



Herefordshire Safeguarding Adults Board

Safeguarding Adults Training Strategy 2011 - 2013



Working in partnership for the people of Herefordshire





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1.0 Purpose of the strategy

This document concerns the Herefordshire Safeguarding Adults Board (HSAB) training strategy.

The strategy is driven by the requirements laid out by:

- National Occupational Standards
- Sectors Skills Councils
- Care Quality Commission and their care standards
- Ofsted
- Knowledge and Skills framework

The Strategy covers 2011-2013 and will be reviewed annually to reflect the impact of local service redesign, national and local policy and audit of the training provided and its impact onto practice.

The Area Base Grant for Adult Social Care Workforce Development is also the main funding stream to support this strategy and resulting delivery programme.

The HSAB Training Work stream recognise that work needs to take place to better understand the input and impact of other funding streams that provide safeguarding adults training, for example in the County Hospital, WM Police and independent sector.

The themes of this strategy cover various safeguarding adults programmes, including Mental Capacity Act, Deprivation of Liberty Safeguards (DoLS) and risk management.

2.0 Introduction

This strategy sets out HSAB's approach to learning and development activities that are designed to support good practice in safeguarding adults through the implementation of:

- HSAB Safeguarding Adults Framework
- "No secrets" [DH 2000]
- "Safeguarding Adults" [ADSS 2005] with particular reference to standard 5
- The Dignity in Care challenge
- National and local policy

The work is supported by ACT (Sub –Regional Partnership of Skills for Care) who represent employers across Herefordshire and support provider services in workforce development plans.(ADSS Standard 5.)

2.1 HSAB Safeguarding Adults Framework

Sets out Herefordshire's expectations for practice, with emphasis on the practice of those in the roles identified for alerting, investigation and resolution of incidents.

2.2 "No Secrets"

Requires appropriate training for all levels of staff and volunteers, appropriate to their responsibilities in the safeguarding processes. It requires organisations to have their own rolling programme of workforce development, including a timeframe for delivery of the training.

2.3 Safeguarding Adults Standard 5

This requires any local 'Safeguarding Adults' partnership to

- Oversee a multi-agency workforce development/training sub-group
- Have a workforce development/training strategy and ensure that it is appropriately resourced.

ADSS identifies the key role of the 'Safeguarding Adults' partnership in enabling organisations to plan and commission their own training. This is to ensure that they have staff and volunteers with the appropriate competencies in relation to Safeguarding, emphasizing

- 'Staff will need different competencies depending on whether, for example, they are frontline staff or managers
- All people working in the organisation must be able to recognise abuse and neglect and know how to make effective reports'.

ADSS also say it is of great benefit if staff who will be liaising with colleagues in other agencies can take part in multi-agency courses that promote understanding of the roles of other partners.

2.4 Dignity in Care Challenge

Herefordshire Dignity in Care Network has introduced 'Create a STIRR for Dignity' through the Training Work stream.

This raises awareness about the 10 challenges, below, and challenging individuals to make their own personalised commitment to them. These commitments support preventative strategies to risk and abuse, as well raising the quality of services.

- Have zero tolerance of all forms of abuse
- Support people with the same respect you would want for yourself or a member of your family
- Treat each person as an individual by offering a personalised service
- Enable people to maintain the maximum possible level of independence, choice and control
- Listen and support people to express their needs and wants
- Respect people's right to privacy
- Ensure people feel able to complain without fear of retribution
- Engage family members and carers as care partners
- Assist people to maintain confidence and a positive self esteem
- Act to alleviate peoples loneliness

2.5 National and Local Policy

Training provision will continue to be responsive to:

- National and local policy, across health, social care, justice and education sectors
- Public information and guidance following nationally reported serious incidents
- Feedback from agencies and individual staff about their experience of policy and practice
- Feedback from QA processes, including user experiences

3.0 Key Principles of the Training Strategy

The training delivered under this strategy will reflect the following principles:

3.1 Service Users at the centre

Training will underpin Herefordshire's expectations that users will be empowered to prevent abuse, manage risks and have expectations to be safeguarded, with outcomes from incidents designed to meet their best interests.

3.2 Safeguarding adults is 'Everybody's Business'

Training provision will underpin the aims to raise wide public and partner awareness about safeguarding adults and the role that these can play.

3.3 Targeting and Prioritisation

The strategy and delivery will target prioritised needs:

- To ensure that the requirements of the Framework and national policy can be met
- To meet the requirements of National Occupational Standards, Sector Skills Councils, Care Quality Commission and Knowledge and Skills Framework
- To meet gaps identified through management information and the QA processes
- To support agencies with deficits in meeting their own responsibilities to develop and implement their own workforce development plans in line with Common Competency Framework

3.4 Local multi agency partnership

Agencies will be supported to understand and meet their own responsibilities to train their workers, with the overall aim of ensuring that the local workforce is appropriately trained to safeguard adults.

Opportunities will be sought to provide training with multi agency attendance, funded through multi agency resourcing.

3.5 Support performance improvement in safeguarding adults practice

All learning activities will be designed to support improved performance in safeguarding adults. Quality assurance processes will be developed that evaluates training provision and results will be embedded into training delivery.

4.0 Current delivery position of Safeguarding Adults Training

Currently there are no charges applied for training for statutory, independent and private sector to access this training other than for non-attendance at course booked under the Herefordshire Council Attendance policy.

Training delivered by the Probation service, while not having a specific course or section relating to Safeguarding Adults, the whole programme is based on the principles of working with adults who may be vulnerable.

Current training courses are:

- Basic Safeguarding Adults Awareness with 3 yearly updates – mandatory training for any worker who holds an alerter role
- Line Managers Responsibilities – mandatory training for anyone who holds this role
- Investigators Training – mandatory training for anyone who holds this role
- Responsible Lead Managers training – mandatory for anyone holding this role
- Minute Taking in Safeguarding Adults Meetings
- Deprivation of Liberty Safeguards Training
- Advance Interviewing Skills in Safeguarding Adults
- Domestic Abuse Stalking and Harassment
- Vulnerable /Intimidated Adult Interview Course
- Core Training Programme

Full details available in Current Deliver Table Page 14.

5.0 Outcomes of the Training Strategy

The intended outcomes of this training strategy to move forward from the above current position in order to:

- To provide safe and secure services to service users
- Maintain a consistent approach to the basic awareness training for the alerter's roles
- To support the acquisition of the appropriate level of competency by all health and social care workers which is relevant to their role and responsibility as required by the competency framework
- To ensure funding targeted effectively and efficiently to meet the training need of the health and social care economy in Herefordshire
- The ability to report on outcomes of training interventions
- To ensure that learning activities respond to concerns raised from serious case reviews
- To embed risk management within all aspects of training
- To ensure all training meets the requirements of the Investing in Quality statements
 - 1 Training shows evidence of maintaining high levels of completion
 - 2 Equal access to learning opportunities that meets the needs of the service
 - 3 Ensure that all training delivered by competent and qualified staff
 - 4 Training is provided in a safe, healthy and supportive environment
 - 5 Effective leadership and management for training development

All future training will be developed in line with the Common Competency Framework and all relevant national standards. Full details of the training, target groups, content and frequency of training to be delivered under this strategy by the end of 2013 is available in Future Position of Training 2013 on page 16. The standards used to set the indicative content of the training are included in the table.

This will include the move towards a more multi-agency training approach.

5.1 Charges

The present position is that no charges are applied for training delivered within the statutory, independent and private sector other than for non-attendance at course booked under the Herefordshire Council Attendance policy and travelling costs to in-house courses.

However in order to establish a sustainable programme to meet current demand, it is proposed to introduce a charge to the independent and private sector for Line Managers Responsibilities Training and Mental Capacity Act Training for Care Establishments and Agencies.

5.2 Budget allocation and Numbers for training

Priorities that have been considered in the preparation for this year's training and used to apportion budget allocation are:

- Continuation of the delivery of core knowledge of Basic Awareness Training across Herefordshire
- The development of competencies for roles within the Common Competency Framework
- The up skilling of priority roles across the sector around practice in relation to Mental Capacity Act and Deprivation of Liberty Safeguards
- Creation of workshops to enable the development of Responsible Lead Managers and Investigator roles
- The ability to target areas identified as having a low uptake on Safeguarding Adults training or a need has been identified through the quality assurance process
- To improve the quality of recording and reporting in all areas
- To embed risk management in all training activities

The salaries of the Safeguarding Adults Trainer and Safeguarding Adults Skills Officer will be drawn from the Social Care Development Grant at a cost of £30,981 for 2011-12. These salaries will support the delivery of training across the county as indicated in the table below.

5.3 Indicative Content of Basic Training

To ensure that training reflects the needs of each agency and the requirements of national and local standards an indicative content has been developed to support a consistent approach. This will ensure that basic training is delivered within the strategy and support auditing of training.

There will be a variety of options used to deliver this training such as e-learning, distance learning and face to face to support a flexible approach.

5.4 Proposed Delivery 2011-12

Total funding for Safeguarding Adults training for 2011-12			
Funding Stream	Budget	Income	Overall Planned Spend
Social Care Development Grant, via Learning, Training & Development Training Plan	£59,981	£15,350	£75,331
Police Training			
Probation training	6 days trainer time for course development	NA	Trainer time
Wye Valley NHS Trust	Training time to delivery in-house training to staff	NA	Trainer time

Proposed Delivery Programme 2011-12

Course Title	Funding Stream	Budget	Estimated Income (see 5.1)	Places Available 2011-12
Basic Awareness Training - Alerter Role	Social Care Development Grant	Skills Officer / Safeguarding Adults trainer	£2,100	400 places on open training 600 places delivered in house (60 courses @£35)
Basic Awareness Update - Alerter Role	Social Care Development Grant	Skills Officer / Safeguarding Adults trainer	£2,100	1560 places on open training sessions 1040 places delivered in house in total (60courses @£35)
Basic Awareness Training - partners	Social Care Development Grant	Skills Officer / Safeguarding Adults trainer	£4,550	2000 places delivered in house in total (130 courses @£35)
Basic Deprivation of Liberty Safeguards Training	Social Care Development Grant	Skills Officer / Safeguarding Adults trainer	NA	120 places on open training sessions
Basic Mental Capacity Act Training	Social Care Development Grant	Skills Officer / Safeguarding Adults trainer	NA	TBC
Line Managers Responsibilities	Social Care Development Grant	Skills Officer / Safeguarding Adults trainer	£3,300	80 places on open training sessions in total (60 places @£55)
Competency based Minute Taking Award	Social Care Development Grant	£2,000	NA	20 places
Investigators Training	Social Care Development Grant	£4,000	NA	32 places
Investigators Support Workshops	Social Care Development Grant	Skills Officer / Safeguarding Adults trainer	NA	45 places
Responsible Lead Managers training	Social Care Development Grant	£2,000	NA	16 places
Responsible Lead Managers Support Workshops	Social Care Development Grant	Skills Officer / Safeguarding Adults trainer	NA	45 places
Advanced Interviewing Skills	Social Care Development Grant	£5,000	NA	16 places
Mental Capacity Act – Practical Implementation	Social Care Development Grant	£2,000	NA	32 places
Deprivation of Liberty Safeguards process & procedures	Social Care Development Grant	£5,000	NA	
Mental Capacity Act training for Care establishment and Agencies	Social Care Development Grant	£2,000	NA	90 places in total (60 places @ £55)
Risk Management and Personalisation	Social Care Development Grant	£3,000	NA	48 places
Court Room Skills Training	Social Care Development Grant	£4,000	NA	16 places
Core Training Programme	Probation Training Budget		NA	Delivered on demand
DASH-Domestic Abuse Stalking and Harassment	Police Training Budget	Unknown	NA	Delivered on demand
Vulnerable / Intimidated Adult Interview Course	Police Training Budget	Unknown	NA	Operated when sufficient officers have expressed an interest. Quarterly

6.0 Evaluation of outcomes of the strategy

6.1 Common Competency Framework

The Common Competency Framework will be used to monitor the effectiveness of learning and measure if outcomes have been achieved.

6.2 Training Audit of need

We will develop an audit of need from existing sources such as:

- National Minimum Data Set collections <http://www.nmds-sc-online.org.uk/> supported by ACT
- Organisational Needs Analysis as carried out by ACT Care Brokers
- Safeguarding Adults Trainers
- Training providers
- Individual organisations

This information will be presented to the Training Sub Group and then to the Hereford Safeguarding Adults Board. This will also be complimented by audits from Safeguarding Adults processes, with any issues being fed back into the Safeguarding Adults training plan.

6.3 Quality Assurance Process for Learning Activities

This will focus on all learning activities delivered under this strategy and will feed into the wider audit and quality assurance procedures for Safeguarding Adults. Activities used to complete this will be

- All training delivered by Safeguarding Adults trainers will be registered under the Investing in Quality licence and be audited by the Awarding Organisation
 - Monitored under the 6 quality statements for the licence
- Active sampling of commissioned programmes
 - Feedback from learners
 - Feedback from managers
 - Observation of delivery
 - Feedback from trainers
 - Feedback from service
 - Monitoring of attendance rates

7.0 Implementation

The results of the training audits from health & social care will be collated quarterly. This will be used to determine those who need training and thus course types, numbers of courses required and frequency.

These figures will then be used to develop and monitor the annual Learning, Training and Development Plan and budget from Social Care Development Grant will then be allocated as agreed by DASS role.

Other agencies will feed the results of their training needs analyses into the reporting structure on an annual basis to ensure a complete overview of training across the county.

While the main focus of this strategy is inevitably on health and social care, this is due to the large numbers of workers and funding stream driving the main provision of training. It is recognised that appropriate levels of training within the Justice, Education and Community sectors needs to be continued and more accurately reflected in the strategy in the future.

For further information on this strategy please contact:

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4.0 Current Delivery Table Area Based Grant Social Care Workforce Development budget 2010-11

Course Title	Delivered by	Target Group (as detailed in Common Competency Framework)	Pre Requisites	Mandatory Role Specific Developmental	Standards Used / Links to
Basic Awareness Training	Local Authority In-house trainers	Partners – Trading Standards, Environmental Services, College employees, Family Centres, Universal services	None	Mandatory	Skills for Care Knowledge Set Safeguarding Vulnerable Adults Dignity in Care Challenge
Basic Awareness Training	Local Authority In-house trainers	Alerter Role – any worker who works with vulnerable adults, CYPD employees, clinical, non-clinical staff,	None	Mandatory	Skills for Care Knowledge Set Safeguarding Vulnerable Adults , Common Induction Standards, West Midlands Passport Dignity in Care Challenge
Induction	Local Authority In-house trainers	Any new worker who works with vulnerable adults	None	Mandatory	Skills for Care Knowledge Set Safeguarding Vulnerable Adults , Common Induction Standards, West Midlands Passport
Basic Awareness Update	Local Authority In-house trainers	Alerter Role – any worker who works with vulnerable adults, CYPD employees, clinical, non-clinical staff,	Basic Awareness Training completed within 18-30 months	Mandatory	Skills for Care Knowledge Set Safeguarding Vulnerable Adults , Common Induction Standards, West Midlands Passport, NOS HSC 24,35, Dignity in Care Challenge
Line Managers Responsibilities	Local Authority In-house trainers	Care Managers, Registered Managers, Ward Managers, Day Opportunity Managers,	Basic Awareness Training or equivalent	Mandatory	Skills for Care Knowledge Set Safeguarding Vulnerable Adults, KSF, NOS for Social Work Unit 2, 3, 4, 9, 12, 13, 16, 20, NOS LMC B1 LMC C1, LMC E1, LMC E10 Dignity in Care Challenge
Investigators Training	Commissioned Trainer	Social Workers, Community Nurses, Nurses Mental health	Hold Investigator role in team	Role Specific	Skills for Care Knowledge Set Safeguarding Vulnerable Adults, KSF, NOS for Social Work Unit 2, 3, 4, 9, 12, 13, 16, 20, Dignity in Care Challenge
Responsible Lead Managers	Commissioned Trainer	Senior Practitioners, Team Managers	Hold RLM role in team	Role Specific	Skills for Care Knowledge Set Safeguarding Vulnerable Adults, KSF, NOS for Social Work Unit2, 3, 4, 9, 12, 13, 16, 20, Dignity in Care Challenge
Safeguarding Adults Minute Taking	Local Authority In house Trainer	Administrators, Team Clerks, Customer Service Officers	Basic Awareness Training	Role Specific	Skills for Care Knowledge Set Safeguarding Vulnerable Adults, KSF, NOS Business Admin 212, 217, 226, 232, 242, 2312, 322 Dignity in Care Challenge
Basic Awareness of Deprivation of liberty Safeguards	Local Authority In house Trainer	Newly Qualified Social Workers, Senior Care Workers, Care Managers, Ward Mangers, Social Workers, Nurses	Basic Awareness Training	Mandatory	Skills for Care Knowledge Set Safeguarding Vulnerable Adults, KSF, NOS for Social Work Unit 2, 3, 4, 9, 12, 13, 16, 20, Dignity in Care Challenge
Advanced interviewing Skills	Commissioned Trainer	Those holding Investigator role in teams	Investigator Training	Developmental	Skills for Care Knowledge Set Safeguarding Vulnerable Adults, KSF, NOS for Social Work Unit 2, 3, 4, 9, 12, 13, 16, 20, Dignity in Care Challenge

4.0 Current Delivery Table Local training budgets

Course Title	Delivered by	Target Group (as detailed in Common Competency Framework)	Pre Requisites	Mandatory Role Specific Developmental	Standards Used / Links to
DASH – Domestic Abuse Stalking and Harassment	Police In-house Trainer	Civilian and Police Officers who come into contact with members of the public	None	Role Specific	Skills for Care Knowledge Set Safeguarding Vulnerable Adults, KSF, Common Induction Standards
Vulnerable / Intimidated Adult Interview Course	West Mercia Police Trainers	Officers and workers who regularly assist with the investigation of offences where one or more persons are considered to be a vulnerable or intimidated witness	Completed Level 2 interview training	Role Specific	Skills for Care Knowledge Set Safeguarding Vulnerable Adults, KSF, Common Induction Standards
Core Training Programme	Range of In-house and Commissioned Trainers	Probation Services	None	Mandatory	NOS for Justice
		Acute Hospital setting			

5.0 Future Position of Training 2013

Course Title / charging structure	Content to include	Target Group	Pre Requisites	Mandatory Role Specific Developmental	Frequency of Sessions and refresher training Links to Standards
Induction	Role and responsibility in preventing harm and abuse and protecting individuals Actions to take if abuse suspected or disclosed Awareness of local policy and procedures (Indicative Content)	All new workers into providers services	None	Mandatory	As required CQC Outcome 7, Skills for Care Knowledge Set Safeguarding Vulnerable Adults, Common Induction Standards, West Midlands Passport,
Basic Awareness Training No charge	Awareness of how to raise concerns and make complaints Be aware of what is abuse Awareness of what can be expected from workers Dignity in Care	Service Users	None	NA	On demand CQC outcome 7, Skills for Care Knowledge Set Safeguarding Vulnerable Adults, KSF HWB1-4, Dignity in Care Challenge
Basic Awareness Training No charge at open session £35 to be delivered in house	Types and indicators of abuse Responding and reporting to concerns and disclosures Context of multi-agency approach to safeguarding Risk assessment (Indicative Content) Dignity in Care	Partners – trading standards, Environmental Services,	None	Mandatory	On demand 3 yearly refreshers using update training or change of guidance As above
Basic Awareness Training No charge at open session £35 to be delivered in house	Types and indicators of abuse Responding, recording and reporting to concerns and disclosures Context of multi-agency approach to safeguarding (See Appendix 1) Risk assessment Dignity in Care	Alert Role	None	Mandatory	Monthly and On demand 3 yearly refreshers using update training or change of guidance As above
Basic Awareness Update No charge at open session £35 to be delivered in house	As above Any changes in policy/procedures or guidelines (Indicative Content)	Workers who had training between 18 and 36 months previously or come from other authorities	Basic Awareness Training	Mandatory	Monthly and On demand 3 yearly refreshers using update training or change of guidance As above
Basic Deprivation of Liberty Safeguards Training No Charge	Restriction, restraint and deprivation of liberty Screening tool Roles and responsibilities Authorisation process Risk Management Dignity in Care (Indicative Content)	All who support individuals who may lack capacity to make decisions for themselves All who have regular contact with Managing Authorities	Basic Awareness Training	Mandatory	Quarterly Refresher on change of legislation Skills for Care Knowledge Set Safeguarding Vulnerable Adults, KSF HWB 1-4, NOS for Social Work Unit2, 3, 4, 9, 12, 13, 16, 20, Dignity in Care Challenge

5.0 Future Position of Training 2013

Course Title / charging structure	Content to include	Target Group	Pre Requisites	Mandatory Role Specific Developmental	Frequency of Sessions and refresher training Links to Standards
Basic mental Capacity Act Training No Charge	Introduction to the Mental Capacity Act Definitions and principles Completing assessment within everyday activities Completing accurate records (Indicative Content)	For all workers who come into contact with vulnerable adults	Basic Awareness Training	Mandatory	Quarterly Refresher on change of legislation CQC Outcome 7, Skills for Care Knowledge Set Safeguarding Vulnerable Adults, KSF HWB 1-4, NOS for Social Work Unit2, 3, 4, 9, 12, 13, 16, 20, Dignity in Care Challenge
Competency based Minute Taking Award No Charge	Taking minutes at Safeguarding meetings and case conferences Use of Framework-i Dignity and respect for confidentiality	Administrators, Team Clerks, Customer Service Officers	Basic Awareness Training	Role Specific	6 monthly On change of policy or procedures CQC Outcome 21, Dignity in Care Challenge, NOS Business Admin
Line Managers responsibilities £55 per manager	Guiding the referral decision making process Determining the risk, vulnerability and seriousness Examining the implication of capacity consent and confidentiality	Managers of services	Current Basic Awareness Training Certificate	Mandatory	Quarterly 3 yearly refresher CQC Outcome7,21 &25, Skills for Care Knowledge Set Safeguarding Vulnerable Adults, KSF HWB 1-4, NOS for Social Work Unit2, 3, 4, 9, 12, 13, 16, 20, Dignity in Care Challenge
Investigators Training No Charge	Referral process, Capacity & consent Forensic evidence, Roles that can impact on the investigative process Strategy meetings and case conferences Involvement of the vulnerable adult Support the dignity of all involved	Registered professionals and Managers who conduct Safeguarding Adults investigations	MCA - Practical Implementation	Role Specific	6 monthly Requirement to attend Investigators Support Workshops to maintain currency of role CQC Outcome7& 21 Skills for Care Knowledge Set Safeguarding Vulnerable Adults, KSF HWB 1-4, NOS for Social Work Unit2, 3, 4, 9, 12, 13, 16, 20, Dignity in Care Challenge
Responsible Lead Managers training No charge		Advanced Practitioners, Locality Managers, Neighbourhood Team Managers, Team Managers,	MCA- Practical Implementation	Role Specific	Annually Requirement to attend RLM Support Workshops to maintain currency of role CQC Outcome7& 21 Skills for Care Knowledge Set Safeguarding Vulnerable Adults, KSF HWB 1-4, NOS for Social Work Unit2, 3, 4, 9, 12, 13, 16, 20, Dignity in Care Challenge
Advanced Interviewing Skills No Charge	To be agreed	Registered Professionals, Team Managers	Investigators training	Developmental	Annually

5.0 Future Position of Training 2013

Course Title / charging structure	Content to include	Target Group	Pre Requisites	Mandatory Role Specific Developmental	Frequency of Sessions and refresher training Links to Standards
Deprivation of Liberty Safeguards process & procedures No charge	Compliance with safeguarding and assessments Deprivation of Liberty assessment process Urgent and standard authorisations Recording of process Roles within the assessment process Key points of the planning process for managing authorities Review process for renewal, monitoring and audit	Care Managers, Senior Care Workers, Community Ward Managers, Ward Managers	Current Basic Awareness Training & Basic DOLs training certificate	Mandatory	4 monthly On change of policy or procedures CQC Outcome 7, 21 & 25 Skills for Care Knowledge Set Safeguarding Vulnerable Adults, KSF HWB 1-4, NOS for Social Work Unit 2, 3, 4, 9, 12, 13, 16, 20, Dignity in Care Challenge
Risk Management and Personalisation	Factors that contribute to vulnerability Prevention, enablement, monitoring Dignity and respect for choices made by individuals Responsibilities in recognising and reducing risk, Risk enablement tools Capacity and risk management	Registered Professionals, Care Support Workers	Current Basic Awareness Training & Basic DOLs training certificate	Developmental	4 monthly CQC Outcome 7 & 21 Skills for Care Knowledge Set Safeguarding Vulnerable Adults, KSF HWB 1-4, NOS for Social Work Unit 2, 3, 4, 9, 12, 13, 16, 20, Dignity in Care Challenge
Court Room Skills Training		Registered Professionals	RLM Training	Developmental	Annually
DASH – Domestic Abuse Stalking and Harassment	Definitions of abuse, stalking and harassment Required first responses to reports Recognition of signs of domestic abuse, stalking and harassment Police force policy in relation to related investigations	Civilian and Police Officers who come into contact with members of the public	None	Role Specific	Single event, one off training
Vulnerable / Intimidated Adult Interview	Definitions of vulnerable or intimidated witness Use of special measures Interviewing techniques Use of intermediary scheme Use of facilities and equipment Planning and conducting interview Witness support and preparation Court procedures	Officers and workers who regularly assist with the investigation of offences where one or more persons are considered to be a vulnerable or intimidated witness	Level 2 Interview training	Role Specific	One off training delivered quarterly
Core Training Programme	Principles of working with vulnerable adults	Probation Officers, Probation Service Officers	None	Mandatory	
Linked Multi-agency Training	Working within Herefordshire Safeguarding Adults Framework	Probation Officers, Probation Service Officers, and others that support investigations	Basic Awareness Training	Role Specific	One off training

Indicative Content

The following pages set out the aims, Learning outcomes and indicative content of training sessions delivered to meet the requirements of the training strategy.

Programme/Course Title	Induction Session
Course Description	Overview of Safeguarding Adults procedures within the organisation
Who is the Course for?	All workers new to the organisation who have contact with vulnerable adults
Pre-requisites	None
Aim	To ensure that all new workers know how to respond to any concerns during their induction period
Outcomes	<ul style="list-style-type: none"> Able to recognise signs of harm and abuse Be aware of ways to reduce likelihood of abuse Know how to respond to suspected or disclosed abuse Be aware of the national and local context of protection from harm or abuse
Indicative Content	<ul style="list-style-type: none"> Sources of support and information around the role and responsibility in preventing harm and abuse and protecting individuals Actions to take if abuse suspected or disclosed Awareness of local policy and procedures Know how to respond if a young person or child you meet is being abused or neglected.
Duration	30 mins
Tutor Requirement / Competence	<ul style="list-style-type: none"> Manager or Senior Worker familiar with Safeguarding procedures with significant experience in care settings Skills for Care Common Induction Standard 6

Programme/Course Title	Basic Awareness Training
Course Description	Basic training around Safeguarding Adults
Who is the Course for?	For everyone who comes into contact with vulnerable adults
Pre-requisites	None
Aim	To raise awareness of those working with vulnerable adults and how to apply safeguarding into everyday activities and practice.
Outcomes	At the end of the session learners will be able to: Recognise an adult who may be vulnerable to being abused as defined in local multi-agency policy, national guidance "No Secrets and Herefordshire Safeguarding Adults Framework. List the relevant legislation relating to Safeguarding Adults Describe the concept of Whistle Blowing and explain how this works within their own establishment Recognise signs, symptoms and indicators of abuse and how to report concerns using the Safeguarding Framework Recognise factors that increase the risk of abuse and how to prevent harm Explain their role in dealing with disclosure of abuse
Indicative Content	Definition of vulnerable adult in line with Herefordshire Safeguarding Adults Framework (SAF) and "No Secrets" What makes an adult vulnerable and why Risk factors that can lead to abuse Definition of abuse, 7 types of abuse contained with the local policy Who can abuse and why The reasons for abuse not being reported Legislative framework covering abuse Whistle Blowing policies and procedures Safeguarding referral process and what happens next Identification of roles within the safeguarding process
Duration	2.5 hours
Tutor Requirement / Competence	Experienced Trainer with significant experience in a variety of care settings. Demonstrable links to Safeguarding Operational team to maintain competence and knowledge base.
Links to	Skills for Care Knowledge & Skills Set Vulnerable Adult, NOS Health & Social Care Levels 2-4, KSF HWB3 Level 1-3

Programme/Course Title	Basic Awareness - Update
Course Description	Safeguarding Adults refresher training
Who is the Course for?	For everyone who comes into contact with vulnerable adults
Pre-requisites	None
Aim	To refresh the awareness of those working with vulnerable adults and how to apply safeguarding into everyday activities and practice.
Outcomes	At the end of the session learners will be able to: Recognise an adult who may be vulnerable to being abused as defined in local multi-agency policy, national guidance "No Secrets and Herefordshire Safeguarding Adults Framework. List the relevant legislation relating to Safeguarding Adults Describe the concept of Whistle blowing and explain how this works within their own establishment Recognise signs, symptoms and indicators of abuse and how to report concerns using the Safeguarding Framework Recognise factors that increase the risk of abuse and how to prevent harm Explain their role in dealing with disclosure of abuse
Indicative Content	Review of definitions of vulnerable adult in line with Herefordshire Safeguarding Adults Framework (SAF) and "No Secrets" Build on experience of what makes an adult vulnerable and why Risk factors that can lead to abuse – examples from practice Definition of abuse, 7 types of abuse contained with the local policy Who can abuse and why – examples from practice The reasons for abuse not being reported Legislative framework covering abuse Whistle Blowing policies and procedures review Safeguarding referral process and what happens next – Single Point of Access Identification of roles within the safeguarding process
Duration	2 hours
Tutor Requirement / Competence	Experienced Trainer with significant experience in a variety of care settings. Demonstrable links to Safeguarding Operational team to maintain competence and knowledge base.

Programme/Course Title	Basic Deprivation of Liberty Safeguards training
Course Description	Basic training on Deprivation of Liberty Safeguards for care workers
Who is the Course for?	All who support individuals who may lack capacity to make decisions for themselves All who have regular contact with Managing Authorities
Pre-requisites	Basic Awareness Safeguarding Adults
Aim	To provide those working with vulnerable adults with an overview of legislation, policy and procedures
Outcomes	Be able to state what Deprivation of Liberty Safeguards mean within their work environment How DOLS link to Mental Capacity Act Describe what a Best Interests Assessment is List the key points and roles within the DOLS process and procedure
Indicative Content	Restriction, restraint and deprivation of liberty Screening tool Roles and responsibilities Authorisation process Risk Management
Duration	2.5 hours
Tutor Requirement / Competence	Experienced Trainer with significant experience in a variety of care settings. Demonstrable links to Safeguarding Operational team and Mental Health team to maintain competence and knowledge base.

Programme/Course Title	Basic Mental Capacity Act Training for Care Workers
Course Description	Basic training covering the Mental Capacity Act and the need to embed this into everyday practice
Who is the Course for?	For everyone who works with vulnerable adults
Pre-requisites	Basic Safeguarding Adults Awareness
Aim	To review the content of the Mental Capacity Act and relate to practice
Outcomes	Understand the reasons why the act is in place and who it applies to Assess capacity in relation to everyday activities and follow the process for ensuring decisions are made in the persons best interest Undertake accurate and relevant recording of the issues and outcomes Complete person centred planning records for individuals including risk management
Indicative Content	Introduction to Mental Capacity Act 2005 Who the act applies to and why Overview of the Code of Practice The five principles What is mental capacity and lack of capacity Assessing capacity and recording the outcomes Best interests decisions Use of restraint and what constitutes restriction and deprivation When do Deprivation of Liberty Safeguards apply
Duration	3 hours
Tutor Requirement / Competence	Experienced trainer with relevant and significant experience in care settings. Must have completed the Mental Capacity Act for Care Managers Training.

Safeguarding Adults - Common Competency Framework

These competencies have been prepared to link to:

- No Secrets (DOH, 2000) 5.2-5.3
- Safeguarding Adults National Framework of Standards (ADASS, 2005) – Training Standard 5
- National Occupational Standards (NOS) for Health and Social Care and resulting NVQs / QCF at Levels 2 – 5
- Skills for Care (SfC) Common Induction Standards - Standard 6
- Learning Disability Qualification Induction Award (LDQ 1A) Unit 304.
- Care Homes for Adults (DOH 2003) - Standard 23
- Domiciliary Care Standards (DOH 2000) - Standard 14
- General Social Care Council Code of Practice for Social Care Workers (GSCC 2002) - Standard 5
- National Occupational Standards for Social Workers Units 3, 4, 8, 12, 13, 16, 20
- KSF HWB3:Protection of Health & Wellbeing Levels 1-4

Service Users:

Empower through skills and information to take steps to safeguard themselves and others.

The service users should be able to:

- 1 Be aware of living and support options - including day care, respite, sitting services, community alarm etc.
- 2 Be aware of personal safety.
- 3 Be aware of security for home and possessions.
- 4 Understand how to access to mainstream and specialist services:
 - a Health Care.
 - b Support and advice.
 - c Advocacy Network Criminal justice system
 - d Education.
- 5 Welfare rights.
- 6 Aids and adaptations.
- 7 Transport.
- 8 Know the importance of social networks.
- 9 Keeping in contact with family / friends / neighbours
- 10 Access to social groups.
- 11 Access to support groups.
- 12 Be aware of how to complain / raise concerns.
- 13 Be aware of what constitutes abuse.
- 14 Understand how to stay safe out of the home
- 15 Know how to feedback their experiences of the investigation.

Partners

To those who work with the Safeguarding Adults Framework.

Partners should be able to:

- 1 Work in a partnership way
- 2 Respect other peoples roles and responsibilities
- 3 Ability to challenge decision making
- 4 Ensure there is a culture that 'safeguarding is everybody's business'
- 5 Promote the rights of the vulnerable adult
- 6 Be aware of the risk and choice of an vulnerable adult
- 7 Build a trusting relationship with the vulnerable adult
- 8 Actively seek feedback on progress of an investigation

- 9 Confidently deliver services that minimise the risk of abuse
- 10 Know how to report concerns about abuse using appropriate process

Alerting Role

An alerter must:

- Recognise the potential causes and indicators of abuse
- Fulfil duty to pass on any concerns about potential abuse or neglect
- Address any immediate protection needs
- Record incidents in work place record

Staff at all levels, including volunteers, should be able to:

- 1 Recognise an adult who may be vulnerable to being abused as defined by the local policy, and in a national context
- 2 Explain the principles that inform best practice in Safeguarding.
- 3 To be aware of the concept of whistle blowing, and in what circumstances to make a referral
- 4 Recognise signs and indicators of abuse.
- 5 Recognise factors which may increase the risk of abuse.
- 6 Have an understanding of how to deal with disclosures
- 7 Know how to report concerns about abuse using appropriate process.
- 8 Have an understanding of abuse prevention
- 9 Effectively raise an alert with the line manager
- 10 Have an awareness of the importance of preserving evidence.

Line Manager Role

All managers (Including staff who may act as the senior staff on duty) who manage or supervise staff providing services directly to the public will be able to:

All line managers must:

- Assess the initial alert and decide whether or not to make a referral
- Take safeguarding adult cases beyond initial reporting
- Be aware of the interagency framework
- Make referrals
- Be aware of the relevant timescales
- Take action to protect
- Put in place support for the member of staff dealing with the situation
- Identify if disciplinary procedures are necessary
- Take disciplinary action where appropriate.
- Attend annual Line Manager workshops

Line manager should be able to:

- 1 Explain the procedure for making a safeguarding alert
- 2 Know where to report a safeguarding alert at all times day and night.
- 3 Be aware of the need to preserve evidence, and know how this is best achieved
- 4 Identify the complexities of abusive situations
- 5 Recognise how safeguarding adult investigation disciplinary procedures and any criminal proceedings interface, and which should take priority
- 6 Have an awareness of the Mental Capacity Act and Deprivation of Liberty Safeguards.
- 7 Know when and why it is appropriate to involve the police.
- 8 Ensure staff in your service is competent in safeguarding practice, and are able to identify and report safeguarding concerns.
- 9 Support service users who may be victim of abuse

- 10 Explain the importance of reducing incidents of abuse
- 11 Support service users to understand safeguarding issues, and how to protect themselves from possible abuse.
- 12 Identify the types of support staff might need
- 13 Be aware quality assurance systems

Investigator

Responding to, and investigating abuse.

All investigators must:

- Lead on investigations
- Collect information about alleged abuse or neglect
- Interview people relevant to the investigation
- Form a view about whether or not abuse has taken place
- Share information safely and effectively
- Assess risk/ take action to protect
- Understand the risk of others
- Use criminal and/or disciplinary investigations, in conjunction with the police as necessary
- Develop an effective initial safeguarding response
- Prepare a report outlining findings and giving clear recommendations to the lead manager.
- Attend annual Investigators reviewing workshops

Investigators should be able to:

- 1 Be aware of the objectives and tasks of a safeguarding investigation
- 2 Be aware of full multi agency working
- 3 Carry out investigations at the appropriate level as described in Herefordshire' Safeguarding procedure.
- 4 Assess and analyse the risk of current and future abuse, and work with others to minimise the risk of further abuse taking place
- 5 Understand and implement the mental capacity act.
- 6 Understand the different roles and responsibilities of agencies involved in safeguarding investigations and working in partnership with them.
- 7 Co-ordinate the collection of information and evidence as required by the investigation
- 8 Be competent in recording and documenting all information appropriate to any allegation and investigation in accordance with the local policy and procedure and relevant internal guidance
- 9 Record, report and present information about the investigation at strategy meetings.
- 10 Summarise recommendation written and verbally
- 11 Review the protocols and agreements for information sharing between agencies
- 12 Make recommendations to inform protection planning

Minute Takers

Undertake the minutes of any safeguarding meeting.

The minute taker must:

- Make a note of attendance, apologies and those who have not replied.
- Follow the structure of the relevant template when taking notes of the meeting
- Make use of Reports provided to the meeting where appropriate rather than repeat information.
- Ensure that any follow-up meetings are agreed and that a note is made of any date, time and likely venue mentioned
- Provide accurate minutes of the meeting in a timely manner.

The minute taker will be able to:

- 1 Put Safeguarding Adults minutes into context by considering who vulnerable adults are and the purpose of the adult protection strategy or planning meetings.
- 2 Accurately record and distribute minutes of safeguarding adult's investigation meetings under the directive of the Chair, to support the Safeguarding Adults process
- 3 Demonstrate the ability to take and write minutes that are brief, have a logical structure and are quick and easy to understand
- 4 Define the roles and responsibilities when planning meetings, including distribution of invite letters, agenda's etc.
- 5 Demonstrate appropriate listening skills.

Responsible Lead Manager

Manage the process from referral to review of any protection plan.

The responsible lead manager must:

- Lead responsibility for the development of the investigation strategy
- Ensure risk assessment leads to appropriate protection action
- To record all decisions with reasons and supporting evidence in a timely, accurate manner.
- Ensure all Framework-1 documentation is updated in a timely manner
- To manage the rest of the safeguard process up to and including completion
- To keep referrer informed appropriately
- To decide how best to engage users and carers
- Overall responsibility for ensuring an adequate protection plan is in place
- Ensure relevant partners engaged (e.g. Children Services, CQC, Police etc.)

The responsible lead manager should be able to

- 1 Co-ordinate safeguarding adults decision making, assessment/ investigation and protection planning process
- 2 Ensure effective risk assessment and management of all actions as part of safeguarding adult process at all stages.
- 3 Provide effective monitoring and auditing to ensure consistency and quality of practice
- 4 Demonstrate how to convene and chair an Safeguarding Adults Conference
- 5 Understand the roles and responsibilities of all agencies involved in the safeguarding process
- 6 Make sound consistent decisions as part of implementing the local policy and procedure.
- 7 Ensure that all investigations are conducted within timeframes
- 8 Provide supervisory support to line-managed staff and ensure discussions and actions are contained within case files.
- 9 Understand and implement the Mental Capacity Act.

Senior Practitioner in Central Point of Access

Make decisions about the need to investigate.

The screening social work practitioner must:

- Evaluate risks on identified on AP1
- Contact the referrer for discussion and update on progress
- If referral accepted ensure it is passed to a responsible lead manager
- If not accepted ensure the information is passed to the relevant team / service and where appropriate referrals for additional services are made
- Ensure risk assessment leads to immediate protection action
- To close where not considered to be safeguarding
- To act within stated timescales
- Complete I.T. record

The Screening social work practitioner should be able to:

- 1 Demonstrate the ability to make a decision of when to investigate
- 1 Have awareness of full multi agency working
- 2 Be aware of the different roles and responsibilities of agencies involved in safeguarding investigations and work in partnership with them
- 3 Be aware of the objectives and tasks of a safeguarding investigation
- 4 Assess and analyse the risk of current and future abuse
- 5 Understand the importance of recording and documenting all information appropriate to any allegation and investigation in accordance with the local policy and procedure and relevant internal guidance
- 6 Co-ordinate the initial collection of information and evidence as required

Commissioners

Commissioners should ensure that employers implement appropriate safeguards and responses to Safeguarding Adults issues

The Commissioner must:

- To provide background information, in particular any reports of monitoring activity and enforcement of contract conditions. Details of any support to providers to enhance performance
- Support investigations
- Collate and analyse performance, quality and needs information
- To take a lead where serious quality concerns have been expressed with regards to commissioned services

The Commissioner will be able to:

- 1 Be aware of the Multi Agency process
- 2 Work effectively with providers to maintain standards
- 3 To report unmet need
- 4 Ensure that the service specification sets detailed standards with respect to the service providers' responsibilities in Safeguarding Adults
- 5 Ensure there is effective quality assurance and governance processes
- 6 Ensure that care plans are in place and are individualised, contain a statement of needs, and that service delivery plans specify how needs will be met
- 7 Have the ability to check the service can meet the needs of people who use it
- 8 Find out and listen to what users say about the service
- 9 Ensure that the care plan is regularly reviewed with the vulnerable adult and their family and that the plan and services are adjusted to reflect any changes required
- 10 Review care standards with the vulnerable adult
- 11 Ensure service providers have clear policies on Safeguarding Adults, whistle blowing, promoting safe care practices etc.;
- 12 Ensure service providers recognises the need to train staff on abuse and whistle blowing;
- 13 Feedback practice learning to practitioners about, e.g., unsafe practices, unsafe settings, and recruitment processes.
- 14 Ensure contract monitoring arrangements include contract terms and conditions that reflect Safeguarding Adults issues

Police

The role of the police officer is to:

- Recognise the potential causes and indicators of abuse
- Fulfil duty to pass on any concerns about potential abuse or neglect
- Address any immediate protection needs
- Record incidents in work place record

In addition the Head of Public Protection is to:

- To make available resources to contribute to the strategy development
- To provide relevant background information
- To give advice on criminality
- Potentially lead the investigation
- To advise on MAPPA / MARAC interface
- To take an active role in the protection plan where appropriate.

Both levels should be able to:

- 1 Recognise an adult who may be vulnerable to being abused as defined by the local policy, and in a national context
- 2 Recognise signs and indicators of abuse.
- 3 Recognise factors which may increase the risk of abuse.
- 4 Report concerns about abuse using appropriate process.
- 5 Know when to raise an alert with social care
- 6 Be aware the objectives and tasks of a safeguarding investigation
- 7 Aware of full multi agency working
- 8 Carry out investigations
- 9 Work with others to minimise the risk of further abuse taking place
- 10 Understand the different roles and responsibilities of agencies involved in safeguarding investigations and working in partnership with them.
- 11 Co-ordinate the collection of information and evidence as required by the investigation
- 12 Be aware of the importance of recording and documenting all information appropriate to any allegation and investigation in accordance with the local policy and procedure and relevant internal guidance
- 13 Be able to record, report and present information about the investigation at strategy meetings.
- 14 Ability to summarise recommendation written and verbally
- 15 Be aware of the protocols and agreements for information sharing between agencies
- 16 Ability to make recommendations to inform protection planning



Quality Statements used to underpin the quality assurance of training delivered under Part A (Attendance only courses) and Part B (Assessed courses) of the Investing in Quality licence. These statement are mapped into ISO9001, Investors in People standards and Common Inspection Framework.

Quality Statements	Statement	Performance Criteria
Quality Statement 1	Centres show evidence of working towards and/or maintaining high levels of retention; high levels of completion; high levels of achievement. Centres also provide learners with appropriate progression opportunities.	1.1 A quality assurance system exists which: 1.1.1 enables individual learners to join programmes which meet their needs 1.1.2 supports learners in their achievement of the programmes' stated outcomes 1.1.3 has a mechanism for collecting feedback from learners 1.1.4 is subject to continual review within the centre's quality improvement strategy 1.2 programmes falling within the scope of the licence 1.2.1 have a series of performance indicators by which success can be measured; are subject to improvement targets set according to institutional, local, regional or national benchmarks 1.2.2 are reviewed on at least an annual basis and learners contribute to the review 1.2.3 have defined outcomes which are reviewed on a regular basis 1.2.4 follow a systematic process of record keeping including, eg: programme plan; session plans; purpose and outcomes of the programme; review and evaluation activity; completion and attendance data for at least 12 months; staff development activity in support of the programme; resource requirements 1.2.5 are subject to approval by centre management or senior manager 1.2.6 complement the centre's strategic objectives and ethos 1.2.7 have clearly defined progression routes
Quality Statement 2	Centres offer equality of access to learning opportunities, are responsive to the needs of individuals, businesses and communities and are responsive to the diverse needs of learners.	2.1 ensure that training and development opportunities take into account the needs of relevant individuals, organisations and communities and that their feedback is used to shape relevant provision 2.2 have a programme approval process which requires evidence that the proposed programme meets the identified needs of individuals, businesses or communities 2.3 provide information and guidance to learners on the full range of opportunities available 2.4 show active implementation of an Equal Opportunities policy 2.5 demonstrate a commitment to putting learners first and to meeting their needs in as flexible a way as possible in terms of choice and access; offer programmes which meet the 'what', 'how', 'when' and 'where' requirements of learners 2.6 have a clear statement of learner entitlements and responsibilities 2.7 have an effective appeals and complaints process
Quality Statement 3	Centres ensure programmes are delivered and, as appropriate, assessed by competent and appropriately qualified staff.	3.1 have a staff recruitment policy which sets minimum standards in terms of appropriate qualifications and experience for those involved in the delivery and assessment of learning programmes 3.2 have a staff development policy including appropriate arrangements for induction of new staff and for Continuing Professional Development (CPD) 3.3 carry out regular observations of teaching, learning or assessment practice leading to feedback and action planning which lead to improvement 3.4 operate staff appraisal and review systems that result in action planning 3.5 have effective processes for assessment and monitoring of learning

Quality Statements	Statement	Performance Criteria
Quality Statement 4	Centres provide learners with a safe, healthy and supportive environment.	4.1 have a clear statement of learner entitlements and responsibilities in relation to health and safety 4.2 operate a programme approval process which covers health and safety and physical resources requirements 4.3 use a documented process regarding how the centre responds to learners' suggestions for an improved environment 4.4 have resources available to support learning
Quality Statement 5	Centres must provide effective leadership and management of quality and curriculum or training development.	5.1 the active support and involvement of senior management in the development and quality of provision falling within the scope of the licence
Quality Statement 6	Where a centre seeks Certificates of Achievement for programmes within Investing in Quality, the following additional Performance Criteria must be met in support of Quality Statements 1 to 5.	6.1 the programme's learning outcomes have defined assessment criteria and methods, which are fit for purpose and are regularly reviewed 6.2 the centre's assessment and internal verification procedures ensure that: 6.2.1 candidates understand the purpose of assessment and what is expected of them 6.2.2 assessment is fair, carried out regularly and used to inform candidates of the progress they have made and how they might improve 6.2.3 candidates produce valid, current and authentic evidence sufficient to enable the Assessor to judge

Essential standards of quality and safety

The essential standards of quality and safety consist of 28 regulations (and associated outcomes) that are set out in two pieces of legislation: the Health and Social Care Act 2008 (Regulated Activities) Regulations 2010 and the Care Quality Commission (Registration) Regulations 2009.

For each regulation, there is an associated outcome – the experiences we expect people to have as a result of the care they receive.

When we check providers' compliance with the essential standards, we focus on the 16 regulations (out of the 28) that come within Part 4 of the Health and Social Care Act 2008 (Regulated Activities) Regulations 2010 – these are the ones that most directly relate to the quality and safety of care. Providers must have evidence that they meet the outcomes.

These 16 regulations are set out below. (Note that the outcome numbers are different to the regulation numbers because we have grouped the outcomes into six overall themes. See our *Essential standards of quality and safety* publication for full details.)

Quality Statement *	Outcome	Title and summary of outcome
9	4	Care and welfare of people who use services People experience effective, safe and appropriate care, treatment and support that meets their needs and protects their rights.
10	16	Assessing and monitoring the quality of service provision People benefit from safe, quality care because effective decisions are made and because of the management of risks to people's health, welfare and safety.
11	7	Safeguarding people who use services from abuse People are safeguarded from abuse, or the risk of abuse, and their human rights are respected and upheld.
12	8	Cleanliness and infection control People experience care in a clean environment, and are protected from acquiring infections.
13	9	Management of medicines People have their medicines when they need them, and in a safe way. People are given information about their medicines.
14	5	Meeting nutritional needs People are encouraged and supported to have sufficient food and drink that is nutritional and balanced, and a choice of food and drink to meet their different needs.
15	10	Safety and suitability of premises People receive care in, work in or visit safe surroundings that promote their wellbeing.
16	11	Safety, availability and suitability of equipment Where equipment is used, it is safe, available, comfortable and suitable for people's needs. Respecting and involving people who use services People understand the care and treatment choices available to them. They can express their views and are involved in making decisions about their care. They have their privacy, dignity and independence respected, and have their views and experiences taken into account in the way in which the service is delivered.
17	1	Respecting and involving people who use services People understand the care and treatment choices available to them. They can express their views and are involved in making decisions about their care. They have their privacy, dignity and independence respected, and have their views and experiences taken into account in the way in which the service is delivered.
18	2	Consent to care and treatment People give consent to their care and treatment, and understand and know how to change decisions about things that have been agreed previously.

Quality Statement *	Outcome	Title and summary of outcome
19	17	Complaints People and those acting on their behalf have their comments and complaints listened to and acted on effectively, and know that they will not be discriminated against for making a complaint.
20	21	Records People's personal records are accurate, fit for purpose, held securely and remain confidential. The same applies to other records that are needed to protect their safety and wellbeing.
21	12	Requirements relating to workers People are kept safe, and their health and welfare needs are met, by staff who are fit for the job and have the right qualifications, skills and experience.
22	13	Staffing People are kept safe, and their health and welfare needs are met, because there are sufficient numbers of the right staff.
23	14	Supporting workers People are kept safe, and their health and welfare needs are met, because staff are competent to carry out their work and are properly trained, supervised and appraised.
24	6	Cooperating with other providers People receive safe and coordinated care when they move between providers or receive care from more than one provider.

* Regulation of the Health and Social Care Act 2008 (Regulated Activities) Regulations 2010

The other 12 regulations relate more to the routine day-to-day management of a service. The information we receive in respect of these helps us to check that the service is being run appropriately and responsibly, and to monitor generally the provider's compliance with the essential standards of quality and safety. However, we will make checks where concerns are raised with the 12 regulations.

Regulation	Outcome	Title and summary of outcome
4*	22	Requirements where the service provider is an individual or partnership People have their needs met because services are provided by people who are of good character, fit for their role, and have the necessary qualifications, skills and experience.
5*	23	Requirement where the service provider is a body other than a partnership People have their needs met because services are managed by people who are of good character, fit for their role, and have the necessary qualifications, skills and experience.
6*	24	Requirements relating to registered managers People have their needs met because services have registered managers who are of good character, fit for their role, and have the necessary qualifications, skills and experience.
7*	25	Registered person: training People have their needs met because services are led by a competent person who undertakes the appropriate training.
12**	15	Statement of purpose People know that the Care Quality Commission is kept informed of the services being provided.
13**	26	Financial position People can be confident that the provider has the financial resources needed to provide safe and appropriate services.
14**	27	Notifications - notice of absence People can be confident that, if the person in charge of the service is away, it will continue to be properly managed.

Regulation	Outcome	Title and summary of outcome
15**	28	Notifications - notice of changes People can be confident that, if there are changes to the service, its quality and safety will not be affected.
16**	18	Notification of death of a person who uses services People can be confident that deaths of people who use services are reported to CQC so that, if necessary, action can be taken.
17**	19	Notification of death or unauthorised absence of a person who is detained or liable to be detained under the Mental Health Act 1983 People who are detained under the Mental Health Act can be confident that important events that affect their health, welfare and safety are reported to CQC so that, if necessary, action can be taken.
18**	20	Notification of other incidents People who use services can be confident that important events that affect their health, welfare and safety are reported to CQC so that, if necessary, action can be taken.
19**	3	Fees People who pay for services know how much they are expected to pay, when and how, and what service they will get for the amount paid.
* Regulation of the Health and Social Care Act 2008 (Regulated Activities) Regulations 2010		
** Regulation of the Care Quality Commission (Registration) Regulations 2009		







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