

## Implementation guide for level 3 safeguarding adults

The level 3 safeguarding adults learning resources, developed in partnership with the Safeguarding Adults National Network, are aimed at the following staff as outlined in the national Intercollegiate Document (ICD) ‘Safeguarding for Adults: Roles and Competencies’.

<p><b>Level 3:</b> Registered health care staff who engage in assessing, planning, intervening and evaluating the needs of adults where there are safeguarding concerns (as appropriate to role)</p>	<p>This includes safeguarding professionals, medical staff, general practitioners, registered nurses, urgent and unscheduled care staff, psychologists, psychotherapists, adult learning/intellectual disability practitioners, health professionals working in substance misuse services, paramedics, sexual health staff, care home managers, health visitors, midwives, dentists, pharmacists with a lead role in adult protection (as appropriate to their role).</p>
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The learning solution for level 3 provides two main options that local organisations may wish to choose from. They are:

### Option 1

A free online course lasting three weeks in duration, with an expected study time commitment of one hour per week. The course includes online discussion, short video scenarios, quizzes and reading material.



A workshop toolkit comprising a guide to run a half-day face to face training session, slides and handouts.

### Option 2

A workshop toolkit comprising a guide to run a full-day face to face training session, slides, handouts and video resources.

If delivered as intended, either pathway will cover the complete set of learning outcomes listed in the ICD and can be used 'off-the-shelf' by an appropriately trained safeguarding professional.

For organisations wishing to tailor the solution, the workshop guide, slides and handouts are available for download and can be adapted. Similarly, the video resources can be used as part of a locally developed training session, if you wish.

### **Which option has your organisation chosen to implement?**

#### **Option 1 – a blended learning approach**

How you choose to manage the process and capture data about staff completing the entire level 3 will depend on your own existing systems and processes locally. The online course runs on-demand, so you may request staff to complete the course at any time.

Your staff can enrol for the online course at:

<https://www.futurelearn.com/courses/level-3-safeguarding-adults>.

Staff will require access to a computer with Internet access for the three-week duration of the course and should expect to commit one hour of study time a week at a time convenient to them. At the end of the online course they will receive a digital certificate at a permanent web page, with a unique address, to share with their employer. If you have decided to request that staff complete the online course prior to attending the half-day workshop, then staff can be asked to share their digital certificate via email in advance.

It is expected that organisations use their existing systems and processes to register staff for the complementary half-day workshop and to record attendance accordingly.

All the workshop resources are available for download to run the subsequent half-day workshop both in a classroom setting or online in MS Teams (or similar software). It is expected that organisations use their existing systems and processes to register staff for the workshop and to record attendance accordingly.

#### **Option 2 – a full day face to face training session**

Simply download the guide and related resources from the e-Learning for Healthcare Hub.

Organisations are expected to identify an appropriately trained safeguarding professional, a suitable venue, or virtual classroom software, and necessary equipment to deliver the workshop.

It is expected that organisations use their existing systems and processes to register staff for the workshop and to record attendance accordingly.

## Appendix: how the online course learning outcomes map to the ICD.

Should you prefer to create your own complementary workshop to the online course, the table below shows you what learning outcomes are covered by the online course and how they map to the ICD.

Level 3 ICD Learning Outcomes	Online Course
	Describe overall safeguarding best practice at L3
To know how to contribute to/formulate and communicate effective care plans for adults who have been/or may be subjected to abuse, harm or neglect.	Identify specific safeguarding services in your particular context
Able to undertake, where appropriate, a risk and/or harm assessment.	Describe the characteristics of good safeguarding documentation.
To know how to contribute to and make considered judgements about how to act to safeguard an adult at risk.	
To know how to obtain support and help in situations where there are problems requiring further expertise and experience	Identify specific safeguarding services in your particular context. Summarise the role of supervision in safeguarding Level 3.
To be able to demonstrate an understanding of the issues surrounding suspicion of adult abuse, harm and neglect and to know how to effectively manage uncertainty and risk.	
To be able to identify possible signs of sexual, physical, or emotional abuse or neglect using a person-centred approach.	Describe the characteristics of good safeguarding documentation.
Demonstrate the skills required to participate in a safeguarding enquiry.	
To be able to identify adults experiencing abuse, harm or neglect who have caring responsibilities, for other adults or children and make appropriate referrals.	
To know how to communicate effectively with adults at risk particularly those with mental capacity issues, learning disability or communication need.	
To know how to appropriately contribute to serious case reviews/case management reviews/significant case reviews, and domestic homicide review processes.	Describe the characteristics of good safeguarding documentation. Identify actions which follow from reflections on safeguarding best practice.
To know how to participate in and chair multidisciplinary meetings as required.	Describe good practice in communication between healthcare agencies. Discuss the role of communication between healthcare agencies when forming a care plan.
To be able to document concerns in a manner that is appropriate for adult safeguarding protection and legal processes.	Describe the characteristics of good safeguarding documentation.

<p>To know how to appropriately contribute to inter-agency assessments by gathering and sharing information.</p>	<p>Discuss the roles and responsibilities of inter-agency safeguarding. Describe good practice in communication between healthcare agencies. Discuss the role of communication between healthcare agencies when forming a care plan. Describe the characteristics of good safeguarding documentation. Identify actions which follow from reflections on safeguarding best practice.</p>
<p>To know how to advise others on appropriate information sharing.</p>	<p>Explain the relationship between confidentiality and safeguarding</p>
<p>To know how to undertake documented reviews of your own (and/or team) adult safeguarding/as appropriate to role.eg through audit, case discussion, peer review, and supervision and as a component of refresher training.</p>	<p>Identify actions which follow from reflections on safeguarding best practice</p>
<p>To know how to apply the lessons learnt from audit and serious case reviews/case management reviews/significant case reviews to improve practice.</p>	<p>Identify actions which follow from reflections on safeguarding best practice</p>
<p>To know how to deliver and receive supervision within effective models of supervision and/or peer review and be able to recognise the potential personal impact of adult safeguarding on professionals.</p>	<p>Summarise the role of supervision in safeguarding L3</p>
<p>To be able to demonstrate a clear understanding, as appropriate to role, of forensic procedures in adult safeguarding and to know how to relate these to practice in order to meet clinical and legal requirements as required.</p>	
<p>Where undertaking forensic examinations as part of their role, to be able to demonstrate an ability to undertake forensic procedures and demonstrate how to present the findings and evidence to legal requirements.</p>	