**SOCIAL SERVICES AND WELL-BEING (WALES) ACT**

**ACTIVITY**

## Adult Protection and Support Orders (APSOs)

## Preparation and learning needs analysis

The overarching learning outcome for this module is to **enable authorised officers and legal officers, or other key roles, to act lawfully and in the spirit of the Act to use APSOs for the benefit of adults at risk in Wales.**

The specific learning outcomes are to:

* Ground the use of APSOs in the aims and principles of the Act
* Develop an ethical, expert practice culture to support the use of APSOs
* Ensure robust understanding of law and guidance
* Ensure individual responsibility for decision making in the context of appropriate support
* Build a consistent approach to implementing APSOs across Wales
* Identify confidence and competence in this area of practice, and additional support needs so that practitioners can continue to develop their practice.

This module builds on existing expertise. Authorised officers will be experienced practitioners, who are likely to be social workers or will work closely with social work and will be familiar with the:

* **Code of Professional Practice for Social Care Professionals** (Care Council for Wales, 2015) – this includes: Promote the well-being, voice and control of individuals and carers while supporting them to stay safe.
* **National Occupational Standards for Social Work** (Care Council for Wales, revised 2011) – this includes Standard 13, Investigate harm or abuse:

*This standard is for social workers working with individuals, families, carers, groups and communities. Investigating harm or abuse is a complex and demanding activity which has at its heart the safeguarding of a vulnerable adult, young person or child. It involves working closely with other disciplines and agencies; exercising professional assertiveness in situations where there may be overt or covert hostility; making difficult judgements; and developing options for action which may have far-reaching consequences. All this must be done in the context of legal, organisational and other binding requirements. The standard covers these aspects and highlights the need to maintain a focus on the person who is at risk, whatever others needs or issues may come to light during the investigation process.*

Authorised officers, and others using this training module, will need to be very familiar with the Act and with the following resources:

* Working Together to Safeguard People statutory guidance, especially
Volume 4 on Adult Protection and Support Orders
* Other codes of practice and statutory guidance related to the Act
* The Information and Learning Hub’s learning resources on the Act, in particular on Safeguarding and Advocacy.

Before undertaking the training module, please:

* Reflect on your existing knowledge, skills and values, and the reason you are seeking to be an authorised officer
* Read the authorised officer process
* Complete the learning needs analysis (below).

Look at the learning areas on the table overleaf and reflect on how capable your practice is in each area, based on your knowledge, skills and experience.

Give yourself a score from 1 (very low) to 5 (very high) – make notes in the comments section to summarise why you have given yourself that score.

| **Learning area, based on law and guidance** | **1****Very low** | **2** | **3** | **4** | **5****Very high** | **Comments on learning needs** |
| --- | --- | --- | --- | --- | --- | --- |
| *Knowledge: I understand the legal framework within which APSOs operate*  |  |  |  |  |  |  |
| *Knowledge: I understand the human rights implications of APSOs including those arising from the Human Rights Act 1998, Equality Act 2010 and the need to respect diversity* |  |  |  |  |  |  |
| *Knowledge: I have a high level of understanding of the context of abuse, abusive situations and neglect* |  |  |  |  |  |  |
| *Knowledge: I am familiar with research and evidence about coercion and control, and its impact* |  |  |  |  |  |  |
| *Knowledge: I have a detailed understanding of the provisions of the Mental Capacity Act 2005* |  |  |  |  |  |  |
| *Knowledge: I have knowledge of the range of resources available within informal networks, within the wider community and through formal service provision to support adults at risk* |  |  |  |  |  |  |
| *Skills and experience: I am able to communicate with and build relationships with people in diverse and challenging situations so that they are fully involved* |  |  |  |  |  |  |
| *Skills and experience: I work constructively with other agencies to achieve outcomes* |  |  |  |  |  |  |
| *Skills and experience: I work constructively with advocates to achieve outcomes* |  |  |  |  |  |  |
| *Skills and experience: I am able to assess risk, and act to reduce or manage this as appropriate* |  |  |  |  |  |  |
| *Skills and experience: I am able to gather information, analyse and critically reflect on it, make a judgement and demonstrate my workings out* |  |  |  |  |  |  |
| *Behaviour: I take a human rights approach in all my work* |  |  |  |  |  |  |
| *Behaviour: I continually learn and develop to improve my practice* |  |  |  |  |  |  |
| *Behaviour: I reflect on my work and seek support when I need this* |  |  |  |  |  |  |
| *Behaviour: I assert myself and use my expertise to promote well-being* |  |  |  |  |  |  |
| *Behaviour: I maintain my professional practice and ethics, and challenge individuals and agencies appropriately* |  |  |  |  |  |  |