**National competency framework for Safeguarding Adults**

**Introduction**

This competency framework has been endorsed by the Sandwell Safeguarding Adult Board (SSAB) to provide employees and employers with a benchmark for the minimum standards of competence required of those who work to safeguard adults with extra care and support needs from abuse and neglect across a range of sectors.

**How this Framework was developed?**

This framework is based on the original document produced by Bournemouth University which was endorsed by

Learn to Care, Skills for Care and Social Care Institute for Excellence (SCIE), Chartered Trading Standards Institute,

and the National Trading Standards Scams Team.

This framework has been formulated to provide guidance and indicate best practice for organisations.

This document will be reviewed in March 2018.

**What is a competence?**

A competence is the combination of the skills, knowledge and experience held by individual staff to undertake their respective occupational duties.

**How to assess competency**

* By completion of a knowledge and skills based assessment, employees will demonstrate their competence and understanding during supervision. Further learning opportunities need to be identified and captured. These should be moved forward onto individual plans within the Appraisal Process and monitored through Supervision meetings.

**Who should complete which competencies?**

The following tables denote specific details of the levels of competencies that all employees should be assessed against for the occupation role and responsibilities held within the respective organisation they are employed by.

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| **Table 4 - Level 4 – RESPONSIBLE MANAGER COMPETENCIES**  ***Competencies 19 - 22*** | **Chief Executive, Directors, Deputy Director, Heads of Service**  **Heads of Support Services, Heads of Directly Provided Services, Heads of Assessment and Care Management Services, Local Safeguarding Adult Boards** |
| **Table 3 - Level 3 – INQUIRY OFFICER COMPETENCIES**  ***Competencies 14 - 18*** | **Locality managers, team managers and Senior Practitioners**  **Operational Managers, Heads of Assessment and Care Managers, Service Managers, Police, Probation, Prison Service** |
| **Table 2 - Level 2 – REFERRER COMPETENCIES**  ***Competencies 7-13*** | **Practitioners involved in the investigation process (including social workers and investigators)**  **Social workers, Doctors and Nurses, Frontline managers, Integrated team managers, Head of Nursing, Health and Social Care Provider Service Managers, Social Worker or Care Manager who has received training with Police on adult protection, ABE trained officers** |
| **Table 1 - Level 1 – ALERTER COMPETENCIES**  ***Competencies 1-6*** | **Mandatory for staff who work with or have contact with adults with care and support needs**  **All support staff in health and social care settings, Day service staff, Drivers, other transport staff, HR staff, Clerical and admin staff, Domestic and ancillary staff, Health and Safety Officers, Elected Members, Volunteer Befrienders, Charity Trustees** |

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Whatever their role, all staff should know when and how to report concerns and should all be competent in numbers 1 – 6

1. Identify which levels of competence are applicable to the employee from tables 1 - 4
2. Evaluate an employee’s competence against the standards and record evidence (example P17)
3. Refer to the SSAB website for learning opportunities - [www.sandwellsab.org.uk](http://www.sandwellsab.org.uk)

**Staff Group A: Alerters/NHS Level 1**

**Function: To identify abuse or neglect and to report concerns appropriately**

| **TABLE 1 - Level 1** | **Suggested Knowledge** | **SSAB Learning** |
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| **AWARENESS**  **1. Understand and demonstrate what Adult Safeguarding is.** | * Types of abuse and contexts in which they occur * Their role in identifying concerns regarding adult abuse and their individual responsibility * The role of the Local Authority: Duty to Protect * Sandwell/West Midlands policy and procedure * Appropriate responses to reports * The importance of preserving evidence * The importance of recording * Limits to confidentiality, consent and information sharing * Knowledge of legislation and policy including: * Human Rights Act 1998 /Dignity in Care * Mental Capacity Act 2005 * Deprivation of Liberty Safeguards 2009 * Care Act 2014 * Making Safeguarding Personal | **Learning:**   * Awareness Raising face to face or eLearning * Mental Capacity Act and Deprivation   of Liberty SSAB-Identity-col-large.jpgSafeguards (DoLS) face to face  **Best Practice events for**:   * Issues of Forced Marriage * Honour Based Violence * Domestic Abuse * Hate Crime * Modern Day Slavery   See SSAB website for learning opportunities:  [www.sandwellsab.org.uk](http://www.sandwellsab.org.uk) |
| **2**. **Recognise an adult in need of Safeguarding and take appropriate action**. | * Understanding the meaning of adult at risk as defined in relevant policy guidance 2014 Care Act * Demonstrating an understanding of what constitutes ‘abuse’. * The different forms of abuse and how to identify indicators/signs of them * Understanding of the factors that might increase risk of abuse * Contacting emergency services if the individual is in immediate danger |
| **3. Understand dignity and respect when working with individuals** | * Value individuality and be non-judgmental. * Recognise individual’s rights to exercise freedom of choice * The individual’s right to live in an abuse-free environment * Awareness of how personal values and attitudes can influence the understanding of situations * Listening to individuals and allowing individuals time to communicate any preferences and wishes |
| **REPORTING**  **4. Understand the procedures for making a Safeguarding Alert** | * Their role in terms of safeguarding concerns * Sandwell/West Midlands Safeguarding Adults policy and procedures * Ensuring the immediate safety (contacting police) when risk of abuse is high * Working in a manner that seeks to reduce the risk of abuse * Ability to outline the processes for informing an appropriate person of Safeguarding Adults concern * Maintaining appropriate confidentiality |
| **5.** **Have knowledge of Sandwell’s multi-agency policy, procedures and legislation that supports Safeguarding Adults activity.** | * National and local policies/legislation that support Safeguarding activity including but not limited to:   Mental Capacity Act 2005  Care Act 2014  Deprivation of Liberty Safeguards 2009  Human Rights Act 1998  Care standards for registered services  Employing agency’s policy and procedures   * Understand how to ‘whistle blow’ using local related policy and procedures. |
| **6. Ensuring effective administration and quality of safeguarding processes** | * Arranging safeguarding meetings * Understanding relevant internal policies and procedures * Taking accurate, well-written minutes of safeguarding meetings * Maintaining accurate records and information governance * Recording and accurately respond to information governance * Understanding the Data Protection Act 1998 |  |

**Staff Group B: Responders and Specialist Staff/NHS Level 2 and 3**

**Function: Staff with professional and organisational responsibility for adult safeguarding and who may be called upon to lead safeguarding enquiries through the provision of professional/clinical advice and support. Qualified professionals in health and social care and all Frontline Managers**

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| **TABLE 2 – Level 2 and 3** | **Suggested Knowledge** | **SSAB Learning** |
| **INFORM, INVOLVE AND LISTEN**  **7. Ensure service users are**  **informed and supported in**  **their decision making around**  **Safeguarding Adults concern** | * Adopting a person-centered approach * Making Safeguarding Personal * Recognising service user’s rights to freedom of choice * Accessing appropriate advocacy * Working preventatively with adults at risk * Providing feedback to those making referrals on case   status as appropriate   * Actively engaging with individuals who decline services and or engage support of others to achieve this * Developing protective strategies for those that   decline services   * Providing written and verbal information on local   Safeguarding Adult processes and how they can be  accessed by service users and carers   * Providing information on local and national groups   that may be able to provide support eg victim support,  IMCA and or local carers group   * Working with service users to ensure they are fully   aware of all options and preventative measures  that can be put into place to protect themselves from  abuse (LPA/MCA/Police involvement etc)   * Ensuring all Safeguarding practice   is in line with the wellbeing of the adult at risk throughout the process and is consulted with, as per Care Act 2014 | **Learning:**   * Awareness Raising face to face or eLearning * Mental Capacity Act and Deprivation of Liberty SSAB-Identity-col-large.jpgSafeguards (DoLS) face to face   **Best Practice events**   * Issues of Forced Marriage * Honour Based Violence * Domestic Abuse * Hate Crime * Modern Day Slavery   See SSAB website for learning opportunities:  [www.sandwellsab.org.uk](http://www.sandwellsab.org.uk) |
| **8. Ensure information is shared**  **appropriately and all relevant**  **partners are involved** | * Consulting with line management and being accountable * Accessing support for the recovery from abuse/neglect * Engaging all relevant partners and sharing information appropriately * Evidencing multi-agency partnership working * Practicing effective multi-agency partnership eg. convene strategy meeting * Attending and contributing to investigations/meetings/information sharing. * Evidencing information sharing * Engaging in activities related to S42 enquiries * Understanding when to contact out of hour services * Using emergency services when necessary eg. call for an ambulance and/or police intervention |  |
| **RESPOND**  **9. Demonstrate appropriate**  **responses to Safeguarding**  **Adult concerns** | * Effective risk/safeguarding plans * Exercising defensible decision making * Responding to alerts/concerns in a timely manner * Ensuring the persons mental capacity is considered * Accessing all relevant legal powers and remedies * Demonstrating and interpersonal skills and addressing   ‘difficult conversations’. Being aware and challenging if  necessary, organisational cultures that may lead to poor practice in safeguarding.   * Accessing and using effectively a range of community   safety processes   * Responding appropriately to adults at risk who cause harm * Identifying and responding effectively to factors increasing vulnerability to abuse * Implementing effective strategies to manage self-neglect * Responding appropriately to concerns: human trafficking, modern slavery and honour-based violence and forced marriage * Ensuring safeguarding activity is appropriate and   proportionate   * Identifying and reducing potential and actual risks after   disclosure/allegation has been made   * Planning and carrying out agreed strategy to protect an   an adult from abuse during and following investigation |  |
| **REPORTING AND RECORDING**  **10. Maintaining accurate and**  **complete records and**  **achieving best evidence** | * Providing evidence of report writing, recording and interview skills * The use of appropriate forms and recording systems * Undertaking contemporaneous record keeping * Evidencing contemporary case recordings * Providing evidence of protection planning * Demonstrating court skills eg. providing a credible testimony in court * Demonstrating a comprehensive and detailed knowledge of gathering, evaluating and preserving evidence * Demonstrating awareness of and confidence to use   whistleblowing policy and procedures when required   * Evidencing collation and monitoring of Safeguarding alerts within your service through observation and discussion * An explicit understanding of issues of confidentiality and data protection |  |
| **MANAGE**  **11. Managing Safeguarding Adult**  **concerns and enquiries** | * Ability to coordinate safeguarding enquiries * Identifying how best evidence is achieved * Ability to chair safeguarding focused meetings * Appropriate involvement of adult at risk, advocate   witnesses and source of harm   * Ability to review and analyse information within the   investigators report   * Demonstrating how to produce comprehensive enquiry   reports   * Demonstrating the ability to undertake structured and   appropriate interviews   * Negotiating safeguarding plans with adult at risk that is   outcome focused and includes risk enablement, specialist protection assessment recovery as needed.   * Supporting and supervising safeguarding adult concerns * Undertaking safeguarding enquiry with support from from the Safeguarding Adult Manager * Promoting outcome-focused adult safeguarding   practice and decision making.   * Demonstrating ability to manage cases through   Safeguarding adult processes |  |
| **LEGISLATION, POLICY AND PROCEDURES**  **12. Awareness and application of**  **legislation, local and national**  **policy and procedural**  **frameworks** | * Critical understanding on the level, thresholds or pathways of investigating in response to a Safeguarding referral and the requirements of gathering initial information * Using legislation where immediate action may be required * Understanding how policy/legislation can have the potential to be used oppressively eg MCA, Best Interest decisions may conflict with Human Rights Article 3 * Using alternative policy and legislation to support preventative strategies eg carer support and community   safety processes   * Knowing what legislation/policy informed a specific piece of work and why including:   Mental Capacity Act – section 44  Care Act 2014  Deprivation of Liberty Safeguards  Human Rights 1998  Sexual Offences Act 2003  Police and Criminal Evidence Act 1984  Fraud Act 2006  Care Standards Act 2000  Court Protection MCA  Independent Safeguarding Authority  Multi-Agency Public Protection Arrangements  Multi-Agency Risk Assessment Conference  Equalities Act 2010  Domestic Violence, Crime and Victims Act 2012   * Working to local and national guidance in Safeguarding   within an appropriate legal policy and professional context |  |
| **KNOWLEDGE AND SKILLS**  **13. Demonstrate skills and**  **knowledge to contribute**  **effectively to the**  **Safeguarding process** | * Describing the potential impact of abuse on adults at risk, the staff or individuals who are alleged to have committed abuse and the informal carer who may have raised the alarm * Knowledge of specific forms of risk – self neglect, fire safety, domestic violence * Describing when emergency protection plans are required * Risk assessment and management plans * Knowledge of prevention and early intervention * Knowledge of anti-social behaviour, human trafficking/modern slavery, honour-based violence, forced marriage and Female Genital Mutilation * Knowledge of resilience factors and how these may interact with Safeguarding * Knowledge of how abuse may affect individuals decision making processes * Describing the purpose of a planning meeting/ discussion and how to contribute to this and any subsequent enquiry plan * Describing the purpose of a Safeguarding Outcomes meeting and how to contribute to this and any subsequent protection plan * Understanding the different roles and responsibilities of   the different agencies involved in investigating allegations. |  |

**Staff Group C: Decision Makers/NHS Level 4**

**Function : Making decisions about actions and next steps, chairing meetings and supervising staff undertaking safeguarding enquiries**

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| **TABLE 3 – Level 4** | **Suggested Knowledge** | **SSAB Learning** |
| **DEVELOP AND PROMOTE**  **14. The provision of training and**  **supervision to develop and**  **promote Adult Safeguarding** | * Appropriate and proportionate safeguarding activity * Risk assessment and management * Practice which is consistent with MSP * Prevention and early intervention * Information sharing duties and powers * Legal powers and remedies * Awareness of updated protocols and implementing them * Interpersonal skills and addressing difficult conversations * Evidence gathering and interview skills * Recording and defensible decision making * Court skills and the provision of credible testimony in court * Auditing and monitoring * Understanding of specific types of abuse including:   Self Neglect  Domestic Violence  Anti social behaviour  Human trafficking/modern slavery  Forced marriage  Honour based violence  FGM   * Understanding appropriate legislation including :   MCA 2005/DoLS   * Multi-agency safeguarding awareness within appropriate legal, policy and professional context * Understanding multi-agency roles and responsibilities and ensuring these are met | **Learning:**   * Awareness Raising face to face or eLearning * Mental Capacity Act and Deprivation   of Liberty SSAB-Identity-col-large.jpgSafeguards (DoLS) face to face  **Best Practice events for**:   * Issues of Forced Marriage * Honour Based Violence * Domestic Abuse * Hate Crime * Modern Day Slavery   **Safeguarding Training for Managers**  See SSAB website for learning opportunities:  [www.sandwellsab.org.uk](http://www.sandwellsab.org.uk) |
| **ENGAGE**  **15. Robust inter-agency and multi-**  **agency systems to promote**  **best practice** | * Understanding national policy and procedures and how these relate to the development and application of local Safeguarding policy and procedures in a multi-agency context * Ensuring necessary policy and procedures are in place to support supervisory and reflective practice * Ensuring prevention strategies are in place * Challenging poor practice * Carrying out effective monitoring and auditing * Demonstrating effective training and CPD activity is   commissioned to support the development of Safeguarding Adult services |  |
| **SUPPORT**  **16. Support the development of**  **robust Internal systems to**  **provide a consistent, high**  **quality Safeguarding Adults**  **service** | * Ensuring workforce has necessary skills and knowledge to work effectively * Ensuring effective training, policy and procedures are in place to support effective risk and decision making in practice * Ensuring supervision is carried out regularly to support   Safeguarding activity   * Supporting whistleblowing policy and procedures * Monitoring Safeguarding systems * Ensuring supervisors are suitably trained to carry out the Supervisory role |  |
| **17. Chair Safeguarding Adults**  **meetings or discussions** | * Consulting with line management and being accountable * Providing supervision and opportunities for reflective practice. * Working in line with local policy and procedures and chair strategy meetings where it is deemed a senior manager is most appropriate, e.g. large scale inquiries or sexual offences |  |
| **18. Ensure record systems are**  **robust and fit for purpose** | * Understanding the Safeguarding Adult Review process * Ensuring appropriate record keeping of Safeguarding Adults meetings eg minute taking * Implementing audit and inspection regimes * Working with the Learning and Review Framework * Demonstrating established systems to support good practice including:   Maintaining records  Protection plan monitoring  Time management eg. investigators report |  |

**Staff Group D : Governance and Board Roles/NHS Level 5**

**Function: To scrutinise Adult Safeguarding work and to challenge and hold the organisation and safeguarding partnership to account**

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| **TABLE 4 – Level 5** | **Suggested Knowledge** | **SSAB Learning** |
| **LEAD**  **19. Lead the development of effective**  **policy and procedures for**  **Safeguarding Adult services in**  **your organisation** | * Providing leadership for the workforce in Safeguarding * Understanding legal policy and professional context for Safeguarding * Understanding and responding to Care Act 2014 statutory duties * Implementing the MSP guidance * Being able to account for your organisations practice * Providing scrutiny of key processes and responses to key questions * Providing effective strategic leadership for safeguarding internally * Ensuring whistleblowing systems are in place * Understanding the respective roles and responsibilities of partners * Strategic understanding of the scope of Safeguarding   services across the whole organisation   * Working with partner agencies to develop a consistent intra and inter- agency approach to Safeguarding Adults * Ensuring contractual arrangements with service providers   adhere to Safeguarding Adults policy and procedures   * Working in partnership with a range of agencies to promote   Safeguarding Adult services   * Holding local agencies to account for their safeguarding work * Providing effective strategic leadership for safeguarding as   a partnership   * Effectively communicating a proactive approach to   Safeguarding Adults within your organisation |  |
| **STRATEGIC PLANNING IN LINE WITH SABs**  **20. Ensure plans and targets for**  **Safeguarding Adults are**  **embedded at a strategic level**  **across your organisation** | * Ensuring serious cases are reviewed and lessons learnt * Being aware of the findings from Serious Adults Reviews and any implication for service delivery in respect of Safeguarding Adults in your organisation * Ensuring learning is applied in practice * Promoting the role of the Local Safeguarding Adults Board * Implementing Safeguarding Adult Reviews * Embedding the Care Act 2014 safeguarding provisions and statutory duties * Promoting person-centred and outcome-based approaches * Actively engaging in and having comprehensive knowledge of CQC inspections and findings and how these will be implemented to support service development in your organisation * Embedding sector-led improvement frameworks * Promoting Peer Challenge * Embedding the Quality Assurance Framework * Embedding the Learning and Review Framework * Promoting collaborative partnerships to underpin the roles and responsibilities of partners * Ensuring internal audit systems are robust * Implementing board governance arrangements |  |
| **DEVELOP AND PROMOTE**  **21. Develop and maintain systems to**  **ensure the involvement of those**  **who use your services in the**  **evaluation and development of**  **your Safeguarding Adults services** | * Providing evidence of how patients, service users, carers and customers are involved in Safeguarding activity * Ensuring service users, patients, carers and customers are   supported and involved in all aspects of activity, and that their feedback impacts upon service plans, locality action plans and the delivery of Safeguarding |  |
| **22. Promote awareness of**  **Safeguarding Adults systems**  **within your organisation and**  **outside of your organisation** | * Publicising and promoting Safeguarding policy and procedures * Identifying the systems and structures in place that are used to raise awareness of Safeguarding Adults at a local and national level. |  |

**Safeguarding Adults Competency Framework - Evidence Sheet**

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| **Print Name** | | **Job Title** | | **Staff Group** | | **Print Managers Name** | |
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| **Competency**  **Number** | **Recorded**  **Evidence** | | **Employee**  **Signature** | | **Manager**  **Signature** | | **Date** |
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**What is Evidence?**

* Certificates of attendance/competence on relevant SSAB Learning Events
* Record of oral observations, written statements, case studies, observations, references

**SSAB Learning Programme**

| **Safeguarding Learning Programme – eLearning/ Face to Face Opportunities** | | | |
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| **Course Title** | **Competency Level** | **Aim** |  |
| **Awareness Raising in Safeguarding Adults** | Level 1 Competencies 1-6  Level 2 Competencies 7-13 | This ***eLearning module or face to face*** session is designed for you to understand the background to protection of adults with care and support needs, to define adult abuse, recognise signs and symptoms and know what action to take. |  |
| **Safeguarding Learning Programme – Face to Face Opportunities** | | | |
| **Course Title** | **Competency Level** | **Aim** |  |
| **Safeguarding Training for Practitioners** | Level 2 Competencies7-13  Level 3 Competencies 14 – 18 | This course is designed to enhance the skills of Health and Social Care Practitioners who are involved in taking practical measures to safeguard adults from abuse and neglect. |  |
| **Safeguarding Training for Managers** | Level 3 Competencies 14 –18 | The purpose of this programme is to provide operational managers with an opportunity to work together to address the challenges of ensuring effective safeguarding practice within their settings |
| Mental Capacity Act 2005, Deprivation of Liberty Safeguards;  Practice and Process for Managing Authorities | Managing Authorities Only | This programme is designed to cover the knowledge needed by those working in Managing Authorities. |
| **Best Practice Forums**  *See website for details* | Level 1-4 | To disseminate relevant learning to all those involved in Safeguarding Adults and to share ideas, knowledge, skills and experience with different disciplines |

Please see SSAB website for learning opportunities - [www.sandwell.sab.org.uk](http://www.sandwell.sab.org.uk) or contact [susan\_clark@sandwell.gov.uk](mailto:susan_clark@sandwell.gov.uk)