

Leicester Leicestershire & Rutland Safeguarding Adults Learning

Safeguarding Learning: Best Practice Guidance

Introduction:

This document gives guidance around of the expected standards for Safeguarding Adults Learning across Leicester, Leicestershire and Rutland.

The guidance will support consistency in learning, and provide a working guide for those involved with the commissioning, organisation and delivery of learning, training and development opportunities for Safeguarding Adults Learning

The development of the guidance has followed consultation with partner agencies, and also from independent providers, who are keen to seek guidance around commissioning of training.

This guidance seeks to support the learning, offer consistency and will contribute to Quality Assurance processes.

The guidance will;

- Support the commissioning and delivery of events / activities (including e- learning) that contribute to Safeguarding Adults Learning; by providing guidance about the expectations of delivered learning.

- Be used to support the identification of appropriate training providers by giving guidance to the commissioner and provider and also support with the evaluation of the delivered learning.

- Form part of the Quality Assurance processes that is undertaken by the Safeguarding Effectiveness Group of the SAB in Leicester and Leicestershire and Rutland.

This document recognises that learning is achieved via many different forms, and there are many different valid learning experiences that are recognised and will contribute to learning and development.

The Best Practice guidance will support organisations in organising quality learning activities; whilst not aiming to be overly prescriptive. A pragmatic approach should be taken, which allows flexibility and different learning approaches to be valued and recognised.

All learning should strive to meet these standards, however it is recognised that some learning events may not fully reach these expectations (i.e. a 2 hour briefing session would be unlikely to reflect a variety and range of different learning styles).

Expected Standards

This has been written in a way which follows the process of a learning event being commissioned.

The Core Values should be considered in all Safeguarding Adults Learning:

- **understanding dignity, respect and human rights** when working with individuals, ensuring that the adult is placed at the centre of any safeguarding adults work, and that any actions taken are proportionate, person-centred,(Making Safeguarding Personals) respect difference and promote equality
- **engaging in a positive approach** to multi-agency safeguarding adults practice, working effectively with all partners whilst ensuring that the adult remains at the centre of any safeguarding adults work

The content of learning opportunities should be proportionate to the individuals roles an responsibilities, in order that it is relevant and meaningful.

The learning should have a clear commitment to anti discriminatory practice.

Safeguarding learning should make a contribution to the learner achieving their Competencies

All safeguarding learning will be reviewed and developed in line with local policy, procedures and legislation will remain current and receive an annual update and review.

The Organisation / commissioner should:

- Have a clear understanding about what are the requirements for their workforce, in respect of skills and knowledge, to allow them to undertake their duties in respect of safeguarding adults, appropriate to their roles and responsibilities.
 - Allow staff to access relevant and meaningful learning opportunities
 - Prioritise staff learning and support the learning being embedded into practice
- Promote a culture where learning and development is valued
When commissioning training, ensure that the training provider has the necessary skills, as detailed below.

The Trainer / Provider should:

- Have appropriate experience, knowledge and expertise in delivery of safeguarding adults learning, or have other relevant skills, experience and qualifications which allow them to deliver quality safeguarding adults learning whilst presenting with authority on the subject.
- Have appropriate experience and understanding around Safeguarding adults issues and working with adults

And;

Have a formal training / teaching / learning qualification **and / OR** have experience and knowledge around adult learning and teaching / training, **and / OR** have attended the Leicester, Leicestershire and Rutland Training for Trainers which can be demonstrated by;

- Knowledge around Training Needs Analysis and also evaluation processes
- Knowledge / understanding about Adult learning theory and understanding of different learning styles.
- Understanding of the learning cycle
- Understanding of and strategies to manage the 'emotional component' of safeguarding adults learning
- Understanding and strategies to manage 'blocks and challenges' that arise within a learning session, including managing difficult and challenging situations

Stage 1 'Commissioning'

- The commissioner **and** trainer have a clear understanding of the organisation, role and functions of the delegates.
- A Training Needs Analysis has been / is undertaken and the specific needs of the organisation / individual have been considered in order to plan appropriate Safeguarding adults learning.
- Consideration of the delegates' experience, required knowledge and previous training / learning experiences should be made, in order to ensure that the learning is relevant, engaging and meaningful.
- Consideration made of any local sensitivities, recent events, or issues that may affect or block the learning activities, and considered strategies to manage these and any support requirements.
- Consideration of information about any learning support needs, and strategies to meet these needs for the learner, in a way that is appropriate to the individual that allows them to fully benefit / participate with the learning. Consideration of Health and Safety issues is made prior to the delivery. Appropriate levels of liability insurance are provided, where appropriate.
- The Provider has demonstrated relevant knowledge and understanding about Adult Learning theory, and understanding of different learning styles required for the proposed learning event. Where appropriate formal training events will reflect a variety of delivery methods to reflect different styles in order to incorporate different learners needs (however it is acknowledged that different sort of learning i.e. short workshops / briefings be unlikely to meet all learning styles)
- The provider has demonstrated knowledge / expertise in the area of learning required.
- All training should be planned, reviewed prior to each delivery, and receive an annual review in order to incorporate any changes to legislation, policy and procedure.
- Consideration made of local policy, procedures, guidance and Competency Framework, which should be considered during the learning.
- Any National / local drivers are considered at the point of commissioning. An agreement and process for managing concerns that arise from the learning event, (e.g. practice / attitudinal concerns and additional / recommended learning,), and this needs to be explicit in the learning.
- Discussion about how the organisation will support the learning being embedded

Stage 2: Planning & Delivery of the Learning Activity

Planning & development:

- A learning event should (where appropriate) have clear aims and objective/ learning outcomes which are SMART (Specific, Measurable, Achievable, Reviewed and Timely). (It is recognised that some forms of learning i.e. briefings etc., may not have formal learning outcomes.)
- The provider should design the learning event to take into account the different learning styles and needs of the participants to and encourage participants to take responsibility for their own learning.
- The Learning event should also provide guidance on national and local procedure to a depth that is proportionate to roles and responsibilities of the learner.
- The learning event should clearly indicate which Competencies are met. Delegates and managers should have discussed the learning with employees prior to the event to ensure there is clarity about the purpose of attending the learning event and how the learning links to their work roles and responsibility
- Any pre-requisite knowledge or skills are clearly identified, as well as expected outcomes / behaviour change following the learning, this may also include pre course assessment /evaluation processes.
- Consideration and discussion is required to consider how to manage presenting issues. (I.e. if commissioned training – could there be a contact person in the training (i.e. managers) who could offer support during the training.
- Consideration is made of appropriate minimum/maximum numbers of delegates for the event the event type, in order to meet the stated aims and objectives.
- The provider will ensure that they understand the aims, objectives and target audience and facilitate the learning event to meet these.

Delivery:

- The identified learning support needs have been considered and appropriately responded to.
- All prospective delegates will have appropriate information sent to them which highlights information about the event, details about how this links to competencies.
- The learning will be accessible, in terms of an appropriate accessible venue, access to materials, IT etc.

- The environment will be conducive to promoting learning and planning.
- Appropriate time will be allowed for refreshment and comfort breaks in order to meet the learner's needs, subject to the length of learning event.
- Consideration of practicalities around the event i.e. timings for delivery, length of session, who should deliver (knowledge, skills, experience, practice background, gender etc.), in order to promote the best learning environment.
- The learning will comply with legislation in particular Health and Safety and Disability Discrimination Acts.
- There is recognition of the emotional impact of safeguarding adults learning and strategies are in place to manage issues that may arise during or after the learning.
- There is a Working Together statement (about values, respectful challenge, working together, listening, contribution and confidentiality) and this is discussed explicitly with the group at the start of the event.
- The event should be structured in order to promote and encourage delegates to actively learn with discussion, reflective time and opportunities to learn and test out new ideas and views should be encouraged.
- At the end of the event, prior to evaluation there is a recap of the aims and learning objectives.
- The learner has opportunity to give feedback on the learning event and facilitation of the event.

After the event:

- Following the event evaluation should take place, both immediately and ideally post learning, in order to consider effectiveness and the impact of the learning to look at any increase / change in knowledge, skills, attitudes and behaviour.
- Any issues in respect to individuals and in general feedback are given to the commissioner.
- The managers / organisation will need to evidence that the competency has been met and record the learning has been undertaken.
- All learning needs to include evaluation and review processes.
- The organisation will keep a record of who has attended any events in order to ensure accurate records are maintained for audit to establish that the workforce are meeting the required competencies and minimum training requirements in terms of timescales. These records will contribute towards the Quality Assurance processes.

Other

- The commissioner / trainer is invited to feedback any significant or reoccurring themes to the so that these can be considered at a strategic level as appropriate.
- Commissioners / providers are invited to access the LLR Safeguarding Adults Trainer's network and mailing list, which is a source of support, information and offers development opportunities for those involved with delivery of Safeguarding Adults Learning across Leicester, Leicestershire and Rutland.

This guidance will be used as part of the Quality Assurance Framework and will be used to support the scrutiny work of the Safeguarding Adults Boards across Leicester, Leicestershire and Rutland.