

Competence Framework for Safeguarding Adults

In September 2010 Bournemouth University in collaboration with “Learn to Care”, “Skills for Care” and the “Social Care Institute for Excellence” produced a National Competence Framework for Safeguarding Adults.

The Report included the following:

- A consensus exists that a National Competence Framework would make a positive contribution to Safeguarding those most vulnerable to abuse in society
- A National Competence Framework for Safeguarding Adults would provide a welcome benchmark against which to develop a consistent approach to practice. Safeguarding Adults is everyone’s business and providing a list of competences alone will not improve outcomes. What is important is the commitment to its implementation at a local and national level across the health and social care sector, along with ensuring those who use it have the right level of skills and knowledge
- The framework needs to be adopted at a Safeguarding Adults board level. A national framework will provide consistency and standardisation across practice settings in measuring competence leading to greater accountability
- The framework provides a minimum standard of required knowledge and skills, supporting local multi-agency workforce development and CPD strategies in Safeguarding Adults

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 individuals’ occupational role and responsibility.

Managers working in social care settings will need to consider how they might use these competences in their own work settings. This could be:

- To help identify key performance indicators for their services

- To provide a framework for inclusion in job descriptions and person specifications
- To assess suitability at job interviews
- To evaluate on the job performance and give a structure to supervision discussions
- To appraise service provision and plan for improvements.

Using the competences to evaluate your service

The competences can be used to help you appraise how well your service deals with safeguarding. You may want to identify key performance indicators or targets using the competences to provide you with a snap-shot of your service levels. You can repeat this assessment periodically to evaluate improvement over time. The results of these assessments can be used

- in discussion with staff at team meetings
- to provide information to customers, relatives and investors
- to supply data to regulators, professional bodies and local authorities

Using the competences with staff

Clearly the competences have been designed to be used with individual staff. To do this you will need to consider the competences that you want to apply to specific staff and staff groups. You can then work out how you will use these competences. This could include:

- in job descriptions and person specifications
- at job interviews
- assessing worker performance
- at supervision discussions

You will also need to think about how will assess competence. If you have experience of assessing for qualifications such as the NVQs or the Health and Social Care Diplomas, this will be helpful. You will need to consider:

- how to assess competence whilst maintaining dignity in care
- how to record the evidence and maintain records

- how to deal with the outcomes such as meeting training needs.

Safeguarding Adults Competence in working with people and delivering safeguarding services	
	Including, but not limited to:
<p>Staff Group A Members of this group have a responsibility to contribute to Safeguarding Adults, but do not have specific organisational responsibility or statutory authority to intervene</p>	<ul style="list-style-type: none"> • Drivers, other transport staff • Day Service staff • All support staff in health and social care settings • HR Staff • Clerical and admin staff • Domestic and ancillary staff • Health and Safety Officers • Volunteer
<p>Staff Group B This group has considerable professional and organisational responsibility for Safeguarding Adults. They have to be able to act on concerns and contribute appropriately to local and national policies, legislation and procedures. This group needs to work within an inter- or multi-agency context.</p>	<ul style="list-style-type: none"> • Social Workers • Nurses • Frontline Managers • Professional Leads • Health and Social care Provider Managers (Safeguarding champions) • Social Worker or care Manager who has received training on adult protection • Occupational Therapists
Safeguarding Adults: Competence in Strategic Management and Leadership of safeguarding services	
	Including, but not limited to:
<p>Staff Group C This group is responsible for ensuring the management and delivery of Safeguarding Adults Services is effective and efficient. In addition they will have oversight of the development of systems, policies and procedures within their organisation to facilitate with allied agencies to ensure consistency in approach and quality of service.</p>	<ul style="list-style-type: none"> • Operational Managers • Heads of Service Managers • Professional Leads.
<p>Staff Group D This group is responsible in ensuring their organisation is at all levels, fully committed to Safeguarding Adults, and have in place appropriate systems and resources to support this work in an intra- and inter-agency context</p>	<ul style="list-style-type: none"> • Heads of Quality and Innovation • Vulnerable Adults Lead • Executive Directors • Named Nurse • Named Doctor • Head of Social Care

Safeguarding Adults: Competence in working with people and delivering safeguarding services

Staff Group A: Including but not limited to: volunteers, day service staff, support workers, speech therapists, chiropodists, personal assistants, housing officers, leisure and recreation centre staff, drivers and transport staff, church faith workers will be able to assist to:

Staff Group A					
Competence	Suggested evidence must be pertinent and proportionate to role	Relevant Training	Supported Evidence	Date	Manager Signature
1. Understand what Safeguarding is and their role in Safeguarding adults.	Show clear understanding of their role in identifying and reporting concerns regarding abuse				
	Show understanding of their organisations policy and procedures				
	Show understanding of local authority role: duty to protect				
	Treat reports seriously				
	Understand limits of confidentiality				
6. Recognise an adult, who is potentially in need of Safeguarding and take action.	As appropriate to role: Shows clear understanding of the meaning of 'vulnerable adult' as defined in relevant policy guidance e.g. 'No Secrets' (2000)				
	Shows understanding of what constitutes 'abuse'.				
	Know the different forms of abuse and how to recognise indicators/signs of them.				
	Demonstrates an understanding of the factors that might increase risk of abuse.				
	Report concerns to someone above them.				
	Contact emergency services if the individual is in immediate danger.				

12. Understand the procedures for making a 'Safeguarding Alert'.	Show understanding of what your employer's Safeguarding Adults policies and procedures are.				
	Know how to ensure the individual is safe when the risk of abuse is high				
	Know who they should contact.				
	Know how to make a referral.				
	Work in a manner that seeks to reduce the risk of abuse.				
17. Understand dignity and respect when working with individuals.	Value individuality and be non-judgmental.				
	Recognise the individual's right to live in an abuse free environment.				
	Be aware of how your values and attitude influence your understanding of the situation.				
	Listen to individuals and allow individuals time to communicate any preferences and wishes.				
21. Have knowledge of policy, procedures and legislation that supports Safeguarding Adults.	Demonstrates knowledge of DMBC policies in relation to vulnerable adults				
	Understanding how to 'whistleblow' using related policies and procedures.				
	Be aware of the implications of legislation, inter-agency policy and national guidance				

Safeguarding Adults: Competence in working with people and delivering safeguarding services

Staff Group B: Qualified Professionals in health and social care and all frontline Managers (including staff who may act as the senior staff on duty) who manage or supervise staff providing services directly to the public. Including but not limited to: Social Work Team Managers, Voluntary and Independent Sector Managers, Heads of Nursing, Health and Social Care Provider Service Managers etc, Safeguarding Adults Co-ordinators, police officers will be able to:

Staff Group B					
Competence	Suggested evidence must be pertinent and proportionate to role	Relevant Training	Supported Evidence	Date	Manager Signature
22. Demonstrates skills and knowledge to contribute effectively to the Safeguarding process.	Works to local and national guidance in safeguarding				
	Responds to alerts/ referrals in a timely manner.				
	Identify and reduce potential and actual risks after disclosure or an allegation has been made.				
	Practice effective multi-agency partnership e.g. convenes strategy meetings				
	Adhere to timescales set within policies and procedures				
	Attend and contribute to investigations/ meetings/ information sharing.				
	Develop protective strategies for those that decline services				
	Has awareness of and confidence to use 'whistleblowing' policy and procedures when required.				
30. Awareness and application of a range of local and national policy and procedural frameworks when	Show critical understanding on the levels, thresholds or pathways of investigating in response to a 'Safeguarding referral' and the requirements of gathering initial information.				

undertaking Safeguarding activity					
	Describe the purpose of a strategy meeting and how to contribute to this and any subsequent investigation plan.				
	Describe the purpose of a Safeguarding Case Conference, and how to contribute to this and any subsequent protection plan.				
	Use of appropriate forms and recording/ reporting systems, both internally and externally.				
	Understand inter-agency frameworks and use of relevant assessment frameworks				
	<p>Know what legislation / policy informed a specific piece of work and why. Including but not limited to:</p> <p>Mental Capacity Act (Section 4)</p> <ul style="list-style-type: none"> • Deprivation of Liberty Safeguards (DOLS) <p>Human Rights Acts 1998</p> <p>Sexual Offences Act 2003</p> <ul style="list-style-type: none"> • Police and Criminal Evidence Act 1984 <p>Fraud Act 2006 (Section 4)</p> <p>Care Standards Act 2000 (Section 23)</p> <p>Court of Protection MCA (Section 15)</p> <ul style="list-style-type: none"> • Independent Safeguarding Authority (ISA) <p>POVA</p> <ul style="list-style-type: none"> • Multi-Agency Public Protection Arrangements 				

	(MAPPA) <ul style="list-style-type: none"> Multi-Agency Risk Assessment Conference(MARAC) 				
	Use of alternative policy and legislation to support preventative strategies eg.carer support				
	Be aware and challenge if necessary organisational cultures that may lead to poor practice in safeguarding				
38. Ensure adults and carers are supported appropriately to understand safeguarding issues to maximise their decision making.	Work with adults to ensure they are fully aware of all options available to them and also of the preventative measures that they may be able to put in place to protect themselves from abuse				
	Recognise adults rights to freedom of choice				
	Show understanding of how abuse may affect individuals' decision making processes e.g. domestic violence				
	Provide information on local and national groups that may be able to provide support e.g. victim support, IMCA service and/or local carers groups.				
	To be aware of written and verbal information on local safeguarding adult processes and how they can be accessed by service users and carers.				
	Understand how policy/ legislation can have the potential to be used oppressively e.g. Mental capacity Act, Best Interest Decisions may conflict with Human Rights				
	Describe the potential impact of abuse on vulnerable adults, the				

	staff or individuals who are alleged to have committed abuse and the informal carer who may have raised the alarm.				
	Recognise perpetrators of abuse may be vulnerable themselves and require support.				
	Understand the impact of a family's cultural and religious background when assessing risk and managing concerns				
	Actively engage with individuals who decline services and/ or engage support of others to achieve this.				
48. Understand how best evidence is achieved.	As appropriate to role: Show a comprehensive and detailed knowledge of gathering, evaluating and preserving evidence.				
	Describe why it is important to preserve evidence.				
50. Understand when to use emergency systems to safeguard adults.	Use emergency services when necessary e.g. call for an ambulance/ police/ Children's Services intervention.				
	Contact out of hours service.				
	Describe when emergency protection plans may be required.				
	Use legislation where immediate action may be required e.g. Section 4 of the Mental Health Act 1983 or urgent authorisation under DOLs.				
52. Maintain accurate complete and up- to date records.	Evidence of understanding and utilising 'Safeguarding Alerts'				
	Evidence of report writing.				

	Evidence of information sharing.				
	Evidence of multi-agency partnership working.				
	Evidence of risk assessments and management plans.				
	Evidence of accurate case recordings.				
	Understand information sharing, confidentiality, and consent				
	Know how to share information appropriately, taking into consideration confidentiality and data-protection issues				
	Explicit understanding of issues of confidentiality and data protection.				
12. Demonstrate required levels of skills and knowledge relating to safeguarding adults.	Show 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 investigation				
	Understand the different roles and responsibilities of the different agencies involved in investigation allegations of abuse.				
	Know what to do when there is an insufficient response from organisations or agencies				

Safeguarding Adults: Competence in Strategic Management and Leadership of Safeguarding Services

Staff Group C: Strategic Manager. Including but not limited to: Service Managers, Independent Chair, Operations Managers, Head of Assessment and Care Management etc will be able to:

Staff Group C					
Competence	Suggested evidence must be pertinent and proportionate to role	Relevant Training	Supported Evidence	Date	Manager Signature
13. Actively engage in supporting a positive multi-agency approach to safeguarding adults.	Demonstrate an understanding of the different roles and responsibilities of all agencies involved in investigations and ensure these are met.				
	Show awareness of updated protocols and follow/ implement them.				
	Demonstrate application of 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.				
18. Support the development of robust internal systems to provide consistent, high quality vulnerable adult	Demonstrates a clear understanding of national policy and procedures and how these relate to the development and application of local Safeguarding policy and procedures in a multi-agency context.				
	Carry out effective monitoring and auditing.				

safeguarding arrangements.	Demonstrate effective training is commissioned to support the development and knowledge base for safeguarding adults				
	Ensure necessary policy and procedures are in place to support supervisory practice.				
	Ensure supervision is carried out regularly to support Safeguarding activity.				
	Ensure supervisors are suitably trained to carry out the supervisory role.				
	Support 'whistleblowing' policy and procedures.				
	Monitor safeguarding systems.				
	Ensure workforce has necessary skills and knowledge to work effectively.				
	Ensure effective training, policy and procedures are in place to support effective risk and decision making in practice.				
	28. Chair safeguarding adults meetings or discussions.	In line with local policy and procedures chair strategy meetings where it is deemed a senior manager are most appropriate e.g. large scale inquiries or sexual offences.			
29. Ensure record systems are robust and fit for purpose.	Implement audit and inspection regimes.				
	Can demonstrate established systems to support good practice e.g. maintaining records, protection plan monitoring and time management e.g. investigators report.				
	Ensure appropriate record keeping relating to safeguarding				

	adults meetings can be demonstrated.				
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Safeguarding Adults: Competence in Strategic Management and Leadership of Safeguarding Services

Staff Group D: Including but not limited to: Executive and Senior Managers, Chief Executive, Owner/Manager, Head of Service and above will be able to:

Staff Group D					
Competence	Suggested evidence must be pertinent and proportionate to role	Relevant Training	Supported Evidence	Date	Manager Signature
32. Lead the development of effective policy and procedures for safeguarding adult services in your organisation.	Work with partner agencies to develop a consistent intra and inter-agency approach to safeguarding				
	Have strategic understanding of the scope of safeguarding services across the whole organisation				
	Work in partnership with a range of agencies to promote safeguarding across all services				
	Provide leadership for the workforce stating clear aims and objectives in safeguarding adults				
	Ensure contractual arrangements with service providers adhere to the vulnerable adults safeguarding policy and procedures				
	Effectively communicate a proactive approach to safeguarding adults within your organisation				
	Be able to account for your organisations practice				

	Ensure 'whistleblowing' systems are in place				
40. Ensure plans and targets for safeguarding adults are embedded at a strategic level across your organisation.	Ensure internal audit systems are robust				
	Actively engage in and have 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 implication for service delivery in respect of the organisation.				
43. Promote awareness of vulnerable adults systems within your organisation and outside your organisation.	Publicise and promote Safeguarding policy and procedures.				
	Can identify systems and structures in place used to raise awareness of safeguarding at a local and national level.				
45. Develop and maintain systems to ensure the involvement of those in the evaluation and development of your Safeguarding services	Ensure vulnerable adults and carers 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.				
	Provide evidence that vulnerable adults and carers are involved in safeguarding activity.				

