



# **Kent and Medway Safeguarding Adults Board**

## **Competence Framework**

**Version 2 – updated February 2017**

## **Introduction**

This is a revised version of the original Framework which was developed in 2014 prior to the Care Act, which has put safeguarding adults on a firm statutory footing. In response to this, key statutory agencies are developing their own Competency / Capability Frameworks to ensure that their staff meet the expectations of the Care Act and the supporting Statutory Guidance.

The development of a Kent and Medway Safeguarding Adults Competence Framework in 2014 has been a positive step towards establishing more efficient and consistent safeguarding practice across Kent and Medway. The framework provides employees and employers with a benchmark for the minimum standard of competence required of those who work to safeguard adults across a range of sectors.

Since the development of the framework, some agencies such as Health and Social Care have developed more detailed frameworks in order to meet the requirements of their organisation / professional bodies. If staff are completing these new frameworks they will not need to complete this framework as long as the one they are working on has been ratified by the Safeguarding Adults Board (SAB) Learning and Development Working Group.

## **How was the framework developed?**

Kent and Medway's Safeguarding Adults Competence Framework is based on the national competence framework produced by Bournemouth University and endorsed by The Association of Directors of Social Services (ADASS) Learn to Care, Skills for Care and Social Care institute for Excellence (SCIE). Bournemouth University developed these competencies from a review of Serious Case Reviews, Care Quality Commission (CQC) reports, practitioner, manager, service user and carer feedback.

## **What is competence?**

Competencies are a combination of knowledge, skills, values and experience held by an individual. This framework seeks to ensure that these qualities inform safeguarding practice in a way that is commensurate with an individual's occupational role and organisational responsibility.

To be competent the individual must be able to interpret a situation within context and have a repertoire of responses to take and have been trained in the possible actions, where this is relevant.

## **Supporting the development of competence**

All staff will need to be given assistance to develop their competence in safeguarding adults from abuse. This can in part be provided through formal training including vocational or professional awards. However, consideration should also be given to enabling development opportunities in the work place.

This could be achieved for example by:

- Practice discussions in team meetings
- Shadowing and/or 'buddying' more experienced practitioners, and
- Coaching and mentoring from practice educators

Essential to all of the above is the line manager's ability to encourage, enable and motivate their staff to learn.

### **Providing evidence of assessed competence**

A person should conduct an assessment of an individual's competence with greater seniority than the individual who is the subject of assessment. The assessment of the competence should include evidence from a range of sources, which might include:

- Direct observation of practice
- Reviews of records, assessments, plans and other reports
- Discussion and questioning in supervision and/or appraisal
- Use of reflective journals and case presentation for peer review, and
- Completion of both formal and informal training opportunities

Your agency may wish to provide additional examples of evidence in Appendix 1.

### **Who should complete the Kent and Medway Safeguarding Adults Competence Framework?**

All staff that have contact with adults at risk should be assessed against the competencies outlined in this framework relevant to their occupational role, unless they are working within a professional / organisational framework which has been approved by the SAB. All staff need to know when and how to report any concerns about abuse of an adult. **Therefore all staff need to be competent in the first five competencies described in this framework.**

After this it is suggested that competence will be assessed dependent on occupational role and level of responsibility. The table on page four outlines suggested staff groupings to differentiate between roles and responsibilities.

| <b>Staff Group</b>  | <b>Target group Description</b>   | <b>Including but not limited to</b>  |
|---|---|--|
| <b>Staff Group 1</b><br><br>(Basic Level Competences 1 - 5)       | Anyone who has contact with adults at risk, who may need to identify abuse and make an alert, but do not have a specific responsibility to intervene or act on alerts   | All staff who have contact with adults at risk, e.g. care staff, drivers, domestic staff, elected members, all front line staff including community wardens, trading standards, housing officers, police officers, PCSOs   |
| <b>Staff Group 2</b><br><br>(Specialist Level Competences 6 - 11) | People with a particular professional/organisational responsibility for safeguarding adults, because<br>a) they have direct line management responsibility for service provision<br><br>b) they have a specific role in implementing the local procedures | Specialist (operational staff): all staff undertaking adult safeguarding enquiries/ assessments (including independent sector), social workers, care managers, specialist police officers working in safeguarding teams, health professionals Bands 5 upwards<br><br>Specialist (manager): Health and social care managers, senior practitioners, health professionals Band 7 upwards, supervisors of specialist police officers working in safeguarding teams |
| <b>Staff Group 3</b><br><br>(Advanced Level Competences 12 – 15)  | Those who have management/strategic responsibility for the delivery of safeguarding adults services, including the development of policies and procedures and partnership working   | Service managers, safeguarding leads and coordinators in health and social care, police divisional managers, policy and compliance officers  |
| <b>Staff Group 4</b><br><br>(Strategic Level Competences 16 – 19) | People with strategic responsibility for policy systems   | Directors and assistant directors, heads of services, senior managers, elected members   |

## Basic Competence Levels 1 - 5

| Competence  | Suggested evidence which must be pertinent and proportionate to role  |
|---|---|
| <b>1. Understand what safeguarding is and their role in safeguarding adults</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Show clear understanding of their role in identifying and reporting concerns regarding adult abuse</li> <li><input type="checkbox"/> Show understanding of the multi-agency policy and procedure</li> <li><input type="checkbox"/> Show understanding of local authority role to co-ordinate response to safeguarding adult concerns</li> <li><input type="checkbox"/> Show understanding of the role of public bodies in working together to protect adults from abuse</li> <li><input type="checkbox"/> Understanding of limits to confidentiality and information sharing protocols</li> </ul> |
| <u>Supporting evidence presented</u>  |   |
| <u>Manager's comments</u>   |   |
| Date  |   |
| Manager's Signature   |   |

| Competence   | Suggested evidence which must be pertinent and proportionate to role   |
|--|--|
| <b>2. Recognise an adult potentially in need of safeguarding and take action</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Show clear understanding of the meaning of ‘adult at risk’ as defined in Care &amp; Support Statutory Guidance 2015</li> <li><input type="checkbox"/> Show understanding of what constitutes abuse</li> <li><input type="checkbox"/> Know the different forms of abuse and how to recognise indicators / signs of them</li> <li><input type="checkbox"/> Demonstrates an understanding of the factors that might increase risk of abuse and vulnerability</li> <li><input type="checkbox"/> Know when and how to share concerns and information relevant to safeguarding adults</li> <li><input type="checkbox"/> Identifies a range of emergency services and knows when and how to secure their involvement</li> </ul> |
| <u>Supporting evidence presented</u>   |  |
| <u>Manager’s comments</u>  |  |
| Date   |  |
| Manager’s Signature  |  |

| Competence  | Suggested evidence which must be pertinent and proportionate to role  |
|---|---|
| <b>3. Understanding the procedures for raising a safeguarding adult concern</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Show understanding of what your employer's safeguarding adults policy and procedure are</li> <li><input type="checkbox"/> Know how to ensure the individual is safe when the risk of abuse is high</li> <li><input type="checkbox"/> Know who they should contact</li> <li><input type="checkbox"/> Know how to make a referral, when to secure evidence and what initial information must be gathered</li> <li><input type="checkbox"/> Works in a manner that seeks to reduce the risk of abuse</li> <li><input type="checkbox"/> Know what to do if others do not treat the information seriously</li> </ul> |
| <u>Supporting evidence presented</u>  |   |
| <u>Manager's comments</u>   |   |
| Date  |   |
| Manager's Signature   |   |

| Competence   | Suggested evidence which must be pertinent and proportionate to role  |
|--|---|
| <b>4. Understand dignity and respect when working with individuals</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Respect individuals' qualities, abilities and diverse backgrounds, enabling them to contribute to decisions which affect their quality of life and which may affect their ability to protect themselves from abuse</li> <li><input type="checkbox"/> Demonstrate how you would support individuals to make their own decisions, observing their rights, dignity and right to self-determination</li> <li><input type="checkbox"/> Recognise the individual's rights to exercise freedom of choice</li> <li><input type="checkbox"/> Recognise the individual's right to live in an abuse free environment</li> <li><input type="checkbox"/> Be aware of how your values and attitudes influence your understanding of the situation</li> <li><input type="checkbox"/> Listen to individuals and allow individuals time to communicate any preferences and wishes</li> </ul> |
| <u>Supporting evidence presented</u>                                   |   |
| <u>Manager's comments</u>  |   |
| Date   |   |
| Manager's Signature  |   |





## Specialist Competence Levels 6 - 11

| Competence  | Suggested evidence which must be pertinent and proportionate to role   |
|---|--|
| <b>6. Demonstrates skills and knowledge to contribute effectively to the safeguarding process</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Work to local and national guidance in safeguarding</li> <li><input type="checkbox"/> Respond to safeguarding concerns / enquiries in a timely manner and selects appropriate level of response</li> <li><input type="checkbox"/> Identify and reduce potential and actual risks after disclosure or an allegation has been made</li> <li><input type="checkbox"/> Demonstrates the ability to promote positive partnership working and how to overcome barriers to effective communication</li> <li><input type="checkbox"/> Develop protective strategies for those that decline services</li> <li><input type="checkbox"/> Has awareness of and confidence to use 'whistleblowing' policy and procedures when required</li> </ul> |
| <u>Supporting evidence presented</u>  |  |
| <u>Manager's comments</u>   |  |
| Date  |  |
| Manager's Signature   |  |

| Competence   | Suggested evidence which must be pertinent and proportionate to role   |
|--|--|
| <b>7. Understands legal, policy and procedural frameworks in safeguarding adults</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the purpose of a strategy meeting/discussion and how to contribute to this and any subsequent enquiry plan</li> <li><input type="checkbox"/> Describe the purpose of a safeguarding case conference and how to contribute to this and any subsequent protection plan</li> <li><input type="checkbox"/> Use of appropriate forms and recording systems</li> <li><input type="checkbox"/> Understand and apply relevant legislation to support decisions and actions</li> <li><input type="checkbox"/> Use of alternative policy and legislation to support preventative strategies</li> <li><input type="checkbox"/> Be aware and challenge organisational cultures that may lead to poor practice in safeguarding</li> <li><input type="checkbox"/> Network with other agencies and influence collaborative working</li> <li><input type="checkbox"/> Critically analyse and reflect on performance in safeguarding practice</li> <li><input type="checkbox"/> Ensure accountability for professional practice and continuous professional development</li> <li><input type="checkbox"/> Ensure the principles of Making Safeguarding Personal are embedded into the process</li> </ul> |
| <u>Supporting evidence presented</u>   |  |
| <u>Manager's comments</u>  |  |
| Date   |  |
| Manager's Signature  |  |

| Competence  | Suggested evidence which must be pertinent and proportionate to role   |
|---|--|
| <b>8. Ensure service users/carers are supported appropriately to understand safeguarding issues to maximise their decision making</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure that the principles of Making Safeguarding Personal (MSP) are embedded into safeguarding practice – which includes the following areas identified below</li> <li><input type="checkbox"/> 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 be put in place to protect themselves from abuse, i.e. lasting power of attorney (Mental Capacity Act) and/or police involvement</li> <li><input type="checkbox"/> Recognise service users' right to freedom of choice</li> <li><input type="checkbox"/> Show understanding of theories of abuse and the cycle of victimisation</li> <li><input type="checkbox"/> Show an understanding of the impact of abuse on victims, families and carers</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Provide written and verbal information on local safeguarding adult processes and how they can be accessed by service users and carers</li> <li><input type="checkbox"/> Have knowledge of resilience factors and how these might interact with safeguarding</li> <li><input type="checkbox"/> Understand the impact of mental capacity and vulnerability on valid consent and other informed decision-making</li> <li><input type="checkbox"/> 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)</li> <li><input type="checkbox"/> Describe the potential impact of abuse on adults at risk, the staff or individuals who are alleged to have committed abuse and the informal carer who may have raised the alarm</li> <li><input type="checkbox"/> Recognise perpetrators of abuse may be vulnerable themselves and require support</li> <li><input type="checkbox"/> Actively engage with individuals who decline services and/or engage support of others to achieve this</li> </ul> |

Supporting evidence presented

Manager's comments

Date

Manager's Signature

| Competence   | Suggested evidence which must be pertinent and proportionate to role  |
|--|---|
| <b>9. Take action to secure the immediate safety of the adult at risk of abuse</b> | <input type="checkbox"/> Use emergency services when necessary, e.g. call for an ambulance and/or police intervention<br><input type="checkbox"/> Describe when emergency protection plans may be required<br><input type="checkbox"/> Use legislation where immediate action may be required, e.g. Section 42 Care Act, Section 4 of the Mental Health Act 1983 or urgent authorisation under DoLS |
| <u>Supporting evidence presented</u>   |   |
| <u>Manager's comments</u>  |   |
| Date   |   |
| Manager's Signature  |   |

| Competence   | Suggested evidence which must be pertinent and proportionate to role   |
|--|--|
| <b>10. Maintain accurate and complete records and promote inter-agency information sharing</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor the progress of agreed safeguarding plans and arrange timely review in response to relapse indicators</li> <li><input type="checkbox"/> Be able to produce comprehensive and reasoned written and verbal reports</li> <li><input type="checkbox"/> Judge when and how to share information with others in accordance with relevant legislation, policy and guidance</li> <li><input type="checkbox"/> Records risk assessments and demonstrates analysis of risk in formulating risk management plans</li> <li><input type="checkbox"/> Maintain factual contemporary case recordings</li> <li><input type="checkbox"/> Explicit understanding of issues of confidentiality and data protection</li> </ul> |
| <u>Supporting evidence presented</u>   |  |
| <u>Manager's comments</u>  |  |
| Date   |  |
| Manager's Signature  |  |

| Competence   | Suggested evidence which must be pertinent and proportionate to role   |
|--|--|
| <b>11. Demonstrate the required level of skill and knowledge to undertake a safeguarding adults investigation and associated assessments</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Show thorough knowledge and application of purpose, duties, tasks involved in safeguarding Section 42 enquiries, including a comprehensive and detailed knowledge of gathering evaluating and preserving evidence and an ability to describe why it is important to preserve evidence</li> <li><input type="checkbox"/> Plan and carry out agreed strategy to protect an adult from abuse during and following Section 42 enquiries</li> <li><input type="checkbox"/> Understand the different roles and responsibilities of the different agencies involved in investigating allegations of abuse</li> <li><input type="checkbox"/> Understand models of risk assessment and use this in the ongoing risk analysis and risk management</li> </ul> |
| <u>Supporting evidence presented</u>   |  |
| <u>Manager's comments</u>  |  |
| Date   |  |
| Manager's Signature  |  |



## Advanced Competence Levels 12 - 15

| Competence   | Suggested evidence which must be pertinent and proportionate to role   |
|--|--|
| <b>12. Actively engage in supporting a positive agency approach to safeguarding adults</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate an understanding of the different roles and responsibilities of all agencies involved in Section 42 enquiries and ensure these are met</li> <li><input type="checkbox"/> Show awareness of updated protocols and follow/implement them</li> <li><input type="checkbox"/> Demonstrate application of learning from a range of reviews to inform service development</li> <li><input type="checkbox"/> Contribute to the development of multi-agency prevention strategies and monitor/review their implementation in practice</li> <li><input type="checkbox"/> Challenge poor practice at an intra and inter-agency level</li> </ul> |
| <u>Supporting evidence presented</u>   |  |
| <u>Manager's comments</u>  |  |
| Date   |  |
| Manager's Signature  |  |

| Competence   | Suggested evidence which must be pertinent and proportionate to role  |
|--|---|
| <b>13. Support the development of robust internal systems to provide consistent, high quality safeguarding adults services</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Implement effective monitoring and auditing</li> <li><input type="checkbox"/> Demonstrate effective training and CPD activity is commissioned to support the development of safeguarding adult services</li> <li><input type="checkbox"/> Ensure supervisors are suitably trained to carry out the supervisory role</li> <li><input type="checkbox"/> Support 'whistleblowing' policy and procedures</li> <li><input type="checkbox"/> Ensure workforce has necessary skills and knowledge to work effectively</li> <li><input type="checkbox"/> Ensure effective training policy and procedures are in place to support effective risk and decision making in practice</li> </ul> |
| <u>Supporting evidence presented</u>   |   |
| <u>Manager's comments</u>  |   |
| Date   |   |
| Managers Signature   |   |

| Competence   | Suggested evidence which must be pertinent and proportionate to role  |
|--|---|
| <b>14. Chair safeguarding adults meetings or discussions</b> | <input type="checkbox"/> In line with local policy and procedures, chair strategy meetings where it is deemed a senior manager is most appropriate, e.g. large scale enquiries or complex/critical cases requiring level 3 / 4 response |
| <u>Supporting evidence presented</u>                         |   |
| <u>Manager's comments</u>                                    |   |
| Date   |   |
| Manager's Signature  |   |

| Competence  | Suggested evidence which must be pertinent and proportionate to role   |
|---|--|
| <b>15. Ensure record systems are robust and fit for purpose</b> | <input type="checkbox"/> Can demonstrate established systems to support good practice, e.g. maintaining records, protection plan monitoring and time management, e.g. Inquiries Officer report<br><input type="checkbox"/> Ensure appropriate record keeping of safeguarding adults meetings, e.g. minute taking |
| <u>Supporting evidence presented</u>                            |  |
| <u>Manager's comments</u>                                       |  |
| Date  |  |
| Manager's Signature   |  |

## Strategic Competence Levels 16 - 19

| Competence  | Suggested evidence which must be pertinent and proportionate to role   |
|---|--|
| <b>16. Lead the development of effective policy and procedures for safeguarding adult services in your organisation</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Work with partner agencies to develop a consistent intra and inter-agency approach to safeguarding adults</li> <li><input type="checkbox"/> Have strategic understanding of the scope of safeguarding services across the whole organisation</li> <li><input type="checkbox"/> Work in partnership with a range of agencies to promote safeguarding adult services</li> <li><input type="checkbox"/> Provide leadership for the workforce stating clear aims and objectives in safeguarding adults</li> <li><input type="checkbox"/> Ensure commissioning arrangements which demonstrate the provision of safe, high quality services which includes adherence to safeguarding policy, procedures and guidance</li> <li><input type="checkbox"/> Can effectively communicate a proactive approach to safeguarding adults within your organisation</li> <li><input type="checkbox"/> Be able to account for your organisation's effectiveness in delivering the safeguarding adults business plan, in partnership with other board members.</li> <li><input type="checkbox"/> Ensure 'whistleblowing' systems are in place</li> </ul> |
| <u>Supporting evidence presented</u>  |  |
| <u>Manager's comments</u>   |  |
| Date  |  |
| Manager's Signature   |  |

| Competence   | Suggested evidence which must be pertinent and proportionate to role  |
|--|---|
| <b>17. Ensure plans and targets for safeguarding adults are embedded at a strategic level across your organisation</b> | <input type="checkbox"/> Have comprehensive knowledge of CQC inspections and findings and how these will be implemented to support service development in your organisation<br><input type="checkbox"/> Be aware of the findings from Safeguarding Adults Reviews (SARs) and any implications for service delivery in respect of safeguarding adults in your organisation |
| <u>Supporting evidence presented</u>   |   |
| <u>Manager's comments</u>  |   |
| Date   |   |
| Manager's Signature  |   |

| Competence  | Suggested evidence which must be pertinent and proportionate to role  |
|---|---|
| <b>18. Promote awareness of safeguarding adults systems within your organisation and outside of your organisation</b> | <input type="checkbox"/> Publicise and promote safeguarding policy and procedures<br><input type="checkbox"/> Can identify systems and structures in place used to raise awareness of safeguarding adults at a local and national level |
| <u>Supporting evidence presented</u>  |   |
| <u>Manager's comments</u>   |   |
| Date  |   |
| Manager's Signature   |   |

| Competence  | Suggested evidence which must be pertinent and proportionate to role  |
|---|---|
| <b>19. Develop and maintain systems in line with Making Safeguarding Personal to ensure the involvement of those who use your services in the evaluation and development of your safeguarding adults services</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Provide evidence of how patients, service users, carers and customers are involved in safeguarding activity</li> </ul> |
| <u>Supporting evidence presented</u>  |   |
| <u>Manager's comments</u>   |   |
| Date  |   |
| Manager's Signature   |   |



## **Appendix 1 – suggestions of other evidence your organisation may require**