

## Liverpool John Moores University

Title: CPD Adult Safeguarding  
Status: Definitive  
Code: **7019PQSNAH** (123443)  
Version Start Date: 01-08-2018

Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Education, Health and Community

Team	Leader
Daz Greenop	Y

**Academic Level:** FHEQ7  
**Credit Value:** 30  
**Total Delivered Hours:** 30  
**Total Learning Hours:** 300  
**Private Study:** 270

### Delivery Options

Course typically offered: Runs Twice - S1 & S2

Component	Contact Hours
Workshop	30

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	Reflection	Students are expected to produce a critical reflection of their safeguarding practice (2000 words). This must be supported with a portfolio of evidence containing a minimum 8 brief reflections, 2 direct observations of practice, 2 examples of service user feedback, and 2 examples of anonymised written work (at least one of which must be a risk assessment).	100	1

<b>Competency</b>	<b>Practice</b>
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## Aims

*The aim of this module is to enable students to develop and demonstrate the knowledge and skills required for safeguarding adults at risk of harm as set out in the Care Act 2014.*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Critically reflect on the risk indicators of different forms of abuse and neglect.
- 2 Critically explore key intervention strategies designed to support judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse.
- 3 Critically reflect on the application of person-centred approaches that maximise the adult's opportunity to determine and realise their desired outcomes.
- 4 Critically analyse and lead safeguarding investigations / processes effectively.

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Reflection	1	2	3	4
Practice	1	2	3	4

## Outline Syllabus

*Five key documents have been used to inform teaching, learning and assessment:*

- *Care and Support Statutory Guidance (Issued under the Care Act 2014)*
- *Knowledge and Skills Statement for Social Workers in Adult Services*
- *Professional Capabilities Framework (Experienced Social Worker Level)*
- *Making Safeguarding Personal*
- *National Capability Framework for Safeguarding Adults (Staff Group B)*

*The Knowledge and Skills Statement for Social Workers in Adult Services (2015) will also inform the syllabus. The Professional Capabilities Framework for social work (PCF) (2012: 7) states that social workers must 'Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse'. For experienced social workers this includes the ability to 'Undertake assessment and planning for safeguarding in more complex cases, and help others with safeguarding skills' (PCF 2012: 7.13). Proposed revisions to the PCF level descriptors (2015) make safeguarding a central concern for experienced social workers. Elements of the PCF are emphasised on the programme. The programme focuses on the following areas:*

1. *Introduction: Safeguarding and the Care Act*
2. *Making Safeguarding Personal: Being Person-led and Outcome Focussed*
3. *Safeguarding and Mental Capacity*
4. *Specialist Skills and knowledge: Organisational abuse*
5. *Emergency Systems / Achieving Best Evidence Skills*
6. *Specialist Skills and Knowledge: Self-neglect*
7. *Signs of Safety and Signs of Risk*
8. *Specialist Skills and Knowledge: Forced Marriage, Female Genital Mutilation and Modern Slavery*
9. *Models for Safeguarding intervention*
10. *Specialist Skills and Knowledge: Support for Victims and Perpetrators of Domestic Abuse*

## **Learning Activities**

This module draws on a variety of teaching methods which are designed to enable you to actively engage in the learning process. The teaching and learning strategies include lectures and working through case scenarios, guided reading, exercises and group discussion. We want you to learn from each other as well as support your individual learning so there is an expectation that you will come prepared to share your knowledge, skills and practice experience with others.

Attending lectures represents only part of the learning you are required to do for this module. There is an expectation that you will undertake private study as well. As a student, you are encouraged to take responsibility for your own learning and so it is necessary for you to read widely and actively reflect on how ideas and knowledge presented in the various teaching sessions can be used to enhance your understanding of how safeguarding is managed in a range of situations.

Virtual Learning Materials.

Blended learning is a key feature of this module. This means that your class based learning will be supported by a range of online information and learning activities which can be accessed via Blackboard the University's Virtual Learning Environment. It is important therefore that you check Blackboard regularly to see what tasks have been posted. You will be provided with clear guidance by the module leader and/or lecturer who has posted the material on how the material is to be used and whether or not it needs to be completed prior to a taught session. It is your responsibility to ensure that you complete learning tasks requested.

## **Notes**

The module will be informed by the Quality Assurance Agency for Higher Education Benchmark Statement for Social Work (QAA 2008). It is also informed by the Professional Capabilities Framework. <https://www.basw.co.uk/pcf/> and the National Capability Framework for Safeguarding Adults (Staff Group B). This was Developed by Bournemouth University:

<http://www.ncpqsw.com/publications/national-competence-framework-safeguarding-children/> . Additionally students will demonstrate their capability in line with the Knowledge and Skills Statement for Social Workers in Adult Services:

<https://www.gov.uk/government/consultations/adult-social-work-knowledge-and-skills>

The mode of study: Year Long with five taught days followed by online guidance and tutorial support.

Final Award: CPD Adult Safeguarding.

Students must complete both the 2000 word Critical Reflection and the Portfolio of Evidence to pass the module.

Criteria for Admission: Qualified, (HCPC) Registered Social Worker practicing in the relevant area.

Academic Student Support will be provided by the Programme Leader via a range of mechanisms including e-mail, classroom contact ( Lectures/Workshops) and individual tutorial support. Support via Blackboard and pastoral support will be provided as appropriate.

The programme will operate and be assessed in line with the current LJMU Academic Framework Regulations  
<http://www.ljmu.ac.uk/eaqs/128262.htm>

Compulsory attendance requirement will be determined by the seconding employer.

Methods for evaluating and improving the quality and standards of learning include Module Evaluation, Programme Annual Monitoring Report and Board of Study. External Examiner processes will be in force in line with LJMU policies and processes and the U.K. Quality Code for Higher Education.

Programme Written January 2016.

The module's focus is to achieve currency in practice in relation to new legislative guidance for working with vulnerable adults. The Care Act 2014, which came into force in April 2015, introduces significant changes into the safeguarding adults arena, and it is crucial that the workforce has the required skills and knowledge to be able to operationalise these changes. Wider issues around safeguarding such as Deprivation of Liberty, capacity and personalisation, require practitioners to have more in-depth knowledge in many aspects of adult safeguarding than was previously the case. There are also some 'new' safeguarding concerns and priorities such as self-neglect, modern slavery and domestic abuse which will be addressed directly in specific specialist skills sessions delivered by a range of experts.

After completing the module students are expected to demonstrate that they can work autonomously, confidently and reflectively in complex safeguarding cases.