Safeguarding Adults Staff Competencies and Good Practice Learning Standards Guidance and Toolkit

(March 2021)

Contents

Acknowledgements

Background

This document provides guidance and information on competency of the work force around safeguarding adults. It also provides Learning Standards and a Guidance Toolkit as a 'good practice tool' to support partners to identify how they manage safeguarding adults learning, from the identification of needs, through to the measurement of the impact of learning on practice and outcomes for service users.

This document is open to be used by all organisations that provide support to adults with Care and support in Birmingham.

The Document is split into two parts:

Part one touches on Competencies, both the [National Competency Framework (2015) for Safeguarding Adults,](#) as well as the [Roles and Competencies for Health Care Staff First Edition](#). All organisations working with adults with care and support needs should aim to ensure their workforce is competent and skilled.

Part two of the document provides you with the tools to enable organisations to map, evaluate and audit all training delivered or commissioned against the safeguarding competencies. It ensures consistency and learning, particularly from Safeguarding Adults Reviews. It enables evaluation of the current provision of formal training and effectiveness of wider learning across the partnership, to determine whether the Birmingham Safeguarding Board's strategic objectives are being delivered in compliance with the Care Act. When used, it will provide partners with evidence of the competency of their workforce for any assurance that may be required or requested to provide for example to regulators, commissioners; or any assurance request from the Birmingham Safeguarding Adults Board (BSAB).

Partners and organisations should also follow any requirement from their commissioners, regulators etc.

Guidance and Legislation

The Care Act (2014), in relation to Safeguarding Adults states:

> " 14.225 The **SAB should ensure that relevant partners provide training for staff and volunteers on the policy, procedures and professional practices that are in place locally, which reflects their roles and responsibilities in safeguarding adult arrangements**. Employers, student bodies and voluntary organisations should also undertake this, recognising their critical role in preventing and detecting abuse. "

> " 14.227 Training is a continuing responsibility and should be provided as a rolling programme. Whilst training may be undertaken on a joint basis and the **SAB has an** overview of the standards and content, **it is the responsibility of each organisation to ensure the effective delivery of safeguarding training to its own staff.** "

The Guidance Toolkit will support a move towards meeting these requirements and will provide a structured approach to evaluate the effectiveness of training and learning events. It will provide guidance that individual partner agencies can use to

capture the impact of training and wider learning has had on practice and inform single agency annual workforce development plans as well as provide assurance where requested.

Guiding Principles

The Guidance and Toolkit has been developed using the following guiding principles:

1. The Guidance Toolkit supports the BSAB to discharge its responsibilities under the Care Act and to adults at risk in Birmingham.

2. Partner organisations remain accountable for the assurance of the standards, quality and uptake of their training provision and competence of their workforce in adult safeguarding.

3. The Guidance Toolkit is designed to promote peer evaluation and dissemination of best practice, and to also minimise bureaucracy.

4. Risk-based approaches are used.

Good Practice - How the Guidance Toolkit Could Be Used

1. The data/information collected within this Guidance Toolkit may be used to provide evidence, if and when required, to assure the BSAB that partners are meeting their statutory responsibilities to provide training and learning opportunities for staff and volunteers on the policy, procedures and professional practices that are in place locally, which reflects their roles and responsibilities in safeguarding adult arrangements.

2. Each partner organisation may produce the data/information required within the Guidance Toolkit to be signed off internally by their Board and Chief Executive to declare that staff and volunteers have the necessary competencies, and that appropriate training and opportunities for learning, are in place to ensure that their staff and volunteers are able to deliver the service in relation to the safeguarding of individuals.

3. Where requested by the BSAB, the data/information suggested within this guidance toolkit may be submitted to the BSAB Learning and development Sub-group as part of Training and Learning Needs Analysis (TLNA) to inform the subsequent year's multi-agency training and learning plan.

4. The Partners may use this toolkit to assure their commissioners or regulators that they are meeting their statutory responsibilities to provide training and learning opportunities for staff and volunteers on the policy, procedures and professional practices that are in place locally, which reflects their roles and responsibilities in safeguarding adult arrangements.

Staff Competencies

Guidance Around Competencies

This part of the document provides information on the competencies organisations and their workforce need in order to support adults at risk and deal with any safeguarding.

There are currently two national competency frameworks. Both documents can be used to enable partner organisations to review and assure themselves, their commissioners and regulator, and the Board that different staff groups are competent to an appropriate level and accessing appropriate learning and development opportunities to support this. This Document should be read in conjunction with these.

Both offer a framework of these competencies within varied roles where you may work with an adult at risk. The framework aids organisation and their staff to use identifiable standards to measure the competencies of staff, record appropriate evidence, and have a framework as to the achievable outcomes for the development of staff and volunteers.

National Competency Framework (2015) for Safeguarding Adults (developed by Bournemouth University and endorsed by SCIE) is designed to outline the competencies within the workforce to allow staff and volunteers to ensure the safety and protection of adults at risk of, or experiencing, abuse and neglect. It offers a clear framework of these competencies within varied roles where you may work with an adult at risk.

The Adult Safeguarding Roles and Competencies for Health Care Staff First edition (August 2018, Intercollegiate Document) was recently published and has been produced by intercollegiate endeavour, and is intended to have relevance to all health care professionals and social care colleagues. It is designed to be used in all organisations that provide or commission health care for adults regardless of sector, setting or size. The document sets out a framework to help staff, practitioners, employers and commissioners understand the role and level of education/ competence awareness/systems which correlates to a particular job purpose.

Organisations should also consider how their workforce is skilled and competent around the National Mental Capacity Act Competency Framework.

What is competence

Competence is the ability of an individual to perform a job properly. A competence is the combination of skills, knowledge and experience held by individual staff. Competence grows through experience and the abilities of an individual to learn and adapt. Training and mentoring can support this process.

Person Centred Principles

Empowering and including people who use services and their families and carers - The Care Act 2014 highlights the importance of outcome focused, person-centred safeguarding practice. Member agencies to the BSAB must therefore ensure that person centred principles are embedded in all relevant policies, procedures and

guidance. 'Making Safeguarding Personal' marks the shift in culture that is needed to truly listen to what people want to happen when there is a safeguarding issue. Instead of the outcomes being process-driven, it means finding out from the person's own perspective what they want.

Carrying out an Assessment of Competence

The assessment of competence should combine a mix of direct observation of practice, as well as discussion and questioning within supervision meetings. It can be used to identify any gaps in skills and knowledge and support the management of performance. Any assessment of competence should be documented appropriately in order to provide a baseline for ongoing review. This guidance for organisations is based on training staff at each level.

What level of competence does each member of the workforce need

All staff should be trained to the relevant levels in accordance with their occupational role. This should be achieved through a training needs analysis carried out by safeguarding leads and managers within each partner agency. Each individual organisation needs to assure itself that any trainer has sufficient knowledge and skills in safeguarding adults. Whatever their role, all staff should know when and how to report any concern about abuse of an adult. Therefore, **all staff** should satisfy the outcomes at basic awareness level as described in the framework. Beyond this, it will depend on their occupational role and level of responsibility as to what level they should be trained to. The framework seeks to promote a consistent approach to training/learning and development across all member agencies of the BSAB.

How often should competence be assessed, refreshed or reviewed

All newly appointed staff should be assessed as capable against their relevant competencies, within the first six months of entering their post, by their line manager. It is suggested that refresher training should occur every three years or when there is a change in role or change of staffing, however this may vary within organisations depending on their internal requirements, or those of commissioners or regulators. Each individual organisation must keep a record, monitor staff training and be able to provide assurance to BSAB when requested to do so. A flexible approach can be taken to how the competencies are delivered to meet expected outcomes of reports of legislation, and Safeguarding Adults Reviews. Some examples of how this learning could be achieved are as follows:

- e-learning;
- face-to-face formal teaching;
- discussion groups; and/or
- mentorship/supervision.

How to use the Competency Framework

Each level of competency has a number of learning outcomes that must be accomplished through the organisation's training package. Under the learning outcomes there are examples of what these should look like in practice. The examples are not an exhaustive list, and there may be various other descriptions to evidence that the learning outcomes have been achieved.

Strategic Leadership

Strategic leadership promotes a culture of supporting good practice with regard to safeguarding/adult protection within the organisation and promotes collaborative working with other organisations. To ensure safeguarding leads are appointed, and that the long-term strategic planning is undertaken, for safeguarding and adult protection services.

Safeguarding Lead

Organisations need to identify a safeguarding lead. Their safeguarding role and responsibility will be explicit within the job description and person specifications. The lead for safeguarding needs to demonstrate competence and the maintenance of competence through:

- resolution of safeguarding quality issues;

- management of chairing meetings;

- safeguarding consultancy, supervision and appraisal;

- providing training and monitoring organisational training compliance and competence;

- participate in specialist professional support networks; and/or

- accessing external, multi-agency training, leadership, management programmes etc.

Staff Roles within the organisation

All staff within an organisation are required to have safeguarding training.

The table below provides an example of roles and responsibilities as a guide for organisations who have a responsibility to identify the correct level of training required for staff based on job role and responsibilities.

For a more detailed tables please see National Competency Framework (2015) for Safeguarding Adults, and Roles and Competencies for Health Care Staff First edition.

Level 1: Staff Group A - Basic Awareness

Staff Group A (Alerters/NHS Level1*) Members of this group have a responsibility to contribute to Safeguarding Adults, but do not have specific organisational responsibility or statutory authority to intervene.	Including, but not limited to: • All Support Staff in Health and Social Care Settings • Drivers, other Transport Staff • Human Resources Staff • Domestic and Ancillary Staff • Elected Members • Volunteer Befrienders

Learning outcomes:
1. Understand that people affected by safeguarding issues, and their carers or advocates, are central to any decision making.
2. Know and understand categories and indicators of abuse and how to report it, including the concept of coercive and controlling behaviour.
3. Recognise when a situation is an emergency and respond accordingly.
4. Understand the importance of dignity and respect while carrying out duties.
5. Be aware of current legislation and local procedure that supports safeguarding activity.

Examples to embed the 6 principles of safeguarding

Empowerment	• Listen to the concerns of the person affected without judgement and provide reassurance. • Understand that the person affected may change their mind at any point.
Prevention	• Maintain a person's dignity when providing care/services. • Recognise the needs of the person being cared for and their carers.
Proportionality	• Be aware of how your own values and attitudes influence understanding of the person's situation. • Recognise your role and that of others and act appropriately.
Protection	• Respond in a timely manner for actual or potential concerns. • Recognise poor practise and raise concerns where necessary.
Partnership	• Understand that the person and their carers or advocates are central to any decision making. • Understand that the needs of the person may be supported by other support agencies/organisations.
Accountability	• Understand how to access own organisation's safeguarding adult's policy and procedures and know who the safeguarding lead is and how to contact them. • Know how to act in a professional manner.

Level 2: Include Level 1

Staff Group B (Responders and Specialist Practitioners/NHS Level 2 and Level 3*) This group have considerable professional and organisational responsibility for Safeguarding Adults. They have to be able to act on concerns and contribute appropriately to local and national policies, legislation and procedures. This group needs to work within an inter/or/multi-agency context.	Including, but not limited to: • Social Workers • Doctors and Nurses • Frontline Managers • Integrated Team Managers • Heads of Nursing • Health and Social Care Provider Service Managers (Safeguarding Champions) • ABE Trained Investigating Officers

Learning Outcomes:

1. Understand that the person is central to the safeguarding process.
2. Understand how to gather and preserve evidence.
3. Maintain accurate, complete and up-to-date recording systems.
4. Understand that safeguarding is a multi-agency process and be able to work effectively within this environment.
5. Consider the safety and wellbeing of the carer, as well as the person, including the consideration of controlling and coercive behaviours.
6. Apply safeguarding legislation and local policy into practice.
7. Be able to contribute to a safeguarding enquiry as appropriate to the role.
8. Understand what emergency systems are in place and how and when to use them in the safeguarding process.

Examples to embed the 6 principles of safeguarding

Empowerment	• Listen to what the person wants to happen and ensure their voice is heard. • Engage in an open and transparent manner, clearly identifying your role.
Prevention	• Recognise when alternative services/agencies may achieve the person's outcome. • Know how to report serious incidents relating to safeguarding through own organisation's process.
Proportionality	• Consider all possible options to achieve the person's chosen outcomes. • Seek information from other agencies/services and carers to inform your assessment.
Protection	• Identify when a person's capacity is impaired or fluctuating and respond appropriately. • Enable the person to maintain a safe environment.
Partnership	• Be able to work with other agencies to achieve the person's chosen outcomes. • Promote accessibility of safeguarding information/support services.
Accountability	• Send information securely and keep accurate and contemporaneous records. • Exhibit professional curiosity and challenge poor cultures and practice.

Level 3: Include Level 1 and 2

Staff Group C (Decision Makers/NHS Level 4 and Level 5*) This group is responsible for ensuring the management and delivery of safeguarding adult services is effective and efficient. In addition, they will have oversight of the development of systems, policies and procedures within their organisation to facilitate good working partnerships with allied agencies to ensure consistency in approach and quality of service. Decision making about actions and next steps, chairing meetings and supervising staff.	Including, but not limited to: • Operational Managers • Heads of Assessment and Care Managers • Service Managers • Police • Probation • Prison Service

Learning Outcomes:
1. Be able to ensure the person and their carers are supported appropriately, and work with them to find their chosen outcomes.
2. Understand the importance of early intervention and recognise different pathways available to support a person with care and support needs.
3. Work in partnership with the person to assess and minimise risk. in line with their chosen outcomes. and know when a situation requires referral to other routes such as court of protection (CoP) or Safeguarding Adults Review (SAR).
4. Have the required knowledge and skills to contribute fully to the safeguarding enquiry/section 42 enquiry and be able to make enquiries within own organisation. Understand that there is a duty to do this if requested to by the local authority.
5. Be able to use reflective practice and disseminate learning from SARs within own unit/area of work.

Examples to embed the 6 principles of safeguarding

Empowerment	• Undertake challenging conversations where a person's chosen outcome may not be achievable and work with them to find a way forward. • Identify when a person requires an advocate and know how to arrange for this service.
Prevention	• Act as a role model for staff and disseminate findings from SARs in order to improve practice within own organisation. • Reflect to identify whether there are gaps in knowledge, understanding and skills for self, and/or other staff, within own work area.
Proportionality	• Discuss risk with the person and work together with them to find a way of removing or minimising those risks in a way that is acceptable to them. • Identify when safeguarding concerns result in risk to others or may warrant a large-scale investigation and take action by making the necessary referrals.
Protection	• Understand the need for further monitoring and work with the person where risks remain. • Recognise appropriate legislation where immediate action may be required, e.g. section 4 of the Mental Health Act or Mental Capacity Act/Deprivation of Liberty safeguards.
Partnership	• Be able to work with other agencies to address safeguarding concerns by sharing information and taking part in enquiries. • Know of the statutory partners of the Safeguarding Adults Board and contribute to the work streams as appropriate.
Accountability	• Be able to contribute to audits and monitoring systems for safeguarding adults and understand that these are important in helping to shape the strategic direction of the safeguarding adults agenda. • Be able to undertake an enquiry for own organisation.

Level 4 (Strategic Level): must also have undertaken Level 1	
Staff Group D **(Governance and Board Roles/NHS Level 5 and Board and CEO Levels*)** This group is responsible for ensuring their organisation is, at all levels, fully committed to Safeguarding Adults, and have in place appropriate systems and resources to support this work in an intra and inter-agency context.	**Including, but not limited to:** • Heads of Support Services • Heads of Directly Provided Services • Heads of Assessment and Care Management Services • Local Safeguarding Adult Boards

Learning Outcomes:

1. Actively engage in supporting a positive multi-agency approach to safeguarding adults and promote a positive culture within own organisation.
2. Be able to ensure there are robust governance processes in place to provide assurance on safeguarding adults.
3. Be able to ensure good information from and between organisation Board/Board of directors and committees.
4. Be able to monitor trends and themes of safeguarding adults concerns raised or addressed within own organisation and be able to use this and other external data to identify trends to inform commissioning.
5. Be able to make decisions relating to outcomes of any enquiries where it relates to own organisation (as appropriate to role).
6. Be able to make sure systems are in place for public/service user involvement within own organisation

Examples to embed the 6 principles of safeguarding	
Empowerment	• Be able to provide evidence that service users/patients and carers are fully supported whenever safeguarding concerns arise and that where required independent advocates are employed, to aid partnership working towards the person's chosen outcome. • Ensure that systems are developed and maintained, which involve service users and their carers to improve safeguarding adults practice within own organisation.
Prevention	• Be able to ensure that the workforce in own organisation has the necessary skills and knowledge to work effectively, and that reflective practice is embedded. • Have a strategic understanding of the scope of safeguarding services across the locality.
Proportionality	• Be able to gain assurance that staff within own organisation understand safeguarding thresholds, and when cases should be dealt with in-house or if multi-agency scrutiny is necessary. • Be able to ensure that staff within own organisation identify risks with the person and their advocate, and work with other agencies where appropriate to reduce risks where possible without taking away choice.
Protection	• Promote quality care and dignity within own organisation and have systems in place to address any quality issues promptly. • Ensure systems are in place that address safeguarding concerns as soon as they arise and be able to evidence that all staff are fully aware of these.
Partnership	• Be able to ensure that all staff are made aware of any new developments and publications from BSAB and Government. • Be able to work with partner agencies, to develop consistent approaches to safeguarding adults and ensure that own organisation is fully engaged with the work of the BSAB to help achieve this.

Mapping, Evaluating and providing Assurance of Learning

Purpose of the Framework

This part of the document provides you with tools to enable organisations to map, evaluate and audit all training delivered or commissioned against the safeguarding competencies. Many organisations may already have tools and processes in place, therefore the tools within this guidance are not mandatory for organisations to use. Partners of the BSAB may already have tools and mechanisms in place.

The Birmingham Safeguarding Adults Learning and Development Sub-group (L&D) members have a responsibility to:

- plan, prioritise and monitor the effectiveness of any multi-agency training for safeguarding adults at risk (including sufficiency, quality and impact) that is provided by the BSAB; and
- monitor and evaluate the effectiveness of specific Board Partners' own internal training and learning for safeguarding adults at risk (including sufficiency, quality and impact) asking specific Board Partners for data.

Therefore, there are three outcomes which go with this:

- the L&D partners report to their own Boards on the effectiveness of their own internal training for safeguarding;
- the L&D partners report into the L&D on the effectiveness of their own internal training and learning; and
- the L&D partners provide evidence to answer questions by the BSAB to provide assurance of Care Act compliance.

Assurances Required by the BSAB

The BSAB will require assurances of:

- staff numbers trained (Statistical data),
- content,
- quality, and
- impact.

Summary of the Suggested Evaluation Methods

In this section, there is a suggested model for evaluation and assurance.

Statistical Data

A template has been created to provided statistical information that includes (Appendix 1):

- Number of staff eligible for this course
- Number of staff trained at this level during this period
- Number of staff booked to attend this course

- Actions taken to achieve compliance

Course Content

A self-evaluation of course content to be undertaken. Each partner agency may have its own set of standards which it must cross reference the course content against to meet their governing bodies' requirements, or as a good practice requirement. These should include looking against the Competency Frameworks and Making Safeguarding principles (Appendix 3).

Quality

Learning Event Evaluation

At the end of every learning event and/or E-Learning programme, all participants are asked to complete an evaluation form, which asks them to rate their initial reaction to the learning event and/or E-Learning programme including effectiveness, content, facilitators; and to comment on what they found most valuable and how they will apply this to practice. Appendix 6 may be used to provide a summary of the outcomes of the evaluations annually (Appendices 4 & 6).

Peer Observation for Mandatory and Single Agency Training

Members of the L&D may request a member of the partnership to observe the delivery of their core courses or undertake internal observations and provide feedback to the facilitators as a form of quality control and ongoing reflective practice. As a form of good practice, it is suggested that a minimum of one learning event delivery will be peer reviewed for each partner, per year.

There are two main purposes of peer observation:

- quality enhancement, and
- quality assurance

For quality enhancement, peer observation can increase your repertoire of teaching strategies. The opportunity to participate in peer observation focuses on your own development and critical reflection on the practice of training and learning delivery. It is surprising how much you can learn by observing other's training sessions and by looking through their training, wider reading and learning materials. It is a way to pick up new and ingenious ways to inform your own practice!

Peer observation for quality assurance includes examining materials and processes to enhance learning and teaching, providing evidence of quality teaching practice for promotion applications; identifying and promoting good practice.

During peer observation, trainers collaborate with one another to visit each other's learning sessions and look for insights that may assist them in improving their own practice. This is a very useful form of collegial professional development as staff are able to enrich their training repertoire and benefit from a variety of fresh perspectives, as well as obtaining assistance from more experienced peers (Appendix 8).

E-Learning Programmes

Members of the L&D may undertake the core E-Learning programmes and provide feedback to the organisation as a form of quality control and ongoing reflective practice.

Impact

Impact Evaluation

Partners, as part of good practice, should evaluate the impact of learning events on practice within their own organisations and provide examples of good practice in embedding learning into positive outcomes for practice and/or any barriers/issues. This will also be a standard L&D agenda item.

The aim would be for each partner to contact 50% of participants, up to a maximum of 10, and 3 managers either by telephone, face to face contact or email, to capture very specific examples of how training and their wider learning influenced practice at an individual level and organisationally (Appendix 9 & 10).

Future Development/Learning Needs

BSAB L&D will aim to undertake a survey to gain a broader view of how safeguarding training and wider opportunities for learning are impacting on staff and volunteers, and to undertake TNA to inform the future learning and development plan.

Summary of Appendices

Page	Appen1dix	Purpose
19	**Appendix 1:** Statistical Data Pro-forma	Pro-forma to collect statistical data.
20	**Appendix 2:** National Competency Framework **See Also:** National Competency Framework (2015) for Safeguarding Adults, as well as the Roles and Competencies for Health Care Staff First edition.	This competency framework may be used to identify levels of training/learning for suggested staff groups and course content.
21 22 23	**Appendix 3:** Self-evaluation of Course Content	Pro-forma to cross reference course content if using the 'National Competency Framework' (Appendix 2).
24 25	**Appendix 4:** Learning Event Evaluation Form	This evaluation form is to be completed immediately after the learning event to capture feedback from participants.
26 27	**Appendix 5:** Learning Event Evaluation Form Summary	This pro-forma may be used to collate information obtained from the 'Learning Event Evaluation Form' (Appendix 4).
28 29	**Appendix 6:** E-learning Evaluation Form	This evaluation form is to be completed immediately after participants have completed the e-learning to capture the reaction of the participants and how favourably they have responded to the programme.
30 31	**Appendix 7:** E learning Evaluation form summary	This pro-forma may be used to collate information obtained from the 'E-learning Evaluation Form' (Appendix 6).
32 33	**Appendix 8:** Peer Observation Checklist –	This pro-forma may be used as guidance and a checklist when undertaking a peer observation of a learning event and provide feedback to the facilitator/organisation.
34 35	**Appendix 9:** Impact Evaluation Form Staff/Volunteers	This evaluation form may be used to collate information from individual participants after a period of time following the learning event, to capture the impact the learning event had upon their practice and their perceived levels of confidence and skills from the 'Peer Observation Checklist' (Appendix 8).
36 37	**Appendix 10:** Impact Evaluation Form Summary Staff/Volunteers	This pro-forma may be used to collate information obtained from the 'Impact Evaluation Forms Staff and Volunteers' (Appendix 9).

38 39	**Appendix 11:** Impact Evaluation Form - Managers	This evaluation form may be used to collate information from individual participant's line managers after a period of time following the learning event, to capture how the manager believes the learning event has impacted/changed their practice and their perceived levels of confidence and skills.
40 41	**Appendix 12:** Impact Evaluation Summary Managers	This pro-forma may be used to collate information obtained from the 'Impact Evaluation Form - Managers' (Appendix 11).
42	**Appendix 13:** Checklist	This pro-forma may be used as a checklist of suggested information to be gathered for each partner's annual report.

Appendix 1: Statistical Data Pro-forma

Reporting Period: _____

Course Title	Type of learning event (e.g. classroom, e-learning etc	Staff Group (refer to Competency Framework)	Number of staff booked on the learning	Number of staff who attended	% of staff attended	Actions to be taken to achieve 100% compliance

Appendix 2: National Competency Framework
(Statistical Data Pro-forma)

Safeguarding Adults: Professional Competencies in working with people and delivering safeguarding services	
Staff Group	**Including, but not limited to:**
Staff Group A **(Alerters/NHS Level 1*)** Members of this group have a responsibility to contribute to Safeguarding Adults, but do not have specific organisational responsibility or statutory authority to intervene.	- All support staff in health and social care settings - Day Service staff - Drivers, other transport staff - HR staff - Clerical and admin staff - Domestic and ancillary staff - Health and Safety officers - Elected Members - Volunteer Befrienders - Charity Trustees
Staff Group B **(Responders and Specialist Practitioners/NHS Level 2 and Level 3*)** This group has considerable professional and organisational responsibility for Safeguarding Adults. They have to be able to act on concerns and contribute appropriately to local and national policies, legislation and procedures. This group needs to work within an inter or multi-agency context.	- Social Workers - Doctors and Nurses - Frontline Managers - Integrated Team Managers - Heads of Nursing - Health and Social Care Provider Service Managers (Safeguarding Champions) - Social Workers or Care Managers who have received joint training, with the Police on adult protection - ABE Trained Investigating Officers
Safeguarding Adults: Professional Competencies in Strategic Management and Leadership of Safeguarding Services	
Staff Group	**Including, but not limited to:**
Staff Group C **(Decision Makers/NHS Level 4 and Level 5*)** This group is responsible for ensuring the management and delivery of Safeguarding Adult services is effective and efficient. In addition, they will have oversight of the development of systems, policies and procedures within their organisation to facilitate good working partnerships with allied agencies to ensure consistency in approach and quality of service.	- Operational Managers - Heads of Assessment and Care Managers - Service Managers - Police - Probation - Prison Service
Staff Group D **(Governance and Board Roles/NHS Level 5 and Board, and CEO Levels*)** This group is responsible for ensuring their organisation is, at all levels, fully committed to safeguarding adults and have in place appropriate systems and resources to support this work in an intra and inter-agency context.	- Heads of Support Services - Heads of Directly Provided Services - Heads of Assessment and Care Management Services - Local Safeguarding Adult Boards

Appendix 3: Self-evaluation of Course Content

Safeguarding Adults Learning Event Evaluation Criteria

Staff Group	Learning Event (content includes)	Learning Event (please provide examples)	Comments
A	**Awareness** 1. What adult safeguarding is		
A	2. How to recognise adults in need of safeguarding and when appropriate action must be taken		
A	3. Promotion of dignity and respect when working with individuals		
A	**Reporting** 4. The procedures for raising a safeguarding concern and how to raise a concern		
A	5. Information regarding policy, procedures and legislation that supports safeguarding adults activity		
A*	6. Information required for the effective administration and quality of safeguarding processes ***As appropriate to the role**	`	
B	**Inform, Involve and Listen** 7. How to ensure service users are informed and supported in their decision making around safeguarding adults concerns		
B	8. How to ensure information is shared appropriately and all relevant partners are involved.		
B	**Knowledge and Skills** 9. Includes information regarding the skills and knowledge required to contribute effectively to the safeguarding processes	`	
B	**Legislation, Policy and Procedure** 10. Information and how to apply a range of legislation, local and national policy and procedural frameworks		
B	**Reporting and Recording** 11. The importance and how to maintain accurate and complete records and achieve best evidence		
B	**Respond** 12. How to respond appropriately to safeguarding adults concerns		
B	**Manage** 13. How to manage safeguarding adults concerns and enquiries		

Staff Group	Learning Event (content includes)	Learning Event (please provide examples)	Comments
C	**Develop and Promote** 14. The importance of provision of training/ individual learning and supervision to develop and promote adults safeguarding		
C	**Engage** 15. The importance of robust inter-agency and multi-agency systems to promote best practice		
C	**Support** 16. How to support the development of robust internal systems to provide consistent, high quality safeguarding adults service		
C	17. Skills and knowledge required to chair safeguarding adults meetings, discussions and professionals meetings		
C	18. How to ensure record systems are robust and fit for purpose		
D	**Lead** 19. How to lead the development of effective policy and procedures for safeguarding adults services in your organisation		
D	**Strategic Planning in Line with SABs** 20. How to ensure plans and targets for safeguarding adults are embedded at a strategic level across the organisation		
D	**Develop and Promote** 21. How to develop and maintain systems to ensure the involvement of those who use your services in the evaluation and development of your safeguarding adults services		
D	22. How to promote awareness of safeguarding adults systems within your organisation, and outside of your organisation		

Please refer to National Competency Framework (2015) for Safeguarding Adults, as well as the Roles and Competencies for Health Care Staff First edition when completing.

Staff Group	Learning Event Content (includes the MSP principles focus on)	Learning Event (please provide examples)	Comments
All	23. A personalised approach that enables safeguarding to be done with, not to, people.		

Staff Group	Learning Event Content (includes the MSP principles focus on)	Learning Event (please provide examples)	Comments
All	24. Practice that focuses on achieving meaningful improvement to people's circumstances rather than just on 'enquiry' and 'conclusion'		
All	25. An approach that utilises social work skills rather than just 'putting people through a process'		
All	26. An approach that enables practitioners, families, teams and SABs to know what difference has been made		

Please refer to Local Government Association available at https://www.local.gov.uk/topics/social-care-health-and-integration/adult-social-care/making-safeguarding-personal

Appendix 4: Learning Event Evaluation Form

BSAB are continually trying to ensure we provide good quality learning events and to assess the impact of the learning events we offer. Please take the time to complete this form. As part of ongoing evaluation, you may be contacted in a few months time to ask for further information.

Learning Event:	
Your Name:	Date:

Please tick one of the following:

☐ This is the first time I have attended training on this topic

☐ I have previously attended training on this topic

Pre-course **1** = no knowledge **2** = little knowledge **3** = enough knowledge **4** = very knowledgable				**Please indicate the level of adults safeguarding knowledge with pre-course on the left hand side and post-course on the right hand side**	Post-course **1** = no knowledge **2** = little knowledge **3** = enough knowledge **4** = very knowledgable			
1	2	3	4		1	2	3	4

Please comment on the reason for your score:

Pre-course **1** = no confidence **2** = little confidence **3** = enough confidence **4** = very confident				**Please indicate how confident you feel that you would know what to do if you were involved in a safeguarding concern with pre-course on the left hand side, and post course on the right**	Post-course **1** = no confidence **2** = little confidence **3** = enough confidence **4** = very confident			
1	2	3	4		1	2	3	4

Please comment on the reason for your score:

Please tick: Poor = ☹ 1 2 3 4 5 ☺ = Excellent							
ELEMENT	**QUESTION**	1 ☹	2	3	4	5 ☺	**FEEDBACK**
Booking Process	Please rate your experience of the booking process						
Facilities/Training Room	Please rate the training venue and facilities						
Content	How well did the course meet the Learning Outcomes?						
Course Materials	Please rate the usefulness of the resources						
Tutor Presentation	Please rate the training presentation and delivery						
Summary	Please rate the overall quality of the course						

What was the most valuable part of the programme today and why?

What was the least valuable part of the programme today and why?

Do you have any suggestions for how we can improve this learning event?

Identify three things you will change about your practice as a result of this learning event:
1. 2. 3.

Are there any other learning and development opportunities that you think should be offered in relation to safeguarding adults at risk

Please provide your e-mail address so that we can send you out training impact survey and future training opportunities (please state your email address clearly)

Thank You

Appendix 5: Learning Event Evaluation Form Summary

Title of Learning Event:	
Number of staff who completed the Learning Event	
Number of staff/volunteers who completed the Learning Event Evaluation	
Number of staff/volunteers who stated it was the first time they had attended training on this topic	
Number of staff/volunteers who stated they had previously attended training on this topic	

Pre-course level of adult safeguarding knowledge	How many staff/volunteers indicated:	Post-course level of adult safeguarding knowledge	How many staff/volunteers indicated:
1 = no knowledge		**1** = no knowledge	
2 = little knowledge		**2** = little knowledge	
3 = enough knowledge		**3** = enough knowledge	
4 = very knowledgeable		**4** = very knowledgeable	
Please give some examples of reasons given for the score:			

Pre-course level of adult safeguarding confidence	How many staff/volunteers indicated:	Post-course level of adult safeguarding confidence	How many staff/volunteers indicated:
1 = no confidence		**1** = no confidence	
2 = little confidence		**2** = little confidence	
3 = enough confidence		**3** = enough confidence	
4 = very confident		**4** = very confident	
Please give some examples of reasons given for the score:			

How many staff/volunteers rated: Poor = 🙁 1 2 3 4 5 😊 = Excellent							
ELEMENT	**QUESTION**	**1** 🙁	**2**	**3**	**4**	**5** 😊	**FEEDBACK** Please provide some examples
Booking Process	Please rate your experience of the booking process						
Facilities/Training Room	Please rate the training venue and facilities						
Content	How well did the course meet the Learning Outcomes?						
Course Materials	Please rate the usefulness of the resources						
Tutor Presentation	Please rate the training presentation and delivery						
Summary	Please rate the overall quality of the course						

Please give examples of what staff/volunteers stated was the most valuable part of the programme

Please give examples of what staff/volunteers stated was the least valuable part of the programme

What suggestions did staff/volunteers identify for how this learning event could be improved - please give examples

What other learning and development opportunities did staff/volunteers identify that BSAB should consider in relation to safeguarding?

Thank You

Appendix 6: E-learning Evaluation Form

BSAB are continually trying to ensure we provide good quality learning events and to assess the impact of the learning events we offer. Please take the time to complete this form. As part of ongoing evaluation, you may be contacted in a few months time to ask for further information.

Learning Event:	
Your Name:	Date:

Please tick one of the following:
☐ This is the first time I have attended training on this topic
☐ I have previously attended training on this topic

Pre-course **1** = no knowledge **2** = little knowledge **3** = enough knowledge **4** = very knowledgable				**Please indicate the level of adults safeguarding knowledge with pre-course on the left hand side and post-course on the right hand side**	Post-course **1** = no knowledge **2** = little knowledge **3** = enough knowledge **4** = very knowledgable			
1	2	3	4		1	2	3	4

Please comment on the reason for your score:

Pre-course **1** = no confidence **2** = little confidence **3** = enough confidence **4** = very confident				**Please indicate how confident you feel that you would know what to do if you were involved in a safeguarding concern with pre-course on the left hand side, and post-course on the right**	Post-course **1** = no confidence **2** = little confidence **3** = enough confidence **4** = very confident			
1	2	3	4		1	2	3	4

Please comment on the reason for your score:

Please tick: Poor = ☹ 1 2 3 4 5 ☺ = Excellent							
ELEMENT	**QUESTION**	1 ☹	2	3	4	5 ☺	**FEEDBACK**
Material	How accessible was the online material?						
Content	How well did the course meet the Learning Outcomes?						
Course Materials	Was the content complete, current and appropriate?						
Design	What was your overall view of the visual design of the course, e.g. colours, font, graphics etc?						
Summary	Please rate the overall quality of the course						

What was the most valuable part of the programme today and why?

What was the least valuable part of the programme today and why?

Do you have any suggestions for how we can improve this learning event?

Identify three things you will change about your practice as a result of this learning event:

1.

2.

3.

Are there any other learning and development opportunities that you think should be offered in relation to safeguarding adults at risk

Please provide your e-mail address so that we can send you out training impact survey and future training opportunities (please state your email address clearly)

Thank You

Appendix 7: E-learning Event Evaluation Form Summary

Title of E-learning Event:	
Number of staff who completed the E-learning Event	
Number of staff/volunteers who completed the E-learning Event Evaluation	
Number of staff/volunteers who stated it was the first time they had attended training on this topic	
Number of staff/volunteers who stated they had previously attended training on this topic	

Pre-course level of adult safeguarding knowledge	How many staff/volunteers indicated:	Post-course level of adult safeguarding knowledge	How many staff/volunteers indicated:
1 = no knowledge		**1** = no knowledge	
2 = little knowledge		**2** = little knowledge	
3 = enough knowledge		**3** = enough knowledge	
4 = very knowledgeable		**4** = very knowledgeable	
Please give some examples of reasons given for the score:			

Pre- course level of adult safeguarding confidence	How many staff/volunteers indicated:	Post-course level of adult safeguarding confidence	How many staff/volunteers indicated:
1 = no confidence		**1** = no confidence	
2 = little confidence		**2** = little confidence	
3 = enough confidence		**3** = enough confidence	
4 = very confident		**4** = very confident	
Please give some examples of reasons given for the score:			

How many staff/volunteers rated: Poor = 🙁 1 2 3 4 5 😊 = Excellent		1 🙁	2	3	4	5 😊	FEEDBACK Please provide some examples
ELEMENT	**QUESTION**						
Material	How accessible was the online material?						
Content	How well did the course meet the Learning Outcomes?						
Course Materials	Was the content complete, current and appropriate?						
Design	What was your overall view of the visual design of the course, e.g. colours, fonts, graphics etc?						
Summary	Please rate the overall quality of the course						

Please give examples of what staff/volunteers stated was the most valuable part of the programme

Please give examples of what staff/volunteers stated was the least valuable part of the programme and why

What suggestions did staff/volunteers identify for how this E-learning event could be improved - please give examples

What other learning and development opportunities did staff/volunteers identify that BSAB should consider in relation to safeguarding?

Thank You

Appendix 8: Peer Observation Checklist
(Quality)

Course Title:	
Observer's Name:	
Observer's Organsation:	
Target Group (Refer to Competencies):	
Location:	
Single or Multi-agency:	Date of Observation:
Size of Group:	Length of Learning Event:

Complete the following checklist using the observation key below and briefly comment upon the process:

Key	Comment
✓	Observed
P	Partial
X	Not Observed

Assessment Criteria	Key	Describe and give examples	Comments
The facilitator Intoduced themselves and created rapport			
The session met the competencies required for the target group			
The learning outcomes were clearly stated			
Housekeeping, confidentiality and learning agreement were discussed and agreed			
The session followed the learning plan/tutor notes			
A range of learning techniques were used to appeal to individual learning styles and to gain interest and participation			
Resources were used effectively and complemented the content, methods and purpose of the learning event			
Effective use of questioning to monitor and promote understanding was used			

Assessment Criteria	Key	Describe and give examples	Comments
The whole group were included during the session			
Interaction and professional couriosity were promoted, and constructive feedback was provided			
Participants were given the opportunity to evaluate the session			

Observer's Comments
Things I saw today I am going to take away and use:

Facilitator's Comments
Things I will keep from my session:

Things I will change/develop about my session:

Signed Facilitator …………………………………………. **Date** ……………………………….………

Signed Observer ………………………………………….. **Date** ……………………………….………

Thank You

Appendix 9: Impact Evaluation Form
(Staff/Volunteers - Learning Event/E-learning)

Partners will evaluate the impact of learning events on practice within their own organisations and provide examples of good practice in embedding learning into positive outcomes for practice and/or any barriers/issues.

The aim will be for each partner to contact 50% of participants (up to a maximum of ten) and three managers either by telephone, face-to-face contact, or email to capture very specific examples of how participating in a learning event influenced practice at an individual level and organisationally.

Information required:

Learning Event Attended:	
E-learning Programme Completed:	Date Attended:
Name:	Organisation:

Please state the three things you identified you would change about your practice as a result of the learning event		
1. 2. 3.		
Have you put into practice the three things you identified?		
Yes all of the actions ☐	Yes some of the actions ☐	No – none of the actions ☐
If you have not been able to put into practice all of the three actions you identified, what were the barriers that prevented you doing so - please describe		

If you have been able to put into practice some or all of the actions you identified, what impact has this had on your work practice - please describe

Please indicate your knowledge of safeguarding adults now			
1 No knowledge ☐	2 Little knowledge ☐	3 Enough knowledge ☐	4 Very knowledgable ☐
Please comment on the reason for your score:			

Please indicate how confident you feel that you would know what to do if you were involved in a safeguarding concern			
1 No confidence ☐	2 Little confidence ☐	3 Enough confidence ☐	4 Very confident ☐
Please comment on the reason for your score:			

Are there any other learning and development oppotunties that you think should be available in relation to safeguaring adults at risk?

Thank You

Appendix 10: Impact Evaluation Form Summary
(Staff/Volunteers)

Information required:

Learning Event Attended:	
E-learning Programme:	Number of staff/volunteers who completed the impact evalution form:

Staff/volunteers were asked to identify three things they would change about their practice as a result of the learning event. Can you give some examples of what these were:
1.   2.   3.
Were staff/volunteers able to put their three identified actions into practice - please provide numbers

Yes all of the actions ☐	Yes some of the actions ☐	No none of the actions ☐

If staff and volunteers have not been able to put into practice all of the three actions identified, what were the barriers that prevented them doing so - please describe

If they have been able to put into practice some or all of the actions they identified, what impact has this had on their work practice - please describe

Please indicate what level of knowledge of safeguarding adults staff/volunteers have now			
1 No knowledge ☐	2 Little knowledge ☐	3 Enough knowledge ☐	4 Very knowledgable ☐
Please provide examples of reasons given for the score:			

Please indicate how confident staff/volunteers are that they know what to do if you were involved in a safeguarding concern			
1 No confidence ☐	2 Little confidence ☐	3 Enough confidence ☐	4 Very confident ☐
Please provide examples of reasons given for the score:			

Please provide a summary of learning and development opportunities staff/volunteers identified that should be available in relation to safeguarding adults at risk

Thank You

Appendix 11: Impact Evaluation Form - Managers
(Learning Event/E-learning Evaluation)

Information required:

Learning Event Attended:	
E-learning Programme Completed:	Number of staff who completed the Learning Event/E-learning:
Name:	Organisation:

Managers were asked to identify three things they would change about their practice as a result of the learning event. Can you give some examples of what these were:
1.   2.   3.

Were managers able to put their three idenified actions into practice?			
Yes all of the actions ☐	Yes some of the actions ☐	No none of the actions ☐	Don't know ☐

If managers have not been able to put into practice all of the three actions identified, what were the barriers that prevented them doing so - please describe

If managers have been able to put into practice some or all of the actions they identified, what impact has this had on their work practice - please describe

Please indicate what level of knowledge managers have around safeguarding adults			
1 No knowledge ☐	2 Little knowledge ☐	3 Enough knowledge ☐	4 Very knowledgable ☐
Please comment on the reason for your score:			

Please indicate how confident you feel that your managers would know what to do if they were involved in a safeguarding concern			
1 No confidence ☐	2 Little confidence ☐	3 Enough confidence ☐	4 Very confident ☐
Please comment on the reason for your score:			

Are there any other learning and development opportunities that you think should available in relation to safeguarding adults at risk?

Thank You

Appendix 12: Impact Evaluation Form Summary - Managers

Information required:

Learning Event:	
E-learning Programme:	Number of staff/volunteers who completed the impact evalution form:

Managers were asked to identify three things they would change about their practice as a result of the learning event. Were managers able to provide examples:		
Yes ☐	Some ☐	No ☐

Please provide some examples:

1.

2.

3.

Were managers able to put their three idenified actions into practice - please provide numbers			
Yes all of the actions:	Yes some of the actions:	No – none of the actions:	Don't Know:
If staff and volunteers have not been able to put into practice all of the three actions identified, what were the barriers that prevented them doing so - please describe			

If the managers have been able to put into practice some or all of the actions they identified, what impact has this had on their work practice - please describe

Please indicate what level of knowledge of safeguarding adults do managers have now			
1 No knowledge ☐	2 Little knowledge ☐	3 Enough knowledge ☐	4 Very knowledgable ☐
Please provide examples of reasons given for the score:			

Please indicate how confident managers are that they know what to do if you were involved in a safeguarding concern			
1 No confidence ☐	2 Little confidence ☐	3 Enough confidence ☐	4 Very confident ☐
Please provide examples of reasons given for the score:			

Please provide a summary of learning and development opportunities managers identified that should be available in relation to safeguarding adults at risk

Thank You

Appendix 12: Checklist

Suggested information to be gathered for each partner's annual report includes the below:

Document completed or attached	Yes	No
Minutes of Board meeting and Chief Executive sign-off to declare that staff have the necessary competences, and that training is in place to ensure that staff are able to deliver the service in relation to the safeguarding of individuals.	☐	☐
Appendix 1 - Statistical Data Pro-forma	☐	☐
Appendix 3 - Self-evaluation of Course Content	☐	☐
Appendix 5 - Learning Event Evaluation Form Summary	☐	☐
Appendix 7 - E-learning Evaluation Form Summary	☐	☐
Appendix 8 - Peer Observation Checklist	☐	☐
Appendix 11 - Impact Evaluation form: Managers	☐	☐
Appendix 12 - Impact Evaluation Summary: Managers	☐	☐

Organisation	
Name	
Date	

**Please return your completed
Learning and Evaluation Report to:** ——————————————————————

Thank You

Aim

- To monitor and evaluate the effectiveness of learning activity for safeguarding adults at risk.

Method

- Collection of statistical data.
- Cross referencing of learning events/E-Learning content
- Level 1 & 2 evaluation of learning events, level 3 and 4 evaluation of learning events.
- Peer observation of learning events/E-Learning.
- Survey Monkey.

Outcome

- Report to the **BSAB** on the impact of learning events, identified future learning needs and compliance with the requirements of the Care Act.
- Develop and produce annual Workforce Development and Learning Plan.