



**Surrey Safeguarding Adults Board  
Competency Framework  
Guidance on Implementation**

**May 2018**

## **Guidance on the use of the competency framework**

The Care Act statutory guidance states: 'Employers must ensure that staff, including volunteers, are trained in recognising the symptoms of abuse or neglect, how to respond and where to go for advice and assistance' (Care Act statutory guidance section 14.102).

It is the role of the Surrey Safeguarding Adults Board (SSAB) to ensure that staff who work with adults with care and support needs are able to effectively and appropriately meet their statutory responsibilities and have received the necessary training to do this.

## **What is the SSAB Competency Framework?**

The SSAB expects that organisations whose staff work with adults with care and support needs are able to evidence they meet and fulfil their statutory responsibilities. Additionally, staff employed in these roles should have the skills necessary to do their jobs effectively and with the needs of the person they care for at the centre of their approach.

The competency framework provides a standardised approach to the skills and training staff in different roles should have regardless of the organisation they work for. This ensures a level of consistency and aims to improve skill sets of all staff working with adults with care and support needs across the county.

## **Why has it been developed?**

The competency framework has been developed to ensure a consistent skill level is embedded across Surrey.

The competency framework outlines the skills, knowledge and information necessary to complete different roles associated with safeguarding adults:

- Recognising and responding to abuse and neglect of adults with care and support needs
- Contributing to a s42 enquiry (SAEC)
- Leading a s42 enquiry (LEO)
- Managing a s42 enquiry (SAM / SAD)
- Operational management of a service that contributes to s42 enquiries
- Operational management of a service that manages s42 enquiries
- Adult safeguarding lead role
- Strategic responsibility for adult safeguarding for an organisation

## **What might you use it for?**

- To identify the responsibilities held by different roles in your organisation
- To help with setting training expectations and planning how they will be met
- As a checklist when carrying out staff appraisals, assurance exercises and so on

## How is it used in practice?

- Each person or position will only come under one of the roles on the competency framework
- Where someone could come under more than one role on the competency framework, use the one furthest to the right
  - o This makes the framework easier to use for appraisals and so on
  - o There is an implication that people will also be familiar with and competent in the issues in columns to the left of the one that most applies to them, but they need not produce evidence of those at every appraisal

## Putting the framework in to practice

The following section describes the competencies for each role in more detail and provides suggested ways the competencies can be both learned and evidenced.

Roles that are only held by people employed by Surrey County Council are not included as this is captured elsewhere.

The roles which may be held by people in a range of organisations and which are described below include:

- Recognising and responding to abuse and neglect of adults with care and support needs
- Contributing to a s42 Care Act 2014 enquiry (Acting as 'SAEC')
- Operational management of a service that contributes to s42 Care Act 2014 enquiries
- Adult Safeguarding Lead role
- Strategic responsibility for adult safeguarding for an organisation (includes SAB members)

The following pages are not intended to be used as a prescriptive checklist; they are indicators of the standards expected within each role.

Each organisation has the freedom to implement the competency framework to suit their ways of working, learning and training, this document may be used as a guide to assist with implementation.

## **“Recognising and responding to abuse and neglect of adults with care and support needs”**

### **What the competencies might involve**

#### **Recognises when an adult with care and support needs is at risk of abuse or neglect**

- Knows what care and support needs are
- Knows the signs of abuse and neglect
- Is able to put these concepts in to practice

#### **Takes appropriate immediate action to manage risk when an adult with care and support needs is at risk of abuse or neglect**

- Knows what action to take
- Does it when it is needed
- Understands, proportionate to their role, what the legal framework for adult safeguarding is, particularly about their powers, duties and responsibilities

#### **Escalates or refers to others appropriately when an adult with care and support needs is at risk of abuse or neglect**

- Knows what the appropriate escalation and referral pathways are in their organisation
- Uses them when needed
- When they use them, they do it will, for example by providing all the information that is needed and putting it across clearly

### **Typical roles falling in this level**

Anyone who might come in to contact with adults with care and support needs who is not covered by any of the other roles

### **Ways the learning needs for these competencies might be met**

- Many organisations will cover this in their induction programmes or in-house training programmes
- Completing Surrey Safeguarding Adults Board’s e-learning
- Commissioning training from a specialist provider
- Making use of resources from organisations such as the [Social Care Institute of Excellence](#)

## **“Contributing to a s42 Care Act 2014 enquiry (Acting as ‘SAEC’)”**

### **What the competencies might involve**

#### **Provides good quality contributions to adult safeguarding enquiries**

- Is clear about what the objectives of an adult safeguarding enquiry under s42 Care Act 2014 are and what their role is in helping achieve them
- Supports the planning of enquiries, lending their knowledge, skills and expertise
- Manages risks of confirmation bias and optimism bias in their own work, and supports others involved in the enquiry to do the same
- Works in line with the principles of Making Safeguarding Personal

#### **Contributions made to adult safeguarding enquiries meet the expectations of the person managing that enquiry**

- Makes sure to clearly understand the expectations
- Manages their work to ensure the expectations will be met
- Where there are difficulties or challenges in meeting the expectations, takes action to clearly communicate these

#### **Contributions made to adult safeguarding enquiries are done on time**

### **Typical roles falling in this level**

A wide range of roles can fall in this category. These might be people whose work brings them in to contact with adults with care and support needs, or it might be people who manage others in these roles. Your organisation’s adult safeguarding policy and procedure should help identify who might fall in this category.

### **Ways the learning needs for these competencies might be met**

- Many organisations will provide training in-house or will commission training to cover these competencies
- Surrey Safeguarding Adults Board may commission training covering these competencies

## **“Operational management of a service that contributes to s42 Care Act 2014 enquiries”**

### **What the competencies might involve**

Ensures staff are aware of the expectations on them regarding adult safeguarding work and that they are fulfilling these expectations

- Ensures people are clear about what is expected from them around adult safeguarding. This might be by ensuring policies, procedures, systems and so on are in place
- Ensures there are processes in place to check people are meeting these expectations
- Ensures the expectations are kept up-to-date and revised when needed, including taking account of guidance from Surrey Safeguarding Adults Board, changes to statutory guidance, learning from Safeguarding Adults Reviews and so on

Ensures staff have the support they need in order to meet the expectations on them regarding adults safeguarding work

- Has an understanding of what support staff need
- Ensures the support is in place
- Has systems for checking things are working as they should
- Takes action to address any gaps

### **Typical roles falling in this level**

This will include managers in health services, social care services, and other areas that come in to contact with adults with care and support needs

### **Ways the learning needs for these competencies might be met**

- Many organisations will provide training in-house or will commission training to cover these competencies
- Surrey Safeguarding Adults Board may commission training covering these competencies

## **“Adult safeguarding lead role”**

### **What the competencies might involve**

**Takes steps to maintain expert knowledge of issues relevant to adult safeguarding work and applies this to practice**

**Uses leadership and influencing skills to achieve meaningful improvements in adult safeguarding work**

### **Typical roles falling in this level**

In some organisations there may be identified specialist adult safeguarding roles. In others, this may be a responsibility in addition to someone’s main role

### **Ways the learning needs for these competencies might be met**

- Many organisations will provide training in-house or will commission training to cover these competencies
- Surrey Safeguarding Adults Board may commission training covering these competencies
- Learning needs may also be met by participating in local and national forums, peer support networks, or attending conferences or specialist training

## **“Strategic responsibility for adult safeguarding for an organisation (includes SAB members)”**

### **What the competencies might involve**

Ensures there is meaningful assurance in place within own organisation and to / from partners and the public around recognition and response to adult safeguarding concerns

- Ensures there are assurance processes in place and are being used
- Takes responsibility for acting on what the assurance processes are showing
- Takes responsibility for ensuring there is meaningful assurance to key stakeholders including the public and Surrey Safeguarding Adults Board

### **Typical roles falling in this level**

- Roles with strategic responsibilities
- People whose role involves representing their organisation at Surrey Safeguarding Adults Board
- Elected members of Surrey County Council and other local authorities in Surrey

### **Ways the learning needs for these competencies might be met**

- Many organisations will provide training in-house or will commission training to cover these competencies
- Surrey Safeguarding Adults Board may commission training covering these competencies
- Learning needs may also be met by participating in local and national forums, peer support networks, or attending conferences or specialist training