Protecting Adults in Grampian

A Learning and Development Strategic Framework

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Version Control

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Consultation

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Approval

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Purpose of Training Framework

The subject area of adult support and protection can be one of the most challenging and nuanced areas of work that staff from all agencies face in their working lives - the demands on individuals can be significant. By its nature, Adult Support and Protection work requires complex deliberations in what can be emotive circumstances. It is therefore essential that managers and staff in all the partner organisations are well prepared, educated and supported to meet their responsibilities on behalf of their organisation. It is also essential that there is a common understanding across and between professionals and organisations as to Adult Support and protection knowledge and training activity.

This document is designed to help guide and support staff and managers involved in Adult Support and Protection training across the Grampian Partners – NHS Grampian, all three Grampian local authorities, Police Scotland, and the third/independent sectors.

The intention in providing this framework is that senior managers, leaders, and learning and development professionals will be able to see clearly in one place:

- The **competencies**, **knowledge** and **skills** that have been agreed to be required by staff at various levels across organisations;

  AND

- Exemplars of how such **competencies**, **knowledge** and **skills** can be delivered.

The Framework supports individual Adult Protection Committees in meeting their statutory function:

> *To make or assist in or encourage the making of arrangements for improving the skills and knowledge of officers or employees of local agencies who have responsibilities related to safeguarding of adults at risk.*

For clarity, the framework does not tell or instruct local Adult Protection Committee's **how** to deliver training to their staff. Rather, it offers a **baseline** across Grampian which APC's and partners can align with. The adoption of this framework is intended to support

consistency and compliance in Adult Support and Protection training activity across Grampian. As such, it has been ratified by the Adult Protection Committees in Aberdeen City, Aberdeenshire and Moray.

This training framework provides a multi-agency overarching view of the required core skills, knowledge and competences which will inform organisations in the development of their own complementary local training arrangements.

NOTE: Through commissioning and contracting services within the local authority the third/independent sector have made a commitment to Adult Support and Protection Learning and Development activities.

Aberdeen City, Aberdeenshire and Moray Councils, NHS Grampian and Police Scotland are committed to partnering alongside further and higher educational establishments across Grampian to support and deliver Adult Support and Protection training interventions including Inter Professional Education to prepare students for practice in health and social care settings.

There is also a commitment within the Framework to raise awareness and training for Adult Support and Protection to service users and family carers. This also includes working in co-production with service users and family carers in the development and delivery of training.

Values and Ethical Principles

All partner agencies have agreed that, when developing and delivery training related to Adult Support and Protection, the curriculum will include the following values and ethical principles:

- For staff to work within the principles laid down by the 2007 Act and its associated code of practice. Training will actively encourage consideration of the least restrictive option; actions providing benefit to the adult at risk; considering the past and present wishes of the adult and other interested parties; promoting participation including the provision of information and support.

- Staff will work within the principles laid down by the national Health and Social Care Standards.

- Staff will work together within an interagency framework.

- Training will always promote the empowerment and well-being of adults through the services/support they access.

- Training will reinforce the need for staff to act in a way which supports the rights of the individual to lead an independent life, based on self-determination and informed choice.

- Training will explicitly recognise that the right to self-determination can involve risk but that such risks should be minimised when possible and where necessary, through the use of a risk management process.

- Training will reinforce that when the right to an independent lifestyle and choice is at risk, the individual concerned must receive appropriate help, including advice, protection and support from relevant agencies e.g. independent advocacy.

- Training will ensure that the law and statutory requirements are known by Agencies and used appropriately, so that adults receive the protection of the law and access to the judicial process.

Functions of the Framework

The Training Framework for Protecting Adults in Grampian:

- Sets out the core skills, knowledge and competences for staff who have direct and indirect contact with adults;
- Sets out the importance of learning together on a multi-agency basis when protecting adults;
- Provides a framework for agencies to develop their local learning and development strategies and evaluate their performance;
- Provides reassurance to all Partners that training is consistent in Grampian.

It is the intension that this Framework will be used by individual organisations to develop their own training framework and directory based on skills, knowledge and competencies within this document.

This Framework is not intended to be a training directory in and of itself, and is not designed to be used as a direct resource for operational staff and managers. Rather, its overall purpose is to provide a key, consistent, reference point for all Grampian Partners who are developing their own training – to ensure it remains consistent across Grampian.

Learning and Development Needs Analysis

Learning needs analyses are conducted to determine the skills, knowledge and abilities staff will need for the organisation to function at the desired level. Once this is determined, decisions can be taken as to the nature and type of learning and development opportunities required.

By conducting a learning needs analysis in relation to Adult Support and Protection, the partners can identify what learning and development opportunities are needed across the workforce. This is not a new process and you can begin anywhere in the **Multi Agency Learning and Development Cycle**.

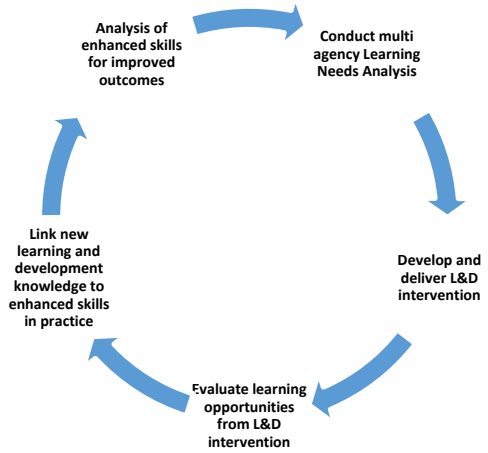

Figure A: The Multi Agency Learning and Development Cycle[1]

[1] Diagram Source: Child Protection Learning and Development Working Group

There has been a longstanding commitment from the partners in Grampian to hold a biennial **Training Needs Analysis across health and social care, statutory, private and third sectors and Police Scotland** which would then inform this Framework document.

The current training needs analysis which has supported the generation of this framework and its **competencies, knowledge and skills** has taken into account:

- **The 2007 legislation itself**
- **The most recent version of the Act's Code of Practice**
- **Learning from Case Reviews – local and national**
- **Feedback from Adult Support and Protection training participants**
- **The output from a Training Needs Survey to all staff within the Partnership**

The September 2021 survey showed the need to:

- Increase on how to source the Grampian inter-agency protocol, particularly for frontline staff
- Continue refresher training as a priority
- Provide training to increase staff's confidence when participating in multi agency meetings

As a result, greater emphasis has been placed in this version of the training framework.

Where Does the Workforce Fit in the Framework?

Staff from different organisations and with different roles will require different skill sets, knowledge and responsibilities - and will resultantly have different learning and development needs.

To assist managers, leaders and learning & development professionals this framework has grouped paid and unpaid staff into three overall 'workforces'.

GENERAL WORKFORCE	SPECIFIC WORKFORCE	SPECIALIST WORKFORCE
ANY staff employed by Local Authority, Police Scotland, Scottish Fire & Rescue Service, Scottish Ambulance Service, NHS or social care service providers or third sector (including staff employed through self-directed support) who have direct or indirect contact with vulnerable adults living in our communities	ANY Staff with a direct care role who have a requirement to be professionally qualified and/or a management responsibility in the health and social care sector or any other staff who would be expected, as part of their regular role, to be in involved in adult protection activities.	Staff employed by local authority identified as meeting legal requirements of Council Officers, or identified as staff who have direct involvement in adult protection investigations and their managers. Registered health care staff who engage in assessing, planning, intervening and evaluating the needs of adults where there are adult protection concerns e.g. GPs (including GP Trainees) Senior Charge Nurses, clinical team leaders.

Figure B: The "Three Workforces" for Adult Support and Protection Training

This framework does not specify – beyond the ASP specific role of Council Officer – which staff and posts align with which of the three workforce categories. Local partners will undertake this based on their own knowledge of their staff teams, their functions and their duties.

What is a Competency?

A ‘competency’ is a general ability to do the job, using acquired knowledge, skills and values. A ‘competency’ is generally defined as a set of behaviours that a member of a workforce must have, or must acquire to perform effectively at work. A ‘competency framework’ is a structure that sets out each individual competency needed by individuals working in a particular organisation. In most organisations both terms are brought together to best describe current work based performance that requires a mixture of behaviours, skills and action.

Both the competencies and skills required at each workforce level, as described below, are numbered to facilitate, particularly at the specialist workforce level, the acknowledgment of prior learning when a staff member may transfer between Grampian local authorities.

The General Workforce: Competencies, Knowledge and Skills

GENERAL WORKFORCE

The **general workforce** is: **ANY** staff employed by Local Authority, Police Scotland, SFRS, SAS, NHS or social care service providers or third sector (including staff employed through self-directed support) who have direct or indirect contact with vulnerable adults living in our communities.

The **core competencies** relating to Adult Protection for a worker in the **general workforce** are to:

- Recognise where there may be concerns about an adult’s well-being
- Know the adult support and protection procedures and take appropriate action – including immediate safeguarding activity and reporting to relevant partners/organisations

Key knowledge	Key skills
1.1 The importance of adult protection in the wider context of public protection.	1.a Recognise concerns about adults and identify possible risks and signs of harm.

1.2 The general nature and signs of harm. 1.3 What to do if they are worried about an adult. 1.4 How to respond at the time to disclosure of harm and the importance of listening to the adults and their families. 1.5 When to seek appropriate supervision/support and where to look for this. 1.6 How the service/profession/discipline they represent can contribute to keeping adults safe. 1.7 The impact of particular issues and circumstances (e.g. equality issues; substance misuse; domestic abuse, previous trauma). 1.8 Individual attitudes and values towards harm and how these shape actions, etc. 1.9 Know where to find the worker's agency (and multi-agency) adult protection procedures, protocols and guidance. 1.10 Basic awareness of the impact of trauma	1.b Effectively communicate/report, observe and record concerns. 1.c Take immediate action and follow procedures within their agency. 1.d Provide evidence in proceedings relating to formal adult protection measures, if required. 1.e Identify support agencies available for individuals and families affected by harm, and enable access to these. 1.f Support other workers in relation to adult protection issues.

At the **General Workforce level**, the manner and method of meeting the competencies and knowledge/skills will vary depending on the organisation and staff. However, some examples may include

- Online corporate induction which includes adult support and protection knowledge and skills (as above)

- Online dedicated Adult Support and Protection module/training (commonly referred to in Grampian as “Level 1 Training”)

- Face to face (or via MS Teams) dedicated Adult Support and Protection module/training (commonly referred to in Grampian as “Level 1 Training”)

- Tell Someone Training– developed specifically for the Third and Independent Sector

- “Train the trainers courses” in Adult Support and Protection provided by local authorities L&D teams for other organisations with more than 15 paid staff or volunteers

The Specific Workforce: Competencies, Knowledge and Skills

SPECIFIC WORKFORCE

The **specific workforce** is: **ANY** Staff with a direct care role who have a requirement to be professionally qualified and/or a management responsibility in the health and social care sector or any other staff who would be expected, as part of their regular role, to be in involved in adult protection activities.

The **core competencies** relating to Adult Protection for a worker in the **specific workforce,** in addition to all the general workforce competencies, are to:

- Protect and promote the well-being of the adult.
- Access all relevant aspects of local adult protection procedures.
- Contribute to identifying and implementing potential interventions.

Key knowledge	Key skills
2.1 The nature and prevalence of significant harm, factors associated with significant harm (e.g. power and oppression); undue pressure, issues of consent, specific forms of harm (e.g. physical, financial, neglect, verbal, psychological, sexual); and the implications of particular issues (e.g. the internet). 2.2 The potential impact of specific issues on adult protection: • 2.2.1 Disability (including physical impairments; and learning disabilities). • 2.2.2 Ethnic group (including where English is not the first language). • 2.2.3 Gender (including gender based violence).	2.a Apply relevant legislation and guidance to practice. 2.b Carry out client-centred work, respond appropriately to disclosure of harm, seek and identify client's views and promote their rights. 2.c Engage, communicate, observe and work effectively with clients and their families in specific circumstances, (e.g. affected by substance misuse, domestic abuse and other factors). 2.d Engage and work effectively with other workers (including providing support and supervision where relevant).

• 2.2.4 Religion/faith (including abuse in a religious environment). • 2.2.5 Age (including those in transition from children's services to adult services). • 2.2.6 Misuse of alcohol and drugs by family members. • 2.2.7 Domestic abuse (including the impact on the family members) • 2.2.8 Carer stress • 2.2.9 Bullying • 2.2.10 Complex needs • 2.2.11 Other aspects of personal circumstances (e.g. asylum seeker; being an unpaid carer) • 2.2.12 Experience of particular forms of harm (e.g. sexual exploitation, trafficking, forced marriage, etc). 2.3 Recognise the impact of past trauma. 2.4 Their own/agency's role, responsibilities, procedures, protocols and guidance, and those of other workers/agencies in protecting adults, preventing harm and promoting their welfare. 2.5 Multi-agency adult protection procedures, protocols and guidance and any changes to these. 2.6 Relevant legislation and guidance (and changes to this) including for example, Human Rights, confidentiality and information sharing.	2.e Distinguish between observations, facts, information gained from others, and opinion. 2.f Apply key theories underpinning their work with adults to support the adult's development. 2.g Identify what to do to protect and promote the well-being and safety of adults, including those who are suffering, or at risk of suffering, significant harm. 2.h Carry out all aspects of their role in adult protection including, keeping records; contributing to inquiries and/or investigations; and providing and communicating appropriate information from their work with an adult to inform the adult protection process. 2.i Make appropriate onward referrals, including to specialist agencies.

2.7 Understand the importance and the potential need for advocacy and/or communication support for some adults and their families. 2.8 Understand the potential for child protection issues to arise in adult protection contexts and how to take appropriate action	

At the **specific level**, the manner and method of meeting the competencies and knowledge/skills will vary depending on the organisation and staff. However, some examples may include:

- Online dedicated Adult Support and Protection module/training (commonly referred to in Grampian as “Level 2 Training”)
- Face to face (or via MS Teams) dedicated Adult Support and Protection module/training (commonly referred to in Grampian as “Level 2 Training”)

The Specialist Workforce: Competencies, Knowledge and Skills

SPECIALIST WORKFORCE

The **specialist workforce** is: Staff employed by local authority identified as meeting legal requirements of Council Officers, or identified as staff who would have direct involvement in adult protection investigations, and their managers. Registered health care staff who engage in assessing, planning, intervening and evaluating the needs of adults where there are adult protection concerns e.g. GPs (including GP trainees), SCNs, clinical team leaders.

The **core competencies** relating to Adult Protection for a worker in the **specialist workforce,** in addition to all the general and specific workforce competencies, are to:

- Lead or co-operate in responding to Adult Protection referrals and disclosures in accordance with local procedures
- Lead or co-operate in responding to Adult Protection inquiries, investigations and disclosures in accordance with local procedures
- Comprehensively contribute to the assessment of risk in adult protection and develop and implement protection plans to reduce risk.
- Contribute to case conferences
- Work with others, especially the adult, to prevent or reduce harm

Key Knowledge	**Key skills**
3.1 The process following a disclosure 3.2 Communication requirements of adults at risk. 3.3 The impact of consent and confidentiality issues. 3.4 Thresholds between poor practice and ASP concerns. Legislative context of adult protection – i.e. Adults with Incapacity, Mental Health (care and treatment) and Adult Support and Protection and working across the Acts.	3.a Cognitive skills to gather, collate, analyse and evaluate information and summarise within a relevant assessment framework, demonstrating that a range of options have been considered and taking account of the Act's principles. 3.b Using investigatory skills as Communication skills that enable relevant information sharing within and between agencies using appropriate methods.

3.5 Debates about ‘harm’; ‘serious harm’; ‘undue pressure’; consent and capacity’ and ‘thresholds’. 3.6 Good practice in interagency working (at agency level) – theory and evidence, research, report findings. 3.7 Practical knowledge of relevant agencies and services – e.g. Advocacy, Office of the Public Guardian; Mental Welfare Commission, Care Inspectorate, Health Improvement Scotland. 3.8 Adult Protection risk assessment and positive risk taking management factors and indicators. 3.9 Purpose, format and conduct of professional meetings and case conferences. 3.10 Roles and responsibilities – of self and other participants and their agencies before, during and following the case conference. 3.11 Understanding the role of Police Scotland and preservation of evidence. 3.12 Role of second person when conducting an investigatory interview 3.13 Be trauma skilled 3.14 Knowledge of the decision specific capacity tool.	3.c Contribution to inter-agency protection plans, reviews ensuring that an outcomes focussed approach is adopted. 3.d Contribute to the development and delivery of a Large Scale Investigation and attend relevant meetings. 3.e Cognitive skills to analyse information using an appropriate risk assessment framework which balances risk management with positive risk taking. 3.f Recording necessary and relevant information and assessments on appropriate systems and writing a structured report to include relevant evidence, analysis, assessment and conclusion. 3.g Negotiating; dealing with conflict; leadership. 3.h Collaborative decision making and professional accountability. 3.i Ensure decision making is free from bias and evidence based. 3.j Written and verbal communication skills which enable transparent and clearly articulated decision making that can be understood by all concerned. 3.k Adopting a person centred approach to facilitate maximum participation from the adult and their significant others throughout all stage of the adult protection process. 3.l Exercising professional judgement.

3.15 Learning from audits alongside local and national multi-agency case reviews including Significant Case Reviews. 3.16 Use of chronologies and other recording tools to assist risk assessment and management.	3.m Exercising professional curiosity 3.n Carry out all aspects of their role in adult protection including, compiling a chronology; keeping records; contributing to an inquiries and/or investigation; and providing and communicating appropriate information from their work with an adult to inform the adult protection process.

At the **specialist level**, the manner and method of meeting the competencies and knowledge/skills will vary depending on the organisation and staff. However, some examples may include

- Face to face (or via MS Teams) dedicated Adult Support and Protection module/training (commonly referred to in Grampian as “Level 3 Training”)
- Face to face (or via MS Teams) dedicated Adult Support and Protection module/training **for Council Officers** (commonly referred to in Grampian as “Level 4 Training”)
- Council Officer specific refresher courses and support forums.

Adjustments and Changes to the Training Framework

Required changes to the content of this framework may be identified in a number of ways, including, but not limited to:

- As a result of regular or ad hoc Quality Assurance case file reviews, whether single or multi agency;
- From the findings of audits or inspections (again, single or multi agency);
- As a result of complaints or feedback received – from clients, unpaid carers or other services / agencies;
- Any time a worker from any organisation or service comes across an opportunity to improve practice; and
- When serious incidents occur.

All partners to this framework can refer a request for changes/adjustments to this framework via the Grampian Adult Support and Protection Group and its Learning and Development Sub-Group.

All changes in national legislation, policy, code of practice, etc will automatically trigger a review of course curriculum requirements to ensure alignment and compliance.

Regardless of the above, a full review of the framework will occur two years after its approval at all three Grampian Adult Protection Committees.

Evaluation

Assessing the effectiveness of Adult Support and Protection training will be done using a clear evaluation model that is consistent across partners. Kirkpatrick's (1994)[2] model moves sequentially through discrete stages. Information from each previous stage serves as a base for the next stage's evaluation. Thus, each successive stage is a more precise measure of the effectiveness of the learning and development programme, but at the same time requires a more rigorous and time-consuming analysis.

An example of how evaluation across Partners for Adult Support and Protection training will be achieved (in line with Kirkpatrick's model) is detailed on the next page.

[2] Kirkpatrick, D. (1994). *Evaluating training programs: The four levels.* San Francisco: Berrett-Koehler.

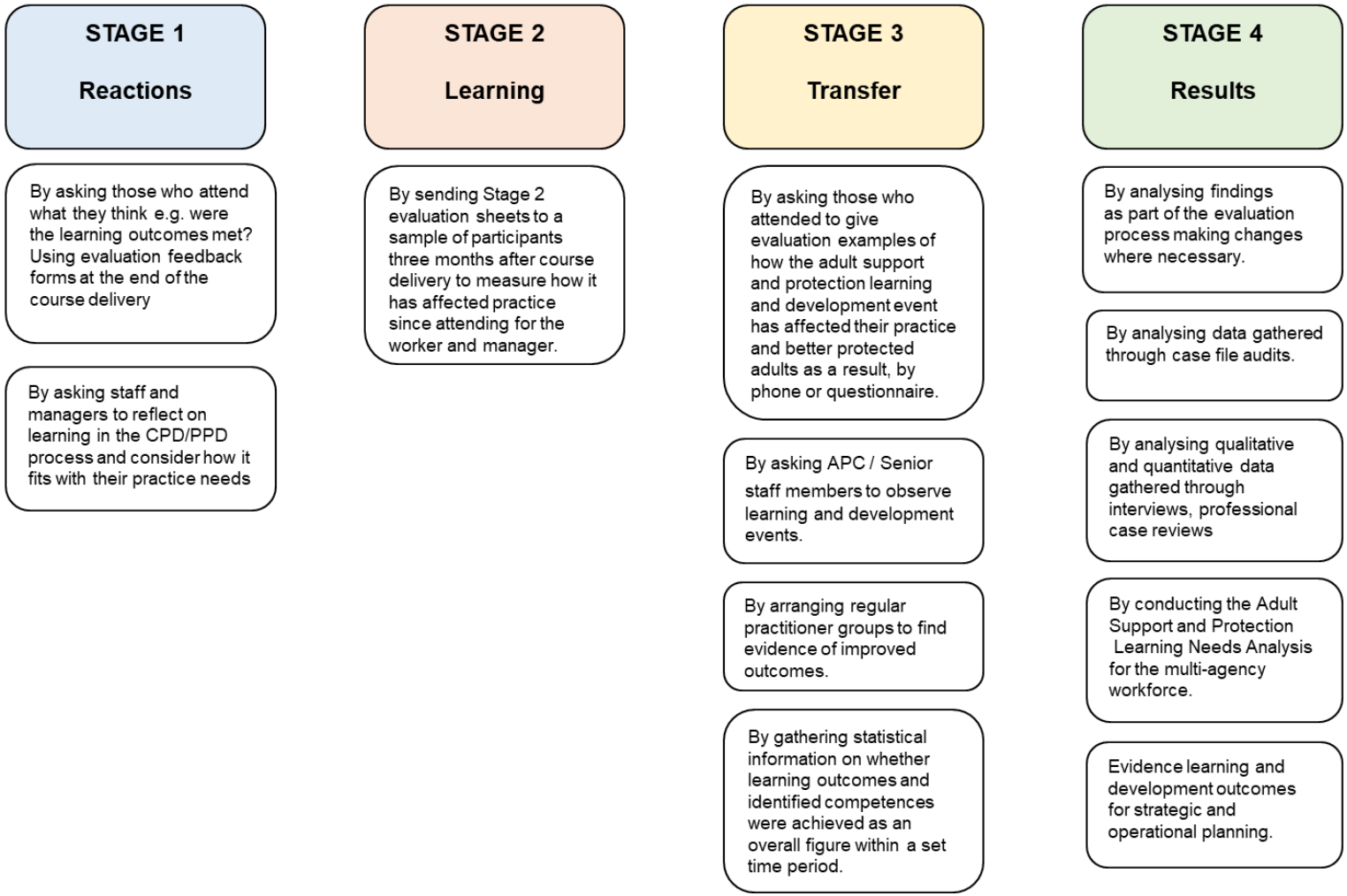

Figure C: Evaluation Activity for ASP Training Across Partners.

All key partners are committed to continuous evaluation of any training intervention using a variety of tools based on the above model. At all workforce levels there is a commitment from partners that meaningful evaluation will be undertaken that aims to measure both effectiveness of delivery and the meeting of learning outcomes. All partners will share the data gleaned from their individual evaluations to support the continuing development of the Grampian wide adult protection training curriculum.

The 3 APCs will be updated on the progress and the findings of the evaluation process and the model above on an annual basis.

Substantive updates and changes to the training curriculum (alongside other key elements for learning and development work), will be captured in a Grampian wide Learning & Development Improvement Plan. Primarily this work will be commissioned by the 3 APCs and delegated to the Grampian L&D subgroup via the Grampian Working Group when the work is Grampian wide. Updating the Grampian Working Group on the progress of this improvement plan of the Grampian L&D subgroup is a standing item on the group's agenda.

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