



Plymouth Safeguarding Adult Board Learning & Development Competency Framework

This document is based on current guidance, definitions and terminology and is subject to change. This document will be reviewed on a regular (minimum yearly) basis via the Lead Officer Sub-group of the Safeguarding Adult Board (SAB) to take into account and reflect any changes in legislation, guidance, definition, terminology and practice.

The competence framework is based on the revised 2015 National Competency Framework for safeguarding adults produced by Bournemouth University and endorsed by The Association of Directors of Social Services (ADASS) Learn to Care, Skills for Care and Social Care institute for Excellence (SCIE). Bournemouth University developed these competencies from a review of Serious Case Reviews, CQC reports, practitioner, manager, service user and carer feedback.

<http://www.ncpqsw.com/publications/national-competency-framework-for-safeguarding-adults-comprehensive-and-concise/>

Contents

1. Audience – p2
2. Purpose – p2
3. Competency framework rationale and responsibilities – p2
4. What is competence – p3
5. What is the role of training – p3
6. Who should complete the competencies – p4
7. What are the timescales for completion – p4
8. Assessment of competence – p4
9. Adult Safeguarding Competencies – p4
10. Appendices – p7
 - Competency Framework – p7
 - Relevant legislation – p7
 - Six Principles of Adult Safeguarding – p8
 - Making Safeguarding Personal – p9
 - Plymouth City Council Adult Safeguarding multi-agency training – p10

1. Audience

Plymouth Safeguarding Adults Board members, partner agencies, organisations, staff and managers, supported to undertake their safeguarding roles and responsibilities competently.

There is an expectation that organisations will ensure that all staff providing a service know how to respond to safeguarding concerns in line with legislation, national and local guidance. <http://plysab.proceduresonline.com/>

An embedding period will be negotiated to allow organisations time to ensure they have processes in place to implement the framework.

Some individuals will work in settings which provide both universal and specialist services for adults and children. It is the responsibility of the organisation to determine the knowledge and learning that is required. For Health organisations the Safeguarding Adult competency framework when published in 2016 will be a key resource for identifying training/competency requirements for health staff.

2. Purpose

To safeguard adults at risk of abuse, all staff must have the competences to recognise adults who may be at risk of abuse and to take effective action, including engaging with the individuals themselves, as appropriate to their role. It is the duty of employers to ensure that those working for them clearly understand their contractual obligations within the employing organisation, and it is the responsibility of employers to facilitate access to training and education which enable the organisation to fulfil its aims, objectives and statutory duties effectively and safely.

This framework has been produced to support partner organisations in the development of a workforce that is competent and effectively trained in adult safeguarding practices that are continuously improving. It outlines the sets of competencies required for particular categories of job roles.

The Plymouth Safeguarding Adult Board should be assured that it has the involvement of all partners necessary to effectively carry out its duties. In the area of staff, agency and organisational learning and development, effective links can be made with partners to collaboratively to commission and deliver appropriate training.

3. Competency framework rationale and responsibilities

Previously safeguarding training has been based upon attendance at training at a range of levels. However completion of training does not evidence a worker's competence in any particular area or task, only that they have attended a training course.

Safeguarding competences are a set of abilities that enable staff to work effectively in order to help recognise and prevent abuse and neglect, as well as supporting

people who are at risk of abuse or neglect or are actually experiencing it. There are a combination of skills, knowledge, attitudes and values that are required for safe and effective practice.

To enable all staff working with adults at risk to develop their skills this framework sets out a competency based approach. It is designed to raise standards and ensure consistent and proportionate response to safeguarding issues for adults. It has been devised to provide a baseline for standards of competence that individuals can expect to receive from those workers and organisations that have key responsibilities in adult safeguarding.

The employing agency/organisation has the responsibility for:

- Ensuring and evidencing that staff meet the required competencies
- The organisation, delivery and recording of learning undertaken
- Ensuring that any Safeguarding Adults learning reflects the Safeguarding Adults Core values (as above).
- In the absence of any statutory requirement stating how often staff should attend training, it is recommended that training/learning is attended every three years (minimum).

The Safeguarding Adults Board (SAB) has the responsibility for:

- Ensuring that partner agencies and organisations monitor and quality assure the training / learning provided to enable staff to have the opportunity to meet the minimum requirements.
- Seeking assurance from employing agencies/organisations that the training/learning has been effective

4. What is competence?

A competence is the combination of the skills, knowledge and experience held by individual staff and this framework aims to ensure that these qualities inform safeguarding practice in a way that is commensurate with an individual's role and responsibility. Regardless of training, competence grows through experience and the abilities of an individual to learn and adapt.

5. What is the role of training?

All training should be designed in order to support workers to have the underpinning knowledge required to achieve competence. It is therefore possible to have a standard for expectation of what should be included with safeguarding training (at any given level) regardless of how or by whom the training is delivered.

The use of a competency framework also enables learning from other training to be used. For instance Root Cause Analysis training may support some workers to evidence against the enquiry competencies.

Individual agencies will need to look at existing mechanisms that may contribute to the assessment. For instance, the Care Certificate for health and social care settings. The level one competency is approximately aligned to these standards.

The competency framework also allows for the consideration of other forms of Continuous Professional Development. This could take the form of training but could also include practical experience and workplace learning such as coaching and mentoring.

6. Who should complete the competency?

All staff should be assessed as competent against the competencies that are relevant to their job role and level of responsibility. Whatever their role all staff should know when and how to report any concern about abuse of an adult. Therefore all staff need to demonstrate the first 5 competencies within the framework. Further competencies will be dependent upon their job role and level of responsibilities.

As the competencies are cumulative all people working with adults with care and support needs should complete Level 1 competencies. It is recognised that at levels beyond this agencies may need to adapt the competencies to cover specialist roles.

7. What are the timescales for completion?

The timescales for successful demonstration of competency will depend upon the job role and responsibilities.

There are areas where there are suggested timescales. For instance front line care staff should complete the Care Certificate within 12 weeks of starting employment. Competencies at level 1 and 2 should also be linked to the assessed and supported year in employment for newly qualified social workers.

Individual agencies are required to set appropriate timescales for their staff to achieve required competence in order to be assured that their staff can practice effectively.

8. Assessment of competence

Achieving competence requires more than just attending a training course although this may be an element of developing competence. The assessment of competence should (ideally) combine a mix of direct observation of practice as well as a process of exploration, discussion and questioning. This could be carried out in supervision or as part of the follow up to training.

9. Adult Safeguarding Competencies

9.1 Competencies (1 – 6) Level 1

Target Group: *For all staff and persons in a position of trust who may have direct or indirect contact with adults at risk of abuse and neglect.* This includes all staff within health, social care, universal and/or community based services.

Staff at all levels should be able to demonstrate competence in:

1. Understand the Care Act duties to a person who has needs for care and support (whether or not the local authority is meeting any of those needs), and is experiencing, or 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
2. Understanding the types and signs of abuse, as defined by Care Act 2014
3. Understanding the importance of whistle-blowing procedures
4. Understanding the importance of creating a safe environment in order to minimise the risk of abuse and harm
5. Understanding their role as defined within the multi-agency and internal policy and procedure, including how to report and record concerns of abuse of either adults or children using appropriate systems.
6. Awareness of legislation, applicable to role and responsibilities

9.2 Competencies (7 – 11) Level 2

Target group: *Staff with a responsibility for making safeguarding adults referrals, including but not limited to managers and supervisors.*

Staff at all levels should be able to demonstrate competence in:

7. Identifying incidents and disclosures that meet safeguarding adults criteria, risk assessing and referring as appropriate
8. Knowing how to support staff and people when they report concerns of abuse, or are alleged responsible for abuse, as appropriate
9. Identifying their role in the multi-agency safeguarding adults framework, and contributing as appropriate
10. Understand the importance of recording and documenting all information appropriate to any allegation and investigation, in accordance with local policy and procedure and relevant internal guidance
11. Understand the principles of information sharing in accordance with local policy and procedure, relevant legislation and relevant internal guidance

9.3 Competencies (12 – 15) Level 3

Target group:

Staff who receive referrals under the Plymouth Adult Safeguarding: Multi-Agency Policy and Procedure.

Staff at all levels should be able to demonstrate competence in:

12. Assessing information from referrals and applying multi-agency safeguarding adults criteria consistently
13. Assessing and analysing information about risk from referrers and taking appropriate and timely action
14. Gathering and recording referral information accurately and in a timely fashion
15. Offering appropriate support, advice and/or signposting where safeguarding adults criteria are not met

9.4 Competencies (16 – 18) Level 4

Target group: *Staff in adult social care, health services or police who co-ordinate or have significant involvement in multi-agency adult safeguarding enquiries, including but not limited to police officers, relevant health and social care staff.*

Staff at all levels should be able to demonstrate competence in:

16. Identifying the roles and responsibilities of all agencies involved in the enquiry process
17. Conducting enquiries / assessment activities in accordance with local policy and procedure, including identifying and managing risk factors
18. Contributing to strategy meetings / discussions, conferences and safeguarding plans, as appropriate

9.5 Competencies (19 -23) level 5

Target group: *Staff who manage or supervise staff with responsibility for co-ordinating multi-agency adult safeguarding enquiries, and who have responsibility for convening and chairing safeguarding adults conferences.*

Staff at all levels should be able to demonstrate competence in:

19. Convening and chairing a adult safeguarding Strategy Meetings and Case Conferences
20. Understanding the roles and responsibilities of operational managers within the multi-agency adult safeguarding framework
21. Making sound and consistent decisions as part of implementing the local policy and procedure
22. Ensuring that service users and carers are supported and involved in the conference process, as appropriate
23. Carrying out robust, effective and timely supervision with practitioners engaged in adult safeguarding enquiries

9.6 Competencies (24 – 28) Level 6

Target group: *Staff with a responsibility for ensuring and embedding effective safeguarding adults practice and process within their organisation, including but not limited to Safeguarding Adults Board representatives, elected members and Safeguarding Leads*

Staff at all levels should be able to demonstrate competence in:

24. Leading the development of effective policy and procedures for adult safeguarding in their organisation
25. Ensure plans and targets for Adult Safeguarding are embedded at a strategic level across your organisation
26. Promote awareness of Adult Safeguarding within and outside of their organisation
27. Develop and maintain systems to ensure the involvement of those who use your services in the evaluation and development of their Adult Safeguarding services

28. Understand the role and function of the Safeguarding Adult Board and Local Safeguarding Children's Board

10. Appendices

10.1 Adult Safeguarding: Professional Competency Framework for Safeguarding Adults



Appendix 10.1
Safeguarding Adults f

10.2 Relevant Legislation

The UN Convention on Human Rights (1948) has particular articles that relate to adult safeguarding, these are:

- **Article 2** The right to Life.
- **Article 3** The right not to be tortured or treated in an inhuman or degrading way.
- **Article 5** The right to liberty.
- **Article 8** The right to respect for private and family life, home and correspondence.

These clearly identify the requirements that adults live in a safe environment, are protected from harm, and enjoy personal freedom and privacy.

The Human Rights Act 1998 sets out the fundamental rights and freedoms that everyone in the UK is entitled to. The Human Rights Act came into force in the UK in October 2000. In practice, the Act has three main effects:

- 1) It incorporates the rights set out in the European Convention on Human Rights (ECHR) into domestic British law. This means that where human rights have been breached, a case can be taken to a British court rather than having to seek justice from the European Court of Human Rights in Strasbourg, France.
- 2) It requires all public bodies (like courts, police, local authorities, hospitals and publicly funded schools) and other bodies carrying out public functions to respect and protect human rights.
- 3) In practice it means that Parliament will nearly always seek to ensure that new laws are compatible with the rights set out in the European Convention on Human Rights (although ultimately Parliament is sovereign and can pass laws which are incompatible). The courts will also where possible interpret laws in a way which is compatible with Convention rights.

The Equality Act 2010 provides protection from direct or indirect discrimination for people with a 'protective characteristic'. It is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

Care Act 2014. The safeguarding duties apply to an adult who:

- has needs for care and support (whether or not the local authority is meeting any of those needs)
- is experiencing, or at risk of, abuse or neglect
- 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

Safeguarding means protecting an adult's right to live in safety, free from abuse and neglect. It is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult's wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action. This must recognise that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances.

The Care Act 2014 reiterates the following six principles of safeguarding, which apply to all sectors and settings including care and support services, further education colleges, commissioning, regulation and provision of health and care services, social work, healthcare, welfare benefits, housing, wider local authority functions and the criminal justice system. The principles should inform the ways in which professionals and other staff work with adults. The principles can also help SAB's and organisations more widely, by using them to examine and improve their local arrangements.

10.3 Six Key Adult Safeguarding Principles

- **Empowerment** – People being supported and encouraged to make their own decisions and informed consent

"I am asked what I want as the outcomes from the safeguarding process and these directly inform what happens."

- **Prevention** – It is better to take action before harm occurs.

“I receive clear and simple information about what abuse is, how to recognise the signs and what I can do to seek help.”

- **Proportionality** – The least intrusive response appropriate to the risk presented.

“I am sure that the professionals will work in my interest, as I see them and they will only get involved as much as needed.”

- **Protection** – Support and representation for those in greatest need.

“I get help and support to report abuse and neglect. I get help so that I am able to take part in the safeguarding process to the extent to which I want.”

- **Partnership** – Local solutions through services working with their communities.
Communities have a part to play in preventing, detecting and reporting neglect and abuse.

“I know that staff treat any personal and sensitive information in confidence, only sharing what is helpful and necessary. I am confident that professionals will work together and with me to get the best result for me.”

- **Accountability** – Accountability and transparency in delivering safeguarding.

“I understand the role of everyone involved in my life and so do they.”

10.4 Making Safeguarding Personal

In addition to these principles, it is also important that all safeguarding partners take a broad community approach to establishing safeguarding arrangements. It is vital that all organisations recognise that adult safeguarding arrangements are there to protect individuals. We all have different preferences, histories, circumstances and life-styles, so it is unhelpful to prescribe a process that must be followed whenever a concern is raised

Making Safeguarding Personal means it should be person-led and outcome-focused. It engages the person in a conversation about how best to respond to their safeguarding situation in a way that enhances involvement, choice and control as well as improving quality of life, wellbeing and safety. Nevertheless, there are key issues that local authorities and their partners should consider if they suspect or are made aware of abuse or neglect.

Some people may express desired outcomes or wishes that are not possible, and this provides opportunities for frank discussion to establish what the next best option is within some broader boundaries and principles that they have stated. For other people their desired outcomes may not be possible for instance if they don't want the police involved but the person who has abused or neglected them is in a position to do the same to others. Again there will be opportunities to explain this honestly and to find ways to most closely meet their wishes.

10.5 Plymouth SAB multi-agency training

Adult Safeguarding Training (half day)

Aims:

- Increase awareness identifying adults at risk
- Increase awareness of the impact of abuse and neglect
- Explore ways in which the risk of abuse can be reduced
- Increase knowledge of the law and policy
- Increase skill and confidence in responding appropriately to disclosures
- Provide a general awareness, at foundation level and can also be used as a refresher

Adult Safeguarding Enquiry Training (full day)

Aims:

- Principles of adult safeguarding
- Making Safeguarding Personal
- Legal frameworks
- Role of the Local Authority
- Role of Partner Agencies
- Multi agency working and information sharing

Adult Safeguarding Managers Training (full day)

Aims:

- Adult Safeguarding refresher
- Principles of adult safeguarding
- The law and multi-agency policy
- Roles and responsibilities of managers and organisations
- Opportunity to share practice and shape development

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