



Keeping Adults Safe
in Shropshire
Board

Competency Framework for Safeguarding Adults

October 2016



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The Competency Framework for Safeguarding Adults with Care and Support Needs is a:

- Tool to assist managers and other individuals to identify the skills, knowledge and competency needed in various roles and identify learning and development opportunities including safeguarding training to meet these needs.
- Suite of Assessment Tools/Reflective Learning Logs/Workbooks to support organisations and individuals to assess their workforce's or own competency in safeguarding adults

Using the Competency Framework and Assessment Tools/ Reflective Learning Log/Workbook

Competency Framework

1. Read the competency framework and identify where people fit into the framework (roles A-K)
3. Identify the level of core skills, knowledge and competency needed for each of the roles in your organisation
4. It is the responsibility of the person carrying out the competency assessment to identify appropriate learning opportunities and this framework has been developed by the safeguarding Board to support this. The learning objectives of those opportunities should ensure staff have the knowledge and skills to carry out their duties and provide services that empower adults whilst applying the key principles of safeguarding and Making Safeguarding Personal.



Assessment Tools/ Reflective Learning Log/Workbook

When staff have accessed appropriate learning opportunities:

1. Identify which staff within the organisation will be carrying out assessments, alternatively if the assessment tools are to be used as reflective learning logs or workbooks identify which staff members are competent to sign these off
2. Incorporate the appropriate assessment tool into supervision sessions (or identify a timeframe for the individual to complete this as a Learning Log or Workbook)
3. Identify any actions to address where 'attention is needed' or 'work is needed'
4. Carry out the Practice Review
5. Review the previous assessment document at the agreed review date

Links to Other Competency Frameworks

This framework where possible has incorporated the NHS England Safeguarding Adults: Roles and competences for health care staff – Intercollegiate Document and the key messages from the National Competency Framework for Safeguarding Adults (National Centre for Post-Qualifying Social Work and Professional Practice, Bournemouth University, 2015).

In addition to the Competency Framework for Safeguarding Adults there may be additional requirements or good practice guidance suggesting individuals in specific roles need to work to supplementary frameworks:

- Health sector staff - NHS England – Prevent Training and Competencies Framework
- Social care, health, housing, statutory and voluntary sector workers - Mental Capacity Act Staff Competency Framework (Shropshire)

This Framework is not intended to replace contractual arrangements or organisational assessment of the skills, knowledge and competency required by staff, volunteers or students rather it is intended as a support tool to inform such decision making. The skills, knowledge and competency outlined in this document may be exceeded in order to fulfil particular roles.

Abbreviations:

BACP – British Association for Counselling & Psychotherapy

CCG – Clinical Commissioning Group

DBS – Disclosure and Barring Service

FGM – Female Genital Mutilation

GDC – General Dental Council

GMC – General Medical Council

HCPC – Health and Care Professions Council

IMCA – Independent Mental Capacity Act Advocate

KASiSB – Keeping Adults Safe in Shropshire Board

LADO – Local Authority Designated Officer

MSP – Making Safeguarding Personal

NMC – Nursing and Midwifery Council

SAB – Safeguarding Adults Board

SAR – Safeguarding Adults Review

Please see Appendix 1 (pages 24 – 26) for suggested learning and development opportunities and a range of local formal training opportunities to support competency development.

Competency Framework for Safeguarding Adults

Roles	Core Skills and Knowledge	Competency Required
<p>A. Service Users, Informal Carers and Members of the Public</p> <p>Adults with Care and Support needs including adults with learning disability, physical disability and/or a sensory impairment, older people, an adult with a long-term illness, has mental health needs, misuse substances or alcohol and Carers (informal) who provide personal assistance and care to adults and is subject to harm and members of the public.</p>	<ul style="list-style-type: none"> ● No requirement (for Role A) to develop specific competency but the individual is supported to: ● Understand that safeguarding is everybody's business ● Explain who might be an adult with care and support needs ● Identify the ten categories of abuse as stated in the Care and Support Statutory Guidance (2016) ● Describe potential examples and indicators of abuse or neglect ● Understand how the key principles of adult safeguarding should be used (empowerment, proportionality, prevention, protection, accountability, partnership) ● Understand the imperative to act in the best interests of an adult who lacks capacity ● Understand how the Making Safeguarding Personal (MSP) approach ensures that the adult is fully involved and their outcomes are central ● Understand that people should be treated with dignity and respect when accessing social care, health, housing and other services supporting adults with care and support needs (see CQC Regulation 10) ● Describe the circumstances in which it may be necessary to raise a safeguarding concern when an adult is not consenting ● Have an overview of the legal framework for adult safeguarding 	<ul style="list-style-type: none"> ● No requirement (for Role A) to develop specific competency but the individual is supported to: ● Recognise when someone is failing to work in a way that promotes dignity and respect ● Make complaints ● Stop abuse or neglect or get help to do so ● Report abuse and neglect or get support to do so ● Engage with safeguarding process to develop safeguarding responses or plans in line with their views and wishes ● Request information arising from a safeguarding concern including information contained in safeguarding plans ● Consider redress and what this means for the adult

Roles	Core Skills and Knowledge	Competency Required
B. Direct Contact	As A plus	As A plus
<p>For those staff or volunteers who have direct contact with adults with care and support needs in their role.</p> <p>Examples: Care assistant, support worker, housing staff, nurse, personal assistant, frontline clinical staff, non-clinical staff working in health and social care settings, bank clinical/support staff, Matrons, Dentists or hospital locums, advocates, Healthwatch Enter and View, Police Officers, General Practitioners, Ambulance Staff and Fire Service Personnel.</p>	<ul style="list-style-type: none"> ● Understand how staff and volunteers work in a way that prevents abuse ● Be able to identify when complaints policies should be used ● Know how to report abuse or neglect locally ● Outline other Public Protection and Community Safety arrangements and resources <ul style="list-style-type: none"> ● Identify relevant legislation, guidance and policy including (Care Act (2014), Care and Support Guidance and Mental Capacity Act (2005) including Deprivation of Liberty Safeguards)) ● Recognise that Female Genital Mutilation (FGM), Hate Crime and exploitation including radicalisation and trafficking are potential adult safeguarding issues ● Identify national strategies and professional responsibilities for dealing with specific issues including reporting Female Genital Mutilation (FGM) and the Prevent Duty where relevant ● Have an awareness of the key safeguarding principles and how these are used in safeguarding processes ● Summarise MSP approach and how this is used to enable adults to fully engage with safeguarding in line with their views and wishes ● Define how workers and volunteers in social care, health, housing, other statutory agencies and the voluntary sector play a role in preventing abuse or neglect 	<p>The individual is able to:</p> <ul style="list-style-type: none"> ● Recognise and act on indicators of potential abuse or neglect ● Put the adult at the centre of any decision making ● Respond to potential abuse or neglect including involving the adult in any decisions about raising a concern and immediate actions ● Ensure safeguarding responses reflect the key safeguarding principles and the MSP approach ● Respond to and report abuse in line with organisational procedures and the Adult Safeguarding: Multi-agency policy & procedures for the protection of adults with care & support needs in the West Midlands ● Identify relevant sources of advice, guidance and support ● Factually document safeguarding concerns in line with organisational policy ● Seek advice as necessary when dealing with concerns about an adult who refuses to consent to a safeguarding adults concern being raised

Roles

The core skills and knowledge in B. best equate to Level 3 in the NHS England Safeguarding Adults: Roles and competences for health care staff – Intercollegiate Document or Staff Group B in the National Competency Framework for Safeguarding Adults.

Core Skills and Knowledge

- Identify when and how to report abuse or neglect to the local authority (raise a concern)
- Understand how to deal with a disclosure of abuse or neglect in line with recognised good practice
- Describe when to share information in line with data protection principles, organisational policy, national guidance and legislation
- Explain how to complete safeguarding documentation
- Know what to do when an adult is not consenting to abuse and neglect being reported
- Explain whistleblowing arrangements and when to use them.
- State when to use external arrangements to raise whistleblowing issues (such as with the relevant regulator)
- Identify what to do if there are barriers to reporting abuse or neglect or whistleblowing issues

Competency Required

- Share information on a need to know basis and in line with data protection principles
- Work within the principles of dignity and respect whilst promoting an individual's wellbeing, including protection from abuse or neglect
- Challenge practice including professional boundaries and conduct issues, use whistleblowing procedures to report the practice of colleagues to management
- Identify potential child safeguarding issues and take relevant action at the initial point of contact
- Challenge practice including professional boundaries and conduct issues
- Work to prevent abuse or neglect where possible

C. Direct Contact with responsibility for employing or recruiting; supervising staff or volunteers

For those managing staff or volunteers in social care, health, voluntary and housing sectors who have direct contact with adults with care and support needs and additionally are responsible for employing or supervising staff or volunteers.

As A & B plus

- Identify the links between recruitment, management of staff and volunteers, disciplinary processes, safeguarding adults processes and making referrals to the Disclosure and Barring Service (DBS) and other regulatory bodies such as the Nursing and Midwifery Council (NMC), Health and Care Professions Council (HCPC), General Dental Council (GDC), General Medical Council (GMC) or professional associations such as British Association for Counselling & Psychotherapy (BACP)

As A & B plus**The individual is able to:**

- Manage staff in a way that safeguards service users
- Apply local and national policy, statutory guidance and legislation
- Work to prevent abuse in the organisation, promoting an individual's wellbeing and protecting individuals from abuse or neglect
- Develop robust recruitment and supervision processes

Roles	Core Skills and Knowledge	Competency Required
<p>Examples: Managers across all sectors including Ward/Unit Managers in hospitals and GP practice safeguarding leads.</p> <p><i>The core skills and knowledge in C. best equate to Level 4 in the NHS England Safeguarding Adults: Roles and competences for health care staff – Intercollegiate Document or Staff Group B in the National Competency Framework for Safeguarding Adults.</i></p>	<ul style="list-style-type: none"> ● Comprehension of regulatory requirements relating to safeguarding adults with care and support needs (Care Quality Commission (CQC) and Disclosure and Barring Service (DBS) for example) ● Have an overview of the legal framework for safeguarding adults (Care Act, 2014) and Care and Support Statutory Guidance ● Identify other relevant legislation, including applicable criminal or civil law remedies ● Understand the role of the relevant safeguarding lead (Local Authority, Police, CCG and other service providers) ● Identify when and how information would need to be shared with the relevant safeguarding lead ● Identify responsibilities to act on information shared by a safeguarding lead or the police relating to an employee or volunteer in terms of proportionality, managing risk and compliance with data protection principles ● Define the links between the Mental Capacity Act, Deprivation of Liberty Safeguards and safeguarding adults ● Identify appropriate models of interviewing including the PEACE model and apply such models when interviewing the potential source of risk and others, if appropriate to your role. ● Ability to conduct risk assessments in relation to recruiting staff ● Comprehension and the application of assessing the risk of harm ● Understand their role in carrying out enquiries where caused to do so by the Local Authority ● Describe the role of whistleblowing in preventing, identifying and responding to abuse 	<ul style="list-style-type: none"> ● Support staff and volunteers to access relevant training to develop their skills, knowledge and competency in safeguarding adults work ● Adopt a multi – agency approach to safeguarding adults ● Act in accordance with vital or public interest principles if an adult refuses to consent to an adult safeguarding concern being raised ● Work with the adult and manage their expectations when they do not want any action taken concerning a member of staff (potential source of risk) but employment responsibilities or regulatory duties require such action ● Take appropriate action when dealing with concerns about an adult where a staff member is the potential source of risk ● Use the Mental Capacity Act to make best interest decisions where an adult is assessed as lacking capacity to consent to the concern being raised ● Make professional judgements about raising a concern and document a clear rationale for raising a concern (or not raising a concern). Document alternative action taken to raising a concern and the outcome of such action (see KASiSB Guidance; the Safeguarding Process in Shropshire) ● Respond and take action to address potential abuse or neglect in line with the key safeguarding principles ● Ensure the philosophy of Making Safeguarding Personal underpins any safeguarding response, including undertaking an enquiry

Roles**Core Skills and Knowledge**

- Understand related processes including Serious Incidents and Duty of Candour (CQC Regulation 20)

Competency Required

- Undertake safeguarding enquiries when caused to do so by the Local Authority
- Have clear parameters for the enquiry and link with other enquiries or investigations such as those carried out by the police
- Report the outcomes of an enquiry to the local authority in line with agreed protocols/formats
- Identify relevant sources of evidence such as care plans and other documentation when carrying out an enquiry
- Use appropriate models of interviewing wherever possible when carrying out a disciplinary investigation (such as the PEACE model of interviewing) to ensure robust processes
- Uphold the Human Rights of employees, volunteers and students who are the subject of allegations or concerns raised (Article Six, right to a fair trial)
- Ensure the adult with care and support needs has the right to redress
- Make statutory notifications to CQC about abuse or allegations of abuse concerning a person who uses the service, incidents reported to or investigated by the police in line with CQC regulations
- Share information as necessary with commissioning and contracting teams
- Share information with the Safeguarding Adults Board (SAB) when requested to do so
- Participate in and share information when requested by the KASiSB to contribute to a Safeguarding Adults Review (SAR)

Roles**Core Skills and Knowledge****Competency Required**

- Identify and manage risk, at different levels of complexity. i.e. adults with care and support needs who are experiencing or at risk of abuse or neglect
- Balance support for appropriate risk-taking, as part of promoting independence, whilst exercising duty of care
- Take action to reduce the risk of abuse or neglect
- Liaise with the local authority or other safeguarding leads when concerns involve someone in position of trust (staff member or volunteer)
- Fulfil the duty to refer to the Disclosure and Barring Service, making appropriate referrals in line with current legislation
- Offer appropriate support to the individual who is the potential source of risk and others
- Refer to other Public Protection and Community Safety arrangements and resources when appropriate

Roles	Core Skills and Knowledge	Competency Required
<p>D. Direct Contact with responsibility for adult safeguarding Section 42. Enquiry work, contract compliance or criminal investigations</p> <p>For those staff involved in making enquiries concerning potential abuse or neglect of adults with care and support needs. Including managers of staff undertaking enquiries.</p> <p>Examples: Senior Safeguarding Practitioners and Safeguarding Practitioners (Shropshire Safeguarding Team), Team Leader, Adult Safeguarding. Contracts Officers, Police Officers (including those with specific responsibility for safeguarding adults work). Other workers such as Community Nurses and other health care/NHS staff who participate in Enquiries.</p>	<ul style="list-style-type: none"> ● Advanced knowledge of MSP Comprehensive knowledge of: <ol style="list-style-type: none"> 1. the legal framework for safeguarding adults (Care Act (2014), Human Rights Act (1998), MCA (2005) including DoLS (2007) 2. Vetting and Barring Legislation including Safeguarding Vulnerable Groups Act (2006), Protection of Freedoms Act (2012) 3. Regulatory requirements: ● Care Quality Commission (CQC) Fundamental Standards and Regulations ● Health and Social Care Act 2008 (Regulated Activities) Regulations (2014) <p>Develop an over view of relevant law (including offences and protective measures) under:</p> <ul style="list-style-type: none"> ● Sexual Offences Act (2003) ● Ill Treatment or Wilful Neglect offences under the Mental Capacity Act (2005) (s. 44), Mental Health Act (1983) (s.127) and the Criminal Justice and Courts Act (2015) (s.20 & s.21) ● Theft Act (1968) ● Fraud Act (2006) ● Offences Against the Person Act (1861) 	<p>The individual is able to:</p> <ul style="list-style-type: none"> ● Apply the definition of an adult with care and support needs ● Offer alternative advice, signposting and support if the issue does not meet the criteria to be dealt with as a safeguarding concern i.e. the individual is not an adult with care and support needs, the person is not experiencing or at risk of abuse or neglect, there are more appropriate routes to support the situation such as through the regulator, referring the issue to the relevant organisation to be dealt with as a complaint etc. ● Determine when the Local Authority is under a statutory duty to carry out a S.42 Enquiry ● Determine where there is a high level of risk despite the adult not being an adult with care and support needs and the criteria for a Section 42 Enquiry not being met that adult safeguarding procedures should still be used (non-statutory enquiry) ● Determine who is best placed to carry out an enquiry, including when another provider should be caused to carry out an enquiry

Roles	Core Skills and Knowledge	Competency Required
	<ul style="list-style-type: none"> ● Modern Slavery Act (2015) ● Criminal Justice Act (1988) S.39 common assault ● Domestic Violence, Crime and Victims Act (2004) amended (2012) & Serious Crime Act (2015) s. 76 Controlling or coercive behaviour in an intimate or family relationship ● Protection from Harassment Act (1997) ● Criminal Justice and Police Act (2001) ● Forced Marriage (Civil Protection) Act (2007) The Anti-social Behaviour, Crime and Policing Act (2014) ● Female Genital Mutilation Act (2003) Serious Crime Act (2015) s. 70 – 75 ● Counter Terrorism and Security Act (2015) ● Police and Criminal Evidence Act (1984) ● Equalities Act (2010) ● Data Protection Act (1998) ● Mental Health Act (1983) ● Serious Crime Act (2015) s.76 ● Skills in relation to interviewing adults with care and support needs and individuals who are the potential source of risk using appropriate models such as the PEACE model of interviewing wherever possible ● Support ● Understand how to assess the capacity of an adult with care and support needs to make specific decisions, including to be interviewed ● Active listening skills in order to gather information ● Ability to produce enquiry/investigation reports 	<ul style="list-style-type: none"> ● Determine when it would be a conflict of interest to cause a provider to carry out an enquiry as outlined in the Care and Support Statutory Guidance ● Agree parameters with the provider caused to carry out an enquiry ● Identify potential criminal offences and involve the police in a timely manner if this has not already been done ● Appoint an independent advocate in specific circumstance where the adult has substantial difficulty in being involved ● Determine other actions necessary and ensure all those involved in carrying out enquiries are clear on their roles and responsibilities for both carrying out enquiries and feeding back the outcomes of such enquiries ● Give advice, support or guidance to providers caused to carry out an enquiry ● Apply local and national policy, guidance and legislation in safeguarding practice ● Embed MSP throughout the safeguarding process including when planning interviews or safeguarding meetings giving consideration to the communication needs and the preferred venue outlined by the adult ● Adopt a multi – agency approach to safeguarding adults ● Assess the level of harm posed to the adult with care and support needs ● Use appropriate interview models (such as the PEACE model) to interview relevant people during an enquiry including adults with care and support needs, the person who is the potential source of risk and others

Roles

Core Skills and Knowledge

- Comprehension of the legal responsibility under the Criminal Procedures and Investigations Act 1996 regarding material gathered in criminal investigations (if appropriate to the role)
- Comprehension of Achieving Best Evidence and Special Measures (if appropriate to the role)
- Comprehension and application of the appropriate risk assessment and risk management model used by the organisation to identify actual or potential levels of harm
- Able to identify situations where recourse to legal advice is required or consideration of use of the Court of Protection or High Court (inherent jurisdiction)
- Comprehension of regulatory requirements relating to safeguarding adults with care and support needs including (Care Quality Commission (CQC) and Disclosure and Barring Service (DBS)
- Identify situations when an independent advocate should be appointed under the Care Act (2014) because the adult has substantial difficulty engaging in the adult safeguarding process.

Competency Required

- Use appropriate interview models (such as the PEACE model) to interview relevant people during an enquiry including adults with care and support needs, the person who is the potential source of risk and others
- Identify appropriate safeguarding plans to reduce the risk of harm
- Identify relevant sources of evidence such as care plans and other documentation
- Identify areas of enquiries where specialist knowledge is required and action as necessary
- Carry out assessments of capacity in accordance with the Mental Capacity Act where appropriate or ensure others carry out the assessment
- Produce a S.42 Enquiry report including all supporting evidence
- Document information using appropriate systems (including Care First)
- Undertake Achieving Best Evidence interviews (if applicable in your role)
- Attend meetings or contribute to safeguarding discussions and the development of safeguarding plans
- Identify and manage risk, at different levels of complexity. i.e. to the adult experiencing or at risk of abuse or neglect and others
- Balance support for appropriate risk-taking, as part of promoting independence, whilst exercising duty of care
- Raise awareness of safeguarding with individuals
- Prompt employers to exercise their duty to make referrals to the DBS in certain circumstances

Roles	Core Skills and Knowledge	Competency Required
<p>E. Direct Contact (Safeguarding Adults Chairs), limited to contact in relation to chairing Safeguarding Adults Meetings/Case Conferences/Reviews</p>	<p>As A, B, C & D plus</p>	<p>As A, B, C & D plus</p>
<p>For all staff who chair Safeguarding Adults Meetings</p> <p>Examples: Staff who undertake a chairing role as part of their responsibilities.</p>	<ul style="list-style-type: none"> ● Comprehensive understanding of the Adult Safeguarding: Multi-agency policy & procedures for the protection of adults with care & support needs in the West Midlands and linked guidance such as Self-Neglect and guidance on people in a Position of Trust protocols ● Understand the importance of communicating with all parties in a clear, impartial manner ● Ability to apply MSP principles throughout the chairing role, including when planning meetings when clear consideration should be given to the needs and wishes of the adult with care and support needs ● Comprehension and the application of assessing the risk of harm and an understanding of positive risk enablement from an adults perspective 	<p>The individual is able to:</p> <ul style="list-style-type: none"> ● Identify and invite appropriate people to Safeguarding meetings ● Ensure that the MSP agenda has been fully utilised in order to enable the adult with care and support needs to engage with the safeguarding process and have their voice heard ● Ensure the adult has been able to express their views on attending a meeting including where this should be, how the person wished to be supported prior to the meeting, during and after in order to engage in the process

Roles

Core Skills and Knowledge

- Understand how the safeguarding process needs to dovetail into employment law and provider's local policy and procedure in relation to allegations concerning paid workers or volunteers
- Comprehension of local authority/health contract requirements

Competency Required

- Plan safeguarding meetings in advance so attendees are clear about their role and any measures they need to put in place to support the involvement of the adult with care and support needs during the meeting
- Ensure that an Independent Mental Capacity Act Advocate (IMCA) or other independent advocate has been considered/appointed under the Care Act (2014, s. 68) (where the adult has substantial difficulty in understanding relevant information or retaining information or using or weighing information or communicating their wishes and views and there is not an appropriate person to support the adult)
- Demonstrate clear communication skills
- Act in a professional and impartial manner when dealing with sensitive information
- Work in accordance with legislation and policy
- Consider wider information sharing if other adults with care and support needs or children may be at risk of harm, such information will need to be addressed with the relevant safeguarding lead or LADO
- Identify and manage risk, at different levels of complexity. i.e. to the adult with care and support needs
- Balance support for appropriate risk-taking, as part of promoting independence, whilst exercising duty of care
- Ensure a multi – agency approach to implementing safeguarding procedures is adopted
- Liaise with other agencies as necessary
- Work closely with minute takers and ensure the minutes are accurate before they are shared
- Identify what information the adult with care and support needs wishes to receive (and assess what third party information etc. is able to be shared)

Roles	Core Skills and Knowledge	Competency Required
<p>F. Members of the Safeguarding Board</p> <p>For those individuals who represent their organisation at a strategic level, staff who are members of the Keeping Adults Safe in Shropshire Board.</p> <p>Examples: representatives from statutory agencies who have been deemed to possess the necessary skills and experience (Local Authority, Police and CCG), representatives from other organisations as determined by the SAB.</p>	<p>As A and B plus</p> <ul style="list-style-type: none"> ● Extensive knowledge of relevant legislation, policy, guidance and good practice relevant to safeguarding adults ● Working knowledge of the specific legislative framework outlined in the Care Act (2014) and Statutory Guidance in relation to carrying out Enquiries (or causing others to do so), setting up a KASiSB have arrangements in place for independent advocacy in certain circumstance and Local Authority duties to co-operate with other agencies (and agencies responsibility to cooperate with the Local Authority) when carrying out adult safeguarding functions ● Understand the rationale for identifying the requirement for a Safeguarding Adults Review (SAR) and the role of KASiSB members in carrying out a SAR ● Ability to identify good practice and bring this to the KASiSB ● Develop an understanding of case law with specific reference to adult safeguarding (use of inherent jurisdiction etc.) ● Understand the role of the KASiSB and their own organisation in relation to preventing abuse ● Understand principles of confidentiality both in relation to individual cases and with regards to inter-organisational information ● Have a working knowledge of the KASiSB information sharing and confidentiality protocols ● Describe their organisation's priorities and activities in relation to adult safeguarding 	<p>As A and B plus</p> <p>The individual is able to:</p> <ul style="list-style-type: none"> ● Demonstrate suitable experience of safeguarding work within their own organisation ● Positively promote the aims and role of the KASiSB within own organisation and in the wider community ● Be in a position to commit to the work stream of the KASiSB on behalf of the organisation ● Ensure those who need to know within the organisation are aware of the work of the KASiSB and are in a position to carry out any work agreed at the KASiSB ● Adhere to KASiSB information sharing and confidentiality protocols ● Speak for their organisations with authority ● Commit their organisations on policy, practice and resource matters ● Hold their organisations to account ● Engage with KASiSB events in order to consult with the wider public

Roles	Core Skills and Knowledge	Competency Required
	<ul style="list-style-type: none"> ● Have local knowledge and be able to engage with people in various roles and members of the public in order to raise the profile of safeguarding adults and the KASiSB ● Work to the Constitution of the KASiSB ● Contribute to the development and revisions of the KASiSB Strategic Plan ● Ability to challenge other KASiSB members ● Provide assurance concerning organisational actions ● Reflect on challenges and actions to address these at an organisational level ● Contribute information and intelligence in order to support the production of the KASiSB annual report outlining members actions 	
<p>G. Independent Chair of the Safeguarding Adults Board.</p>	<p>As A, B, C & D plus</p>	<p>As A, B, C & D plus</p>
<p>Independent Chair with responsibilities as outlined in the Care Act Statutory Guidance and local SAB protocols.</p>	<ul style="list-style-type: none"> ● Understand their role as an Independent Chair ● Develop knowledge of relevant legislation, policy, guidance and good practice relevant to safeguarding adults ● Ability to identify good practice from other areas ● Develop an understanding of developing case law and good practice ● Identify and disseminate relevant research relevant to the work of the KASiSB ● Identify the role of the KASiSB in prevention work ● Understand and maintain standards of confidentiality both in relation to individual cases and with regards to inter-organisational information ● Ensure information sharing and confidentiality protocols are effective and have sign up from all KASiSB members 	<p>The individual is able to:</p> <ul style="list-style-type: none"> ● Lead the KASiSB collaboratively providing strategic leadership ● Provide support, advice and encouragement to all partners ● Hold partner agencies to account for their safeguarding practice and engagement and Challenge partners in a constructive manner ● Drive improvements in safeguarding practice ● Communicate effectively, develop good interpersonal and presentation skills ● Act as spokesperson for the KASiSB, including with the media ● Ensure the voice of adults with care and support needs is heard by the KASiSB

Roles**Core Skills and Knowledge**

- Produce information on behalf of the KASiSB that is understandable, accessible and jargon free
- Link with regional or national Safeguarding Chair groups

Competency Required

- Ensure the KASiSB complies with statutory duties which include the development of an effective and inclusive strategy, producing an annual plan and report which must be shared with certain agencies
- Ensure effective standards and governance arrangements for the KASiSB are in place
- Ensure the KASiSB is aware of and reflects on activity required locally in light of learning from Safeguarding Adults Reviews (SAR) including national SAR's
- Build links with other Independent Chairs in order to identify good practice and learn from the experience of other SAB's
- Ensure the KASiSB is engaging with members of the public including through mediums such as websites
- Engage with KASiSB events in order to consult with the wider public

Roles	Core Skills and Knowledge	Competency Required
<p>H. Individuals within Statutory Agencies who take the lead operational role for Adult Safeguarding Manager responsibility and professional leads.</p>	<p>As A, B, C & D plus</p>	<p>As A, B, C & D plus</p>
<p>For those staff with designated responsibility as their organisational safeguarding or professional lead</p> <p>Examples: the designated Local Authority, Police and CCG lead and Principal Social Workers.</p>	<ul style="list-style-type: none"> ● Understand how adult safeguarding responses and principles, employment law, other legislation including the Human Rights Act (1998), DBS referral duty, DBS referral power, data protection and information sharing principles and risk management impact on the management and oversight of individual complex cases involving employees, volunteers or students deemed to be in a position of trust ● Understand your responsibilities as the safeguarding lead within your organisation for assuring proper accountability within the safeguarding framework (e.g. Care Act (2014), Care and Support Guidance, NHS Safeguarding Vulnerable People Accountability Framework 2015 and Regional Policy) ● Develop appropriate expertise and knowledge in adult safeguarding ● Develop knowledge of specific relevance to the role pertaining to information sharing, employment law, regulatory requirements including DBS referrals and risk management in order to provide internal advice and guidance ● The Principal Social Worker should have extensive knowledge of the legal and social work response options to specific cases and in general 	<p>The individual is able to:</p> <ul style="list-style-type: none"> ● Monitor the progress of cases ensuring they are dealt with in a timely manner are consistent, thorough and fair ● Provide advice and guidance: <ul style="list-style-type: none"> - The Local Authority lead should be able to provide advice and guidance within the organisation - The CCG lead will be able to provide advice and guidance within the CCG - The safeguarding leads in NHS Provider Trusts and other health partners will provide advice and guidance within their organisations - The Principal social worker will lead on ensuring the quality and consistency of social work practice in fulfilling the local authorities safeguarding responsibilities - The Principal Social Worker will be in a position to advise the director of adult social services (DASS) and the wider council concerning complex or controversial cases ● Have regular contact with and develop professional relationships with other safeguarding leads in order to develop best practice

Roles	Core Skills and Knowledge	Competency Required
	<ul style="list-style-type: none"> ● Ensure systems are implemented to provide employees with support and updates in relation to adult safeguarding enquiries which directly relate to them ● Work in line with Data Protection and Confidentiality principles ● Understand links to children’s safeguarding and the role of the Local Authority Designated Officer (LADO) 	<ul style="list-style-type: none"> ● Demonstrate knowledge of the legal and social work response options to specific cases and in general and up to date knowledge of case law. Sharing this knowledge with others as appropriate (Principal Social Worker specifically) ● Work closely (Local Authority lead) with children’s services Local Authority Designated Officer (LADO) where there is a risk to children ● Be aware of training opportunities to develop skills, knowledge and competence and be in a position to oversee the provision of training to the CCG Board for example, and signpost opportunities to other staff ● Develop an understanding of and work to procedures concerning information sharing in line with the principle of proportionality supported by the policies of the safeguarding Board ● Make decisions to share information that have a clear rationale, the lead must be able to make complex decisions obtaining the person who is the potential source of risks consent wherever possible ● Coordinate necessary responses when allegations or concerns involve a person in a position of trust (employee, volunteer or student, paid or unpaid) ● Highlight the extent to which their own organisation prevents abuse and neglect taking place ● Develop necessary skill to manage and have oversight of individual complex cases ● Share information with contracting, commissioning and regulators (CQC) where appropriate and proportionate

Roles	Core Skills and Knowledge	Competency Required
<p data-bbox="118 225 548 296">I. Non Direct Contact/Incidental Contact</p> <p data-bbox="118 331 521 711">For those staff who do not have direct contact with adults with care and support needs other than incidental. Examples: an administrator, customer services worker, Police Community Support Officer, Safer Neighbourhood Teams, Response Officers or maintenance personnel.</p>	<p data-bbox="584 225 696 256">As A & B</p>	<p data-bbox="1393 225 1505 256">As A & B</p>
<p data-bbox="118 750 548 858">J. Non Direct Contact but with accountability for safeguarding adults</p> <p data-bbox="118 900 517 1166">Examples: this may be Chief Officers and Chief Executives such as a Head of Service, Assistant Director or Director in the Local Authority, Directors and Senior Managers in hospitals.</p>	<p data-bbox="584 750 770 782">As B, B, C plus</p> <ul data-bbox="595 900 1335 1398" style="list-style-type: none"> ● Comprehend the role of the organisation and other partners in preventing abuse and neglect ● Understand the need for safeguarding adults work to be embedded across the organisation strategically and operationally ● Encouraging a culture of speaking out and a zero tolerance of abuse ● Promoting equality of opportunity and eliminating discrimination in respect of adult social care and health services ● Identify and implement learning from relevant case law, Safeguarding Adult Reviews and learning reviews within organisations 	<p data-bbox="1393 750 1579 782">As A, B, C plus</p> <p data-bbox="1393 900 1727 932">The individual is able to:</p> <ul data-bbox="1393 938 2101 1422" style="list-style-type: none"> ● Manage services in line with local and national guidance and legislation ● Maintain a clear organisational and operational focus on adult safeguarding ● Liaise with members of the KASiSB as appropriate ● Participate in KASiSB meetings as appropriate representing the organisation ● Promote the prevention agenda, prescribing early intervention ● Promote partnership working ● Ensure an adequate profile is given to safeguarding adults within the directorate, across the organisation and in the public domain

Roles**Core Skills and Knowledge****Competency Required**

- Ensure individuals representing the organisation have access to learning opportunities in order to comply with safeguarding responsibilities
- Identify and share appropriate information in accordance with procedures to alert senior managers of serious and complex issues in their organisation
- Ensure plans and targets for safeguarding adults are embedded at a strategic level
- Ensure contractual arrangements with service providers work in line with the safeguarding adults procedures
- Ensure training and mentoring arrangements are effectively resourced and accessible to all staff and volunteers

Roles	Core Skills and Knowledge	Competency Required
<p>K. Non Direct Contact but role involves access to sensitive information regarding adults with care and support needs</p>	<p>As A & B plus</p>	<p>As A & B plus</p>
<p>Non Direct Contact but may take phone calls about safeguarding concerns or handle sensitive information about adult safeguarding Enquiries.</p> <p>Examples: This may be an administrator, a customer services worker, a team secretary or minute taker, contact centre workers, First Point of Contact, receptionist.</p>	<p>(may not all be applicable to all roles in this category):</p> <ul style="list-style-type: none"> ● Where appropriate understand the need to establish the immediate safety of the adult with care and support needs if taking phone calls concerning adult safeguarding ● Describe how the adult should be involved at the Adult Safeguarding Concern stage ● State actions to take when initial information may also suggest a child is at risk ● Knowledge and application of policy and procedures in relation to confidential information and customer services. This may also need to take into account local organisational policy governing sharing and storage of information 	<p>The individual is able to (may not all be applicable to all roles in this category):</p> <ul style="list-style-type: none"> ● Able to apply the definition of an adult with care and support needs ● Is able to identify that historic allegations of abuse or neglect may also need to be raised as a concern where there are risks, for example to other adults ● Establish if the adult is aware a concern is being raised and prompts the person raising the concern to discuss this with the adult if they have not already done so ● Establish if the adult has consented to the concern and has the capacity to give consent to the concern being raised ● Be able to offer alternative advice, signposting and support if the issue does not meet the criteria to be dealt with as a safeguarding concern (the adult is not an adult with care and support needs, the person is not experiencing or at risk of abuse or neglect) ● Able to determine where there is a high level of risk despite the adult not being an adult with care and support needs adult safeguarding procedures should be used (non-statutory enquiry) ● Act in a professional and impartial manner when dealing with sensitive information ● Keep information securely in line with relevant procedures

References

Department of Health (2016) Care and Support Statutory Guidance. London: Department of Health.

Department for Constitutional Affairs. (2007) Mental Capacity Act 2005 Code of Practice. London: The Stationery Office.

West Midlands Adult Safeguarding Editorial Group (2016) Adult Safeguarding: Multi-agency policy and procedures for the protection of adults with care and support needs in the West Midlands. West Midlands: WMASEG.

NHS England Safeguarding Adults (2016) Roles and competences for health care staff – Intercollegiate Document. London: NHS England.

Bournemouth University (2015) National Competency Framework for Safeguarding Adults. Bournemouth: National Centre for Post-Qualifying Social Work and Professional Practice.

Appendix 1 –

Learning, Development and Formal Training Opportunities to Support Competency Development

An organisation should determine when and how individuals access learning, development and training opportunities in order to develop the required competencies. Refresher training decisions should be based on the individuals competence and sector specific guidance.

Learning Opportunities to Support Competency Development

- Professional qualification
- Information disseminated through Safeguarding Board websites and service user forums
- Mentoring
- Coaching
- Shadowing
- User involvement and engagement events with the safeguarding Board
- ELearning
- Independent research (accessing professional journals and magazines, reading case law)
- Supervision (formal and informal)
- Discussion in team meetings
- Reflective accounts, critical incident analysis and diaries
- 1:1 discussion, peer or group discussion
- Peer discussion
- Action learning
- Attending Conferences
- Social media including webinars

Formal Training including Shropshire Council, Joint Training or Shropshire Partners in Care

Training for New Social Care and Health Staff

- Care Certificate Training (Joint Training)

Adult Safeguarding

- Safeguarding Adult's Awareness (Joint Training and SPIC)
- Safeguarding Adults Community Briefings (Joint Training and SPIC)
- Safeguarding Adult's for Provider Managers (Joint Training and SPIC)
- Section 42 Enquiry Training (Joint Training)
- Safeguarding Adults and the Law (Joint Training)
- Keeping Safe, Understanding and Reporting Abuse (ALD) (Joint Training)
- Blue Stream Academy
- ELearning for Health
- A range of organisational internal training courses

Mental Capacity Act (MCA)

- Mental Capacity Act Awareness level 1 (Joint Training)
- Mental Capacity Act Awareness (SPIC)
- Making Best Interest Decisions Level 2/3 (Joint Training)
- Mental Capacity Act - Refresher Level 1 (Joint Training)
- Assessing Mental Capacity level 2/3 (Joint Training)
- MCA Do Not Attempt Resuscitation Workshop Level 2/3 (Joint Training)
- Mental Capacity Act - Exploring the Legal Dimensions (Joint Training)
- Mental Capacity Act: IMCA Workshop Level 2/3 (Joint Training)
- Mental Capacity Act: Problem Solving Workshop level 2/3 (Joint Training)



Deprivation of Liberty Safeguards (DoLS)

- Deprivation of Liberty Safeguards Awareness Level 1 (Joint Training) (in hospitals and residential settings)
- Deprivation of Liberty Safeguards Awareness (SPIC)
- Deprivation of Liberty Safeguards Advanced Workshop Level 2/3 (Joint Training Shropshire) (in hospitals and residential settings)

Other Relevant Courses:

- Professional Boundaries in Social Care and Health Settings (Joint Training and SPIC)
- Risk Assessment – Risk Assessment and Care Planning (Joint Training)
- Recording – Recording Skills for Social Workers, Care Managers and Provider Managers (Joint Training)
- Record Keeping and Key Working (Joint Training)
- Effective Record Keeping (SPIC)
- Domestic abuse awareness (Joint Training)
- Home Office FGM
- Channel General Awareness (Police College)
- Prevent Basic Awareness (ELearning for Health)
- Workshop to Raise Awareness about Prevent (WRAP) (Health and Local Authority Staff) (DH accredited trainers/PREVENT Lead)

Employment and Managing Disciplinary Situations

- PEACE Interview Training (SPIC)
- Management – Performance Management and Effective Supervision (Joint Training)
- Management – Tackling Disciplinary and Grievance Issues (Joint Training)
- Acas courses



Competency Framework for Safeguarding Adults

October 2016

Training Contacts

Joint Training for Adult Community & Health Services (Shropshire Council) –
01743 254731/254734 www.shropshire.gov.uk/jointtraining

Shropshire Partners in Care –
01743 860011 www.spic.co.uk

Internal Training Leads (within your organisation)