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# Learning and Development Strategy 2025-2027

Title	Harrow Safeguarding Adult Board (HSAB) Learning and Development Strategy
Purpose	<p>This Strategy sets out Harrow Safeguarding Adult Boards approach to learning and development with the aim of supporting practitioners, agencies and stakeholders with safeguarding practice and by setting a benchmark for minimum standards of competence required of those who work to safeguard adults across a range of sectors.</p> <p>Note the competencies are based on the national competence framework produced by Bournemouth University and endorsed by the Association of Directors of Social Services, Learn to Care, Skills for Care and Social Care Institute of Excellence.</p>
Type	Local guidance.
Target Audience	Organisations and groups supporting citizens of Harrow at risk of abuse and neglect and carers. This will include paid safeguarding workforce, volunteers and unpaid carers.
Authors:	Colin Griffiths, Adegoke Anjorin, Tejal Kachalia
Review:	Michael Brims, Lesley Hutchinson
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This should be read alongside	<p><a href="#"><u>Adult Safeguarding: Roles and Competencies for Health Care Staff   Publications   Royal College of Nursing</u></a></p> <p><a href="#"><u>NHS Intercollegiate Guidance 2018<sup>1</sup></u></a></p> <p><a href="#"><u>Comprehensive-National-Competency-Safeguarding-Framework-FINAL.pdf</u></a></p>

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## 1. Introduction

Harrow Safeguarding Adult Board's (HSAB) Vision is:

**Harrow is a place where all people are safe and free from harm and abuse.**

**Safeguarding is everyone's business**

Our goal is to make sure all adults are treated with dignity, respect, and are kept safe. One of the mechanisms we have in place to deliver our vision is to ensure we have a competent and confident workforce who can identify and respond at the earliest opportunity to abuse and neglect.

The HSAB is committed to promoting a culture of learning, enhancement and cooperation to effectively protect adults who are at risk of harm or support those in need.

The Care Act (2014) - Care & Support Statutory Guidance, October 2018 – 14.139 states:

*'There is a duty to promote multi-agency training, and to consider jointly commissioning specialist training with other partnerships.'* This Strategy sets out how HSAB will deliver on this duty.

## 2. Our Approach to Learning and Development

This Strategy aims to provide an overview of how the HSAB plans to meet its workforce development commitments to ensure safeguarding professionals in Harrow can enhance practice through multi-agency learning. Our HSAB Strategic Plan On a Page sets out the ambition to deliver this strategy, whilst the HSAB Learning and Development Subgroup is dedicated to implementing this strategy.

### 2.1 Delivering Learning

Learning and practice development will be delivered by a range of mechanism including:

- Online and face to face training
- Webinar sessions
- Online and in person conferences
- Learning through participating in audit and case reviews
- Reflective group learning sessions
- Training incorporating experts by experience, sharing their experiences of the safeguarding process and its impact.

Individual agencies will each have their own learning and development arrangements which will involve other mechanisms such as reflective supervision, observation of practice, coaching and mentoring, shadowing and/or buddying more experienced practitioners, appraisals and feedback from Safeguarding Surveys completed by individuals who have lived experience of the

safeguarding process: these are not part of this Strategy however in time HSAB will ask agencies to self-assess their training and development arrangements and will include these types of mechanisms in the assessment.

## 2.2 Making Safeguarding Personal (MSP)

Making Safeguarding Personal (MSP) is a key area of adult safeguarding and is defined in the Care Act (2014). Often referred to as 'MSP', it means all interventions and actions should be person-led and engages the person to respond to their situation in a way that ensures involvement, choice and control for the person, as well as improving quality of life, well-being and safety. All learning activities should be underpinned by MSP and the six key safeguarding principles:

Care Act 2014 Safeguarding Principles

1	<b>Empowerment</b> - People being supported and encouraged to make their own decisions and informed consent	<i>"I am asked what I want as the outcomes from the safeguarding process and these directly inform what happens."</i>
2	<b>Prevention</b> - It is better to take action before harm occurs	<i>"I receive clear and simple information about what abuse is. I know how to recognise the signs, and I know what I can do to seek help."</i>
3	<b>Proportionality</b> - The least intrusive response appropriate to the risk presented.	<i>"I am sure that the professionals will work in my interest, and they will only get involved as much as is necessary."</i>
4	<b>Protection</b> - Support and representation for those in greatest need	<i>"I get help and support to report abuse and neglect. I get help so that I am able to take part in the safeguarding process to the extent to which I want."</i>
5	<b>Partnership</b> -Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse	<i>"I know that staff treat any personal and sensitive information in confidence, only sharing what is helpful and necessary. I am confident that professionals will work together and with me to get the best result for me."</i>
6	<b>Accountability</b> - Accountability and transparency in delivering safeguarding.	<i>"I understand the role of everyone involved in my life and so do they."</i>

This workforce development approach will:

- Provide a range of training opportunities which range from basic safeguarding awareness through to advanced and specialist safeguarding knowledge.
- Ensure that all training opportunities are tailored to address HSAB Strategic Priorities, whilst adapting to emerging safeguarding risks or learning arising from Safeguarding Adults Reviews, multi-agency auditing and other quality assurance activity across the HSAB.

- The HSAB Learning & Development Subgroup will set the frequency, timing and format of all training sessions for each financial year.
- Seek to utilise trainers with subject matter expertise and bring in external practice leaders in supporting annual safeguarding conferences and other opportunities to provide sector-leading expertise to safeguarding practitioners in Harrow.

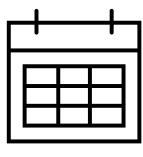
The HSAB's Learning & Development Strategy aligns itself to the National Competency Framework for Safeguarding Adults which outlines the competencies required across various roles within the safeguarding workforce.

The HSAB's Learning & Development Strategy also aligns itself to the NHS Intercollegiate Guidance – [Adult Safeguarding: Roles & Competencies for Health Care Staff](#), which guides professionals and the teams they work with to identify competencies they need in order to support individuals to receive personalised and culturally sensitive safeguarding support. It sets out minimum training requirements, along with education and training principles.

### 3. Learning and Development Governance

The Learning and Development Sub-group is multi-agency and meets a minimum of four times each year. It is chaired by a member of the HSAB and reports via the Business Management Subgroup to the HSAB. It has the following responsibilities:

- **Assurance:** Ensuring partner organisations are supporting staff in their learning and development to improve practice.
- **Needs Assessment:** Working with partner agencies to identify training needs.
- **Opportunities:** Directly delivering learning and development opportunities.

Co-Chairs	Frequency of Meeting	Participants
<ul style="list-style-type: none"> <li>• Head of Service, Adult Social Care</li> <li>• Chief Executive Officer, Harrow Carers</li> </ul> 	Learning & Development Subgroup meets on a quarterly basis. 	<ul style="list-style-type: none"> <li>• Adults Social Care</li> <li>• NHS Integrated Care Board</li> <li>• NHS Provider Trusts</li> <li>• Voluntary &amp; Community Sector representatives</li> <li>• HSAB Business Unit representatives</li> </ul>

## 4. Delivering the HSAB Learning & Development Strategy

We will deliver the HSAB Learning & Development Strategy through a diverse workforce development program.

Our offer whether it be webinars, online or face to face training etc will be based on the learning and development needs of the local workforce. These may have been identified from a number of sources for example multi-agency learning reviews, qualitative or quantitative reports. The Boards sub-groups work together to identify what learning and development needs there are.

### 4.1 Online and Face-to-Face Training

The HSAB is committed to providing a comprehensive range of training opportunities to meet the diverse needs of its partners. These opportunities will range from basic awareness sessions for those new to safeguarding, to specialist training for experienced practitioners.

Delivery Method	Levels of Learning	What it covers
<p>Online and Face-to-Face Training</p> <p>The Safeguarding Adults Board in Harrow is committed to providing a comprehensive range of training opportunities to meet the diverse needs of staff and partners.</p> <p>These opportunities will range from <b>basic awareness sessions</b> for those new to safeguarding to <b>specialist</b> and <b>enhanced training</b> for experienced practitioners.</p>	Basic Awareness Training	Designed for individuals who require foundational knowledge of safeguarding principles, legislation, and procedures
	Specialist Training	Focused on specific areas such as mental capacity, domestic abuse, or safeguarding in complex cases
	Enhanced Training	Aimed at professionals who lead safeguarding work or manage complex cases, focusing on advanced skills and decision-making

Our partners will help deliver the training where possible by releasing specialists to deliver some sessions; we will also utilise the skills of those in the HSAB Business Unit where possible.

We will promote links to e-learning packages where available to ensure the widest reach. We will collaborate with other Safeguarding Adults Boards, where the opportunity arises to deliver joint training opportunities that will enhance safeguarding knowledge and expertise locally and regionally.

## 4.2 Other Types of Learning and Development Opportunities

What Type of Training? Learning	How
<p><b>Webinar Sessions</b></p> <p>The Board will deliver webinar sessions to provide flexible and accessible learning opportunities for staff and partners. These sessions will cover a variety of safeguarding topics and will be designed to accommodate busy schedules</p>	<ul style="list-style-type: none"> <li>• Hosting regular webinars on key safeguarding topics, such as recognising abuse, reporting concerns, and working with adults at risk.</li> <li>• Inviting expert speakers to share best practices and insights on emerging safeguarding issues.</li> <li>• Recording and making webinars available on the HSAB's online learning platform for those unable to attend live sessions.</li> </ul>
<p><b>Online and In-Person Conferences</b></p> <p>The Board will organise online and in-person conferences to bring together professionals from across the safeguarding network. These events will provide opportunities for learning, collaboration, and sharing innovative practices.</p>	<ul style="list-style-type: none"> <li>• Hosting an annual safeguarding conference featuring keynote speakers, workshops, and panel discussions on current safeguarding challenges and solutions.</li> <li>• Facilitating networking opportunities to strengthen multi-agency collaboration and partnership working.</li> <li>• Ensuring conference are accessible by offering both online and in-person attendance options.</li> </ul>
<p><b>Learning Through Participating in Audit and Case Reviews</b></p> <p>The Board recognises the value of learning through participation in audits and case reviews as a way to improve practice and identify systemic issues.</p>	<ul style="list-style-type: none"> <li>• Conducting regular audits of safeguarding practices to assess compliance with policies and identify areas for improvement</li> <li>• Facilitating multi-agency case reviews, including Serious Case Reviews (SCRs) and Safeguarding Adult Reviews (SARs), to analyse complex cases and extract learning points</li> <li>• Sharing findings and recommendations from audits and case reviews with staff and partners to drive continuous improvement.</li> </ul>
<p><b>Reflective Group Learning Sessions</b></p> <p>The Board will promote reflective group learning sessions to encourage professionals to critically analyse their practice and learn from shared experiences</p>	<ul style="list-style-type: none"> <li>• Organising facilitated reflective sessions for teams and multi-agency groups to discuss safeguarding cases and explore alternative approaches.</li> <li>• Creating a safe space for professionals to share challenges, successes, and lessons learned without fear of judgement.</li> <li>• Using reflective practice to embed learning into everyday work and improve outcomes for adults at risk.</li> </ul>

#### 4.3 Current Registration and Delivery Process

All training modules, webinars, lunch and learn sessions, safeguarding conferences and other multi-agency learning opportunities are created in SS4e (Support Service for Education). All learners need to have access to the Support Service for Education (SS4E) booking platform to access courses.



#### 4.4 Our Plan to Deliver the HSAB Learning & Development Strategy

##### Year 1

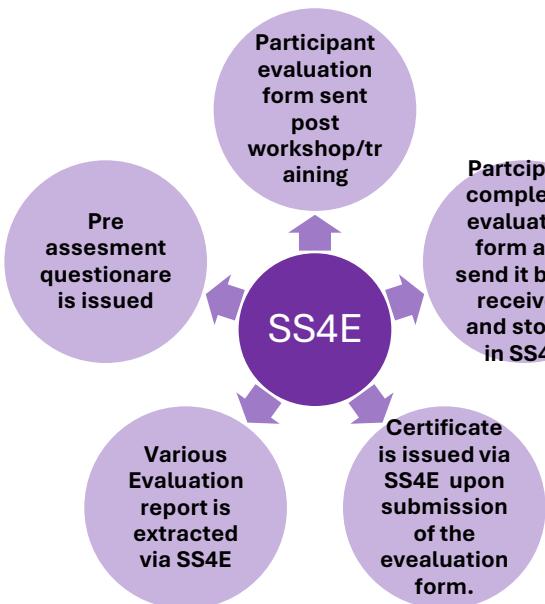
- Promote the existing safeguarding adults e-learning offer through SS4E platform to support basic awareness competencies across the system.
- Deliver a skills-based session for staff across the partnership as facilitators to support onward sharing of learning and facilitation, incorporating trauma-informed practice to enhance understanding of individuals' lived experiences and improve care outcomes.
- Facilitate and deliver a series of virtual learning sessions to share learning from SARs across the partnership and wider system. ([Current offering Available via SS4E](#))
- Deliver targeted learning sessions on safeguarding regarding domestic abuse and hate crime affecting vulnerable adults.
- Share "learning" using themed learning briefs.
- Identify opportunities to share webinars and hold virtual 'lunch and learn' sessions or team meetings, capitalising on expertise already available within the HSAB.
- Highlight awareness sessions – Safeguarding Week in November 2025

##### Year 2

- Continue to strengthen learning and arrangements delivered in Year 1, with an added focus on building cultural sensitivity and inclusion in safeguarding practices.
- Plan the delivery of an annual safeguarding conference informed by SARs, national developments, audits, data, changes in legislation, and future challenges such as resource pressures, demographic shifts, and the impact of digital advancements on safeguarding.
- Establish multi-agency practitioner forums to discuss and share safeguarding practice issues and promote multidisciplinary discussion and networking lived experience to inform and enhance resources.

## 5. Evaluating Learning & Understanding Impact on Safeguarding Practice

- The HSAB supports minimum expected standards for the delivery of all learning and development activities, as set out in National Safeguarding Adults Competency Framework.
- All HSAB learning will be evaluated to ensure aims and outcomes are measured, and participant feedback informs future planning. This will be done through evaluation forms and surveys via the SS4E platform, which provides evaluation feedback and survey results.
- Further reviews will be undertaken by attendees approximately eight weeks after the course. The attendee is asked to evaluate the impact of the training on their practice.
- After completion of the review form, practitioners receive a certificate of course completion to evidence their professional development via SS4E. All CPD records are held in SS4E.
- Multi-agency case file audits will provide evidence and measure the application in practice.
- The content of all safeguarding courses is reviewed at least annually to ensure that their content is up to date and fit for purpose.
- All courses are amended in line with any new local policies and procedures and governmental legislative changes and guidance.
- A six-monthly report from SS4E will be presented to the HSAB, including participation registration and evaluation data. Participant feedback will also be included in the HSAB Annual Report. This will enable future learning and development training planning and accommodate any emerging themes.
- All multi-agency training courses are available through the HSAB website. Organisations are responsible for evaluating their in-house training.



## Appendix 1 - National Safeguarding Adults Competency Framework

The National Safeguarding Adults Competency Framework offers a clear framework of the competencies required for staff roles across organisations who work within a safeguarding adults context and is designed to ensure that all who work with and support adults have the skills and knowledge to keep them safe. It is appended to the Strategy as it provides a useful guide for organisations and practitioners / officers, albeit the language of 'alerter' is no longer used.

Safeguarding Adults: Professional Competencies in working with people and delivering safeguarding services	
<b>Staff Group A (Alerters/NHS Level 1*)</b> Members of this group have a responsibility to contribute to Safeguarding Adults, but do not have specific organisational responsibility or statutory authority to intervene.	<b>Including, but not limited to:</b> <ul style="list-style-type: none"> <li>▪ All support staff in health and social care settings</li> <li>▪ Day service staff</li> <li>▪ Drivers, other transport staff</li> <li>▪ HR staff</li> <li>▪ Clerical and admin staff</li> <li>▪ Domestic and ancillary staff</li> <li>▪ Health and Safety Officers</li> <li>▪ Elected Members</li> <li>▪ Volunteer Befrienders</li> <li>▪ Charity Trustees</li> </ul>
<b>Staff Group B (Responders and Specialist Practitioners/NHS Level 2 and Level 3*)</b> 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.	<ul style="list-style-type: none"> <li>▪ Social workers</li> <li>▪ Doctors and Nurses</li> <li>▪ Frontline managers</li> <li>▪ Integrated team managers</li> <li>▪ Head of Nursing</li> <li>▪ Health and Social Care Provider Service Managers (Safeguarding champions)</li> <li>▪ Social Worker or Care Manager who has received joint training, with the Police, on adult protection</li> <li>▪ ABE Trained Investigating Officers</li> </ul>
Safeguarding Adults: Professional Competencies in Strategic Management and Leadership of Safeguarding Services	
<b>Staff Group C (Decision Makers/NHS Level 4 and Level 5*)</b> 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.	<ul style="list-style-type: none"> <li>▪ Operational Managers</li> <li>▪ Heads of Assessment and Care Managers</li> <li>▪ Service Managers</li> <li>▪ Police</li> <li>▪ Probation</li> <li>▪ Prison Service</li> </ul>
<b>Staff Group D (Governance and Board Roles/NHS Level 5 and Board and CEO Levels*)</b> 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.	<ul style="list-style-type: none"> <li>▪ Heads of Support Services</li> <li>▪ Heads of Directly Provided Services</li> <li>▪ Heads of Assessment and Care Management Services</li> <li>▪ Local Safeguarding Adult Boards</li> </ul>