



Cumbria Safeguarding Adults Board

# Safeguarding Adults Passport 2017

Name:



## Introduction

The development of a National competence framework is a positive step towards establishing more efficient and consistent safeguarding practice across the country. 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.

### What is a competence?

A competence is the combination of the skills, knowledge and experience held by individual staff. Competence grows through experience and the abilities of an individual to learn and adapt, training and mentoring can support this process.

### What are the timescales for completion?

All newly appointed staff should be assessed as competent against their relevant competencies by their line manager, within the first six months of entering their post. The framework should be used in conjunction with existing workforce development systems for example supervision, CPD and appraisal arrangements.

### Carrying out the assessment of competence

The assessment of competence should combine a mix of direct observation of practice, as well as discussion and questioning within supervision meetings. It can be used to identify any gaps in skills and knowledge and support the management of performance.

### Supporting the development of competence

All staff can be helped to develop their safeguarding competence. This can be done by participating in formal training and development opportunities. Other methods can include team discussions, coaching and mentoring opportunities, 'buddying up' with more experienced practitioners.

### Who should complete which competencies?

All staff should be assessed as competent against the competencies relevant to their occupation role and responsibilities within the organisation. Whatever their role, all staff should know when and how to report concerns and should all be competent in numbers 1 – 5 (see page 5).

#### Level 4 Competencies 17 - 20

Those with strategic responsibility for safeguarding adults work and including members of Local Safeguarding Adults Boards, elected members

#### Level 3 Competencies 13 - 16

Managers of staff working with adults at risk

#### Level 2 Competencies 6-12

Workers with a particular responsibility to respond to safeguarding adults alerts

#### Level 1 Competencies 1-5

Mandatory for all staff, regardless of seniority, who have contact with adults at risk and who may report a safeguarding alert

The passport links to the National Competency Framework (2013) and is useful for practitioners to understand their role as outlined in the Care Quality Commission (CQC) outcome 7.

The passport is ideally used during supervision sessions to identify professional development needs. It can be used as part of an induction programme with new staff as the tool compliments the Common Induction Standards (CIS).

**For further information, please visit**

Care Quality Commission

**[www.cqc.org.uk/organisations-we-regulate/registered-services/guidance-meeting-standards](http://www.cqc.org.uk/organisations-we-regulate/registered-services/guidance-meeting-standards)**

Common Induction Standards

**[www.skillsforcare.org.uk/entry\\_to\\_social\\_care/common\\_induction\\_standards/common\\_induction\\_standards.aspx](http://www.skillsforcare.org.uk/entry_to_social_care/common_induction_standards/common_induction_standards.aspx)**

Skills for Care Minimum Training Standards

**[www.skillsforcare.org.uk/codeofconductandtrainingstandards/](http://www.skillsforcare.org.uk/codeofconductandtrainingstandards/)**

## Adult Safeguarding

Competence in working with people and delivering safeguarding services.

| Competence   | Suggested evidence   | Date completed | Signed and dated by manager |
|--|--|----------------|-----------------------------|
| <b>1.</b> Understand what safeguarding is and their role in safeguarding adults work                     | <ul style="list-style-type: none"> <li>Show clear understanding of their role in identifying and reporting concerns regarding adult abuse;</li> <li>Show understanding of their organisations policy and procedures;</li> <li>Show understanding of local authority role; duty to protect;</li> <li>Treat reports seriously;</li> <li>Understand limits of confidentiality.</li> </ul>   |                |                             |
| <b>2.</b> Recognise an adult potentially in need of safeguarding and take action                         | <p>As appropriate to role:</p> <ul style="list-style-type: none"> <li>Shows clear understanding of the meaning of 'adult at risk';</li> <li>Shows understanding of what constitutes abuse;</li> <li>Knows the different forms of abuse and how to recognise indicators/signs of abuse;</li> <li>Demonstrate an understanding of the factors that might increase the risk of abuse;</li> <li>Report concerns to the relevant person;</li> <li>Contact emergency services if the individual is in immediate danger.</li> </ul>   |                |                             |
| <b>3.</b> Understanding the procedures for reporting a safeguarding alert                                | <ul style="list-style-type: none"> <li>Show understanding of your employer's Safeguarding Adults policy and procedures;</li> <li>Know how to ensure the individual is safe when the risk of abuse is high;</li> <li>Know who to contact;</li> <li>Know how to report an alert;</li> <li>Work in a manner that seeks to reduce the risk of abuse.</li> </ul>  |                |                             |
| <b>4.</b> Understand dignity and respect when working with individuals                                   | <ul style="list-style-type: none"> <li>Value individuality and be non-judgemental;</li> <li>Recognise the individuals right to exercise freedom of choice;</li> <li>Recognise the individuals right to live in an abuse free environment;</li> <li>Be aware of how your values and attitudes influence your understanding of a situation;</li> <li>Listen to individuals and allow individuals time to communicate any preferences and wishes.</li> </ul>  |                |                             |
| <b>5.</b> Have knowledge of policy, procedures and legislation that support safeguarding adults activity | <p>Demonstrates knowledge of national and local policies / legislation that support safeguarding activity:</p> <ul style="list-style-type: none"> <li>Mental Capacity Act;</li> <li>Deprivation of Liberty Safeguards;</li> <li>No Secrets / Care Act 2014;</li> <li>Human Rights Act;</li> <li>CQC standards.</li> </ul> <p>Understand how to 'whistle-blow' using related policy and procedures.</p>   |                |                             |
| <b>6.</b> Demonstrates skills and knowledge to contribute effectively to the safeguarding process        | <ul style="list-style-type: none"> <li>Works to local and national guidance in Safeguarding;</li> <li>Respond to alerts/referrals in a timely manner;</li> <li>Identify and reduce potential and actual risks after disclosure or an allegation had been made;</li> <li>Practice effective multi-agency working, e.g. calling or attending a strategy meeting;</li> <li>Adhere to time scales;</li> <li>Attend and contribute to investigations/meetings/information sharing;</li> <li>Develop protective strategies for those who decline services;</li> <li>Has awareness or and confidence to use 'whistle blowing' policy and procedures when required.</li> </ul> |                |                             |

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|---|---|----------------|-----------------------------|
| <p><b>7.</b> Awareness and application of a range of local and national policy and procedural frameworks when undertaking safeguarding activity</p> | <ul style="list-style-type: none"> <li>• Show critical understanding on the levels/thresholds or pathways for responding to a safeguarding alert/referral and the requirements of gathering initial information;</li> <li>• Describe the purpose of a strategy meeting/discussion and how to contribute to this and any subsequent investigation;</li> <li>• Describe the purpose of a safeguarding case conference or planning meeting and how to contribute to this and any subsequent protection plan;</li> <li>• Use of appropriate forms and recording systems;</li> <li>• Know what legislation/policy informed a specific piece of work and why. Including but not limited to:               <ul style="list-style-type: none"> <li>o Mental Capacity Act 2005</li> <li>o Deprivation of Liberty safeguards (DoLs)</li> <li>o Human Rights Act 1998</li> <li>o Sexual Offences Act 2003</li> <li>o Police and Criminal Evidence Act 1984</li> <li>o Fraud Act 2006</li> <li>o Care Standards Act 2000 (Section 23)</li> <li>o Disclosure and Barring Service (DBS),</li> <li>o POVA</li> <li>o MAPPA</li> <li>o MARAC</li> <li>o Care Act 2014</li> </ul> </li> <li>• Use of alternative policy and legislation to support preventative strategies;</li> <li>• Be aware of and challenge if necessary organisational cultures that may lead to poor practice in safeguarding.</li> </ul> |                |                             |
| <p><b>8.</b> Ensure service users/carers are supported appropriately to understand safeguarding issues to maximise their decision making</p>        | <ul style="list-style-type: none"> <li>• Work with adults at risk to ensure that they are fully aware of all options available to them and also of preventative measures that they may be able to put in place to protect themselves from abuse;</li> <li>• Recognise individuals rights to freedom of choice;</li> <li>• Show understanding of how abuse may affect individuals decision making processes;</li> <li>• Provide information on local and national groups that may be able to provide support;</li> <li>• Provide written and verbal information on local safeguarding adults processes and how they can be accessed by adults at risk and their carers;</li> <li>• Have knowledge of resilience factors and how these might interact with safeguarding;</li> <li>• Understand how policy/legislation can have the potential to be used oppressively e.g. Mental Health Act may conflict with human rights;</li> <li>• Describe the potential impact of abuse on adults at risk, the staff or individuals who are alleged to have caused the harm and the informal carer who may have raised the alarm;</li> <li>• Recognise that those alleged to have caused harm may be vulnerable and at risk themselves and may require support;</li> <li>• Actively engage with individuals who decline services and/or engage support of others to achieve this.</li> </ul>                |                |                             |
| <p><b>9.</b> Understand how best evidence is achieved</p>   | <p>As appropriate to role:</p> <ul style="list-style-type: none"> <li>• Show a comprehensive and detailed knowledge of gathering, evaluating and preserving evidence;</li> <li>• Describe why it is important to preserve evidence.</li> </ul>  |                |                             |
| <p><b>10.</b> Understand when to use emergency systems to safeguard adults</p>  | <ul style="list-style-type: none"> <li>• Use emergency services when necessary;</li> <li>• Contact out of hours service;</li> <li>• Describe when emergency protection plans may be required;</li> <li>• Use legislation where immediate action may be required e.g. S 4 Mental Health Act, urgent authorisation under DoLs.</li> </ul>   |                |                             |
| <p><b>11.</b> Maintain accurate, complete and up-to-date records</p>  | <ul style="list-style-type: none"> <li>• Evidence of protection planning;</li> <li>• Evidence of collation and monitoring of Safeguarding Alerts;</li> <li>• Evidence of report writing;</li> <li>• Evidence of information sharing;</li> <li>• Evidence of multi-agency partnership working;</li> <li>• Evidence of risk assessments and management plans;</li> <li>• Evidence of contemporary case recording;</li> <li>• Explicit understanding of confidentiality and data protection issues.</li> </ul>   |                |                             |

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| <b>I 2.</b> Demonstrate required level of skills and knowledge to undertake a safeguarding adults investigation            | <ul style="list-style-type: none"> <li>• Evidence of thorough knowledge and application of purpose, duties, tasks involved in Safeguarding investigations;</li> <li>• Plan and carry out agreed strategy to protect an adult from abuse during and following an investigation;</li> <li>• Understand the different roles and responsibilities of the different agencies involved in investigating allegations of abuse.</li> </ul>  |                |                             |
| <b>I 3.</b> Actively engage in supporting a positive multi-agency approach to safeguarding adults                          | <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the different roles and responsibilities of all agencies involved in investigations and ensure these are met;</li> <li>• Show awareness of updated protocols and follow/implement them;</li> <li>• Demonstrate application of learning from CQC inspections and Safeguarding Adults Review in service development;</li> <li>• Show how multi-agency prevention strategies are being developed and used in practice;</li> <li>• Challenge poor practice at an intra and inter –agency level.</li> </ul>   |                |                             |
| <b>I 4.</b> Support development of robust internal systems to provide consistent, high quality safeguarding adults service | <ul style="list-style-type: none"> <li>• 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>• Carry out effective monitoring and auditing;</li> <li>• Demonstrate effective training and CPD activity is commissioned to support the development of safeguarding adult services;</li> <li>• Ensure necessary policy and procedures are in place to support supervisory practice;</li> <li>• Ensure supervision is carried out; regularly to support safeguarding activity</li> <li>• Ensure supervisors are suitably trained to carry out the supervisory role;</li> <li>• Support ‘whistle-blowing’ policy and procedures;</li> <li>• Monitor safeguarding systems;</li> <li>• Ensure workforce has necessary skills and knowledge to work effectively;</li> <li>• Ensure effective training, policy and procedures are in place to support effective risk and decision making practice.</li> </ul> |                |                             |
| <b>I 5.</b> Chair safeguarding meetings and discussions  | <ul style="list-style-type: none"> <li>• In line with local policy and procedures, chair safeguarding meetings where it is deemed a senior manager is most appropriate</li> </ul>   |                |                             |
| <b>I 6.</b> Ensure record systems are robust and fit for purpose   | <ul style="list-style-type: none"> <li>• Implement audit and inspection regimes;</li> <li>• Can demonstrate established systems to support good practice, e.g. maintaining records, protection plan monitoring and time management;</li> <li>• Ensure appropriate record keeping of safeguarding adults meetings.</li> </ul>  |                |                             |
| <b>I 7.</b> Lead the development of effective policy and procedures for safeguarding adults services in your organisation  | <ul style="list-style-type: none"> <li>• Work with partner agencies to develop a consistent intra and inter agency approach to safeguarding adults;</li> <li>• Have a strategic understanding of the scope of safeguarding services across the whole organisation;</li> <li>• Work in partnership with a range of agencies to promote safeguarding adults services;</li> <li>• Provide leadership for the workforce stating clear aims and objectives in safeguarding adults;</li> <li>• Ensure contractual arrangements with service providers adhere to safeguarding policy and procedures;</li> <li>• Can effectively communicate a proactive approach to safeguarding adults within your organisation;</li> <li>• Be able to account for your organisations practice</li> <li>• Ensure ‘whistle-blowing’ systems are in place.</li> </ul>   |                |                             |

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|--|--|----------------|-----------------------------|
| <p><b>18.</b> Ensure plans and targets for safeguarding adults are embedded at a strategic level across the organisation</p>   | <ul style="list-style-type: none"> <li>• Ensure internal audit systems are robust;</li> <li>• Actively engage in and have comprehensive knowledge of CQC inspections and findings and how these will be implemented to support service development in the organisation;</li> <li>• Be aware of the findings from Safeguarding Adults Reviews and any implications for service delivery in respect of safeguarding adults in the organisation.</li> </ul> |                |                             |
| <p><b>19.</b> Promote awareness of safeguarding adults systems within the organisation and outside the organisation</p>  | <ul style="list-style-type: none"> <li>• Publicise and promote safeguarding policy and procedures;</li> <li>• Can identify systems and structures in place that are used to raise awareness of safeguarding adults at a local and national level;</li> </ul>   |                |                             |
| <p><b>20.</b> Develop and maintain systems to ensure the involvement of those who use services in the evaluation and development of safeguarding adults services</p> | <ul style="list-style-type: none"> <li>• 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>• Provide evidence of how patients, service users, carers and customers are involved in safeguarding activity.</li> </ul>  |                |                             |

