



Safeguarding Vulnerable adults

Embedding quality processes in safeguarding practice

The setting of strategic questions, standards or statements is an important part in the quality assurance process. The quality process is one way of ensuring that safeguarding vulnerable adults practice is checked.

The following framework was developed by NIACE (Safer practice, safer learning 2007) by referring to two existing sets of standards:

- Good Governance Standard for Public Service and Safeguarding Adults (ADSS, 2005)
- Duties and responsibilities set out by the DfES (2006)
- **In addition the Common Inspection Framework includes safeguarding and providers should be aware that Ofsted will include the provision of a safe learning environment within its inspection reports**

Table 1: A quality framework for protecting vulnerable adults from abuse and neglect (NIACE publication, Safer Learning, Safer Practice 2007)

Theme	To what extent:	Evidence
1. Partnership	<ul style="list-style-type: none"> • Is there a commitment to working with existing local safeguarding or adult Safeguarding Boards and other health and social care partnerships? 	
2. Accountability, roles and responsibility	<ul style="list-style-type: none"> • Are their clear lines of accountability within the senior management or governing body of the organisation that show where responsibility should lie? • Is there a clear indication of who has the responsibility and at what level for different aspects of safeguarding vulnerable adults? 	
3. Rights and values	<ul style="list-style-type: none"> • Is there a clear statement that shows the organisation's values and beliefs in relation to individual rights to freedom from abuse and harm? • Does it state the expectation for the whole organisation to demonstrate these values through corporate and individual behaviour 	
4. Tolerance levels	<ul style="list-style-type: none"> • Is there a clear statement for all learners and staff which indicate that there is zero tolerance of abuse and harmful behaviours? • Do policies and procedures direct staff and learners towards taking appropriate actions when abuse and harmful behaviours occur? • Are these policies and procedures having an impact? 	
5. Risk Assessment	<ul style="list-style-type: none"> • Does the risk management system work in relation to safeguarding vulnerable groups? 	

6. Policy	<ul style="list-style-type: none"> • Are there policy and procedures for safeguarding vulnerable adults? • Do all staff know about these? 	
7. Staff and volunteer recruitment	<ul style="list-style-type: none"> • Does the organisation demonstrate their commitment to good quality processes in the recruitment and vetting of new staff and the monitoring of existing staff and volunteers 	
8. Capacity and capability	<ul style="list-style-type: none"> • Is there a clear commitment to training all staff at all levels on the issue of safeguarding vulnerable adults? • Is there a range of staff training opportunities? 	
9. Information and Communications	<ul style="list-style-type: none"> • Is information for learners and staff (on safeguarding, abuse and how to seek help) both available and accessible? • Is there clear communications system for issues of safeguarding, including reporting of allegations or concerns? • Does information on safeguarding and health feature in communication processes, such as on the internet, intranet in handbooks and on the notice boards? 	
10. Curriculum	<ul style="list-style-type: none"> • Are personal safety rights and responsibilities embedded into the curriculum for all learners? 	
11. Including Stakeholders and induction	<ul style="list-style-type: none"> • Is safeguarding part of induction for all learners and staff? • Has the organisation ensured that all learners, and other vulnerable adults are included in identifying, developing and monitoring the impact of safeguarding work, from developing partnerships, policies and procedures to monitoring and evaluating its effectiveness 	