

POST QUALIFYING GUIDANCE FOR STAFF

NI SPECIALIST AWARD IN SOCIAL WORK

Guidance For Staff Wishing To Submit For Post Qualifying Credits At NI Specialist Award Level Having Completed One Of The Following Courses

- Protocol For Joint Investigation Of Alleged And Suspected Abuse Of Vulnerable Adults
- Achieving Best Evidence
- Protocol For Joint Investigation Of Alleged And Suspected Abuse Of Children Module 1
- Protocol For Joint Investigation Of Alleged And Suspected Abuse Of Children Module 2

March 2009

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INTRODUCTION

This document has been developed as a means of support and guidance to social workers who have

1. Undertaken any of the following In Service Training programmes within their Trust area
2. Have been able to apply their learning to their practice. It is normally expected that practice will include the following aspects
 - Module 1 practice will include the social worker having experience of a clarification discussion
 - Module 2 practice will include the social worker having assumed the lead role in at least one joint investigative interview.
3. Wish to make a submission via the *PQ Individual Assessment Route for Post Qualifying credits within the NI PQ Specialist Award.

The In Service Training Programmes include

1. Vulnerable Adult Training Programmes
 - Protocol For Joint Investigation Of Alleged And Suspected Abuse Of Vulnerable Adults (Module1)
 - Achieving Best Evidence (Module2)
2. Children and Young People Training Programmes
 - Protocol For Joint Investigation Of Alleged And Suspected Abuse Of Children Module 1
 - Protocol For Joint Investigation Of Alleged And Suspected Abuse Of Children Module 2

***PLEASE NOTE** This guidance document should be read in conjunction with “Guidance for Candidates on the Individual Assessment Route” NIPQETP February 2008

NI SPECIALIST AWARD IN SOCIAL WORK

PQ CREDITS

The following PQ requirements within NI Specialist Award in Social Work have been identified as the most relevant to these in service training programmes.

Module 1 Having completed module 1 training and had the opportunity to apply the learning in practice staff will be able to make a PQ submission for **two** PQ requirements from following four Specialist Award requirements:

PQ2 PQ4 PQ5 or PQ6

Module 2 Having completed module 2 training and had the opportunity to apply the learning in practice staff will be able to make a PQ submission for **four** PQ requirements from following five Specialist Award requirements

PQ3 PQ4 PQ5 PQ6 PQ9

Choice of Requirements

Some staff will undertake both modules 1 and 2 depending on their job role. These staff will need to consider carefully the combination of requirements chosen at module 1 so as not to restrict their choices for module 2 and to avoid duplication.

Staff who plan to undertake both modules are advised to choose PQ 2 at Module 1 and one other requirement from PQ 4, PQ 5 or PQ 6.

PQ ENROLMENT

All social workers seeking access to the PQ Individual Assessment Route must be registered with NISCC and NI PQ Partnership. Enrolment with PQ partnership must be complete before a submission to the Individual assessment route can be accepted.

Criteria for enrolment with NI PQ Partnership includes a requirement to evidence ability to study at M level.

The following qualifications are normally accepted as evidence of ability to study at M level:

- A primary degree with at least a 2.2 classification
- A Masters or Higher Degree
- A Postgraduate Certificate or Diploma
- Post Qualifying Award in Social Work
- Advanced Award in Social work

Where a candidate does not meet this criterion, they are required to complete a 2,000 word entrance assignment. The details of this assignment can be obtained from your Trust PQ representative.

ACADEMIC CREDITS

In line with all Individual Assessment Route submissions candidates may also register with University of Ulster (UU) for the Msc Professional Development in Social Work in order to obtain academic credits for their work. Each PQ requirement is equivalent to 10 academic credits at Masters Level. On completion of the six PQ requirements, (ie completion of both modules), candidates can achieve 60 academic credits equivalent to a Post Graduate Certificate in Professional Development in Social work.

In order to claim these academic credits candidates must register at their own expense with UU and their submission will then be academically marked.

MODULE 1 GUIDANCE

PQ REQUIREMENTS

Choose two from the following list of requirements (refer to note on previous page regarding choice of requirements)

PQ 2

Demonstrate a substantially enhanced level of competence in a defined area of professional practice, professional management, professional education or applied professional research to agreed national, occupational or recognised agency standards

PQ 4

Demonstrate a well developed capacity to analyse, evaluate and apply relevant and current research evidence including service user research.

PQ 5

Use a Range of skills and methods of intervention, work effectively and creatively and with initiative in the context of risk, uncertainty, conflict and contradiction where there are complex challenges. Make informed and balanced judgements in the context of relevant policy and legislation

PQ 6

Use a critical knowledge and understanding of service user and carers' issues to develop and implement service user and where appropriate carer rights and participation in line with the goals of choice, independence and empowerment.

Refer to appendix 1 for Practice Guidance Notes in relation to each requirement.

ASSESSMENT ROUTES FOR MODULE 1

Staff can choose to submit via one of two routes

- **Verbal Presentation Submission.**

This entails

1. Submission of critical analysis (maximum 3,000 words)
2. 30 minute presentation and 30 minutes discussion to a panel of 2 PQ assessors .

Details of verbal presentation guidelines can be found in
“Guidance for Candidates on the Individual Assessment Route”
NIPQETP Feb 2008

OR

- **Assignments**

Two assignments, each with a maximum of 3,000 words.
Refer to Appendix 2 for assignment titles. Each assignment title
relates to a particular PQ Specialist Award requirement
identified for module 1

Details of assignment contents can be found in “Guidance for
Candidates on the Individual Assessment Route” NIPQETP Feb
2008

Refer to Assessment Criteria for M Level Appendix 4 for guidance on
marking criteria.

MODULE 2 GUIDANCE

PQ REQUIREMENTS

Choose four from the following list of requirements

PQ3

Demonstrate a well developed capacity for using analysis and evaluation to continuously develop and enhance own performance and contribute to the performance of professional and inter-professional groups teams and networks

PQ 4

Demonstrate a well developed capacity to analyse, evaluate and apply relevant and current research evidence including service user research.

PQ 5

Use a Range of skills and methods of intervention, work effectively and creatively and with initiative in the context of risk, uncertainty, conflict and contradiction where there are complex challenges. Make informed and balanced judgements in the context of relevant policy and legislation

PQ 6

Use a critical knowledge and understanding of service user and carers' issues to develop and implement service user and where appropriate carer rights and participation in line with the goals of choice, independence and empowerment.

PQ 9

Develop and implement effective ways of working in networks across organisational and professional boundaries, having confidence in own professional role and taking responsibility for identifying, analysing and resolving complex issues, promoting partnership and

collaboration, thus ensuring the delivery of integrated and person-centred services

Refer to appendix 1 for Practice Guidance Notes in relation to each requirement.

ASSESSMENT ROUTES FOR MODULE 2

Staff can choose to submit via one of three routes

1. Portfolio for all 4 requirements

OR

**2. Verbal Presentation Submission for 3 requirements
And
One Assignment for 4th requirement**

OR

**3. Three Assignments for 3 requirements
And
Verbal Presentation Submission for 4th requirement**

CHOICE OF ASSESSMENT ROUTE

Choice of assessment route in module 2 will depend on choices made at module 1. Refer to the following Individual Assessment Route Criteria for information

NI Specialist Award In Social Work

Individual Assessment Route Criteria

<p>A minimum of 1/3 Award <u>must</u> be achieved via Portfolio, i.e. 3 Requirements *</p> <p><u>Word Count</u> Maximum 3,000 words per Requirement</p>	<p>A maximum of 3 Requirements may be achieved via Assignment</p> <p><u>Word Count</u> Maximum 3,000 per Requirement</p>	<p>A maximum of 3 Requirements may be achieved via Direct Observation</p> <p><u>Word Count</u> Maximum 1,000 words for preparatory statement and 2,000 for reflective account</p>	<p>A maximum of 3 Requirements may be achieved via Verbal Presentation</p> <p><u>Word Count</u> Maximum 3,000 words for critical analysis 30 mins presentation and 30 mins discussion</p>
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LINE MANAGER VERIFICATION

In line with NI PQ policy Line Manager Verification will be required for all submissions. Given the nature of this submission Line Managers are required to complete an additional section to the verification document. Refer to Appendix 3 for proforma.

APPENDIX 1

Practice Guidance for PQ requirements identified as relevant to Joint Protocol and Vulnerable Adult in Service Training Programs

PQ 2

Demonstrate a substantially enhanced level of competence In a defined area of professional practice, professional management, professional education or applied professional research to agreed national, occupational or recognised agency standards

- **Substantially enhanced level of competence**

The expectation is that staff will demonstrate an enhanced knowledge base, including a critique of current research and literature. In addition staff will be expected to reflect originality in the application of knowledge and critically reflect upon their practice demonstrating independence of thought.

Areas to be considered should include critical awareness of the ethical dilemmas and challenges in this area of practice, eg issues of consent; of participation of service users and carers; care vs control.

Other themes will include the use of initiative, and personal responsibility within the context of multi agency working. This should include reflection on the decision making processes and the challenges of joint working and interagency collaboration

- **In a defined area of professional practice**

The defined area of professional practice is the use of the protocol for joint investigation of suspected, alleged or confirmed incidents of abuse from point of referral up to and including clarification

- **Agreed national, occupational or recognised agency standards**

This refers to the need to critically reflect on how practice is informed and guided by legislation, policies and procedures and takes account of nationally agreed standards eg, Safeguarding Children/ Vulnerable adults; Co-operating to safeguard; Regional child protection policies and procedures; Protocol for joint investigation; Achieving Best evidence, NISCC codes of practice

PQ 3

Demonstrate a well developed capacity for using analysis and evaluation to continuously develop and enhance own performance and contribute to the performance of professional and inter-professional groups teams and networks

Analyse and critically reflect on how you have evaluated your performance. This should include how you have contributed to the performance of others (e.g. Family, social services, police medical staff, interpreters, courts and legal systems)

Critically evaluate your ability to interface with others and the challenges in doing so. Critically reflect on how you have managed the challenges of inter-professional working to enhance your performance and that of other professionals in assuring quality and delivering best practice.

PQ 4

Demonstrate a well developed capacity to analyse, evaluate and apply relevant and current research evidence including service user research.

Critically appraise a broad range of current, up-to-date research including methodologies relevant to your practice. Critically reflect on and evaluate the impact of this knowledge on your practice and

where relevant propose new hypotheses.

Research may include knowledge of interview styles and techniques, issues for traumatised victims and carers, service user/ victim perspectives on the processes of investigation and recommendations from investigations, inquiries and case management reviews.

PQ 5

Use a Range of skills and methods of intervention, work effectively and creatively and with initiative in the context of risk, uncertainty, conflict and contradiction where there are complex challenges. Make informed and balanced judgements in the context of relevant policy and legislation

- **Range of skills and methods of intervention**

Need to identify and critically reflect upon the use of a range of approaches in working with service users, carers, PSNI and other professional groups.

Demonstrate self direction and originality in decision making, critically reflect on the use of skills, eg, advocacy, consultation, communication, assessment processes, the management of risk

- **Work effectively and creatively and with initiative in the context of risk, uncertainty, conflict and contradiction where there are complex challenges**

Staff are expected to demonstrate the ability to critique research and lessons from inspections, enquiries and case management reviews and critically appraise how they have informed practice in this area.

Critically reflect on the complex challenges that exist in joint working with other agencies, eg, critiquing the impact of the differing professional priorities on an evidential interview and the

constraints of the social work role. Critically analyse the tensions and ethical dilemmas in practice eg, the needs of service users vis a vis of the carer, right to choice, right to self determination vs duty of care/need for protection. Involvement of service users at all levels of the process needs to be considered

- **Make informed and balanced judgements in the context of relevant policy and legislation**

Demonstrate knowledge and application of relevant policy/legislation and how this informs the decision making process. This should include critical reflection on policies, procedures and legislation eg, lack of legislation regarding vulnerable adults could be critically analysed and implications for practice identified.

Human rights, capacity developmental and cultural issues need to be integrated in all aspects of decision making process. This should include critical reflection on the inclusion and active involvement of service users and carers as appropriate.

Judgements made need to reflect a breadth of consultation with other professionals and within own agency.

PQ 6

Use a critical knowledge and understanding of service user and carers' issues to develop and implement service user and where appropriate carer rights and participation in line with the goals of choice, independence and empowerment.

Critically analyse current research and literature regarding service user and carer issues.

Demonstrate at an advanced level the application and integration of knowledge and research in practice and critically reflect on the associated challenges and tensions, eg how were service users and

carers empowered to actively participate in the investigative processes? Consider disability issues, mental health issues, issues for people for whom English is not their first language. Candidates need to demonstrate critical awareness of current issues eg, right to choice; competing rights and needs of the service users vis a vis carer's rights.

Human rights issues need to be integrated in all aspects of practice. This should include critical reflection on the inclusion and active involvement of service users and carers as appropriate throughout the investigative process, with reference to emerging case law and the need to ensure the victim is protected from potentially abusive processes

PQ 9

Develop and implement effective ways of working in networks across organisational and professional boundaries, having confidence in own professional role and taking responsibility for identifying, analysing and resolving complex issues, promoting partnership and collaboration, thus ensuring the delivery of integrated and person-centred services.

- **Develop and implement effective ways of working in networks across organisational and professional boundaries, having confidence in own professional role**

Critically appraise and evaluate at an advanced level your ability to work collaboratively in a multi-disciplinary and multi agency context. Critique relevant inquiry and case management review recommendations in relation to your own practice in jointly investigating abuse. Demonstrate your ability to take a lead role in representing social work and its values in a multi-agency context.

- **Take responsibility for identifying, analysing and resolving complex issues, promoting partnership and collaboration,**

thus ensuring the delivery of integrated and person-centred services.

Complex issues may include responsibility to the victim and non-abusing carer, service user issues/ potential power imbalances/ professional partnerships and the need to manage tensions throughout all aspects of the process.

Demonstrate the ability to challenge potentially oppressive processes and to proactively advocate for service users at an advanced level.

Appendix 2

Assignment Titles

PQ 2

Drawing on two practice examples from your role as joint protocol/vulnerable adult practitioner, demonstrate and critically evaluate an enhanced level of competence in the context of national occupational or recognized agency standards.

PQ 3

Drawing on two practice examples from your role as joint protocol/vulnerable adult practitioner, demonstrate your ability to critically analyse and evaluate your practice as a means of developing and enhancing your own performance. Critically reflect on your contribution to the joint investigative process.

PQ 4

Drawing on two practice examples critically analyse and evaluate the application of relevant current research, including service user related research, to your role within the joint investigative process.

PQ 5

With reference to two practice examples critically analyse and evaluate the range of skills and methods of intervention used in your role as joint protocol/vulnerable adult practitioner. Within the context of risk, uncertainty, conflict and contradiction critically reflect on how your judgements have been informed by research, policy and legislation.

PQ 6

With reference to two practice examples critically review and analyse your knowledge and understanding of service user and carer perspectives in the context of your role in the joint investigative process. Critically evaluate your practice in promoting service user

and carers rights and participation in line with goals of choice independence and empowerment.

PQ 9

Drawing on two practice examples critically evaluate your ability to work collaboratively across organizational and professional boundaries having confidence in your own role as a joint protocol/vulnerable adult practitioner. Critically reflect on the complexity and challenges of promoting person centred practice while working effectively in partnership across boundaries.

APPENDIX 3

Line Manager Verification Report

Candidate's Name: _____

Candidate's Position: _____

Agency: _____

Area of Work: _____

Date of Submission: _____

Detail of Submission: _____

Line Manager's Name: _____

Line Manager's Position: _____

1. Confirm that the submission reflects:-

- (a) The candidate's own practice
- (b) That it is typical of the candidate's general performance
- (c) That it is up to the standard expected in the Agency

2. Please indicate what support was offered to the candidate in the completion of their submission. Please be specific, eg., planned supervision sessions, proformas used, etc

3. Have you checked the submission for breaches of confidentiality?

Yes

No

Signed: _____
Line Manager

Candidate

Date

Line Manager Verification Report Part 2

Additional Information Regarding Candidates who have completed Joint Protocol or Achieving Best Evidence training

1. Indicate the range of experience the candidate has in undertaking joint investigative practice in line with Joint Protocol/ABE

2. Please comment on your observations of the candidate in practice, eg their ability to adhere to the relevant policies and procedures and make use of the skills taught in the relevant training module.

3. Please comment on the candidate's ability in their role within the joint investigative process, with particular emphasis on their ability to work in partnership with service users and other agencies.

Signed: _____
Line Manager

Signed: _____
Candidate

Date _____

Appendix 4 ASSESSMENT CRITERIA - Level M

% Range	Content* <i>(must include professional ethics)</i>	Application of Theory and Research	Knowledge and Understanding	Evidence of Reading	Referencing and Bibliography	Presentation, Grammar and Spelling
	30	20	20	15	5	10
70 – 100	Critical insightful evaluation and synthesis of complex issues and materials. A high level of originality and reflection. Demonstrates the ability to pursue research at Doctoral level. Originality (21 – 30)	Extensive evidence of advanced applications and/or empirical data, where applicable, informed extensively by current research and practice in the area. Innovative and original use of knowledge. (14 – 20)	Exceptional knowledge and conceptual understanding of complex and/or specialised principles and concepts and the development and advancement of ideas and practice. High level critical judgement and confident grasp of complex issues. (14 – 20)	Extensive evidence of integrating current supplementary sources (12 – 15)	Outstanding referencing and bibliography with current sources (5)	Outstanding, well-directed presentation, logically and coherently structured, using correct grammar, spelling and referencing. (8 – 10)
60 – 69	Critical evaluation and synthesis of complex issues and materials which includes some originality and a reflective approach. Well argued. (18 – 20)	Clear evidence of relevant applications and/or empirical data, where applicable, informed by current research and practice in the area. Critical judgement and a grasp of complex issues. (12 – 13)	Wide knowledge and depth of understanding of complex and/or specialised principles and concepts and the development of ideas and practice. (12 – 13)	Evidence of extensive reading of current supplementary sources (9 – 10)	Comprehensive referencing and bibliography with current sources (4)	Very good presentation, logically structured, using correct grammar, spelling and referencing. (7)
50 – 59	Some critical evaluation and synthesis of key issues and material. Reasonably well argued. Largely descriptive. (15 – 17)	Evidence of relevant applications and/or empirical data, where applicable, with some links to current research in the area. (10 – 11)	Good and appropriate knowledge and depth of understanding of key principles and concepts with some understanding of the development of ideas and practice. (10 – 11)	Evidence of reading supplementary sources (7 – 8)	Adequate referencing and bibliography. Some current sources. (3)	Orderly presentation, clear structure and acceptable grammar, spelling and referencing. (6)

Competent						
Requiring For Further Work						
45 – 49	Some evaluation and synthesis of issues and material (12 – 14)	Occasional relevant applications and/or empirical data, where applicable. (8 – 9)	Basic knowledge and depth of understanding of key principles and concepts only (8 – 9)	Limited evidence of current reading (6)	Limited referencing and bibliography. Sources not up to date. (2)	Weak presentation and structure, grammar, spelling and referencing. (5)
31 – 44	Limited evaluation and synthesis of issues and material (11)	Limited applications and/or empirical data, where applicable (7)	Limited and/or superficial knowledge of key principles and concepts (7)	Minimal evidence of current reading (5)	Inadequate referencing and bibliography (1)	Poor presentation and structure, grammar, spelling and referencing. (4)
0 – 30	Little or no evaluation and synthesis of issues and material (0 – 10)	Little or no evidence of relevant application and/or empirical data. (0 – 6)	Virtually devoid of any evidence of knowledge and understanding (0 – 6)	Little or no evidence of reading (0 – 4)	Inadequate referencing and bibliography (0 – 1)	Inadequate presentation, structure, grammar, spelling and referencing. (0 – 3)
Total						

Appendix 5

Reading List For Childrens Services

Aldgate J, Jones D P H, Rose, W and Jeffrey C (eds) (2007) *The Developing World of the Child* Jessica Kingsley Publishers, London.

Aldridge, M, and Woods, J (1998), *Interviewing Children, A guide for Child Care Forensic Practitioners* Wiley

Argent H, Coleman J (2006) *Dealing with disruption* London BAAF

Barker J and Hodes D (2004) *The child in mind* Routledge

Bichard, Sir M (2004) *The Bichard Inquiry: Final Report*. London HMSO 2004

Brandon M, Thoburn J, Lewis A and Way A (1999) *Safeguarding Children with the Children Act 1989*. The Stationery Office, London.

Cairns, K (2004) *Attachment, Trauma and Resilience* London: BAAF

Cawson, Pat (2000) *Child maltreatment in the United Kingdom: a study of the prevalence of child abuse and neglect*. London: NSPCC

CM5860 (2003) *Every Child Matters*. The Stationery Office London

Corby, B (2000) *Child Abuse : Towards a Knowledge Base*.

Dent, H and Flin, R (1997), *Children as Witnesses*, Wiley, London

Department of Health, (1987), *Report of Inquiry into Child Abuse in Cleveland*, HMSO, London

Department of Health, Social Services and Public Safety: (2003)
Co-operating to Safeguard Children

Department of Health, Social Services and Public Safety, (2006), *Our Children and Young People – Our Shared Responsibility, Overview Report (SSI)* , Belfast

Department of Health, Home Office, Department for Education and Skills (2003) *What To Do If You're Worried A Child Is Being Abused*.
Department of Health, London

Elliot, J. & Place, M. (2004) *Children in Difficulty: A Guide to Understanding and Helping* London, Routledge

Farmer E and Owen M (1995) *Child Protection Practice: Private Risks and Public Remedies*. HMSO, London.

Farmer E., Pollock S (1998) *Sexually Abused and Abusing Children in Substitute Care*, London: John Wiley and Sons Ltd.

Howe, D., Brandon, M., Hinnings, M. & Schofield, G. (1999)
Attachment Theory, Child Maltreatment and Family Support, London, Macmillan.

Howe, D. (2005) *Child Abuse and Neglect: Attachment, Development and Intervention*, London, Palgrave.

Iwaniec, D (1995). *The emotionally Abused and Neglected Child*.
Chichester: Wiley

Laming, Lord (2003) *The Victoria Climbié inquiry: report of an inquiry by Lord Laming*

McAuley, C., Pecora, P. & Rose, W. (2006) *Enhancing the Well-being*

of Children and Families through Effective Interventions: International Evidence for Practice, London, Jessica Kingsley

McNeish, D., Newman, T. & Roberts, H. (2002) *What Works for Children?* Buckingham, Open University Press

Munro, E. (2002) *Effective Child Protection* London Sage

National Commission of Inquiry into the Prevention of Child Abuse (1996) *Childhood Matters: report of the National Commission of Inquiry into the Prevention of Child Abuse* Volumes 1 & 2. London: The Stationery Office (TSO)

NSPCC, (1993), *The Child Witness Pack*, NSPCC, London

Platt, D. and Shemmings, D. (1996), *Making enquiries into Alleged Child Abuse and Neglect* Wiley Press

Phillips R (ed) (2004) *Children Exposed to Parental Substance Abuse*, London : BAAF

PAIN, NISW, NSPCC, (1997), *Enquiries into Alleged Child Abuse*, In House publication.

Health and Social Services Boards, PSNI, NSPCC (2004) *Protocol for Joint Investigation by Social Workers and Police Officers of Alleged and Suspected Cases of Child Abuse - Northern Ireland*,

Thorburn J, Wilding J and Watson J (2000) *Family Support in Cases of Emotional Maltreatment and Neglect*. The Stationery Office, London

Westcott H and Cross M (1996) *This far and no further: towards ending the abuse of disabled children*. Venture Press, Birmingham

Westcott, H and Jones, J, (1997), *Perspectives on the Memorandum*,

Arena

Wilson, C. and Powell, M, (2001) *A guide to Interviewing Children*,
Routledge, London

Website links:

www.publications.doh.gov.uk/safeguardingchildren/safeguardingchildren/pdf

www.dhsspsni.gov.uk/index

www.scie.org.uk

<http://www.everychildmatters.gov.uk/content/documents/everychildmatters.pdf>

APPENDIX 6

Reading List for Adult Services

Achieving Best Evidence in Criminal Proceedings (Northern Ireland): Guidance for Vulnerable or Intimidated Witness, including Children, (2003)

Brown K (2006) *Vulnerable Adults and Community Care*, Exeter: Learning Matters

Department of Health (2000) *No Secrets: Guidance on Developing and Implementing Multi-Agency Policies and Procedures Vulnerable Adults from Abuse*. London: HMSO

Pritchard J (1992) *The Abuse of Older People*, Jessica Kingsley

Pritchard J (2000) *Elder Abuse Work*, Jessica Kingsley Publishers

Protocol For Joint Investigation of Alleged and Suspected Cases of Abuse of Vulnerable Adults, (December 2003) (revised document pending)

Safeguarding Vulnerable Adults, Regional Adult Protection Policy & Procedural Guidance, (September 2006)

Slater P & Eastman M, (1999) *Elder Abuse - Critical Issues in Policy and Practice*, Age Concern

The Journal of Adult Protection - published by Pavilion

Journal of Elder Abuse and Neglect, Haworth Press Inc

British Journal of Social Work

Website links:

www.scie.org.uk

www.cpa.org.uk/index.html - *Centre for Policy*

APPENDIX 7

Project Group Membership

Kate Doyle	SEHSCT
Susan Croskery	BHSCT
Bernie Murdoch	BHSCT
Eileen Mc Kay	NHSCT
Daphne Johnston	SHSCT
Eamonn Sherry	SHSCT
Christine Mc Laughlin	WHSCT
Maureen Devlin	SHSCT (Chair)
Helen Mc Vicker	NI PQETP (co-opted member)