**ADULT Level 3 Safeguarding: Reflection Template**

(Adapted from Intercollegiate document: Safeguarding Adults; Roles and Competencies for Healthcare Staff, August 2018)

|  |
| --- |
| Date: |
| Topic of Learning Activity |
|  |
| What did you learn? Key points. |
|  |
| How does this relate to the knowledge, skills, attitudes and values and competencies outlinedin the intercollegiate Safeguarding Adults; Roles and Competencies for Healthcare Staff? (see table below and ‘Primary Care Curriculum Map’) |
|  |
| How will the learning affect your future practice? |
|  |

This activity has enabled achievement of the following Learning Outcomes:

|  |  |
| --- | --- |
| **Level 1** | Tick if applies |
| Able to recognise potential indicators of abuse, harm and neglect. |  |
| To know what action to take if you have concerns, including to whom you should report your concerns and from whom to seek advice. |  |
| To have a basic knowledge of the relevant legislation. |  |
| **Level 2** |  |
| To be able to understand what constitutes harm, abuse and neglect and be able to identify any signs of harm, abuse or neglect.  |  |
| • To be able to ensure effective advocacy is provided, were required. For example werethere are mental capacity or communication issues, in line with the legislation and professional guidance. |  |
| • To be able to identify your professional role, responsibilities, and professional boundaries and those of your colleagues in a multidisciplinary team and multi-agency setting. |  |
| • To know how and when to refer to social care if you have identified an adult safeguardingconcern in accordance with organisational policies. |  |
| • To be able to document safeguarding concerns in a format that informs the relevant staff and agencies appropriately. |  |
| • To know how to maintain appropriate records including being able differentiatebetween fact and opinion. |  |
| • To be able to identify the appropriate and relevant information and how to share it withother teams. |  |
| • Practice will be informed by an understanding of key statutory and non-statutory guidance and legislation including Human Rights Act and mental capacity legislation in country of practice. |  |
| • To be aware of the risk factors for radicalisation and will know who to contact regarding preventive action and supporting those persons who may be at risk of, or arebeing drawn into, terrorist related activity. |  |
| **Level 3** |  |
| To be able to identify possible signs of sexual, physical, or emotional abuse or neglect usinga person centred approach. |  |
| • To be able to identify adults experiencing abuse, harm or neglect who have caringresponsibilities, for other adults or children and make appropriate referrals. |  |
| • To be able to demonstrate a clear understanding, as appropriate to role, of forensic procedures in adult safeguarding and knowing how to relate these to practice in order to meet clinical and legal requirements as required. |  |
| • Where undertaking forensic examinations as part of their role, to be able to demonstratean ability to undertake forensic procedures and demonstrate how to present the findingsand evidence to legal requirements. |  |
| • Able to undertake, where appropriate, a risk and/or harm assessment. |  |
| • To be able to know how to communicate effectively with adults at risk particularthose with mental capacity issues, learning disability or communication need. |  |
| • To be able to know how to contribute to, and make considered judgements about how toact to safeguard an adult at risk. |  |
| • To be able to know how to contribute to/ formulate and communicate effective careplans for adults who have been/or may be subjected to abuse, harm or neglect. |  |
| • To be able to demonstrate an understanding of the issues surrounding suspicion of adultabuse, harm and neglect and to know how to effectively manage uncertainty and risk. |  |
| • To be able to know how to appropriately contribute to inter-agency assessments bygathering and sharing information. |  |
| • To be able to document concerns in a manner that is appropriate for adult safeguardingprotection and legal processes. |  |
| • To be able to know how to undertake documented reviews of your own (and/orteam) adult safeguarding/as appropriate to role. This can be undertaken in various ways,such as through audit, case discussion, peer review, and supervision and as a componentof refresher training. |  |
| • To be able to know how to deliver and receive supervision within effective models ofsupervision and/or peer review, and be able to recognise the potential personal impact ofadult safeguarding on professionals. |  |
| • To be able to know how to apply the lessons learnt from audit and serious case reviews/case management reviews/significant case reviews to improve practice. To be able to know how to advise others on appropriate information sharing. |  |
| • To be able to know how to appropriately contribute to serious case reviews/casemanagement reviews/significant case reviews, and domestic homicide review processes. |  |
|  • To be able to know how to obtain support and help in situations where there are problemsrequiring further expertise and experience. |  |
| • To be able to know how to participate in and chair multidisciplinary meetings as required. |  |
| • Demonstrate the skills required to participate in a safeguarding enquiry. |  |
| • To be able to know how to apply the lessons learnt from audit and serious case reviews/case management reviews/significant case reviews to improve practice**.** |  |
|  |  |
|  |  |

|  |
| --- |
| **ADDITIONAL LEARNING OUTCOMES TO BE ADDED BY INDIVIDUAL AS STATED IN LEVEL 3** |
| ON A PERSONAL LEVEL: (including Recognition, Assessment, Communication, Documentation and Appropriate Actioning of Suspected Abuse) |  |
| AT PRACTICE LEVEL: (including contribution to local safeguarding MDT and Peer Support) |  |
| AT INTER-AGENCY LEVEL: (including involvement in Safeguarding Information Sharing / Enquiries / Serious Case Reviews) |  |