



Gofal Cymdeithasol **Cymru**
Social Care **Wales**

Why we wrote the framework

This page explains why we wrote the framework.

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Go to <https://socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-framework/why-we-wrote-the-framework> for the latest version.

This page explains why we wrote the framework.

The safeguarding training, learning and development framework helps practitioners apply:

- the Social Services and Well-being (Wales) Act 2014
- Children Act 1989 legislation
- the Wales Safeguarding Procedures
- the statutory safeguarding guidance.

We wrote the framework to:

- promote a shared understanding of safeguarding principles, roles and responsibilities
- promote a culture of learning and development that highlights the practitioner's knowledge and skills
- disseminate learning from:
 - [Single Unified Safeguarding Reviews](#) (these will replace adult practice reviews, child practice reviews, domestic homicide reviews, mental health homicide reviews and offensive weapons homicide reviews)
 - case management reviews, when needed.
- help make organisations more efficient
- maximise commitments to collaborative working through multi-agency training, learning and development
- maximise opportunities to commission specialist and bespoke training, learning and development
- support regions and organisations to identify resources needed to deliver or commission new training, learning and development.

Organisations need to use the framework to:

- make sure there's a consistent national approach to training, learning and development
- support regions and organisations to identify resources required to deliver or commission new training, learning and development
- make sure people get the right training, learning and development at the right time (including induction and refresher opportunities)
- support the development of competencies in safeguarding
- find new ways of training, learning and development which meet the needs of an increasingly agile workforce
- develop new and innovative ways of delivering training, learning teaching and development to meet the needs of an increasingly agile workforce
- develop a consistent way of checking how effective safeguarding training, learning and development is, and how well it's done.



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The Regional Safeguarding Boards

This page explains what the Regional Safeguarding Boards are, and what they do.

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Go to <https://socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-framework/the-regional-safeguarding-boards> for the latest version.

This page explains what the Regional safeguarding Boards are, and what they do.

The Regional Safeguarding Boards operate under Part 7 of the Social Services and Well-being (Wales) Act 2014.

This framework enables the Regional Safeguarding Boards to meet their legislative responsibilities under the Social Services and Well-being Act (Wales) 2014.

The Boards will:

- adopt the standards and include them in regional safeguarding policies and processes
- reinforce how the standards should be used to design, develop, deliver, monitor and evaluate training, learning and development
- encourage use of the standards and framework to set clear expectations for providers of training, learning and development
- be responsible for identifying appropriate, confident, qualified and experienced trainers to provide the learning programmes.

You can find a full list of the Boards' functions on the GOV.UK website:

[Safeguarding Boards \(Functions and Procedures\) \(Wales\) Regulations 2015.](#)



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Phrases we've used in the framework

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The phrases in the standards and framework match the ones we use in the [Wales Safeguarding Procedures](#) and the [training standards](#):

- 'safeguarding people' means children, young people up to the age of 18 and adults at risk.
- 'practitioner' means anyone who is in paid employment as well as unpaid volunteers.



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Who this framework is for

This page explains who should use this framework.

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Go to <https://socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-framework/who-this-framework-is-for> for the latest version.

This page explains who should use this framework.

This framework is for:

- Regional Safeguarding Boards
- safeguarding practitioners with policy responsibilities
- people who commission safeguarding training, including:
 - workforce or people development teams
 - training departments.
- people who run safeguarding training including practitioners and professional trainers
- regulatory bodies, such as Care Inspectorate Wales and Estyn
- Welsh Government officers with safeguarding responsibilities
- people who commission care and support services
- Responsible Individuals
- managers of care and support services
- specialist safeguarding practitioners.

The framework is intended for use and reference in all statutory organisations (including health, social services, education, police and probation) and the voluntary and independent sector.



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Guidance for organisations

How training, learning and development looks like for different organisations.

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How training, learning and development looks like for different organisations.

Organisational development and training departments play an important part in developing effective practitioners.

All organisations are responsible for supporting their employees to have the right safeguarding knowledge and skills to do their role.

We recognise that training, learning and development is a continual process for practitioners who have safeguarding responsibilities.

In this framework, people who move past group A will only need to refresh their training, learning and development at the group they reach.

This means practitioners starting a new role don't have to re-do training, learning and development.

Opportunities should be flexible to meet the needs of all practitioners.

When we plan training, learning and development, we need to consider practitioners who have protected characteristics that may impact the way they learn and develop.

Every organisation has its own training, learning and development framework and documents.

This makes it challenging to write a training framework that works for all organisations.

Some employers may need certain staff groups to be trained to a higher level than described in this framework, to meet the needs of their organisation.

Click on your organisation type below to find out what training, learning and development could look like for your organisation.

The agencies have given us this information.

Local authority

Show

Local authority practitioners have similar training, learning and development needs to staff in other statutory sectors.

There are different legal and professional frameworks that govern the opportunities given to staff.

The Social Services and Well-being Act (2014) Wales (SSWBA) is the legal framework for:

- improving the well-being of people who need care and support, and carers who need support
- transforming social services in Wales.

The SSWBA introduces a stronger, more robust and effective partnership way of safeguarding.

Codes of Practice and statutory guidance help practitioners work within the new framework created by the SSWBA.

Safeguarding training, learning and development also needs to reflect the *Wales Safeguarding Procedures*.

Education

Show

Practitioners in education directorate have the same training requirements as their local authority colleagues.

Schools are autonomous institutions and are responsible for making sure they arrange the right training, learning and development.

When needed, education organisations adhering, where mandated, to required timescales for refreshers or retraining.

Health

Show

Healthcare practitioners must have the competences to recognise adults and children who are at risk, and to take effective action as appropriate to their role.

To benchmark their safeguarding training, learning and development needs, NHS organisations use:

- [**Safeguarding children and young people: roles and competencies for healthcare staff**](#) - Royal College of Nursing
- [**Adult safeguarding: roles and competencies for health care staff**](#) - Royal College of Nursing
- the NHS Wales safeguarding training framework
- [**UK core skills framework 2016**](#) - Skills for Health

Practitioners use e-learning and face-to-face learning as depicted by these documents.

Police

Show

The Association of Chief Police Officers (ACPO) agree the police training requirements, needs and time scales for police officers and police staff in each force.

For consistency, the training in different police forces is very similar.

It's controlled by The National College of Policing and other accredited agencies.

Some training is tailored to each force area to make sure the needs of the community it serves are met.

Probation services

Show

Probation employees must do mandatory e-learning on child and adult safeguarding every three years.

Probation Service Officers, and people doing the Professional Qualification in Probation, do core training and required learning on:

- child safeguarding
- adult safeguarding
- domestic abuse.

They do the training virtually and face-to-face.

The safeguarding courses aim to make practitioners more confident and competent at identifying and managing of complex risks and vulnerabilities, while working to legal frameworks.

The training uses case studies to focus on complicated child and adult safeguarding concerns in a probation practice context.

It focuses on using professional curiosity and person-centred approaches.

The domestic abuse training:

- uses case studies to develop skills in professional curiosity
- promotes effective multi-agency working
- explains how to notice and manage emerging domestic abuse risk, and consider the intervention framework for perpetrators
- highlights the principles of effective victim safety planning
- is underpinned by the *National domestic abuse policy framework*.

The Probation Service is committed to the continuous professional development of its staff.

It values the benefits of multi-agency working to do learning and development, which the *National safeguarding training, learning and development framework* aims to achieve.

Third sector

Show

Safeguarding learning needs in the third sector reflect the needs of its statutory partners.

The voluntary sector includes:

- registered charities
- voluntary and community organisations
- social enterprises.

It's involved in different types of work led by statutory agencies, and often fills the gaps in-between.

Thousands of paid practitioners and volunteers run organisations with services that enhance and complement each other and their statutory partners.

They also need tools and training, learning and development to do their roles effectively.

Charity trustees are accountable to the Charity Commission, which says they're responsible for safeguarding in their organisations.

They're responsible for making sure safeguarding is a governance priority, and that the Board oversees any safeguarding duties carried out by the organisation.

Trustees may have to make complex safeguarding decisions in their organisation, and on behalf of individuals.

They also need tools and training to do their roles effectively.

Early years, childcare and playwork

Show

All practitioners, staff and volunteers working in early years, childcare and playwork should understand safeguarding, and be able to put the setting policy into practice in line with the *Wales Safeguarding Procedures*.

The requirement to complete safeguarding training is outlined in the *National minimum standards for regulated childcare* for children up to the age of 12.

Other organisations

Show

Not all organisations will fit into the other categories.

The [training, learning and development standards](#) and framework are also suitable for:

- private or independent sectors
- volunteers
- elected members of local authorities.

Organisations will need to do a training needs analysis to understand their employees' roles.



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Qualifications to support training, learning and development

An overview of safeguarding training, learning and development qualifications.

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Go to <https://socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-framework/an-overview-of-safeguarding-training-learning-and-development-qualifications> for the latest version.

An overview of safeguarding training, learning and development qualifications.

Most vocational qualifications for health and social care, and early years and childcare in Wales are provided by learning providers approved by a consortium made up of City & Guilds and WJEC (the consortium).

The consortium manages the quality of the qualifications and is overseen by the qualifications' regulator, Qualifications Wales.

These qualifications include safeguarding content which reflects roles and responsibilities.

These roles and responsibilities are in line with the practitioner groups in the [*national safeguarding training, learning and development standards*](#).

Universities and colleges also run vocational qualifications.

They are quality-assured by [the frameworks for higher education qualifications of UK degree-awarding bodies](#).

We have safeguarding resources, including:

- Group A e-learning module
- *the All Wales basic safeguarding training pack*.



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Accountability

Explains what organisations and practitioners are each responsible for.

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Go to <https://socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-framework/accountability> for the latest version.

Explains what organisations and practitioners are each responsible for.

Organisations:

- are responsible for making sure their practitioners are competent to always carry out their safeguarding roles
- may have their own training, learning and development frameworks or strategies for practitioners to follow
- are responsible for measuring the quality of training, learning and development opportunities provided and making changes if they need to.

Practitioners:

- are responsible for recording their own learning and development
- need to share evidence of their learning and development with their employer, manager and professional body when required
- who are registered with a professional body need to meet the continuing professional development (CPD) requirements specified for them.

They'll also work to any Code of Professional Practice and Conduct.



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Why safeguarding matters

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Safeguarding people is everybody's business.

When abuse or neglect is found, it should be dealt with swiftly, effectively and in ways that are proportionate to the concerns raised.

The Social Services and Well-being (Wales) Act 2014 explains clearly that the child, young person or adult must be at the centre of any safeguarding response.

They should be, and stay, in as much control of decision-making as possible.

The basic right of a child, young person or adult to be heard throughout the safeguarding process is a critical element.

This can only be offered by staff who recognise their safeguarding roles and responsibilities can give the personalised support needed to make sure that the child, young person or adult's voice is heard.

The Regional Safeguarding Boards are committed to:

- developing high quality, multi-agency training programmes
- supporting professionals and volunteers in statutory, private and third sector organisations to safeguard and promote people's well-being (including prevention and protection from abuse, neglect and other harm).



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Group A

National safeguarding training, learning and development framework: group A

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Go to <https://socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-framework/group-a> for the latest version.

See a description of this group in the National training, learning and development standards.

Overview

Group A practitioners are **all** staff who work or volunteer in a public or voluntary sector organisation or agency in Wales.

This includes:

- those in private sector settings
- volunteers
- elected members of local authorities.

Competence for this group is for all practitioners and volunteers to:

- have an understanding about safeguarding
- know what they, and others, need to do
- know their responsibility to share concerns of actual or potential harm, abuse or neglect.

Group A training should be completed before training for the other groups, unless the full content of group A training is included in training delivered in other ways.

Memorable principles

- I know what the term safeguarding means.
- I know what to look out for.
- I know who to report to.

According to the standards, people in group A should know:

- how to work in ways that safeguard people from abuse, harm and neglect
- the factors, situations and actions that could lead or contribute to abuse, harm or neglect
- how to report, respond and record concerns or allegations related to safeguarding.

Learning outcomes

Learning outcomes can be done in one module or session.

At the end of a learning activity, they'll:

- be able to explain the term 'safeguarding'
- recognise abuse, or the risk of abuse, harm or neglect
- know they have a duty to report abuse, harm or neglect
- know what they need to do if they witness or suspect abuse, harm or neglect or if someone tells the practitioner they're being abused.

Training, learning and development

- Group A training materials must be standardised.
- Face-to-face training, learning and development opportunities can be made available so all practitioners get safeguarding training. (Some work areas have limited or no access to online training.)

E-learning doesn't give many opportunities for multi-agency work or discussion.

But, because group A training should be raising general awareness, the e-learning module is suitable for this group.

The e-learning module is available on our website:

Group A safeguarding e-learning module - Social Care Wales

The e-learning module is for all staff working in:

- social care
- health care
- local authority departments
- education
- early years and childcare
- the third and voluntary sector, including volunteers
- independent contractions (commissioned services)
- the third and voluntary sector, including volunteers
- criminal justice organisations, such as the police and probation services.

Things to consider

The e-learning is designed to reflect the knowledge and competence group A practitioners should have. It includes:

- case scenarios where there may be safeguarding concerns, and how to respond
- basic questions or assessments integrated throughout the module to test how much the learner's understanding
- videos, showing stories and examples of safeguarding
- an opportunity for the learner to give feedback about the module.

How much training, learning and development?

- New group A practitioners need to complete the e-learning module before starting their role, or as part of their induction.
- The e-learning module is always available, and they can use it flexibly so they're confident in their role and with their responsibilities.
- If they stay in group A, they'll need to refresh their learning:
 - a **minimum** of one to three hours every three years
 - when there are changes to safeguarding legislation and practice
 - more often if required by their manager or agency.
- E-learning (or its equivalent) will be a maximum of two hours.



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Group B

National safeguarding training, learning and development framework: group B

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Go to <https://socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-framework/group-b> for the latest version.

See a description of this group in the National training, learning and development standards.

Overview

Group B practitioners work with people in a group setting or on a one-to-one basis.

This group includes practitioners who are or aren't registered or regulated, and volunteers.

They'll have a particular responsibility to the people they work with.

They'll need a higher level of knowledge than people in group A because of how closely they work with people.

The people they work with may or may not have safeguarding concerns.

If there are safeguarding concerns, there'll be a clear line of reporting in the organisation.

They'll be aware of their responsibility to report concerns, both internally and directly to social services.

Memorable principles

- I am a key part of the safeguarding process.
- I know when, how and who to report to.
- I will make sure the individual's voice is heard.

According to the standards, people in group B should know:

- legislation, national policies, and codes of conduct and professional practice about safeguarding
- how to work in ways that safeguard people from abuse, harm and neglect
- the factors, situations and actions that could lead or contribute to abuse, harm or neglect
- how to report, respond and record concerns or allegations related to safeguarding.

Learning outcomes

They'll already have completed group A learning.

At the end of a learning activity, they'll:

- know the relevant legislation and policies, codes of conduct and professional practice that reflect their role in relation to safeguarding
- be able to describe how to work in ways that safeguard people from abuse, harm and neglect
- know how to be curious when they witness or suspect abuse, harm or neglect, or if someone says they're being abused
- be able to explain factors, situations and actions that could lead or contribute to abuse, harm or neglect
- know how, when and to whom to report different types of abuse, neglect and harm.

Things to consider

We strongly recommend blended learning for group B.

This will include basic online training, virtual classroom and face-to-face teaching and learning.

The resources and learning methods should reflect the knowledge and competence for the role and responsibilities of practitioners in this group. They include:

- pre- and post-course workbooks, written information, videos, podcasts and other materials (all from a reliable source)
- one-to-one supervision, mentoring and management support for discussion and reflection on practice
- shadowing, team meetings and peer support groups
- training exercises including case studies and practice reviews
- the [All Wales induction framework for health and social care workers](#) has a safeguarding workbook to help practitioners understand their role and responsibility for safeguarding people, and it encourages reflective practice and reflection on learning taken
- resources for practitioners to record learning and development.

Other things to consider

- Access to IT equipment, and ways of training people who can't access online training.
- Giving training certification or accreditation on completion (or other acknowledgement), so practitioners can transfer training and learning when changing roles.
- Supervisor or mentor review, and confirmation of the practitioner's knowledge, understanding and competence.

How much training, learning and development?

- A **minimum** of six hours of training to cover the learning outcomes.
- New workers with no previous safeguarding training should have training in the first two to four weeks of employment or volunteering, or at least within the probation period of a new role (six months).
- There may also be additional training on topics specific to the role.
- Refresher training, learning and development should be:
 - a minimum of six hours
 - ongoing over a three-year period
 - done if there's a change to safeguarding legislation
 - done as required by employer or agency
 - on topics specific to the role.
- Training, learning and development should focus on reflection and developing safeguarding knowledge and skills related to the role.



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Group C

National safeguarding training, learning and development framework: group C

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Go to <https://socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-framework/group-c> for the latest version.

See a description of this group in the National training, learning and development standards.

Overview

Group C practitioners have direct responsibility for safeguarding people:

- who have an assessing role that's linked to the safeguarding process
- who are operating at a level where they can give advice about safeguarding to those in groups A and B
- in a setting they work in or manage
- with whom they spend a lot of time unsupervised in a setting where there is increased risk of safeguarding concerns.

Group C practitioners may also:

- be an organisation's designated safeguarding person
- take a more prominent role in safeguarding decisions
- have an active role in core groups and protection planning activities.

There should be some flexibility to promote some staff to group D if they are of the view that their role warrants doing more intensive training. See:

[*Safeguarding Children Intercollegiate Document \(2019\)*](#)

Safeguarding duties are greater for group C practitioners.

They'll have to make decisions about keeping people safe, and when they need to put protection processes in place.

These practitioners will need to have all the knowledge and understanding of the standards in groups A and B **plus** additional knowledge to make sure they carry out their role in line with the law.

There's generic group C safeguarding training everyone in group C must do.

When practitioners have additional safeguarding roles or responsibilities, they'll need to do specific relevant training after they've completed the generic group C training.

This will be different for individual practitioners even within agencies and organisations.

For example: in health, some group C paediatricians will need specialist training on carrying out, and reporting on, child protection medicals.

This specialist training will often be defined and required by professional or regulatory bodies at a national or agency level.

There may also be local agreements for specific training requirements.

Some group C practitioners may have responsibilities that sit in the group D standards.

If this is the case, the practitioner should train to meet the group D standards so they're prepared for their role.

Practitioners from group C onwards need to be aware this framework can't cover every role or job.

The practitioner's responsible for assessing their own learning needs.

Organisations need to identify requirements for the continuing professional development (CPD), relevant to their sector.

Memorable principles

- I understand that voice and control of people is key to decision making – child and/or person-centred practice.
- I understand everyone’s roles and responsibilities in the safeguarding process.
- I show the ability to make clear and proportionate decisions.

According to the standards, people in group C should know:

- legislation, national policies and codes of conduct and professional practice in relation to safeguarding
- how to work in ways that safeguard people from abuse, harm and neglect
- the factors, situations and actions that could lead or contribute to abuse, harm or neglect
- how to report, respond and record concerns or allegations related to safeguarding
- how to promote child and/or person-centred practice
- how to take part in safeguarding processes
- how to support others to safeguard people (for those with supervisory responsibility)
- how to work with others to safeguard people
- how to maintain professional accountability.

Learning outcomes

All the learning outcomes may be considered, but some courses will concentrate on the important learning areas and be more detailed.

They'll already have completed group A and B learning.

At the end of a learning activity, they'll:

- be able to apply relevant legislation, policies and codes of conduct to their day-to-day practice and advise others about these
- be able to safeguard and protect people based on evidence available at the time and escalate concerns to the next level
- be able to reflect on factors, situations and actions that may contribute to abuse, harm or neglect and provide rationale for taking action and responding appropriately to concerns
- know how, when and to whom to report different types of abuse, neglect and harm
- follow the *Wales Safeguarding Procedures* and any regional decision-making process, and advise other colleagues about these when required
- follow the Regional Safeguarding Board's protocol for 'resolving professional differences'
- evidence that the voice of the child or adult is central to safeguarding decisions throughout the safeguarding process
- be able to explain the role of advocacy
- understand their role and responsibilities and contribute to relevant safeguarding forums and processes
- understand what's meant by 'professional curiosity' and professional accountability
- understand the principles of effective supervision and peer support
- know how to advise and support others to safeguard people

- understand how to work in partnership in a multi-agency way, and be clear about other professionals' roles and responsibilities
- be able to take personal responsibility for practice and development and continuing professional development.

Training, learning and development

Group C practitioners will continue their safeguarding learning journey when working in a group C role.

Their learning and development will include, and build on, the training and learning required at groups A and B.

There's no need to do refresher training at group A and group B as well as the group C training.

This group will use lots of different kinds of learning and development materials.

Learning and development should involve multi-agency learning and training opportunities where appropriate.

To reflect on their learning, development and practice, group C practitioners will use:

- face-to-face
- complex case study methods
- reflective practice and
- CPD journals or logs.

Practitioners should use formal CPD logs or competency booklets to keep track and evidence their training and development.

Training and development should include reflective practice and other opportunities outside of usual training methods. For example:

- going to strategic meetings
- learning from direct practice.

Group C practitioners are responsible for their own continuing professional development opportunities, which can be self-directed.

They may use CPD logs or competency booklets to prove their learning and development meet the requirements of regulatory bodies.

Group C practitioners can use:

- supervision
- peer support
- reflection
- action learning sets
- team meetings

to:

- reflect on learning
- apply learning to their day-to-day work
- share ideas and good practice after a learning activity
- help work out what support or further development's needed.

Things to consider

Different training, learning and development methods should be available, to support different learning styles.

We strongly recommend a blended way of learning. This could include:

- basic online training
- virtual classroom
- face-to-face teaching and learning
- self-directed learning and reflection.

Learning and development will include:

- scenario led workshops
- multi-agency conferences with questions and answers,
- role play to simulate safeguarding reviews or meetings.

The learning should, where possible or relevant, be done with a multi-agency approach.

Specialist and single agency learning needs to be done as well as the general and multi-agency learning.

How much training, learning and development?

The manager and practitioner must agree A minimum requirement of pre-training the practitioner needs before they start a new role.

Group C practitioners must do:

- a minimum of eight hours of training within the probation period of a new role, plus training on safeguarding topics specific to the role, including:
 - virtual classroom time

- pre-course reading
- following up with a manager or supervisor
- post-course consolidation, where learners put the learning into practice.
- have refresher training on the generic training (at least eight hours every three years)
- do at least 18 hours (six hours per year) of additional training, including detailed training on specific safeguarding topics or internal processes
- do additional training relevant to specific roles and duties, which should:
 - reflect any changes to practice and application
 - include training that needs to be done sooner than three years (for example: new diagnostic methods in areas of healthcare).



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Group D

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Go to <https://socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-framework/group-d> for the latest version.

See a description of this group in the National training, learning and development standards.

Overview

Group D practitioners are those who operate at a higher level in the safeguarding process.

It's usually a strategic role, but some responsibilities may be delegated to specialist Group C practitioners.

They give advice, guidance and supervision (when needed) to others in their organisation.

Some group D practitioners may have responsibilities that sit in the group E standards.

If this is the case, practitioners need to train to the group E standards so that they can prepare for their role.

Group D practitioners will:

- be expected to have a high level of knowledge and expertise of safeguarding in their area of work
- be expected to contribute to [Single Unified Safeguarding Reviews](#) and chair reviews when needed
- act as a reviewer or panel member for Single Unified Safeguarding Reviews
- be able to give safeguarding advice to partner agencies and understand the importance of multi-agency working

- be able to justify their decision-making using legislation, process and procedures, making sure that everyone avoids making assumptions
- be aware of the importance of child/person-centred practice and the positive impact it can have on the safeguarding process
- make sure the person's voice is heard and promoted in decision-making processes.

Statutory agencies will usually identify group D practitioners as they have higher-level decision-making powers for safeguarding.

Some of the roles include:

- operational line managers (service managers)
- specialist safeguarding roles
- chairperson roles for safeguarding work. (For example: on reviews.)

There should be an emphasis on multi-agency working and working with others, as there is no equivalent role in many agencies.

The role involves:

- understanding what's needed from a strategic, multi-agency response
- being able to collaborate with other agencies, and advise them about safeguarding, child and adult protection processes and practice
- identifying and contributing to the Multi Agency Public Protection Arrangements (MAPPA) and Multi Agency Risk Assessment Conference (MARAC) processes, and the range of multi-agency specialist involvement
- working in partnership with other agencies to facilitate identifying disseminating learning and raising awareness of best, appropriate, practice
- helping to develop and promote multi-agency safeguarding communities of practice

- supporting, promoting and advocating for appropriate training, training standards, training delivery methods, in multi-agency workforces in the area in which they work
- working with the safeguarding boards and supporting regional, multi-agency safeguarding aims
- being part of multi-agency regional governance arrangements, quality assurance, performance monitoring and compliance.

Memorable principles

- I will lead the organisation's safeguarding agenda.
- I will make sure that people's voices are heard at each stage of the process.
- I will use my knowledge and expertise to enhance safeguarding practice.

According to the standards, people in group D need to:

- know how to work in ways that safeguard people from abuse, harm and neglect
- promote child- and person-centred practice
- participate in safeguarding processes
- support others to safeguard people
- work with others to safeguard people
- maintain professional accountability.

Learning outcomes

They'll already have completed group A, B and C learning.

At the end of a period of learning and development specific to their safeguarding role, they must be able to:

- reflect on individual safeguarding situations and find actions and learning to share with others, such as:
 - learning from child and adult practice reviews (Single Unified Safeguarding Reviews)
 - lessons and recommendations incorporated into improving practice.
- evidence that the child and/or adult's voice is heard and considered throughout the safeguarding process
- take a chairing role or lead coordinator role
- advise others about safeguarding processes
- use supervision or one-to-one sessions to develop workers' knowledge, skill, reflection and professional curiosity, using different methods
- work in partnership and lead multi-agency meetings
- advise colleagues about guidance, policy and procedures to safeguard people
- escalate issues to get resolutions
- represent the agency at higher levels, and work with key partners or stakeholders
- lead practice to support the principles and values of professional curiosity
- disseminate learning from reviews
- use different methods to act on recommendations.

Training, learning and development

Group D staff that are new to their role will need to show previous training and learning.

They need to have already completed group C training.

They'll also need to show that they have an effective and thorough understanding of safeguarding when they start their job.

Training at this level must be aimed at a multi-agency audience, with multi-agency facilitation.

The purpose of multi-agency training and trainers at this level is to provide opportunities for peers to learn together.

They should be able to discuss, reflect and analyse case studies, reviews or learning from safeguarding reviews.

Different types of training should be used for group D.

To cover greater number of people, training may need to suit different learning styles.

The training method may also depend on direct contact.

We recommend a blended way of learning, which should include (but not be limited to):

- scenario workshops
- face-to-face training and learning
- role playing safeguarding reviews or meetings
- explaining terms
- using legislation and applying it
- self-directed learning
- peer review with a multi-agency approach
- facilitated sessions to encourage interaction
- reflective learning.

Group D practitioners should keep formal CPD logs to keep track of learning opportunities outside of training (for example: attending strategic meetings).

Group D training could include different ways of learning, and practitioners are expected to be responsible for their own learning and find any gaps in their training, knowledge or understanding.

There'll be learning and development opportunities outside of specific training courses.

It's about demonstrating competencies and using different ways of learning to gain knowledge and skills.

Things to consider

Learning should:

- include shorter targeted information sessions
- include reflection
- include analytical practice
- focus on research
- be outcomes-based.

Training at group D level should concentrate a reflective ways of learning and will often be done in facilitated sessions to encourage interaction, reflection and learning.

Group D practitioners should keep formal CPD logs to keep track of other learning opportunities outside of training (for example: going to strategic meetings).

How much training, learning and development?

- Professional development needs to have started as part of induction, or as soon as possible after starting in post. Professional development, and improving, learning and gaining increased understanding, skills and competence, will be an ongoing requirement.
- A minimum of eight hours' training within the probation period of a new role, plus training on safeguarding topics specific to the role. This include:
 - virtual classroom time
 - pre-course reading
 - following up with manager or supervisor
 - post-course consolidation, where practitioners put learning into practice.
- Practitioners will complete a minimum of 24 hours of refresher training in every three-year period.
- All organisations need to consider the requirements in the framework.



Gofal Cymdeithasol **Cymru**
Social Care **Wales**

Group E

National safeguarding training, learning and development framework: group E

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Go to <https://socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-framework/group-e> for the latest version.

[See a description of this group in the National training, learning and development standards.](#)

Overview

Group E roles have the final say about safeguarding decisions during the safeguarding process.

They can advise about high level, complex situations. They 'make a call' about any safeguarding decisions that need to be made.

Certain decisions in the safeguarding process can't be made below this level.

These include the higher levels of care and support packages (placements) that are sometimes needed because of safeguarding concerns.

Some agencies may not have people that work at this level because of the high level of expertise, knowledge and decision-making powers needed in the safeguarding process.

The people working at this level would also advise other agencies on their area of expertise. They'd be able to lead regional or national safeguarding work their area of expertise.

They'd routinely be involved in regional or national groups that look at safeguarding issues, including national initiatives and complex reviews.

Group E practitioners wouldn't necessarily be the people at the highest levels in organisations, as these may be in group F (which would consist of elected members, board members and chief executives).

They may have to advise people in group F.

People in group F have higher decision-making powers in general but wouldn't get involved in the details of the safeguarding process or make decisions about the process.

Memorable principles

- I have strategic oversight on all safeguarding matters within the organisation.
- I will aim to make sure that we have sufficient resources to meet the organisation's safeguarding duties.
- I will use my knowledge and influence to improve safeguarding practice regionally and national.

According to the standards, people in group E need to know:

- the core competencies (if they're sector leaders or have specialist roles)
- how to work in ways that safeguard people from abuse, harm and neglect
- support others to safeguard people.

Learning outcomes

At the end of a period of learning and development specific to their safeguarding role, they must be able to:

- lead and make decisions to make sure safeguarding actions are done robustly timely, and processes are in place across the organisation
- lead or oversee safeguarding quality assurance and improvement in the organisation and monitor practice changes
- give appropriate advice to other agencies and to specialist safeguarding professionals in the organisation who carry out services

- lead innovation and change to make safeguarding better in the organisation
- understand and encourage effective supervision processes, appraisal, and support for specialist safeguarding practitioners
- understand the expectations of organisational accountability and quality assurance for safeguarding
- have a detailed understanding of safeguarding legislation and procedures
- give advice and evidence about safeguarding decisions, processes and procedures
- understand systems that support:
 - evaluation
 - compliance of workforce development and training for safeguarding
- understand the knowledge and skills needed to lead, coordinate and collaborate at national, regional, local levels
- apply changes from legislation and guidance
- share information and learning from child and adult practice reviews (Single Unified Safeguarding Reviews) and act on recommendations.

Training, learning and development

- We strongly recommend a blended way of learning. This will include:
 - basic online training
 - virtual classrooms
 - face-to-face teaching and learning.
- The learning should, where possible or relevant, be done with a multi-agency approach.
- There must be specialist and single agency learning, and this must be in addition to general and multi-agency learning.
- Learning opportunities for practitioners will:
 - focus on research

- be outcomes-based
- include short, targeted information sessions
- include analysing complex case studies
- use video material and reflective practice.

Things to consider

Learning should include:

- shorter, targeted information sessions
- reflection
- analytical practice which focuses on research and is outcome-based.

Group E training should be reflective and is often conducted in facilitated sessions to encourage interaction, reflection and learning.

Group E practitioners should keep formal CPD logs of learning opportunities outside of training. (For example: going to strategic meetings.)

How much training, learning and development?

- Newly appointed practitioners in group E complete a minimum of hours of safeguarding training, learning and development in their first six months. This training can be agreed between the practitioner and their line manager.
- Practitioners will complete a minimum of 24 hours' refresher training in every three-year period.
- Practitioners should keep a formal CPD log of learning opportunities outside virtual or classroom-based training. (For example: going to strategic meetings.)



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Group F

National safeguarding training, learning and development framework: group F

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Go to <https://socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-framework/group-f> for the latest version.

[See a description of this group in the National training, learning and development standards.](#)

Overview

Group F practitioners are the most senior people in an organisation.

They're responsible for making sure safeguarding is consistent across different agencies or regions in Wales and the UK.

Group F practitioners include:

- elected members for local authorities
- board executive and non-executive directors
- members of all partner organisations
- chief executive officers
- Welsh Government ministers
- Assistant and Chief Constables.

One person in a public sector organisation will be ultimately responsible for safeguarding.

This will normally be about corporate safeguarding, and this isn't the same as being the highest decision-maker in the safeguarding process.

All Group F practitioners should have access to safeguarding advice and expertise from designated or named professionals.

Group F practitioners don't need the same in-depth knowledge of safeguarding as group E practitioners because they don't need to have the same level of

expertise and skills.

Group F practitioners need to have the same basic awareness of safeguarding as group A.

They'll also need to do some training, such as the violence against women, domestic abuse and sexual violence (VAWDASV) awareness training.

Memorable principles

- I provide leadership that embraces safeguarding in the public sector and promotes multi-agency working.
- I understand the core elements of safeguarding and why this is an important area.
- I will be guided and provided with assurance by group E practitioners on areas of concern.

According to the standards, people in group F need to know:

- the core competencies for specialist roles and sector leaders
- how to work in ways that safeguard people from abuse, harm and neglect
- the factors, situations and actions that could lead to, or contribute to abuse, harm or neglect
- how to report, respond to and record safeguarding concerns or allegations
- how to support others to safeguard people.

Learning outcomes

They'll already have completed group A learning.

At the end of a learning activity, they'll:

- be able to explain the term 'safeguarding'
- be able to recognise abuse or the risk of abuse, harm or neglect
- know they have a duty to report abuse, harm or neglect
- know what to do if they witness or suspect abuse, harm or neglect, or if someone tells the practitioner they're being abused
- be able to promote a culture in the organisation:
 - that safeguards children, young people and adults
 - where safeguarding and protection is happening throughout the organisation
 - where resources are available to support and respond to safeguarding
 - where there are resources for a safeguarding training and supervision strategy.
- understand the corporate parenting role and their organisation's responsibilities
- understand the potential causes and consequences of gross negligence
- understand the statutory obligations to work with the regional safeguarding board and other safeguarding agencies, including the voluntary sector
- support the safeguarding board to get specialist advice about safeguarding and protection from designated professionals
- understand the board-level risk about safeguarding
- understand there needs to be arrangements to let people know about, and react quickly to, serious incidents, including the legal need to report duties to the police.

Training, learning and development

We strongly recommend a blended way of learning.

This will include:

- basic online training
- virtual classroom
- face-to-face teaching and learning.

Things to consider

Group F practitioners need to:

- complete group A e-learning and relevant bespoke training (such as the VAWDSV leadership series), learning and development such as corporate parenting
- do role specific training, learning and development for groups A to E as required for portfolio
- attend virtual national training and learning and development events to network with colleagues and gain shared knowledge of safeguarding topics and practice reviews
- use reports from officers and Regional Safeguarding Boards to maintain awareness of current and emerging themes relevant to safeguarding
- develop strong relationships with experts in specialist safeguarding areas.

How much training, learning and development?

Newly-appointed group F practitioners need to complete group A e-learning before starting work, in the induction period or their first six months.

Group F practitioners need to complete the group A e-learning and revisit relevant bespoke refresher training, learning and development for a minimum of six hours every three years.



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Appendix 1: guidance for appointing trainers

Standards and advice for commissioners, and things to consider.

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Go to <https://socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-framework/appendix-1-guidance-for-appointing-trainers> for the latest version.

Standards and advice for commissioners, and things to consider.

Who this guidance is for

This guidance is for:

- anyone who commissions or appoints paid trainers to run safeguarding training in Wales to the workforce for children and adults at risk
- people who want to run specific or generic safeguarding training
- people who commission in-house trainers
- people who run safeguarding training as part of a wider job role.

It should help you appoint effective and appropriate trainers.

You should use it in addition to the organisational standards for commissioning procedures.

Why it's important to have the right trainer

Safeguarding is a very particular and demanding topic to deliver.

Trainers need to be sensitive, knowledgeable and credible.

It's important that practitioners get the right training, so they're competent to do their safeguarding role.

Choosing the right training

Organisations are responsible for choosing the relevant training for their staff.

Organisations have a responsibility to make training, learning and development opportunities available for their staff.

Employees have a responsibility to make sure they take part in training, learning and development opportunities.

But there may be occasions when:

- a learner attends a course or event that doesn't fit their current safeguarding role
- a learner hasn't done enough learning before a course or event to prepare properly.

Trainers on these courses may want to have a discreet conversation with the learner about other, more appropriate courses, and invite the learner to leave the course or event.

Trainer standards

To make sure everyone gets the same quality of training, it's important that trainers keep to the same set of standards.

Standard 1

Trainers need to be appropriately experienced practitioners or qualified trainers.

They should have extensive practical knowledge of safeguarding from a relevant background (for example: social care, social work, youth work, education or police).

Standard 2

All safeguarding training is linked to the Wales Safeguarding Procedures, which are reviewed and updated.

Trainers must demonstrate that they know the [Social Services and Well-Being \(Wales\) 2014](#) Act, specifically Part 7 (Safeguarding).

Standard 3

Training needs to have clear aims and objectives. It also needs to meet agreed learning outcomes, and have a positive impact on learners' practice.

Standard 4

Training and development needs to:

- informed by current research
- be based on evidence
- include lessons from child or adult practice reviews (Single Unified Safeguarding Reviews), local and national policy, and practice development.

Standard 5

Training materials must be clear, accurate, relevant and up-to-date.

They must be available in English and Welsh.

Standard 6

The training will be done by trainers with relevant training experience, who can prove their skills and competencies.

Trainers should have completed, or be working towards, a 'Train the Trainer' programme or an equivalent professional qualification.

Standard 7

Training will be done in an accessible environment that's appropriate for learning.

Anyone who has to do the training should have the opportunity to attend.

Standard 8

Training should have an ethos that values working collaboratively with others, respects diversity.

Training should also meet standards for Welsh Language, race, religion and disability, and promote equality.

Standard 9

Training will be evaluated to make sure that standards are being kept, and that it enhances practice in the long and short term.

Standard 10

Training should place the child or adult at the centre and promote the importance of understanding the child's or adult's daily life experience.

Standard 11

Training should encourage healthy debate and appropriate challenge, and support peer learning.

Standard 12

Training should give learners an opportunity for learners to share concerns, be supported with sensitive issues and be referred to, or told, the right service.

Trainers should explain and keep the appropriate confidentiality level.

What trainers need to consider

The trainer should know the commissioning organisation's safeguarding policies and its reporting procedures.

Trainers should also know the policies, procedures and protocols for the Regional Safeguarding Board in the region they're training.

The trainer may need to pass concerns raised by anyone during the training to someone more senior.

Proving you're meeting the standards

The training commissioner should consider what evidence could be presented to support each of the standards.

Trainers may need to provide evidence before or after training.

For example, Standards 3, 4, 5, 8 and 9 should appear as requirements in a tendering or commissioning process.

The trainer's evidence or credentials could answer Standards 1, 2, 6, 10, 11 and 12.

Evidence could include:

- training certificates
- a CV
- testimonials
- previous course evaluations.

It would be helpful for trainers to:

- give a sample of their own training materials
- describe how they use recognised learning resources
- show they understand how the safeguarding courses they deliver relate to the bigger picture (for example: the All Wales Induction Framework for Health and Social Care).

Training commissioners will consider the trainer's broad understanding of:

- the Wales [National safeguarding training, learning and development standards](#)
- the Group A e-learning module
- group B content from the *All Wales basic safeguarding awareness training pack*.

Evaluating the training

The commissioner should ask the trainer:

- how they'll evaluate the learning that takes place during the course
- how they'll evaluate the learners' experience of the course
- how they could evaluate the long-term effect of the learning on practice.

The commissioner may wish to drop in or watch some, or all, of the training.

They may do this in person, or send someone to attend on their behalf, and ask for direct feedback from the learners.

The commissioner may use the feedback and evaluation to decide if they'll hire the same trainer in the future.

GDPR, confidentiality and raising concerns in training

The trainer will be expected to treat all learners' personal information with respect in line with GDPR. They can only use this information for the training they're about to run.

Learners may raise issues or asks questions in the training which may need to be considered by the commissioning body.

The trainer should share these with the commissioner.



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Appendix 2: at a glance: training needs

A summary of training needs

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Group A

Initial training

- Complete the e-learning module before starting work, or as part of induction.

Refresher training

- Every three years.
- Following a change to safeguarding legislation.
- When an employer or manager says it's needed.

How many hours?

- One to three hours.

Group B

Initial training

- As part of induction or probation period (first six months).
- May need to do training on specific topics relevant to role, if the employer or manager thinks it's needed.

Refresher training

- Minimum of three years.
- If there's a change to safeguarding law.
- When an employer or manager says it's needed.

- This can include wider role specific learning and development specific to the role.

How many hours?

- Minimum of six hours, which can be done in one or more sessions.

Group C

Initial training

- Any training the hiring manager thinks is needed before they begin their role.
- Eight hours during probation period (first six months), and any extra learning specific to the role.

Refresher training

- The generic training.
- Learning specific to the role.
- Updated every three years.

How many hours?

- At least eight hours of the generic training, plus training specific to the role.

Group D

Initial training

- Minimum of eight hours during the probation period (first six months).

- Any learning specific to the role.

Refresher training

- Learning specific to the role, over two to three years.

How many hours?

- Minimum 24 hours over three years.

Group E

Initial training

- Minimum of six months.

Refresher training

- Maintain a formal CPD log to record learning and development over three years.

How many hours?

- Minimum 24 hours over three years.

Group F

Initial training

- E-learning module before starting work, or as part of induction or probation (first six months).

Refresher training

- Group A e-learning
- Bespoke refresher development every three years (at least).

How many hours?

- Minimum of six hours.