**Nottinghamshire Safeguarding Adults
Competency Framework and Learning Pathway**

The Nottinghamshire Safeguarding Adults Board (NSAB) has approved the safeguarding adults' competency framework and learning pathway document. It has been updated to reflect changing practice and legislation, including the Care Act 2014 and the Mental Capacity Act 2005 and is based on the third edition of the National Competency Framework for Safeguarding Adults updated by Bournemouth University.

It should be used to enable partner agencies to review and assure the Board that different staff groups are competent to an appropriate level and accessing appropriate learning and development opportunities to support this. It is also designed as a guidance tool for staff to help them identify sources of learning and development opportunities, allowing them to achieve the relevant competency. Partner organisations will be able to utilise this document when completing the Safeguarding Adults Self-Assessment and Assurance Framework (SAAF) and others may find it useful as part of their audit process for demonstrating staff competencies.

The framework provides agreed minimum standards regarding competence levels that are applicable to all partner agencies, and it is recognised that staff with specific roles and responsibilities may have additional competence requirements,

This is a live document and learning opportunities will be updated as they are identified and it will be reviewed annually or in the light of any changes to legislation or guidance.

 Allan Breeton
 Independent Chair - Nottinghamshire Safeguarding Adults Board

Using the Pathway

The learning pathway incorporates national standards; supports local strategic aims and promotes the need for cultural change for agencies who support adults at risk. The learning opportunities outlined are based upon minimum standards and what outcomes specific groups of staff should be capable of achieving. The levels of competence those groups of staff should hold remains the responsibility of each organisation to measure with their own performance management processes.

The pathway profiles four groups of staff which may have different levels of responsibility to safeguard people. The lists of job roles within each group is not exhaustive or exclusive to those suggested. Each grouping is a guide and some roles may overlap and each organisation needs to identify the necessary capability that staff may require in their organisation.

The pathway goes some way to acknowledge and respond to the challenges in balancing service delivery with service development. Learning and development is more than just attending a course. Training courses in the context of this pathway are seen as part of a bigger picture and seen as a premium learning solution. Managers and staff should use the learning pathway as a tool to help them to respond to a learning need and not be solely reliant upon training courses. To supplement the pathway, there is a suggested document reading list and useful websites to facilitate self-directed learning and inform action learning groups.

The four staff groups identified are:

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.

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 inter or multi-agency contexts.

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.

Staff group D
This group is responsible in ensuring their organisation is fully committed to safeguarding adults at all levels, and have in place appropriate systems and resources to support this work in an intra and inter agency context

Staff group A	Competency to	Possible evidence	Sources of possible learning and development opportunities
All staff including volunteers irrespective of role and function have a responsibility to contribute to safeguarding adults, but do not have specific organisational responsibility or statutory authority to intervene. ***Please note:*** ***These competencies are a guide only; organisations should determine what is relevant and proportionate; not all staff will need to meet every requirement at their particular level.***	1. Understand and demonstrate what adult safeguarding is. 2. Recognise an adult potentially in need of safeguarding and take relevant action. 3. Understand dignity and respect when working with individuals 4. Understand the procedures for raising a safeguarding concern. 5. Have knowledge of policy, procedures and legislation around safeguarding adults relevant to the role. 6. Ensure effective administration and quality of safeguarding processes	• Clear understanding of who safeguarding duties apply to. • An understanding of the 6 key principles from the Governments Policy Statement on safeguarding adults: Empowerment, Prevention, Proportionality, Protection, Partnership and Accountability. • Understanding of the role of the local authority: duty to protect. • Understand the categories of adult abuse. • Understand how to recognise indicators / signs. • Understand of the factors that might increase the risk of abuse. • Awareness of legislation that impacts on adult safeguarding (e.g. Care Act 2014, Mental Capacity Act 2005, Duty of Candour, Human Rights Act 1998 and Deprivation of Liberty Safeguards 2009). • Clear understanding of their role in identifying and raising safeguarding concerns regarding adult abuse. • Understanding about making safeguarding personal • Understand limits of confidentiality • Understand the importance of preserving and recording evidence. • Understand their organisation's policy and procedure • Understand the overarching responsibility to ensure a referral is made and how to make a referral. • Evidence of treating reports seriously • Understand how and who to report concerns to in their organisation. • Understand the importance of contacting emergency services if the individual is in immediate danger • Understand how to 'whistle blow' using related policies and procedures • Effective meeting administration including accurate minutes and records.	**All agencies** Read and understand own agencies safeguarding policy Read (executive summaries if need be) relevant legal guidance e.g.: Making Safeguarding Personal-Local Government Association and ADASS, Multi Agency Working and Information Sharing Project 2014- Home Office, safeguarding best practice in colleges-Gov.uk, safer practice, safer learning-NIACE (check NSAB recommended reading list) E-Learning – including http://www.scie.org.uk/publications/elearning/adultsafeguarding/index.asp NCFE level 2 certificate in understanding dignity and safeguarding in adult health and social care www.theskillsnetwork.com Local Safeguarding Adults Board learning opportunities: www.safeguardingadultsnotts.org/training www.nottinghamcity.gov.uk **Individual Agency Learning and development opportunities (to be added by individual agencies)**

Staff group B	Competency to	Possible evidence	Sources of possible learning and development opportunities
Staff group B includes people providing direct care or support to adults at risk. They have the responsibility to refer Safeguarding Adults concerns through the correct organisational procedures. This group has considerable professional and organisational responsibility for safeguarding adults and may be required to undertake or lead safeguarding enquiries. They have to be able to act on concerns and contribute appropriately to local and national policies, legislation and procedures. ***Please note:*** ***These competencies are a guide only; organisations should determine what is relevant and proportionate; not all staff will need to meet every requirement at their particular level.***	1. Demonstrate skills and knowledge to contribute effectively to the safeguarding process 2. Awareness and application of a range of local and national policy and procedural frameworks when undertaking safeguarding activity 3. Ensure service users /carers are supported appropriately to understand safeguarding issues to maximise their decision making 4. Maintain accurate, complete and up to date records and achieve best evidence.	• Respond to concerns raised in a timely manner • Identify and reduce potential and actual risks after disclosure or allegation has been made • Attend and contribute to enquiries / meetings / information sharing • Develop protective strategies for those who have capacity and that decline services • Awareness of and confidence to use 'whistle blowing' policy and procedures when required. • Understand the pathways in response to a referral and the requirements of gathering information. • Use of appropriate forms and recording systems • Understanding of legislation / policy informing a specific piece of work • Use of alternative policy and legislation to support preventative strategies e.g. carer support • Be aware of organisational cultures and challenge those that may lead to poor practice in safeguarding. • 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 e.g. lasting powers of attorney and/or police involvement. • Show understanding of how abuse may affect individuals decision making processes e.g. domestic violence and modern slavery • Provide information on local and national groups that may be able to provide support e.g. victim support, IMCA services and safeguarding advocates • Provide written and verbal information on local safeguarding adult processes and how they can be accessed by service users and carers at any time. • Be aware of the potential impact of abuse on all parties involved. • Recognise service users' rights to freedom of choice	**All agencies** Read and understand own agencies safeguarding policy Utilise Safe Lives Toolkit for MARAC www.safelives.org.uk Utilise and be familiar with risk identification and assessment models e.g. www.dashriskchecklist.co.uk Read care act learning and development materials www.skillsforcare.org.uk Be familiar with and understand Adult safeguarding: Sharing information www.scie.org.uk Be familiar with and understand the requirements in national guidance on section 42-46 of the Care Act 2014: Care Act Guidance Be familiar with and understand the organisations operational recording mechanisms through coaching, shadowing and assimilation exercises.

	5. Ensure that information is shared appropriately and all relevant partners involved.
	
	6. Demonstrate appropriate responses to safeguarding adult concerns.
	
	7. Manage safeguarding adult concerns and enquiries.
		• Understand how policy / legislation can have a potential to be used oppressively (e.g. Mental Capacity Act)
		• Recognise perpetrators of abuse may be adults at risk themselves and require support
		
		Awareness of Control and Coercive Behaviour
		   • Identify types of controlling and coercive behaviour
		   • Understand the intricacies of the law constituting the offence
		   • Understand circumstances in which the offence will apply and will not apply
		   • Understand possible defences that may be made to the offence
		   • Identify behaviours and evidence indicative of the offence
		
		As appropriate to role:
		• Understand and show a comprehensive and detailed knowledge of gathering and preserving evidence
		• Use emergency services when necessary (e.g. call for an ambulance / police)
		• Contact out of hours service
		• Use legislation where immediate action may be required. (E.g. Best interest decisions under the MCA and DoLS)
		
		As nominated Safeguarding Adults Referrer for your organisation:
		   • Understand your responsibilities as a referrer when a concern is raised with you or you have become aware that abuse or neglect of an adult at risk has occurred, or is suspected
		   • Understand potential decisions which may result from the work you undertake as nominated referrer
			Control and Coercive Behaviour - www.safeguardingadultsnotts.org/training
			
			Read (executive summaries if need be) relevant legal guidance i.e. Making Safeguarding Personal-Local Government Association and ADASS, Multi Agency Working and Information Sharing Project 2014- Home Office, safeguarding best practice in colleges- Gov.uk, safer practice, safer learning- NIACE.
			
			NSAB Referrer Training: See www.safeguardingadultsnotts.org/training
			
			NSAB Trainers' Forum, if your role has an element of staff training within Safeguarding Adults: www.safeguardingadultsnotts.ork/training

		• Understand consent, information sharing, capacity and person centred approaches in relation to adult safeguarding referrals • Demonstrate the responsibilities and key components in making an effective adult safeguarding referral Evidence of: • Protection planning • Collation and monitoring of 'safeguarding concerns' within service • Report writing • Information sharing • Multi-agency partnership working • Risk assessments and management plans • Undertaking contemporaneous case recordings • Explicit understanding of issues of confidentiality and data protection.	**Individual Agency Learning and development opportunities (to be added by individual agencies)**

Mental Capacity Act Staff in regular/direct contact with adults who have responsibility for care planning/delivery.	Understanding of what mental capacity is	• Demonstrate awareness that a person does not lack capacity to make decisions solely due to an illness, diagnosis, age or disability • Recognise that a person may lack capacity to make one decision while having capacity to make others. • Demonstrate awareness of their organisation's policies and procedures relevant to MCA	https://www.gov.uk/government/publications/mental-capacity-act-code-of-practice http://www.scie.org.uk/socialcaretv/video-player.asp?v=using-the-key-principles-in-care-planning
	Recognising the need to assist a person to make their own decision	• Demonstrate ability to help people make their own decisions • Demonstrate ability to communicate with people at an appropriate level to help them in their decision-making	http://www.scie.org.uk/training/mentalcapacityact/ Film: Using the MCA
	Understanding the process of assessing a person's mental capacity in day-to-day situations (e.g. washing, dressing, eating) Understanding the process of making a best interests determination in day-to-day situations Understanding of the Mental Capacity Act and interface with adult safeguarding	• Show ability to recognise possible risks of making a particular decision and informing more senior member of staff as appropriate • Show ability to recognise the need to refer to a more senior member of staff where more complex decisions are involved • Demonstrate the need to act on someone's behalf when a person lacks capacity to make the decision themselves (day-to-day decisions) • Show understanding of the need to continue to involve the person in the decision-making process even when they lack capacity to make the decision. • Demonstrate knowledge of multi-agency adult safeguarding procedures	http://www.skillsforcare.org.uk/Standards-legislation/Mental-Capacity-Act/Mental-Capacity-Act.aspx Optimum Workforce Limited (OWL) – Tier membership for care homes: provider for MCA training https://www.alzheimers.org.uk/download/downloads/id/2646/factsheet_mental_capacity_act_2005.pdf http://www.nottinghamshire.gov.uk/media/107451/nottingham-nottinghamshire-deprivation-of-liberty-multi-agency-policy-procedure.pdf

. **Staff group C**	**Competency to**	**Possible evidence**	**Sources of possible learning and development opportunities**
In addition, this group is responsible for ensuring that the management and delivery of safeguarding adult services is effective and efficient. They will have oversight of the development of systems, policies and procedures in accordance with national, local and organizational policies and procedures. ***Please note:*** ***These competencies are a guide only; organisations should determine what is relevant and proportionate; not all staff will need to meet every requirement at their particular level.***	1. The provision of training and supervision to develop and promote adult safeguarding 2. Robust Inter-agency and multi-agency systems to promote best practice 3. Support the development of robust internal systems to provide consistent, high quality safeguarding adults service 4. Chair safeguarding adults meetings or discussions. 5. Ensure record systems are robust and fit for purpose.	• Demonstrate an understanding of the different roles and responsibilities of all agencies involved in investigations and ensure these are met • Awareness of up to date protocols and implement them • Challenge poor practice at an intra and inter agency level, • Ensure effective supervision policy and practice in place • Ensure regular supervision being provided • Support whistle blowing policy and procedures • Monitor safeguarding systems • Demonstrate that systems are established to support good practice • Ensure appropriate record keeping of safeguarding meetings e.g. Minute taking. • Chair meetings in line with local policy / procedures where it is deemed a senior manager is most appropriate • Demonstrate learning from Safeguarding Adults Reviews (SARs) and how this has informed and influenced practice, procedure and strategy **Awareness of Control and Coercive Behaviour** As Level 2, plus: • Understand how to supervise social workers to be able to work with survivors persons posing the risk of CCB and to be able to ensure that evidence is being collected and that the new guidance is being implemented **User Involvement** • Identify behaviours and evidence for non-engaging service users • Strategies for encouraging engagement from service users • How to build relationships with non-engaging service users	**All Agencies** Read MARAC information sharing protocol- Safe Lives (previously CAADA) www.safelives.org.uk **NSAB Learning from SARs Events –** www.safeguardingadultsnotts.org/training **Control and Coercive Behaviour -** www.safeguardingadultsnotts.org/training NSAB Learning and Development Training programme: www.safeguardingadultsnotts.org/training - **CPD**

		• Understand circumstances that may cause service users to disengage • Supporting staff to work with non-engaging service users **Audit Safeguarding Records** • Demonstrate an understanding of auditing safeguarding records and how this affects best practice • Ensuring accuracy and consistency across safeguarding records • Implementing learning from audits **Causing Others to Make Enquiries** • Understanding of the process • Understanding roles and responsibilities • Understanding information sharing protocols	All level 3 events will contribute to your Continuous Professional Development (CPD). Attendance certificates will be issued for your records. **Individual agency learning and development opportunities (to be added by individual agencies**
Mental Capacity Act Staff in regular/direct contact with adults who have responsibility for care planning/delivery.	Understanding the need to assist someone in making their own decision Ability to use the two-stage test of capacity	• Demonstrate effective communication with service users/patients to ensure they understand the information relevant to the decision in question • Demonstrate ability to use different methods of communication to help service users/patients understand information (e.g. visual aids or interpreter) • Demonstrate ability to work with "unwise decisions" and ensure ongoing support to the person while protecting their autonomy • Demonstrate ability to recognise impairment or disturbance of the functioning of a person's mind or brain, or seek appropriate multi-disciplinary assistance where necessary	http://www.nottinghamshire.gov.uk/media/107450/mental-capacity-act-2005-code-of-practice.pdf http://www.scie.org.uk/training/mentalcapacityact/

	Understanding of the process of making best interests determinations	• Demonstrate ability to identify when an impairment or disturbance is impacting on the ability to make a particular decision • Demonstrate ability to assess an individual ailment or receive information, weigh this up and communicate their decision • Demonstrate ability to identify risks and benefits related to a decision, to clarify the person's ability to weigh the relevant factors in the balance when coming to a decision. • Demonstrate ability to follow the best interests checklist • Demonstrate ability to involve families and carers in 'best interests' decision-making and being clear about the limits of their powers.	http://www.nottinghamshire.gov.uk/media/107451/nottingham-nottinghamshire-deprivation-of-liberty-multi-agency-policy-procedure.pdf http://www.rcgp.org.uk/~/media/Files/CIRC/CIRC-76-80/CIRC-Mental-Capacity-Act-Toolkit-2011.ashx
	Understanding who else can make decisions on someone's behalf, when they lack capacity	• Demonstrate ability to analyse different views from a variety of people to come to a decision • Demonstrate ability to explain the reasoning for coming to a decision where there are conflicting views. • Demonstrate ability to work with relevant legislation including: Lasting Power of Attorney, Deputy, advance decision to refuse treatment • Recognise the need to test the validity when a lasting power of attorney or advance decision to refuse treatment is in force.	
	Understanding the concept of using the least restrictive and proportionate level of restraint under the MCA	• Demonstrate ability to assess lack of capacity and associated risk when considering the need for restraint, when providing care and treatment. • Demonstrate ability to analyse the likelihood and seriousness of potential harm in relation to restraint of a person lacking capacity • Demonstrate ability to understand the concept of using the least restrictive and proportionate level of restraint, when this is required.	http://www.nottinghamshire.gov.uk/media/107449/deprivation-of-liberty-safeguards-codes-of-practice.pdf http://www.scie.org.uk/publications/mca/deprivation-of-liberty/index.asp
	Understanding the Deprivation of Liberty Safeguards and relevance to the European		

	Convention of Human Rights (Articles 5 & 8)	• Demonstrate ability to understand the concept of deprivation of liberty, and the continuum between restriction and deprivation of liberty	http://www.scie.org.uk/publications/imca/index.asp
		• Recognising the need to balance a person's wishes and feelings with other factors when considering the need to make interventions in a person's life.	https://www.pohwer.net/nottinghamshire
	Understanding the role of an Independent Mental Capacity Advocate (IMCA)	• Recognise their role in relation to the *third party processes.*	
		• Demonstrate knowledge of the statutory eligibility criteria for instruction of an IMCA	
		• Demonstrate ability to recognise and refer when a person will benefit from an IMCA.	
		• Demonstrate ability to communicate effectively with IMCA to ensure the person is adequately supported during the decision-making process.	
	Maintaining accurate, complete and up-to-date records	• Demonstrate ability to record assessments of capacity and best interests decisions within statutory requirements	
		• Demonstrate ability to review and update care plans against recommendations.	

Staff group D	Competency to	Possible evidence	Sources of Possible Learning and development opportunities
Members of the Nottinghamshire Safeguarding Adult Board who scrutinise adult safeguarding work who and challenge and hold the organisation and partnership to account In addition the group is also responsible for strategic leadership and planning of	1. Lead the development of effective policy and procedures for safeguarding adult services in your organisation 2. Ensure plans and targets for safeguarding	• Work with partner agencies to develop a consistent intra and inter agency approach to safeguarding adults • Strategic understanding of the scope of safeguarding services across the organisation • Provide leadership for the workforce stating clear aims and objectives in safeguarding adults • Ensure contractual arrangements with service providers adhere to policy and procedures • Communicate effectively a pro-active approach to safeguarding adults within organisation	**All Agencies** Read Adult Safeguarding scrutiny guide

services for adults at risk of abuse. Includes all partners that are members of local safeguarding adults boards; executive directors, non-executive directors; chief executive officers and elected members. ***Please note:*** ***These competencies are a guide only; organisations should determine what is relevant and proportionate; not all staff will need to meet every requirement at their particular level.***	adults are embedded at a strategic level across your organisation 3. Develop and maintain systems to ensure the involvement of those who use your services in the evaluation and development of your safeguarding adults services. 4. Promote awareness of safeguarding adults systems within and outside of your organisation.	• Ensure written and verbal information on local safeguarding adult processes are available to service users and carers at any time. • Be able to account for your organisations practice • Ensure whistle blowing procedures are in place. • Ensure internal audit systems are robust • Actively engage in and have comprehensive knowledge of CQC inspections and findings and how they will be implemented in your organisation • Be aware of findings from SAR's and any implications for service delivery in respect of safeguarding adults in your organisation • Publicise and promote safeguarding adult policy and procedures • Identify systems and structures in place • Ensure service users, patients, carers and customers are supported and involved in all aspects of activity and that their feedback impacts on 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 • Application of learning from CQC inspections and SAR's • Show how multi-agency prevention strategies are being developed and used in practice. • Carry out effective monitoring and auditing • Commission effective training and CDP to support development • Ensure supervisors are suitably trained • Ensure workforce is appropriately and effectively trained, that policy and practice are in place to support effective risk and decision making in practice • Implement audit and inspection regimes	**Individual Agency Learning and development opportunities (to be added by individual agencies)**

| Mental Capacity Act

Members of the Nottinghamshire Safeguarding Adult Board | Ensuring that their organisations meet their statutory requirements under the Mental Capacity Act.

Ensuring that workers are competent, to deliver effective care under the Mental Capacity Act.

Supporting effective implementation of the MCA and DoLS processes within practice | • Demonstrate ability to contribute to / provide reports to the Board / senior management team about the workings of the MCA in the organisation
• Address any shortfalls in organisational compliance with statutory responsibilities
• Ensure that appropriate training programmes are in place for workers on MCA & DoLS areas, which meets the approved competency framework.
• Ensure that effective supervision is provided to workers.
• Show evidence of MCA coverage in the regular audit programme and work of the quality/performance teams.
• Local agreements and procedures across health and social care agencies on the application of the MCA.
• Contracting arrangements and agreements. | http://www.nottinghamshire.gov.uk/media/107449/deprivation-of-liberty-safeguards-codes-of-practice.pdf

http://www.nottinghamshire.gov.uk/media/107450/mental-capacity-act-2005-code-of-practice.pdf

http://www.nottinghamshire.gov.uk/media/107451/nottingham-nottinghamshire-deprivation-of-liberty-multi-agency-policy-procedure.pdf |