



# Learning pathway course workbook

**Name:**

**Role:**

**Organisation:**

**Course start date:**



# Welcome

**Welcome to the West Sussex Safeguarding Adults Board learning pathway workbook. You've likely either come across this workbook when visiting our website or been sent this by a colleague or your manager. So, here's what you need to know.**

## Who are the West Sussex Safeguarding Adults Board?

The West Sussex Safeguarding Adults Board is a multi-agency partnership, which oversees and coordinates the effectiveness of adult safeguarding across West Sussex. A big part of this is ensuring that we are confident that local safeguarding practice is Care Act compliant, person-centred and outcome-focussed, effective, and that it's continuously improving.

## What's the purpose of the learning pathway?

The learning pathway has been designed to bring together learning resources produced by the Board, and to arrange them into a logical order, creating a self-directed study pathway for staff across the partnership.

It has been split into three parts: the essentials; develop your skills; and enhance your practice. It is worth discussing these parts with your manager or safeguarding lead, to agree whether to complete just some, or all, of the pathway. It's our hope that staff at all levels will find these resources helpful, either as an introduction to adult safeguarding, or as a refresher.

## How do I access it?

All of the resources included [in the learning pathway](http://www.westsussexsab.org.uk/learning-pathway/)<sup>1</sup> are accessed online, via our West Sussex Safeguarding Adults Board website. Most resources are in an accessible PDF format, and can therefore be accessed on computer, laptop, tablet, or mobile phone. Whilst we have included some clickable hyperlinks in this document, this workbook is intended to be printed for completion, and therefore, where needed, you will find the URL address of resources included at the bottom of each page.

<sup>1</sup> [www.westsussexsab.org.uk/learning-pathway/](http://www.westsussexsab.org.uk/learning-pathway/)

# Using this workbook

**This learning pathway has been designed to take you on a journey through our key adult safeguarding learning resources.**

This pathway will help you to cement your understanding of the basics, develop your skills and knowledge, and enhance your practice. Once you've completed this pathway you'll be on-track to a solid understanding of adult safeguarding.

This workbook has been created to support you through your journey. It will guide you through each learning resource and provide opportunities for you to reflect on your learning, explore further reading, and note down any actions you need to take forward for your practice.

***Please note that this workbook is intended to be printed and used as a hard-copy resource.***



**Activity boxes featuring the pen icon offer you the space to reflect on your learning, and any questions posed by the learning resource.**

Use these spaces as an opportunity to note ideas about how you are already meeting recommendations, and what you could do to improve your practice further.



**Activity boxes featuring the discussion icon encourage you to record any questions that you have for your line manager or safeguarding lead.**

This might be questions about agency-specific policies or processes, or ideas that you have to share with them.



**Activity boxes featuring the books icon provide you with additional reading material, to extend your learning on the topics covered in each learning resource.**

# Stage 1: The essentials

In **'Stage 1: the essentials'**<sup>2</sup> you will have an introduction to the Safeguarding Adults Board, and a tour through the fundamentals of adult safeguarding in West Sussex.

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**Date of completion:**



<sup>2</sup> [www.westsussexsab.org.uk/step-1-the-essentials/](http://www.westsussexsab.org.uk/step-1-the-essentials/)

# An introduction

**We have worked with the West Sussex Learning and Development Gateway to produce this e-learning module, called 'An introduction to the West Sussex Safeguarding Adults Board'.**

The resource is a short e-learning course, featuring a series of short, animated videos. It will guide you through who we are, what we do, and what resources we have available to support you in your safeguarding practice.

**This year the West Sussex Safeguarding Adults Board's priorities are:**

You can find a list of our Board members on our website. Our Board members are responsible for sharing information within their own organisation, as well as their networks, to ensure the effective distribution and embedding of learning. If you don't already know, you may want to find out who your representative is, either from your own organisation, or a representative from your sector.

**My West Sussex Safeguarding Adults Board representative is:**

*Tip: Check me when you've completed this resource*



# The Care Act

**This summary guidance document provides guidance for staff on the safeguarding responsibilities outlined in the Care Act 2014 and the care and support statutory guidance.**

This resource outlines your responsibilities as a staff member, as well as defining care and support needs, and summarising what the Care Act says about safeguarding.

All adult safeguarding work is underpinned by the six principles of adult safeguarding. Check your understanding of these by matching the principle to its definition.

**1. Empowerment**

A. Responding in the least intrusive way appropriate

**2. Prevention**

B. Working with local services and communities

**3. Proportionality**

C. Taking action before harm occurs

**4. Protection**

D. Supporting adults to make their own decisions

**5. Partnership**

E. Being transparent about our role in safeguarding

**6. Accountability**

F. Supporting those who are most in need

**Answers: 1D, 2C, 3A, 4F, 5B, 6E**

*Tip: Check me when you've completed this resource*



# The Mental Capacity Act

**This summary guidance document provides guidance for staff on the Mental Capacity Act, and the considerations that you should make when completing a Mental Capacity Assessment.**

This resource outlines your responsibilities as a staff member, the statutory principles of the Mental Capacity Act, how we assess capacity, and an example format for recording a Mental Capacity Assessment.

**Consider the 'daily life' and 'complex' decisions that arise for the adults that you work with. Note down some examples of decisions that could require a Mental Capacity Assessment.**



Your organisation may have their own format for recording Mental Capacity Assessments. It may be helpful for you to have a discussion with your manager or safeguarding lead, to ensure that you are aware of the expectations in your organisation.

**Record the outcome of your discussion, here.**



**Podcast  
available**



*Tip: Check me when you've completed this resource*



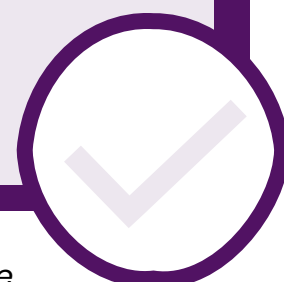
# Pan Sussex policy and procedures

**The Sussex safeguarding adults policy sets out the approach taken to adult safeguarding across Sussex. The procedures explain how agencies and individuals should work together to put the policy and procedures into practice.**

These procedures represent the standards for good practice in adult safeguarding in Sussex and have been endorsed by Brighton & Hove, East Sussex and West Sussex Safeguarding Adults Boards.

We would recommend that you spend some time familiarising yourself with the website that hosts these policy and procedures. It's worth taking a look at the contents page, and making a note of any areas in particular that you feel you would benefit from exploring in more depth.

**Key chapters that I would like to return to for further exploration are:**



*Tip: Check me when you've completed this resource*



# Making Safeguarding Personal

**This guidance is designed to assist staff across agencies to understand what is meant by Making Safeguarding Personal and how to apply it to safeguarding situations.**

We know that to support adults to be involved in the safeguarding process, we need to provide them with information in a way that is most appropriate for them, at a time that best suits them (unless this would prolong or increase the risk). If they continue to lack capacity, we might need to seek the support of a representative for them.

This is someone who can know and understand what their wishes and preferred outcomes would be if they were able to be involved in the process. This could be a family member or friend, or, if there is nobody suitable available, this could also be an independent advocate.

West Sussex County Council provides advice for professionals wanting to refer an individual for an Independent Advocate under the Care Act. You can read about this below.



## **Make an Independent Advocacy referral | West Sussex County Council**

Any individual can potentially be eligible for an advocate at some point in their life. This could be an Independent Mental Health Advocate (IMHA), an Independent Mental Capacity Advocate (IMCA) or an Independent Care Act Advocate (ICAA). Explore these web resources:

- [Make a request for an Independent Advocate | West Sussex County Council](#)<sup>3</sup>
- [Understand the role of an Independent Advocate | Connect to Support](#)<sup>4</sup>

<sup>3</sup> [www.westsussex.gov.uk/social-care-and-health/social-care-and-health-information-for-professionals/adults/make-an-independent-advocacy-referral/](http://www.westsussex.gov.uk/social-care-and-health/social-care-and-health-information-for-professionals/adults/make-an-independent-advocacy-referral/)

<sup>4</sup> [www.westsussexconnecttosupport.org/how-to-live-well-with-a-health-condition-or-disability/advocacy/](http://www.westsussexconnecttosupport.org/how-to-live-well-with-a-health-condition-or-disability/advocacy/)

*Tip: Check me when you've completed this resource*



# Early warning signs

**This quick reference guide takes you through what we mean by 'early warning signs', what the types of abuse are according to the Care Act, and examples of early warning signs that we should be looking out for.**

We've read that we can categorise the main early warning signs into four areas. These are: emotional changes; physical changes; changes to routines; and changes to the home environment. Thinking about the adults that you work with, suggest some early warning signs that you might notice in each of these four areas.

**Emotional changes I might notice:**

**Physical changes I might notice:**

**Changes to routine I might notice:**

**Changes to the home environment I might notice:**



*Tip: Check me when you've completed this resource*



# Information sharing

**This guidance outlines the key principles of effective information sharing, including why it's so important, and how to ensure that you do it in accordance with legislation.**

It's important to remember that:

- the law doesn't prevent information sharing, as long as it meets certain criteria;
- we should be open and honest with the adults involved;
- we should always ask for advice if we're unsure, before sharing the information;
- the decision to share information should be based on safety and wellbeing;
- information sharing should be necessary, proportionate, relevant, adequate, timely, and secure; and
- we must keep clear records.



**Your organisation is likely to have their own policies about information sharing. Make sure that you know where to access these, and that you are clear on your responsibilities for sharing information in your role. Use this space to make a note of anything that you want to discuss with your manager or safeguarding lead.**



*Tip: Check me when you've completed this resource*

# Safeguarding thresholds

**The safeguarding thresholds guidance is a key document in supporting you to understand the type of incidents that should be reported to the local authority.**

This summary guidance will give you a broad overview of the range of incidents that are notifiable to the local authority, as well as examples of what abuse and neglect might look like. For a full list, as well as hints and tips about where you can access alternative support if your concern doesn't meet the criteria for a safeguarding concern, you should refer to the source document: *Safeguarding Adults Thresholds: Guidance for Professionals* (Sussex Safeguarding Adults Boards, 2023).



## **Raise a concern about an adult | West Sussex County Council**

If you think an adult is being harmed, abused, or neglected, you can report your concerns to the local authority. Visit their webpages:

- [Raise a concern about an adult | West Sussex County Council](#)<sup>5</sup>

If you have concerns about the safeguarding of an adult with care and support needs, you should seek advice from your line manager and/or safeguarding lead, before making a referral to the local authority.

**Before submitting a safeguarding referral to the local authority, I will consult with:**



<sup>5</sup> [www.westsussex.gov.uk/social-care-and-health/social-care-support/adults/raise-a-concern-about-an-adult/#how-to-raise-a-concern](http://www.westsussex.gov.uk/social-care-and-health/social-care-support/adults/raise-a-concern-about-an-adult/#how-to-raise-a-concern)

*Tip: Check me when you've completed this resource*



# Escalation and resolution

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**We know that our escalation and resolution protocol is underused across the partnership.**

Hopefully, this summary guidance will give you the confidence to understand the process and put it into practice if you experience a professional disagreement.

**Consider a time when you have experienced a professional disagreement. Did you refer to the escalation and resolution protocol?**

**If not, how do you think the protocol could have supported you to resolve the disagreement more quickly and easily?**

**How might the outcome have been different if you'd used the escalation and resolution process?**

*Tip: Check me when you've completed this resource*



# Stage 2: Develop your skills

**In 'Stage 2: develop your skills'<sup>6</sup> you will develop your understanding of key adult safeguarding themes and working as part of an effective multi-agency team.**

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**Date of completion:**

<sup>6</sup> [www.westsussexsab.org.uk/step-2-develop-your-skills/](http://www.westsussexsab.org.uk/step-2-develop-your-skills/)

# Multi-agency working

**This guidance highlights why effective multi-agency working is essential when working with adults with multiple and compound needs.**

Working collaboratively with staff from other involved agencies leads to a better awareness of the adult's needs, a more coordinated approach to care, and ultimately, to better outcomes for the adult.

The main considerations that you should be aware of are:

- how to convene a multi-agency meeting;
- where to record your engagement with the adult;
- how to share information effectively and in accordance with legislation;
- how to undertake a multi-agency risk assessment;
- how to seek support from other staff or agencies.



**Your organisation is likely to have their own processes for seeking multi-agency involvement. Discuss the expectations of your organisation with your manager or safeguarding lead. Make a note of your discussion here.**



*Tip: Check me when you've completed this resource*



# Concerned curiosity

**Whilst you may not be familiar with the term 'concerned curiosity', you probably have heard of 'professional curiosity' or even 'respectful nosiness'.**

All of these terms refer to an in-depth interest in the adults you are working with by exploring and understanding what is happening or, may be happening, rather than making assumptions or accepting things at face value.

You've read about the key skills you will need to develop to demonstrate concerned curiosity. Consider what you can do in your practice to develop the following skills.

**Look:**

**Listen:**

**Ask:**

**Clarify:**

**Podcast  
available**



*Tip: Check me when you've completed this resource*





# Person-centred approaches

**In stage 1 we looked at what it means to engage in a Making Safeguarding Personal approach. We're now going to build on this by taking a look at person-centred approaches.**

This resource takes you through what a person-centred approach is, paternalistic practice, protected characteristics, discrimination, and health and social care inequalities.

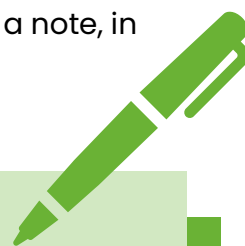
You've read about the four different types of discrimination. Sometimes we may find it challenging to identify discrimination other than direct discrimination. Make a note, in your own words, of what the following types of discrimination mean.

**Direct discrimination means:**

**Discrimination by association means:**

**Discrimination by perception means:**

**Indirect discrimination means:**



*Tip: Check me when you've completed this resource*



# Risk assessment

**Something we often hear is that staff members aren't confident in assessing and recording risk for adults that they're working with.**

This guidance explains what risk assessment is; how to manage risk-taking; steps to completing a risk assessment; and how to access support if you put steps in place to mitigate risk but risk remains.



**Your organisation may have their own format for recording risk assessments. It's important that you understand the expectations of your organisation; if you are unsure, speak with your manager or safeguarding lead. Record your discussion here.**

When working with an adult, if risk remains high despite multi-agency risk assessment and planning, and all available options to support have been explored, consider a referral to the Multi-Agency Risk Management (MARM) subgroup.



## **Multi-Agency Risk Management (MARM) subgroup**

The MARM is a subgroup of the Board which meets monthly to consider further actions for adults where risk remains high despite measures attempted to mitigate the risk. Visit our website for more information:

- [Submit a referral to the MARM subgroup<sup>7</sup>](#)

<sup>7</sup> [www.westsussexsab.org.uk/policy-and-protocols/safeguarding-practice-procedures-and-protocols/#MARMProtocol](http://www.westsussexsab.org.uk/policy-and-protocols/safeguarding-practice-procedures-and-protocols/#MARMProtocol)

*Tip: Check me when you've completed this resource*



# Self-neglect practice guidance

**This guidance provides staff with guidance for working with adults who are self-neglecting.**

We know that, in a lot of situations, self-neglect practice sits outside of safeguarding. That means that it doesn't meet the criteria for a Section 42 safeguarding enquiry under the Care Act 2014. That's why we've designed this guidance to support you when working with cases, even if they don't meet the safeguarding criteria.

**Here's a reminder of the five-step process we've agreed in Sussex for working with adults who are self-neglecting.**

**Step 1: Identify the self-neglect occurring and take any necessary immediate actions to minimise risk.** This might include requesting a social care assessment, arranging a multi-agency meeting, and submitting a safeguarding referral.

**Step 2: Identify a lead agency to coordinate the multi-agency work.** If there is a safeguarding enquiry, this will be the local authority.

**Step 3: Make sure any necessary information sharing is taking place.** Make sure that you're aware of the expectations of your organisation when it comes to sharing information.

**Step 4: Arrange a multi-agency meeting.** The lead agency identified at step 2 should convene the meeting to consider risks and mental capacity; devise an action plan; and ensure that that adult is involved where possible.

**Step 5: Complete a comprehensive risk assessment.** Make sure that the assessment identifies who is taking forward actions; what the timeframe is; and what the desired outcomes are.

Podcast  
available

*Tip: Check me when you've completed this resource*

# Complex needs toolkit

**We know, from our Safeguarding Adults Reviews and audits, that staff working with adults who have complex needs, need some tools to support their work.**

That's why we've developed our complex needs toolkit, which includes guidance, signposting to resources, and a variety of templates which can be used and adapted by all organisations.



**Your organisation may already have similar resources in place for you to use. Please do use your organisation's templates and forms if this is the case. Discuss the expectations of your organisation with your manager or safeguarding lead.**

Make a note here of which resources your organisation provides, and which, if any, you will use from the complex needs toolkit.



*Tip: Check me when you've completed this resource*

# Disguised compliance

**This guidance takes you through an exploration of disguised compliance, including what it is, what it might look like, and how you might mitigate against it.**

Disguised compliance might be a new concept to you. So, it's worth taking some time to understand what it is, and to think about what it might look like in the environments that you work in.

**Explain, in your own words, what the term 'disguised compliance' means.**

Now that you've read what disguised compliance is, and what to look out for, consider what small changes you can make to your practice, to help prevent disguised compliance from impacting your efforts to safeguard the adults you work with.

**List the small changes that you can make in your practice to mitigate against the impact of disguised compliance.** *Hint: this is likely to include the ways that you interact with the adults you work with, and their carers.*

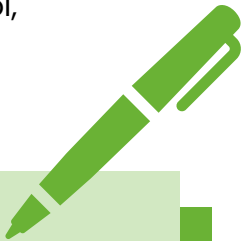
*Tip: Check me when you've completed this resource*

# Trauma-informed approaches

**This guidance supports you to explore a trauma-informed approach to working with adults.**

It includes an overview of what trauma is; how trauma-informed care might differ to care they've previously experienced; and some best practice examples. It's useful to revisit the five 'R's of trauma-informed practice. These are:

- **realising** how common trauma is;
- **recognising** that people are affected by trauma in different ways;
- **responding** in ways that are mindful of the impact of trauma;
- **resisting re-traumatisation** by providing adults with choice, control, empowerment, collaboration, and safety; and
- **reflecting** on the impact of our practice.



**You've also read about the five key principles of trauma-informed practice: safety; trust; choice; collaboration; and empowerment. Choose one of these principles and note down some ideas for how you can embed it into your everyday practice.**



**Podcast  
available**

*Tip: Check me when you've completed this resource*



# Regulation 18

**This guidance has been produced for care providers, to summarise and clarify the events or occurrences that must be notified to the Care Quality Commission (known as CQC).**

It doesn't apply to health service bodies, the local authority, or providers of primary medical services. This is because these services must refer to the regulation in full for guidance on their responsibilities.

As you've read, it is the responsibility of the registered person of a service to submit the notification to CQC. Therefore, make sure that if you feel a notification needs to be made, you know who, in your service, to discuss this with.

**The registered person in my organisation, for CQC purposes, is:**



*Tip: Check me when you've completed this resource*

# Stage 3: Enhance your practice

In 'Stage 3: enhance your practice'<sup>8</sup> you will take a more in-depth look at applying theory to practice and explore some key resources designed to support your practice.

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**Date of completion:**

<sup>8</sup> [www.westsussexsab.org.uk/step-3-enhance-your-practice/](http://www.westsussexsab.org.uk/step-3-enhance-your-practice/)



# Safeguarding young people



**This summary guidance outlines the process for safeguarding young people aged 17.5+. It highlights the interface between work undertaken by Children's Services, and work undertaken by Adults' Services.**

It's important that you refer to this guidance, or the original protocol, if you are working with a young person aged 17.5+ to 25 years, who:

- has care or support needs, including young people who are in receipt of the West Sussex County Council Leaving Care Service and;
- are experiencing, or at risk of, abuse or neglect.

The process outlined in this resource should give you the structure needed to ensure that transitions from, or into, services are planned for and consistent.



## ***Bridging the gap: transitional safeguarding and the role of social work with adults | Research in Practice (2021)***

If you would like to read more about safeguarding young people, and what is known as 'transitional safeguarding', read the knowledge briefing, a joint, independent briefing, published by the Department of Health and Social Care.

The briefing describes what transitional safeguarding is, why it's needed, and how adult social work is essential to it. It includes a focus on the sexual and criminal exploitation of young people and is aimed at staff at all levels of experience, both operational and strategic.

### **Read the briefing:**

- [Bridging the gap: transitional safeguarding and the role of social work with adults | Gov.uk<sup>9</sup>](https://www.gov.uk/government/publications/bridging-the-gap-transitional-safeguarding-and-the-role-of-social-work-with-adults)

<sup>9</sup> [www.gov.uk/government/publications/bridging-the-gap-transitional-safeguarding-and-the-role-of-social-work-with-adults](https://www.gov.uk/government/publications/bridging-the-gap-transitional-safeguarding-and-the-role-of-social-work-with-adults)

*Tip: Check me when you've completed this resource*




# Safeguarding Adults Reviews

**This summary guidance provides you with an overview of the Safeguarding Adults Review referral process, including the criteria, referral requirements, and possible outcomes.**

Safeguarding Adults Reviews, often referred to as SARs, are one of our key mechanisms for identifying learning needed across the partnership, and of taking forward recommendations for practice or process change.

That's why it's really important that you keep up-to-date with all the learning from our latest Safeguarding Adults Reviews. We publish [our Safeguarding Adults Reviews<sup>10</sup>](#) on our website, alongside learning resources including learning briefings, podcasts, and recorded presentations by the reviewer themselves.



**One of the biggest challenges we face is knowing how best to share learning from our Safeguarding Adults Reviews. Visit our Safeguarding Adults Reviews webpages and make a plan for how you could support the dissemination of learning in your organisation. *Hint: this could be through team meetings or best practice days.***

<sup>10</sup> [www.westsussexsab.org.uk/statutory-publications/safeguarding-adult-reviews/](http://www.westsussexsab.org.uk/statutory-publications/safeguarding-adult-reviews/)

*Tip: Check me when you've completed this resource*



# Quality and safeguarding

**Sometimes, when a safeguarding referral is not progressed, it's because the concerns contained in the referral don't meet the Care Act criteria for safeguarding, and instead, should be referred as a quality concern.**

This learning briefing provides examples of the difference between quality and safeguarding, and when quality concerns might become safeguarding concerns. In West Sussex, there are three primary routes for the monitoring of quality concerns. These are:

- the Care Quality Commission, also known as CQC;
- through the Quality and Safeguarding Information subgroup of the Board; and
- by raising a quality issue with the local authority.



## **Raise an issue about the quality of a care service | West Sussex County Council**

If you are concerned about the quality of a service, but your concerns do not meet the criteria for safeguarding, consider raising a quality concern through the local authority.

The local authority will review your concern, discuss any identified themes, and take forward actions in the form of monitoring visits or multi-disciplinary meetings.

### **Report a concern:**

- [Raise an issue about the quality of a care service](#)<sup>11</sup>


<sup>11</sup> [www.westsussex.gov.uk/social-care-and-health/social-care-and-health-information-for-professionals/adults/raise-an-issue-about-the-quality-of-a-care-service/#definition-of-a-quality-issue](http://www.westsussex.gov.uk/social-care-and-health/social-care-and-health-information-for-professionals/adults/raise-an-issue-about-the-quality-of-a-care-service/#definition-of-a-quality-issue)



# Language and terminology

**This learning briefing is intended to draw attention to the way that we use language in our practice, and how it might create stigma or provide barriers to understanding or positive engagement.**

This resource explores why language is so important; the impact it can have; and provides examples of some simple language changes that we can make.



**Think of some examples of language that is commonly used in your organisation, which could cause distress or distrust to the adults you work with. Suggest some alternative ways to phrase that language.** *Disclaimer: this activity is not intended to place blame or condemn practice. Rather, it is intended to provide an opportunity for you to reflect on existing practice and suggest improvements.*



**Podcast  
available**

*Tip: Check me when you've completed this resource*



# Clarissa resource pack

**We have created this resource pack as a reflection on 'Clarissa', a short film by Chris Godwin and Jimmy McGovern, in collaboration with Groundswell.**

The aim of the resource pack is to improve understanding of the stigma experienced by homeless people when accessing services and the benefits of trauma-informed care.

**The resource pack features a suggested training plan for use in team meetings, or internal training. Discuss opportunities to explore this training with your manager or safeguarding lead. Make a note of your discussion here.**



**On page 6 of the resource pack, you will find a number of questions to consider in relation to understanding the challenges of accessing services. Use this space to record any thoughts you have in response to those questions.**



*Tip: Check me when you've completed this resource*

# Managing a choking risk

**This guidance is intended to support staff in adults social care, health, and care settings, in identifying, assessing, and working with adults who may be at risk of choking.**

The guidance highlights the importance of care planning in managing choking risk, and outlines key knowledge that all staff should have, relating to processes within their own agency. Consider the following and make a note of anything that you need to discuss with your manager or safeguarding lead.

**Do you know where to access your agency's screening tool, for use when you are concerned that an adult may be at risk of choking?**

**Do you know where to access an adult's care plan, including their eating and drinking care plan, if needed?**

**Are you confident in your agency's review process for care planning?**

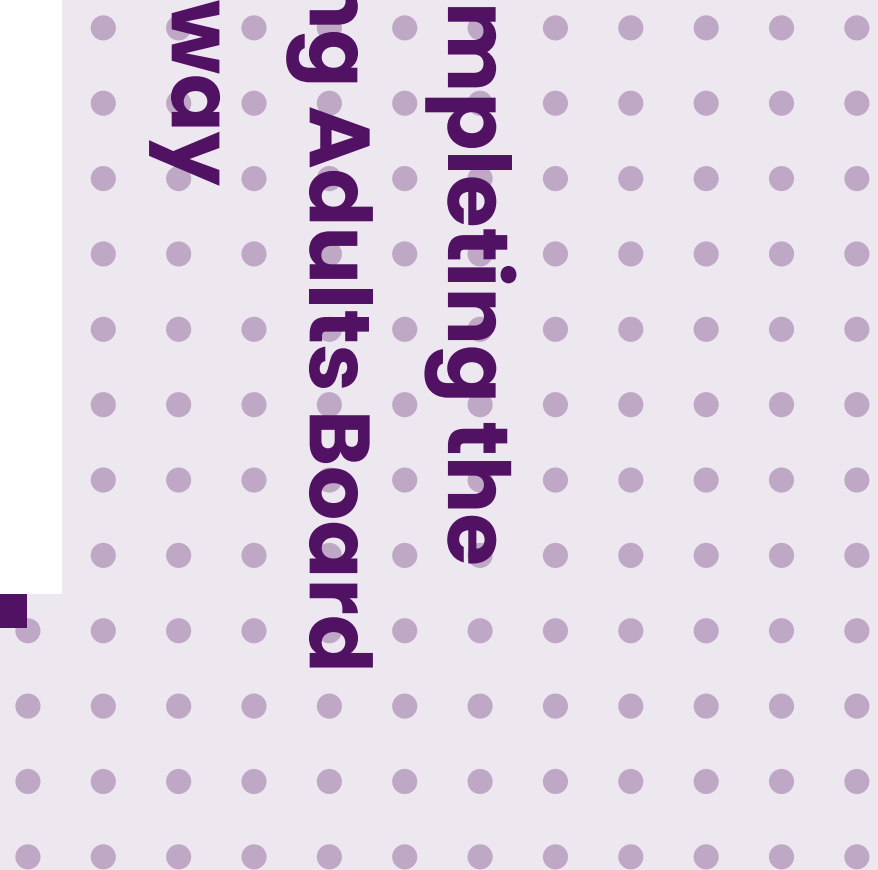
**If you are concerned about the management of choking risks with an adult you work with, are you aware of how to escalate your concerns, including how to contact the Speech and Language Therapy service?**

*Tip: Check me when you've completed this resource*





# Congratulations on completing the West Sussex Safeguarding Adults Board learning pathway



**Name:**

**Role:**

**Organisation:**

**Manager signature:**

**Date:**

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