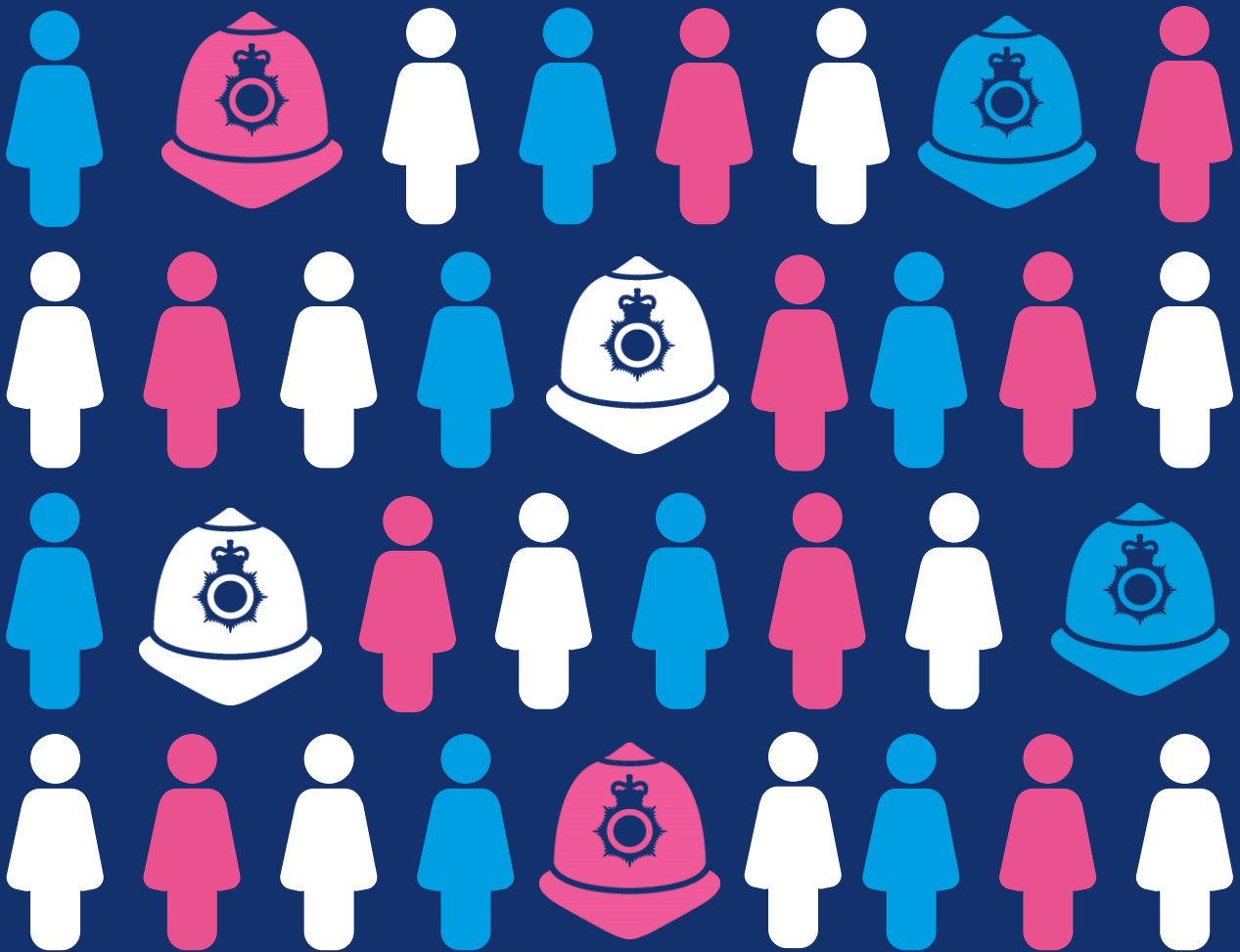

Domestic Abuse Matters: Evaluation of Economic Abuse Training



Ending
domestic
abuse



Economic Abuse Training: Initial Feedback Report

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Introduction

Domestic Abuse Matters Change Programme for Police (DA Matters) was developed by SafeLives with the College of Policing in 2014. Since the first pilot areas took delivery of the programme in 2015, 20 Police forces across the UK and Channel Islands have undertaken the programme. The programme was developed to provide police forces with a sustainable programme of change which offers the opportunity for the country to provide consistency of service to families experiencing DA.

DA Matters is evaluated in each force immediately after the training elements and after six months to look at whether the attitudinal and practice change has been maintained. The outcomes are overwhelmingly very positive but have revealed a need for consistent support for the DA Matters Champions.

On this basis, SafeLives and Surviving Economic Abuse (SEA) were granted money from the Home Office in 2018 to work in partnership and provide follow-on training specifically around the issue of economic abuse. This was to respond to economic abuse being included within the definition of domestic abuse (previously financial abuse) proposed by the new Domestic Abuse Bill.

The training was delivered to current SafeLives DA Matters Champions and force leads in ten DA Matters early adopter forces. This report contains an overview of the economic abuse training program, the methodology used in writing this report, and a visual and descriptive overview of the training given.

The purpose of this report is to use the reported outcomes from the learner matrix completed by course participants to allow for SafeLives and SEA to report on these outcomes and to inform course development and delivery going forwards.

Overview of Economic Abuse Training Session

SafeLives and SEA have worked in partnership to create follow-on training for the existing DA Matters Champions specifically around the issue of economic abuse. It is delivered as a half-day workshop and explores: what economic abuse is and how it operates within the context of coercive control; how the police can identify economic abuse; collecting evidence for prosecution; and actions that the police can take to help create economic safety. The training combines in-room learning with group work, exercises and case studies to give DA Matters Champions the tools to cascade knowledge and understanding of economic abuse within their force.

Methodology

Feedback forms were completed by 314 DA Matters Champions. The forms were completed on paper forms at the end of the training course and participants were asked a variety of questions to gauge their level of understanding, both before and after the training, relating to the key objectives and outcomes of the programme. Questions were answered on a standard 5-point Likert scale ranging from 'Not at all' to 'Extremely' knowledgeable. Additional information was collected on gender, age, ethnicity and the participants' role within the force.

One question called for an 'open-ended' written response and gave the opportunity to feedback on any previous answers and add any general comments.

The data from the forms was input into Survey Monkey by a trusted third party and the data exported to Excel for analysis. The limitations of this methodology (post-test) highlight how participants may feel more positively or overstate their knowledge of core constructs measured. In this way, it is not possible to determine the impact of the programme on outcomes or whether outcomes may be linked to other external factors. There may, for example, be other factors influencing outcomes and the relationships between variables which were not measured as part of this study. Analyses are exploratory and are intended as a descriptive overview of Champions felt following training on key areas of the economic abuse training learning objectives.



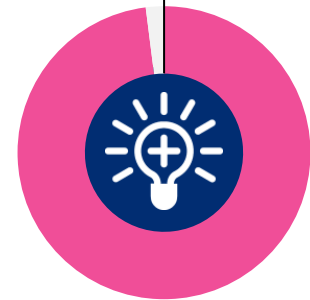
93%

of learners understood **economic abuse**, how it fits **within the broader context of domestic abuse**, and what **safeguarding actions** you can take as a responder



93%

of learners were willing to **recommend the training to a colleague**



98%

of learners reported a good understanding of the **impact of economic abuse on victims**, including the long-term **impact on quality of life and safety**



98%

of learners understood of **tactics used** by perpetrators **when economically abusing** their victims



Training was delivered very well and topics covered in line with my role and that will assist with my day to day work

- Police Responder

89%



had a good knowledge of the **legal definition of economic abuse**, and **relevant legislation** that can be used to **support prosecutions**

78%



of learners felt confident in **recording economic abuse** on police records, including **use of language**, and recording the **pattern of abuse**



91%

of learners understood of the **evidence gathering opportunities** for economic abuse including **specific types/patterns** of evidence



“A very informative input with considerations for thinking on a broader spectrum, especially around the searches post CCB arrests.”

- Police Responder

Overview of responses

Learner Profile

The majority of learners identified as female (67%). Four out of five described themselves as White British (78%), 8.9% described themselves as white black or minority ethnic (BME) and 13% of learners left this question blank.

The average age of learners was 39.1 years, with three-fifths (62%) being between the ages of 31 and 50. The average length of service was 12.0 years.

Training Outcomes

The economic abuse training focuses on several key outcomes, reflected in the questions asked post-training:

- Increase knowledge of what economic abuse is and how it operates within the context of coercive control
- Build on knowledge of available legislation to deal with economic abuse
- Identify where and when you can investigate/gather evidence of economic abuse
- Know how to record and report economic abuse to support prosecutions
- Gain knowledge and understanding of the work of relevant partner agencies and organisations to increase signposting and referral
- Develop an action plan to help create economic safety through their teams and work with partner agencies and organisation

“ Made me more aware of the impact of domestic abuse with economic abuse. Usually not much attention is paid to this area.

When completing the questionnaire post training, learners were asked to consider their level of knowledge with regard these concepts both prior to and post training, and to respond on a five-point scale ranging from not at all to extremely knowledgeable. The responses were overwhelmingly positive, and a summary can be seen below. A full breakdown of responses to each question can be found in the Appendix. The summary responses consider whether participants felt they had a 'Very' or 'Extremely' good knowledge of a subject post-training, with comparisons to reported knowledge levels prior to training.

Learners reported greatly enhanced knowledge of economic abuse

The vast majority (98%) of learners felt that they had a strong understanding of the tactics used by perpetrators to economically abuse their victims, an increase of 77%. The same percentage reported a strong understanding of the impact that economic abuse has on victims, including the long-term impact on quality of life and safety (an increase of 74%). In a similar vein, three-quarters (76%) of learners felt able to recognise the impact of economic abuse on children and young people, whether living in the home or not (increasing by 56%).

“ Being able to recognise economic abuse and how it feeds into the wider context of CCB and the impact it can have on the victim.

Key areas of the training are around how to detect economic abuse, collecting and recording of evidence and how to use existing legislation. Following training 90% of learners reported having extremely or very good knowledge of what opportunities exist to gather evidence, including types/patterns of evidence specific to economic abuse (an increase of 70%). Three-quarters (75%) reported having good knowledge of how it is best to record economic abuse on police records, including use of language, and recording the pattern of abuse (increasing 58%) and 87% had a strong understanding of the legal definition of economic abuse, and relevant legislation that can be used to support prosecutions (an increase of 77%).

“ Proceeds of Crime Act Section 18 powers are a consideration I had not thought of or heard my colleagues speak about.

Learners at the training reported that an understanding of how economic abuse interlinks with coercion and control has helped them to evidence the effect of the abuse within statements of evidence. Further to this, four-fifths (79%) reported a strong understanding of the actions police can take to raise awareness of, and support victim in creating economic safety (increasing by 64%) and 93% a good knowledge of how economic abuse fits within the broader context of domestic abuse, and what safeguarding actions they can take as a responder.

“ Well delivered and highlights areas which are often missed / overlooked. Provides new ways of best supporting victim and how best to deal with suspects to try and mitigate the abuse.

Evaluation of Training and Feedback from Participants

A large majority (93%) of learners were willing to recommend the economic abuse training to a colleague (scoring 8 or higher on a 0-10 scale) with over half (51%) scoring the training as a maximum of 10. Nearly all of respondents (98%) felt they had the necessary tools and understanding to cascade the learning to first responders within their force.

“ Thank you very much for today! I've learned so much and want to put this learning into practice and share it with my team.

Learners were asked “if you wish to expand on the answers given above, or have any additional comments about the training, please do mention them below”. The 125 responses

where categorised and where an answer covered more than one area, it was categorised multiple times. This led to a total of 154 analysed responses to this question which were coded into eight categories: ‘Beneficial training’, ‘Good delivery’, ‘Follow on info’, ‘Interactive aspect’, ‘Improvements’, ‘Help with CPS’, ‘First line responders’ and ‘Effect on children’ (graph showing distribution of categories is in the appendix).

Learners felt the training was beneficial and delivered well

By far the largest category was around how beneficial the training was, and it accounted for one-third of responses (34%). Respondents noted how training will benefit them in their roles as they had more awareness and understanding of economic abuse which in turn would enable them to better support victims. Answers also highlighted that economic abuse is not a topic that

“ Provides new ways of best supporting victim and how best to deal with suspects to try and mitigate the abuse.

is often talked about and how well it was explained in the training. Discussion of how the training would be of benefit to all first responders was specifically mentioned in 7% of comments. It was also suggested the training would benefit other statutory agencies with social workers and health professionals listed as separate examples.

“ Excellent training by very knowledgeable facilitators.

Almost one-fifth of responses (17%) were positive comments about how the training was delivered focusing on general positive statements about the content and materials used as well as

“ Really good examples of case studies and using physical "exhibits" e.g. the purses / wallets etc. which make it more interesting and impactful. Excellent training!

highlighting the knowledge displayed by the trainers and their supportive approach to the delegates. A further 10% of responses discussed the interactive aspect of the course focusing on the body worn video footage walk-through, physical “exhibits” and case studies as being particularly eye-opening and impactful.

Follow on information was requested and suggested areas of improvement

One in ten responses (10%) were around requests for follow on information. The majority of these were requests for materials such as the PowerPoint presentation, Economic Power & Control Wheel, training script etc. to be shared to aid the cascading of training within their forces. A need for direction to resources to give to victims to assist them if they have experienced economic abuse was highlighted.

“ Please roll this out to all NPT/SNT/SIV officers not DA mentors-the case studies, mocked up BWV footage will be invaluable in changing perceptions as opposed to a cascaded message from us”

Areas of improvement included comments around help with the CPS (7% of responses) and information about the effect of economic abuse on children (5% of responses). Providing a handout around CPS requirements and sharing the check list

used in the training were viewed as being a useful addition as well as discussion around excuses/reasons suspects may give as evidence. General improvements to the training were given in 9% of responses. Some recommended having the case studies or group work at the beginning of the session or extending the training to other multidisciplinary teams. Some requests included covering aspects of the training e.g. case studies in more detail.

Conclusion

Outcomes with regards course learning objectives were incredibly positive. The volume of comments around how useful and beneficial the training was alongside a desire to see it rolled out more widely shows the impact of the course content and a willingness amongst police officers to learn to react to economic abuse. The course content and training style were particularly well received and whilst learners felt they would be able to cascade the learning, there was a feeling that it would be more impactful if they had access to the training materials used in the room.

There will be a 6-month follow up to this evaluation to assess if the increased knowledge and understanding of learners has been directly applicable to their roles. It is hoped that this alongside secondary information, such as whether coercive and controlling behaviour reports and prosecutions have increased in the force area, will help show the continued impact of these sessions.

On the back of this positive pilot, the training is being offered to all SafeLives DA Matters adopter forces to purchase as part of additional top-up workshops. A condensed version of the training is given as part of the DA Matter Champions training sessions to keep the momentum going and ensure victims of economic abuse receive the support they deserve from police responders.

“ I attended to monitor training around DA for officers. I have an extensive DA background and believe this training is an excellent resource for response officers to increase knowledge and understanding.

Appendix

Demographics

Gender of learners:

Gender	Percentage / %
Male	29
Female	67
Not disclosed	4.2

Age of learners:

Age	Percentage / %
18-20 years old	0.0
21-30 years old	19
31-40 years old	35
41-50 years old	27
51-60 years old	10
60+ years old	1.0
Not disclosed	8.0

Gender	Average Age / years
All	40.9
Male	41.7
Female	39.5

Ethnicity of learners:

Ethnicity	Percentage / %
White British or Irish	78
Don't Know / Not disclosed	13
Total BME	8.9
- Other White Background	8.0
- Asian/Asian British	1.0
- Black/Black British	0.0
- Dual Heritage	0.0
- Other	0.0

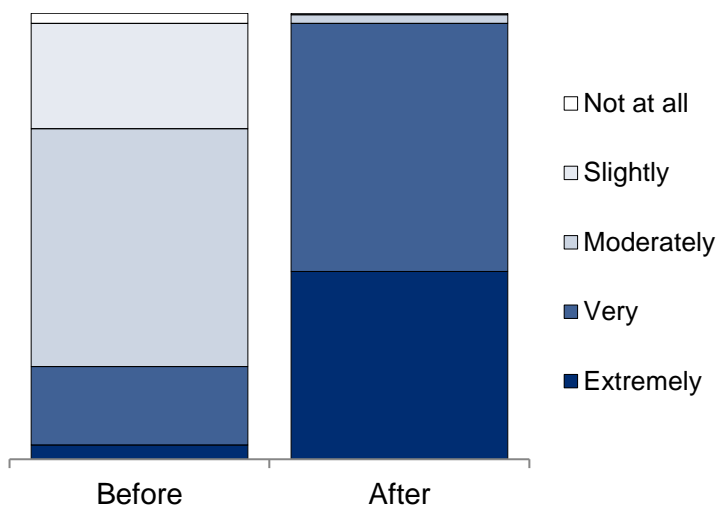
Length of service:

Length of service	Average Length of Service / years
All	12
Male	14
Female	11

Learner Responses

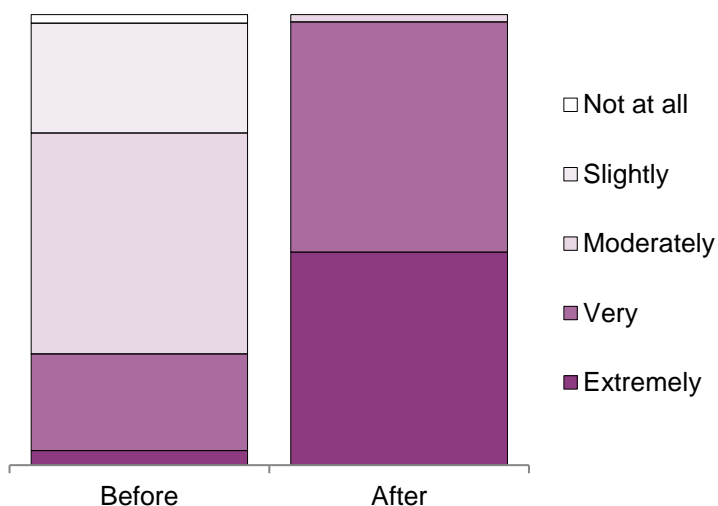
Question 1 - Understanding of the tactics used by perpetrators when economically abusing their victims

- Following training, the vast majority (98%) of learners answered that they possessed a **'Very' or 'Extremely' good understanding** of the tactics used by perpetrators when economically abusing their victims. This compares to 21% prior to training, an increase of 77%.
- Only one learner (0.3%) considered themselves as having a **low level of understanding** in this area post training, dropping from 26% prior to training.



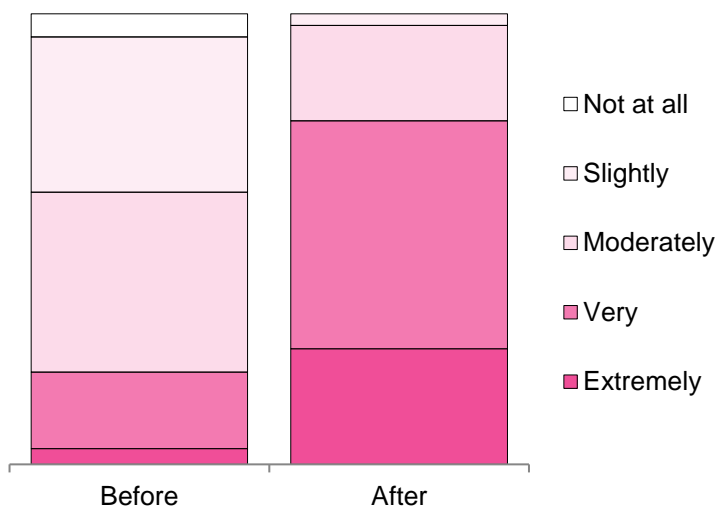
Question 2 - Understanding of the impact of economic abuse on victims, including the long-term impact on quality of life and safety

- Following training, the vast majority (98%) of respondents answered that they possessed a **'Very' or 'Extremely' good understanding** of how to recognise the impact of economic abuse on victims, including the long-term impact on quality of life and safety. This compares to 25% prior to training, an increase of 74%.
- No learners considered themselves to have a **low understanding** in this area post training, dropping from 26% prior to training.



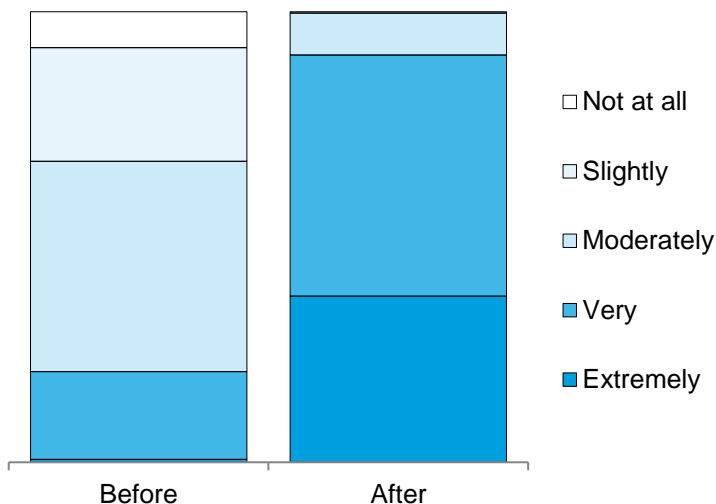
Question 3 - Recognise the impact of economic abuse on children and young people, whether living in the home or not

- Following training, three-quarters (76%) of respondents answered that they possessed a **'Very' or 'Extremely' good understanding** of how to recognise the impact of economic abuse on children and young people, whether living in the home or not. This compares to 20% prior to training, an increase of 56%.
- Only a handful of learners (2.6%) considered themselves to have a **low understanding** in this area post training, dropping from 40% prior to training.



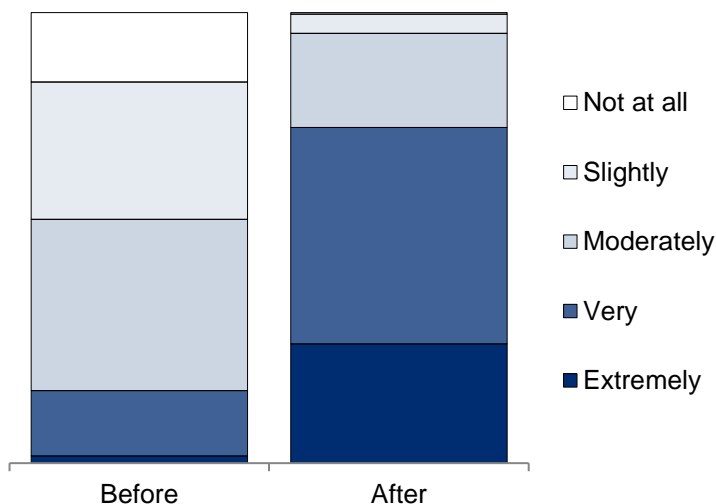
Question 4 - Knowledge of evidence gathering opportunities, including types/patterns of evidence specific to economic abuse

- Following training, the vast majority (90%) of learners answered that they possessed a **'Very' or 'Extremely' good knowledge** of evidence gathering opportunities, including types/patterns of evidence specific to economic abuse. This compares to 20% prior to training, an increase of 70%.
- Only one learner (0.3%) considered themselves as having a **poor level of knowledge** in this area post training, dropping from 33% prior to training.



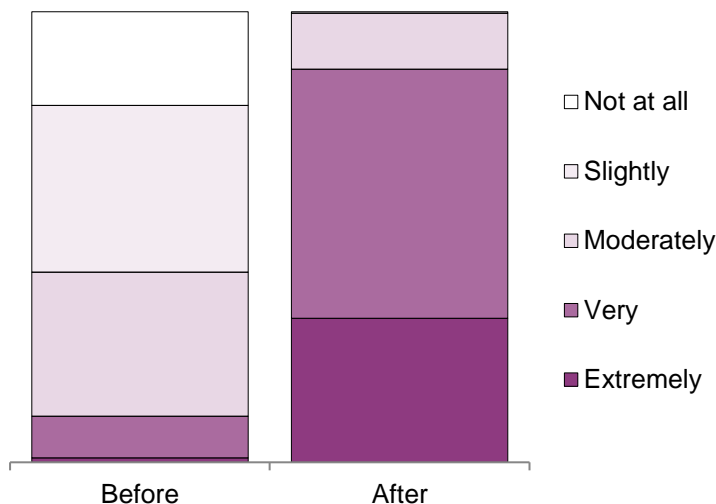
Question 5 - Knowledge of how it is best to record economic abuse on police records, including use of language, and recording the pattern of abuse

- Following training, three-quarters (75%) of respondents answered that they possessed a **'Very' or 'Extremely' good knowledge** of how it is best to record economic abuse on police records, including use of language, and recording the pattern of abuse. This compares to 16% prior to training, an increase of 58%.
- A small number of learners (4.6%) considered themselves to have a **poor level of knowledge** in this area post training, dropping from 46% prior to training.



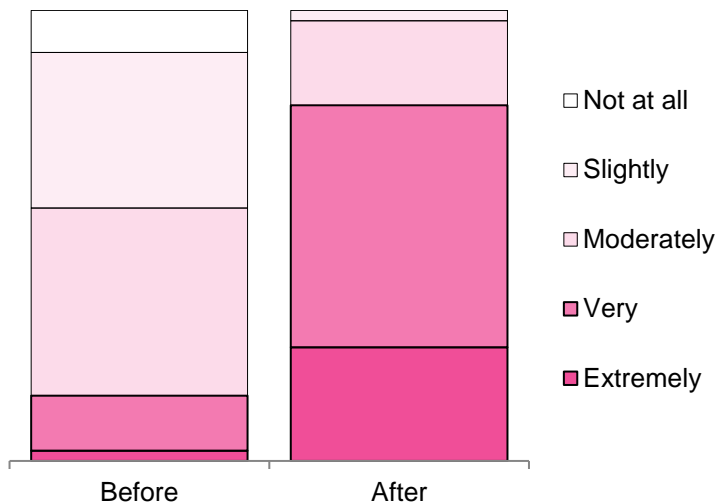
Question 6 - Knowledge of the legal definition of economic abuse, and relevant legislation that can be used to support prosecutions

- Following training, the vast majority (87%) of respondents answered that they possessed a **'Very' or 'Extremely' good knowledge** of the legal definition of economic abuse, and relevant legislation that can be used to support prosecutions. This compares to 20% prior to training, an increase of 56%.
- Only one learner (0.3%) considered themselves as having a **poor level of knowledge** in this area post training, dropping from 58% prior to training.



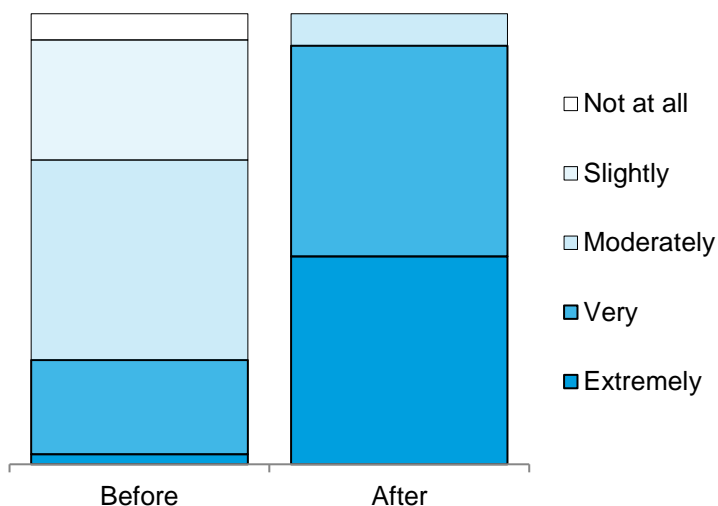
Question 7 - Understanding of the actions police can take to raise awareness of, and support victim in creating economic safety

- Following training, the vast majority (79%) of learners answered that they possessed a **‘Very’ or ‘Extremely’ good understanding** of the actions police can take to raise awareness of, and support victim in creating economic safety. This compares to 15% prior to training, an increase of 64%.
- Only a handful of learners (2.3%) considered themselves to have a **low understanding** in this area post training, dropping from 44% prior to training.

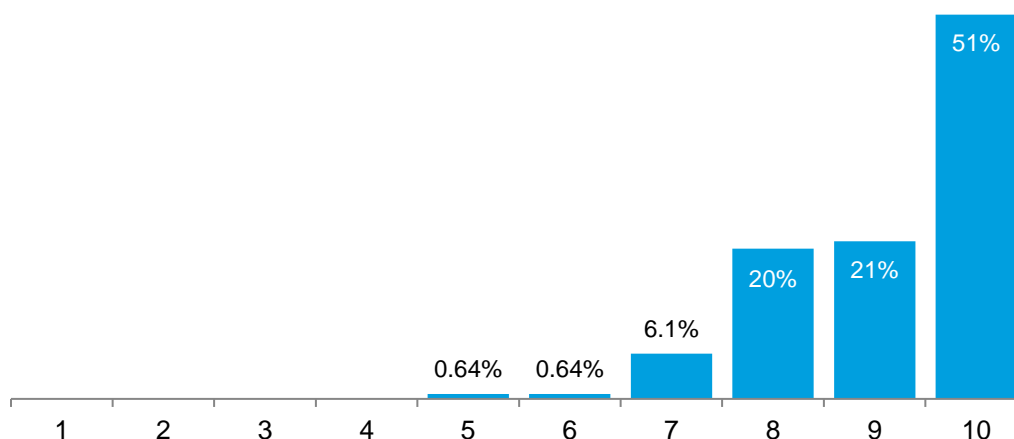


Question 8 - Knowledge of how economic abuse fits within the broader context of domestic abuse, and what safeguarding actions you can take as a responder

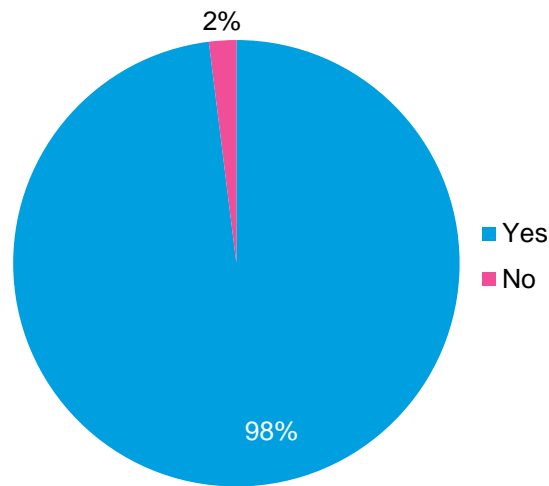
- Following training, the vast majority (93%) of respondents answered that they possessed a **‘Very’ or ‘Extremely’ good knowledge** of how economic abuse fits within the broader context of domestic abuse, and what safeguarding actions you can take as a responder. This compares to 23% prior to training, an increase of 70%.
- No learners considered themselves to have a **poor level of knowledge** in this area post training, dropping from 32% prior to training.



Question 9 - On a scale of 0-10, how likely is it that you would recommend the training to a colleague? (not likely 0 <10 extremely)



Question 10 - Do you feel that attending this training has given you the tools and understanding to cascade this learning to first responders in your force?



Question 11 – If you wish to expand on the answers given above, or have any additional comments about the training, please do mention them below?

