

Leicester Leicestershire & Rutland

Safeguarding Competency Framework Minimum requirements for Safeguarding Adults Learning

Competencies Framework
Competencies for all staff (Determined by roles and responsibilities)

This document is based on current guidance, definitions and terminology and is subject to change.

This document will be reviewed on a regular basis to take into account and reflect any changes in legislation, guidance, definition, terminology and practice.

Document Status

Boards sign off	January 2014
Version	12.0 (21.01.2014)
Implementation	01.04.2014
Reviewed	26.06.2015
Version	14.0 (28.01.16)
Re-issued	14.04.2016

Contents
Introduction: Flowchart and Explanatory notes
Context
A Flexible Approach to Learning: Evidencing and Recording the Competencies
Core Values
1-6 Recognising and responding to concerns regarding abuse
7-11 Alerting the Local Authority
12-15 Receiving and Responding to a Safeguarding Adults Alert
16-19 Causing Enquiries to be made
20-24 Overseeing and co-ordinating the safeguarding adults process including convening and chairing case conferences
25-29 Lead in ensuring and embedding effective safeguarding adults practice and process both single and multi-agency
Appendix
Appendix 1 Examples of how competencies may be met
Appendix 2 Evidence log template
Appendix 3 LLR Safeguarding Adults Learning Best Practice Guidance

The Competency Framework

Introduction and Flowchart:

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 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.

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.

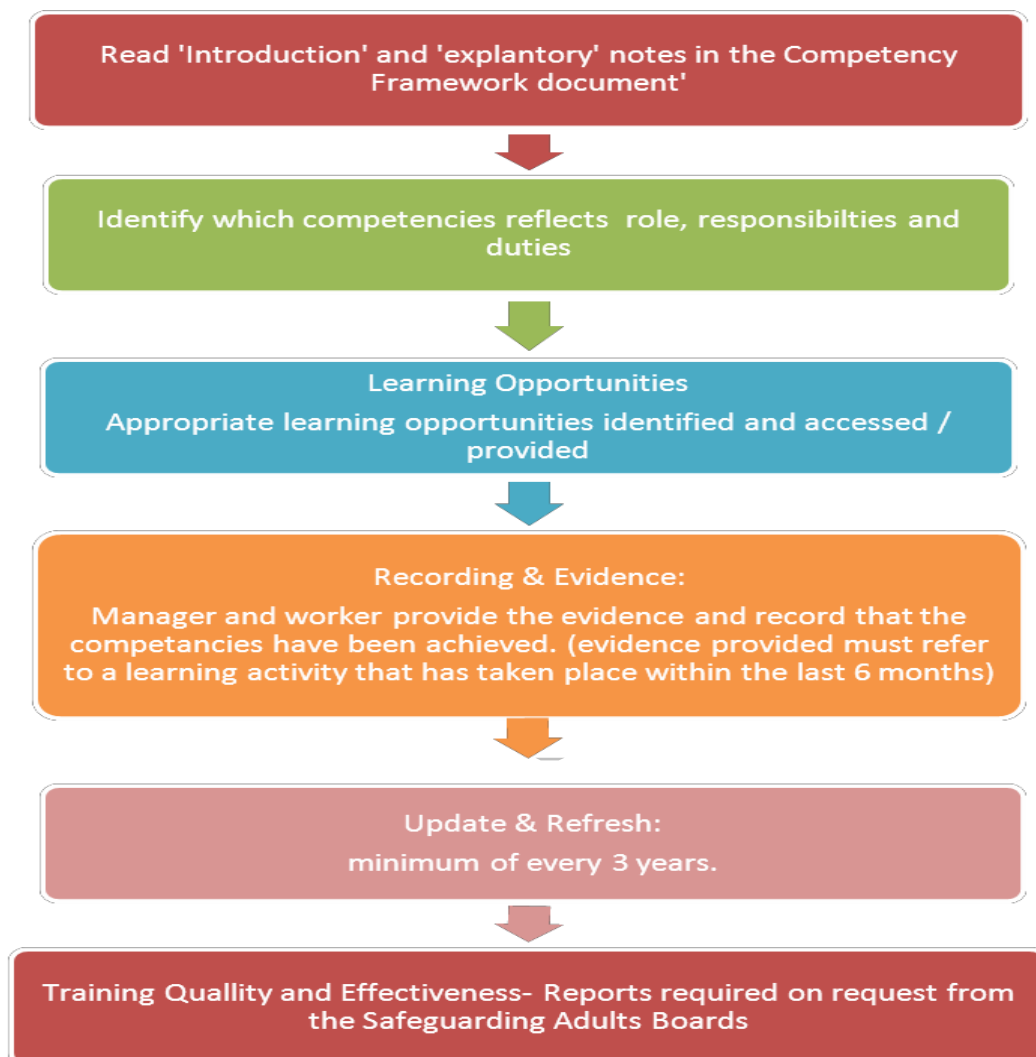
This Competency Framework is aimed at:

- The Adult Workforce defined as “...everyone who works in both a statutory and voluntary capacity with adults who may be ‘at risk’ of harm and/or abuse.”
- Childrens Workforce Practitioners who may be in a position recognise abuse and contribute to assessments.
- Staff who support the ‘Think Family’ approach.
- Other individuals, who offer a service within the community i.e. Housing maintenance staff, receptionists of community centres etc.

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

The Process

- 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**



This 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 'at risk' 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

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), especially standard 5, National Occupational Standards (NOS) for Health and Social Care, and National Minimum Standards for Healthcare Support Workers and Adult Social Care Workers in England (Skills for Care and Skills for Health, 2013), The Professional Capabilities Framework for Social Workers (TCSW 2012), Standards of Proficiency for Social Workers in England (HCPC 2012) and relevant diplomas and qualifications.

Everyone, regardless of job role, must demonstrate competency in the Core Values and Competencies 1-6.

The content of learning opportunities should be **proportionate** to the individuals roles an responsibilities, in order that it is relevant and meaningful.

Essential Information

This competency framework supports a flexible approach acknowledging different types of learning and development in addition to traditional training events, and accepts that there are alternate ways to gain valid learning experiences.

This will require managers and individuals to do more than just attend a training event. It will require staff and volunteers to be given opportunities, as appropriate, to undertake discussion and reflection on learning, and for these to be recorded in order to ensure that the minimum requirements are met.

Please note:

Learning activities help to provide the knowledge and skills that contribute to staff being able to meet their competencies. Attending a training course does not automatically mean that the competencies will have been met – discussion and verification after the event may be required.

Different recognised activities that could contribute to the competencies could include:

- Taught courses (single agency, multi-agency, joint courses – in house or external provider)
- Practice based workshops (single, joint and multi-agency) E-Learning / workbooks, use of articles
- Self-directed learning and distance learning
- Mentoring and shadowing Reflective supervision, Conferences
- LSCB and SAB briefings / Serious Case Review briefings
- Formal education / qualification pathway
- Peer reviews
- Learning / knowledge from previous qualifications

It is the responsibility of individual organisations to:

- Identify which competencies individuals need to meet
- Ensure that relevant training, learning and development opportunities are accessible and individual members of staff or volunteers are supported to meet these needs effectively
- Identify on-going developmental needs
- Evidence and record that the minimum competency has been achieved – this must be based on learning activities that have taken place within the previous 6 months.
- Ensure that staff and volunteers are given learning, training and development opportunities within the appropriate timescales to enable individuals to meet their minimum requirements over a 3 year period
- Submit information about learning and development undertaken by staff to the relevant local Safeguarding Adults Board, on request

Evidencing and recording the competency requirements

The employing organisation has a responsibility to:

- Ensure that staff meet the required safeguarding competencies
- Provide staff and volunteers with training/learning opportunities to meet the required competencies
- Record and evidence how staff members / volunteers have met the requirements for their role within the Safeguarding Adults process. Recognise and consider different learning activities, in addition to traditional training events, that will contribute to meeting the required competencies
- Identify and use a system to record learning that has been undertaken.
- Note: This competency framework does not aim to be overly prescriptive about how learning is recorded, but has provided a template that could be used to provide the evidence to record that the competencies have been met
- Provide evidence for the Competency Framework based on learning activities that have been undertaken within the previous 6 months.

For example, this could include:

- Supervision and appraisals/performance reviews that have included opportunities to review the competencies.
- Where whole organisation training that contributes to all of the competencies is used, the organisation may keep a centralised record of
- Competencies met, the date, who delivered the training and which staff were present.

It is important that the opportunity to reflect on learning is also provided and recorded, to ensure the competencies were fully met.

These competencies can be assessed in a number of ways, often using mechanisms that are already in place to assess the level of skill and knowledge in staff members and volunteers. The following methods could be used to assess competency:

- A manager could assess through:
 - Induction programme
 - Probationary period
 - Direct observation
 - Supervisions / one-to-ones
 - Performance and Development Reviews (PDRs) / appraisals
 - Discussion, formal or informal
 - Questioning, individually or in staff meetings
 - File audits
 - Completion of an e-learning assessment module

A Trainer/Assessor and a Practice Mentor/Assessor (PMA) could assess through:

- Direct observation as part of a qualification
- Coursework and assignments as part of a qualification
- A practitioner could assess through: Peer audits

The competency log contains suggestions of evidence that can be used to

demonstrate the competency of staff members and volunteers. The decision about how to assess should be made by individual agencies, in a way that is appropriate and relevant for their workforce and their service users, as well as meeting any statutory and regulatory requirements.

It is recommended that assessments of competency take place as early as possible for all new starters – this will ensure that any development needs are identified as soon as possible, to reduce the risk of service users experiencing abuse or harm. These assessments of competency could be formal or informal, and could include discussion, questions at interview or observations of practice.

Core Values

The Safeguarding Adults Competency Framework is underpinned by two Core Values that all staff and volunteers should demonstrate:

- **understanding dignity, respect and human rights** when working with individuals, ensuring that the adult is placed at the centre of any safeguarding adults work (Making Safeguarding Personal), and that any actions taken are proportionate, person-centred, respect difference and promote equality
- **Engaging in a positive approach** to multi-agency safeguarding adults practice, working effectively with all partners whilst ensuring that the adult remains at the centre of any safeguarding adults work.

Timescale for refresher / update training:

In the absence of any statutory requirement stating how often staff should attend training, it is recommended that training/learning is attended every three years (minimum).

Requirements and responsibilities relating to all competencies:

The employing agency/organisation has the responsibility for:

- Ensuring and evidencing that staff meet the required competencies.
- The organisation, delivery and recording of learning undertaken
- Ensuring that any Safeguarding Adults learning reflects the Safeguarding Adults Core values (as above).

The Safeguarding Adults Board (SAB) has the responsibility for:

- Ensuring that partner agencies and organisations monitor and quality assure the training / learning provided to enable staff to have the opportunity to meet the minimum requirements.
- Seeking assurance from employing agencies/organisations that the training/learning has been effective

Competencies 1-6

Target group: All staff/volunteers who may have direct or indirect contact with adults who may be 'at risk' to abuse. This includes all staff within health and social care settings, and all staff in universal and/or community based services.

Competencies could be met by any combination of:

- Standard induction processes
- Taught courses – multi-agency or single agency, delivered by in-house or external provider
- Combination of activities, including e-learning, reading of information/fact sheets/work books and face to face discussions
Consideration of delivery with safeguarding children courses for staff members who work with both adults and children.

Examples as to how the above competencies can be achieved/demonstrated:

- Completed workbook
- E-learning
- Face to face training event
- Competency assessed through line management supervision

The opportunity for a face to face discussion following any learning and development should be available to staff – this could be done through existing supervision or one-to-one processes. This provides an opportunity for staff to reflect on any learning undertaken and to demonstrate their understanding. This discussion must be recorded. This is also important to ensure that issues around staff care and support are identified and acknowledged, and an opportunity to share concerns or support needs has been offered.

Staff at all levels should be able to demonstrate competence in:

1. Understanding the definition of an adult who may be 'at risk', as defined by LLR Multi-agency Policy and Procedures 2015, Care Act 2014
2. Understanding the types and signs of abuse, as defined by LLR Multi-agency Policy and Procedures 2015 The Care Act 2014.
3. Understanding the importance of whistle-blowing procedures
4. Understanding the importance of creating a safe environment in order to minimise the risk of abuse and harm.
5. Understanding their role as defined within the multi-agency and internal policy and procedure, including how to report concerns of abuse of either adults or children, including historical abuse, using appropriate systems.
6. Awareness of legislation, applicable to role and responsibilities.

Competencies 7 - 11

Target group: Managers and supervisors with a responsibility for alerting the local authority and contributing to the safeguarding process

Demonstrate competence in:

7. Considering incidents and disclosures that meet safeguarding adults criteria, risk assessing and alerting as appropriate
8. Knowing how to support staff and people when they report concerns of abuse, or are alleged to have committed abuse, as appropriate
9. Undertaking their role in the multi-agency safeguarding adults process, including as appropriate delegated tasks identified by the Local Authority
10. Understanding the importance of recording and documenting all information appropriate to any allegation and investigation in accordance with the local policy and procedure and relevant internal guidance.
11. Understanding the principles of information sharing in accordance with local policy and procedure, relevant legislation and relevant internal guidance

Competencies 12 -15

Target group: Local Authority Staff who receive alerts under the LLR Safeguarding Adults: Multi-Agency Policy and Procedure.

Demonstrate competence in:

12. Assessing information from alerts and apply the safeguarding adults threshold criteria consistently
13. Assessing and analysing information about risk and taking appropriate and timely action
14. Gathering and recording information accurately and in a timely manner
15. Offering appropriate support, advice and/or signposting where safeguarding adult's criteria are not met

Competencies 16 - 19

Target group: Local Authority adult social care, who under the Care Act 2014 have a duty to cause enquiries to be made

Demonstrate competence in:

16. Identifying the roles and responsibilities of all agencies involved in the enquiry process ensuring a proportionate response
17. Conducting enquiry/ assessment activities in accordance with local policy and procedure, including identifying and managing risk factors
18. Contributing to strategy meetings/discussions, conferences and protection plans, as appropriate

19. Providing support and guidance to those with delegated responsibilities within the enquiry process

The content of learning opportunities should be proportionate to the individual's roles and responsibilities, in order to provide learning that is meaningful and relevant to the individual.

Competencies 20-24

Target group: Managers who supervise staff engaged in safeguarding adults enquiries and who have responsibility for convening and chairing safeguarding adult's conferences.

Demonstrate competence in:

20. Convening and chairing a Safeguarding Adults Conference
21. Understanding the roles and responsibilities of operational managers within the multi-agency Safeguarding Adults process
22. Making sound and consistent decisions as part of implementing the local policy and procedure
23. Ensuring that service users and carers are supported and involved in the conference process, as appropriate
24. Carrying out robust, effective and timely supervision with practitioners engaged in safeguarding adults enquiries

Competencies 25-29

Target group:

Staff with a responsibility for ensuring and embedding effective safeguarding adults practice and process within their organisation, including but not limited to Safeguarding Adults Board representatives, elected members and Safeguarding Leads

Demonstrate competence in:

25. Leading the development of effective policy and procedures for safeguarding adults in their organisation
26. Ensure plans and targets for Safeguarding Adults are embedded at a strategic level across your organisation
27. Promote awareness of Safeguarding Adults within their organisation and outside of their organisation
28. Develop and maintain systems to ensure the involvement of those who use your services in the evaluation and development of their Safeguarding Adults services
29. Understand the role and function of the SAB and LSCB

Leicester, Leicestershire and Rutland Multi-Agency Safeguarding Adults Competency Evidence Appendix 1

This Competency log provides suggested evidence to demonstrate competence; however, this can be adapted or changed to reflect a specific role or job requirement. Individuals are not expected to demonstrate all the suggestions, but must meet the Core Values / Competencies.

As detailed previously, evidence can be collected in a variety of ways such as observation, supervision, and written work. The suggestions below are examples of practice, skills or behaviours that may be present, and could be recorded to demonstrate a staff member's competence.

It is important that any evidence collected to demonstrate competence is recorded in a meaningful way.

Suggestions that can be used are provided below and a recording log template has also been provided (Appendix 2)

Core Value	Suggested things to look for to demonstrate core values
<p>Understanding dignity, respect and human rights when working with individuals, ensuring that the adult is placed at the centre of any safeguarding adults work, and that any actions taken are proportionate, person-centred, respect difference and promote equality Making Safeguarding Personal</p>	<ul style="list-style-type: none"> • Demonstrating that the needs of the service users are central at all times • Value individuality and be non-judgemental • Recognise the individual's rights to exercise freedom of choice • 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 • Be aware of and challenge, if necessary, organisational cultures that may lead to poor practice • Show understanding of how abuse may affect an individual's decision making processes • Actively engage with individuals who decline services and/or engage support of others to achieve this • Provide written and verbal information on local Safeguarding Adult processes and complaints procedure, and how they can be accessed by service users and carers • Including service users, carers and advocates in all aspects of work • Engage with individuals in a person centred way What does the service user want to happen • Focus on the prevention of abuse
<p>Engaging in a positive approach to multi-agency safeguarding</p>	<ul style="list-style-type: none"> • Engage with service uses and other agencies to develop protective

adults practice, working effectively with all partners whilst ensuring that that adult remains at the centre of any safeguarding adults work	<p>strategies for those who decline services</p> <ul style="list-style-type: none"> • Evidence of multi-agency partnership working, such as positive and appropriate information sharing including joint working • Show awareness of updated protocols and implement and follow them • Show how multi-agency prevention strategies are being developed and used in practice • Work with partner agencies to identify and manage risk
Competency	Suggested things to look for to demonstrate competency
1. Understanding the definition of an adult who may be 'at risk' to abuse as defined by the LLR Multi-agency Policy and Procedures 2015, Care Act 2014	<ul style="list-style-type: none"> • Show clear understanding of the meaning of "at risk" adult as defined in relevant policy guidance. • Demonstrate an understanding of the factors that might increase risk of abuse
2 Understanding the types and signs of abuse, as defined by LLR Multi-agency Policy and Procedures 2015 The Care Act 2014.	<ul style="list-style-type: none"> • Show understanding of what constitutes 'abuse' • Describe the different forms of abuse and how to recognise indicators / signs of them • Show understanding of what constitutes 'harm' • Show understanding of what constitutes restraint and restrictions
3 Understanding the importance of whistle-blowing procedure	<ul style="list-style-type: none"> • Understand how to 'whistle blow' using related policies and procedures • Have awareness of and confidence to use 'whistle blowing' policy and procedures when required
4 Understanding the importance of creating a safe environment in order to minimise the risk of abuse	<ul style="list-style-type: none"> • Work in manner that seeks to reduce the risk of abuse • Know how to ensure the individual is safe when the risk of abuse is high • Have knowledge of resilience factors and how these might interact with safeguarding • Work to empower service users and carers to reduce the risk of abuse • Have knowledge of a clear complaints procedure, and be able to raise awareness of it with service users
5. Understanding their role as defined within the multi-agency and internal policy and procedure, including how to report concerns of abuse of either adults or children, including historical abuse using appropriate systems	<ul style="list-style-type: none"> • Show clear understanding of their role in identifying and reporting concerns regarding adult abuse • Show understanding of their organisation's policy and procedures, and how to access them • Show understanding of local multi-agency safeguarding adults policy and procedures, and how to access them • Treat reports seriously

	<ul style="list-style-type: none"> • Understand limits to confidentiality • Report concerns to someone above them • Know who they should contact if they have concerns • Use emergency services when necessary e.g. call for an ambulance and/ or police intervention • Contact out of hours service, when necessary • Work to local and national guidance in Safeguarding Adults and Safeguarding Children
<p>6. Awareness of legislation, applicable to role and responsibilities.</p>	<ul style="list-style-type: none"> • Show understanding of duty of care • Understand, and work with, measures available to protect adults who may be experiencing abuse • Demonstrate awareness of policies / legislation that interact with safeguarding activity, including but not limited to: <ul style="list-style-type: none"> ○ LLR Multiagency Policy and Procedures ○ The Care Act 2014 ○ Mental Capacity Act 2005 ○ Deprivation of Liberty Safeguards 2007 ○ Human Rights Acts 1998 ○ Sexual Offences Act 2003 ○ Police and Criminal Evidence Act 1984 ○ Fraud Act 2006 ○ Care Standards Act 2000 ○ Public Interest Disclosure Act 1998 ○ Health and Social Care Act 2008 ○ Disclosure and Barring Service (DBS) ○ Multi-Agency Public Protection Arrangements (MAPPA) ○ Multi-Agency Risk Assessment Conference (MARAC)
<p>7 Considering incidents and disclosures that meet safeguarding adults criteria, risk assessing and alerting as appropriate</p>	<ul style="list-style-type: none"> • Know how to make a safeguarding adults alert • Identify and reduce potential and actual risks after a disclosure or an allegation has been made • Describe when emergency protection plans may be required • Evidence of risk assessments and management plans • Evidence of protection planning • Respond to alerts in a timely manner
<p>8. Knowing how to support staff and people when they report concerns of abuse, or are alleged to have committed abuse, as appropriate</p>	<ul style="list-style-type: none"> • Describe the potential impact of abuse on 'at risk' adults, the staff or individuals who are alleged to have committed abuse and the informal

	<p>carer who may have raised the alarm</p> <ul style="list-style-type: none"> • 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 • 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. Powers of Attorney (Mental Capacity Act) and/or police involvement • Recognise perpetrators of abuse may be 'at risk' themselves and require support
9. Undertaking their role in the multi-agency safeguarding adults process, including as appropriate the delegated tasks identified by the Local Authority	<ul style="list-style-type: none"> • Adhere to timescales • Attend and contribute to investigations/meetings/information sharing • 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 adults conference, and how to contribute to this and any subsequent protection plan • Respond to alerts in a timely manner
10 Understanding the importance of recording and documenting all information appropriate to any allegation and investigation in accordance with the local policy and procedure and relevant internal guidance	<ul style="list-style-type: none"> • Use of appropriate forms and recording systems • Evidence of contemporary case recordings • Explicit understanding of issues of confidentiality and data protection • Evidence of report writing
11 Understanding the principles of information sharing in accordance with the local policy and procedure, relevant legislation and relevant internal guidance	<ul style="list-style-type: none"> • Show a comprehensive and detailed knowledge of gathering, evaluating and preserving evidence • Describe why it is important to preserve evidence • Explicit understanding of issues of confidentiality and data protection • Evidence of information sharing
12 Assessing information from alerts and apply the safeguarding adults threshold criteria consistently	<ul style="list-style-type: none"> • Show critical understanding on the levels, thresholds or pathways of enquiries in response to a 'Safeguarding alert' and the requirements of gathering initial information • Identifying and taking alerts appropriately
13 Assessing and analysing information about risk and taking appropriate and timely action	<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 • Identify potential and actual risk and takes appropriate action, including advising the referrer or contacting the emergency services
14 Gathering and recording information accurately and in a timely fashion	<ul style="list-style-type: none"> • Demonstrate clear and concise case recording

<p>15 Offering appropriate support, advice and/or signposting where safeguarding adults criteria are not met</p>	<ul style="list-style-type: none"> • Use of alternative policy / procedure to support preventative strategies e.g. carer support, domestic abuse, etc. • Demonstrate knowledge of local and national services to signpost service users, carers and professionals to signpost appropriately • Demonstrate high levels of customer service
<p>16 Identifying the roles and responsibilities of all agencies involved in the enquiry process ensuring a proportionate response</p>	<ul style="list-style-type: none"> • Understand the different roles and responsibilities of the different agencies involved in investigating allegations of abuse • Demonstrate an understanding of the different roles and responsibilities of all agencies involved in investigations and ensure these are met • Identify and engage with partner agencies appropriately • Show thorough knowledge and application of purpose, duties, tasks involved in Safeguarding adults investigations
<p>17. Conducting enquiry/ assessment activities in accordance with local policy and procedure, including identifying and managing risk factors</p>	<ul style="list-style-type: none"> • Plan and carry out agreed strategy to protect an adult from abuse during and following enquiry • Carry out assessments and enquiries in a non-judgemental and evidence based way • Demonstrates best practice in interviewing
<p>18 Contributing to strategy meetings/discussions, conferences and protection plans, as appropriate</p>	<ul style="list-style-type: none"> • Evidence of protection planning, to manage both short and long term risks • Practice effective multi-agency partnership e.g. convene strategy meeting • Identify and engage with partner agencies appropriately • Support staff (e.g. practitioners and minute takers) to contribute to strategy meetings and conferences as appropriate
<p>19. Providing support and guidance to those with delegated responsibilities within the enquiry process</p>	<ul style="list-style-type: none"> • Evidence of a clear action plan and timescale • Evidence of support and guidance on robust decision making including risk assessments and thresholds • Quality assure the work undertaken and identify any gaps
<p>20 Convening and chairing a Safeguarding Adults Conference</p>	<ul style="list-style-type: none"> • In line with local policy and procedures, chair strategy meetings and conferences • Ensure appropriate record keeping of Safeguarding adults meetings e.g. minute taking
<p>21 Understanding the roles and responsibilities of operational managers within the multi-agency Safeguarding Adults process</p>	<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 • Can demonstrate established systems to support good practice e.g.

	<p>maintaining records, protection plan monitoring and time management e.g. investigators report.</p> <ul style="list-style-type: none"> • Demonstrate a clear understanding of the Multi agency and organisational escalation procedures. • Demonstrate a working understanding of supervision processes
22 Making sound and consistent decisions as part of implementing the local policy and procedure	<ul style="list-style-type: none"> • Demonstrate decision making that is objective, non-judgemental and evidence based • Audits of decision and recommendations from adult protection conferences are SMART
23 Ensuring that service users and carers are supported and involved in the conference process, as appropriate	<ul style="list-style-type: none"> • Meet with service users, carers and advocates prior to the conference, as appropriate • Ensure representation for service users and carers, as appropriate • Use appropriate methods / systems to ensure the conference is accessible to service users and carers, as appropriate
24 Carrying out robust, effective and timely supervision with practitioners engaged in safeguarding adults enquiries	<ul style="list-style-type: none"> • Create and maintains regular notes and documentation to record supervisions and discussions with practitioners • Carry out regular supervision sessions • Ensure practitioners have necessary knowledge and skills to carry out their role in safeguarding adults, and offering opportunities to develop where appropriate • Seek to ensure that staff have the necessary tools and resources to carry out safeguarding adults work
25 Leading the development of effective policy and procedures for safeguarding adults in your organisation	<ul style="list-style-type: none"> • Evidence of collation and monitoring of Safeguarding 'Alerts' within your service through observation and discussion • Implement audit and inspection regimes • -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.

	<ul style="list-style-type: none"> • Be able to account for your organisations practice • Demonstrate application of learning from CQC inspections, Safeguarding Adult Reviews (SARs), Significant Incident Learning Processes (SILPs) and Domestic Homicide Reviews (DHRs) • Engage and be involved with the local Safeguarding Adults Board and its subgroups
<p>26 Ensure plans and targets for Safeguarding Adults are embedded at a strategic level across their organisation</p>	<ul style="list-style-type: none"> • 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 • Ensure internal audit systems are robust • Actively engage in and have comprehensive knowledge of CQC, Strategic Health Authority (SHA), Ofsted and Her Majesty's Inspectorate of Constabulary (HMIC) inspections and findings and how these will be implemented to support service development in your organisation • Be aware of the findings from local and national Safeguarding Adults Review (SAR) and Domestic Homicide Reviews (DHRs) and any implication for service delivery in respect of safeguarding adults in your organisation
<p>27 Promote awareness of Safeguarding Adults within their organisation and outside of their organisation</p>	<ul style="list-style-type: none"> • Publicises and promotes Safeguarding policy and procedures • Can identify systems and structures in place used to raise awareness of Safeguarding Adults at a local and national level
<p>28 Develop and maintain systems to ensure the involvement of those who use their services in the evaluation and development of their Safeguarding Adults services</p>	<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

	<p>Safeguarding</p> <ul style="list-style-type: none"> • Provide evidence of how patients, service users, carers and customers are involved in Safeguarding activity
29. Understand their role and relationship with, the work of SAB	<ul style="list-style-type: none"> • Attending Board/sub-group meetings • Providing reports, including performance data • Disseminating information, within their agency, in a timely manner • Establish links with other relevant bodies e.g Health and Wellbeing Board, Community Safety

Appendix 2: Competency Evidence Log (template)

Name of Staff member:.....

Competencies to be achieved: 1-6 (plus core values) - add any additional competencies depending on job role

Name and role of person gathering evidence:.....

Core Value/Competence	Evidence or Demonstration of Competence and Dates Taken Place Within the Previous Six Months	Additional Comments and Notes
Understanding dignity, respect and human rights		
Engaging in a positive approach		

Appendix 3

Leicester Leicestershire & Rutland Safeguarding Adults Learning

Safeguarding Learning: Best Practice Guidance

Introduction:

This document gives guidance around of the expected standards for Safeguarding Adults Learning across Leicester, Leicestershire and Rutland.

The guidance will support consistency in learning, and provide a working guide for those involved with the commissioning, organisation and delivery of learning, training and development opportunities for Safeguarding Adults Learning

The development of the guidance has followed consultation with partner agencies, and also from independent providers, who are keen to seek guidance around commissioning of training.

This guidance seeks to support the learning, offer consistency and will contribute to Quality Assurance processes.

The guidance will;

- Support the commissioning and delivery of events / activities (including e- learning) that contribute to Safeguarding Adults Learning; by providing guidance about the expectations of delivered learning.

- Be used to support the identification of appropriate training providers by giving guidance to the commissioner and provider and also support with the evaluation of the delivered learning.

- Form part of the Quality Assurance processes that is undertaken by the Safeguarding Effectiveness Group of the SAB in Leicester and Leicestershire and Rutland.

This document recognises that learning is achieved via many different forms, and there are many different valid learning experiences that are recognised and will contribute to learning and development.

The Best Practice guidance will support organisations in organising quality learning activities; whilst not aiming to be overly prescriptive. A pragmatic approach should be taken, which allows flexibility and different learning approaches to be valued and recognised.

All learning should strive to meet these standards, however it is recognised that some learning events may not fully reach these expectations (i.e. a 2 hour briefing session would be unlikely to reflect a variety and range of different learning styles).

Expected Standards

This has been written in a way which follows the process of a learning event being commissioned.

The Core Values should be considered in all Safeguarding Adults Learning:

- **understanding dignity, respect and human rights** when working with individuals, ensuring that the adult is placed at the centre of any safeguarding adults work, and that any actions taken are proportionate, person-centred,(Making Safeguarding Personals) respect difference and promote equality
- **engaging in a positive approach** to multi-agency safeguarding adults practice, working effectively with all partners whilst ensuring that the adult remains at the centre of any safeguarding adults work

The content of learning opportunities should be proportionate to the individuals roles an responsibilities, in order that it is relevant and meaningful.

The learning should have a clear commitment to anti discriminatory practice.

Safeguarding learning should make a contribution to the learner achieving their Competencies

All safeguarding learning will be reviewed and developed in line with local policy, procedures and legislation will remain current and receive an annual update and review.

The Organisation / commissioner should:

- Have a clear understanding about what are the requirements for their workforce, in respect of skills and knowledge, to allow them to undertake their duties in respect of safeguarding adults, appropriate to their roles and responsibilities.
 - Allow staff to access relevant and meaningful learning opportunities
 - Prioritise staff learning and support the learning being embedded into practice
- Promote a culture where learning and development is valued
When commissioning training, ensure that the training provider has the necessary skills, as detailed below.

The Trainer / Provider should:

- Have appropriate experience, knowledge and expertise in delivery of safeguarding adults learning, or have other relevant skills, experience and qualifications which allow them to deliver quality safeguarding adults learning whilst presenting with authority on the subject.
- Have appropriate experience and understanding around Safeguarding adults issues and working with adults

And;

Have a formal training / teaching / learning qualification **and / OR** have experience and knowledge around adult learning and teaching / training, **and / OR** have attended the Leicester, Leicestershire and Rutland Training for Trainers which can be demonstrated by;

- Knowledge around Training Needs Analysis and also evaluation processes
- Knowledge / understanding about Adult learning theory and understanding of different learning styles.
- Understanding of the learning cycle
- Understanding of and strategies to manage the 'emotional component' of safeguarding adults learning
- Understanding and strategies to manage 'blocks and challenges' that arise within a learning session, including managing difficult and challenging situations

Stage 1 'Commissioning'

- The commissioner **and** trainer have a clear understanding of the organisation, role and functions of the delegates.
- A Training Needs Analysis has been / is undertaken and the specific needs of the organisation / individual have been considered in order to plan appropriate Safeguarding adults learning.
- Consideration of the delegates' experience, required knowledge and previous training / learning experiences should be made, in order to ensure that the learning is relevant, engaging and meaningful.
- Consideration made of any local sensitivities, recent events, or issues that may affect or block the learning activities, and considered strategies to manage these and any support requirements.
- Consideration of information about any learning support needs, and strategies to meet these needs for the learner, in a way that is appropriate to the individual that allows them to fully benefit / participate with the learning Consideration of Health and Safety issues is made prior to the delivery. Appropriate levels of liability insurance are provided, where appropriate.
- The Provider has demonstrated relevant knowledge and understanding about Adult Learning theory, and understanding of different learning styles required for the proposed learning event. Where appropriate formal training events will reflect a variety of delivery methods to reflect different styles in order to incorporate different learners needs (however it is acknowledged that different sort of learning i.e. short workshops / briefings be unlikely to meet all learning styles)
- The provider has demonstrated knowledge / expertise in the area of learning required.
- All training should be planned, reviewed prior to each delivery, and receive an annual review in order to incorporate any changes to legislation, policy and procedure.
- Consideration made of local policy, procedures, guidance and Competency Framework, which should be considered during the learning.
- Any National / local drivers are considered at the point of commissioning. An agreement and process for managing concerns that arise from the learning event, (e.g. practice / attitudinal concerns and additional / recommended learning,), and this needs to be explicit in the learning.
- Discussion about how the organisation will support the learning being embedded

Stage 2: Planning & Delivery of the Learning Activity

Planning & development:

- A learning event should (where appropriate) have clear aims and objective/ learning outcomes which are SMART (Specific, Measurable, Achievable, Reviewed and Timely). (It is recognised that some forms of learning i.e. briefings etc., may not have formal learning outcomes.)
- The provider should design the learning event to take into account the different learning styles and needs of the participants to and encourage participants to take responsibility for their own learning.
- The Learning event should also provide guidance on national and local procedure to a depth that is proportionate to roles and responsibilities of the learner.
- The learning event should clearly indicate which Competencies are met. Delegates and managers should have discussed the learning with employees prior to the event to ensure there is clarity about the purpose of attending the learning event and how the learning links to their work roles and responsibility
- Any pre-requisite knowledge or skills are clearly identified, as well as expected outcomes / behaviour change following the learning, this may also include pre course assessment /evaluation processes.
- Consideration and discussion is required to consider how to manage presenting issues. (I.e. if commissioned training – could there be a contact person in the training (i.e. managers) who could offer support during the training.
- Consideration is made of appropriate minimum/maximum numbers of delegates for the event the event type, in order to meet the stated aims and objectives.
- The provider will ensure that they understand the aims, objectives and target audience and facilitate the learning event to meet these.

Delivery:

- The identified learning support needs have been considered and appropriately responded to.
- All prospective delegates will have appropriate information sent to them which highlights information about the event, details about how this links to competencies.
- The learning will be accessible, in terms of an appropriate accessible venue, access to materials, IT etc.

- The environment will be conducive to promoting learning and planning.
- Appropriate time will be allowed for refreshment and comfort breaks in order to meet the learner's needs, subject to the length of learning event.
- Consideration of practicalities around the event i.e. timings for delivery, length of session, who should deliver (knowledge, skills, experience, practice background, gender etc.), in order to promote the best learning environment.
- The learning will comply with legislation in particular Health and Safety and Disability Discrimination Acts.
- There is recognition of the emotional impact of safeguarding adults learning and strategies are in place to manage issues that may arise during or after the learning.
- There is a Working Together statement (about values, respectful challenge, working together, listening, contribution and confidentiality) and this is discussed explicitly with the group at the start of the event.
- The event should be structured in order to promote and encourage delegates to actively learn with discussion, reflective time and opportunities to learn and test out new ideas and views should be encouraged.
- At the end of the event, prior to evaluation there is a recap of the aims and learning objectives.
- The learner has opportunity to give feedback on the learning event and facilitation of the event.

After the event:

- Following the event evaluation should take place, both immediately and ideally post learning, in order to consider effectiveness and the impact of the learning to look at any increase / change in knowledge, skills, attitudes and behaviour.
- Any issues in respect to individuals and in general feedback are given to the commissioner.
- The managers / organisation will need to evidence that the competency has been met and record the learning has been undertaken.
- All learning needs to include evaluation and review processes.
- The organisation will keep a record of who has attended any events in order to ensure accurate records are maintained for audit to establish that the workforce are meeting the required competencies and minimum training requirements in terms of timescales. These records will contribute towards the Quality Assurance processes.

Other

- The commissioner / trainer is invited to feedback any significant or reoccurring themes to the so that these can be considered at a strategic level as appropriate.
- Commissioners / providers are invited to access the LLR Safeguarding Adults Trainer's network and mailing list, which is a source of support, information and offers development opportunities for those involved with delivery of Safeguarding Adults Learning across Leicester, Leicestershire and Rutland.

This guidance will be used as part of the Quality Assurance Framework and will be used to support the scrutiny work of the Safeguarding Adults Boards across Leicester, Leicestershire and Rutland.