



**CIMSPA PROFESSIONAL STANDARD:
TECHNICAL SPECIALISM**

Safeguarding Adults

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Contents

	Page
1. Overview	3
2. Scope of Safeguarding Adults	4
3. Choosing the right standard for your role	6
4. Learning and development requirements	7
5. Product development guide	15
6. References and acknowledgements.....	16

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1. Overview

Professional Standard: Technical Specialism: Safeguarding Adults

This Professional Standard outlines the Technical Specialism Safeguarding Adults and the essential knowledge and skills that are needed to meet the requirements of the sector minimum deployment standards.

Note: “Professional Standard: Technical Specialism” will be abbreviated throughout this document to “Technical Specialism,” the reader should understand this abbreviation as the full title.

The full version of this standard is available to CIMSPA education and employer partners. It provides guidance for the development of educational products that will be endorsed by CIMSPA.

The Safeguarding Adults Technical Specialism covers job roles that sit within the sport and physical activity sector as part of all industries.

This CIMSPA Technical Specialism allows you to demonstrate your expertise in safeguarding adults within a sport and physical activity environment.

This Professional Standard: Technical Specialism can be used as follows:

1. Combined with an occupation standard to form an education product, for example:
 - Occupation: Coach
 - Technical specialism: Safeguarding Adults
2. Combined with an occupation standard and additional specialism(s) to form an educational product, for example:
 - Occupation: Coach
 - Environment specialism: Working in the Community Environment
 - Technical specialism: Safeguarding Adults.

2. Scope of Safeguarding Adults

This Technical Specialism supports an individual who has a need to, within their job role, be aware of and/or implement safeguarding procedures to consider the welfare of all adults within a sport or activity setting.

This is a UK-wide document and as such we have used terminology to encompass legislation across all home countries. Where necessary there may be a requirement for an organisation to refer specifically to the legislation within one or more of England, Scotland, Wales, or Northern Ireland:

- England: Care Act 2014
- Wales: Social Services and Wellbeing Act 2014
- Scotland: Adult Support and Protection Act 2007
- Northern Ireland: Safeguarding Vulnerable Persons at risk of abuse (2014)

Individuals that meet this standard must:

UNDERSTAND:

- How to show an awareness of safeguarding procedures appropriate to their job role, or where appropriate, know how to implement safeguarding procedures that are necessary in order to safeguard and protect adults.

HAVE DEMONSTRATED:

- An awareness of safeguarding procedures appropriate to their job role, or where appropriate, the ability to implement safeguarding procedures that are necessary in order to safeguard all adults.

This Professional Standard outlines the technical specialism's knowledge and skills.

Role specific categories

There are four categories contained within the Technical Specialism of Safeguarding Adults:

- Category 1: A basic awareness of safeguarding adults.
- Category 2: An essential understanding of safeguarding adults for anyone with responsibilities for participants' welfare.
- Category 3: An advanced understanding of safeguarding adults for anyone with a direct role and responsibilities for receiving and managing safeguarding adult concerns.
- Category 4: A strategic understanding and overview of safeguarding adults at senior management/board level

The completion of these categories will be required dependent on the amount of contact with adults.

Those using this Technical Specialism to create educational products should only complete those categories that are appropriate to the environment(s) related to their job role.

Note: More details on categories can be found in the 'Choosing the right standard for your role' section of this standard.

Definitions

For the purposes of this document an **adult** is anyone aged 18 or over.

Adult safeguarding – In the context of this document adult safeguarding means to work with an individual to protect their right to live in safety, free from abuse or harm. This can include both proactive and reactive interventions ensuring that the individual has their rights and choices respected.

It is important to recognise that some adults with care and support needs may need additional support from statutory agencies (such as the Local Authority, Health, or the Police) to keep them safe from harm or abuse. Any training or learning should reflect relevant definition of an 'adult at risk' within their home nation's safeguarding adult legislation.

3. Choosing the right standard for your role

The standard an individual needs to meet will depend upon the amount of contact they have, or are likely to have, with adults. The table below outlines the appropriate standard based on their level of contact with adults.

Role	Category 1: A basic awareness of safeguarding adults	Category 2: An essential understanding of safeguarding adults for anyone with the responsibilities for participants' welfare	Category 3: An advanced understanding of safeguarding adults for anyone with a direct role and responsibilities for receiving and managing safeguarding adult concerns	Category 4: A strategic understanding and overview of safeguarding adults at senior management/board level
Minimal contact with adults for anyone in a sport or activity organisation	REQUIRED			
Anyone with the responsibilities for participants welfare, and who has contact with adults	REQUIRED	REQUIRED		
Anyone with the responsibilities for receiving concerns and making safeguarding referrals to their safeguarding lead	REQUIRED	REQUIRED	REQUIRED	
Anyone with direct role and responsibilities for receiving and managing safeguarding adult concerns	REQUIRED		REQUIRED	
Managerial/board/senior level of employment or role with responsibility for oversight of safeguarding adult practice and procedures within a sport or activity organisation	REQUIRED			REQUIRED

4. Learning and development requirements (LDRs)

The learning and development requirements outline the key areas of learning and assessment that should be contained within any educational product seeking CIMSPA endorsement against a professional standard.

Category 1: A basic awareness of safeguarding adults

Applies to all staff, volunteers and participants in sport and physical activity where they have limited contact with, but no responsibility for, adults and will not be providing instruction such as coaching.

Example roles are as follows: parents, participants, administrators, recreation assistants, grounds people, parent helpers and other support staff or volunteers.

Ref	Knowledge and understanding – those Safeguarding Adults must:
K1.1	Understand what is meant by safeguarding adults.
K1.2	Understand what is meant by appropriate behaviour in relation to adults.
K1.3	Understand there may be a need for additional support for some adults with care and support needs.
K1.4	Understand definition of ‘adult at risk’ within relevant safeguarding adult legislation.
K1.5	Understand the difference between poor practice and abuse.
K1.6	Understand the different types, indicators, and contexts of adult abuse.
K1.7	Understand own organisation’s policies and procedures on reporting safeguarding or other concerns.
K1.8	Understand own role and responsibilities in terms of safeguarding and protecting adults.
K1.9	Understand where to seek advice and support on safeguarding adults.
K1.10	Understand the importance of culture in creating and maintaining a safer environment for all adults.
K1.11	Understand the principles and ethos of equity, equality, diversity, and inclusion and how biases can impact safeguarding practices.

Ref	Skills – those Safeguarding Adults must:
S1.1	• Be able to recognise potential indicators of adult abuse and poor practice.
S1.2	• Be able to follow reporting procedures/raise concerns as outlined in own organisation's safeguarding adult procedures.
S1.3	• Be able to seek advice and support when required.

Category 2: An essential understanding of safeguarding adults for anyone with responsibilities for participants' welfare

Applies to all staff and volunteers working in sport and physical activity where they have the potential to provide instruction to adults and adults at risk.

Example roles are as follows: coaches, gym instructors, club welfare officers, team managers and volunteers with a direct responsibility for participants' welfare.

Note: This role should also have a basic awareness of Safeguarding Adults as outlined in Category 1 before they progress to these competencies.

Ref	Knowledge and understanding – those Safeguarding Adults must:
K2.1	Understand government legislation in relation to safeguarding adults.
K2.2	Understand key concepts and key principles of safeguarding adults.
K2.3	Understand and follow own organisation's online safety/social media/online communication policy to minimise professional risks and any safeguarding risks to participants when using online platforms to communicate.
K2.4	Understand how to identify good practice in safeguarding for adults.
K2.5	Understand the difference between appropriate and inappropriate behaviour with adults.
K2.6	Know how to appropriately react and respond to an adult should they make a disclosure.
K2.7	Understand the importance of sharing information appropriately.
K2.8	Understand the scope of own role and that of others in safeguarding adults
K2.9	Understand the correct recruitment procedure for working with adults in sport and when relevant background checks (for example DBS/Home country equivalent) are required.

Ref	Skills – those Safeguarding Adults must:
S2.1	• Demonstrate good practice and appropriate behaviour with adults.
S2.2	• Apply the government legislation in relation to safeguarding adults.
S2.3	• Apply the key principles in practice when supporting adults who are being abused or may be at risk of abuse.
S2.4	• Demonstrate accurate report writing.
S2.5	• Demonstrate how a safer environment could be created for adults.

Category 3: An advanced understanding of safeguarding adults for anyone with a direct role and responsibilities for receiving and managing safeguarding adult concerns

Applies to staff and volunteers with a direct role and responsibilities for receiving and managing safeguarding adult concerns.

Example roles as follows: National Lead Safeguarding Officers, Regional Safeguarding Leads, Designated Safeguarding Leads within a sport or activity organisation.

Note: This role should also have a basic awareness of Safeguarding Adults as outlined in Category 1 and an essential awareness of Safeguarding Adults as outlined in Category 2 before they progress to these competencies.

Ref	Knowledge and understanding – those Safeguarding Adults must:
K3.1	Understand background/context of safeguarding adults including relevant legislation, guidance, and key concepts and how they apply to sport and activity.
K3.2	Understand the importance of capacity and consent and defensible decision-making.
K3.3	Understand importance of information sharing and confidentiality.
K3.4	Understand the key concepts and principles in safeguarding adults and how they apply in practice.
K3.5	Understand the importance of taking a person-centred approach and applying to practice.
K3.6	Understand how to embed good safeguarding adult practice throughout the organisation.
K3.7	Understand and follow own organisation's online safety/social media/online communication policy to minimise professional risks and any safeguarding risks to participants when using online platforms to communicate.
K3.8	Understand the link between safeguarding and EDI.
K3.9	Understand the importance of creating a safe, inclusive, and diverse culture and environment within the organisation.
K3.10	Understand the importance of working in partnership with other agencies to support safeguarding adult practice.
K3.11	Know where and how to signpost to relevant and appropriate national and local external support services/agencies.

Ref	Skills – those Safeguarding Adults must:
S3.1	• Be able to lead organisation's approach to safeguarding adults.
S3.2	• Be able to lead on developing safeguarding adult policy, procedures, plans and resources.
S3.3	• Support/keep the Board/SMT informed and aware of safeguarding adult practice.
S3.4	• Provide advice and support and act as central point of contact for members, including those holding welfare roles, to support adult safeguarding.
S3.5	• Coordinate and manage reported concerns.
S3.6	• Know how to make referrals to external agencies such as Local Authority, Police or Health agencies.
S3.7	• Know process to record safeguarding concerns.
S3.8	• Triage referrals to Identify appropriate levels of response and routes that a safeguarding adult concern can take.
S3.9	• Collaborate with EDI Leads in the development of safeguarding and EDI plans.
S3.10	• Effectively engage, consult with, and involve partners and stakeholders in developing and reviewing safeguarding adult practice, policies, and procedures.
S3.11	• Be able to lead on developing the organisation's safeguarding strategy and/or implementation plan.

Category 4: A strategic understanding and overview of safeguarding adults at senior management/board level

Applies to staff and volunteers with senior operational or strategic management responsibilities. Example roles as follows: board members, trustees, senior management teams.

Note: This role should also have a basic awareness of Safeguarding Adults as outlined in Category 1 before they progress to these competencies.

Ref	Knowledge and understanding – those Safeguarding Adults must:
K4.1	Understand the strategic importance of safeguarding all adults and the benefits of embedding this within their organisation.
K4.2	Understand the risks of not embedding safeguarding policies and procedures to safeguard adults within an organisation.
K4.3	Understand the link between safeguarding and EDI.
K4.4	Know how to develop an organisational vision regarding safeguarding adults.
K4.5	Know how to monitor and evaluate the effectiveness of safeguarding policies and procedures across an organisation.
K4.6	Understand key government legislation in relation to safeguarding adults.
K4.7	Know how to develop effective communication strategies to communicate safeguarding messages.
K4.8	Understand the importance of and know how to create and develop an open, inclusive, diverse, and safe culture throughout the organisation.
K4.9	Understand the link between safeguarding, disciplinary, complaints and whistleblowing procedures.
K4.10	Understand how to develop and monitor risk management systems for safeguarding adults, ensuring this is informed by best practice.
K4.11	Know how to access information on the latest best practice to keep adults safe and how to respond to concerns.
K4.12	Understand the process for referring, managing, and dealing with safeguarding adult concerns.
K4.13	Understand the responsibilities of specific roles, for example: board member, senior management, safeguarding lead.
K4.14	Understand the importance of safe recruitment in respect of keeping adults safe and how this is applied throughout the organisation.

Ref	Skills – those Safeguarding Adults must:
S4.1	Articulate the organisation's vision and processes regarding safeguarding adults.
S4.2	Contribute to the development of the organisation's policies for safeguarding adults.
S4.3	Oversee the development maintenance and reviewing of policies and procedures for safeguarding adults in own organisation.
S4.4	Plan, apply, assess, and evaluate the effectiveness of safeguarding adults practice across their organisation.
S4.5	Ensure the processes and procedures for discipline, complaints and whistleblowing incorporate safeguarding adults.
S4.6	Manage risk in safeguarding and protecting adults.
S4.7	Work collaboratively with partners to promote and share best practice on safeguarding adults.
S4.8	Monitor and review how staff and volunteers implement their safeguarding responsibilities.
S4.9	Effectively engage, consult with, and involve stakeholders and participants to help set the organisation's direction and agenda on safeguarding adults.
S4.10	Effectively contribute to, monitor, and review the organisation's safeguarding strategy and/or implementation plan.

5. Product development guide

Specific guidance for Safeguarding Adults Technical Specialism

- For education products meeting the requirements of Category 1 (see relevant section above), eLearning products will be accepted for endorsement.
- For education products meeting the requirements of Category 2 and/or Category 3 and/or Category 4 (see relevant sections above), products presented for endorsement must be online tutor-led and/or delivered face-to-face.

6. References and acknowledgements

References

- England: The Care Act 2014 (2014) – ([link](#))
- Wales: Social Services and Wellbeing Act 2014 – ([link](#))
- Scotland: Adult Support and Protection Act 2007 – ([link](#))
- Northern Ireland: Safeguarding Vulnerable Persons at risk of abuse (2014) - ([link](#))
- Ann Craft Trust – Safeguarding Adults Definitions – ([link](#))

Acknowledgements

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