaluation Report

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Executive Summary

This is the independent external evaluation report of the scaling project of Empowering Parents, Empowering Communities (EPEC) programme.

EPEC provides an evidence-based system for training and supervising parent-led parenting groups that help parents to learn practical parenting skills for everyday family life and develop their abilities to bring up confident, happy and co-operative children.

Over 3000 parents have already taken part in EPEC courses, mainly delivered in areas of significant social disadvantage within London. The Early Years Social Action Fund from NESTA/Department for Digital, Culture, and Media & Sport supported the EPEC Scaling Programme to enable the National EPEC Team to establish EPEC Hubs in 16 new areas in England. The Scaling Programme offered the EPEC National team the opportunity to develop and test new methods to expand the volume of EPEC delivery, the successful replication and reproduction of EPEC across multiple new Hubs at scale and speed, and evaluate the impact and quality of EPEC delivery across a large number of sites, Being a Parent courses and parents.

The purpose of this evaluation was to assess the impact of the variations on performance and effectiveness of the local delivery teams.

Evaluation Aims

The EPEC National team hypothesise that the effective delivery of EPEC relies on the accurate, high quality delivery of its manualised parenting programme with effective, on-going quality assurance, and its relational values including a positive Hub team environment and a shared leadership culture.

This is an innovative and exploratory evaluation to assess:

- To what extent a good team environment can be established and maintained in the new hubs.
- To what extent a culture of shared leadership can be established and maintained in the new hubs.
- To what extent a good team environment and shared leadership are associated with team effectiveness which includes:
 - Team members satisfaction
 - Team members competence
 - The ability to recruit and train Parent Group Leaders (PGLs) and deliver Being a Parent (BaP) courses
 - Team members own opinion on the performance of the team (subjective performance)
 - Objective outcomes for BaP participants

Methodology

The first nine Phase 1 scaling sites in England were included in the evaluation.

Team environment, shared leadership, satisfaction with the team and task, and subjective performance were assessed via surveys sent from the evaluation team to all team members

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in the nine sites at Time 1 (immediately following the first parent group leader training) and Time 2 (9 months later). Parent group leader competence and objective performance were measured via validated questionnaires and rating scales administered by the local teams themselves. Results were shared with the evaluation team. Information on numbers of PGLs recruited and trained, and number of BaP groups delivered was recorded by the Hub co-ordinators and shared with the evaluators by the National EPEC team.

Descriptive analysis was carried out on the results to identify change over time and relationships between team environment, shared leadership and team effectiveness.

Key Findings

Team Environment

- All teams were able to create a good team environment in terms of a sense of shared purpose, team support, and team members feeling they had a voice in the team. It is possible for Hub teams to maintain a good team environment over time.

Shared Leadership

- Shared leadership is also possible to create with Hub teams. There is more variation between teams and over time for shared leadership compared with team environment.
- All teams relied mostly on the Hub co-ordinator for leadership. Those who scored higher for shared leadership also relied on a number of PGLs for leadership.
- Improvements in shared leadership over time occurred in a small, stable team. It also occurred in a team who completely changed their PGL cohort.
- Decreases in shared leadership over time were seen in two teams who more than doubled the team size over a few months. A decrease was seen in a team who changed hub co-ordinator which may have unsettled the team, and one team who increased a little in size and who then began to rely mostly on the hub co-ordinator for leadership.
- Team environment does not appear to be related to shared leadership and other organisational and leadership factors may have a greater influence on the ability to create shared leadership within the EPEC Hub team.

Team effectiveness - Satisfaction

- All sites scored highly for satisfaction with the team and task.

Team effectiveness - Competence

- Analysis in the EPEC National team's internal evaluation report shows Hubs were able to achieve the expected substantial improvements in parenting knowledge, facilitation skills and self-confidence required to lead Being a Parent courses.

Team effectiveness – Recruitment and training of PGLs, and delivery of BaP groups

- Sites varied in the number of PGLs recruited, the proportion who completed training, and the number of BaP groups that were delivered. All were able to recruit and train sufficient PGLs to deliver at least 5 groups over the time period.

Team effectiveness – Subjective performance

- All but one team rated their performance at least 80% or more of the maximum possible score which concurs with objective performance.

Team effectiveness – Objective performance

- Analysis in the EPEC National team's internal evaluation report shows that the results from the impact evaluation of the courses shows that the parents completing outcome data reported substantial to very substantial change in child concerns, parenting goals, parenting behaviour and parent wellbeing. The scale of the reported changes indicates that these meaningful changes will have had a clear impact on parent, child and family outcomes.

Relationship between team environment, shared leadership and team effectiveness

- The small number of sites meant that it was difficult to interpret any relationships between team environment, shared leadership and measures of effectiveness. The number of observations meant that it was not possible to carry out any meaningful statistical analysis of the results. Low response rates to some surveys and questionnaires also limited the analysis.
- There were some interesting observations from some of the results:
 - The site with the lowest shared leadership score delivered the fewest BaP groups, had the lowest subjective performance score and some of the lowest improvements in objective outcomes.
 - Site 14 which had low team churn and a high shared leadership score saw the best objective outcome measures.

Conclusions

Overall sites were able establish a good team environment and some degree of shared leadership. All were able to recruit and train sufficient PGLs to deliver at least 5 Being a Parent groups. Outcomes for participating parents were positive with those completing outcome data reporting substantial to very substantial change.

There is insufficient data to draw firm conclusions about the relationship between team environment, shared leadership and team effectiveness. However, further work with sites to understand the changes to shared leadership over time may help to guide support to existing and future EPEC Hubs.

Introduction

This is the independent evaluation report of the scaling project of Empowering Parents, Empowering Communities (EPEC) programme. EPEC developed by the Centre for Parent and Child Support, South London and Maudsley NHS Foundation Trust and the CAMHS Research Unit, King's College, London is an internationally recognised evidence-based peer-led parenting programme.

EPEC provides an evidence-based system for training and supervising parent-led parenting groups that help parents to learn practical parenting skills for everyday family life and develop their abilities to bring up confident, happy and co-operative children.

The scaling of the EPEC programme tested variations in approach to the organisation of programme delivery teams.

EPEC has previously demonstrated impact in a number of randomised and quasi-experimental research studies. Therefore, the purpose of this evaluation was to assess the impact of the variations on performance of the local delivery teams.

This report is predominantly aimed at the national EPEC team and the local delivery organisations in order to understand if the new delivery methods can be effective and to support the identification of leadership and coaching methods which enhance team performance.

What is EPEC?

EPEC is a successful, popular, low-cost parenting programme. It combines peer-led parenting groups with training, supervision and support provided by parenting specialists in an EPEC Hub based in local services. EPEC can be commissioned by Local Authorities and Clinical Commissioning Groups, and delivered through early years, community health, mental health providers; children's centre providers, NGOs and other providers.

EPEC has been designed to offer parenting support that improves:

- Children's social, emotional and behavioural development.
- Children's readiness for school and learning.
- Parenting, parent confidence and well-being.
- Family communication, interaction, routines and resilience.
- Social support and social capital.
- Parent engagement and service uptake.
- Early identification of risk and effective early intervention.
- Efficiency, cost-effectiveness and integration of local parenting support.

Each EPEC Hub organises the local delivery of EPEC's peer-led parenting courses. A Hub is staffed by one or more practitioners with parenting and child development expertise, backed by administrative support.

Each parenting course consists of eight 2-hr sessions, facilitated by two EPEC accredited local parent group leaders for between 8-12 parents. EPEC parent group leaders make an essential contribution to EPEC's special quality and effectiveness. EPEC parenting courses are delivered on a universal basis from community locations including children centres, schools and charities in targeted areas of higher social disadvantage. Parent group participants are recruited via concerted local outreach activities.

Over 3000 parents have taken part in EPEC courses, mainly delivered in areas of significant social disadvantage within London. Parents who use EPEC reflect the social, ethnic and cultural diversity of their communities. Engagement and retention rates are high, typically between 80-90%.

EPEC is underpinned by strong research and practice evidence. This has demonstrated EPEC has a significant impact on child, parent and family outcomes. EPEC courses are highly valued and popular with parents. EPEC group leader training is highly effective. EPEC has been independently rated by the Early Intervention Foundation (2016) in the UK and the Australian Institute of Family Studies (2015) as an effective, low cost parenting programme.

Scaling the programme

The Early Years Social Action Fund from NESTA/Department for Digital, Culture, and Media & Sport supported the EPEC Scaling Programme to enable the National EPEC Team to establish EPEC Hubs in 16 new areas in England. Each new Hub aimed to recruit a cohort of 16 local parents whom they trained as accredited EPEC parent group leaders. Each Hub was responsible for the delivery of 10 EPEC parent groups over a 12-month period aiming to reach a total of 1600 parent beneficiaries.

EPEC Hubs are the operational heart of local EPEC provision. Their role is to:

- Provide the focus, quality and ethos underpinning all local EPEC activity.
- Ensure safe, effective practice and adherence to local standards and procedures.
- Organise, supervise and oversee the delivery of local EPEC courses.
- Recruit, train and support local EPEC parent group leaders.
- Ensure that EPEC courses engage and meet the needs of local parents, families and commissioning objectives.
- Ensure that EPEC provision complements and adds value to local parenting services and support.

In the scaling project, new hubs are staffed by a Hub co-ordinator who recruits and supervises a cohort of EPEC parent group leaders recruited from local socially disadvantaged and excluded communities.

The Scaling Programme offered the EPEC National team the opportunity to develop and test new methods to expand the volume of EPEC delivery, the successful replication and reproduction of EPEC across multiple new Hubs at scale and speed, and evaluate the impact and quality of EPEC delivery across a large number of sites, Being a Parent courses and parents.

External Evaluation

Background

Part of the funding for the scaling of the programme was allocated to an independent evaluation of some of the variations to EPEC Hub activity and their impact on the effectiveness of EPEC Hubs. Goldfinch, an independent evaluation consultant, was commissioned to carry out the evaluation. The national EPEC team guided the scope of the evaluation and ensured access to quantitative data and informants.

Aims

The EPEC National team hypothesise that the effective delivery of EPEC relies on the accurate, high quality delivery of its manualised parenting programme with effective, on-going quality assurance, and its relational values including a positive Hub team environment and a shared leadership culture.

A positive team environment means that team members feel there is a shared purpose, the team is supportive, and their voice is heard. Shared leadership means that leadership is distributed among team members rather than focused on a single designated leader. (Carson, et al., 2007).

This is an innovative and exploratory evaluation to assess:

- To what extent a good team environment can be established and maintained in the new hubs.
- To what extent a culture of shared leadership can be established and maintained in the new hubs.
- To what extent a good team environment and shared leadership are associated with team effectiveness which includes:
 - Team members satisfaction
 - Team members competence
 - The ability to recruit and train Parent Group Leaders (PGLs)
 - Deliver Being a Parent (BaP) courses
 - Team members own opinion on the performance of the team (subjective performance)
 - Objective outcomes for BaP participants

(Wang, Waldman & Zhang, 2014)

Methodology

The first nine Phase 1 scaling sites in England were included in the evaluation.

All team members in each Hub were sent a Google docs survey at Time 1 (immediately following the end of their Parent Group Leader training, October 2018). The survey asked team members to rate the team environment and shared leadership within the team. All the team members were sent a second Google docs survey at Time 2 (July 2019). The survey asked team members to rate the team environment, shared leadership, satisfaction with the work, satisfaction with the team and their own view of team performance. The measures used and the questions asked in the surveys are shown in Appendix 1.

Changes to team membership between Time 1 and Time 2 were also recorded.

An EPEC hub team consists of:

- the EPEC Hub co-ordinator
- the trainers
- the currently active volunteer parent-group leaders
- any other staff or volunteers who have a major role in the day to day operation of the Hub and/or the facilitation of Being a Parent (BaP) groups. The hub team does not include those with a management or strategic oversight role for the EPEC programme or hub.

Hub team members competence was measured by the Hub co-ordinators through questionnaires administered to Parent group leaders before and after their training course. Objective outcomes were measured by the Hub teams via questionnaires and rating scales

completed by parents at the beginning and end of the Being a Parent programme. The results were shared anonymously with the evaluation team. The measures are described in more detail in Appendix 2.

Information on numbers of PGLs recruited and trained, and number of BaP groups delivered was recorded by the Hub co-ordinators and shared with the evaluators by the National EPEC team.

Measures used

Team environment

Team environment is split into three elements:

- Shared purpose - exists when team members have similar understandings of their team's primary objectives and take steps to ensure a focus on collective goals.
- Social support - team members' efforts to provide emotional and psychological strength to one another.
- Voice - the degree to which a team's members have input into how the team carries out its purpose.

Hub team members were asked to rate each of these elements for their team using a ten-item survey scored 1 to 5 (1, "strongly disagree," to 5 "strongly agree").

Shared Leadership

The measure of shared leadership follows a social network approach (Mayo, Meindl, & Pastor, 2003) by using density, which is a measure of the total amount of leadership displayed by team members as perceived by others on a team.

Each team member scored each other team member on a scale of 1 to 5 to what degree the team relies on this individual for leadership (1, "not at all," to 5, "to a very great extent"). These scores were used to create a Leadership Density Score for the team, this is the sum of all responses (here, the team members' ratings of each other's leadership) divided by the total possible sum of responses. This is presented as a percentage of the total possible score. For example, in a team of 5 people, each team member gives a leadership score from 1 to 5 to each of the other four team members. The maximum score each team member can give is 20 (4 other team members all given a score of 5). The maximum possible score for that team is 100 (5 team members each giving everyone the maximum leadership score). The Leadership Density Score for that team is then the sum of the actual scores divided by 100.

For team members who did not respond to the survey, it was assumed that they would have scored the leadership of the each of the other team members as the mean of the rest of the team's scores.

Team and task satisfaction

- Team satisfaction - Four items were scored on a one to five Likert scale (1=not satisfied to 5=extremely satisfied). The items were: "the amount of support and guidance I received from my EPEC hub team members", "the amount of respect I receive from my EPEC hub team members", "the spirit of cooperation within the EPEC hub team", and "the relationships between the members of the EPEC hub team". The outcome measure was the mean score per site.

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- Task satisfaction - This measure used three items measuring satisfaction with the process, the discussion, and the group's ideas. Items were scored on a one to five Likert scale (1=not satisfied to 5=extremely satisfied). The items were: "the process we followed to develop the project", "the discussions we had about the delivery of the project", and "the results of our project". The outcome measure was the mean score per site. (Kahai, Sosik, and Avolio, 2003)

Task competence

- Parent group leaders' change in knowledge post-training (via EPEC Knowledge Multiple Choice Questionnaire completed before and after training). The outcome measure was the mean change per site.
- Parent group leaders' self-efficacy (change in self-efficacy questionnaire scores before and after training). The outcome measure was the mean change per site.

Subjective performance

- Quantitative data
 - Scored on a scale of 1 to 7 where 1=does not work at all and 7= works extremely well. "How well do you think the EPEC groups work in this area?". The outcome measure is the mean score for each site.
- Qualitative data from team members
 - Team members were asked to provide a free text answer on the reason for their score on the question "How well do you think the EPEC groups work in this area?"

Objective performance

A number of measures were used:

- The Training Acceptability Rating Scale (TARS) - The TARS provides feedback from the parents about their experience of the BaP group.
- Concerns about my child (CAMC)- Parents are asked to nominate their two main concerns or problems they are facing with their child. They are asked to rate their concern from 0 to 100 (where 0 is 'Not a problem' and 100 is 'Couldn't get any worse').
- Short Warwick-Edinburgh Mental Wellbeing Scale (SWEMWBS) - measures parent's mental wellbeing.
- The Parenting Scale (PS) - measures different styles of parenting. There are 30 items in the PS. Parents are asked to rate items on a 7-point scale in order to indicate the statement that best describes their parenting style.
- My Parenting Goals (MPG) – Parents are asked to nominate their two main goals for the course. They are asked to rate how close they are to achieving the goal from 0 to 100 (where 0 is 'Nowhere near my goal' and 100 is 'Completely met').

Analysis

For each site, descriptive analysis was performed to look at change over time of team environment and shared leadership, team effectiveness, and the connections between:

- team environment and shared leadership
- team environment and the different aspects of team effectiveness
- shared leadership and the different aspects of team effectiveness

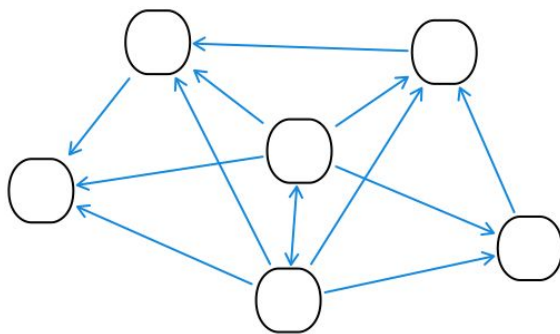
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To illustrate the leadership density measure visually, leadership sociograms were created for each team. Leadership network ratings were first be dichotomised: values of 4 (to a great extent) or 5 (to a very great extent) were assigned a value of 1, and values of 3 or less were assigned a 0.

For example:

The diagram below presents the sociograms for a middle-scoring team on the shared leadership measure. The circles are nodes representing team members. Arrows represent leadership relations: An arrow pointing from one member (A) to another (B) means that member B is perceived as a source of leadership by member A. Two-headed arrows mean that two individuals perceive one another as a source of leadership.

Leadership sociogram - Median level of shared Leadership



Results

Team Environment and Shared Leadership

Table 1 – Time 1 and 2 Team environment and leadership density scores

Hub	Team size T1	Team size T2	Team Churn	Team environment score T1 (% of maximum)	Team environment score T2 (% of maximum)	Team environment score difference (T2-T1)	Leadership density score T1 (% of max)	Leadership density score T2 (% of max)	Leadership density score difference (T2-T1)	Responses T1 (%)	Responses T2 (%)
Site 4	6	13	0.5	4.8 (96)	4.7 (94)	-0.1	62.0	53.5	-8.5	100	92
Site 14	11	10	0.3	4.9 (98)	3.9 (78)	-1.0	58.0	75.2	17.2	100	92
Site 8	13	18	0.6	4.5 (90)	4.6 (92)	0.1	56.4	48.5	-7.9	100	89
Site 13	7	9	1.6	3.7 (74)	4.7 (94)	1.0	64.6	80.6	16.0	86	100
Site 6	11	7	1.1	4.8 (96)	4.6 (92)	-0.2	65.2	42.9	-22.4	82	71

Site 11	7	18	0.8	4.1 (82)	4.6 (92)	0.4	61.1	46.4	-14.7	71	56
Site 1	8	16	0.6	4.5 (90)	N/A	N/A	52.5	N/A	N/A	63	50
Site 10	14	11	1.6	4.5 (90)	N/A	N/A	58.6	N/A	N/A	79	27
Site 12	14	18	0.6	N/A	N/A	N/A	N/A	N/A	N/A	28	44

Table 1 below shows the survey findings from Time 1 and Time 2 for Team environment and Shared Leadership. Results for sites where less than 50% team members responded to the survey are not shown.

Team Environment

At Time 1, seven of the nine teams had an average team environment score of over 90% of the maximum possible score demonstrating that a good team environment can be created in teams testing the variations in delivery model.

There were very small changes in team environment score between Time 1 and Time 2 for most sites. Two sites had greater changes, one site had a 20% absolute increase in the score and one with a 20% decrease. Nevertheless, scores for all sites at Time 2 were over 75% of the maximum possible score.

Team churn

Teams lost and gained team members between Time 1 and Time 2. A variable called 'Team churn' was created. This is the total number of team member changes between Time 1 and Time 2 (losses + additions) as a proportion of team size at Time 2.

In general, the changes in team environment across all hubs do not appear to be associated with team size or churn. However, Site 13 changed all the parent group leaders between Time 1 and Time 2 and showed a marked increase in team environment score.

Shared Leadership

At Time 1, leadership density scores, a measure of shared leadership, varied from 52.5% to 65.2% of the maximum possible score. A certain degree of shared leadership was possible at the early stage of team setup but there was scope for greater shared leadership in all teams.

Leadership density scores showed a greater degree of variation between sites and over time compared with team environment scores.

Six hubs had a sufficient response to the survey to allow them to be part of the analysis. Between Time 1 and Time 2, four of the six showed a decrease in shared leadership of between 7.9% and 22.4%. Site 6 had the largest decrease from 65.2 to 42.9%. Two sites showed an absolute increase of around 17%.

Of the four sites that had a decrease in shared leadership between Time 1 and Time 2:

- Site 4 and Site 11 both more than doubled the team size. There were decreases PGLs being relied on for leadership and the Hub co-ordinators and trainers were relied on more for leadership at Time 2. It may be that creating a large team over a short space of time means that team members don't know each other well, are new to the programme and therefore are not relied on for leadership.

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- Site 6 had a change of Hub co-ordinator between Time 1 and 2. This site had the biggest decrease in shared leadership over time. At Time 1 the Hub co-ordinator was relied on the most for leadership and many of the PGLs were also seen as being leaders. At Time 2 there is little reliance on anyone for leadership. The change of Hub co-ordinator and reasons for it may have unsettled the team.
- Site 8 showed a small decrease in shared leadership. Team size increased from 13 to 18. At Time 1 the team mainly relied on the Hub co-ordinator and trainer for leadership but many of the PGLs were seen as leaders too. At Time 2, the Hub co-ordinator was still relied on the most, reliance on the trainer decreased, and there was a reduction in number of PGLs seen as leaders by other PGLs.

Of the two sites who increased in shared leadership over time:

- Site 13 completely changed all of PGLs between Time 1 and Time 2 and showed the biggest increase in shared leadership. At Time 2 most relied on the Hub-coordinator and trainer for leadership and more of the PGLs were also seen as offering leadership by a number of other team members compared with Time 1. The change of PGL cohort may have been due to an increase understanding of the qualities required of PGLs to create the right ethos.
- Site 14 had the lowest turnover of staff and PGLs and only lost 1 team member between Time 1 and Time 2. Over that time there was an increase in the extent to which all team members relied on each other for leadership. This small, stable team may have got to know each other better and become more confident in their roles and thus began being relied on more for leadership.

Sociograms

The leadership density measure can be shown visually in leadership density diagrams (sociograms). These are created by using the leadership network ratings and developing a dichotomy: values of 4 (to a great extent) or 5 (to a very great extent) were assigned a value of 1, and values of 3 or were assigned a 0. Ratings with a value of 1 are shown by a connecting arrow between 2 team members.

Individual team members are shown as circles or 'nodes' and the arrows connecting the team members show when one team member reported that the linked team member was relied upon to great extent for leadership by the team. Double headed arrows show a mutual connection between two members who reported each other as being relied upon to a great extent for leadership.

In sociograms or social network diagrams, the term 'centrality' focuses on the behaviour of individual participants within the network. It measures the extent to which an individual interacts with other individuals in the network. The more an individual connects to others in a network, the greater their centrality. 'In-degree centrality' concentrates on a specific individual as the point of focus, i.e. the number of incoming connections. For the concept of shared leadership in EPEC teams this is important. Teams with a greater degree of shared leadership will have many members of the team with high 'in degree' centrality. In the sociograms below the size of each node is proportional to the extent of 'in-degree centrality' of that individual.

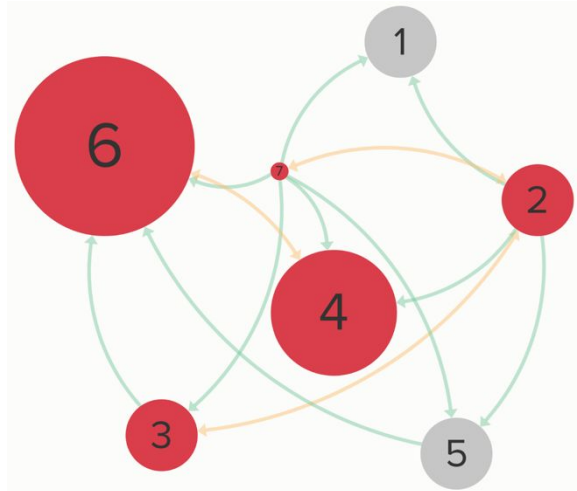
Examples are shown to illustrate Site 11 which more than doubled in team size over time, and Site 13 which showed the biggest increase in shared leadership over time.

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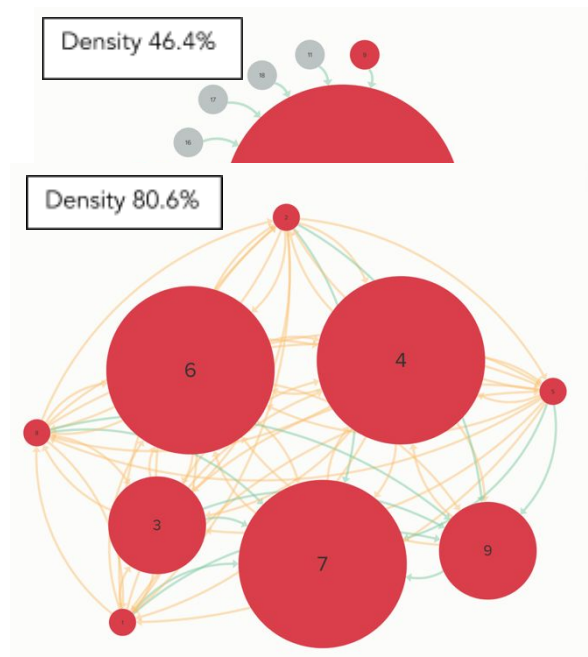
Key

- Size proportional to indegree centrality of team member
- Non-responder
- Mutual connection

Site 11 – Time 1

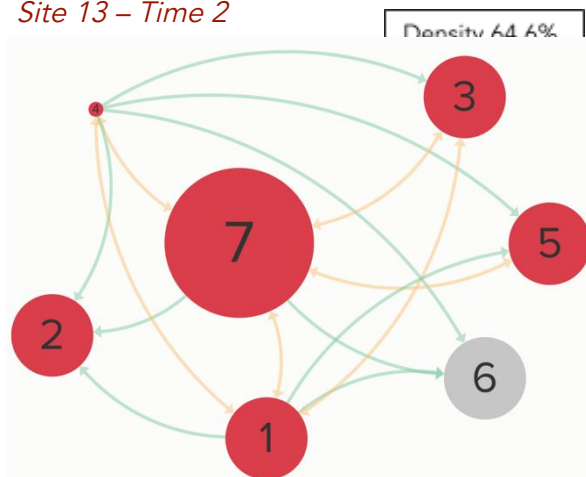


Site 11 – Time 2



Site 13 – Time 1

Site 13 – Time 2



Relationship between team environment and shared leadership

Previous evidence has suggested that the team environment may be an antecedent to a higher leadership density. However, some studies have not found such an association.

There does not appear to any association

between team environment and shared leadership for the EPEC Hubs. The number of sites is too small to perform statistical analysis of an association.

Effectiveness - Satisfaction with the Team and Task

Table 2 shows the team environment score, leadership density score and team satisfaction and task satisfaction. Teams with less than 50% responders to the Time 2 survey are not included in the analysis. All teams showed a high degree of satisfaction with both team and task. As all teams scored near to the maximum possible score, it is not possible to assess the relationship between shared leadership and satisfaction with team and task.

Table 2 – Satisfaction with team and task

Hub	Team size T2	Non response T2 (%)	Team environment score T2	Leadership density score T2 (% of max)	Team satisfaction score (% of max)	Task satisfaction score (% of max)
Site 11	18	44.4	4.6	46.4	4.3 (86.0)	4.3 (86.0)
Site 1	16	50.0	4.6	53.7	4.5 (90.8)	4.3 (86.7)
Site 13	9	0.0	4.7	80.6	4.6 (91.1)	4.5 (89.6)
Site 14	10	8.3	3.9	75.2	4.6 (92.2)	4.6 (91.9)
Site 8	18	11.1	4.6	48.5	4.7 (93.1)	4.5 (90.8)
Site 6	7	28.6	4.6	42.9	4.7 (93.3)	4.3 (86.7)
Site 4	13	7.7	4.7	53.5	4.8 (96.1)	4.8 (95.0)

Effectiveness - Ability to recruit and train Parent Group Leaders and deliver Being a Parent courses

A key output of the scaling programme was the delivery of Being a Parent (BaP) groups. The number of groups delivered per site varied from 5 to 11. For almost all sites, the majority of PGLs who registered for training completed the training programme. With the exception of one site, the majority of PGLs ran at least 1 BaP group (Table 3). The site with the lowest shared leadership score also delivered the fewest BaP groups.

Table 3 – Recruitment and training of PGLs, and course delivery

Hub	Team size T2	Team Churn	Team environment score T2 (% of max)	Leadership density score T2 (% of max)	Number of BaP groups delivered	PGLs registered on training	PGLs completed training	Percentage of PGLs who ran BaP courses	Mean number of parents reached by each PGL
Site 4	13	0.5	4.7 (94)	53.5	11	24	17	71	12
Site 14	10	0.3	3.9 (78)	75.2	10	2	2	100	17
Site 8	18	0.6	4.6 (92)	48.5	9	24	20	80	9
Site 13	9	1.6	4.7 (94)	80.6	6	30	14	70	10
Site 6	7	1.1	4.6 (92)	42.9	5	18	13	77	11
Site 11	18	0.8	4.6 (92)	46.4	9	28	18	78	6
Site 1	16	0.6	N/A	N/A	5	19	8	100	8
Site 10	11	1.6	N/A	N/A	9	21	17	62	12
Site 12	18	0.6	N/A	N/A	11	35	26	34.6	21

Effectiveness - Competence of team members

Table 4 shows the team environment score, leadership density score and team competence, measured by changes in parent group leaders' knowledge and sense of self-efficacy before and after the EPEC training. All sites were able to show improvements in self-confidence required to lead Being a Parents courses (SEQ) and all but one site showed improvements in knowledge of parenting and group facilitation (KMCQ).

Table 4 – Team competence

Hub	Team size T2	Team environment score T2	Leadership density score T2 (% of max)	Number of PGLs asked to complete questionnaires	Percentage of PGLs responding to end of training questions	Mean change in SEQ scores	Mean change in KMCQ scores
Site 13	9	4.7	80.6	22	45	0.3	0.0
Site 14	10	3.9	75.2	9	100	3.4	1.6
Site 6	7	4.6	42.9	16	56	6.9	1.3
Site 11	18	4.6	46.4	21	48	8.3	0.9
Site 1	16	4.6	53.7	16	62	9.6	1.8
Site 4	13	4.7	53.5	24	54	14.8	0.6
Site 8	18	4.6	48.5	22	86	23.9	2.6
Site 10	11	N/A	N/A	22	59	6.3	0.5
Site 12	18	N/A	N/A	31	74	17.2	1.77

Effectiveness - Subjective performance

Table 5 shows the team environment score, leadership density score, number of groups delivered and the subjective outcome measure of effectiveness which was a rating score from the team members themselves.

Table 5 – Subjective performance

Hub	Team size T2	Team Churn	Team environment score T2 (% of max)	Leadership density score T2 (% of max)	Subjective performance score (% of max score)	Number of groups delivered
Site 4	13	0.5	4.7 (94)	53.5	91.7	11
Site 14	10	0.3	3.9 (78)	75.2	88.1	10
Site 8	18	0.6	4.6 (92)	48.5	85.7	9
Site 13	9	1.6	4.7 (94)	80.6	92.1	6
Site 6	7	1.1	4.6 (92)	42.9	68.6	5
Site 11	18	0.8	4.6 (92)	46.4	80.0	9

Hubs varied in their scores of subjective performance from 68.6% to 92.1% of the maximum possible score. The hub with the lowest shared leadership score also had the lowest subjective performance score.

The qualitative assessment of subjective performance asked team members to comment on why they felt that the local programme was working well or not. The emerging themes identified a number of reasons for good performance. These were:

- the EPEC programme model itself and how it supports parents
- support and leadership from the EPEC Hub co-ordinator
- support and quality of the Hub team
- quality of the Parent Group Leaders

Team members identified that observation of positive changes in parents and parent feedback enabled them to feel that the programme was working well.

Where team members felt that the programme was not working as well as it could, they identified small numbers of parents participating as the main issue. Themes emerged as to why this might be the case. These were:

- Parents' lack of awareness of the programme
- Problems in recruiting parents
- Low parent attendance.

Team changes were also mentioned as creating a challenge to the programme performing as well as it could.

Effectiveness - Objective performance

Table 6 shows the team environment score, leadership density score and changes in the objective outcome measures of effectiveness between the start and end of the Being a Parent course. The measures were:

- Concerns about my child (CAMC)
- My Parenting Goals (MPG)
- Shortened Warwick and Edinburgh Mental Wellbeing Scale (SWEMWBS)
- The Parenting Scale (PS)
- Training Acceptability Rating Scale

Table 6 – Objective performance

Hub	Team size T2	Non response T2 (%)	Team environment score T2	Shared Leadership score T2 (% of max)	Number of parents supported	Percentage of parents not responding to CAMC questions	CAMC - Percentage of all parents with medium or high change	MPG - Percentage of all parents with medium or high change	SWE MWBS - Percentage of all parents with medium or high change	PS - Percentage of all parents with medium or high change	Number of TARS (of 9) where group response is more favourable than national norms
Site 1	16	50.0	4.6	53.7	17	100.0	N/A	29.4	17.6	11.8	4
Site 13	9	0.0	4.7	80.6	21	100.0	N/A	19.0	19.0	14.3	8
Site 4	13	7.7	4.7	53.5	71	76.1	11.3	29.6	22.5	12.7	5
Site 6	7	28.6	4.6	42.9	16	81.3	0.0	12.5	25.0	0.0	1
Site 11	18	44.4	4.6	46.4	33	60.6	21.2	30.3	27.3	9.1	9
Site 8	18	11.1	4.6	48.5	44	88.6	6.8	29.5	34.1	11.4	7
Site 14	10	8.3	3.9	75.2	77	54.5	23.4	54.5	53.2	11.7	5
Site 11	11	72.7	N/A	N/A	77	75.4	16.9	26.0	27.3	6.5	2
Site 12	18	55.6	N/A	N/A	116	87.1	11.2	25.0	37.1	11.1	7

The percentage of parents responding to the outcome measure questions was low across all sites which makes interpretation of the findings difficult.

In spite of the low response to the questions, for 'My Parenting Goals', 7 of the 9 hubs found at least 25% of parents who attended the groups improved to medium or high level. For SWEMWBS mental wellbeing measure, 6 of 9 hubs found at least 25% of parents who attended the groups improved to medium or high level.

Site 14 which had low team churn and a high shared leadership score saw the best objective outcome measures. Site 6 with the lowest shared leadership score also had some of the lowest improvements in objective outcomes.

Key Findings and Conclusions

The aims of this evaluation were to assess:

- To what extent a good team environment can be established and maintained in the new hubs.
- To what extent a culture of shared leadership can be established and maintained in the new hubs.

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- To what extent a good team environment and shared leadership are associated with team effectiveness which includes:
 - Team members satisfaction
 - Team members competence
 - The ability to recruit and train Parent Group Leaders (PGLs)
 - Deliver Being a Parent (BaP) courses
 - Team members own opinion on the performance of the team (subjective performance)
 - Objective outcomes for BaP participants

Key Findings

Team Environment

- All teams were able to create a good team environment in terms of a sense of shared purpose, team support, and team members feeling they had a voice in the team. It is possible for Hub teams to maintain a good team environment over time.

Shared Leadership

- Shared leadership is also possible to create within Hub teams. There is more variation between teams and over time for shared leadership compared with team environment.
- All teams relied mostly on the Hub co-ordinator for leadership. Those who scored higher for shared leadership also relied on a number of PGLs for leadership.
- Improvements in shared leadership over time occurred in a small, stable team which may be due to the team getting to know each other better and becoming more confident in their roles. It also occurred in a team who completely changed their PGL cohort and so may be due to an increase understanding of the qualities required of PGLs to create the right ethos.
- Decreases in shared leadership over time were seen in two teams who more than doubled the team size over a few months. Creating a large team over a short space of time may mean that team members don't know each other well, are new to the programme and therefore are not relied on for leadership. A decrease was seen in a team who change hub co-ordinator which may have unsettled the team, and one team who increased a little in size and who then began to rely mostly on the hub co-ordinator for leadership.
- Team environment does not appear to be related to shared leadership and other organisational and leadership factors may have a greater influence on the ability to create shared leadership within the EPEC Hub team.

Team effectiveness - Satisfaction

- All sites scored highly for satisfaction with the team and task.

Team effectiveness - Competence

- Analysis in the EPEC National team's internal evaluation report shows Hubs were able to achieve the expected substantial improvements in parenting knowledge, facilitation skills and self-confidence required to lead Being a Parent courses.

Team effectiveness – Recruitment and training of PGLs, and delivery of BaP groups

- Sites varied in the number of PGLs recruited, the proportion who completed training, and the number of BaP groups that were delivered. All were able to recruit and train sufficient PGLs to deliver at least 5 groups over the time period.

Team effectiveness – Subjective performance

- All but one team rated their performance at least 80% or more of the maximum possible score which concurs with objective performance.

Team effectiveness – Objective performance

- Analysis in the EPEC National team's internal evaluation report shows the results from the impact evaluation of the courses. It describes that the parents completing outcome data reported substantial to very substantial change in child concerns, parenting goals, parenting behaviour and parent wellbeing. The scale of the reported changes indicates that these meaningful changes will have had a clear impact on parent, child and family outcomes.

Relationship between team environment, shared leadership and team effectiveness

- The small number of sites meant that it was difficult to interpret any relationships between team environment, shared leadership and measures of effectiveness. The number of observations meant that it was not possible to carry out any meaningful statistical analysis of the results. Low response rates to some surveys and questionnaires also limited the analysis.
- There were some interesting observations from some of the results:
 - The site with the lowest shared leadership score delivered the fewest BaP groups, had the lowest subjective performance score and some of the lowest improvements in objective outcomes.
 - Site 14 which had low team churn and a high shared leadership score saw the best objective outcome measures.

Conclusions

Overall, sites were able establish a good team environment and some degree of shared leadership. All were able to recruit and train sufficient PGLs to deliver at least 5 Being a Parent groups. Outcomes for participating parents were positive with those completing outcome data reporting substantial to very substantial change.

There is insufficient data to draw firm conclusions about the relationship between team environment, shared leadership and team effectiveness. However, further work with sites to understand the changes to shared leadership over time may help to guide support to existing and future EPEC Hubs.

Recommendations

- 1) The implementation drivers which support high quality delivery of interventions are well documented. The national EPEC team should use their knowledge of sites to

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understand how Sites 13 and 14 achieved good shared leadership and use that insight to support other sites.

- 2) External coaching has also been shown to be important in the development of shared leadership (Carson et al. 2007). The national EPEC team could review the external coaching offered to each site to identify features which have resulted in good shared leadership.
- 3) Improve data completion and quality to further understand the relationships between team environment, shared leadership and performance.

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Appendix 1 – Measures of team environment, shared leadership, team and task satisfaction, and subjective performance

Team environment

Internal team environment consists of three theoretically derived sub-scales: shared purpose, social support, and voice. Members rated their team's internal environment using a ten-item survey scored 1 to 5 (1, "strongly disagree," to 5 "strongly agree") (Serban & Roberts, 2016), (CFIR Research Team, 2018), (Wang, et al., 2014), (Carson, et al., 2007). The results from each team member were aggregated to the team level to produce a single variable of the mean Team Environment Score for each team. This is also presented as a percentage of the maximum possible Team Environment Score. Non-responders were excluded from the analysis.

The ten items were:

Thinking about your hub team, please rate how much you agree with the following statements on a scale of 1 to 5:

Shared Purpose

1. The members of my team agree about the purpose of the EPEC Hub and our hopes for providing Being a Parent groups in our community
2. The members of my team agree about the main jobs involved to providing Being a Parent group
3. The members of my team put together plans and timetables to make sure we reach our EPEC goals

Social Support

4. The members of my team talk enthusiastically about our progress.
5. The members of my team see each other's achievements and hard work
6. The members of my team encourage other members of the Hub who seem frustrated

Voice

7. Everyone in the Hub is encouraged to speak up and share their opinions about things we talk about
8. As a member of the Hub, I have a real say in how we work
9. Everyone in the Hub has a chance to participate and provide input
10. Our Hub encourages everyone to have their say and share their opinion

Shared Leadership

The measure of shared leadership follows a social network approach (Mayo, Meindl, & Pastor, 2003) by using density, which is a measure of the total amount of leadership displayed by team members as perceived by others on a team.

Each team member scored each other team member on a scale of 1 to 5 to what degree the team relies on this individual for leadership (1, "not at all," to 5, "to a very great extent"). These scores were used to create a Leadership Density Score for the team, this is the sum of all responses (here, the team members' ratings of each other's leadership) divided by the total possible sum of responses. This is presented as a percentage of the total possible score. For example, in a team of 5 people, each team member gives a leadership score from 1 to 5 to each of the other four team members. The maximum score each team member can give is 20 (4 other team members all given a score of 5). The maximum possible score for that team is 100 (5 team members each giving everyone the

maximum leadership score). The Leadership Density Score for that team is then the sum of the actual scores divided by 100.

For team members who did not respond to the survey, it was assumed that they would have scored the leadership of each of the other team members as the mean of the rest of the team's scores.

Team and task satisfaction

- a) Team satisfaction – an affective evaluation of the team experience. Four items were developed by Kahai, Sosik, and Avolio (2003). Items were scored on a one to five Likert scale (1=not satisfied to 5=extremely satisfied). The items were: "the amount of support and guidance I received from my EPEC hub team members", "the amount of respect I receive from my EPEC hub team members", "the spirit of cooperation within the EPEC hub team", and "the relationships between the members of the EPEC hub team". The outcome measure was the mean score per site.
- b) Task satisfaction – a group's shared attitude towards its task and the associated work environment. This measure used three items adapted from Kahai et al. (2003) measuring satisfaction with the process, the discussion, and the group's ideas. Items were scored on a one to five Likert scale (1=not satisfied to 5=extremely satisfied). The items were: "the process we followed to develop the project", "the discussions we had about the delivery of the project", and "the results of our project". The outcome measure was the mean score per site.

Subjective performance

Quantitative data

- o Scored on a scale of 1 to 7 where 1=does not work at all and 7= works extremely well. "How well do you think the EPEC groups work in this area?". The outcome measure is the mean score for each site.

Qualitative data from team members

- o Team members were asked to provide a free text answer on the reason for their score on the question "How well do you think the EPEC groups work in this area?"

Appendix 2 – Measures of task competence and objective performance

Task competence

- Parent group leaders' change in knowledge post-training (via EPEC Knowledge Multiple Choice Questionnaire completed before and after training). The outcome measure was the mean change per site.
- Parent group leaders' self-efficacy (change in self-efficacy questionnaire scores before and after training). The outcome measure was the mean change per site.

Objective performance

- The Training Acceptability Rating Scale (TARS) - The TARS provides feedback from the parents about their experience of the BaP group. There are two sections: the first asks parents to rate their experience of the training; the second asks for feedback on three aspects: 1) things they found helpful; 2) things they would like to change; 3) any other comments. There are 12 Tars questions. Nine are rated 1-4 (where 4 is 'A great deal' and 1 is 'Not at all') and there are three free-text questions where parents write feedback. For the rated questions, the score is presented as a percentage of responses from the group. The outcome measure is the number of questions (out of 9) where the group response is more favourable than the EPEC national norms.
- Concerns about my child (CAMC)- Parents are asked to nominate their two main concerns or problems they are facing with their child. They are asked to rate their concern from 0 to 100 (where 0 is 'Not a problem' and 100 is 'Couldn't get any worse'). Parents rate their concerns at the start and end of the BaP group. The outcome measure is the proportion of all parents with a medium or high level of change.
- Short Warwick-Edinburgh Mental Wellbeing Scale (SWEMWBS) - measures parent's mental wellbeing. There are 7 questions in the SWEMWBS. Parents are asked to describe their experience over the past 2 weeks. There are 5 response options (from 1 = 'None of the time' to 5 = 'All of the time'). The scores for each question are added together to create a total SWEMWBS score. Parents complete the questions at the start and end of the BaP course. The outcome measure is the proportion of all parents with a medium or high level of change.
- The Parenting Scale (PS) - measures different styles of parenting. There are 30 items in the PS. Parents are asked to rate items on a 7-point scale in order to indicate the statement that best describes their parenting style. An average score is calculated. A higher score on the PS indicates less effective parenting styles. Parents complete the questions at the start and end of the BaP course. The outcome measure is the proportion of all parents with a medium or high level of change.
- My Parenting Goals (MPG) – Parents are asked to nominate their two main goals for the course. They are asked to rate how close they are to achieving the goal from 0 to 100 (where 0 is 'Nowhere near my goal' and 100 is 'Completely met'). Parents complete the questions at the start and end of the BaP course. The outcome measure is the proportion of all parents with a medium or high level of change.



Transforming Children's Lives

EPEC National Scaling Programme

NESTA/DCMS Final Report January 2020



South London and Maudsley

NHS Foundation Trust

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The work and achievements in this report would be nothing without the dedication, expertise and passion of the amazing colleagues and parents who brought EPEC to life within their Hub for their local children and families. They have been, and continue to be, a delight and pleasure with whom to work.

Lastly, and most importantly, EPEC succeeds because of parents and children. They are the heart, the spirit and the purpose of EPEC. It is families for which EPEC is designed, it is they who bring it life, and they who use it to give their children the childhood and futures they deserve.

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The evaluation reported in this NESTA/DCMS EPEC Scaling Programme Final Report was conducted by the CAMHS Research Unit, King's College London on behalf of the National Empowering Parents Empowering Communities Team.

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Executive Summary

The NESTA/DCMS funded EPEC Scaling Programme (2017-19) tested the rapid expansion of EPEC across 15 new areas in England.

- Empowering Parents, Empowering Communities (EPEC) is an evidence-based, popular, low-cost parenting programme that combines knowledge, skills and expertise of public services and local communities.
- The Scaling Programme generated considerable interest and enthusiasm across NHS, local authority, voluntary and community organisations in England.
- It involved rapid, concurrent large-scale dissemination across 15 organisations, recruited in two waves in 2018. The National EPEC Team successfully delivered a multi-faceted site support programme to these organisations to set up and run 15 new EPEC hubs. This involved face-to-face training, ongoing consultation, digital social communication platform, electronic access to EPEC materials and online activity monitoring, outcome and acceptability evaluation.

The recruitment and training of local parents within socially disadvantaged communities and neighbourhoods as EPEC parent group leaders is replicable at scale

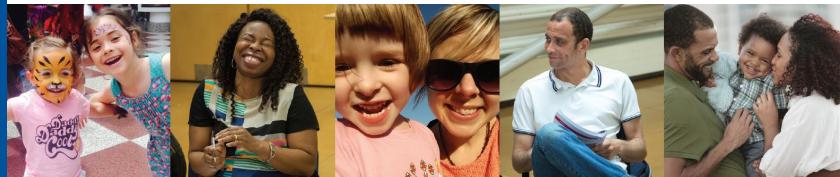
- Fifteen new EPEC Hubs successfully recruited cohorts of local parent group leaders (PGLs) from parents living in areas of high social disadvantage. PGL recruitment exceeded the planned volume by 36.0%.
- Local Hubs delivered highly successful and impactful initial PGL training that was effective in developing parent group leaders' parenting knowledge, groupwork skills and self-efficacy. PGL training had a high completion rate of 69.7%, resulting in 216 successfully trained EPEC parent group leaders across the 15 sites.
- The vast majority of trained PGLs led one or more EPEC Being a Parent course over the duration of the Scaling Programme. The trained PGLs have continued to be involved in the delivery of EPEC beyond the Scaling Programme.

The new EPEC Hubs were highly successful at organising a local programme of Being a Parent courses for their selected socially disadvantaged communities and neighbourhoods.

- Hubs used EPEC to substantially increase the scale, reach and acceptability of local parenting support.
- The 15 newly established EPEC hubs delivered a total of 128 Being a Parent courses during the Scaling Programme, reaching over 1000 parents, of whom nearly 90.0% took part in a BaP course.
- Hubs used their BaP courses to reach the socially disadvantaged families intended. Three quarters were not in paid employment, two-thirds lived in rented accommodation, half had no post-school qualifications and one-quarter had English as an additional language. The Hubs reached over one thousand parents,

Hub Being a Parent courses were attractive, valued and popular with parents living in socially disadvantaged neighbourhoods and excluded communities

- EPEC's peer-delivery model is highly effective at recruiting and retaining parents socially disadvantaged parent.
- Scaling Programme evidence suggests that it is realistic assume a recruitment rate 7-8 parents, on average, to Being a Parent groups in the first twelve months of establishing a new hub.
- The BaP courses run by the Hubs showed high levels of engagement and retention from disadvantaged parents. Three quarters of parents completed their Being a Parent course, which compares well with the published evidence of over 80% completion rates for courses run by the National EPEC team.



EPEC Being a Parent courses were consistently highly effective and strongly supported by parents.

- The peer-led Being a Parent courses enabled participant parents to achieve meaningful change with clear impact on parent, child and family outcomes.
- Parents completing outcome data across the 128 Being a Parent courses reported substantial to very substantial improvements in child concerns, parenting goals, parenting behaviour and parent wellbeing.
- Participant parents consistently provided very positive feedback about the competence, skills and motivation qualities of the Hub parent group leaders, underlining their crucial and effective role in EPEC's effectiveness and successful reach.

The Scaling Programme was a robust and successful test of the capability to deliver EPEC at scale and at pace across a diverse range of organisations and communities.

- The participating Hubs significantly increased the scale of their local parenting support, successfully mobilised and trained local parent group leaders, and delivered an effective and popular programme of Being a Parent courses to socially disadvantage families.
- Participating Hubs continued to deliver and expand their local BaP programmes after the Scaling Programme was completed.
- The National EPEC Team continues to disseminate further EPEC programmes to these Hubs, including Baby and Us, Living with Teenagers and EPEC-Autistic Spectrum Disorder. Supported by funding from the Department of Work and Pensions, four sites have collaborated on piloting Being a Parent-Together, a version of the programme for couples at risk of parental conflict.
- The National EPEC team has used the success of this NESTA/DCMS funded programme to launch further scaling waves involving a further 14 new sites.



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1.0 Empowering Parents Empowering Communities

- Empowering Parents, Empowering Communities (EPEC) is an evidence-based, popular, low-cost parenting programme.
- EPEC's parent-led delivery combines knowledge, skills and expertise of public services and local communities has the capability to transform access to effective parenting support, particularly for in socially disadvantaged and excluded families.
- EPEC's asset-based, people-powered approach has been carefully developed and tested in trials and routine delivery.
- EPEC's approach offers an innovative approach to improve the scale, reach and impact of parenting support.

1.1 Introduction

- The South London and Maudsley NHS Foundation Trust (SLAM) provides NHS care and treatment for people with mental health problems across the UK and beyond.
- SLAM delivers mental health services for people living in the London boroughs of Croydon, Lambeth, Lewisham and Southwark; and substance misuse services for residents of Bexley, Lambeth, Greenwich and Wandsworth. The Trust provides clinical services in seven London boroughs, with a combined population of nearly 2 million people covering an area of 168 square miles, rich in culture, diversity and architecture.
- SLAM with its academic partners in Kings Health Partners is a leading international centre for the development and dissemination of evidence-based innovations, interventions and practice.
- The Empowering Parents Empowering Communities (EPEC) developed by the Centre for Parent and Child Support, SLAM and the CAMHS Research Unit, King's College, London is an internationally recognised evidence-based peer-led parenting programme.
- EPEC provides an evidence-based system for training and supervising parent-led parenting groups that help parents to learn practical parenting skills for everyday family life and develop their abilities to bring up confident, happy and co-operative children. Free crèches are provided alongside each group and parents attending the course can choose to gain certification through the National EPEC Team and accreditation through appropriate awarding bodies where available.
- EPEC's portfolio of parenting courses have been developed and co-produced by parenting specialists, parent group leaders and parents. They have been provided across boroughs in south and east London for nearly two decades, enabling the courses to be piloted, refined and evaluated.

1.1 What is EPEC?

Empowering Parents, Empowering Communities (EPEC) is a successful, popular, low-cost parenting programme.

It combines peer-led parenting groups with training, supervision and support provided by parenting specialists based in local services.

"I found the EPEC parenting course amazing. I learnt new things and I feel more relaxed when I come to a challenge with my child."

Parent, Wiltshire



EPEC has been designed to offer parenting support that improves:

- Children's social, emotional and behavioural development.
- Children's readiness for school and learning.
- Parenting, parent confidence and well-being.
- Family communication, interaction, routines and resilience.
- Social support and social capital.
- Parent engagement and service uptake.
- Early identification of risk and effective early intervention.
- Efficiency, cost-effectiveness and integration of local parenting support.

"Understanding my child's feelings and sticking to boundaries were two of the main things I needed to learn and the leaders definitely covered that for me."

Parent, Solent

An EPEC Hub based in local services aims to deliver an on-going programme of peer-led parenting courses within key neighbourhoods, where families and communities have higher exposure to risk factors associated with adverse child and family outcomes, and lower resilience. The intention is that EPEC will help to improve local children's development and outcomes, enhance family and community resilience, increase access and scale of effective parenting support, reduce stigma and family risk.

EPEC's peer-led courses consist of eight 2 hour sessions, facilitated by two EPEC accredited local parent group leaders for between 8-12 parents.

- EPEC courses successfully integrate behaviour change with adult learning.
- Each course session is highly interactive involving an engaging and creative blend of small and large group discussion, role play, demonstrations, information sharing and reflection.
- Parents practice and use new skills in everyday life to achieve specific goals.

EPEC's peer-led partnership between communities and service providers is unique, proven and tested in routine delivery, field and research trials.

1.1.1 Who leads EPEC courses?

"Because the leaders are so good, they have motivated me to keep bettering myself and improving parenting skills. Me following this has already had a positive impact on my home life and the children at school"

Parent, Solent

EPEC courses are peer-led by local parents who have:

- Successfully complete certificated EPEC training,
- Receive ongoing supervision and support from parenting specialists based in their local EPEC Hub.
- Fulfil DBS and other mandatory requirements.

1.1.2 What do EPEC courses offer?

EPEC aims to improve child development and outcomes, parenting, family resilience and social capital.

EPEC courses combine the latest developmental science and theory with well-evidenced parenting strategies and methods involving:

- Attachment and parent-child relationships.
- Understanding and managing children's feelings and parents' emotional regulation.
- Parenting roles, expectations and culture.



- Parent listening, communication, play and interaction skills.
- Positive behaviour management and discipline strategies.
- Managing parent and family stress.

1.1.3 What types of EPEC courses are there?

There are three EPEC core parenting courses:

- **Being A Parent**, for parents of children age 2-11 years.
- **Baby and Us**, for parents of babies aged 0-1 year.
- **Living with Teenagers**, for parent of adolescents aged 12-16 years.

In addition to these courses focussed on parenting from birth to adolescence, there are a range of more focussed EPEC courses including for parents with children with ADHD, for parents with children with ASD, co-parenting couples at risk of conflict, families living in homeless accommodation and parents affected by serious mental health difficulties.

The NESTA/DCMS funded Scaling Programme focused on the scaling up and delivery of the Being a Parent course, with a narrower age range of parents with children aged 2-4 years.

1.2 What is an EPEC Hub?

An EPEC Hub organises and provides EPEC parenting courses in a local area. Each Hub is:

- Embedded in local services, and is usually located in local authority, NHS or voluntary sector children's provision.
- Depending on scale of delivery, a Hub is staffed by one or more practitioners with parenting and child development expertise, backed by administrative support.
- Typically, Hubs begin by delivering a programme of around 10 EPEC courses per year, which is sufficient to support a viable cohort of local parent group leaders.
- The Hub usually begin by offering a planned, rolling programme of EPEC courses for families living in geographical defined populations, likely to be made up of a number of socially disadvantaged neighbourhoods and excluded communities.
- Each local EPEC site receives training, support and expertise from the national EPEC team, ensuring programme fidelity and maintaining quality.
- Once established, Hub usually expand the geographical reach of their local EPEC programme, their number of trained parent group leaders and the range of EPEC course types on offer.

1.2.1 What does an EPEC Hub do?

EPEC Hubs are the operational heart of local EPEC provision. Their role is to:

- Provide the focus, quality and ethos underpinning all local EPEC activity.
- Ensure safe, effective practice and adherence to local standards and procedures.
- Organise, supervise and oversee the delivery of local EPEC courses.
- Recruit, train and support local EPEC parent group leaders.
- Ensure that EPEC courses engage and meet the needs of local parents, families and commissioning objectives.
- Ensure that EPEC provision complements and adds value to local parenting services and support.



1.2.2 What does an EPEC Hub Co-ordinator do?

The parenting expertise, training, organisational skills and supervision methods of the Hub Co-ordinator are crucial for:

- Organising a rolling programmes of well publicised EPEC parent courses located in accessible local settings such as children centres, voluntary agencies and faith centres in specific neighbourhoods within the local authority/CCG area.
- Recruiting and retaining accredited, safe and effective parent group leaders.
- Facilitating the certificated 60 hour EPEC Parent Group Leader training.
- Observing and supervising EPEC group leaders' practice on a fortnightly basis.
- Developing a supportive and motivating ethos for parent group leaders.
- Providing ongoing learning, development and reflection workshops for parent group leaders.
- Managing on-going EPEC course outcome evaluation and quality assurance reviews.

"It was the highlight of my week, I looked forward to the sessions."

Parent, Sheffield

1.3 Why does EPEC use a peer-led approach?

EPEC's well-tested and innovative combination of peer-led methods with professional parenting support and supervision. A peer-led approach:

- Improves the scope and scale of help available to parents and families.
- Boosts parent access, acceptability and accelerates behavioural change.
- Offers greater credibility and influence with parents.
- Shows that local parents are assets to each other
- Builds community capacity and resilience.
- Improves group leaders' confidence, qualifications and employability.
- Offers parent group leaders a way to express their personal and community altruism.
- Offers a clear, effective example of people-powered family health and well-being.

"Knowing I wasn't alone in struggling with parenting and having the programme delivered by parents that have been there and successfully use the tools was a big help in knowing I can change and be a better parent"

Parent, Nottinghamshire

1.3.1 What do parent group leaders do?

EPEC courses are led by local parents who have completed our certificated EPEC training. Group leaders' qualities and skills, backgrounds, experience, and status as parents are critical to engaging other parents and affecting change by:

"Because it was run by other parents, they are more understanding and real"

Parent, Nottinghamshire

- Building trusting relationships so that parents feel encouraged, optimistic and well-informed about EPEC, particularly families experiencing higher levels of need.
- Shaping EPEC's manualised course content and methods to reflect the individual and collective needs of parents and their children
- Helping parents to develop individual plans and goals for themselves, their children and family.

Parents and parent group leaders are central to EPEC's ongoing process of informing, reviewing, cocreating and strengthening its courses and approach.



1.3.2 What training and support do EPEC parent group leaders receive?

Each EPEC Hub offers parent group leader training and on-going support that includes:

- Introductory certificated 10 day EPEC group leader training supported by a crèche.
- Ongoing fortnightly supervision to maintain quality, review safeguarding and course issues.
- Supervisor observation of parent group leader practice and course delivery
- Continuing development sessions to exchange skills, reflect on practice, revisit and review course structures and organisation, and co-design new developments.

“The fact that the course leaders have done the course, and deliver it to us as parents who’ve been where we are, is very encouraging. I’ve been on other courses where I have completely felt patronised and devalued. It’s a fantastic course and would recommend it to anyone.”

Parent, Cotmanhay

1.4 Does EPEC work?

EPEC has been independently rated as an effective, low-cost parenting programme by independent organisations in the UK and Australia (EiF, 2016, AIFS, 2015). Research and service evaluation consistently demonstrates that EPEC:

- Improves the scale, accessibility and effectiveness of parenting support, particularly for families in socially disadvantaged neighbourhoods.
- Improves children’s social, emotional and behavioural development.
- Improves parenting, parents’ wellbeing, builds families’ social and community connectedness, and encourages engagement in other local services and wider community resources.
- Generates high levels of parent engagement and positive experiences.

1.4.1 What is the outcome evidence for EPEC?

EPEC has been rigorously evaluated in research trials and tested in the real world. There are nine published studies of EPEC, see Appendix 1.

“I used to have a 40 minute meltdown from my daughter in a morning while getting ready for school. Now she gets dressed straight away with no issues.”

Parent, Stockport

These show that EPEC improves children’s social, emotional and behavioural development, parenting, parents’ wellbeing, confidence and resilience.

For example, a randomised control trial (Day *et al.*, 2012a) shows that EPEC results in significantly better outcomes for:

- Child behaviour problems (measure: Eyberg Child Behaviour Inventory, Problem Scale: T1 Mean 11.3 [SD 8.8] T2 Mean 5.4 [SD 6.3], $p=0.001$, Effect size 0.6).
- Positive parenting behaviour (measure: Parenting Scale: T1 Mean 3.3 [SD 0.6] T2 Mean 2.9 [SD 0.6], $p\geq 0.001$, Effect size 0.7).
- Parenting concerns (measure: Concerns About My Child Scale: T1 Mean 52.4 [SD 31.8] T2 Mean 26.3 [SD 27.1], $p\geq 0.001$, Effect size 0.8).



- Parents' improved understanding, confidence and skills in parenting (*measure: Treatment Acceptability Rating Scale: Understanding: mean 3.6 [SD 0.5]; Confidence: mean 3.4 [SD 0.7]; Skills: mean 3.5 [SD 0.5].*

"Absolutely loved this course. Even my son has said I'm a nicer mummy now"

Parent, Cotmanhay

Research and monitoring evidence from routine EPEC delivery shows that:

- Parents who use EPEC reflect the social, ethnic and cultural diversity of the socially disadvantaged communities in which they live.
- Engagement and retention rates are high, typically between 80-90%.
- At least two-thirds of parents come from the lowest 20% of the population based on disposable income, and only one in 10 are owner occupiers.
- 75% of parents attending EPEC are unwaged, 40% lone parents, and half of parents have English as a second language.

EPEC has been independently rated by the Early Intervention Foundation in the UK and the Australian Institute of Family Studies as an effective, low cost parenting programme.

1.4.2 Are EPEC parent group leaders effective?

EPEC group leaders make a unique contribution to EPEC's success, achieving engagement and outcomes beyond those that can be accomplished by professional services alone. Evidence shows that:

- EPEC group leader training is effective and significantly increases their parenting knowledge and facilitation skills (*Day et al., 2012a*).
- Over 90% of parents completing EPEC rate group leader competence, knowledge and motivational skills very highly (*Day et al., 2012a; Day et al, 2017; Prichard et al., 2013*).

"This is a fantastic course, I can't emphasise how much I have got out of doing this course. The leaders were brilliant and I've learnt so much. I think this course should be offered to everyone with a child."

Parent, Havering

1.5 Conclusion

Empowering Parents, Empowering Communities (EPEC) is an evidence-based, popular, low-cost parenting programme which had been tried, tested and refined by the National EPEC team based at South London and Maudsley NHS Foundation Trust and King's College, London.

- EPEC's task transfer approach combines knowledge, skills and expertise of public services and local communities. It has the capability to transform access to effective parenting support, particularly for in socially disadvantaged and excluded families.
- EPEC's asset based, people-powered approach has the potential to transform the transactional relationships that exist between public service providers and service users.
- EPEC's manualised approach, training and quality assurance systems offered the capability to take its innovative, low-cost approach to scale.
- The NESTA and Department of Digital Culture Media and Sport (DCMS) Early Year Programme provided the opportunity to test this scaling potential and strengthen EPEC's scaling and sustainability systems.

1.6 Key learning and insights

- EPEC has been carefully developed, tested and successfully provided by the National EPEC team across communities in south London and individual sites within England and Australia.



- EPEC's approach offers a potential solution to public services that were considering innovative methods to improve reach and cost-effective parenting support for socially disadvantaged families and excluded communities.
- Scaling focussed on EPEC's Being a Parent parenting course, for parents of children aged 2-11 years. Being a Parent would be used by new Hubs to focus on parents of children 2-4 years required adaptations to meet requirements of the NESTA/DCMS Early Years funding stream.
- The National EPEC team had previously disseminated EPEC to individual organisations. The planned Scaling Programme envisaged rapid, concurrent large-scale dissemination across upto 16 organisations. This required adaptation to EPEC dissemination system, particularly the collective training procedures for the new Hubs, new methods to recruit initial cohorts of parent group leaders, digitalisation of course activity monitoring and outcome measurement and methods, and procedures to support Hub fidelity, implementation and communication.



2.0 EPEC National Scaling Programme

- The EPEC Scaling Programme provided the opportunity to test the rapid expansion of EPEC across upto 16 new Hubs in England, with the potential to reach a significant population of vulnerable children and families.
- It required EPEC to develop a range of direct and online training, resources, consultation, support and expertise to support partner organisations to develop EPEC Hubs.

2.1 Aims and Ambitions of the EPEC Scaling Programme

- The National EPEC team support health, social care, education, early years and other services within local authority, NHS, voluntary and other organisations to set up and run EPEC hubs.
- New hubs are staffed by a Hub co-ordinator who recruits and supervises a cohort of EPEC parent group leaders recruited from local socially disadvantaged and excluded communities.
- The scaling-up of the EPEC parenting programme in England offered a unique opportunity. Every partner organisation had the chance to develop and expand innovative, effective and low-cost parenting support for families with children aged 0-4 years, and, in doing so, investing in and building community resilience and assets.
- New Hubs acquire the knowledge, know-how and expertise to deliver the evidence based EPEC programme and use this to transform the scale and reach of parenting support available to families and communities living in local socially disadvantaged neighbourhoods.
- The Scaling Programme offered the EPEC National team the opportunity to develop and test new methods to expand the volume of EPEC delivery, the successful replication and reproduction of EPEC across multiple new Hubs at scale and speed, and evaluate the impact and quality of EPEC delivery across a large number of sites, Being a Parent courses and parents.

2.2 Overview and Scope

In 2013, NESTA and the Office for Civil Society (now incorporated into the Department for Digital, Culture, Media and Sport, DCMS) founded the Centre for Social Action to test and scale approaches that promote the power and influence of people and citizens in public services, institutions, and democracies. In 2017, as part of the Centre for Social Action, NESTA and DCMS launched the £1.1 million Early Years Social Action Fund (EYSAF) which funded five early years organisations to scale parent-powered programmes to help children achieve developmental outcomes by directly supporting parents in the early years.

South London & Maudsley NHS Foundation Trust's National EPEC Team was funded by NESTA and Department of Digital Culture Media and Sport (DCMS) to partner with 16 organisations in England to establish EPEC Hubs in their local area. The Scaling Programme was designed to enable:

- Each new Hub to offer EPEC parenting courses using *Being a Parent* in local, socially disadvantaged communities for parents with children aged 0-4 years.
- Local multi-agency partnerships to develop innovative, community-based parenting support with a robust, well tested approach.
- Each new Hub to combine local professional parenting expertise using evidence-based methods with a parent-led approach that builds community resilience.



- Partner Hubs were selected based on criteria set out in the Scaling programme application form.

2.2.1 What did the National EPEC Programme offer?

Over 18 months, the National EPEC Team offered each new partner organisation:

- No-cost training to set up an EPEC Hub, recruit and train local parent group leaders and run EPEC parenting courses, involving 3-day Hub Familiarisation training, 4-day EPEC Train the PGL Trainer training and 3-day EPEC Supervisor training.
- No-cost access to knowledge and expertise in organising EPEC courses supervising and supporting volunteer group leaders.
- No-cost access to all EPEC manuals, outreach and group materials, and quality assurance and outcome monitoring systems. All relevant EPEC materials were provided via Dropbox. EPEC activity monitoring and evaluation used Qualtrics digital software
- No-cost, on-going access to 1-to-1 site support equivalent to one-day per month, national EPEC conference, plus use of the EPEC SLACK social media platform was used to communicate and interact within and between sites.

2.2.2 What did new EPEC new partners contribute?

Each new partner organisation in the Scaling Programme committed to:

- A local provider organisation hosting the local EPEC Hub. This could be community health services, early help team, children's centre, CAMHS or other appropriate service.
- Local funding for the period of the Scaling Programme to cover pay costs for the local EPEC Hub coordinator, administrative support and non-pay costs including parent group leader expenses, crèche support.
- Recruitment took place in two waves (Wave 1 and Wave 2).
- Wave 1 sites committed to recruit, train and supervise upto 16 local EPEC parent group leaders, who would then run 10 EPEC parent courses for up to 100 parents over a 12 month period.
- Wave 2 sites committed to recruit, train and supervise upto 12 local EPEC parent group leaders, who would then run 8 EPEC parent courses for up to 80 parents over a 8 month period.
- Provide and share EPEC quality, fidelity and outcome information with the National Team.

2.3 Key Scaling Programme Milestones

There were three phases:

- Phase 1 (Sept 2017-March 2018): Engage and select partner sites.
 - Key output was the recruitment of 16 new partner organisations to each establish a local EPEC Hub.
- Phase 2 (Apr-July 2018): Establish local EPEC Hubs, share EPEC materials and resources, train local Hub Coordinators, select & train local parent group leaders.
 - **Planned key outputs** were: (i) the delivery of the initial Scaling Programme training programme for the recruited partner organisations, (ii) each Hub then recruits and trains a cohort of local PGLs. The initial target was for each Hub to recruit 16 parent group leaders producing a total of 256 parent group leaders.
 - **Adjusted key output** adjusted for later recruitment of Wave 2 sites was the recruitment of 228 parent group leaders
- Phase 3 (Aug 2018-June 2019): Each Hub delivers required EPEC courses, ongoing support, quality assurance and outcome evaluation.
 - **Planned key outputs** were (i) delivery of 160 EPEC Being a Parent courses across 16 Hubs, (ii) reaching 1600 parents and estimated 2400 children under 5 years.



- **Adjusted key output** to take account of the later recruitment of Wave 2 sites was the delivery of 146 Being a Parent course across 15 sites reaching 1460 parents and estimated 2190 children under five.

2.4 Scaling Programme Evaluation

Two evaluations were conducted to examine the implementation and outcomes of the Scaling Programme.

- An internal evaluation was conducted by the CAMHS Research Unit, King's College London on behalf of the National Empowering Parents Empowering Communities Team. This evaluation aimed to assess:
 - The implementation, activity and outcomes of the Scaling Programme Familiarisation, Train the Trainer and Supervision training participant impact and acceptability.
 - Hub parent PGL recruitment, demography, PGL training completion rates, pre-post impact on parenting knowledge, self-efficacy, and PGL training acceptability.
 - Being a Parent parent participant recruitment, engagement, course completion, pre-post course impact on child concerns, parenting goals, parenting behaviour and parent well-being, and course impact and acceptability.
- An external evaluation was conducted by Dr Dulcie McBride, Goldfinch. This evaluation examined the quality of Hub team environments, shared leadership and Hub characteristics. This report is available separately from EPECProject@slam.nhs.uk.

2.4 Conclusion

- The NESTA/DCMS funded Scaling Programme represented a significant investment in early intervention for children and families in socially disadvantaged and excluded communities across areas of England.
- The Scaling Programme provided the opportunity to test the rapid expansion of EPEC across upto 16 new Hubs in England, with the potential to reach a significant population of vulnerable children and families.

2.5 Key learning and insights

- The NESTA/DCMS funding enabled the National EPEC Team to provide the training, materials, on-going consultation, support and expertise to new sites at no-cost. The Scaling Programme required financial investment from potential participant organisations to cover the costs of local Hub staffing and resources.
- The scaling timetable was demanding and required the National EPEC Team needed to rapidly develop systems for informing eligible services about the aims, opportunities and requirements of the Scaling Programme that were consistent with potential partner strategic aims and operational priorities.
- The National team produced the required marketing infrastructure including contact databases and materials, as well as relationally focussed methods to ensure that prospective partners were genuinely aware of the aims and purpose of the Scaling Programme and could make an accurate assessment of the value and contribution that EPEC could make to their local provision.



3.0 EPEC Scaling Programme

Phase 1: Engagement

- The EPEC Scaling Programme generated considerable interest and enthusiasm from across organisations in England.
- Fifteen new partner organisations were recruited to develop EPEC Hubs in NHS Trusts, local authorities and NGOs across England, with the potential to test the capability and effectiveness of EPEC in a diverse range of disadvantaged communities.
- The partner Hubs were recruited in two waves. Nine Wave 1 sites were recruited by March 2018, and six Wave 2 sites by July 2018.

3.1 Phase 1: Engagement and selection of partner sites.

The National EPEC team undertook a broad-based marketing and communication plan between June-September 2017 aimed at informing relevant organisations in England about the Scaling Programme. Scaling Programme engagement events were attended by 35 organisations from across England. Between September 2017 and March 2018, 15 of these organisations were selected as EPEC Hub sites.

Through the engagement and selection process, the Scaling Programme sought to recruit partner organisations who could demonstrate that:

- The proposed EPEC Hub fitted with wider local strategic priorities for families with children under five.
- Effective local multiagency relationships exist to support Hub outreach, parent engagement and EPEC parenting course delivery for families and communities living in specific socially disadvantaged neighbourhoods.
- There was a clear, feasible implementation plan for the EPEC Hub, supported by necessary operational resources and support.
- The proposed EPEC Hub could successfully recruit, train and support a cohort of 16 volunteer parent group leaders.
- The host organisation had experience and expertise in parenting and parenting programmes, evidence-based approaches, and peer-led and volunteer partnerships.
- The required financial resources were committed.
- Planning for a sustainable model to deliver EPEC beyond the period of the Scaling Programme.

3.2 Partner sites

The Wave 1 partner sites selected were:

- Home-Start, Central Bedfordshire
- London Borough of Havering
- Kent Community Health NHS Foundation Trust
- Nottinghamshire County Council
- Solent NHS Trust
- Solihull Metropolitan Borough Council
- Stockport Metropolitan Borough Council
- Thurrock Council

- Wiltshire Council

The Wave 2 partner sites selected were:

- Cotmanhay Community Network
- London Borough of Enfield
- Hartlepool Borough Council
- Leeds City Council
- Sheffield City Council
- West London NHS Trust (Ealing)



3.3 Phase 1 Conclusion

- The EPEC National Scaling Programme successfully recruited 15 new partner organisations to develop EPEC Hubs in NHS Trusts, local authorities and NGOs across England, with the potential to test the capability and effectiveness of EPEC in a diverse range of disadvantaged communities.
- This represented 93.7% of the planned 16 hubs.
- The partner Hubs were recruited in two waves. Nine Wave 1 sites were recruited by March 2018, and six Wave 2 sites by July 2018.

3.4 Key learning and insights

- The Scaling Programme generated considerable interest and enthusiasm across organisations in England. The main reason for interested organisations declining to participate was the rapid timetable did not allow sufficient time to align strategic, multiagency commitment, with the allocation of resources and staffing.
- Organisations recognised the potential for EPEC to provide low-cost, evidence-based parenting support to families living in areas of disadvantage and exclusion.
- Organisation recognised how EPEC could complement and add value and effectiveness to existing local parenting support provision.
- One third of partner sites identified new, additional funding to invest in their local EPEC Hub, two-third of sites used existing staffing and resources.
- Interested organisations were subsequently recruited into later scaling waves after the completion of the NESTA/DCMS funding programme.



4.0 EPEC Scaling Programme

Phase 2: Set Up Local Hubs

- The National EPEC Team successfully delivered a multi-faceted set up programme for the new Hubs involving face-to-face training, ongoing consultation and social communication, access to EPEC materials and digitalised monitoring and evaluation.
- The programme received excellent feedback from participant Hubs, highlighting its acceptability, usefulness and impact.
- The programme provided Hubs with the knowledge, materials, skills, motivation and confidence to begin their local Hub development and implementation

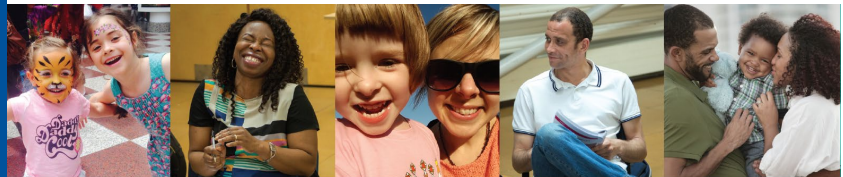
4.1 Phase 2: Establish local EPEC Hubs

The EPEC Scaling Programme provided the following components to support the set up of the 15 local EPEC Hubs:

- 3-day Hub Familiarisation training.
- 4-day EPEC PGL Train the Trainer training.
- 4-day EPEC Supervisor training.
- Ongoing site access to consultation from the National EPEC Team equivalent to one day per month and quality assurance visits on a six monthly basis.
- Provide access to EPEC Dropbox resources.
- Provide access to EPEC SLACK channels.
- Provide access to EPEC Activity Hub Monitoring spreadsheets.
- Provide access to EPEC Qualtrics Outcome and Quality Evaluation software.

4.2 Phase 2 Scaling Programme Evaluation

- Hub and participant attendance was recorded by the National Team for all Phase 2 training events.
- The CAMHS Research Unit invited all participants to complete the Training Acceptability Rating Scale at the end of each event using EPEC online evaluation system.
- **Training Acceptability Rating Scale (TARS – Day et al., 2012a).** A 12-item self-report questionnaire specifically developed for assessing (i) participant knowledge and skills acquisition and (ii) training satisfaction and acceptability. The TARS was adapted to reflect the specific content of the EPEC Familiarisation, Train the Trainer and Supervisor training events. The TARS consists of nine items, rated on a 4-point Likert scale, with a higher score indicating greater acquisition and satisfaction. Three free-text TARS items regarding helpful and unhelpful aspects of participant experience provide further qualitative richness.



4.3 EPEC Hub Familiarisation Training

Wave 1 Familiarisation training involving nine new EPEC Hubs for took place in April 2018 and Wave 2 in July 2018. Each training was three days and covered:

- Overview of EPEC and Scaling Programme.
- Core components of EPEC Hub organisation and coordination.
- Introduction to EPEC Being a Parent course, course logistics, contents and methods.
- EPEC fidelity, quality and safety.
- Parent Group Leader recruitment, selection, training and support.
- EPEC Hub culture and ethos.
- EPEC monitoring and evaluation.
- 37 practitioners in total attended Wave 1 and 2 Hub Familiarisation training, the vast majority completed the full training (n=32, 86.5%), see Table 1.
 - April 2018 Wave 1 Hub Familiarisation, 17 participants from 9 sites (range 1-5).
 - July 2018 Wave 2 Hub Familiarisation 20 participants from 8 sites (range 1-4).

“Totally inclusive It was a total breath of fresh air. I loved every minute of it”

Hub coordinator, Leeds

Table 1: EPEC Hub Familiarisation Training number of attendees

	Total	Attended 3 days (n)	Attended 2 days (n)	Attended 1 days (n)	Range of attendees per hub	Average number of attendees per hub
Wave 1	100.0% 17	73.6% (14)	5.2% (1)	21.2% (4)	1-5	2
Wave 2	100.0% 20*	90% (18)	5% (1)	5% (1)	1-4	2

*Two Wave 1 EPEC Hubs sent additional practitioners

4.3.1 EPEC Hub Familiarisation Training impact and acceptability

- Twenty-nine (78.4%) attendees completed the EPEC Training Acceptability Rating Scale to provide feedback on the impact and acceptability of the Hub Familiarisation training, see Tables 2 and 3.

“Listening to the (experienced PGLs) brought it alive and made it more a reality.”

Hub coordinator, Havering

- Participant feedback results show that the vast majority of attendees reported that the Hub Familiarisation training improved knowledge about setting up an EPEC Hub and the key components involved, see Table 3.



Table 2: EPEC Hub Familiarisation Training TARS Impact Feedback

HUB FAMILIARISATION Knowledge, Skills and Confidence Acquired (Total= 29)	Not at all	A little	Quite a lot	A great deal
Improved knowledge about the tasks involved in setting up and running your EPEC Hub	0% (n=0)	6.9% (n=2)	27.6% (n=8)	65.5% (n=19)
Provided useful overview of EPEC's approach to parenting and the Being a Parent course	0% (n=0)	17.2% (n=5)	27.6% (n=8)	52.2% (n=16)
Improved understanding the recruitment, selection and role of parent group leaders	0% (n=0)	13.8% (n=4)	41.4% (n=12)	44.8% (n=13)
Improved understanding of EPEC's approach to the outreach activities and parent engagement methods used in the lead up to running EPEC Being a Parent groups	0% (n=0)	20.7% (n=6)	37.9% (n=11)	41.4% (n=12)
Improved understanding of EPEC's approach to organising the logistics involved in running an EPEC Being a Parent group	0% (n=0)	10.3% (n=3)	31% (n=9)	58.6% (n=17)
Improved understanding of EPEC's approach to monitoring and evaluating EPEC Being a Parent groups?	0% (n=0)	13.8% (n=4)	48.3% (n=8)	37.9% (n=17)
Expectation of using knowledge and learning from training to set up local Hub	0% (n=0)	10.3% (n=3)	24.1% (n=7)	65.5% (n=19)

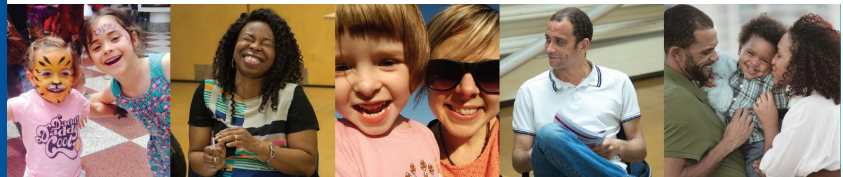
The competence and motivation qualities of the National EPEC team were rated very highly by the participants, see Table 3. The training covered relevant and useful content.

“Really enjoyed the training and feeling very positive and excited about getting things up and running!”

Hub coordinator, Sheffield

Table 3: EPEC Hub Familiarisation Training TARS Acceptability Feedback

HUB FAMILIARISATION Satisfaction and Quality (Total= 29)	Not at all	A little	Quite a lot	A great deal
National EPEC team trainers' competence	0% (n=0)	0% (n=0)	17.2% (n=5)	82.8% (n=14)
Satisfaction with EPEC Hub Familiarisation training days	0% (n=0)	17.2% (n=5)	31% (n=9)	51.7% (n=15)
EPEC Hub Familiarisation training days cover the planned topics	0% (n=0)	3.4% (n=1)	34.5% (n=10)	62.1% (n=18)
National EPEC team trainers related well to me	0% (n=0)	10.3% (n=3)	24.1% (n=7)	65.5% (n=19)
Motivational qualities of National EPEC team trainers (e.g. energetic, attentive and creative)	0% (n=0)	0% (n=0)	20.7% (n=6)	79.3% (n=23)



4.4 EPEC Hub PGL Train the Trainer Training

Wave 1 PGL Train the Trainer Training took place in April 2018 and Wave 2 in July 2018. Each training was four days and covered:

“Excellent knowledge, experience and insight from trainers. Very helpful having PGLs attend - relatable and gave great insight from parents perspective”

Hub coordinator, Stockport

- Detailed description of Being a Parent course facilitation methods, group process and content.
- Practice delivery of Being a Parent course activities, methods and content.
- Feedback and reflection on Being a Parent course activities, methods and content.
- Detailed consideration of the EPEC PGL Training Course and Manual.
- Overview of EPEC PGL Certification and accreditation methods.

- 47 practitioners attended the PGL Train the Trainer training, with 42 (89.4%) completing the full four-day training, see Table 4.
 - April 2018 Wave 1 Train the Trainer 20 practitioners across 9 sites (range 1-4).
 - September 2018 Wave 2 Train the Trainer 27 practitioners across 8 sites (range 1-5).

Table 4: EPEC Hub PGL Train the Trainer Training number of attendees

	Total	Attended 4 days (n)	Attended 3 days (n)	Attended 2 days (n)	Attended 1 days (n)	Range of attendees per hub	Average number of attendees per hub
Wave 1	100.0% 20	95% (19)	0	5% (1)	0	1-4	2
Wave 2	100.0% 27*	85% (23)	11.3% (3)	3.7% (1)	0	1-6	3

* Three Wave 1 EPEC Hubs sent additional practitioners

4.4.1 EPEC Hub Train the Trainer Training impact and acceptability

“Leading an activity was really useful for giving me a taste for what PGL training will be like and the things to improve on.”

Hub coordinator, Ealing (WLNHT)

- 44 (93.6%) practitioners provided feedback about the impact and acceptability of the EPEC Trainer training.
- Results show that the vast majority of attendees reported that the training improved knowledge about EPEC’s approach to parenting and the role of parent group leaders. The training helped to develop participants skills and confidence in training local EPEC parent group leaders, see Table 5.
- The highest participant ratings were for improved understanding of EPEC’s approach to positive parenting.

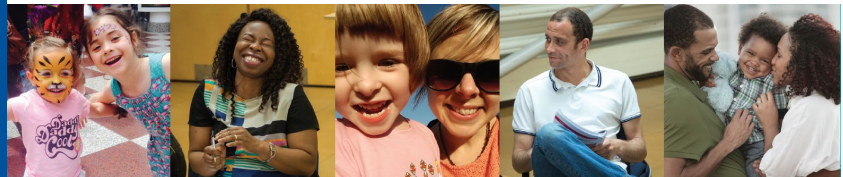


Table 5: EPEC Hub Train the Trainer Training TARS Impact Feedback

TRAIN THE TRAINER TARS Knowledge, Skills and Confidence (Total= 44)	Not at all	A little	Quite a lot	A great deal
Improved understanding of EPEC's approach to positive parenting and being an EPEC parent group leader	0% (n=0)	4.5% (n=2)	29.5% (n=13)	65.9% (n=29)
Developed skills necessary to train and develop local EPEC parent group leader	0% (n=0)	4.5% (n=2)	40.9% (n=18)	54.5% (n=24)
Improved confidence as a trainer of local EPEC parent group leaders	0% (n=0)	18.2% (n=8)	40.9% (n=18)	40.9% (n=18)
Expectation of using knowledge, skills and learning to train local EPEC parent group leaders	0% (n=0)	6.8% (n=3)	43.2% (n=19)	50% (n=22)

- The competence and motivation qualities of the National EPEC team were rated highly by the participants, see Table 6. The training covered relevant and useful content.

“(I) really liked how immersive and experiential the training was. It was a really great and efficient way to be informed on all the sessions.”

Hub coordinator, Ealing (WLNHT)

Table 6: EPEC Hub Train the Trainer Training TARS Acceptability Feedback

TRAIN THE TRAINER TARS Satisfaction and quality Confidence (Total= 44)	Not at all	A little	Quite a lot	A great deal
National EPEC team trainers competence	0% (n=0)	0% (n=0)	43.2% (n=19)	56.8% (n=25)
Satisfaction with EPEC Train the Trainer training	0% (n=0)	13.6% (n=6)	40.9% (n=18)	45.5% (n=20)
Extent to which EPEC Train the Trainer training covered relevant topics	0% (n=0)	13.6% (n=6)	34.1% (n=15)	52.3% (n=23)
Extent to which National EPEC team trainers related effectively to everyone	0% (n=0)	9.1% (n=4)	22.7% (n=10)	68.2% (n=30)
Extent to which National EPEC team trainers were motivating (e.g. energetic, attentive and creative)	0% (n=0)	6.8% (n=3)	27.3% (n=12)	65.9% (n=29)

4.5 EPEC Hub Supervisor Training

Wave 1 3-day Supervisor Training took place in September 2018 and Wave 2 in January 2019. Each training was four days and covered:

- Detailed description of Being a Parent course facilitation methods, group process and content.
- EPEC Supervision model and process
- 43 practitioners attended the EPEC supervisor training. 40 (93%) attended all three days of the training and 3 (7%) attended two out of the possible three days of training, see Table 7.

September 2018 Wave 1 Supervision Training 22 practitioners across 9 sites (range 1-4)

January 2019 Wave 2 Supervision Training 21 practitioners across 8 sites (range 1-5)

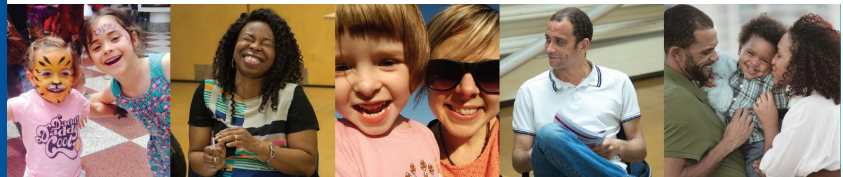


Table 7: EPEC Hub Supervisor Training number of attendees

	Total	Attended 3 days (n)	Attended 2 days (n)	Attended 1 days (n)	Range of attendees per hub	Average number of attendees per hub
Wave 1	100.0% (22)	91% (20)	9% (2)	0	1-4	2
Wave 2	100.0% (21)	95% (20)	5% (1)	0	1-5	3

4.5.1 EPEC Hub Supervisor Training impact and acceptability

- 42 (97.7%) practitioners provided feedback about the impact and acceptability of the EPEC supervisor training.
- Results show that the vast majority of attendees reported that the training improved knowledge about EPEC's approach to parenting and the role of parent group leaders. The training helped to develop participants skills and confidence in training local EPEC parent group leaders, see Table 8.

“Learning about the functions/tasks of supervision, practising supervision scenarios really helped with building my confidence.”

Hub coordinator, Solent

Table 8: EPEC Hub Supervisor Training TARS Participant Knowledge, Skills and Confidence

SUPERVISOR TRAINING Knowledge, Skills and Confidence (n=42)	Not at all	A little	Quite a lot	A great deal
Improved understanding of supervisor observation of Being a Parent groups	0% (n=0)	7.1% (n=3)	31.9% (n=13)	61.9% (n=26)
Improved supervision feedback skills	2.4% (n=1)	2.4% (n=1)	38.1% (n=16)	57.1% (n=24)
Improved understanding of EPEC supervision	0% (n=0)	4.8% (n=2)	26.2% (n=11)	69.0% (n=29)
Improved supervision skills	2.4% (n=1)	9.8% (n=4)	39.0% (n=16)	48.8% (n=20)
Improved confidence in supervision effectiveness	0% (n=0)	4.8% (n=2)	43.9% (n=18)	51.2% (n=21)
Confidence about using outcome measures and data collection	0% (n=0)	19.5% (n=8)	48.8% (n=20)	31.7% (n=13)
Expectation of using knowledge, skills and learning in EPEC PGL supervision	0% (n=0)	2.4% (n=1)	24.4% (n=10)	73.2% (n=30)

“I loved the facilitation, it was lively, bubbly and very energetic. I was engrossed the whole 3 days. The exercises were very well thought out. Great learning.”

Hub coordinator, Sheffield

- Participants rated the National team competence, motivational and relational skills highly, see Table 9.

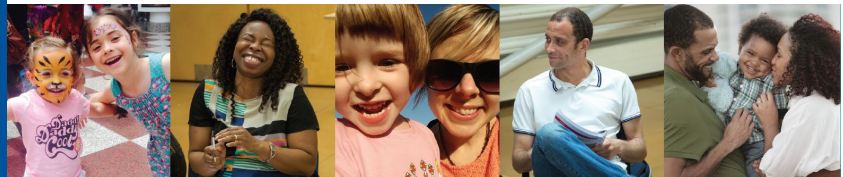


Table 9: EPEC Hub Supervisor Training TARS Feedback

SUPERVISOR TRAINING Satisfaction and quality (Total =41)	Not at all	A little	Quite a lot	A great deal
National EPEC Team competence	0% (n=0)	0% (n=0)	14.6% (n=6)	85.4% (n=35)
Satisfaction with EPEC Supervisor training	0% (n=0)	0% (n=0)	19.5% (n=8)	80.5% (n=33)
EPEC Supervisor training covered relevant topics	0% (n=0)	0% (n=0)	29.3% (n=12)	70.7% (n=29)
National EPEC Team trainers related effectively to everyone	0% (n=0)	0% (n=0)	14.6% (n=6)	85.4% (n=35)
National EPEC Team trainers were motivating (e.g. energetic, attentive and creative)	0% (n=0)	0% (n=0)	9.8% (n=4)	90.2% (n=37)

4.6 Access to EPEC Dropbox, SLACK, Spreadsheet and Qualtrics

- Each Hub received ongoing implementation consultation through face-to-face meetings, telephone and email from a member of the EPEC National Team throughout the Scaling Programme, equivalent to one-day per month. Senior National Team staff met with sites on a six month basis to review progress and assess Hub programme implementation quality.
- Each Hub had authorised access to a secure EPEC Dropbox that contained relevant EPEC documents, manuals and resources.
- Each Hub had access to a secure EPEC SLACK site which included:
 - Individual communication channels for each site.
 - Cross cutting communication channels for specific topics such as evaluation.
- Each Hub had authorised access to secure EPEC Activity Hub Monitoring spreadsheets for recording all local PGL training and Being a Parent course delivery including:
 - Google Document spreadsheet for anonymised recording parent attendance at each locally run PGL training course.
 - Google Document spreadsheet for anonymised recording parent attendance at each locally run Being a Parent course.
- Each Hub had authorised access to secure EPEC Qualtrics Outcome and Quality Evaluation software designed and managed by King's College, London including:
 - Anonymised outcome and quality evaluation of each locally run PGL training course.
 - Anonymised outcome and quality evaluation of each locally run EPEC Being a Parent parenting course.

4.7 Conclusion

- The National team successfully produced and delivered a multi-faceted set up programme of support involving face-to-face training, ongoing consultation and social communication, access to EPEC materials and digitalised monitoring and evaluation.
- Attendance across sites was excellent, the number of practitioners attending the training varied across sites.
- The programme provided Hubs with sufficient knowledge, materials, skills, motivation and confidence to begin local Hub development and implementation
- Hub participants gave the programme excellent feedback, highlighting the acceptability, usefulness and impact of the Set Up programme



- Training was successfully supported through ongoing consultation and quality assurance review, access to the EPEC digital library of materials and resources, EPEC SLACK platform.
- Monitoring and evaluation of the Scaling Programme Set Up training activity, outcomes and quality was successfully implemented.
- Evaluation findings indicated that each stage of training during the initial set up phase was highly acceptable and had high levels of impact.

4.8 Key learning and insights

- The multi-faceted Set Up programme content and methods were well received by Hubs and successful.
- The programme developed effective relationships between the National team and each Hub as well as cultivated relationships between Hubs, providing the basis for the development of an ongoing community of practice.
- The National team parent group leaders was highly influential in generating commitment and confidence in the public service-community partnership at the heart of EPEC's peer-led approach.



5.0 EPEC Scaling Programme

Phase 2: Hub Implementation

- The National Scaling Programme enabled new EPEC Hubs to successfully recruit appropriate cohorts of local PGLs.
- Hubs successfully enrolled 310 parents to train as local EPEC parent group leaders, exceeding the planned total by one-third.
- EPEC Hubs delivered highly successful PGL training, with seven out of ten participating parents completing the 10-day PGL training course
- PGL training impact data showed PGL training resulted in substantial improvements in EPEC parenting knowledge, group facilitation skills and self-confidence.
- This resulted in 216 successfully trained EPEC parent group leaders across the 15 sites.

5.1 Hub Implementation Aims

The Phase 1 Set Up programme aimed to equip each Hub team with sufficient knowledge, expertise and confidence to begin the process of establishing EPEC in their selected neighbourhoods and communities.

Key outputs for each Hub was the recruitment and training of a cohort of local PGLs.

- The initial target for Wave 1 Hubs to recruit 16 parent group leaders and 12 parent group leaders for Wave 2 Hub, a total of 228 parents across the 15 Wave 1 and 2 Hubs.
- Concurrently Hubs had the tasks of mobilising local child and family systems so that they could assist in the recruitment of appropriate potential parent group leaders, identifying venues and timetables for course delivery, marketing and promoting EPEC and the Being a Parent course offer to local parents, and reporting progress to operational and strategic colleagues.

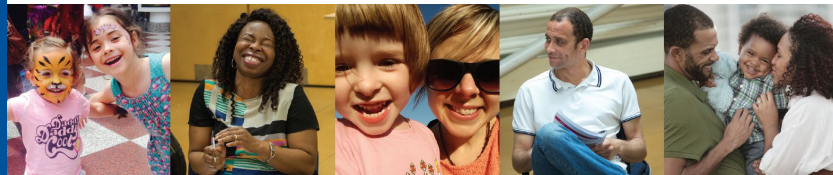
5.2 Hub Parent Group Leader Recruitment and Training

Hubs learnt about EPEC's approach to parent group leader recruitment and selection during the initial Hub training.

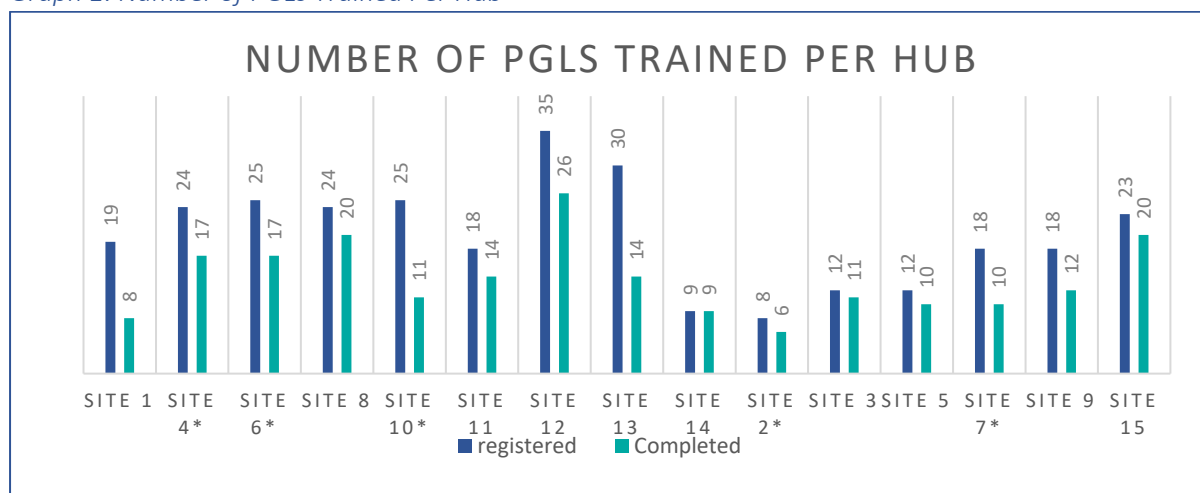
- EPEC uses a standardised selection process including a brief application form and interview to assess prospective parent group leaders' capacity to self-reflect, understand and empathise with others, and aptitude for EPEC course facilitation.
- The Scaling Programme original aim was to recruit 256 new EPEC parent group leaders (PGLs) across the planned 16 hubs. This was revised to 228 to take account of the later start of the 15 Wave 2 sites.
- The 15 Hubs enrolled recruited a total of 310 parents as parent group leaders during the Scaling Programme.

"Our facilitators were not only articulate, passionate and engaging, they were knowledgeable, empathic, encouraging and approachable."

Parent group leader, Stockport



Graph 1: Number of PGLs Trained Per Hub



*missing attendance data

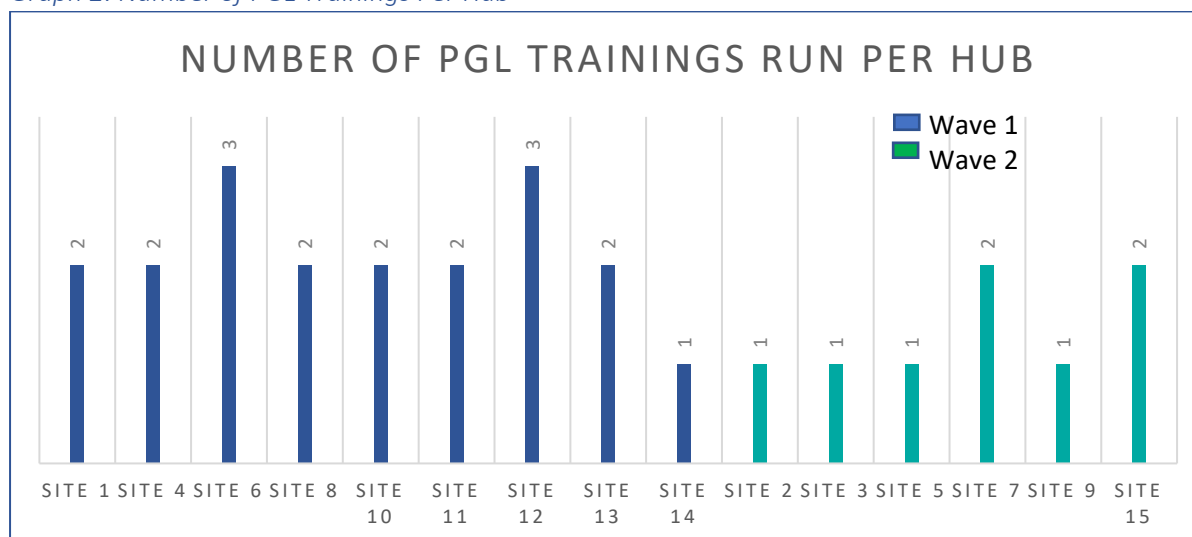
- This exceeds the revised total recruitment number of PGLs expected of the Scaling Programme by 82 parents, 36.0% greater than the revised key output total.

“This course was an eye opener for me. It has really boosted my confidence.”

Parent group leader, Havering

- On average Hubs recruited 21 parents to train as parent group leaders.
- The number of parents recruited per site ranged from 8 to 35, see Graph 1.
- The number of PGL trainings run by individual hubs ranged from 1-3, see Graph 2.

Graph 2: Number of PGL Trainings Per Hub



- Over the duration of the Scaling programme, the modal number of PGL trainings run for Wave 1 was 2, with a range of 1-3. The modal number of PGL trainings run for Wave 2 was 1, with a range of 1-2.

5.2.1 Characteristics of Parents Recruited to Hub PGL training

- The vast majority of parents who trained as PGLs were women (n=265, 97.4%).



“I’m training to become a facilitator I feel I have also ‘trained’ to become a better parent.”

Parent group leader, Nottinghamshire

- The mean age of parents trained was 37.63 and ranged from 20-76.
- 71.2% (n=188) described themselves as White/White UK, with 28.2% (n=75) described themselves as having Black and Minority heritage. The most common being South Asian (n=21. 9.5%).

- Most parents were not engaged in paid employment (n= 176, 67.7%). Around one third of PGLs (n= 84, 30.5%) were in full/part-time employment.
- The primary role of 41.1% (n=107) was to be a parent-carer for their family.
- One third of parents (n=84; 32.9%) who trained to become PGLs had completed university education, Around one in five (n=43; 16.9%) had left school at 16 and 8.2% (n=21) attended further secondary education.

What an amazing journey we’ve all been on and I feel privileged to have been a part of this”

Parent Group Leader, Stockport

5.2.2 Hub Parent Group Leader Training

The Introductory Hub PGL training consisted of a minimum of 60 hours of training including attendance at learning days, home study, completion of a written portfolio and workbook, and supervised trainee PGL practice. The training is supported by a crèche. Successful parents receive certification completed by each local EPEC Hub and overseen by the National EPEC Team.

The Hub PGL training covered:

- EPEC course knowledge, methods and skills to support positive parenting, nurture, parent-child interaction and relationships and reflective function.
- Child development, and family resilience.
- PGL facilitation skills and group dynamics.
- Local safeguarding, resources and services.

Previous research evaluation has demonstrated good retention and significant improvements in intended training outcomes conducted by the National EPEC team (Day et al., 2012a).

“(It was great) learning about skills needed to be a facilitator, doing role plays and fishbowls, delivering a session, getting peer feedback, learning about CBT and social learning theory. acknowledging child’s feelings and descriptive praise”

Parent group leader, Ealing (WLNHT)

5.2.3 Parent Completion of PGL Training

“Our group felt like a family and I loved the topics covered”

Parent Group Leader, Ealing (WLNHT)

In total 216 (69.7%) parents completed their PGL training and became eligible to facilitate Hub Being a Parent courses.

- Parent PGL training completion rates across sites ranged from 42.1-100.0%, see Graph 1.



5.3 Evaluation of PGL Training

Parent PGL training participants completed three measures to assess the impact and quality of each Hub PGL training.

- Parent participants completed the Knowledge of Parenting and Group Facilitation Questionnaire and Self-Efficacy Questionnaire at the beginning of the PGL training (Time 1) and at the end of training (Time 2). They completed the Training Acceptability Rating Scale at the end of training (Time 2). All data were collected using Qualtrics, a digital survey software programme.
- **Knowledge of Parenting and Group Facilitation Questionnaire (KPGFQ– Day et al., 2012a).** A 23 item multiple choice self-report questionnaire measuring PGL knowledge and skill acquisition about positive parenting practices, the theoretical basis of Being a Parent and group processes. A higher score indicates higher knowledge.
- **Self-Efficacy Questionnaire (SEQ – Day et al., 2012a).** A 21 item self report questionnaire which measures confidence in key skills required for running BaP groups using a 6-item likert scale running from ‘not at all well’ to ‘extremely well’. A higher score indicates higher self-efficacy.
- **Training Acceptability Rating Scale (TARS – Day et al., 2012a).** A 12-item self-report questionnaire specifically developed for assessing (i) EPEC knowledge and skills acquisition and (ii) training satisfaction and acceptability. Nine items, rated on a 4-point Likert scale, with a higher score indicating greater acquisition and satisfaction. Three free-text TARS items regarding helpful and unhelpful aspects of participant experience provide further qualitative richness.
- Demographic information was collected prior to the start of each course.
- Outcome measures were collected prior to the start of each course and again at course complete. Data were entered onto a secure SPSS database. Analyses were conducted by the CAMHS Research Unit, King’s College, London.
- Acceptability information were collected on course completion and analyses were conducted by the CAMHS Research Unit, King’s College, London.
- There were no significant demographic differences in age, ethnicity, school leaving age and employment status between PGLs who completed post training questionnaires and those parents who did not. Nor were there significant differences in pre-training MCQ and SEQ scores between parents completing post-training scores and those who did not.

5.4 Impact of PGL Training on PGL Knowledge, Skills and Self-Efficacy

PGL training impact data was collected from 181 (83.8%) participants.

"the role play helped me understand the topic and build my confidence"

Parent group leader, Hartlepool

- The results show substantial improvements in PGL scores for the full cohort of PGLs on the Knowledge of Parenting and Group Facilitation Questionnaire (KPGFQ Time 1 Mean=13.1; Time 2 Mean=15.3, $t=11.1$; $p<.001$; Effect Size=0.9) and Self-Efficacy Questionnaire (SEQ Time 1 Mean= 86.9; Time 2 Mean=103.9, $t=11.9$; $p<.0001$; Effect Size=0.8).

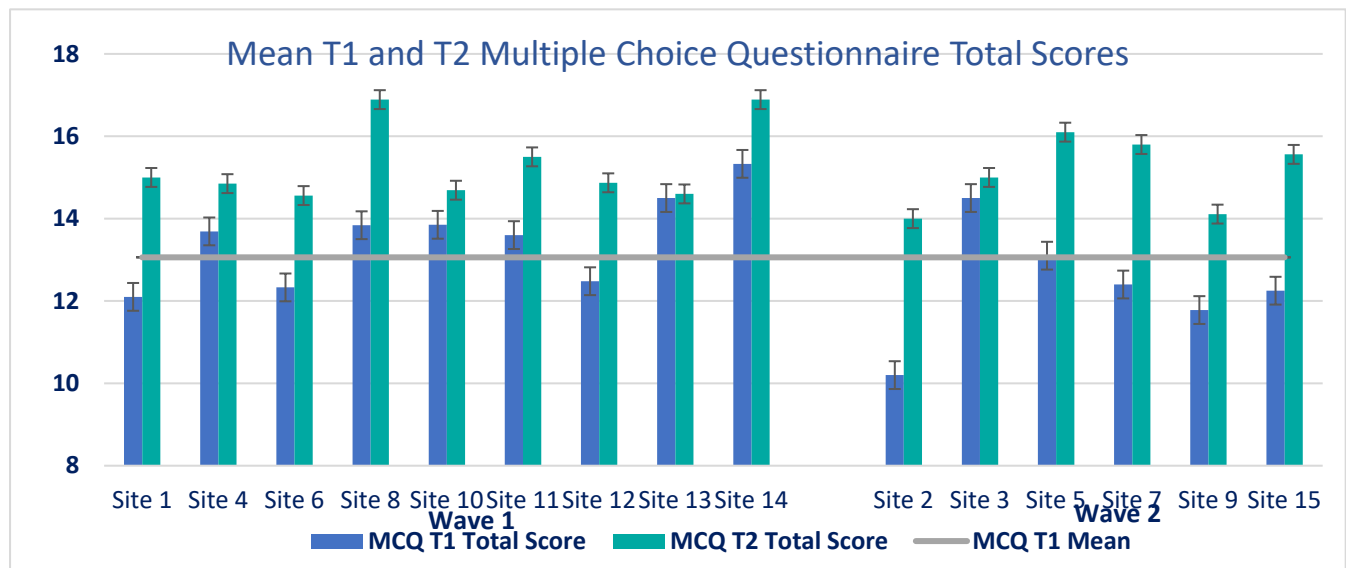


- This demonstrates that the Hubs were able to achieve the expected substantial improvements in parenting knowledge, facilitation skills and self-confidence required to lead Being a Parent courses. The gains made by PGLs trained by the Hubs are similar in size to those reported for PGLs trained by the National EPEC team (Day et al., 2012a).
- Results showed consistent gains for PGLs across sites, see Graph 3 and Graph 4.

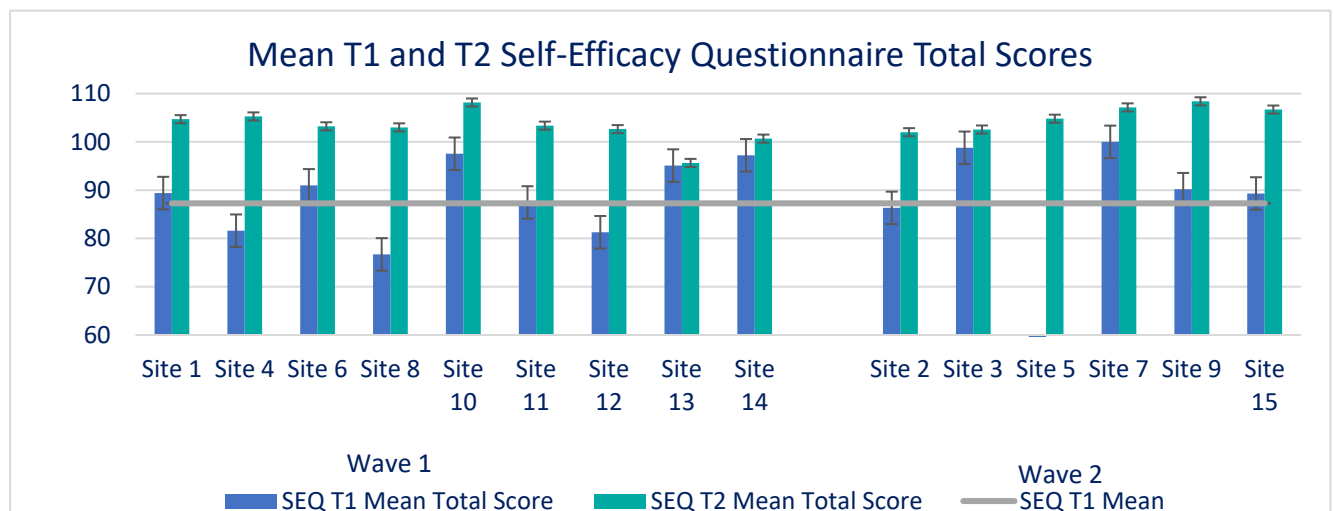
"(The trainer) was so lovely, very caring and kind. (She) made us all feel safe, not judged and made me feel very capable"

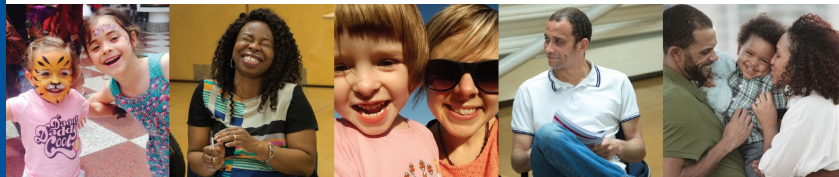
Parent group leader, Thurrock

Graph 3: PGL Training Knowledge of parenting and group facilitation pre and post training



Graph 4: PGL Training Self efficacy scores pre and post across Hubs





- Results from the Training Acceptability Rating Scale about PGL knowledge, skills and confidence are consistent with these findings, see Table 10.
- The feedback shows that parents were very extremely positive about the impact of the training on their understanding of EPEC's approach to positive parenting, significantly developed their skills and confidence to be an EPEC PGL.

“The trainers were very engaging, and helpful. Patient and brilliant at creating a team culture where we all feel we can support each other thru out the course and beyond.”
Parent group leader, Sheffield

Table 10: Parent participant impact of PGL training on Knowledge, Skills and Confidence

PGL TRAINING: TARS Knowledge, Skills and Confidence (Total n=183)	Not at all	A little	Quite a lot	A great deal
Improved understanding of EPEC approach to positive parenting and being a PGL	0% (n=0)	2.7% (n=5)	24% (n=44)	73.2% (n=134)
Improved skills necessary to be an effective PGL	0% (n=0)	2.7% (n=5)	36.1% (n=66)	61.2% (n=112)
Improved confidence as a PGL	0% (n=0)	4.4% (n=8)	31.7% (n=58)	63.9% (n=117)
Expectation of using knowledge, skills and learning as an EPEC PGL	0.5% (n=1)	2.2% (n=4)	20.8% (n=38)	76.5% (n=140)

- Parents described the personal, social benefits of the training alongside the immediate impact on their preparation and readiness to undertake their role as EPEC PGLs within their Hubs. Parent quotes are provided throughout this report.

5.5 Quality and Satisfaction with PGL Training

PGL training quality and satisfaction data was collected from 183 (84.7%) participants using five rated items from the TARS and 3 free-text qualitative items.

“Leaders were amazing, they help when ever we need it. Nothing was ever too much to ask. They made sure we understood everything and made us happy and comfortable in all sessions”

Parent group leader, Cotmanhay

- Parents attending the PGL training across the 15 Hubs reported very high levels of training satisfaction and quality, see Table 11.
- The vast majority of parents provided the highest rating for trainer competence, satisfaction, training content relevance, group facilitation skills and motivational qualities.

5.6 Hub Environment and Satisfaction

Evidence from the Goldfinch external evaluation (McBride, 2020) shows that Hubs were able to develop effective team environments and relationships between Hub practitioners and newly trained PGLs.

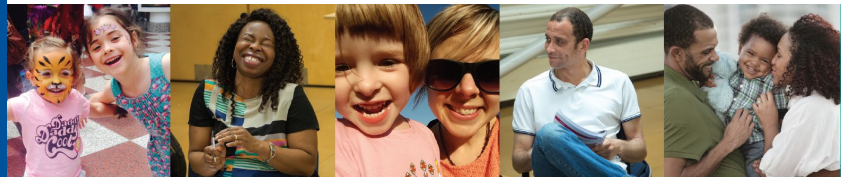


Table 11: Parent participant feedback on quality and satisfaction of Hub PGL Training

PGL TRAINING satisfaction and quality (Total n=183)	Not at all	A little	Quite a lot	A great deal
Competence of the EPEC Hub trainers	0.5% (n=1)	1.1% (n=2)	15.9% (n=29)	82.4% (n=151)
Satisfaction with the PGL training	0% (n=0)	2.2% (n=4)	16.9% (n=31)	80.9% (n=148)
Extent to which the PGL training covered the relevant topics	0% (n=0)	1.1% (n=2)	18% (n=33)	80.9% (n=148)
Extent to which the EPEC Hub trainers related effectively	0% (n=0)	1.1% (n=2)	18% (n=33)	80.9% (n=148)
Extent to which the EPEC Hub trainers were motivating (e.g. energetic, attentive and creative)	0% (n=0)	1.1% (n=2)	9.8% (n=18)	89.1% (n=163)

- Participants provided a large quantity of free text, open descriptions of their experience of the PGL training. Quotes reflecting the major themes of parent experience are provided throughout this report.

5.7 Phase 2 Conclusion

- The training provided by the National EPEC team built the requisite knowledge, skills and competence to enable the Scaling Hubs to successfully recruit appropriate cohorts of local PGLs, with the planned demographic characteristics.
- Local EPEC Hubs delivered highly successful and impact PGL training to their selected parent facilitators.
- Local parent recruitment to PGL training exceeded the planned volume by 36.0%.
- PGL training resulted in high overall completion rate of 69.7%, resulting in 216 successfully trained EPEC parent group leaders across the 15 sites.
- Impact data showed the PGL training resulted in substantial improvements in EPEC parenting knowledge, group facilitation skills and self-confidence.
- PGL trainings received very high satisfaction and quality ratings from parent participants.

“(An) amazing course that has improved me both as a parent and a person, helped my confidence and encouraged me to learn more. Best thing I have done”

Parent group leader, Havering

5.8 Key learning and insights

- Prior to the Scaling Programme, the EPEC National team had mainly recruited prospective parent group leaders from parents who had completed the Being a Parent course. This method was not possible for the recruitment of the initial cohorts of parent group leaders in the new Hubs.
- The new Hubs successfully recruited suitable local parents from within selected local communities to train as parent group leaders.
- The parent group leader training provided by the new Hubs was effective and highly acceptable showing that this component of the EPEC model is replicable at scale.
- Once their Being a Parent programme was established, the new Hubs were able to recruit and train additional parent group leaders from parents completing local delivered Being a Parent courses.



6.0 EPEC Scaling Programme

Phase 3 Course Delivery and Impact

- The Scaling Programme successfully replicating the delivery of EPEC Being a Parent courses in 15 socially disadvantaged neighbourhoods and excluded communities across England
- Hubs delivered 128 Being a Parent courses during the Scaling Programme reaching over one thousand parents, of whom nearly 90.0% took part in a course.
- Course completion rates were consistently good across the Hubs, comparable to the National EPEC team.
- Parents reported substantial and meaningful improvements in child concerns, parenting goals, parenting behaviour and parent wellbeing similar .
- Parents rated EPEC parent group leaders' competence, skills and motivation qualities extremely highly.

6.1 Phase 3: Hub Delivery of Being a Parent Courses

Phase 3 required that each Hub use its newly trained EPEC PGLs to deliver the planned Being a Parent courses.

- Each Hub continued to receive the ongoing consultation and support, quality assurance, activity monitoring and outcome evaluation set up in Phase 2.
- The Adjusted key output, taking account of the later recruitment of Wave 2 sites, was the delivery of a total of 146 Being a Parent course across the 15 sites reaching 1460 parents and an estimated 2190 children.

6.1.1 Parent Group Leader Activity and Reach

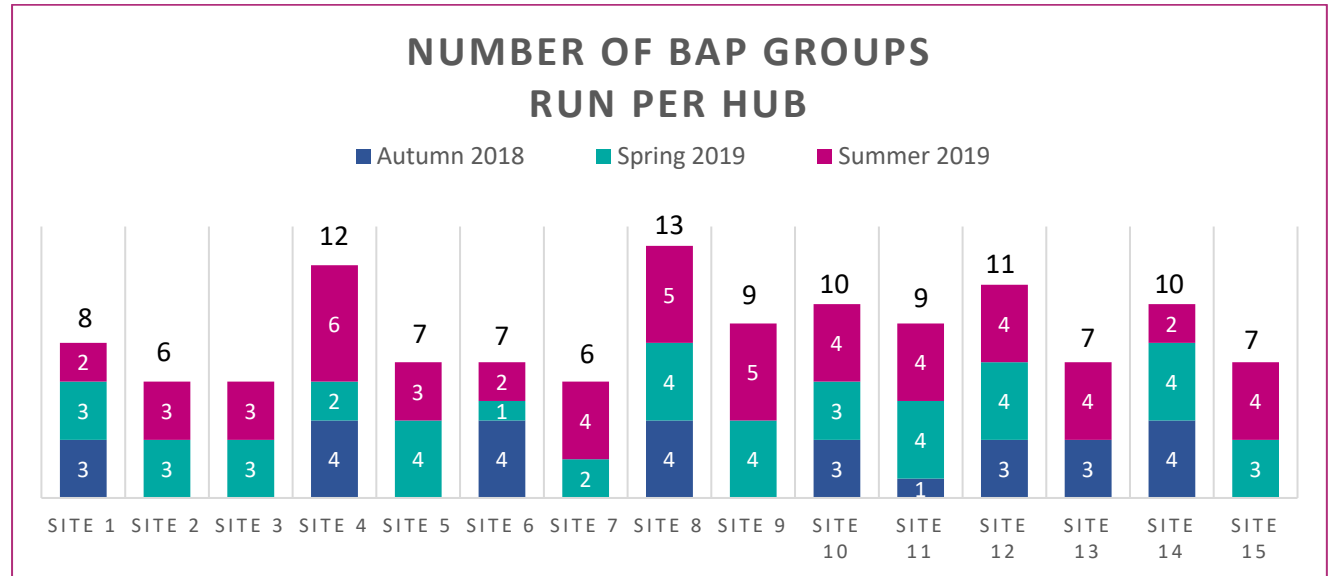
- The 15 sites delivered 128 Being a Parent courses, representing 87.7% of the adjusted key output total.
- The number of groups delivered per site varied from a minimum of three groups to the maximum of eleven groups, see Graph 5, below.

"I learnt how to speak and respect my child more, how to put in place boundaries and when 'no' is a 'no'.

Parent, Havering

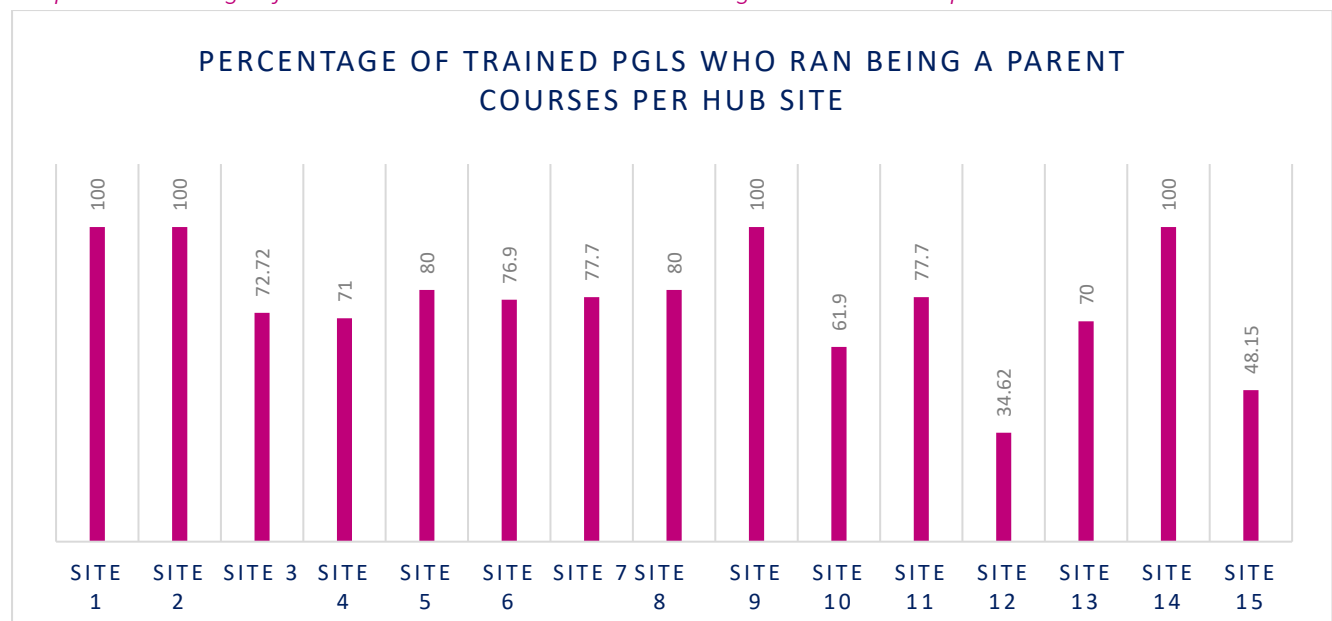


Graph 5: Number of groups delivered per site



- Approximately three-quarters (n=159, 73.6%) of parents that completed the EPEC PGL training went on to deliver at least one Being a Parent group during the period of the scaling programme. The proportion of PGLs leading groups varied between sites, see Graph 6.
- Over three-quarters of trained PGLs acted as group leaders in nine of the fifteen sites. In only two sites did the proportion of trained parent groups leaders running groups fall below 50%.

Graph 6: Percentage of Trained PGLs who went on to run Being a Parent Course per site





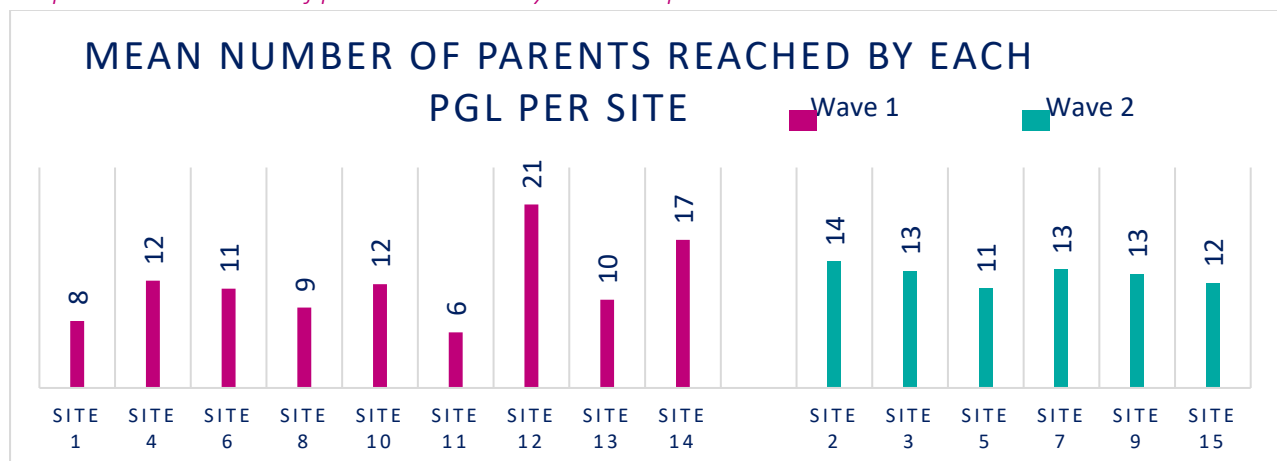
- Parent group leaders each ran between one and four Being a Parent courses during the period of the Scaling Programme.
- On average, each Wave 1 parent group leader reached 11 other local parents who attended the Being a Parent course. The number of parents reached by individual PGLs over the course of the Scaling programme ranged from a minimum of two parents to a maximum of 37 parents.

"I am noticeably calmer around my children and can handle stressful situations a great deal more than before. This course has been absolutely fantastic and the group leaders were amazing"

Parent, Havering

- On average, each Wave 2 parent group leader reached 13 other parents attending the Being a Parent course, this ranged from a minimum of five parents to a maximum of 29 parents per PGL.
- The average reach of the parent group leaders varied between sites, see Graph 7.

Graph 7: Mean number of parents reached by each PGL per site



6.1.2 PGL Supervision, support and training

Each EPEC Hub offered parent group leader supervision and on-going support including:

- Ongoing fortnightly supervision to maintain quality, review safeguarding and course issues.
- EPEC Supervisor observation of parent group leader practice and course delivery
- Continuing development sessions to exchange skills, reflect on practice, revisit and review course structures and organisation, and co-design new developments.
- Access to further learning opportunities and accreditation through organisational and multi-agency resources

"The way the course was delivered in different ways, talking, group talks, seeing things wrote down, the board, it all really helped me to learn it and understand"

Parent, Sheffield

6.2 Parents Engaged by the Being a Parent Courses Across Hubs

- A total of 1163 parents expressed interest in attending the Being a Parent courses, by providing their name. This is likely to be an underestimate of the actual interest expressed in the courses as parents showing interests did not always provide names.



- The total known number of parents (n=1163) represents 79.7% of the revised key output total for the planned parent reach for the Scaling Programme.

"(I learnt) about why children act the way they do, when to say no and when to ... just ignore."

Parent, Kent

- Of these parents 1035 (89.0%) registered with an EPEC Hub and attended an EPEC information session.
- Of parents attending information sessions, 930 (89.9%) attended one of the 128 Being a Parent courses, a mean of 7.25 parents per course.

- Around three quarters of parents (n=684; 73.5%) who attended a Being a Parent course completed the course by attending 5-sessions or more of the 8-session course.
- Only 10.0% (n=105) of parents attending a Being a Parent information session did not subsequently attend any course sessions.

6.2.1 Characteristics of Parents attending Being a Parent Courses

- The vast majority of parents attending Being a Parent courses were women (n=648, 92.3%).
- The mean age was 33.97, ranging from 19 to 65 years.
- The average number of children per parent was 2, ranging from 1 to 7.
- Over one third of Being a Parent participants were lone parents (n=244; 36.9%).
- 76.1% (n=507) described themselves as White/White UK, with 23.9% (n=159) described themselves as having Black and Minority heritage. The most common being South Asian (n=71; 10.7%).
- A similar proportion (23.9%; n=159) described themselves as having English as a second language.
- Most parents were not engaged in paid employment (n=476; 72.2%). Around one third of parents (n= 183; 27.8%) were in full/part-time employment.
- The primary role of 41.0% of parents (n=270) was to be a parent-main carer for their family.
- Around half of the attending parents (n=330; 50.6%) had not undertaken further education beyond school. One-quarter of parents had left school by 16 (n=166; 25.4%), with a further quarter leaving full time education at 18 (n=164; 25.2). 29.5% (n=167) of parents had attended university.
- Approximately two-thirds of parents lived in rented accommodation (n=426; 64.3%). A further one-quarter of parents were owner occupiers of their housing (n=176; 26.6%).

"It help me to understand that to be good mum I need to invest in time for myself which has helped massively with my confidence and self esteem."

Parent, Havering

6.3 Evaluation of the Hub Being a Parent Courses

Being a Parent participants completed four outcome measures at the beginning of the course and at the end to assess the course impact:

- **Demographic information**, including parent/child age, educational qualifications, family structure, employment status, ethnicity and languages.
- **Concerns About My Child (CAMC – Day et al., 2012b)**. This visual analogue measure provides an idiographic measure of child change. It allows parents to rate up to three main concerns about their child's emotional and behavioural using a scale from 0 (not concerned at all) to 100 (couldn't be more concerned).
- **Short Warwick Edinburgh Mental Wellbeing Scale (SWEMWBS – Tennant et al., 2007)**. This is a measure of parent wellbeing comprised of seven items rated on a 5-point Likert scale. High scores represent greater mental wellbeing. SWEMWBS is sensitive to change and the full version has been used in other evaluations



of parenting programmes (REF). It had good internal consistency, $\alpha = .85$. Raw SWEMWBS scores were transformed to allow comparisons with national survey data.

- **Parenting Scale (PS – Arnold et al., 1993).** This 30-item questionnaire assessing dysfunctional parental discipline styles for children aged from 2-16 years. Lower scores indicate more positive parenting skills. It has three subscales measuring parental verbosity, over-reactivity and laxness. Score ≥ 3.2 differentiates between clinic and non-referred children. In this study there was good internal consistency for the total score ($\alpha = .77$).
- **My Parenting Goals (MPG – Day et al., 2012b).** This visual analogue measure provides an idiographic measure of parenting goal achievement. It allows parents to rate up to two personal parenting goals that they would like to achieve by attending the Being a Parent course, using a scale from 1 (couldn't be further from achieving my goal) to 100 (goal completely achieved).

Parents satisfaction and quality of the Being a Parent course was assessed using the following measure at the end of the course:

- **Treatment Acceptability Rating Scale (TARS – Day et al., 2012 b).** This 12-item self-report questionnaire was specifically developed for assessing (i) EPEC parenting knowledge and skills acquisition (4 items) and (ii) course satisfaction and acceptability (5 items). These nine items are rated on a 4-point Likert scale, yield Total Score, range 9-36. A higher score indicates greater course satisfaction. An intervention acceptability cut off ≥ 27 equates to a rating of 3 or above on each item. Evidence from, with three additional free-text items regarding helpful and unhelpful aspects of participant experience

Parent participants completed all questionnaires using secure personalised links to Qualtrics, a secure, digital survey software programme.

- Demographic information was collected prior to the start of each course.
- Outcome measures were collected prior to the start of each course and again at course complete. Data were entered onto a secure SPSS database. Analyses were conducted by the CAMHS Research Unit, King's College, London.
- Acceptability information were collected on course completion and analyses were conducted by the CAMHS Research Unit, King's College, London.

6.4 Impact of Being a Parent Courses

- Seven hundred and eighty parents (83.8%) attending Being a Parent courses successfully completed the outcome measures at the beginning the course (Time 1). Four hundred and seventeen (57.1%) completed the same measures at the end of the course (Time 2). Reasons for incomplete post course completion included not attending the final session of the course, course not completed, insufficient time and active decision not to complete.

"I am not shouting or screaming as much anymore. I am playing with them more and often, giving time to each child. I am getting my husband to get more involved with playing with the children."

Parent, Enfield

- The impact of the courses was assessed by only using paired data from parents who completed the measures at Time 1 and Time 2.
- Comparisons of parent demographics and Time 1 pre-course scores on outcomes measures between parents completing measures at both time points and those who only completed pre-course outcomes measures indicated only limited differences.

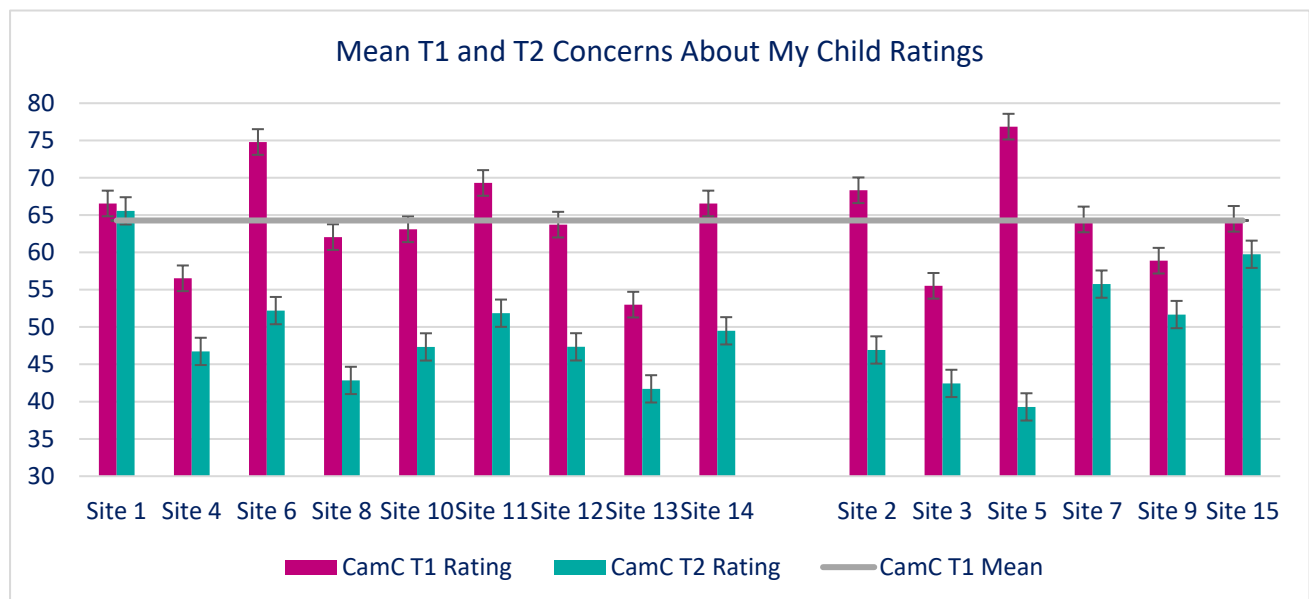


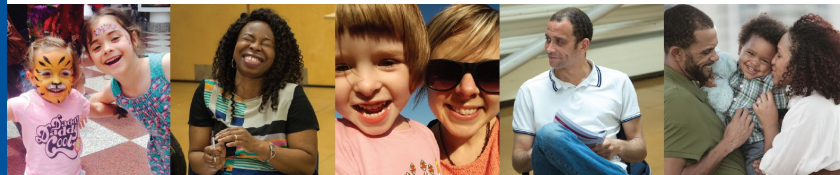
- Parents completing outcome measures at both time points were more likely to be White British (71.3% Vs 63.3%). There were no differences in parent and child ages, parent school leaving ages, lone parenthood and employment status.
- Parents completing measures at both time points had higher levels of concerns about their child (CAMC Time 1 score: 63.3 Vs 57.8) but no significant differences on any other measures
- Examples of some of the most common concerns for attending the Being a Parent course reported by parents included their child's "tantrums", "attitude", "aggressive behaviour", "answering back", "bedtime routines", "crying", "defiance", "emotional difficulties", "hitting", "sleep" and "not listening".
- Results from the comparison of pre-course and post course CAMC scores showed that parents reported substantial reductions in the level of concerns about their children following completion of the course (CAMC Time 1 Mean=64.3; Time 2 Mean=48.6, $t=9.3$; $p<.001$; Effect Size=0.6).
- Improvements gains occurred in all sites and were relatively consistent in magnitude, see Graph 8, below.

"Loved it, I've felt so much more confident in tackling any day to day issues, I feel much more positive about myself and the relationship with my son."

Parent, Solihull

Graph 8: Impact of Being a Parent Courses across sites: Concerns about my child pre and post course scores





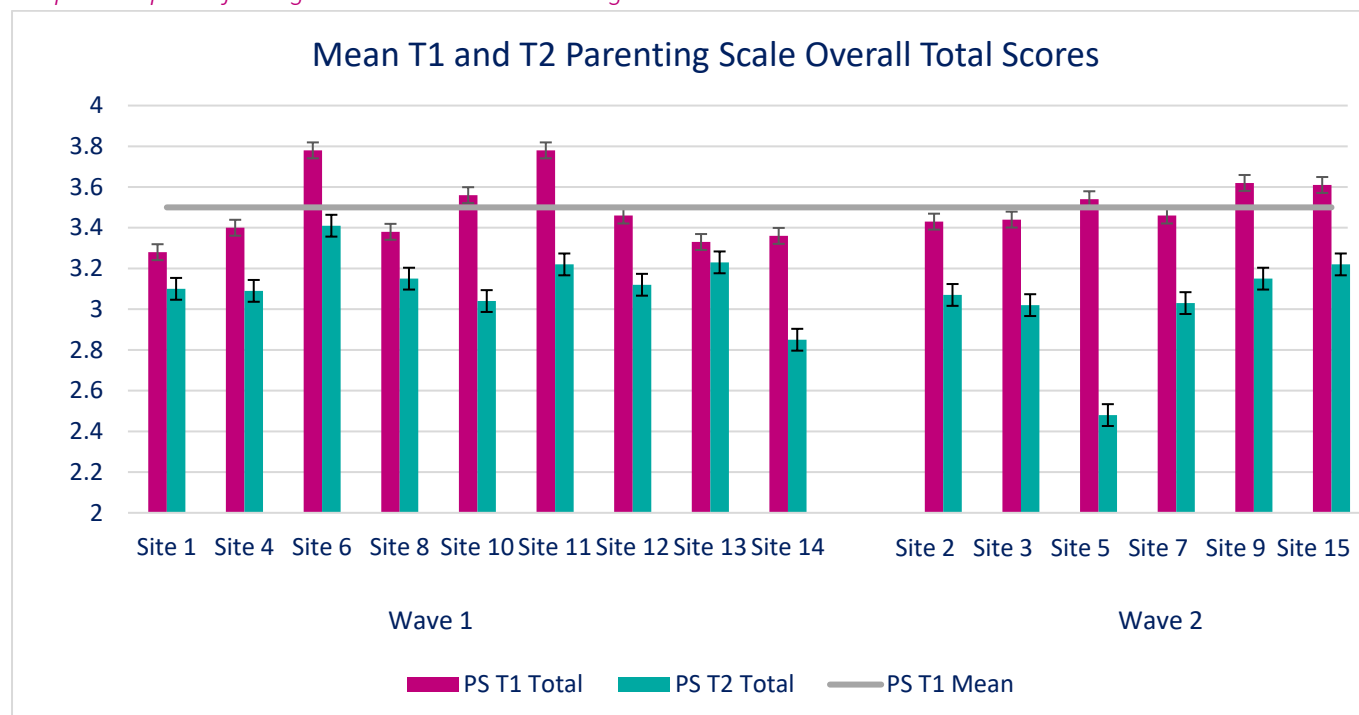
6.4.1 Improvements in parenting

- Parents reported very substantial improvements in positive parenting behaviour from the start of the Being a Parent course to the end (PS Time 1 Mean=3.5; Time 2 Mean=3.0, $t=14.1$; $p<.001$; Effect Size=0.9).
- Improvements in parenting behaviour occurred across all Hubs and were consistent relatively consistent in magnitude, see Graph 9, below.

"I have regained confidence in myself as a parent. To be assertive in my parenting, to take the lead, and not to be afraid of my children. To enjoy them, to spend time with them, and to realise sometimes you have to pick your battles."

Parent, Havering

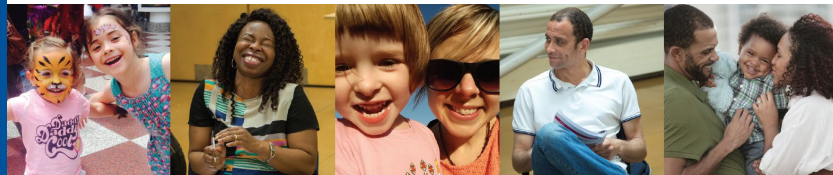
Graph 9: Impact of Being a Parent course: Parenting Scale



- Parents reported extremely large changes in their parent goal attainment from the beginning to the end of the course (MPG Time 1 Mean=37.5; Time 2 Mean=68.8, $t=-20.9$; $p<.001$; Effect Size=1.2).

"I remember the tools I've learnt and put the into practice. I really enjoy child-led play and seeing the great imagination my little boy has."

Parent, Wiltshire

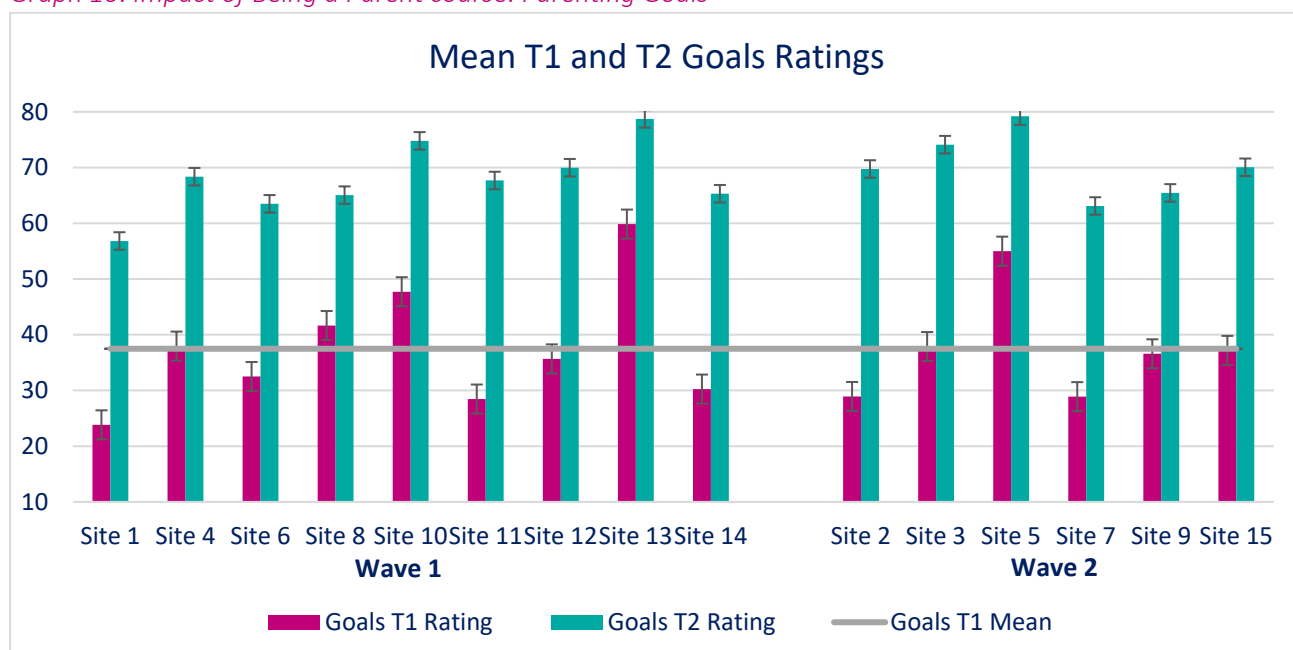


“It’s really made me pause and think about what I’m saying. Not to use labels of any kind. To value the individual in my children”

Parent, Central Bedfordshire

- Improvements in parenting behaviour occurred across all Hubs and were consistent relatively consistent in magnitude, see Graph 10, below.

Graph 10: Impact of Being a Parent course: Parenting Goals



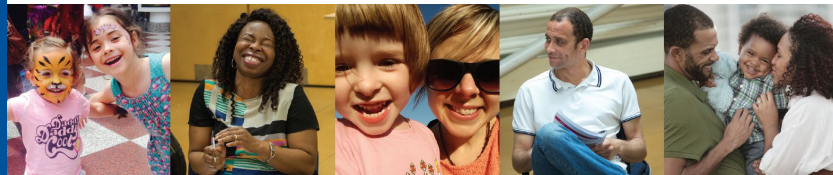
- Improvements across all measures were consistent across sites. Limited participant numbers per sites prevented full statistical analysis of between Hub comparisons.

6.4.2 Improvements in parent wellbeing

- Parents reported substantial improvements in their wellbeing (SWEMWBS Time 1 Mean=20.5; Time 2 Mean=22.8, $t=11.0$; $p<.001$; Effect Size=0.6) after completion of the Being a Parent Course compared to when they started.

“I felt lost, the course as given me the confidence to handle situations and empowered me as a parent”

Parent, Stockport

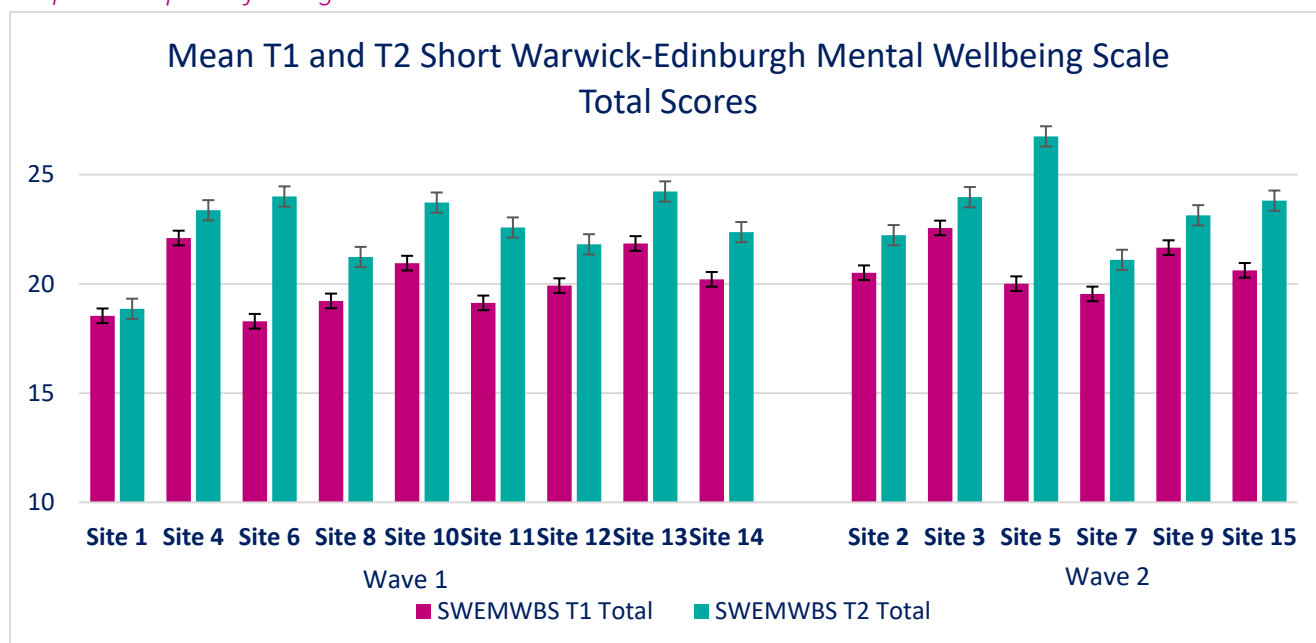


“It makes you think about your approach and how and what you are saying to your child, it helps you reflect on issues and think about how to handle these better.”

Parent, Havering

- Improvements in parental wellbeing occurred across all Hubs and were consistent relatively consistent in magnitude, see Graph 11, below.

Graph 11: Impact of Being a Parent course: SWEMWBS



6.3.2 Quality and Satisfaction with Being a Parent courses

Being a Parent quality and satisfaction data was collected from 406 (55.6%) participants using the TARS rated items and free-text qualitative items.

- Parents attending the Being a Parent course across the 15 Hubs reported high levels of course satisfaction and quality, see Table 12.
- The majority of parents provided the highest rating for improved understanding of positive parenting, help in using the skills in practice, greater confidence and an expectation to use the course content in everyday family life.

“The course leaders, for me, made the course really enjoyable and relaxed. The course was very relevant and all the information was fantastic”

Parent, Stockport



Table 12: Parent-reported Knowledge, Skills and Confidence Acquired

TARS Being a Parent Knowledge, Skills and Confidence Acquired N=406	Not at all	A little	Quite a lot	A great deal
Being a Parent course improved my understanding of positive parenting	0% (n=0)	5.2% (n=21)	40% (n=162)	54.8% (n=223)
Being a Parent course helped me to develop the skills to use positive parenting	0% (n=0)	6.7% (n=27)	38.7% (n=157)	54.7% (n=222)
Being a Parent course made me more confident in being an effective parent	0.2% (n=1)	9.4% (n=38)	40.1% (n=163)	50.2% (n=204)
I expect to make use of what I have learned from the Being a Parent course	0.2% (n=1)	5% (n=20)	39.5% (n=160)	55.3% (n=225)

“All the group leaders was amazing and made me feel like it was a second family”
Parent, Cotmanhay

- Parents gave very high ratings to their satisfaction with the Being a Parent course, see Table 1.
- Parents reported that local parent groups leaders were highly competent, motivating and relationally skilled.

- The parent participants reported that the Being a Parent course covered the right topics.
- Parents reported very high levels of overall satisfaction.

Table 13: Parent-reported Treatment Acceptability Rating Scale Course Satisfaction and Quality

TARS Being a Parent Course Satisfaction and Quality N=406	Not at all	A little	Quite a lot	A great deal
Competence of the Being a Parent group leaders	0% (n=0)	1.2% (n=5)	20.5% (n=83)	78.2% (n=318)
Overall satisfaction with the Being a Parent course	0.2% (n=1)	0.7% (n=3)	29.3% (n=119)	69.7% (n=283)
Extent to which the Being a Parent Course covered the right topics	0% (n=0)	2.2% (n=9)	24.2% (n=98)	73.6% (n=299)
Extent to which Being a Parent group leaders related effectively	0% (n=0)	0.5% (n=2)	18.5% (n=75)	81% (n=329)
Extent to which Being A Parent group leaders were motivating (e.g. energetic, attentive and creative)	0% (n=0)	1.5% (n=6)	14.3% (n=58)	84.2% (n=342)



6.4 Phase 3 Conclusion

- The 15 newly established EPEC hubs delivered 128 Being a Parent courses within the period of the Scaling Programme reaching over one thousand parents, of whom nearly 90.0% took part in a course.
- The vast majority of trained parent group leaders led at least one Being a Parent course for their local EPEC Hub.
- Consistent with the delivery of Being a Parent courses by the EPEC National Team, the parent demographic characteristics from the Scaling Programme indicate that the courses reached the socially disadvantaged families for whom they were intended.

“Thank you for giving me the extra knowledge in raising my son to be an understood, respected, worthy individual”

Parent, Wiltshire

“Doing the programme has helped me change my parenting style for the better and realise there are better ways to do this and what style parenting I had growing up is not right for my children or good for them.”

Parent, Nottinghamshire

- Three quarters of parents taking part completed their Being a Parent course, which is impressive given the relatively inexperienced cohort of parent group leaders, who were running courses for the first and second time.
- The completion rate compares well with the published evidence of over 80% completion rates of courses run by the National EPEC team.

- The courses recruited 7-8 parents to each course on average. This is below the estimate of 10 parents per course on which the initial outputs were based. The parent engagement and recruiter performance during the Scaling Programme suggests that it is more realistic to assume a lower recruitment rate to Being a Parent groups in the first twelve months of establishing a new hub, when parent and system engagement is at an early stage and local services are adjusting to the new Hub.
- Results from the impact evaluation of the 128 courses shows that the parents completing outcome data reported substantial to very substantial change in child concerns, parenting goals, parenting behaviour and parent wellbeing. The scale of the reported changes indicates that these meaningful changes will have had a clear impact on parent, child and family outcomes.
- The impact of the Being a Parent courses is reflected in the substantial impact on parents' knowledge, skills and confidence.
- Parents provided very high levels of excellent feedback about the competence, skills and motivation qualities of the trained PGLs, which is particularly impressive given the early stage of each Hub's development.

“I hadn't realised how little I 'properly' listened to him until we did the exercise. I now make sure I listen as attentively as I would an adult.”

Parent, Havering



6.5 Key learning and insights

“(They) have been fantastic group leaders. They have a lot of knowledge. They are not judgemental and are very approachable”

Parent, Nottinghamshire

- The NESTA/DCMS funded Scaling Programme was successful in replicating the delivery of EPEC Being a Parent courses in selected socially disadvantaged neighbourhoods and excluded communities across 15 areas in England.
- The Hubs were highly successful at organising the planned rolling programme of Being a Parent course for their chosen communities.
- The combined expertise of the Hubs and the National team resulted in high levels of fidelity, parent acceptability and impact on child and family outcomes.
- The Scaling Programme is a robust and successful test of the capability to deliver EPEC at scale and at pace across a diverse range of organisations and communities.
- The success of the Scaling Programme has been used to launch further scaling in Wave 4, 5 and 6 involving a further 14 new sites.



7.0 Conclusion

- EPEC can successfully improve the scale, reach and impact of parenting support.
- New EPEC Hubs can be developed at pace across diverse organisations and communities.
- EPEC's methods for recruiting and training of local parents within socially disadvantaged communities and neighbourhoods as EPEC parent group leaders can be successfully replicated.
- EPEC Hubs can successfully organise rolling programmes of EPEC courses within their communities and neighbourhoods.
- EPEC's PGL-led courses are popular and highly valued by local parents resulting in substantial improvement in child and family outcomes.
- The Scaling Programme provides the platform for further expansion of EPEC delivery within Hubs and further growth in new EPEC Hubs.

Empowering Parents, Empowering Communities (EPEC) is an evidence-based, popular, low-cost parenting programme that combines knowledge, skills and expertise of public services and local communities.

The Scaling Programme successfully tested the rapid expansion of EPEC across 15 new areas in England. The Scaling Programme reached a large number of parents and families living in socially disadvantaged neighbourhoods and communities in England.

The Scaling Programme generated considerable interest and enthusiasm across NHS, local authority, voluntary and community organisations in England. The Programme involved rapid, concurrent large-scale dissemination across 15 organisations, recruited in two waves in 2018. The National EPEC Team successfully delivered a multi-faceted site support programme involving face-to-face training, ongoing consultation, digital social communication platform, electronic access to EPEC materials and online activity monitoring, outcome and acceptability evaluation.

The successful recruitment and training of large numbers of local parents within socially disadvantaged communities and neighbourhoods as parent group leaders shows that EPEC's parent-powered approach is replicable at scale

Results show that the National EPEC support programme developed the requisite knowledge, skills and competence to enable the 15 new EPEC Hubs to successfully recruit appropriate cohorts of local PGLs, with the planned demographic characteristics. Local parent recruitment to PGL training exceeded the planned volume by 36.0%. Local EPEC Hubs delivered highly successful and impactful initial PGL training that was effective in developing parent group leader parenting knowledge, groupwork skills and self-efficacy. PGL training had a high completion rate of 69.7%, resulting in 216 successfully trained EPEC parent group leaders across the 15 sites. This exceeded the rate predicted by the National Team.



"The facilitators were more than excellent and we could not have better ones! Thank you"

Parent, Kent

Once trained, the vast majority of trained PGLs led at least one EPEC Being a Parent course during the duration of the NESTA Scaling Programme. The trained PGLs have continued to be involved in the delivery of EPEC beyond the Scaling Programme.

Each Hub has been training its experienced PGLs in the delivery of additional EPEC programmes for parents of infants (Baby and Us), adolescents (Living with Teenagers), parents whose child is affected by Autistic Spectrum Disorder (EPEC-ASD).

The new EPEC Hubs were highly successful at organising rolling programmes of Being a Parent courses for families living in socially disadvantaged communities and neighbourhoods.

The 15 newly established EPEC hubs delivered a total of 128 Being a Parent courses within the period of the Scaling Programme. This represents a mean of over eight BaP courses per Wave 1 site and six courses for Wave 2 Hubs. This is an impressive increase in scale of parenting support for each participating area, achieved quickly over a limited period of time.

"I got a lot from learning on how to understand my child's thinking and the understanding of the other parents in the group"

Parent, Hartlepool

The EPEC Hubs reached over one thousand parents, of whom nearly 90.0% took part in a BaP course. The Hubs used their BaP courses to reach the socially disadvantaged families intended. For example, three quarters were not in paid employment, two-thirds lived in rented accommodation, half had no post-school qualifications and one-quarter had English as an additional language.

Hub Being a Parent courses were successful, valued and popular

The courses recruited 7-8 parents to each course on average. This is below the estimate of 10 parents per course on which the initial outputs were based. The parent engagement and recruiter performance during the Scaling Programme suggests that it is more realistic to assume a lower recruitment rate to Being a Parent groups in the first twelve months of establishing a new hub, when parent and system engagement is at an early stage and local services are adjusting to the new Hub.

"(I began to) take care of myself and value my child"

Parent, Kent

Three quarters of parents completed their Being a Parent course. This is impressive given the relatively inexperienced cohort of Hub parent group leaders, who were running BaP courses for only the first and second time.

The completion rate compares well with the published evidence of over 80% completion rates for courses run by the National EPEC team.

This evidence shows that EPEC's peer-delivery model is highly effective at recruiting and retaining parents from socially disadvantaged parents.

EPEC Being a Parent courses were consistently highly effective at improving child concerns, parent goals, parenting and wellbeing



Parents completing outcome data across the 128 courses reported substantial to very substantial improvements in child concerns, parenting goals, parenting behaviour and parent wellbeing. The scale of the reported changes indicates that the peer-led Being a Parent courses enabled participant parents to achieve meaningful change with clear impact on parent, child and family outcomes.

**"I improved communication with
my son and understanding his
behaviour"**

Parent, Thurrock

Participant parents consistently provided very positive feedback about the competence, skills and motivation qualities of the Hub parent group leaders, underlining their crucial and effective role in EPEC's effectiveness and successful reach.

The Scaling Programme was a robust and successful test of the capability to deliver EPEC at scale and at pace across a diverse range of organisations and communities.

The participating Hubs significantly increased the scale of their local parenting support, successfully mobilised and trained local parent group leaders, and delivered an effective and popular programme of Being a Parent courses to socially disadvantage families.

Participating Hubs have continued to deliver and expand their local BaP programmes. The National team is currently disseminating further EPEC programmes to these Hubs, including Baby and Us, Living with Teenagers and EPEC-Autistic Spectrum Disorder. Supported by funding from the Department of Work and Pensions, four sites have collaborated on piloting Being a Parent-Together, a version of the programme for couples at risk of parental conflict.

The National EPEC team has used the success of this NESTA/DCMS funded programme to launch further scaling waves involving a further 14 new sites.



Appendix 1: EPEC Published Evidence

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