

**SOUTH GLOUCESTERSHIRE SAFEGUARDING ADULTS BOARD**

**MULTI-AGENCY SAFEGUARDING ADULTS**

**TRAINING & DEVELOPMENT PLAN: 2015-18**

**1. INTRODUCTION:**

The multi-agency Training & Development Plan sets out the range of Safeguarding Adults training and development programmes available to agencies within South Gloucestershire, including how these link to the National Competency Framework for Safeguarding Adults. The Plan also contains links to online resources and materials that workforces can use to maintain and develop their knowledge and competence in the area of safeguarding adults.

It should be a complement to the plans and activities that individual agencies in South Gloucestershire are responsible for undertaking to ensure their own staff are sufficiently knowledgeable, skilled and confident to support adults who are experiencing or are at risk of abuse, neglect or exploitation. To support and monitor this responsibility, the Safeguarding Adult Board’s (SAB) Training & Development sub-group coordinates a Safeguarding Adults Workforce & Training Survey every 2-3 years, gathering information from local employers about the arrangements they make for training staff on safeguarding adults issues, examples of good practice and areas where people have made a difference to the lives of those they are supporting.

The Plan is overseen by the SAB’s Training & Development sub-group, and includes specific priorities and tasks for the coming year, based on the SABs five main Strategic Priorities for 2015-18. These priorities link to the government’s Six Principles of Adult Safeguarding:

\* Empowerment: taking a person-centred approach, whereby users feel involved and informed

\* Prevention: it is better to take action before harm occurs

\* Proportionality: having a proportionate and least intrusive response appropriate to the risk presented

\* Protection: support and representation for those in greatest need

\* Partnership: information is shared appropriately and the individual is involved

\* Accountability: all agencies have a clear role

The multi-agency training programmes aim to incorporate these principles within the content of the courses, stressing the message that safeguarding adults is “everybody’s responsibility”.

In addition, the training programmes can be cross-referenced to the National Competency Framework for Safeguarding Adults (see Section 2 and Appendix 1 for more detail), and the content is regularly assessed and if necessary adapted to be up-to-date on issues such as Making Safeguarding Personal and the Care Act, as part of an ongoing quality assurance process.

The SAB continues to stress the importance of local workforces accessing the multi-agency training to:

* Promote people’s ability to work together
* Increase their understanding of each other’s roles in the safeguarding process
* Help lead to a coordinated and well-informed approach to safeguarding adults

There is further information about the overall context for safeguarding adults in South Gloucestershire here: <http://sites.southglos.gov.uk/safeguarding/>

**2. LOCAL MULTI-AGENCY TRAINING PATHWAYS:**

Appendix 1 is an overview of the “core” multi-agency Safeguarding Adults courses available to all workforces in South Gloucestershire – these are “modules 1-5”. South Gloucestershire Council co-ordinates the programmes on behalf of the SAB, so these can be accessed via the council’s learning and development website at: <https://learning.southglos.gov.uk/cpd/portal.asp>

This is a self-serve website, so managers and employees can book themselves directly on to courses, with the necessary agency approvals in place. The detailed learning outcomes for each of the “core” courses is available via the council’s learning and development website. These multi-agency courses run frequently throughout the year, so there should usually be access to them when required. The council also co-ordinates a number of related training programmes such as Mental Capacity Act training, Dignity in Care, Adult Mental Health and Supporting People with Learning Difficulties etc.

Each of the Safeguarding Adults programmes offered locally is mapped to the National Competency Framework for Safeguarding Adults. This framework has been developed by Learn 2 Care and Bournemouth University, and is endorsed by SCIE, Skills for Care, the Chartered Trading Standards Institute and the National Trading Standards Scams Team. It is the nationally-recognised competency framework for this field of work. There is a more detailed overview of the Framework in Appendix 1.

Other multi-agency Safeguarding Adults training programmes are available too, designed to meet emerging themes in this area, for example around more “specialist” issues that include: Prevent, Self-Neglect, Hoarding, Modern Slavery. The Training & Development sub-group oversees processes to identify such themes on behalf of the SAB, and works jointly with neighbouring SABs and Local Authorities to jointly commission training in these areas where appropriate. Training is often promoted direct to agencies, and can be accessed direct via the South Gloucestershire Council learning and development website (above).

**3. INDIVIDUAL ORGANISATION RESPONSIBILITIES AND EXPECTATIONS:**

Each organisation concerned with adult safeguarding providing services within South Gloucestershire must ensure every member of its workforce is equipped with the knowledge, skills & confidence they need to support and safeguard adults effectively.

Many organisations will be externally audited against wider national minimum standards that include the safeguarding of adults; for example the Care Quality Commission’s five domains focusing on the extent to which services are safe, effective, caring, responsive to people’s needs and well-led. Clearly, agencies must ensure they meet all these requirements effectively, including those that relate to the training of their workforce.

There are other national expectations to guide employers on the level of safeguarding adults training staff must receive, particularly during the “induction phase” for new employees. Examples include: the Care Certificate for health and social care workers, the Assessed and Supported Year in Employment for newly-qualified social workers, and the Royal College of Nursing Preceptorship framework.

Agencies should also use the National Competency Framework for Safeguarding Adults in this respect, focusing as necessary on the notion of “Essential Awareness” for the different levels of their workforce, to guide the type of information, training and learning they provide for their staff (see Appendix 1 for an overview of the Framework and Appendix 3 for online links providing further guidance).

Agencies also need to decide precisely how their staff are trained to safeguard adults. This can be via internal “single agency” training, by accessing the SABs multi-agency training offer, or via a mixture of both. Agencies may decide that off-the-job training is not needed by certain staff groups, and use other learning methods instead such as: e-learning, DVD, video etc. However, the SAB stresses the importance of employees receiving face-to-face, structured training in this vital area of work, and discourages employers from using only those types of learning methods set out above. Using a combination of learning and development methods is strongly advised, i.e. a blend of methods that includes face-to-face, structured training. This is extremely important when staff receive their initial training in safeguarding adults. Other learning methods can then be effective in providing one element of the ongoing “top-up” and refresher learning that staff need.

There is no absolute local requirement on the timescales for staff to undertake Safeguarding Adults refresher/update training. Each agency must ensure, as part of its individual responsibility for ensuring high quality services, that employees remain competent in this part of their work. They therefore need to have processes in place that regularly test and assess staff members’ knowledge, skill and confidence levels, and then be able to provide sufficient, appropriately focused training and learning that meets each employee’s development needs.

Overall, agencies should use a range of methods, appropriate to their work setting, to ensure their staff receive and maintain the necessary level of awareness and confidence around safeguarding adults.

As borne out by two Workforce and Training Surveys coordinated by the SAB in recent years, the key methods for doing this are likely to be:

- Regular and sufficiently frequent Staff Supervision

- Team or Staff Meetings that allow discussion about good practice, agency expectations and standards

- Direct observation of employees’ practice by supervisors and peers

- Debriefing following any incidents/alerts, to enable lessons to be learnt and policy, procedure or practice changes made if necessary

- Effective Staff Appraisal processes that include a focus on development needs for individuals

Each agency is expected to identify a lead person responsible for ensuring it has effective policies and practices in place to support and safeguard adults at risk. Going forward, under the Care Act 2014, for most organisations this role will be fulfilled by a senior person who will be identified as the Designated Adult Safeguarding Manager (DASM) in that agency.

**4. SAFEGUARDING ADULTS WORKFORCE and TRAINING SURVEYS:**

The SAB has commissioned two Workforce & Training Surveys, to gather data about the training and development arrangements that relevant local organisations make for their staff around safeguarding adults, in order to:

- understand whether workers are being properly trained to keep people safe

- highlight examples of good practice and share these across workforces and sectors

The first survey was in 2012-13. 141 agencies completed a questionnaire adapted from South West ADASS’ original - a 98% response rate in terms of the organisations targeted. This was a valuable process that generated a wealth of information showing how agencies plan and deliver different types of training and development on safeguarding adults, and how they monitor staff competence and update staff. It also enabled agencies to give examples of good practice in their organisation and demonstrate ways in which they had been changing and developing their policies and working practices to improve standards. The main themes were shared with the SAB and across the relevant sector groups.

Given the success of this approach the SAB has coordinated a second survey in 2014-15. This was co-produced with representatives from local independent, voluntary and private sector employers and builds on the earlier survey by increasing the focus on the outcomes that have resulted from any training or learning undertaken. It has two phases, each consisting of an online questionnaire:

Phase1: for individual employees, to obtain their views and experiences about safeguarding adults training they had received (407 responses).

Phase 2: for managers of services, asking for data about how their service area provides this training, and examples of good practice etc. This Phase was specifically designed to build on the 1st Survey (117 agency responses as at 1/9/15).

The summary key messages from each survey are set out in Appendix 2. Direct comparisons are difficult as the 2nd Survey asks questions slightly differently, but overall there are encouraging signs from returns so far about the range of methods agencies use to ensure staff are, and remain, competent to safeguard adults, plus excellent examples of how training is leading to practice change and improvement.

**5. TRAINING and DEVELOPMENT SUB-GROUP PRIORITIES, 2015-16:**

The sub-group’s priorities for 2015-16 link to the SAB’s 5 Strategic Priorities and accompanying Business Plan, particularly focusing on what the sub-group will do to help deliver against Strategic Priorities 2, 4 and 5. The sub-group priorities will be reviewed and updated annually, linking to the SAB Annual Report.

*SAB Strategic Priority 2: Ensuring voice and experiences of Users are central to the work of the Board*

*SAB Strategic Priority 4: Quality Assurance of SAB and member organisations including identifying best practice and lessons learnt*

*SAB Strategic Priority 5: Develop a framework to improve practice and look at emerging themes*

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| **Priority 1:****Oversee a multi-agency “core” programme of Safeguarding Adults training (2.4, 4.7, 5.6)**\* Ensure there is a high quality, accessible multi-agency training pathway available to local workforces, with links to related training (MCA, Dignity in Care etc).\* Adapt and develop the existing core training programmes as necessary and based on stakeholder feedback. Consider how to involve users and carers in training design & delivery.\* Ensure that key principles (Making Safeguarding Personal, equalities, adult at centre of processes) are emphasised in multi-agency training.\* Evaluate the impact of training to understand how it improves and changes practice, via feedback from agencies that access the offer.\* Collaborate with LA’s and NHS agencies sub-regionally to ensure training offers are consistent and relevant: WoE LA’s, TopSW Network | **Priority 2:****Complete coordination of the 2nd Safeguarding Adults Workforce & Training Survey (4.2, 5.6)**\* Oversee an ongoing process to contact local agencies and employers who have not yet responded to Phase 2 of the Survey: Managers of Services.Aim for 95%+ return rate.\* Work with the council’s CCH Engagement team to collate responses and draw out key messages.\* Request access to a range of existing fora and meetings to share main learning points, and examples of good practice from those agencies that have responded. Use these in multi-agency training where possible. \* Use the results and feedback to explore and promote different methods and resources agencies can use to ensure their staff are competent in safeguarding adults.  | **Priority 3:****Provide support to the SAB to develop best practice, including around “emerging themes” for safeguarding adults: (5.6, 5.9)**\* Develop the multi-agency training offer to include issues such as Self-neglect, Prevent, Modern slavery. \* Coordinate a training needs analysis to focus particularly on the training needs of more experienced practitioners. Use CPD Update workshops to meet needs.\* Partner with other SABs where relevant to jointly-commission newer programmes. \* Work jointly with the Quality Monitoring sub-group to understand best practice, look at lessons learnt, and disseminate key messages (e.g. learning from SARs)\* Collaborate with the Communications sub-group to agree methods to link with “harder to reach” workforces/volunteer groups so they can access SGA learning at appropriate level and via best method (e.g. carers, PA’s, non-health & social care employees).  | **Priority 4:****Work together with other sub-groups to organise a SAB Conference (5.10)**\* Agree the best way to work with any other SABs, e.g. Bristol SAB, to ensure any joint event fits the needs of both SABs.\* Decide on and arrange: Conference theme/s, keynote speaker/s, timing, locations, arrangements for charging/otherwise. \* Agree logistics around support on the day to ensure effective resourcing.\* Gather delegate feedback to evaluate and measure the success and impact of the Conference. |

**APPENDIX 1: MULTI-AGENCY “CORE” TRAINING PATHWAY**

**(including cross-reference to the National Competency Framework for Safeguarding Adults):**

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| **Module 1: SAFEGUARDING ADULTS ALERTER TRAINING: 3-hour course (a 2-hour version is available for “Ancillary/Support” staff)**For: ALL employees/volunteers working in services that involve providing services, support or care for vulnerable adults. *Links to: National Competency Framework, Staff Group A* |

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| **Module 2: MANAGING GOOD PRACTICE IN SAFEGUARDING ADULTS ISSUES: 1-day course**For: All managers/supervisors who may receive a safeguarding “alert”; Practitioners such as social workers, district nurses, care co-ordinators, CPNs, social work assistants, OTs/OT Assts. *Links to: National Competency Framework, Staff Group B* |

**Module 4: SAFEGUARDING (ADULTS):**

**SAFER RECRUITMENT: 1-day course**

For: All managers of agencies providing services for vulnerable adults, who are involved in staff selection & recruitment, in both statutory & IVP sectors. *See also: SGC’s generic Recruitment & Selection course (2-day) & e-learning programme.*

*Links to: National Competency Framework: Staff Groups B & C*

**Module 5: SAFEGUARDING ADULTS PRACTITIONER UPDATES (CPD): half-day**

For: Practitioners and Managers working above Alerter-level who need to refresh their Safeguarding Adults-related knowledge, e.g. approx. 3-yearly. Updates have different themes year-on-year.

*Links to National Competency Framework: Staff Groups B & C*

**Module 3: MANAGING & PREVENTING**

**INSTITUTIONAL ABUSE: 1-day course**

For: All managers of agencies that provide services for vulnerable adults, needing to ensure they lead a “safe service”, have competent staff and an organisational culture that safeguards adults. Also: contracts & commissioning staff.

*Links to: National Competency Framework, Staff Groups B & C*

Beyond the “core” modules outlined above, other multi-agency training & development programmes are included in the overall offer to agencies:

**MANAGING SAFEGUARDING ADULTS PROCESSES:**

**Strategic-level Training**

For: Senior Managers (social care, NHS, Police), SAB Members

*Links to National Competency Framework: Group D*

**SPECIALIST SAFEGUARDING ADULTS TRAINING**:

For: staff with particular SGA roles & responsibilities, e.g.

- Workshops on specific issues: self-neglect/hoarding, modern slavery, MSP etc

- Joint training with Police/PPU

- Investigation skills training

- SGA processes/thresholds

*Links to National Competency Framework: Staff Groups B, C, D*

**The National Competency Framework for Safeguarding Adults** sets out the Professional Competencies involved in working with people and delivering safeguarding services. It was designed to:

\* raise standards and ensure consistent and proportionate responses to safeguarding issues for adults at risk
\* improve partnership working and consistency to secure better outcomes for adults at risk
\* support work-based evidence of learning and competence in practice
\* provide managers with a framework to evaluate performance and identify training needs
\* clarify expectations of the role of all relevant members of the workforce in safeguarding
\* provide a quality assurance tool for commissioners of services and for contract monitoring.

It describes and gives examples of 4 categories of staff (Staff Groups A, B, C and D); it is a framework only and should not be seen as rigid – it is up to each organisation to decide who needs to complete which level or type of training, depending on their roles and responsibilities.

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| **Staff Group** | **Target Group Description** | **Including, but not limited to** |
| A | Anyone who has contact with adults at risk, who might need to identify abuse and make an alert, but who does not have a specific responsibility to intervene or act on alerts. | All staff who have contact with adults at risk, e.g. care and health staff, domestic & ancillary staff, drivers, volunteers, elected members etc. |
| B | People with a particular professional or organisational responsibility for safeguarding adults. They have to be able to act on concerns and contribute appropriately to local and national policies, to legislation and to procedures. | Social Workers, OTs, Nurses, Front line Supervisors and Managers, Health & Social Care Registered/Provider Managers, Assistant Practitioners etc. |
| C | Someone who has management or strategic responsibility for delivering safeguarding adults services, including the development of policies and procedures, and involvement in partnership working. | Operational Managers, Service Managers |
| D | People with strategic responsibility for policy and for organisational systems. | Heads of Support Services and directly-provided services, Local SAB members |

Adapted from National Competency Framework for Safeguarding Adults (Learn 2 Care and Bournemouth University)

**APPENDIX 2: SAFEGUARDING ADULTS WORKFORCE and TRAINING SURVEYS - KEY MESSAGES:**

**SURVEY 1, 2012-13: Summary Points**

1. Overall Themes:

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| Areas that were Encouraging | Areas giving some Concern |
| High percentage of staff receive supervision, which is used to identify learning needs for SGA.Quarter of providers use Lesson Learnt & Incident Review processes to continually develop staff.51% say they follow-up on SGA training by directly observing staff practice &/or using shadowing.86% say they update staff at least every 3 years.Most use LA-provided offer to access SGA training; 50% use South Glos SABs training. | Only 19% use daily work systems to identify & record learning needs (handovers, spot-checks).Only 18% specifically reference using the Common Induction Standards, plus direct observation/monitoring during induction period.Just 51% receive face-to-face awareness training in induction; with 26% using DVD/E-learning.Only 13% use client/user feedback as follow-up on learning.Only 61% go to LA for advice & guidance. |
| General Observations:Staff Supervision and Team Meetings are the two most important methods used to meet standards; with SGA a standing item at many such meetings. More staff get face-to-face training as part of CPD (64%) than in Induction (51%) – are staff not given time to train before working directly with users?Approx 25% of agencies use ICT-based training methods (DVD, e-learning, online, distance learning): in some cases this is the only method in use in an agency. |

2. Examples of Good Practice and Service Improvements (quoted by agencies):

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| Ongoing C.P.D. | Putting Learning into Practice |
| Quality Assurance days, with SGA as a topic.Checking learning through Supervision, Team Meetings, PDRs, individual cases and reflective practice.Staff observed by senior staff during working practise and improved ways of working highlighted if necessary. | Lessons learnt meetings convened when appropriate.SGA a standard item on staff supervisions and team meetings so manager can discuss SGA openly and identify if any areas a staff member finds difficult or does not fully understand.  |
| Changes & Improvements: from training | Meeting Good Practice / Prevention |
| Introduced a de-escalation process, so we can record how we have prevented a SGA issue.Staff take a lot more time to ensure correct recording of any financial transactions that have taken place and report changes, and any concerns relating to a client.Following a SGA issue all nurses provided with 1:1 SGA training including when & how to raise a SGA alert. Recently we had an issue and a nurse generated a wholly appropriate SGA alert; demonstrated they had benefited from the training.Our monitoring & auditing of user finances identified inaccuracies, leading to a SGA alert and legal action etc. We reviewed and strengthened our procedures to reduce the potential for such abuse; we were complimented by the police for the effectiveness of our procedures.After training staff complete a “How I intend to put this into practice” document, which is followed up and discussed in supervision. | Person-centred care planning, recording triggers and de-escalation techniques.Risk assessment to monitor residents’ safety; lessons learnt from issues; importance of monitoring without infringing on people’s independence; spending quality time with residentsWe feel our organisation culture minimises opportunities for abuse: an open, transparent culture where challenging each other is encouraged, staff factions are discouraged and service users encouraged to communicate any concerns with us.A case where family only allowed user a small amount of her allowance; individual now receives support for an advocate to manage her money.Seek advice from community teams if we are unclear; work with SGA team to resolve issue asap |

**SURVEY 2, 2014-15: Summary Points**

Phase 1 – Individual Employees: (data from total 407 responses).

\* 80% of respondents have attended SGA training within the last 3 years.

\* Half of these had attended “Alerter” training, with a further 27% having done Refresher training.

\* 65% said they had done face-to-face training; 17% completed a mix of e-learning/DVD/online.

\* 79% said they felt very or fairly confident about dealing with SGA issues. 6% felt not very confident.

\* 72% knew who their agency’s SGA-Lead was – and most named that person!

\* Respondents also gave useful feedback on how they felt the SGA process works locally.

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Phase 2 - Managers of Services (data from initial 117 responses; to be updated, Dec 2015): key points:

*\* Identifying staff learning & development needs:* 80% or more use six different methods: the induction process, supervision, appraisal, team meetings, performance observation, & debriefs after incidents.

*\* Methods to deliver initial SGA training & learning:* 82% use face-to-face structured training, with 66% using team meetings & individual discussion too. 55% use e-learning and/or shadowing a more experienced colleague; 16% use DVD/video and 17% use a form of distance learning.

Induction: 96% of agencies say that the majority of staff receive SGA training in their first 3 months of employment which would be the target standard.

*\* Refresher training: methods used, and how often:* 75-85% of agencies use a mix of face-to-face structured training, individual discussion and team/staff meetings for this. Around 60-70% of agencies do this via e-learning, when an incident occurs and/or as the need arises. 90% of agencies refresh staff in some way 1 to 3 yearly; in 52% of these refresher training is annual.

*\* Percentage of workforce that is up-to-date with training:* 94% report the majority of their staff are.

*\* How managers of services access advice and guidance:* 92% do this via the local authority, 85% discuss issues with colleagues and 77% maintain their own CPD around safeguarding.

*Examples of putting learning into practice:*

- 3-month evaluation feedback listing ways they have put knowledge into practice

- Monitoring and case reflection within regular formal supervision

- We look at all incidents to see if there are trends. - We audit cases: celebrate success/learn lessons

- Via supervision I audit what people have learnt & verify online assessments. I attend annual update

*How you know training is making a difference:*

- We have seen an increase in SGA referrals, indicating staff understand what they should report

- Procedures are well understood & used when appropriate. All GPs make SGA a priority

- Topic is more approachable & staff feel comfortable to talk about it & give practical examples of it

- CQC Inspectors’ feedback is staff questioned knew exactly what to do in regards to safeguarding.

*How the service promotes safeguarding for service users/clients:*

- Forums where users can raise issues; annual survey to capture views/issues; support to complain.

- Our “See Something Say Something” system: anyone can relay concerns in relation to their care

- Rigorous recruitment process; robust resident complaint procedure; open culture

- Person-centred support plans & risk assessments - Regular audits carried out

*Particular achievements around safeguarding in last 12 months:*

- Robust management of a case involving theft; has resulted in pending court appearance.

- Proud that with persistence we managed to get a user the support they needed after a SGA referral.

- Our “Keeping The Policy Simple” is an easy read version so all clients can follow & know what to do

- Reporting several incidents for an outreach user re their partner which has led to an investigation

- We have good communication lines, clearly documented events & lines of responsibility: a number of times in last year we have been involved in positively affecting the outcome for users/ families.

**APPENDIX 3: SAFEGUARDING ADULTS - LEARNING & DEVELOPMENT-related RESOURCES and LINKS**

These are links to safeguarding adults-related online resources, materials, case studies etc that agencies and individual employees may find helpful. This is not an exhaustive list, but is intended to provide a helpful overview of the guidance that is available.

SCIE:

- Resources: <http://www.scie.org.uk/adults/safeguarding/>

- Training: <http://www.scie.org.uk/training/safeguarding/>

- Probation Services: <http://www.scie.org.uk/care-act-2014/safeguarding-adults/safeguarding-adults-boards-checklist-and-resources/collaborative-working-and-partnership/probation-services.asp>

Skills for Care:

- Safeguarding: <http://www.skillsforcare.org.uk/Skills/Safeguarding/Safeguarding.aspx>

- The Care Act: <http://www.skillsforcare.org.uk/Standards/Care-Act/Care-Act.aspx>

- Self-neglect: <http://www.skillsforcare.org.uk/Skills/Self-neglect/Self-neglect.aspx>

Nursing & Midwifery Council: <http://www.nmc.org.uk/standards/safeguarding/>

British Medical Association:

<http://bma.org.uk/practical-support-at-work/ethics/mental-capacity/vulnerable-adults-and-confidentiality>

College of Policing: <https://www.app.college.police.uk/app-content/major-investigation-and-public-protection/vulnerable-adults/>

UKHCA: <http://www.ukhca.co.uk/resourcesbyreg.aspx?id=104>

Care Quality Commission: <http://www.cqc.org.uk/content/safeguarding-people>

National Competency Framework for Safeguarding Adults: workbooks/resources (various):

<http://www.ncpqsw.com/publications/>

Care Improvement Works (SCIE & Skills for Care): <http://www.careimprovementworks.org.uk/>

Skills for Care: with CQC - Workforce Guidance:

<http://www.skillsforcare.org.uk/Standards/Care-Quality-Commission-regulations/Recommendations-for-CQC-providers-guide.aspx>

Dignity in Care:

- National Campaign: <http://www.dignityincare.org.uk/>

- South Glos Network: <http://www.southglosdignity.org.uk/>

Top South West Knowledge Hub:

<https://khub.net/group/top-south-west-regional-safeguarding-adults-training-group>

E-Learning programmes:

- SCIE: <http://www.scie.org.uk/publications/elearning/adultsafeguarding/>

- Virtual College: <http://www.virtual-college.co.uk/products/Safeguarding-Adults.aspx>

- National Skills Academy for Health: <http://www.nsahealth.org.uk/e-learning/courses-we-offer/17-services-for-employers/e-learning/59-safeguarding-adults>

- MeLearning: <http://www.melearning.co.uk/e-learning-courses/safeguarding-adults-courses/>

- Kwango: <http://www.kwango.com/safeguarding_adults_under_the_care_act_2014_elearning.php>

The Grey Matter Group: <http://tgmgroup.net/>