

7-Minute Briefing – Learning Reviews



1. Purpose of this briefing

This briefing is intended to help staff across all partner services understand what a Learning Review is, when it may be used in Falkirk, what has changed under the new Learning Review Protocol, and what it means for staff who may be involved. It applies to both Child Protection and Adult Protection and reflects national guidance that places learning, reflection and system improvement at the center of review activity. [New Learning Review Protocol](#)

2. What is a Learning Review?

A Learning Review is a structured, multi-agency process used when something serious has happened, such as the death or serious harm of a child or adult, or where there are significant concerns about how protection systems worked together.

The focus is on understanding decision-making at the time, the information available, and how system and organisational factors influenced practice, so that future protection can be strengthened.

3. What a Learning Review is not

A Learning Review is not a disciplinary process, a performance management exercise, a re-investigation of a case, or a way of allocating blame. The focus is on learning at individual, team and system level, rather than judging the actions of individual practitioners.

4. When might a Learning Review be considered?

A Learning Review may be considered when a child or adult has died, been seriously harmed, or was at risk of serious harm, and there may be learning about how agencies worked together to protect them.

Reviews may also take place where practice has been effective and there is important learning to share. Any partner agency or practitioner can ask for a case to be considered by submitting a Learning Review notification. [Submitting a Learning Review Notification](#)

5. What is new in Falkirk's Learning Review Protocol?

Falkirk now has a single Learning Review Protocol covering both Child and Adult Protection. Reviews are undertaken using a clear three-tier, proportionate approach so the level of review matches the complexity and learning required.

The protocol strengthens the focus on staff wellbeing and psychological safety, planned and trauma-informed family involvement, clear governance and timescales, and making sure learning leads to real improvements in practice and systems.

6. What does this mean for staff?

If you are involved in a Learning Review, you should be told early what the review is about and what is expected of you. Reviews are learning-focused and supportive, not about blame.

You may be asked to contribute through written information, reflective discussions or practitioner learning events. Support is built into the process through managers, supervision, wellbeing supports and named Review Team contacts.

7. Why Learning Reviews matter

Learning Reviews help improve outcomes for children, adults and families by strengthening multi-agency working, identifying system pressures early, and supporting a culture of openness, reflection and continuous improvement.

The learning from reviews is shared locally and nationally so that it can inform and improve practice beyond a single case.