How to use the Competency Framework

1 Introduction

This Safeguarding Adults Competency Framework is for use by all staff within the Leicester, Leicestershire and Rutland workforce to support individuals and organisations to undertake their safeguarding adult's roles and responsibilities in a confident and competent manner.

There is an expectation that organisations will ensure that all staff providing a service know how to respond to concerns in line with local and national agendas.

This competency framework has been prepared in accordance with Leicester, Leicestershire and Rutland Multi- agency Policy and Procedures 2015, The Care Act 2014, 42-46, 'Safeguarding Adults' (ADASS, 2005) The competencies in this framework are designed to complement, rather than replace, any relevant professional or organisational standards, frameworks or qualifications.

Some individuals will work in settings which provide both universal and specialist services for adults and children. It is the responsibility of the organisation to determine the knowledge and learning that is required.

This Competency Framework is used by:
- The Adult Workforce defined as "….everyone who works in both a statutory and voluntary capacity with adults who may be vulnerable to abuse"
- Children's Workforce Practitioners who may be in a position recognise abuse and contribute to assessments
- Staff who support the 'Think Whole Family' approach
- Other individuals who offer a service within the community i.e. housing staff, receptionist staff in community centres, etc.

There is a separate Safeguarding Children Competency Framework you may also need to be aware of within your organisation.
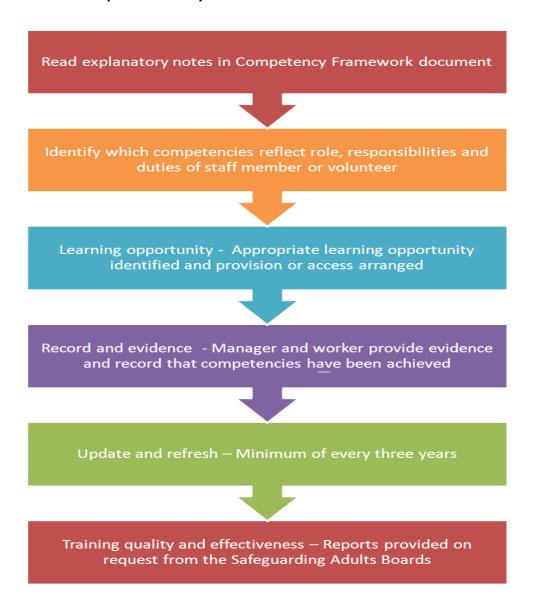
2 Process Flowchart

This document covers a range of competencies which will reflect the variety of roles and responsibilities held by workers and volunteers who may come into contact with adults at risk

Everyone, regardless of job role, must demonstrate competency in the Core Values and Competencies 1-6.
Depending on an individual's level of involvement in the Safeguarding Adults process, further competencies may need to be achieved and evidenced.

Read explanatory notes in Competency Framework document

Identify which competencies reflect role, responsibilities and duties of staff member or volunteer

Learning opportunity - Appropriate learning opportunity identified and provision or access arranged

Record and evidence - Manager and worker provide evidence and record that competencies have been achieved

Update and refresh — Minimum of every three years

Training quality and effectiveness — Reports provided on request from the Safeguarding Adults Boards

Note: any evidence regarding competencies that have been achieved must refer to a learning activity that has taken place within the last six months

3. Notes to support the use of the document

The Competency Framework document:

- Provides guidance regarding how to identify the appropriate competency group for members of the workforce who have contact with adults who may be vulnerable to abuse

- Outlines the **minimum** competency for staff and volunteers in relation to their role in the safeguarding adults process

- Provides suggestions regarding a range of training, learning and development methods and opportunities through which the competencies might be achieved

- Suggests a format for recording this evidence

The framework also determines the SAB local minimum standards and requirements for safeguarding adult learning; use of this framework may support in providing evidence for inspections, i.e. Ofsted Inspection framework, CQC etc.

The SAB have collated resources on essential knowledge that can contribute to safeguarding learning (e.g. law, legislation and signs & indicators) which can be used to support safeguarding learning and found on the Leicestershire and Rutland Safeguarding Board website www.lrsb.org.uk