

hitting, teasing, stealing money or benefits
intimidation, neglect, leaving on own
scalding, restraint, withholding food and drink, ignoring needs
emotional abuse, sexual abuse, bullying
pushing, pinching, coercion, shaking
blaming, isolating, misusing medication

Solihull Safeguarding Adults Board
Safeguarding Adults Competency
Framework
2011 – 2012

Working Together
to safeguard adults

in Solihull

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to safeguard adults

in Solihull

Safeguarding Adults Competencies Framework

Introduction

The development of a National competence framework is a positive step towards establishing more efficient and consistent safeguarding practice across the country. The framework provides employees and employers with a benchmark for the minimum standard of competence required of those who work to Safeguard Adults across a range of sectors.

How was the framework developed?

These competencies have been developed following a national consultation with Local Authorities and Primary Care Trusts across the UK. They have been developed in accordance with 'No Secrets', 'Safeguarding Adults – (ADASS 2005)', National Occupational Standards and NVQ frameworks.

What is a competence?

A competence is the combination of the skills, knowledge and experience held by individual staff. Competence grows through experience and the abilities of an individual to learn and adapt, training and mentoring can support this process.

What are the timescales for completion?

All newly appointed staff should be assessed as competent against their relevant competencies by their line manager, within the first six months of entering their post. The framework should be used in conjunction with existing workforce development systems for example supervision, CPD and appraisal arrangements.

Carrying out the assessment of competence

The assessment of competence should combine a mix of direct observation of practice, as well as discussion and questioning within supervision meetings. It can be used to identify any gaps in skills and knowledge and support the management of performance.

Supporting the development of competence

All staff can be helped to develop their safeguarding competence. This can be done by participating in formal training and development opportunities. Other methods can include team discussions, coaching and mentoring opportunities, 'buddying up' with more experienced practitioners.

Who should complete which competencies?

All staff should be assessed as competent against the competencies relevant to their occupation role and responsibilities within the organisation. Whatever their role, all staff should know when and how to report concerns and should all be competent in numbers 1 – 5 (see page 4).

Level 4 <i>Competencies 19 - 22</i> <i>Page 9 – 10</i>	Chief Executive, Directors, Deputy Director, Heads of Service
Level 3 <i>Competencies 14 - 18</i> <i>Page 8</i>	Locality managers, team managers and Senior Practitioners
Level 2 <i>Competencies 6-13</i> <i>Page 6 – 7</i>	Practitioners involved in the investigation process (including social workers and investigators)
Level 1 <i>Competencies 1-5</i> <i>Page 5</i>	Mandatory for all staff who may raise an alert or make a referral

Level 1 - All staff (who may make an alert or a safeguarding referral)

Competence	Suggested Evidence	Evidence Presented	Date	Managers Signature
<p>1. Understand what safeguarding is and their role in safeguarding Adults.</p>	<ul style="list-style-type: none"> • Clear understanding of their role in making an alert and a safeguarding referral. • Clear understanding of their organisation’s policy and procedures. • Clear understanding of the Local Authority’s role: duty to protect. • Treat reports seriously. • Understand limits to confidentiality. 			
<p>2. Recognise an adult potentially in need of Safeguarding and take action.</p>	<ul style="list-style-type: none"> • Be able to define ‘vulnerable adult’ and Adult Abuse. • Know the different types of abuse and how to recognize indicators/signs. • Understand the factors that may increase the risk of abuse. • Contact emergency services where appropriate. 			
<p>3. Understand how to make a safeguarding referral.</p>	<ul style="list-style-type: none"> • Be familiar with the organizations multi-agency Safeguarding procedures. • Know how to make an alert and a referral. • Know how to record appropriately. 			
<p>4. Understand dignity and respect when working with individuals.</p>	<ul style="list-style-type: none"> • Value individuality and be non-judgmental. • Recognise individuals rights to exercise freedom of choice. 			
<p>5. Have knowledge of Solihull’s multi-agency safeguarding procedures.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of relevant legislation which supports Safeguarding activity including the mental capacity act and deprivation of liberties safeguards. • Understand how to ‘whistleblow’ using local procedures. 			

Level 2 - Practitioners involved in the investigation process (Including Social Workers and Investigators)

Competence	Suggested Evidence	Evidence Presented	Date	Managers signature
6. Have the required knowledge and skills to contribute fully to the safeguarding adult's process.	<ul style="list-style-type: none"> • Works to local Safeguarding policy and procedures. • Responds to referrals within specified timescales. • Identify and reduce potential and actual risks after an allegation of abuse has been made. • Contact and liaise with key partner agencies as appropriate. • Convene Safeguarding meetings as appropriate within specified time scales. • Contribute effectively to all information sharing. • Develop protective strategies for those who refuse services. 			
7. Awareness and application of local policy and procedural frameworks when undertaking Safeguarding activity.	<ul style="list-style-type: none"> • Show a clear understanding of the thresholds and pathways for investigating in response to a Safeguarding alert and referral. • Describe the purpose of a planning meeting/strategy meeting and case conference. • Describe the purpose of a protection plan. • Use of appropriate forms and recording systems. 			
8. Awareness of legislation and its application to safeguarding work.	<ul style="list-style-type: none"> • Understand the use of legislation within safeguarding adults work including:- The Mental Capacity Act Deprivation of Liberty Safeguards Police and Criminal Evidence Act 1984 Care Standards Act 2000 Independent Safeguarding Authority Multi-Agency Public Protection Arrangements (MAPPA) Multi-Agency Risk Assessment (MARAC). 			
9. Ensure service users/carer's are supported appropriately to understand safeguarding issues.	<ul style="list-style-type: none"> • Work with service users to ensure they are aware of all the options available to them. • Recognise service users' rights to freedom of choice • Understand the impact that abuse can have on 			

	<p>individuals.</p> <ul style="list-style-type: none"> • Provide information on local support services that may provide support. • Provide written and verbal information on Safeguarding adults processes and how these can be accessed by service users and carers. • Describe the potential impact of abuse on vulnerable adults, carers' and members of staff who may have raised the alarm. • Recognise perpetrators of abuse may be vulnerable themselves and require support. 			
10. Understand how best evidence is achieved.	<ul style="list-style-type: none"> • Demonstrate knowledge of gathering, evaluating and preserving evidence. • Describe why it is important to preserve evidence and avoid evidence contamination. 			
11. Understand when to use emergency systems to Safeguard Adults.	<ul style="list-style-type: none"> • Call an ambulance or Police when necessary. • Contact out of hours services. • Explain when emergency protection plans may be required e.g. Mental Health Act or DOLs (urgent authorisation). 			
12. Maintain accurate, complete and up to date records.	<ul style="list-style-type: none"> • Evidence of protection planning. • Evidence of report writing. • Evidence of Information sharing. • Evidence of multi-agency working. • Evidence of contemporary case notes. • Explicit understanding of confidentiality and data protection issues. 			
13. Demonstrate the required level of skills and knowledge to undertake a Safeguarding Adults Investigation. (Investigators only)	<ul style="list-style-type: none"> • Demonstrate a thorough knowledge and application of purpose, duties, tasks involved in Safeguarding investigations. • Plan and carry out agreed strategy to protect an adult from abuse during and following an investigation. • Understand the different roles and responsibilities of the different agencies involved in investigating allegations of abuse. 			

Level 3 - Operational Managers

Competence	Suggested Evidence	Evidence Presented	Date	Managers signature
14. Actively engage in supporting a positive multi-agency approach to Safeguarding Adults.	<ul style="list-style-type: none"> • Demonstrate an understanding of the different roles and responsibilities of all agencies involved in investigations and ensure these are met. • Show awareness of updated procedures and protocols and ensure they are implemented. • Demonstrate learning from CQC inspections and Serious Case Reviews in service development. • Show how multi-agency prevention strategies are being developed and used in practice. • Challenge poor practice at an intra and inter-agency level. 			
15. Support the development of robust internal systems to provide consistent, high quality Safeguarding Adults service.	<ul style="list-style-type: none"> • Demonstrate a clear understanding of Sol hull's multi-agency policy and procedures. • Ensure necessary policy and procedures are in place to support effective supervisory practice. • Ensure supervision is carried out regularly to support safeguarding activity. • Ensure effective performance management systems are in place and implemented when poor safeguarding practice is identified. • Ensure the workforce has the necessary skills and knowledge to carry out effective safeguarding activity. • Ensure effective training, policy and procedures are in place to support effective risk and decision making in practice. 			
16. Chair Safeguarding Adults meetings or discussions. (If role worker does chair)	<ul style="list-style-type: none"> • Chair Safeguarding Adults meetings and conferences in line with local policy and procedures. 			
17. Ensure record systems are robust and fit for purpose.	<ul style="list-style-type: none"> • Demonstrate effective systems are in place to maintain records including Care First, minutes and protection plans. 			
18. Ensure team training needs analyses for safeguarding training are completed annually.	<ul style="list-style-type: none"> • Demonstrate knowledge of safeguarding training needs within the team. 			

Level 4 – Strategic Management and Leadership role

Competence	Suggested Evidence	Evidence Presented	Date	Managers signature
<p>19. Lead the development of effective policy and procedures for Safeguarding Adult services in your organisation.</p>	<ul style="list-style-type: none"> • Work with partner agencies to develop a consistent intra and inter-agency approach to Safeguarding Adults. • Have a strategic understanding of the scope of Safeguarding services across the organisation. • Work in partnership with a range of key agencies to promote Safeguarding Adults Services. • Promote the Safeguarding Board's work plan and key priorities. • Ensure that commissioning and contracting arrangements with service providers adheres to multi-agency Safeguarding policies and procedures. • Effectively communicates a proactive approach to Safeguarding Adults within your organisation. • Be able to account for your organizations safeguarding practice. • Ensure that safeguarding adults processes are in line with the development of personalization across the organisation. 			
<p>20. Ensure plans and targets for Safeguarding Adults are embedded at a strategic level across the organisation.</p>	<ul style="list-style-type: none"> • Ensure that internal audit systems are robust and meet the requirements for external scrutiny. • Have a comprehensive knowledge of CQC inspections and findings and how these will be implemented to support service development in your organisation • Be aware of the findings from serious case reviews and any Safeguarding implications for service delivery in your organisation. 			
<p>21. Promote awareness of Safeguarding Adults systems within and outside your organisation.</p>	<ul style="list-style-type: none"> • Publicise and Promote Safeguarding Policy and procedures. • Identify systems and structures in place used to raise awareness of Safeguarding Adults locally. 			
<p>22. Develop and maintain systems to ensure the involvement of service users in developing Safeguarding Adults services.</p>	<ul style="list-style-type: none"> • Evidence that service users, patients and carers are supported and involved in all aspects of activity, and that their feedback impacts upon service planning and delivery. 			

This framework is based on the original document 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).