



SAFEGUARDING BOARD ISLE OF MAN

Isle of Man Safeguarding Board Safeguarding Adult's Competency Framework



Minimum Requirements for Safeguarding Adult Learning

This document is a revision of the previous Framework. It is based on current guidance, definitions and terminology and is subject to change.

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

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1. Introduction and Context

Central to effective safeguarding adults, vulnerable adults and/or adults at risk is a competent and well-trained workforce. The Safeguarding Board in Isle of Man is committed to ensuring the workforce is competent and confident to carry out their responsibilities to safeguard adults at risk.

The Framework provides agreed minimum standards applicable to all statutory partners and organisations providing services with a duty to safeguard adults at risk.

This Adult Safeguarding Competency Framework Document is for use by the Isle of Man workers to support them to undertake their safeguarding roles and responsibilities competently and confidently keeping the welfare and safety of adults at risk as the primary focus. Each competency involves being able to demonstrate the ability to be confident in responding to safeguarding concerns employees may find whilst carrying out their day-to-day duties and supports workers and their managers to evidence relevant competencies as part of their CPD. This document is written within the framework of the following legislation:

[Safeguarding Act 2018](#)

In line with best practice guidance from the U.K- [the Care Act 2014](#)

Key principles of [Making Safeguarding Personal](#)

[Data Protection Act 2018](#)

[Human Rights Act 2001](#)

[The Regulation of Care Act 2013](#)

[The Domestic Abuse Act 2020](#)

[The Equality Act 2017](#)

[The Disability Discrimination Act 2006](#)

[Adult Safeguarding: Roles and Competencies for Health Care Staff](#)

National Standards Framework “[Safeguarding Adults](#)” developed by the Association of Directors of Adult Social Services, London Multi-agency Adult Safeguarding Policy & Procedures and North West Safeguarding Adults Policy (version 4.8).

2. Underpinning Principles

This guidance is underpinned by a number of important principles which include:

- Learning and development activity should create an ethos which values working collaboratively with others, places the service user at the centre of practice, respects diversity, promotes equality and human rights, dignity, freedom and respect for others.
- The ‘Making Safeguarding Personal’ approach is the driving principle underpinning all adult safeguarding learning and development activity.

- Individual agencies are accountable and responsible for ensuring that their workforce has the required knowledge and competencies to carry out their responsibilities for safeguarding adults.
- The approach described in this document emphasises the multi-agency delivery of the guidance and related training programmes.
- Multi-agency learning and development opportunities created through the approach outlined in this guidance will complement and not replace single agency arrangements. This will promote consistency and is an effective way of promoting a common and shared understanding of the respective roles and responsibilities of different professionals and can contribute to effective working relationships.
- The success of this guidance depends on organisations adopting its recommendations and a collaborative approach.

This Framework promotes the six principles of safeguarding as outlined in the Care Act (2015 UK):

- **Empowerment** – Personalisation and the presumption of person-led decisions and informed consent
- **Prevention** – be proactive to stop safeguarding concerns from developing in the first place.
- **Proportionality** – Proportionate and least intrusive response appropriate to the risk represented
- **Protection** – Support and representation for those in greatest need
- **Partnership** – Partner with local services and communities to help prevent, detect, and report suspected cases of neglect and abuse.
- **Accountability** – Accountability and transparency in delivering safeguarding functions

3. Roles and Responsibilities of the Adult Quality, Training & Development Group

The Adult Quality Training and Development Group (AQTDG) is responsible for the strategic overview of adult safeguarding training, both by single agencies (to their own staff) and multi-agency training (where staff from several agencies train together). It is responsible for ensuring training is delivered to a consistent standard, is relevant, and tailored to meet local need. The AQTDG has responsibility for a range of safeguarding adults training and development opportunities and is accountable to the Safeguarding Board. It works to ensure that all relevant staff receive training at the appropriate level and aims to identify the percentage of workers who have been trained.

The practitioner's own employing Agency should identify staff requiring Safeguarding Training, ensure that their staff are competent and confident in carrying out their responsibilities for safeguarding. Employers have a responsibility to ensure that level 1 training on Adult Safeguarding is undertaken by all staff whose work brings them into contact with adults at risk whether this is directly or indirectly; identify mandatory training and learning outcomes from reviews; advise the AQTDG about training which is required and has been identified ; audit employees training needs and contribute to the identification of the AQTDG training priorities; keep a record of who has attended training and when they should next attend.

Training and development will be targeted at groups from voluntary, statutory and independent agencies' as identified below. Staff must access the appropriate induction and minimum training requirement. Individual agencies remain responsible for ensuring that their staff are competent and confident to carry out their roles safely including their safeguarding responsibilities.

The Employing Agency

The AQTGD competency document enables employers to identify their responsibilities to staff requiring Safeguarding Training by setting out the knowledge and skills that are required for staff in safeguarding roles from Universal to Specialist services.

Individual agencies are responsible for ensuring that their employees are competent and confident in carrying out their responsibilities for safeguarding and promoting the welfare of children.

Employers should ensure their employees are aware of how to recognise and respond to safeguarding children concerns. They should understand and have the necessary knowledge, skills and values to carry out their own role and responsibilities and be aware of safe practice within their work setting.

Employers have a responsibility to:

- ensure that level 1 training on Safeguarding Children is undertaken by all staff whose work brings them into contact with children and young people
- identify and provide mandatory training based on the workforce level of need
- be responsive to learning outcomes from Serious Case Management Reviews, identified local themes impacting safeguarding children and the Island community
- advise the AQTGD about multi – agency training which is required and has been identified through the personal development process, supervision or thematically via reporting and learning systems.
- Employing agencies will need to ensure staff and volunteers are given the opportunity for reflection and learning to be discussed with supervisors or managers and for this to be recorded in order to ensure learning outcomes have been achieved.
- identify adequate resources and support for multi-agency training including contributing to the AQTGD training pool
- release staff to attend the appropriate multi- agency training courses and to participate in the Training Pool, attend meetings and deliver the training as specified
- ensure staff receive relevant single agency training
- develop a training plan
- audit employees training needs and contribute to the identification of the AQTGD priorities for Training
- keep a record of who has attended training and when they should next attend

4. Competence

It is widely acknowledged that individuals have preferred ways of learning. Staff will usually complete their initial statutory safeguarding training through a face to face courses, e-learning or virtual learning. This document recommends that managers are assured that individuals have embedded their learning into practice through gathering and maintaining evidence (see diagram 1) to demonstrate competence. Suggested ways of achieving this fall into three broad categories, but are not limited to:

- Direct Evidence
- Indirect Evidence
- Supplementary Evidence



There are five groupings of staff with different levels of safeguarding responsibilities and competencies. This framework identifies staff fitting into each level but is not an exhaustive list. It is the responsibility of each agency to determine which levels their staff groups fit into.

Brief overview of the Competency Framework levels

Competence Level required for the role	
LEVEL 1	All staff in government and relevant non-government/ 3 rd sector/voluntary settings e.g. Taxi drivers, VS, Religious Groups, sports centre staff, community groups
LEVEL 2	All staff who have regular contact with clients, patients, their families and/or carers or the public e.g. carer, nurse, frontline medical staff, Adult Social care staff, Police Officers, GP's, Advocates, Ambulance staff, Fire service personnel, Prison & Probation staff, Social Workers in all health & social care fields.
LEVEL 3	All registered Health and Social Care staff working with adults who engage in assessing, planning, identify interventions, and evaluate adult's needs where there are safeguarding concerns. e.g. GP's, MH Nurses, MH Social Workers, Residential Care Workers, Adult Social Workers, clinical Psychologist, clinical Psychiatrist, Dentist.
LEVEL 4	Specialist roles – named/designated safeguarding professionals e.g. staff who can challenge safeguarding practice within statutory and non-statutory organisations including; Named Nurse, Adult Protection Officer, Senior Managers in all statutory/non statutory services, Senior Police Officers'.
Level 5 BOARD LEVEL	CEO's, Directors /Heads of statutory services', Governance / Board members of both Statutory and Private companies/voluntary sector providers e.g. roles that have both the responsibility and accountability to scrutinise, challenge and hold every adult safeguarding organisation to account including; Operational & Strategic Managers', CEOs', Heads of Services (statutory & Voluntary) Registered Managers, Elected Members.

The Isle of Man Safeguarding Board expects that all staff who come into contact with adults at risk attend safeguarding training every 3 years as a minimum as part of the mandatory training requirement.

LEVEL 1: To identify abuse or neglect and to report concerns appropriately.

THROUGH: i) Single agency training ii) multi-agency training iii) E-learning iv) Face-to-face training

Safeguarding competency	Evidence of competency
Awareness of Safeguarding	Knows what is meant by abuse and neglect.
	Demonstrates what constitutes risk of/actual harm abuse or neglect.
Reporting Safeguarding concerns	Knows organisation's processes for Safeguarding – who and how to report.
	Knows how to ensure immediate safety (e.g. contacting police)
	Knows how to manage a disclosure, maintain appropriate confidentiality but not keep secrets, and knows about issues of consent.
Effective support	Knows how their own beliefs might influence their thinking, and knows who they can talk to and be supported- including equality and diversity.

Current training offered
Level 1 E-learning

Safeguarding competency	Evidence of competency
Level 1 competency plus...	As level 1
Listen, Inform, Involve	Ability to identify appropriate ways of supporting adults about whom there are concerns.
	Know how to support the involvement of adults at risk and their families in safeguarding processes.
	Know how to engage adults at risk in the safeguarding processes
Report, refer, respond and record	Demonstrate understanding of organisational and Board procedures and processes for reporting and documenting Safeguarding concerns including Threshold Matrix.
	Demonstrate appropriate information sharing with others and within and across organisations.
knowledge of Safeguarding	Demonstrate a working knowledge of legislation and local and organisational guidance in Safeguarding in keeping with Care Act Guidance 2014.
	Know the roles of other agencies and professionals in the safeguarding process.
	Have a knowledge of specific risk indicators/factors ; disability; domestic abuse, mental health, substance misuse; financial abuse etc.
Assess and analyse	Knowledge of local approaches – early help and support, Adult Protection, CMHT , MH crisis team
	Know how and what to contribute to an assessment of an adult at risk

Current training offered

Safeguarding competency	Evidence of competency
Level 1 and 2 plus... dependant on role	As level 1 and 2
Apply skills and knowledge in a CP Inquiry	Able to undertake /contribute to Safeguarding enquiries with appropriate support and guidance
	Know how best evidence is achieved, and keep accurate and timely records.
	Produce and present good quality comprehensive reports to CP conference/core group etc.
Demonstrate professional judgement	Understand own role and that of others in safeguarding.
	Demonstrate effective multi agency working in the assessment of risk.
	Have a working knowledge of safeguarding procedures
	Ability to present safeguarding/child protection concerns verbally/ in writing for professional and legal purposes CP conferences, court proceedings, core group.
Manage CP inquiries [manager/supervisor/chair]	Provide support and supervision to staff
	Ability to manage cases through Safeguarding processes.
	Ability to review and analyse information within the workers report and inquiries.
	Know how to use escalation processes
Demonstrate specialist knowledge	Demonstrate accountable decision making.
	Demonstrate ability to include other agencies, in accordance with local procedures and best practice guidance.
	Demonstrate a working knowledge of legislation and local procedures
	Be able to recognise barriers to engagement, non-compliance, hostility.

Current training offered

Safeguarding competency	Evidence of competency
Level 1,2 and 3 competencies plus... dependant on role	As level 1, 2 and 3
Application of specialist skills and knowledge	Show an understanding and application of best practice in Safeguarding
	Have an in depth understanding of the Threshold Matrix and information sharing.
	Know how staff in their own organisation should be trained.
	Ability to undertake internal and external inquiries, SCR's and reporting and learning exercises
Engage	Disseminate information to and from strategic leaders
	Identify and challenge practice that requires improvement
	Actively contribute to multi agency sub groups, working groups to enable best practice
Promote and develop	Ability to demonstrate and embed learning from reviews
	Promote best practice initiatives- policy, procedure, supervision, and training
	Ability to quality assure practice and policy
	Support managers and staff to develop skills and competencies

Current training offered

Safeguarding competency	Evidence of competency
Leadership	Show strategic leadership and understanding of the governance of safeguarding.
	Show public, professional and organisational awareness of Safeguarding
	Promote practice-based evidence and research in Safeguarding
Strategic planning	Ensure delivery of Safeguarding Business Plan, Annual Report, Performance , Training compliance
	Active participation in strategic commissioning of best safeguarding practice
	Develop local community and public engagement strategies.

Current training offered