



# Shropshire Partners in Care

## Post Course Review – Safeguarding Adults Awareness

The course has ended - What happens now?

Shropshire Partners in Care is committed to providing the highest quality training events for your people. As supervisor/line manager you have an important role in helping to make sure that what has been learnt in the training room is transferred to the workplace.

Below you will find a number of key questions related to the **Safeguarding Adults Awareness course**, please feel free to use this template to help your team members reflect on what was learnt on the course and reinforce the key messages. We recommend you carry out this review approximately **1 month** following the completion of the course.

By the end of the course learners will be able to:

- Define who might be an adult with care and support needs
- Identify relevant Legislation, Guidance and Policy & Principles
- State the 10 categories of abuse & Identify examples and indicators
- Describe your responsibility to prevent abuse and neglect
- Explain how you would respond if you became aware of abuse
- State how you would raise a safeguarding Concern in Shropshire or Telford & Wrekin
- Describe your role in relation to whistleblowing
- Identify other public protection reporting processes

Question	Question to ask the staff member	Suggested answer/prompt	Acceptable Answer (✓)
1	There are ten categories of abuse identified in the Care and Support statutory Guidance. State <b>some</b> of the categories of abuse.	Physical Neglect Sexual Psychological Financial or material Discriminatory Organisational Modern slavery Domestic abuse Self-neglect	<input type="checkbox"/>
2	Give examples for some of the categories of abuse that you are aware of and the possible	Examples and indicators or signs of abuse can be found in the <a href="#">West Midlands Safeguarding Policy and Procedure</a> and	<input type="checkbox"/>

	indicators or signs that the person may show e.g. for financial abuse they may no longer be able to afford things.	Safeguarding Adults Awareness PowerPoint presentation on the <a href="#">Shropshire Partners in Care website</a>	
3	State the six key principles of adult safeguarding.	Empowerment Protection Proportionality Prevention Partnership Accountability	<input type="checkbox"/>
4	When should the adult you are supporting be involved in the safeguarding process?	From the start and throughout the process. The Making Safeguarding Personal (MSP) approach suggests a minimum of three times during the safeguarding process (beginning, middle and end).	<input type="checkbox"/>
5	When would a worker or volunteer have to share information about abuse or neglect without the adults consent to share it?	Information will be shared on a need to know basis (DoH, 2016). This is usually referred to as being in the public or vital interest and may include: <ul style="list-style-type: none"> <li>•The person lacks the mental capacity to make that decision (a best interest decision must be properly explored and recorded in line with the Mental Capacity Act)</li> <li>•Other people are, or may be, at risk, including children</li> <li>•Sharing the information could prevent a crime or deal with one that has happened</li> <li>•The potential source of risk has care and support needs and may also be at risk</li> <li>•Staff/volunteers are implicated</li> <li>•The adult has the mental capacity to make the decision but they may be under duress or being coerced</li> <li>•The risk is unreasonably high and meets the criteria for a multi-agency risk assessment conference referral (MARAC)</li> <li>•A court order or other legal authority has requested the information (Scie, 2015)*</li> </ul>	<input type="checkbox"/>
6.	Give examples of what you do in your role to prevent abuse or neglect	<ul style="list-style-type: none"> <li>• Risk assessment</li> <li>• Working to care plans</li> <li>• Listening to service users</li> <li>• Dealing with complaints</li> <li>• Talking about issues relevant to adult safeguarding</li> <li>• Treating people with dignity and respect</li> <li>• Being person centred</li> <li>• Putting training into practice</li> <li>• Using whistleblowing procedures when necessary</li> </ul>	<input type="checkbox"/>

- |  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>• Challenging practice</li> <li>• Challenging values</li> <li>• Adhering to organisational and professional guidelines</li> </ul> |  |
|--|--|--|--|

Manager to share examples of good practice they have observed since **the learner** has returned from the course (if applicable):

Following this course review, what are the next steps or what actions need to be taken?

Manager	Learner
Comments:	Comments:
Signed/Dated:	Signed/Dated:

***Learners are more likely to continue to question what they are doing and implement what they've learnt if those around them continue to discuss good practice, so why not make a note to check in with them again soon!!***

**Further information:**

The Safeguarding Adults Awareness PowerPoint presentation is accessible from the [Shropshire Partners in Care website](#)

The Adult Safeguarding: Multi-agency policy & procedures for the protection of adults with care & support needs in the West Midlands may be accessed by clicking [here](#) or on the Keeping Adults Safe in Shropshire Board website

The Competency Framework for Safeguarding Adults October 2016 may be accessed by clicking [here](#) or on the Keeping Adults Safe in Shropshire Board website

The Reflective Learning Logs/Assessment Tools for Adult Safeguarding will be available in Summer 2017 [here](#) or on the Keeping Adults Safe in Shropshire Board website