

1 Introduction The Training and Workforce Development Group (TWDG) is one of 5 sub-groups that reports to the Bournemouth & Poole Safeguarding Adults Board and the Dorset Safeguarding Adults Board. The sub-groups work closely together supported by a 'golden thread' which illustrates their independence as well as their strength where all the subgroups are aligned and working together effectively. The term 'Golden Thread' has been used previously to describe how the subgroups work collaboratively and yet still keep their independent strength and autonomy.

The development of a TWDG training strategy is to ensure staff working with adults who have care and support needs are competent and confident to carry out their responsibilities; and they have access to training which is appropriate and timely to help them respond to and prevent abuse and neglect. It also allows SAB's to look at organisations best practice in evaluation of training so that they can improve their ability to know what difference their training and staff development activity is making.

2 Promoting Effective Prevention and Safeguarding

The training strategy will reflect the following principles:

1 Safeguarding adults is everyone's business The aim is to raise the wider public and partner agencies awareness and the role they can play regarding safeguarding adults and prevent harm and/or abuse to those more vulnerable. This can be done through training, working with partner agencies and by working and meeting those that require care and support as well as those that give care and support.

2 Targeting and prioritising local needs

- To work collaboratively to ensure that lessons can be learned from Safeguarding Adult Reviews
- Through quality assurance processes to help identify any gaps and to offer appropriate support
- To respond to local and national initiatives to ensure that organisations can develop appropriate training to meet these needs
- To respond to the needs of staffing groups identified as requiring further awareness and knowledge on safeguarding.

3 Promote good safeguarding practices

The strategy will also ensure organisations establish processes to monitor and evaluate their training and consider its impact on practice.



The Care Act 2014 sets out requirements that influence the training strategy:

- Shared learning opportunities between agencies should be developed
- Making Safeguarding Personal (MSP) should be embedded into practice and engage the person and enhance their involvement, choice and control.
- Where there are new categories of abuse or changes to local policies and procedures, these are incorporated within training activities.

Statutory Guidance Care Act 2014 clearly states an organisations responsibility in respect of training. 'Whilst training may be undertaken on a joint basis and the SAB has an overview of standards and content, it is the responsibility of each organisation to train its own staff'.

3 Encouraging Effective Learning

All aspects of learning, training and development will be based on the following values:

- Person – centred
- Think family
- Promote participation of adults with care and support needs and their families/carers
- Value partnership working
- Promote and respect equality & diversity

It is important to establish a process to monitor and evaluate the uptake of training and its impact on practice.

E.Learning: can be defined as 'a learning system based on formulated teaching involving the use of computers or electronic devices, e.g. mobile phones'.

The TWDG recognises that safeguarding training often raises challenging issues and strong feelings which may be better supported working 'face-to-face'. Therefore the use of E.learning as the sole method of delivery may be limiting.

The Training Coordinators will undertake an annual review of Safeguarding Adult Training to provide evidence that Board Organisations delivering or receiving training are confident that the training meets the needs of their employees.

The Training Coordinators will meet annually with those delivering training to provide support and to ensure that training is consistently of a high standard and includes appropriate updates and local initiatives where appropriate.

It is recognised that measuring the impact of learning on practice is a complex issue. 4 factors have been identified that influence learning transfer. (Pike, 2012)

Individual
characteristics

training design
and
development

subject
climate

Workplace
factors

Where the opportunity for multi-agency learning is available, the evaluation will also look at the impact of learning on practice. This may involve working with managers, those attending the training or those receiving care & support.

4 Quality Assurance-Effective Governance

It is important to establish a quality assurance process to ensure that all organisations delivering and receiving training feel that their safeguarding training is appropriate and meets the needs of their employees to keep individuals with care and support needs safe from harm and neglect.

Training can be delivered as single agency training, where agencies deliver training to their own staff and multi-agency training, where staff from different agencies come together to learn. Multi-agency training may be coordinated through the SAB and systems are in place to quality assure and evaluate the learning. Where single agency training is delivered, the provider has a duty to inform the Safeguarding Adults Boards how they quality assure and monitor the training.



5 Involving people with care and support needs and carers in training and development

The empowerment of adults at risk is fundamental to safeguarding practices. The Care Act and MSP make it clear that adults at risk should be at the centre of safeguarding enquiries. SABs therefore, need to consider how the experience of these adults can inform training.

When developing training and learning opportunities it is vital that people who have care and support needs are involved. Those that care for such people also have a role to play in influencing the training that is available.

This may be done through:

- Meeting and working with individuals and groups of people who receive care & support
- Listening to people who offer care & support
- Evaluation of training
- Measuring the impact of learning on practice



Organisations that provide safeguarding training that relates to the empowerment of those with care and support need need to examine their own organisational culture to ensure that it is itself not 'risk-averse'.

Often a significant culture change is needed, and staff may need ongoing support and training to embed a person-centred approach and to move away from a process driven work culture.



6 Working in Partnership

The Care Act 2014 embedded these 6 key principles into the workings of all Health and Social Care settings:

- **Empowerment**
- **Prevention**
- **Proportionality**
- **Protection**
- **Partnership**
- **Accountability**

The Statutory guidance states that 'It is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect.....'



As a TWDG, we will encourage organisations to work in partnership with others, this can be during training, through sharing experiences and also when considering the learning from Safeguarding Adult Reviews and other similar experiences. The TWDG will encourage and monitor such practices and will help organisations to develop and share such opportunities for joint learning

It is important that the subgroups that support the Safeguard Adults Boards also work in partnership, both supporting each other and ensuring actions, opportunities and successes are fed into the Boards.

