



**CIMSPA PROFESSIONAL STANDARD:
TECHNICAL SPECIALISM**

Safeguarding Adults and Adults at Risk

(FULL STANDARD)

EDITION: V1.0

PUBLICATION DATE: May 2019

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Safeguarding Adults and Adults at Risk

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ABOUT THIS STANDARD

This document is a CIMSPA Professional Standard: Technical Specialism (full version).

This full version of the standard is available to CIMSPA education and employer partners.

Published by:

The Chartered Institute for the Management of Sport and Physical Activity
Incorporated by Royal Charter
Charity Registration Number: 1144545
www.cimspa.co.uk

Publication Date: May 2019
Edition: V1.0

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FUNDED PARTNER

1. Overview

Professional Standard: Technical Specialism Safeguarding Adults and Adults at Risk

This Professional Standard outlines the Technical Specialism Safeguarding Adults and Adults at Risk 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 and Adults at Risk 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 and adults at risk 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: e.g. Occupation: Coach; Technical Specialism: Safeguarding Adults and Adults at Risk.
2. Combined with an occupation standard and additional specialism(s) to form an educational product: e.g. Occupation: Coach; Environment Specialism: Working in the Community Environment; Technical Specialism: Safeguarding Adults and Adults at Risk.
3. As a standalone product that can be completed as continuous professional development: e.g. Working with Adults and Adults at Risk.

Endorsed qualification logo

Qualifications that meet the requirements of this CIMSPA Professional Standard will display this official CIMSPA endorsement logo.



2. Scope of Safeguarding Adults and Adults at Risk

This Technical Specialism supports an individual who has a need to, within their job role, be aware of and/or implement safeguarding procedures to protect adults and adults at risk.

Individuals that meet this standard will:

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 and adults at risk.

HAVE DEMONSTRATED:

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

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

Role specific categories

There are three categories contained within the Technical Specialism Safeguarding Adults and Adults at Risk:

- Category 1: A basic awareness of safeguarding adults and adults at risk.
- Category 2: An essential understanding of safeguarding adults and adults at risk for anyone with responsibilities for participants' welfare.
- Category 3: A strategic understanding of safeguarding adults and adults at risk.

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

Definition of an adult

An **adult** is anyone aged 18 or over.

Definition of an adult at risk.

An **adult at risk** is a person aged 18 or over who:

- Has needs for care and support (whether or not the local authority is meeting any of those needs) and;
- Is experiencing, or is at risk of, abuse or neglect and;
- As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of, abuse or neglect.

Reference: The Care Act 2014.

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 and adults at risk. The table below outlines the appropriate standard based on their level of contact with adults and adults at risk.

Role	Category 1. A basic awareness of safeguarding adults and adults at risk	Category 2. An essential understanding of safeguarding adults and adults at risk for anyone with the responsibilities for participants' welfare	Category 3. A strategic understanding of safeguarding adults and adults at risk
Minimal contact with adults and adults at risk for anyone in a sport or activity organisation	REQUIRED		
Anyone with the responsibilities for participants welfare, and who has contact with adults and adults at risk		REQUIRED	
Anyone with the responsibilities for receiving concerns and making safeguarding referrals		REQUIRED	
Managerial/board/senior level of employment or role with responsibility for recruitment decisions			REQUIRED

4. Summary of knowledge and skills

Safeguarding Adults and Adults at Risk

Category 1: A basic awareness of safeguarding adults and adults at risk

Applied to: all staff, volunteers and participants in sport and physical activity where they have limited contact with, but no responsibility for, adults and adults at risk and will not be providing instruction i.e. coaching. Example roles are as follows: parents, participants, administrators, recreation assistants, grounds people, parent helpers and other support staff or volunteers.

Topic	Knowledge and understanding	Skills
A basic awareness of safeguarding adults and adults at risk	<ul style="list-style-type: none">• Understand what is meant by safeguarding adults and adults at risk.• Understand what is meant by appropriate behaviour in relation to adults and adults at risk.• Understand the difference between poor practice and abuse.• Understand the different types, indicators and factors of abuse.• Understand procedures to follow in the event of concerns about adults and adults at risk.• Understand own roles and responsibilities in terms of safeguarding and protecting adults and adults at risk.• Understand own organisation's policies and procedures on reporting concerns regarding safeguarding for adults and adults at risk.• Understand where to seek advice and support on safeguarding adults and adults at risk.	<ul style="list-style-type: none">• Able to recognise potential indicators of adult abuse and poor practice.• Able to seek advice and support when required.• Able to apply organisational procedures around safeguarding adults and adults at risk.• Demonstrate how a safe environment could be created for adults and adults at risk.

Category 2: An essential understanding of safeguarding adults and adults at risk 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.

Topic	Knowledge and understanding	Skills
A basic awareness of safeguarding adults and adults at risk	<ul style="list-style-type: none"> • Understand what is meant by safeguarding adults and adults at risk. • Understand what is meant by appropriate behaviour in relation to adults and adults at risk. • Understand the difference between poor practice and abuse. • Understand the different types, indicators and factors of abuse. • Understand procedures to follow in the event of concerns about adults and adults at risk. • Understand own roles and responsibilities in terms of safeguarding and protecting adults and adults at risk. • Understand own organisation's policies and procedures on reporting concerns regarding safeguarding for adults and adults at risk. • Understand where to seek advice and support on safeguarding adults and adults at risk: e.g. local authority, local sport advisory board, national governing body (NGB), adult social services. 	<ul style="list-style-type: none"> • Able to recognise potential indicators of adult abuse and poor practice. • Able to seek advice and support when required. • Able to apply organisational procedures around safeguarding adults and adults at risk. • Demonstrate how a safe environment could be created for adults and adults at risk. • Demonstrate accurate report writing.
An essential understanding of safeguarding adults and adults at risk for anyone with the responsibilities for participants welfare	<ul style="list-style-type: none"> • Understand government legislation in relation to safeguarding adults and adults at risk. • Understand how to identify my different types of poor practice, indicators and factors of abuse. • Understand how to identify good practice in safeguarding for adults and adults at risk. • Understand the difference between appropriate and inappropriate behaviour with adults and adults at risk. • Know how to appropriately react and respond to an adult and adult at risk should they make a disclosure. 	<ul style="list-style-type: none"> • Demonstrate good practice and appropriate behaviour with adults. • Apply the government legislation in relation to safeguarding adults and adults at risk. • Apply the 6 key principles for safeguarding adults and adults at risk.

Topic	Knowledge and understanding	Skills
<p>An essential understanding of safeguarding adults and adults at risk for anyone with the responsibilities for participants' welfare continued</p>	<ul style="list-style-type: none"> • Understand the importance of the 6 key principles of safeguarding adults and adults at risk. • Understand the importance of sharing information appropriately. • Understand the scope of own role and that of others in safeguarding adults and adults at risk. • Understands the correct recruitment procedure for working with adults in sport and when DBS checks are required. 	

Category 3: A strategic understanding of safeguarding adults and adults at risk

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

Topic	Knowledge and understanding	Skills
A strategic understanding of safeguarding adults and adults at risk	<ul style="list-style-type: none"> • Understand the strategic importance of safeguarding adults and adults at risk and the benefits of embedding this into their organisation. • Understand the risks of not embedding safeguarding policies and procedures to protect adults and adults at risk within an organisation. • Know how to develop an organisational vision regarding safeguarding adults and adults at risk. • Know how to plan, apply, assess and evaluate the effectiveness of safeguarding and protection policies and procedures across an organisation. • Understand key government legislation in relation to safeguarding adults and adults at risk. • Know how to develop effective communication strategies to communicate safeguarding messages. • Know how to develop an effective safeguarding culture. • Understand the link between safeguarding, disciplinary, complaints and whistleblowing procedures. • Understand how to develop risk management systems for safeguarding adults and adults at risk, ensuring this is informed by best practice. • Know how to access information on latest best practice to keep adults and adults at risk safe and how to respond to concerns. • Know how to manage and deal with safeguarding cases. • Understand the full referral process and responsibilities of specific roles: e.g. senior management. • Understand how to embed the 6 principles of safeguarding adults and adults at risk. 	<ul style="list-style-type: none"> • Can articulate the organisation’s vision and processes regarding safeguarding adults and adults at risk. • Can contribute to the development of the organisation’s policies for safeguarding adults and adults at risk. • Can develop, maintain and review policies and procedures for safeguarding adults and adults at risk in own organisation. • Can plan, apply, assess and evaluate the effectiveness of safeguarding adults and adults at risk across their organisation. • Can ensure the processes and procedures for discipline, complaints and whistleblowing incorporate safeguarding adults and adults at risk. • Can manage risk in safeguarding and protecting adults and adults at risk. • Can work collaboratively and influence other agencies to promote and share best practice on safeguarding adults and adults at risk. • Can monitor and review how staff and volunteers implement their safeguarding responsibilities. • Can appropriately manage and deal with safeguarding cases. • Can plan, apply, assess and evaluate the implementation of the 6 principles safeguarding adults and adults at risk.

Topic	Knowledge and understanding	Skills
A strategic understanding of safeguarding adults and adults at risk continued	<ul style="list-style-type: none">• Understand the correct recruitment procedure for working with adults in sport, when DBS checks are required and correct referral of positive DBS disclosures.	

5. Product development guidance

This section is aimed at organisations developing formal educational products mapping to this Technical Specialism. The guidance should be considered in the development of all educational products seeking CIMSPA endorsement.

The CIMSPA Professional Development Board (PDB) has agreed any of the formal educational products listed in the table below can be developed for the Technical Specialism, Safeguarding Adults and Adults at Risk. Where evidence that all elements of the Technical Specialism are included, CIMSPA endorsement can be sought.

Educational product	Mapping requirements	Professional Standard (Technical Specialism) achieved on attainment?
Regulated vocational qualification	Fully mapped	YES
Apprenticeship programme	Fully mapped	YES
HE programme/modules	Fully mapped	YES
CPD programme/modules	Partially mapped	NO

All formal educational products that are seeking CIMSPA endorsement must be submitted to CIMSPA and should include all elements outlined in the Technical Specialism and assessed in line with the intention of the standard.

Education providers seeking CIMSPA endorsement for a product against this Technical Specialism are asked to consider the following:

- a) They determine and justify the level of the product they have developed, in line with regulator guidance. To ensure parity, the level for all educational products that fully map to this Professional Standard should be the same.

The level assigned is determined by leading awarding organisations currently offering qualifications in the sector in which the role resides.

This is not a first-to-post exercise but one in which education providers are invited to submit their levelled units/full qualification for review as part of the CIMSPA endorsement process.

Once agreed by CIMSPA, all subsequent fully-mapped educational products must conform to the level set for this Technical Specialism.

Level descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at a given level and it should be ensured that educational products fully mapping to this Technical Specialism are a 'best-fit' for the level assigned.

- b) They determine the total qualification time for the qualification/unit and outline the minimum requirements for assessment.
- c) Their quality assurance meets the appropriate regulator's guidance, including: internal and external quality assurance, staffing requirements and assessment generation and evidence.

Specific guidance for Safeguarding Adults and Adults at Risk Technical Specialism

- For education products meeting the requirements of Category 1 (see section 3 page 5), eLearning products will be accepted for endorsement.
- For education products meeting the requirements of Category 2 and/or Category 3 (see section 3 page 5), products presented for endorsement must be tutor-led and delivered face-to-face.

References

- The Care Act 2014 (2014).

6. Acknowledgements

This standard was developed in conjunction with The Ann Craft Trust and consulted on with all CIMSPA partners.