

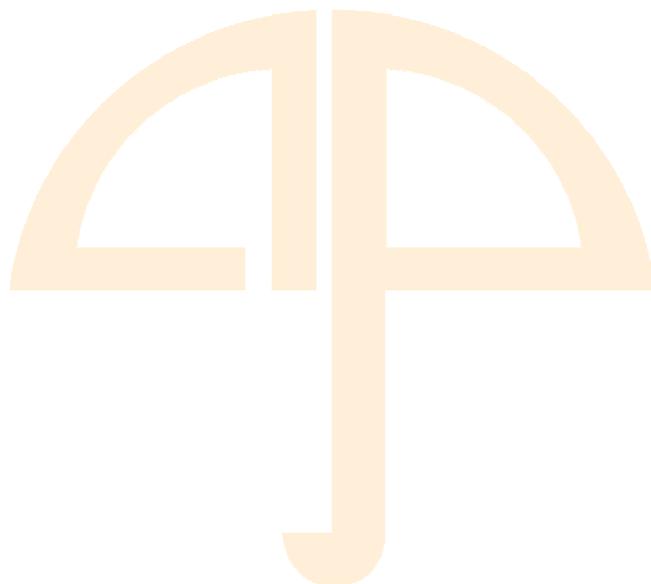
Fife Adult Protection

www.fifedirect.org.uk/adultprotection



Competency Framework

**Adult Protection
Learning and Development**





Introduction

This booklet outlines key areas of the adult protection competency framework that services and agencies in Fife involved with adults at risk should consider, in respect of their learning and development needs.

The booklet and appendices are designed to support managers across services and agencies in Fife. The appendices are designed for use with teams and individuals as part of ongoing learning and development through a supervisory process. The checklists can be used to stimulate discussion and identify gaps in learning. Where gaps are identified, managers can help direct staff to consider the opportunities afforded by the Adult Protection Committee multi-agency training calendar, through their own service/agency internal training calendar and consider other ways in which identified needs can be met.

Aims of the Framework

The aims of the Framework are to:

- Contribute to developing a competent and confident workforce in the identification, support and protection of adults at risk of harm.
- Ensure that all workers who come into direct or indirect contact with adults at risk have the knowledge, skills and values they need to:
 - Undertake their roles and responsibilities relating to the support and protection of adults at risk.
 - Contribute effectively to the multi-agency task of assessing, managing and minimising the risks they face.
 - Deliver a consistently high standard of support to adults at risk in Fife.
- Provide a tool to assist in identifying learning and development needs and help those who are responsible for meeting these needs to establish, implement and evaluate inter-agency adult protection learning and development and promote collaborative working.

In order to achieve these aims the Framework:

- Establishes a set of competences that identifies the knowledge and skills required by different elements of the multi-agency workforce who are likely to encounter adults in need of support and protection, or other members of their families, in the course of their work.
- Underlines the importance of learning together on a multi-agency basis.
- Provides a framework for agencies to develop their local learning and development strategies and evaluate their performance.
- Places a responsibility on organisational leaders to encourage different methods of learning and development.

The National Framework

The material in this Framework is designed to be used alongside existing guidance and documents e.g. the 'NHS Knowledge & Skills Framework' (KSF) and 'The Framework for Continuous Learning in Social Services' (SSSC). It can be used to focus specifically on ensuring that relevant workers have the competences,

knowledge and skills they need to carry out their roles in supporting and protecting adults at risk of harm. It can also be used to review what the workforce already know and understand, support 'Learning and Development Needs Analysis' and identify ongoing opportunities for learning and development. It should inform and enhance practice for those who need a particular set of skills, and can be used as a tool when writing job descriptions.

Adult protection and workforce development should be seen as an essential part of continuous improvement, and the Framework is designed for use as part of agencies' continuous professional development. The individual learning and development needs of each worker should to be considered and reviewed, including adult protection where relevant, in how workers and managers will meet the CPD requirements of particular roles. The competences, knowledge and skills can be 'mapped' at an individual level (to any other forms of learning and development that workers take part in).

The Framework should not be considered in isolation. It should be read alongside other legislation, policy, strategy and CPD material relevant to specific agencies. It does not replace any local multi-agency or single agency frameworks, but aims to enhance and support them. It should be considered alongside these by each agency, and those responsible for their learning and development needs, and used to reflect local circumstances.

Understanding the Framework

Having a 'competence' means being competent and confident in undertaking a particular task, using acquired knowledge and skills. Competences are the overarching key strands of a worker's contribution to adult protection that can be evidenced. Knowledge is familiarity with something, such as legislation and information, including being aware of issues, recognising concepts and having sufficient understanding to apply the knowledge to associated tasks. Skills are the abilities someone has to enable them to achieve and demonstrate a competence.

The Framework focuses specifically on adult protection roles and does not identify the range of additional competences, knowledge and skills required for other aspects of an individual's wider role within the workforce e.g. those related to their specific agency or service e.g. management/supervisory skills, CPD requirements, training/education skills etc. Although some of these would be expected to be applied to adult protection learning and development work, they would form part of the wider range of competences required by that individual.

The relevance and need for individual competences will vary for different workers, and APCs should oversee the arrangements in their own area in relation to how the competences will be met. Individual learning and development needs should also be determined through CPD / PDP discussions with supervisors, self-evaluation and reflection. They should also be considered alongside other requirements and competence frameworks for particular types of work and agencies e.g. the intercollegiate document & KSF for workers in the NHS and the SSSC document for workers within social services (as identified on page 2).

Implementing the Framework

This Framework can be used:

- To identify learning and development needs
- To plan personal and professional development
- To support the personal development planning and review process.

Each worksheet is easily downloadable for completion in consultation with the supervisor/line manager. This will serve to identify strengths and/or gaps in knowledge and skills which may need developmental attention, and maintains a record for evidential purposes.

Supervisor/Line Managers should:

- Ensure they themselves have the competences, knowledge and skills in relation to adult protection required to perform their management/supervisory role.
- Ensure that workers (paid or unpaid) fully understand their roles.
- Help to identify and assess the learning and development needs of their workforce, ensuring they have the competences, knowledge and skills required for their practice.

Single Agencies and Services

All single agencies and services should:

- Have a clear overview of adult protection learning and development needs and the opportunities available.
- Recognise that different workforce groups have different responsibilities, need to demonstrate different competences, knowledge and skills, and therefore have different learning and development needs.
- Identify learning and development needs and how these will be met, ensuring consistency with local multi-agency work.
- Ensure that their workforce has access to appropriate learning and development opportunities, including multi-agency; and is resourced to be competent and confident in carrying out their responsibilities for supporting and protecting adults at risk, recognising their own roles and how these fit into the wider picture.
- Ensure, where services are commissioned, that any external agency is competent and confident in carrying out their responsibilities for the support and protection of adults at risk. This is normally a requirement of the contract and commissioning process.
- Ensure that all of those involved in adult protection have access to high quality advice, support, supervision and monitoring; which should help identify learning and development needs, evaluate provision, and ensure that they have the skills to provide an effective service.
- Contribute to the evaluation of learning and development and the continuing identification of needs.

Workforce Groups

This Framework identifies three workforce groups within the multi-agency workforce, each of which requires different competences, knowledge and skills, based on the nature and extent of their contact (direct or indirect) with adults at risk (and their consequent roles in relation to adult protection).

These groups are:

- The 'General Contact' workforce.
- The 'Specific Contact' workforce.
- The 'Intensive Contact' workforce.

They are defined below, with the set of competences, knowledge and skills identified for each group, based on the extent and nature of their relevant contact, and their likely roles. This new way of describing the workforce, rather than using 'levels' or a hierarchical approach, should assist those with responsibility for setting out and/or ensuring competences are embedded in practice. It should also help to ensure consistency in practice and understanding.

Each of the three workforce groups will include workers from a range of agencies. A number of agencies (and even parts of agencies) may have workers in more than one, or in each of the three workforce groups, depending on their specific roles. Each workforce group will include workers at a range of different levels of seniority and qualification, and it may include paid and unpaid workers.

These workforce groups should not be seen as definitive, nor exhaustive, but serve to give a general indication of the types of roles that might be covered. They should not exclude workers whose roles are not highlighted, nor restrict particular roles to the workforces they have been identified in below. They are a broad guide only, and APCs and employers have the flexibility to determine for their own workers, who fits within particular workforces (on the basis of local roles) and to identify the requirements for particular roles.

However, **all** workers who (as part of their role) have contact with adults who are, or could be adults at risk, as part of their role should have the core competences and key knowledge and skills required by the general contact workforce as a minimum standard those in the specific contact workforce will require additional competences, knowledge and skills; whilst those in the intensive contact workforce will require all of those needed by the general and specific contact workforces, as well as additional competences, knowledge and skills relating to their role.

The General Contact Workforce

The general contact workforce is defined in this Framework as those who, as part of their job are likely to come into contact with adults at risk. The frequency of the contact will vary, but these workers will not usually be involved in any in-depth personal work with them. However, these workers need to have the confidence and awareness to recognise when an adult may be in need of protection, and how to respond.

Examples of such workers might include: health workers in accident & emergency services, NHS 24 workers; hospital porters; community pharmacists; dentists; police patrol officers; housing maintenance workers/tradespersons; council domiciliary staff; workers in sport and leisure services etc.

The Specific Contact Workforce

The specific contact workforce is defined in this Framework as those who carry out direct work with adults at risk; and/or form more in-depth relationships with them; and/or provide specific services to them. These workers may carry out regular work with adults at risk (although this will not always be the case). Contact may take place in the home or another setting e.g. an office, hospital, community facility etc. It may involve one to one work, or work in a group. These workers may be asked to contribute to the risk assessment and risk management process and may be involved in providing ongoing support to some adults at risk. These workers require the competences, knowledge and skills associated with the general contact workforce, and some additional competences, knowledge and skills to reflect the nature of their greater involvement with adults at risk.

Examples of such workers would include social workers, health workers e.g. GPs and workers in a range of adult health services, counsellors, adult support workers, criminal justice workers, drug and alcohol workers, domestic abuse workers, housing support workers; community police officers etc.

The Intensive Contact Workforce

The intensive contact workforce is defined in this Framework as those who have specific designated responsibility for adult protection issues as part of their role, where this is linked to their post and/or those who will be involved in undertaking adult protection investigations, or working with complex cases e.g. providing particular forms of support relating directly to adult protection. These workers require the competences, knowledge and skills associated with the general and specific contact workforces, but need additional competences, knowledge and skills to carry out their tasks in keeping with the complexities of their role/s.

Examples of such workers might include council officers, specialised health workers, police officers in the PPU, some social care workers as determined by role, adult and older people services workers, some criminal justice workers, some of those involved in the legal decision making process relating to adult protection e.g. Sheriffs and Justice of the Peace etc.



Appendices

The following pages may be populated and retained electronically or printed, and completed by hand.

Staff in the **General Workforce** will only require to populate/print the pages related to them (pages 9 and 10)

Staff whose role lies within **Specific Workforce** should populate/print pages 9-13.

Staff operating in the **Intensive Workforce** area will populate/print pages 9-16



The General Contact Workforce Competency Framework			
<p>The general contact workforce is defined in this Framework as those who, as part of their job are likely to come into contact with adults at risk. The frequency of the contact will vary, but these workers will not usually be involved in any in-depth personal work with them. However, these workers need to have the confidence and awareness to recognise when an adult may be in need of protection, and how to respond and record information.</p>			
Name	Position	Date Completed	Manager
Core competencies <ul style="list-style-type: none"> Recognise: when someone is at risk of harm Respond: how to respond to a situation Record: all information, actions and where no action was taken 		NHS only EKSF C1 C3 C5 C6 HWB3	
Key skills			Met/Not Met
1. I recognise that all individuals should be supported and protected wherever possible from harm, irrespective of age, culture, religion, race, disability, gender or sexual orientation			
2. I treat all persons with dignity and respect			
3. I recognise concerns about adults at risk and identify possible risks and signs of harm and neglect			
4. I recognise my own role and responsibility within the adult protection process			
5. I clarify concerns with the relevant person in own agency			
6. I take immediate action following the procedures in my agency			
7. I understand to whom I report concerns about adults at risk both internally and externally			
8. I accurately report internally and externally concerns about an adult at risk			
9. I act in accordance with local policies, Multi-agency AP Guidance and the Adult Support and Protection (Scotland) Act 2007			
10. I alert the relevant people when policies and/or procedures are not being carried out			
11. I share information as per SASPI Accord ISP and local policies			

12. I record all information according to my agency requirements	
Key Knowledge	Met/Not Met
1. I understand the basic principles of human rights	
2. I understand the importance of adult protection in the wider context of public protection	
3. I understand and recognise the general nature and signs of harm and neglect	
4. I know what to do if concerned about an adult at risk	
5. I know when to seek appropriate help/supervision/support and where to look for this	
6. I understand how the service/profession/discipline I represent can contribute to keeping adults at risk safe	
7. I know it is good practice to share information (including issues of consent and confidentiality)	
8. I have some awareness of the implications of the internet in relation to keeping adults at risk safe	
9. I am aware of the role of the Adult Protection Committee (APC)	
10. I understand what constitutes a crime	
11. I have some awareness of the role and general requirements of advocacy in relation to adults at risk	
12. I understand and comply with my own agency recording system	
13. I recognise what is significant and essential to record	
14. I have some awareness of how child protection and domestic abuse interconnect with adult protection	

Agreed action/development plan		Timescales
Employees signature		Date
Managers signature		Date

The Specific Contact Workforce Competency Framework

The specific contact workforce is defined in this Framework as those who carry out direct work with adults at risk and/or form more in-depth relationships with them; and/or provide specific services to them. These workers may carry out regular work with adults at risk (although this will not always be the case). Contact may take place in the home or another setting e.g. an office, school, community facility etc. It may involve one to one work, in a group etc. These workers may be asked to contribute to the risk assessment and risk management process and may be involved in providing ongoing support to some adults at risk. These workers require the competences, knowledge and skills associated with the general contact workforce, and some additional competences, knowledge and skills to reflect the nature of their involvement with adults at risk.

Name	Position	Date Completed	Manager
Core competencies <ul style="list-style-type: none"> Protect, promote and support the well-being of adults at risk Utilise all local and national adult protection procedures and allied legislation Evidence effective multi-agency working 			NHS only EKSF C1 C3 C4 C5 C6 HWB1 HWB3
Key Skills			Met/Not met
1. I apply relevant adult protection legislation and guidance to my practice			
2. I carry out person-centred work; respond appropriately to disclosure of harm; seek and identify the views of the adult and promote their rights			
3. I engage, communicate, observe and work effectively with the adult, their family and any significant others where appropriate			
4. I recognise and respond to the potential for advocacy and/or communication support			
5. I distinguish between observation, facts, information and opinion gained from others			
6. I identify what to do to protect and promote the well-being and safety of adults at risk including risk of serious harm			
7. I undertake assessment of my own role and practice in relation to adult protection			
8. I have the ability to empathise, actively listen and manage conflict			
9. I record the necessary and appropriate data using the correct recording systems			
10. I carry out all aspects of my role in adult protection including: <ul style="list-style-type: none"> compiling a chronology keeping records contributing to an investigation providing and communicating appropriate information from my work with the adult to inform the adult protection process 			
11. I make appropriate onward referrals, including using specialist agencies			

10. I recognise and understand the effects and adverse factors associated with different types of harm	
11. I know the range of interventions available from my own and other agencies	
12. I understand the way in which adults at risk and their family will be involved in adult protection processes	
13. I understand the issues/implications of working with challenging and/or difficult to engage and evasive adults	
14. I understand the roles of the Care Inspectorate, Mental Welfare Commission, Office of the Public Guardian and the Health Improvement Scotland	
15. I know the legal requirements and local procedures for recording	
16. I understand the factors relevant to personal capacity and impaired decision making	
17. I know how personal capacity/mental disorder is formally assessed for statutory purposes and the contribution I can make to this process	
18. I understand the complex ethical issues and conflicts regarding confidentiality and information sharing	
19. I know the specific responsibilities of other agencies and professionals e.g. police responsibility to investigate crime	

Agreed action/development plan			Timescales
Employees signature		Date	
Managers signature		Date	



The Intensive Contact Workforce Competency Framework			
<p>The intensive contact workforce is defined in this Framework as those who have specific designated responsibility for adult protection issues as part of their role e.g. where this is linked to their post and/or those who will be involved in undertaking adult protection investigations, or working with complex cases e.g. providing particular forms of support relating directly to adult protection. These workers require the competences, knowledge and skills associated with the general and specific contact workforces, but need additional competences, knowledge and skills to carry out their tasks</p>			
Name	Position	Date Completed	Manager
Core Competencies <ul style="list-style-type: none"> Engage in the adult protection process at a senior level within their service Undertake work with complex cases on a single and multi-agency basis Discuss and consider adult protection issues with other relevant workers continually utilising risk assessment and risk management. 		NHS only EKSF C1 C2 C3 C5 C6 HWB2 HWB3	
Key Skills			Met/Not met
1. I confidently challenge oppression and discrimination			
2. I undertake, manage, plan, coordinate and support single agency investigative work appropriate to my role, including inquiring into alleged harm or neglect by workers or carers			
3. I analyse and critically appraise information in relation to the collation of chronologies and the assessment of risk, needs and the role of others in the adult protection process			
4. I select and use appropriate assessment tools and produce needs led assessment, including the assessment of risk			
5. I collect and ensure the representation of the views of the adult at risk			
6. I help prepare, develop, record, maintain, communicate and drive the implementation of an adult protection plan, linking risks with tasks, including review of case conferences			
7. I collect/collate evidence to monitor and review an adult at risk's plan and evaluate interventions			
8. I supervise and/or support workers/colleagues involved in adult protection work			
9. I identify and respond to personal boundary issues/conflicts of interest			
10. I work effectively with other agencies to ensure that transparency of service and the safety of the adult is paramount			
11. I actively promote adult protection throughout the service			
12. I conduct/contribute to significant case reviews/critical incident analysis			

and to developing and implementing recommendations		
13. I fulfil any specialist role in regard to specific vulnerabilities/circumstances in supporting adult at risk witnesses		
14. I promote, commission and assure the quality and delivery of multi-agency adult protection learning and development for all relevant workers		
15. I contribute to auditing and scrutiny of services and outcomes against relevant National Standards and quality indicators, as well as new recommendations from reports/inquiries		
16. I contribute to the overall development of adult protection provision and/or strategies, audits and scrutiny, policies and procedures and contribute to implementing recommendations		
Key Knowledge		Met/Not met
1. I understand the local strategic and operational approach to adult protection, procedures, protocols and the overall pattern of provision		
2. I understand and value the roles, functions and skills required for the Council Officer		
3. I understand and utilise the relevant statutory powers, duties and legal issues (including changes)		
4. I understand when an Adult Protection Plan is needed, the components that make up the Plan and the way it will be implemented		
5. I realise what other agencies roles are in meeting the needs of an adult at risk		
6. I recognise and utilise the importance of relevance, proportionality and appropriateness in terms of recording and data sharing		
7. I am up to date with the standards, quality indicators and new recommendations		
8. I understand how to implement immediate intervention/emergency protection measures relevant to my own agency (e.g. ASPA, MHC&TA)		
9. I understand the role and need for medical examination/assessment		
10. I comprehend specific legal issues e.g. consent/capacity and changes to such legislation		
11. I understand the functions of specific behaviours such as self-harm; suicide ideation and suicidal intent		
12. I understand the relevance and contribution of my own agency and that of the APC to wider Community Planning agenda		

Agreed action/development plan			Timescales
Employees signature		Date	
Managers signature		Date	

Fife Adult Protection
www.fifedirect.org.uk/adultprotection



Adult Protection Phone Line

01383 602200