



& our **Partners,**

**Committed to
Safeguarding Adults**



Harrow's Local Safeguarding Adults Board (LSAB)

Training Strategy

2014 - 2017

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Harrow's Local Safeguarding Adults Board (LSAB)

Training Strategy 2014 – 2017

1. Introduction

- 1.1. This 2014- 2017 training strategy aims to build on the previous version and to further develop the skills and abilities of staff and volunteers working across all relevant sectors in the borough
- 1.2. It aims to support delivery of the LSAB vision that “Harrow is a place where adults at risk from harm are safe and empowered to make their own decisions and where safeguarding is everyone’s business”
- 1.3. It aims to support the LSAB’s principles and values to ensure that:
 - there is a culture that does not tolerate abuse (protection)
 - dignity and respect are promoted so that abuse is prevented wherever possible (prevention)
 - there is active engagement with all sections of the local community so that they are well informed about safeguarding issues (partnership)
 - adults at risk are supported to safeguard themselves from harm, can report any concerns that they have and have improved access to justice (empowerment)
 - quality commissioned, regulated and accredited services are provided by staff with the appropriate level of training (accountability)
 - there is a robust outcome focused process and performance framework so that everyone undergoing safeguarding procedures receive a consistent high quality service which is underpinned by multi-agency cooperation and continuous learning (accountability)
 - victims are supported to stop the abuse continuing, access the services they need (including advocacy and victims support) (proportionality)
 - we are accountable for what we do and learn from local experience and national policy (accountability)

1.4. The theme that “safeguarding is everyone’s business” is the golden thread that links all the work of the LSAB and as such this training strategy should be read in conjunction with some of the LSAB’s other key strategic documents:

- Strategic Plan 2014 - 2017
- Annual Reports
- Prevention Strategy 2014 – 2017 (including the Dignity Strategy)
- User Engagement Strategy
- Communications strategy 2014 - 2017
- Safeguarding Adults Workforce Plan 2013 - 2016

2. The LSAB’s training approach

- 2.1. The LSAB recognises the importance of workers and volunteers that are properly trained, skilled, supported and developed throughout their career so that they can deliver safe, quality services (prevention) and respond effectively and with confidence to any allegations of significant harm
- 2.2. The LSAB is committed to supporting the training and development of staff and volunteers across all the partner agencies
- 2.3. The LSAB’s Training Strategy will therefore focus on the continued development of the multi-agency training programme and will also support partners to ensure that they fulfil responsibilities towards the development of their workforce
- 2.4. The LSAB will also support and promote other training options e.g. e-learning, “train the trainer” and Best Practice Forums, to ensure the widest possible range of approaches are available to meet the training/development needs of all relevant staff and volunteers
- 2.5. To support its approach, the LSAB will continue to publicise and promote its multi-agency training programme and other events as widely as possible and will continue to provide them free of charge
- 2.6. The LSAB will also further explore the opportunities for co-ordinated and reciprocal training arrangements with partners (and where relevant with other Council areas) to ensure that everyone can benefit from training and development opportunities that are truly multi-agency in their delivery and focus

3. Aims of the Training Strategy

3.1. The LSAB Safeguarding Adults Training Strategy aims to:

- further develop the single and multi-agency responses to “No Secrets”, the ADASS National Framework and the Bournemouth University Competencies
- further develop and embed the Bournemouth University competencies in a new and evolving training programme to ensure, (through a competency framework), that appropriate levels of training standards are met
- build on the developmental and training needs of Social Workers and Care Managers (across the partnerships) who have already developed a specialism within the field of Safeguarding Adults
- build on the developmental and training needs of the wider health and social care workforce in Harrow (including volunteers)
- build on the knowledge and awareness of all those (including members of the community) who have any contact with potential adults at risk
- ensure that a consistent model of quality inter-agency training practice is observed
- ensure the provision of local statistical information on Harrow’s Safeguarding Adults training and that these statistics inform the work of the LSAB
- support the LSAB to use this statistical information to inform and target Harrow’s future training and development needs
- develop the short, medium and long term training needs of the workforce and voluntary sector in Harrow
- ensure that all training provided takes due account of developments, learning, good practice and legislation (both locally and nationally)
- review training options (at least annually) to ensure quality and impact based on feedback - see section 9 below
- ensure that funding is available to support the training needs identified

4. Documents that have informed the Safeguarding Adults Training Strategy

4.1. No Secrets

In March 2000 The Department of Health published the document “No Secrets” which gave guidance on developing and implementing multi-agency policies and procedures to protect vulnerable adults from abuse

- 4.2. Section 5.2 and 5.3 of “No Secrets” (“Training for staff and volunteers”) highlights the responsibility of agencies to provide training for staff and volunteers on the policy, procedures and professional practices that are in place locally and commensurate with their roles and responsibilities within the adult protection process

“No Secrets” states that this training should include a:

- basic induction training with respect to awareness that abuse can take place and include a duty to report
- more detailed awareness training, including training on the recognition of abuse and responsibilities in relation to local policies and procedures
- specialist training for investigators, and
- specialist training for managers

“No Secrets” also states that training should:

- take place at all levels in an organisation and within specified time scales
- ensure that procedures are carried out consistently and that no staff group should be excluded
- issues relating to staff safety within a Health and Safety framework should be included, and that
- training is a continuing responsibility and should be provided as a rolling programme

- 4.3. Safeguarding Adults - A National Framework of Standards for good practice and outcomes in adult protection work (Standard 5, “Training Standards” ADASS 2005)

- 4.4. This ADASS document reinforces the expectations set out in “No Secrets” and introduces a set of single and multi-agency standards which Safeguarding Adults Boards can benchmark themselves against

- 4.5. Skills for Care “Knowledge Set for the Safeguarding of Vulnerable Adults” (2007)
- 4.6. Developed as a set of key learning outcomes for specific areas of work within adult social care, they were designed to improve consistency in the underpinning knowledge learned by the adult social care workforce in England. They were intended to be used by employers and providers to support a consistent competency based approach to safeguarding training
- 4.7. Bournemouth University (and Learn to Care) “Towards A National Competence Framework for Safeguarding Adults” (2010)
- 4.8. This document has been endorsed by The Association of Directors of Social Services (ADASS) Learn to Care, Skills for Care and the Social Care institute for excellence (SCIE)
- 4.9. The aim of this National Competence Framework is to establish more efficient and consistent safeguarding practice and workforce development across the country. It has been designed to provide a baseline of standards that individuals can expect to receive from professionals and organisations tasked with safeguarding adults and also to provide employees and employers with a benchmark for the minimum standard of competence required of those staff. All staff should be assessed as meeting the competences that are relevant to their occupational role
- 4.10. National Occupational Standards (NOS) for Health and Social Care (2012)
- 4.11. Developed by Skills for Care, these standards are aimed at social care workers and health care workers in all parts of the UK. They have been updated in 2012 to ensure they are still relevant to today’s workforce
- 4.12. Diplomas in Health and Social Care (2012)
- 4.13. Previously the Health and Social Care NVQs, these are formal new qualifications developed for the health and social care workforce. They are closely aligned to the learning covered by new workers in the common induction standards (CIS) and the aim is for learners from any part of the sector to complete these standards and contextualise learning to their area of service or job role
- 4.14. Code of Conduct and National Minimum Training Standards for Healthcare Support Workers & Adult Social Care Workers in England (2013)
- 4.15. Skills for Health and Skills for Care were commissioned by the Department of Health following the Secretary of State's speech to the NHS Employers conference on 15 November 2011, where he announced that the

Government's intention was to commission work to develop a Code of Conduct and minimum standards for education for support workers

- 4.16. The Code of Conduct describes the standards of conduct, behaviour and attitudes that the public and the people who need healthcare, care and support should expect of workers providing this care and support
- 4.17. The National Minimum Training Standards define the minimum knowledge workers must have, irrespective of individual job role
- 4.18. Both the code and the standards were created after extensive consultation with employers and workers across both sectors to make sure they were fit for purpose

5. **Recent research and academic studies that have informed the Safeguarding Adults Training Strategy**

- 5.1. **“The governance of adult safeguarding: findings from research into Safeguarding Adults Boards” (SCIE September 2011)** emphasises the importance of training and staff development as part of the leadership role of the LSAB and offers good practice examples from other areas
- 5.2. **“Self-neglect and adult safeguarding: findings from research” (report to the Department of Health - SCIE September 2011)** also talks about training and awareness raising in the context of exploring the often complex links between other (related) areas and safeguarding
- 5.3. **“How research into adult safeguarding investigations is informing social work practice” (Jill Manthorpe, Kings College London - November 2012)** has a particular focus on the Serious Case Review into the abuse at Winterbourne View Hospital. It does however also highlight the importance of staff training and development together with how a failure to address and implement a co-ordinated response to monitoring, supervising, and training can negatively impact on the quality of care and lead to a culture of abuse and neglect
- 5.4. **“Safeguarding Adults: Advice and Guidance to Directors of Adult Social Services” (ADASS/Local Government Association March 2013)**
This advice note also highlights the importance of strong leadership from the LSAB in the development, implementation and monitoring of a local Safeguarding Adults Training Strategy
- 5.5. It also emphasises the importance of a competency based approach to training and development and recommends the Bournemouth University (and Learn to Care) “Towards A National Competence Framework for Safeguarding Adults” as a model of good practice

- 5.6. “Evidence Review - Adult Safeguarding” (Institute of Public Care February 2013) - this report was commissioned by Skills For Care and explores how people’s care and support needs change and how the workforce has to adapt to meet the challenges this can present
- 5.7. It promotes a practice based approach to workforce training and development and encourages exploration of what works (and where the gaps are) in terms of the key characteristics of effective practice within the social care workforce
- 5.8. Themes from Serious Case Reviews – some of the consistent areas of development highlighted in Serious Case Reviews have included; information sharing, staff training and supervision, multi-agency communication, roles and responsibilities, risk management / assessment, whistle blowing, organisational culture and use of agency staff – many of these themes are also explored in the documents and research highlighted above

6. Reviewing the previous Safeguarding Adults Training Strategy

- 6.1. This multi-agency Safeguarding Adults Training Strategy has been reviewed and refreshed with due regard to the above documents and the emerging themes
- 6.2. These themes will be taken forward in the development, monitoring and auditing of the associated training programme/activities/events over the lifetime of this strategy
- 6.3. This strategy will pay particular attention to the guidance set out in “**No Secrets**” (2.1) the associated quality standards set out in the **ADASS National Framework** of Standards for Good Practice and Outcomes in Adult Protection Work (2.3 and appendix 2) and the **Bournemouth University** (and Learn to Care) “Towards A National Competence Framework for Safeguarding Adults” (2.7)

7. Delivery and Implementation of the LSAB Training Strategy

- 7.1. The LSAB will maintain overall responsibility for implementing the Training Strategy together with the planning, commissioning and delivery of multi-agency training activity
- 7.2. The LSAB will also, through the delegated function of the Training and Workforce Development Workstream, ensure that a co-ordinated response is taken to single and multi-agency training provided in Harrow to achieve the aims of this Training Strategy

- 7.3. In 2012 the LSAB agreed an extension to the contract of Harrow's current Safeguarding Adults training provider; this extension ends in March 2014. The Training and Workforce Development Workstream is currently undertaking the re-tendering process for a new 3-year contract from 2014-2017
- 7.4. The successful provider will play a key role in the delivery of this strategy and the Training and Workforce Development Workstream will work closely with them to that end
- 7.5. The involvement of "users by experience" (introducing the views and experiences of service users and carers in training courses) has been developed in 2013/14; this good practice approach will be built upon in future training programmes/activities/events
- 7.6. Other opportunities, e.g. shadowing, mentoring, practice groups, quality assurance groups, e-learning, "train the trainers" etc. will also be further developed by the Training and Workforce Development Workstream and the training provider over the life of this strategy
- 7.7. The Training and Workforce Development Workstream will also work with partner organisations to explore how they are providing training and learning opportunities and how (using the Bournemouth Competency Framework (**see appendix 3**) training and learning can be standardised as much as possible across agencies
- 7.8. This will include exploring joint or reciprocal opportunities and / or opportunities around joint Safeguarding Adults / Children's Training
- 7.9. See **appendix 1** for the Terms of Reference of the Training and Workforce Development Work Stream

8. Developing the Bournemouth University Competencies

8.1. Aim of the Competencies

- 8.2. The aim of these competencies is to provide workers (paid and unpaid) from across all sectors with a set of specific standardised knowledge, understanding, skills and confidence to undertake their role and to ensure they are working in accordance with current good practice
- 8.3. These competencies will also contribute to the continuing professional development of workers
- 8.4. The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social

care.” - Skills for Care “Knowledge Set for the Safeguarding of Vulnerable Adults” (2007)

- 8.5. These competencies will be used to underpin and support the range of safeguarding adults training delivered by the LSAB and partner organisations / agencies
- 8.6. They will also be used to underpin and support the future commissioning, provision and delivery of the LSAB’s (and partner’s) training programmes
- 8.7. How these training competencies relate to the LSAB’s Safeguarding Adults Training programme 2014 (and going forward)
- 8.8. This section outlines how the competencies will be framed within the LSAB’s range of Safeguarding Adults Training
- 8.9. Staff Group A
- 8.10. These courses are aimed at staff groups (and volunteers) in all settings - statutory, voluntary & private sector who may have regular or frequent contact with vulnerable adults (regular or frequent contact for the purpose of this strategy will be taken from the definitions outlined in the Safeguarding Vulnerable Groups Act 2006 i.e. those which require registration with the Independent Safeguarding Adults Authority, ISA)
- 8.11. New staff (across all partners) will be expected (mandatory) to complete at least the LSAB’s Basic Awareness course (or equivalent) within 6 months of commencing within a relevant health or social care position which meets the above criteria
- 8.12. Within 3 years (maximum) of completing a full Basic Awareness course, staff will be expected to complete (at least) a refresher course to keep themselves up to date with the above competences and any additional changes
- 8.13. Examples of training courses aimed at staff in Group A
 - Introduction to Safeguarding Adults - A Basic Awareness
 - Safeguarding Adults - A Basic Awareness Refresher
 - Training around the various types of abuse, signs, symptoms etc.

8.14. Staff Group B

8.15. In addition to the competences from the “Staff Group A” range, these courses are aimed at: all first line managers and supervisors in a senior, supervisory or co-ordination role, together with those with first line management responsibilities for supervising, overseeing or managing front line staff from across health and social care, (including social workers, care managers, nurses, volunteers etc.) who have considerable professional and organisational responsibility for safeguarding adults within their organisation / agency

8.16. Examples of training courses aimed at staff in Group B

- How to Manage Initial or Suspected Reports and / or Disclosures of Abuse, Harm or Exploitation
- How to Manage a Safeguarding Adults Investigation
- Mental Capacity and DoLS
- “Train the Trainers”

8.17. Staff Group C

8.18. In addition to the competences from the “Staff Group A & B” range, these courses are aimed at: team, operational and service managers with responsibility for ensuring that the management and delivery of safeguarding adults services are effective and efficient including the development and implementation of policies, procedures and local protocols

8.19. Examples of training courses aimed at staff in Group C

- Managing and Overseeing the Safeguarding Adults Process
- The Professional Supervision of Investigating Officers
- Learning Lessons from Serious Case Reviews

8.20. Staff Group D

8.21. In addition to the competences from the “Staff Group A, B and C” range, these courses are aimed at those senior staff and managers within the Council and across partner organisations including: Chief Executives, Directors, Deputy Directors, Heads of Service, LSAB members and any other senior level staff with direct or indirect responsibility for developing or leading on safeguarding adults or governance arrangements within their organisation

- 8.22. Safe, quality, services that promote the empowerment of the most vulnerable in our community is core business to any successful organisation and this involves partners across the statutory, private and voluntary sectors working collaboratively to safeguard those most at risk
- 8.23. These sessions will provide participants with regular updates on national, regional and local developments across the safeguarding adults agenda and will support leadership, strategic and governance responsibilities by keeping participants at the forefront of research and policy development
- 8.24. This training must be refreshed at least once within a maximum 3 year period
- 8.25. Examples of training courses aimed at staff in Group D
- Development items at LSAB Meetings
 - LSAB away days
 - LSAB Best Practice Forums
 - Attendance at relevant seminars/workshops

9. Evaluation of the Training Strategy

- 9.1. Evaluation of the Training Strategy will take place on four levels:
- 9.2. **Level 1** - Evaluation of the Training Strategy against the “No Secrets”, the ADASS Framework Standards and the Bournemouth Competencies
- 9.3. **Level 2** - Evaluation of the feedback received from attendees on the range of training courses
- 9.4. **Level 3** - Regular meetings with the training provider to review the content and delivery of the training programme
- 9.5. **Level 4** – information originating from user outcome work – either direct feedback from service users e.g. at interviews with the independent social worker or in focus groups/user committees at services, or indirectly through complaints, file audits and other mechanisms
- 9.6. The Training and Workforce Development Work Stream will report back to the LSAB quarterly at Business Meetings and also provide an annual report to the LSAB reflecting how effective the Training Strategy has been in achieving its stated aims

10. Next Steps

- 10.1. The Training and Workforce Development Workstream will complete the re-tendering process and work with the successful provider to deliver on the aims, objectives and outcomes of this training strategy

Appendix 1

Terms of Reference - Training and Workforce Development Work Stream

The Training and Workforce Development Work Stream is a delegated function of the LSAB.

This work stream will meet both physically and virtually and the work undertaken will be reported back to the LSAB at each board meeting.

This work stream will be a multi-agency forum to explore and implement the training and learning needs of multi-agency partners and to deliver a co-ordinated training programme based on an analysis of the needs identified.

The Training and Workforce Development Work Stream will work with the LSAB and other work streams as appropriate to deliver on its aims and objectives.

The Training and Workforce Development Work Stream aims to empower and support staff with the skills, knowledge and experience required to deliver safe services to vulnerable adults commensurate with their role in the process.

The primary function of the Training and Workforce Development Work Stream will be to implement the LSAB's 3 year Training Strategy. To achieve this, this work stream will:

- Lead the development and implementation of a comprehensive training programme (with agreed competencies) that addresses the needs of multi-agency partners
- Enable individual agencies to identify their own training needs and have them contribute towards a comprehensive training programme
- Explore the training and learning opportunities available across all partners and deliver effective training in a way that meets identified needs.
- Contribute to / provide a coordinated approach to promotion, marketing and communication of training and learning opportunities.
- Make recommendations on appropriate policy and direction for current and future staff development based on identified need
- Meet and formally review the training programme and associated feedback at least twice a year and use this information to inform future training needs and further development of the programme and associated learning
- Take account of recommendations from inspections, audits, and serious case reviews and use this information to develop future programmes
- Support or inform proposals for staff development initiatives
- Ensure Safeguarding Adults is included in relevant strategies i.e. work force development.
- Report to the LSAB any gaps in existing training provision.
- Ensure that multi-agency training reflects an understanding of the rights of all adults to live a life free from abuse, harm or exploitation and also reflects the LSAB's commitment to a zero tolerance of all forms of abuse.
- Ensure that all multi-agency training reflects the LSAB's commitment to the 10 Dignity Challenges and their importance in delivering safe, quality services
- Ensure that all multi-agency training reflects the LSAB's preventative agenda and pays due consideration also to the rights, experiences and importance of Carers (formal and informal) within the support structures for vulnerable people
- Ensure that the principles of Service User and Carer rights, choice, control, empowerment and involvement are embedded with the ethos of all training provided
- Ensure that all training provided is informed by an active respect for diversity, and a commitment to ensuring equal opportunities for all
- Produce an annual training report for submission to the LSAB

ADASS National Framework of Standards for Good Practice and Outcomes in Adult Protection Work (October 2005)

Standard 5 - Training Standards

It is the responsibility of each organisation to ensure that it has a workforce development plan that includes appropriate competencies of staff and volunteers in relation to 'Safeguarding Adults' work.

Staff will need different competencies depending on whether, for example, they are frontline staff or managers.

All people working in the organisation must be able to recognise abuse and neglect and know how to make effective reports.

Whilst this is an individual organisational responsibility, 'Safeguarding Adults' is a multiagency task. It is therefore of great benefit if staff who will be liaising with colleagues in other agencies can take part in multi-agency courses that promote understanding of the roles of other partners.

The 'Safeguarding Adults' partnership can play a key role in enabling organisations to plan and commission such training together.

Standards

- 5.1 The 'Safeguarding Adults' partnership oversees a multi-agency workforce development/training sub-group.
- 5.2 The partnership has a workforce development / training strategy and ensures that it is appropriately resourced.
- 5.3 The partnership has established standards and agreed competencies for the delivery of all 'Safeguarding Adults' training which is delivered locally.
- 5.4 Partner organisations jointly commission multi-agency training to meet common needs. This must include training for those undertaking specific roles within the procedures (e.g. safeguarding managers)
- 5.5 Equality and diversity issues and the role of discrimination in supporting abuse and neglect is integrated into training courses.
- 5.6 The partnership's training strategy includes training that is accessible to and / or specifically tailored for service users and carers e.g. 'how to make a complaint about abuse or neglect'.
- 5.7 Multi-agency training meets the relevant national occupational standards for all of the target audience (e.g. NQF/Skills for Care, LDAF, PQSW).
- 5.8 There is a central database of everyone who has attended 'Safeguarding Adults' training; this is audited to plan and target training courses e.g. at particular staff groups.

5.9 Each organisation ensures that staff and volunteers at all levels have appropriate knowledge of and competencies in relation to the:

- potential for occurrence of abuse or neglect
- identification of abuse and neglect
- 'Safeguarding Adults' policy and procedures
- requirement to report any concerns of abuse or neglect
- internal reporting structure for such concerns

Prevention of abuse and neglect

5.10 Each organisation has a workforce development plan that includes competencies in relation to 'Safeguarding Adults' and audits the plan for reporting to the partnership on an annual basis.

5.11 Each organisation has established 'Safeguarding Adults' competencies for each staff role and enables staff to access successive levels of training in line with their personal and professional development. Where appropriate this training is mandatory.

5.12 Every member of staff is made aware of how they can use their routine processes (e.g. single assessment, risk assessments, care planning, triage) to enable people to acknowledge that they are at risk of abuse, and signpost them to effective support.

5.13 All training delivered 'in-house' (or commissioned by external providers for a partner organisation) is consistent with the local 'Safeguarding Adults' policy and procedures, as well as with relevant national standards.

5.14 Local providers of further and higher education courses to criminal justice, health and social care professionals include 'Safeguarding Adults' in their curriculum.

Bournemouth University Competency Framework

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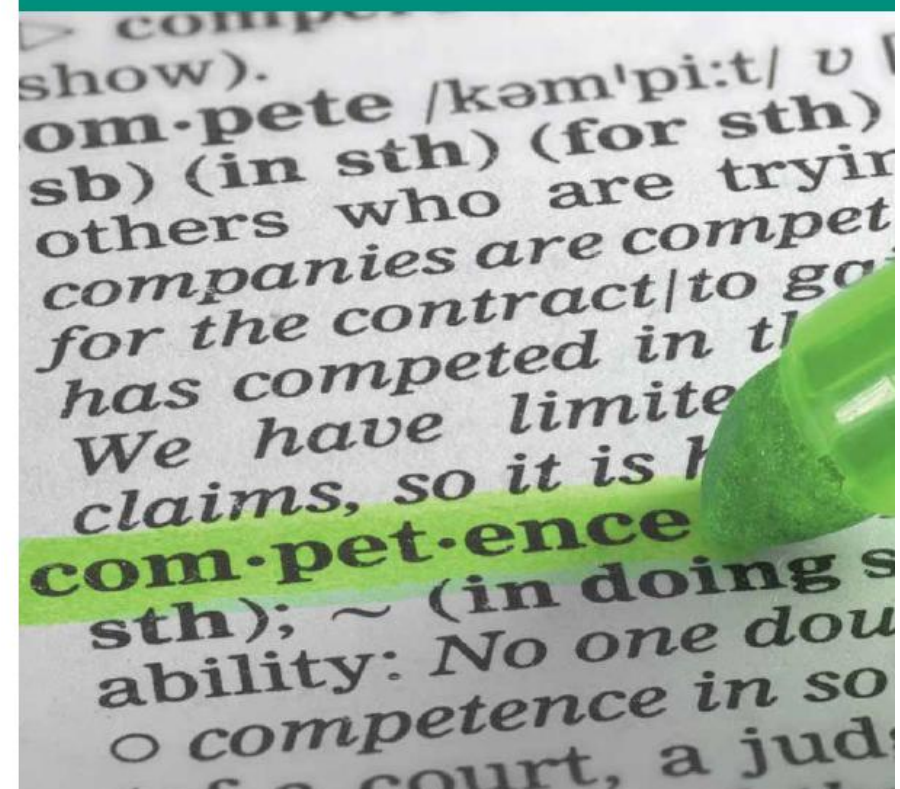
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National Competence Framework for Safeguarding Adults



Introduction

Safeguarding Adults is everyone's business. The development of a National Competence Framework is a positive step towards establishing more efficient and consistent Safeguarding practice across the country, however, its ability to support improved practice will depend on how it is received and implemented at a local level. Commitment from all those working with adults will be required for this framework to succeed. The following framework has been designed to provide a baseline for standards of competence that individuals can expect to receive from those professionals and organisations who are tasked with Safeguarding Adults. It also 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. This framework is not meant to stifle organisational autonomy but to provide a guide to establish consistency in approach to Safeguarding Adults across practice settings and organisational contexts.

How was the framework developed?

The project team have drawn on the work of East Sussex County Council, Brighton and Hove City Council and Lambeth Safeguarding Adult Partnership and consulted with a range of professionals across health and social care to develop this National Competence Framework. Findings from Care Quality Commission inspection reports alongside Serious Case Reviews have been used to identify emerging themes in Safeguarding Adults activity. A literature search of the relationship between knowledge and practice has also been undertaken to guide discussions with experienced practitioners/managers to identify what such a framework might need to incorporate. Carers and people who use services have also been consulted.

What is a competence?

A competence is the combination of the skills, knowledge and experience held by individual staff and this framework aims to ensure that these qualities inform Safeguarding practice in a way that is commensurate with an individual's occupational role and responsibility. To be competent you need to be able to interpret a situation in its context, have a repertoire of possible actions to take and have been trained in the possible actions in the repertoire, where this is relevant. Regardless of training, competence grows through experience and the abilities of an individual to learn and adapt.

Who should complete the National Competence Framework for Safeguarding Adults?

All staff should be assessed as competent against the competencies that are relevant to their occupational role. Whatever their role, all staff should know when and how to report any concern about abuse of an adult. Therefore all staff need to be competent in the first 5 competences as described in the framework. Beyond this it will depend on their occupational role and level responsibilities. This is described in the document but can be summarised in the above table opposite. The framework seeks to support a proportionate response to suspected abuse from all those who work with adults.

Safeguarding Adults: Competence in working with people and delivering safeguarding services	
	Including, but not limited to:
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	<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 Elected Members Volunteer Befrienders Charity trustees
Staff Group B This group have 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	<ul style="list-style-type: none"> Social workers Nurses Frontline managers Integrated team managers Head of Nursing Health and Social Care Provider Service Managers (Safeguarding champions) Social Worker or Care Manager who has received joint training, with the Police, on adult protection ABE Trained Investigating Officers
Safeguarding Adults: Competence in Strategic Management and Leadership of Safeguarding Services	
Staff Group C This group is responsible for ensuring the management and delivery of Safeguarding Adult services is effective and efficient. In addition they will have oversight of the development of systems, policies and procedures within their organisation to facilitate good working partnerships with allied agencies to ensure consistency in approach and quality of service	<ul style="list-style-type: none"> Operational Managers Heads of Assessment and Care managers Service Managers
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	<ul style="list-style-type: none"> Heads of Support Services Heads of Directly Provided Services Heads of Assessment and Care Management Services

What are the timescales for completion?

Timescales for completion should be agreed at a local level. It has been suggested that all newly appointed staff should be assessed as competent against their relevant competences, by their line manager, within the first six months of entering their post. It might also be used with Newly Qualified Social Workers to support their development. For experienced practitioners, the assessment of competence might be undertaken over a longer period of time, for example, every three years. Usage of the competence framework will need to meet workforce development and service delivery needs and therefore should be viewed as one part of a range of tools already developed by organisations. The framework should be used in conjunction with existing workforce development systems, for example training, CPD and supervisory arrangements.

Carrying out the assessment of competence

The assessment of competence should combine a mix of direct observation of practice, as well as a process of exploration, discussion and questioning in supervision and appraisal meetings. Assessment should also reflect a knowledge and understanding of Local Authority Multi-Agency Policy and Procedures for Safeguarding Adults, Operational Instructions and Safeguarding Practice Standards.

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, including the completion of vocational or professional awards. However, there are also many opportunities for staff to learn and develop within the workplace. This could be via discussions in team meetings, 'buddying up' with more experienced practitioners, coaching and mentoring opportunities and 'learning lunches'. However, one thing is essential: the ability of the line manager to encourage, enable and motivate staff to develop and learn.

Using the framework to support workforce development

Training can be linked to a particular staff group to ensure the workforce is able to meet the specified competence. All commissioned training can be mapped / evaluated against the specific competences for specific roles.

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:

Staff Group A:				
Competence	Suggested evidence must be pertinent and proportionate to role	Supported Evidence	Date	Manager Signature
1 Understand what Safeguarding is and their role in Safeguarding Adults.	<ul style="list-style-type: none"> Show clear understanding of their role in identifying and reporting concerns regarding adult abuse Show understanding of their organisations policy and procedures Show understanding of local authority role: duty to protect Treat reports seriously Understand limits to confidentiality. 			
2 Recognise an adult potentially in need of Safeguarding and take action.	As appropriate to role: <ul style="list-style-type: none"> 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 Demonstrate 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 			
3 Understanding the procedures for making a 'Safeguarding Alert'.	<ul style="list-style-type: none"> Show understanding of what your employer's Safeguarding Adults policy 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 manner that seeks to reduce the risk of abuse. 			

Safeguarding Adults: Competence in working with people and delivering Safeguarding services - continued

Staff Group A				
Competence	Suggested evidence must be pertinent and proportionate to role	Supported Evidence	Date	Manager Signature
4 Understand dignity and respect when working with individuals.	<ul style="list-style-type: none"> Value individuality and be non-judgemental Recognise the individuals rights to exercise freedom of choice Recognise the individuals 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. 			
5 Have knowledge of policy, procedures and legislation that supports Safeguarding Adults activity.	<ul style="list-style-type: none"> Demonstrates knowledge of national and local policies/legislation that support Safeguarding activity e.g. Mental Capacity Act; Deprivation of Liberty Safeguards; No Secrets; Human Rights Act; Care standards for registered services; employing agencies policy and procedures Understand how to 'whistleblow' using related policies and procedures. 			

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 Adult Co-ordinators, police officers will be able to:

Staff Group B				
Competence	Suggested evidence must be pertinent and proportionate to role	Supported Evidence	Date	Manager Signature
6 Demonstrates skills and knowledge to contribute effectively to the Safeguarding process.	<ul style="list-style-type: none"> Works to local and national guidance in Safeguarding Respond 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. convene strategy meeting Adhere to timescales Attend and contribute to investigations/meetings/information sharing Develop protective strategies for those that decline services Has awareness of and confidence to use 'whistle blowing' policy and procedures when required. 			
7 Awareness and application of a range of local and national policy and procedural frameworks when undertaking Safeguarding activity.	<ul style="list-style-type: none"> Show critical understanding on the levels, thresholds or pathways of investigating in response to a 'Safeguarding referral' and the requirements of gathering initial information Describe the purpose of a strategy meeting/discussion 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 systems Know what legislation / policy informed a specific piece of work and why. Including but not limited to: <ul style="list-style-type: none"> Mental Capacity Act (Section 44) Deprivation of Liberty Safeguards (DOLS). Human Rights Act 1998 Sexual Offences Act 2003 Police and Criminal Evidence Act 1984 Fraud Act 2006 (Section 4) Care Standards Act 2000 (Section 23) Court Protection MCA (Section 15) Independent Safeguarding Authority (ISA) POVA Multi-Agency Public Protection Arrangements (MAPPA) Multi-Agency Risk Assessment Conference (MARAC) Use of alternative policy and legislation to support preventative strategies e.g. carer support Be aware and challenge if necessary organisational cultures that may lead to poor practice in Safeguarding. 			

Staff Group B				
Competence	Suggested evidence must be pertinent and proportionate to role	Supported Evidence	Date	Manager Signature
8 Ensure service users/ carers are supported appropriately to understand Safeguarding issues to maximise their decision making.	<ul style="list-style-type: none"> Work with service users 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 i.e. lasting powers of attorney (Mental Capacity Act) and/or police involvement Recognise service users' rights to freedom of choice Show understanding of how abuse may affect individuals' decision making processes e.g. domestic violence (Biderman's chart of coercion) Provide information on local and national groups that may be able to provide support e.g. victim support, IMCA service and/or local carers group Provide written and verbal information on local Safeguarding Adult processes and how they can be accessed by service users and carers Have knowledge of resilience factors and how these might interact with Safeguarding 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 (Article 3) 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 Actively engage with individuals who decline services and/or engage support of others to achieve this. 			
9 Understand how best evidence is achieved.	<ul style="list-style-type: none"> As appropriate to role: Show a comprehensive and detailed knowledge of gathering, evaluating and preserving evidence Describe why it is important to preserve evidence. 			
10 Understand when to use emergency systems to Safeguard adults.	<ul style="list-style-type: none"> Use emergency services when necessary e.g. call for an ambulance and/or police 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. 			
11 Maintain accurate, complete and up-to-date records.	<ul style="list-style-type: none"> Evidence of protection planning Evidence of collation and monitoring of 'Safeguarding Alerts' within your service through observation and discussion Evidence of report writing Evidence of information sharing Evidence of multi-agency partnership working Evidence of risk assessments and management plans Evidence of contemporary case recordings Explicit understanding of issues of confidentiality and data protection. 			
12 Demonstrate required level of skills and knowledge to undertake a Safeguarding Adults investigation.	<ul style="list-style-type: none"> 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 investigating allegations of abuse. 			

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	Supported Evidence	Date	Manager Signature
13. 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 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. 			
14. 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 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 Demonstrate effective training and CPD activity is commissioned to support the development of Safeguarding Adult services 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. 			
15. Chair Safeguarding Adults meetings or discussions.	<ul style="list-style-type: none"> In line with local policy and procedures chair strategy meetings where it is deemed a senior manager is most appropriate e.g. large scale inquiries or sexual offences. 			
16. Ensure record systems are robust and fit for purpose.	<ul style="list-style-type: none"> 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 of Safeguarding Adults meetings e.g. minute taking. 			

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	Supported Evidence	Date	Manager Signature
17. Lead the development of effective policy and procedures for Safeguarding Adult services in your organisation.	<ul style="list-style-type: none"> Work with partner agencies to develop a consistent intra- and inter-agency approach to Safeguarding Adults Have strategic understanding of the scope of Safeguarding services across the whole organisation Work in partnership with a range of agencies to promote Safeguarding adult services Provide leadership for the workforce stating clear aims and objectives in Safeguarding Adults Ensure contractual arrangements with service providers adhere to Safeguarding Adults policy and procedures Can 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. 			
18. Ensure plans and targets for Safeguarding Adults are embedded at a strategic level across your organisation.	<ul style="list-style-type: none"> 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 Safeguarding Adults in your organisation. 			
19. Promote awareness of Safeguarding Adults systems within your organisation and outside of your organisation.	<ul style="list-style-type: none"> Publicise and promote Safeguarding policy and procedures Can identify systems and structures in place used to raise awareness of Safeguarding Adults at a local and national level. 			
20. Develop and maintain systems to ensure the involvement of those who use your services in the evaluation and development of your Safeguarding Adults services.	<ul style="list-style-type: none"> Ensure 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 Provide evidence of how patients, service users, carers and customers are involved in Safeguarding activity. 			

**To be linked
here once
complete**

Local Safeguarding Adults Board - Training Strategy Action Plan

Objective	Action	Outcome
The LSAB is confident that the local workforce is competent in relation to safeguarding adults' practice – with particular focus on learning from file audits and management reviews e.g. use of the Mental Capacity Act	Revised LSAB Training Strategy agreed by the Board	End of March 2014
	Multi-agency training programme revised/updated (using the Bournemouth competencies) for 2014 - 2017	End March 2014
	Contract for the multi-agency training programme re-tendered for 2014 - 2017	End March 2014
	File audits and user feedback demonstrate a greater focus on outcomes	Annually
	All LSAB partner agencies sign up to their own internal safeguarding adults training programmes being Bournemouth competency (or equivalent) compliant	Annually
	LSAB to formally review the effectiveness of the multi-agency safeguarding adults training programme and other training activity to ensure they are meeting identified needs	Annually at the LSAB review day

Objective	Action	Outcome
<p>To ensure that the public, staff and volunteers who may come into contact with vulnerable people, know what constitutes abuse and how to raise a concern</p>		<p>Safeguarding alerts are raised by members of the public and staff/volunteers from across diverse sections of the local community</p> <p>The statistics on safeguarding alerts reflect the makeup of the Harrow population</p> <p>The statistics on safeguarding adults referrals compare well with the national Safeguarding Adults Return (SAR) – previously the AVA</p>

Objective	Action	Outcome
To ensure that all staff and volunteers understand how their role relates to safeguarding vulnerable adults	LSAB to ensure that alongside the formal multi-agency safeguarding adults training programme there is a relevant range of activities (e.g. e-learning; “train the trainers”; mentoring/shadowing) to meet the needs of the widest possible range of staff	Safeguarding alerts are raised by staff from across diverse sections of the Council and outside Adult Social Care
To ensure that staff receive appropriate training in order to provide high quality care (prevention)	Training on the dignity challenges is part of the wider safeguarding adults training programme/activities	Year on year reduction in safeguarding allegations in care settings
<p>LSAB to ensure that service users and carers receive relevant training to increase their confidence about what constitutes abuse and how to report concerns</p> <p>Service users views inform the training provided to staff</p>	<p>Relevant and accessible training is provided to services users and carers</p> <p>Service users are invited to participate in delivery of relevant training activity</p>	Users report greater confidence in reporting concerns
LSAB is effective	LSAB reviews its own training/development needs including through external facilitation	