



# **Multi-Agency Training Strategy**

**for**

**Safeguarding Adults Training**

**Produced by the Training Committee of the Buckinghamshire Safeguarding  
Adults Board.**

**Approved December 2010**

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## **Introduction and Context of the Training Strategy**

No Secrets (DoH, 2000) and Safeguarding Adults (ADSS, 2005) place a strong emphasis on the prevention of abuse as a primary aim for commissioners, service providers and regulators and on the need for robust procedures to address situations where abuse is suspected or found to have taken place. In addition, the findings from serious case reviews, both nationally and locally, consistently highlight failures caused by a lack of awareness of adult abuse, poor multi-agency working by professionals and poor understanding of safeguarding policies and procedures.

Therefore training has a role in:

- ◆ Increasing awareness of adult abuse so that individuals performing many different types of roles can recognise, minimise and respond effectively to abuse.
- ◆ Providing knowledge of how to identify and respond to concerns of abuse.
- ◆ Informing staff of their respective roles within the multi-agency procedures
- ◆ Improving skills for responding to and investigating situations of abuse
- ◆ Improving skills in working with people who have been or are being abused
- ◆ Promoting multi-agency working as a way to most effectively prevent and manage safeguarding adults concerns.
- ◆ Providing a firm grounding for good safeguarding practice that can be enhanced by everyday management and supervision.

## **Purpose and Scope of the Training Strategy**

This strategy has been developed by the training committee of the Bucks Safeguarding Vulnerable Adults Board, (BSVAB). It sets out the training required to raise awareness of abuse and effectively implement the Buckinghamshire multi-agency safeguarding vulnerable adults procedures.

This document sets out the following:

- ◆ Training competencies: the knowledge and skills individuals need in order to fulfil their role within the multi-agency safeguarding processes
- ◆ Competency requirements: an indication of the competencies relevant to different types of roles.
- ◆ Training pathways: the recommended training pathways for staff fulfilling different roles in the multi-agency safeguarding processes

Organisations signed up to the multi-agency procedures should use this information to:

- ◆ Identify and set out training pathways for their staff
- ◆ Organise staff training with reference to the competencies to ensure staff have the appropriate skills and knowledge to respond in accordance with their role, organisational requirements and the multi-agency procedures.

It is the responsibility of organisations themselves to meet the requirements set out in this training strategy and thus ensure their staff are able to achieve the competencies relevant to their role. The BSVAB training manager is available to provide support, advice and guidance to organisations to determine which roles staff undertake as outlined in the strategy and how best to meet their training needs.

This training strategy will be reviewed annually by the BSVAB training committee. This version was adopted by BSVAB in January 2011.

## **Training Provision and Funding – November 2010**

### **Funding**

At the present time there is no multi-agency budget for providing safeguarding vulnerable adults training and therefore providing training is the responsibility of individual organisations. The BSVAB employ a safeguarding training manager whose responsibility it is to support and advise organisations on how to meet their requirements as outlined in this strategy and, where appropriate and feasible, to organise multi-agency training using existing resources from partner organisations.

## **Current Provision** (This provision is subject to change)

- The BSVAB currently provide free to access “**Responding to Alerts of Abuse**” training (fulfilling competencies 9-14 as outlined in this strategy). This is achieved through a pool of trainers and resources provided by BSVAB partners and supported by the safeguarding training manager.
- The BSVAB will also provide “**Core Awareness**” training upon request and at the discretion of the training manager. This is through the existing resource of the safeguarding training manager.
- The BSVAB provide a variety of resources to support “**Core Awareness**” training and trainers (fulfilling competencies 1-8 as outlined in this strategy), these include:
  - A *training standardisation group*: This meets quarterly to support and standardise the delivery of core awareness training to BSVAB standards. It is recommended by BSVAB that all organisations ensure their core awareness training provision is standardised through membership of this group.
  - A *core training pack*: This provides a guide for the content and delivery of core awareness training and is available from the BSVAB website and standardisation group.
  - A *self-directed learning handbook for volunteers*: This is a free resource (a handbook and a CD Rom) that can be used for training volunteers when other training opportunities are inappropriate.
  - An *e-learning package* that can support the delivery of core-awareness training.
  - *Training resources and information*: A variety of resources including summaries of serious case reviews and examples of refresher resources etc. are produced by the safeguarding training manager and shared with the training standardisation group
- Core Awareness training for the private and voluntary care sector is funded through Buckinghamshire County Council (BCC) and will be administered after April 2011 through the Bucks Training Partnership Agreement with MKB Care.

For more information on the training available in Buckinghamshire or the resources outlined above please contact the safeguarding training manager, Isabelle Latham on:

**Telephone:** 01293 383473

**E-mail:** [bsvabtraining@buckscc.gov.uk](mailto:bsvabtraining@buckscc.gov.uk)

**Website:** <http://www.buckinghamshirepartnership.gov.uk/bsvab>.

## **Training needs analysis**

The BSVAB will conduct an annual training needs analysis, based on this strategy, involving all members of the Board and other relevant organisations in Buckinghamshire. This analysis will seek to raise awareness of the strategy and its requirements, establish the training achievements of the various organisations, and identify the training needs across Buckinghamshire. This will enable the Board to identify areas of common need and establish joint resources for training provision where possible and appropriate.

## Training Competencies

The BSVAB training committee has developed a set of safeguarding adults training competencies for all staff and volunteers operating in Buckinghamshire. These competencies outline the different knowledge and skills required by individuals in differing roles in order to ensure that all can identify and respond to concerns of abuse in an appropriate manner. The competencies can then be linked to certain forms of training as outlined in this strategy, provided by organisations themselves or via the BSVAB.

These are minimum competencies only and should not inhibit organisations or individuals from enhancing their safeguarding skills and knowledge. The BSVAB encourages organisations to think creatively and ambitiously about safeguarding skills and training provision. In addition, there may be occasions when safeguarding adults competencies can be best met together with other training competencies. In particular BSVAB reminds all organisations to consider their responsibilities with regard to safeguarding children and young people.

Competencies are grouped together where there is particular relevance to a certain role type (see page 8&9) or where they are likely to be achieved by the same type of training.

### **Competencies 1-3 (All Role Types)**

- 1) Recognise an adult who may be abused or at risk of abuse as defined in the local multi-agency policy and procedure
- 2) Understand the ways in which adults can be abused and identify concerns that become apparent in the course of their work
- 3) Report concerns about abuse to the lead officer in an organisation

### **Competencies 4-8 (Role Type 2 and above)**

- 4) Recognise indicators and evidence of possible abuse
- 5) Recognise factors that increase the risk of abuse and work in a way that minimises the risk of abuse
- 6) Understand the importance of good record-keeping for protecting vulnerable adults from abuse
- 7) Know how to respond appropriately to disclosures of abuse
- 8) Know how to raise an alert both within their own organisation and externally if appropriate

### **Competencies 9 -14 (Role Type 3 and above)**

- 9) Understand what actions to take when an alert of abuse is made to them in accordance with the multi-agency policies and procedures
- 10) Effectively and consistently use the referral process as outlined in the multi-agency procedures
- 11) Understand the principles of information-sharing (including the impact of confidentiality, consent and capacity issues) in relation to the multi-agency procedures
- 12) Understand the importance of multi-agency working and promote multi-agency working in safeguarding practice.
- 13) Understand the roles and responsibilities of different organisations within the multi-agency policy and procedures
- 14) Promote working environments and practices that minimise the risk of abuse

**Competencies 15-30** (Role Type 4) The relevant competencies within this role type will differ according to the individual's responsibilities within the multi-agency policy and procedures

- 15) Know how to gather information from referrers in order to make sound and consistent decisions regarding the appropriateness of safeguarding procedures
- 16) Know what action to take in response to a referral received under the multi-agency procedures
- 17) Understand the required record-keeping when processing referrals
- 18) Understand the dimensions of risk in adult abuse and take appropriate action to minimise potential risks throughout the safeguarding process
- 19) Conduct and manage an investigation into allegations or concerns of abuse at option 1 (*provider services internal investigation as outlined in the multi-agency policy and procedure* )
- 20) Know how to support staff and people who use services who report concerns of abuse
- 21) Know how to support staff and people who use services who are alleged to have committed abuse
- 22) Conduct and manage an investigation into allegations or concerns of abuse at option 3 or 4 (*external investigations as outlined in the multi-agency policy and procedure*)
- 23) Make sound and consistent decisions throughout the safeguarding process
- 24) Undertake risk assessment and protection planning as part of the safeguarding process
- 25) Co-ordinate the safeguarding adults decision-making, assessment/investigation and protection-planning process, including the involvement of other organisations
- 26) Understand the role of the police and effectively conduct a joint investigation when appropriate.
- 27) Understand the required record-keeping throughout the safeguarding process
- 28) Effectively chair and convene safeguarding adults strategy meetings and case conferences
- 29) Effectively take minutes at safeguarding strategy meetings and case conferences
- 30) Use robust recruitment procedures to minimise risks of abuse

**Competencies 31-33** (Mental Capacity Act and Deprivation of Liberty Safeguards)

- 31) Apply the principles of the Mental Capacity Act in their day to day work with vulnerable adults.
- 32) Recognise when a deprivation of liberty may be occurring and the correct processes to follow.
- 33) Understand the deprivation of liberty authorisation process and their role within it.

The following pages outline the likely training pathways for staff and volunteers in relation to the role they perform (and its associated level of contact with vulnerable adults). These pathways link the role type to the relevant competencies and the type of training courses that will help achieve these competencies.

## **Bournemouth/Learn to Care Safeguarding Competencies**

Bournemouth University, in conjunction with Skills for Care have produced a National Competence Framework for Safeguarding Adults. This is available from: [www.learntocare.org](http://www.learntocare.org) . The document outlines competencies in safeguarding practice relating to different roles in the health and social care arena. It can be very helpful for managers and senior staff in assessing the performance of their staff.

This training strategy also outlines competencies according to different roles and maps them to certain forms of training available and recommended in Buckinghamshire. To aid organisations in ensuring compliance both with BSVAB expectations and the Bournemouth competencies, the following comparison can be made:

<b>Bournemouth Competencies Staff Group</b>	<b>BSVAB Training Strategy Role Type</b>
Staff Group A	Role type 1 Role type 2 (depending on contact with vulnerable adults)
Staff Group B	Role type 3
Staff Group C	Role type 4
Staff Group D	Role type 4  Additional work will need to be carried out by the BSVAB training committee, to elaborate on expectations of strategic level staff within this strategy in line with Bournemouth competencies

By complying with this training strategy, and correctly assessing the role type of their staff, organisations will also be working towards achieving the practice competencies outlined in the Bournemouth document. However, the Bournemouth document is designed to assist in measuring the competencies of staff, not simply pinpointing relevant training. Competency of staff is achieved through a combination of measures, of which training is only one part.

## Safeguarding Adults Training Pathways for Staff and Volunteers

The following outlines the recommended training pathways for staff/volunteers according to the type of contact they may have with potentially vulnerable adults. The pathways indicate the likely training course to achieve the relevant competencies and identifies whether this is best delivered in a single-agency or inter-agency format.

It is the responsibility of each organisation to assess which target group fits an individual's role and ensure appropriate training is received.

<b>Target Group</b> based on type of contact with vulnerable adults (VA) for examples of typical jobs see pg. x	<b>Required Training</b> minimum standards single agency or inter-agency delivery recommended	<b>Competencies</b> to be achieved through training	<b>Timescale</b> refresher should normally take place at highest competency level
<b>Role Type 1</b> <b>Contact is infrequent and/or superficial</b>  for example: - little face to face contact with VA - no direct line management of role 2 and above - contact with general public only rather than specifically VA	<ul style="list-style-type: none"> <li>• <b>Induction (single-agency)</b></li> </ul>	1-3  This training is likely to take a variety of forms depending on the individual organisation	Within 12 weeks of starting work  Refresher every 2 years
<b>Role Type 2</b> <b>Contact is frequent and/or significant</b>  for example: - face to face contact with VA - home visits/visits to care settings - advice role with potentially VA - direct care/support provision	<ul style="list-style-type: none"> <li>• Induction (single-agency) plus</li> <li>• <b>Core Awareness (single-agency)</b></li> <li>• <b>Consider MCA/DoLS competencies</b> – See Appendix 1</li> </ul>	1-8  in many cases, induction and core awareness will be achieved together	Within 12 weeks of starting work  Refresher every 2 years

<p><b>Role Type 3</b>  <b>Contact with VA can be varied but role has responsibility to refer into multi-agency processes</b></p> <p>for example:</p> <ul style="list-style-type: none"> <li>- line management of role type 2</li> <li>- managers of provider services</li> <li>- shift leaders</li> <li>- designated safeguarding leads</li> </ul>	<ul style="list-style-type: none"> <li>• Induction (single-agency)</li> <li>• Core Awareness (single-agency) plus</li> <li>• <b>Responding to Alerts of Abuse (inter-agency)</b></li> <li>• <b>Consider MCA/DoLS competencies</b> – See Appendix 1</li> </ul>	<p>(1-8)</p> <p>and</p> <p>9-14</p> <p>31-32</p>	<p>Refresher every 2 years</p>
<p><b>Role Type 4</b>  <b>Contact with VA can be varied but role has responsibilities within the multi-agency processes <u>after referral</u></b></p> <p>This role type will mainly include Bucks CC AFW staff, staff working on behalf of Bucks CC AFW under section 75 agreements, and key individuals in the police and social/healthcare provider services</p>	<ul style="list-style-type: none"> <li>• Induction (single-agency)</li> <li>• Core Awareness (single-agency)</li> <li>• Responding to alerts of abuse (inter-agency)</li> <li>• <b>Consider MCA/DoLS competencies</b> – See Appendix 1</li> </ul> <p>Plus additional training as detailed below according to their responsibilities within the inter-agency processes.</p> <ul style="list-style-type: none"> <li>• <b>Initial screening and risk assessment</b></li> <li>• <b>Charing strategy meetings and case conferences</b></li> <li>• <b>Investigating Officer</b> (response option 3&amp;4 in P&amp;P)</li> <li>• <b>Investigations within provider services</b> (response option 1 in P&amp;P)</li> </ul>	<p>(1-8) &amp; (9-14)</p> <p>31 &amp; 32 or 33 and additional competencies dependent on role</p> <p>15-18</p> <p>18, 28</p> <p>18, 22-27</p> <p>18-21</p>	<p>Refresher every 2 years</p>
<p><b>Role Type 5</b>  <b>Those with recruitment responsibilities for staff of role type 2 or above</b></p>	<p>As (at least) Role Type 1 plus:</p> <ul style="list-style-type: none"> <li>• <b>Safer recruitment</b></li> </ul>	<p>30</p>	<p>Refresher every 3 years</p>
<p><b>Role Type 6</b>  <b>Those with administration/minute-taking responsibilities within the safeguarding processes</b></p>	<p>As (at least) Role Type 2 plus:</p> <ul style="list-style-type: none"> <li>• <b>Minute taking in safeguarding meetings</b></li> </ul>	<p>29</p>	<p>Refresher every 2 years</p>

<u>Examples of job roles within each role type</u>	<b>Examples of possible roles included in this role type</b> This information is for guidance only – each organisation must assess their own staff with regard to their likely contact with vulnerable adults regardless of job title
<b>Role Type 1</b> Contact is infrequent and/or superficial	Receptionists, librarians, call centre workers, (excluding Bucks CC contact centre staff), refuse workers, planning officers, general leisure staff etc.
<b>Role Type 2</b> Contact is frequent and/or significant	Care assistants; healthcare assistants; support workers; advocates; befrienders; advice workers; housing officers; drug and alcohol workers; adult education tutors; nurses; neighbourhood police officers and community support officers; Bucks CC contact centre staff
<b>Role Type 3</b> Contact can be varied but has responsibility to refer into multi-agency processes	Managers of staff outlined in role type 2; managers and deputies of registered care services; Senior housing officers; designated safeguarding leads; care managers; ward managers; ward sisters, deputy ward sisters, ward shift leaders; hospital discharge co-ordinators; community matrons; community health staff; GPs; GP practice managers;
<b>Role Type 4</b> Contact can be varied but has responsibilities within the multi-agency processes after referral	this role type will mainly include Bucks CC AFW staff, staff working on behalf of Bucks CC AFW under section 75 agreements, and key senior individuals in the police and social/healthcare provider services
<i>Initial screening and risk assessment</i>	Care management staff from Bucks CC AFW & OBMH
<i>Chairing strategy meetings and case conferences</i>	Investigating managers from Bucks CC AFW & OBMH
<i>Investigating Officer (response option 2&amp;3)</i>	Investigating managers & investigating officers from Bucks CC AFW & OBMH; Police officers within the PVP unit
<i>Investigation within Provider Services (response option 1)</i>	Managers in registered care/nursing homes Senior managers in hospital settings
<b>Role Type 5</b> Those with recruitment responsibilities for staff of role type 2 or above	Recruitment co-ordinators; HR personnel
<b>Role Type 6</b> Those with administration/minute-taking responsibilities within the safeguarding processes	Bucks CC AFW & OBMH business support staff who take minutes for strategy meetings and case conferences

Appendix Three provides a blank template for organisations to identify the relevant job roles within their own organisations

## **Guidance on meeting the strategy requirements**

It is the responsibility of each organisation to determine which role type their staff and volunteers fulfil as outlined within this strategy and to access the relevant training to ensure staff meet the minimum competencies. This strategy refers only to minimum competencies and should not prevent any organisation from seeking to skill their staff to a higher level. The safeguarding training manager is available to provide guidance and advice to organisations in achieving both minimum and further standards, (contact details on page 5).

**Appendix One** outlines the Mental Capacity Act and Deprivation of Liberty Safeguards competencies associated with different role types.

**Appendix Two** outlines the indicative content of relevant training courses as well as providing recommendations as to whether it is best delivered on an inter-agency or single-agency basis. This information can be used to source and evaluate appropriate training.

Single-agency training must be sourced or provided by individual organisations in line with the standards contained in this strategy. BSVAB, working together with relevant organisations, will work towards organising the inter-agency training outlined within this strategy, dependent on resource and funding commitments from the relevant organisations. Where BSVAB is not currently organising such training, individual organisations should ensure their staff are appropriately trained.

Where services are contracted out to another agency it remains the responsibility of the contracting organisation to ensure staff in the contracted service are appropriately trained. However, this may be achieved either through contractual agreements that outline training expectations or through the direct provision of training.

Ultimately, each organisation is responsible for the competence and performance of their own staff. Each organisation should ensure that the appropriateness and effectiveness of training forms part of their internal safeguarding performance audit processes. All organisations should remember that it is the achievement of a competent and effective workforce that is important rather than merely evidencing attendance on particular training.

Organisations should undertake to communicate any concerns regarding this strategy or safeguarding training to the BSVAB via the training sub-committee. Details of training available is available in the training directory. This can be access via the BSVAB website: <http://www.buckinghamshirepartnership.gov.uk/bsvab>



**Training – Indicative content and guidance**

The following pages provide more in-depth guidelines for the types of training likely to achieve the competencies as outlined in this strategy.

**Summary of Appropriate Training**

	<b>Training</b>	<b>Target Role Type</b>	<b>Pre-course requirements</b>
1	<b>Induction</b>	Role Type 1	None
2	<b>Safeguarding of Vulnerable Adults (SoVA) Core Training</b> (single agency)	Role Type 2 and above	None
3	<b>Responding to Alerts of Abuse</b> (inter-agency)	Role Type 3 and above	<ul style="list-style-type: none"> <li>• SoVA Core Training</li> <li>• MCA Awareness</li> <li>• DoLS Awareness (if appropriate to role)</li> </ul>
4	<b>Initial Screening and Risk Assessment</b>	Specific individuals within Role Type 4	<ul style="list-style-type: none"> <li>• SoVA Core Training</li> <li>• MCA Awareness</li> <li>• DoLS Awareness</li> </ul>
5	<b>Convening and Chairing Strategy Meetings and Case Conferences</b> (inter-agency where appropriate)	Specific individuals within Role Type 4	<ul style="list-style-type: none"> <li>• SoVA Core Training</li> <li>• MCA Awareness</li> <li>• DoLS Awareness</li> </ul>
6	<b>Investigations for Provider Services (response option 1)</b> (inter-agency)	Specific individuals within Role Type 4	<ul style="list-style-type: none"> <li>• SoVA Core Training</li> <li>• MCA Awareness</li> <li>• DoLS Awareness</li> </ul>
7	<b>Investigating Officer (response option 2&amp;3)</b> (inter-agency where appropriate)	Specific individuals within Role Type 4	<ul style="list-style-type: none"> <li>• SoVA Core Training</li> <li>• MCA Awareness</li> <li>• DoLS Awareness</li> </ul>
8	<b>Safer Recruitment</b>	Role Type 5	Induction
9	<b>Minute Taking in Safeguarding Meetings</b> (inter-agency where appropriate)	Role Type 6	<ul style="list-style-type: none"> <li>• SoVA Core Training</li> <li>• Standard minute-taking</li> </ul>
10	<b>MCA Awareness</b> (Single or inter-agency)	Relevant individuals within Role Type 2, 3, 4	None
11	<b>DoLS Awareness</b> (Single or inter-agency)	Relevant individuals within Role Type 2, 3, 4	None
12	<b>DoLS for Managing Authorities</b> (Single or inter-agency)	Relevant individuals within Role Type 2, 3, 4	<ul style="list-style-type: none"> <li>• MCA Awareness</li> </ul>

### Supplementary Training

This is training that is not outlined as part of the safeguarding adults training strategy but may be used by organisations or relevant to certain staff or volunteers. The BSVAB training manager is available to give advice on these types of training.

Type of training	Information and Availability
<p><b>Safeguarding of Vulnerable Adults</b></p> <p><b>Volunteer Learning handbook</b></p>	<p>BSVAB have produced a free self-directed learning handbook (and CD-rom) for volunteers. This is useful for those who are not able to take part in traditional training, or to help support training delivered by those organisations.</p>
<p><b>Safeguarding of Vulnerable Adults Core Training</b></p> <p><b>E-learning</b></p>	<p>The BSVAB training committee does not endorse the use of e-learning as the sole form of training in safeguarding adults. It is better suited to use as a refresher or blended learning resource.</p> <p>An e-learning package customised for Buckinghamshire is available for use by all agencies: Please contact the safeguarding training manager for access information, (contact details pg.5).</p>
<p><b>Train the Safeguarding Trainer</b></p>	<p>The BSVAB training committee recommend that only suitably skilled and experienced trainers are used to deliver all levels of safeguarding training, including core awareness.</p> <p>In certain circumstances, some organisations may wish to equip their own staff to deliver core awareness training. On request, and at the discretion of the safeguarding training manager, training for trainers who will deliver safeguarding training can be made available. Please contact the safeguarding training manager for access information, (contact details pg.5).</p>
<p><b>Child Protection Responsibilities</b></p>	<p>Staff who have contact with children or families as part of their role should consider the need for child protection training for their staff. The Buckinghamshire Safeguarding Children Board can provide advice and guidance on this matter: <a href="http://www.bucks-lscb.org.uk/">http://www.bucks-lscb.org.uk/</a></p>

### Refresher Training

Refresher training should normally take place at the highest competency level unless an assessment of practice indicates a need for an individual to refresh knowledge at lower level competencies. Refresher training will not always require that an individual attend exactly the same course on a regular basis. In many cases it will be more effective for an individual if there are alternatives available (such as conferences, legislative briefings, practice development days etc.) that enable them to enhance skills and reflect on practice whilst also revising the core competencies necessary for their role.

The BSVAB training manager is available to support organisations to develop alternative forms of refresher training at all levels and, where appropriate, identify multi-agency opportunities. The standardisation group already provides refresher resources for SoVA Core Awareness training.

### Training – Indicative Content

The following outlines the indicative content of training that should fulfil the competencies outlined in this strategy.

<p><i>Name of Training:</i></p> <p><b>Safeguarding of Vulnerable Adults: Induction</b></p>	<p><i>Relevant Role Type: All</i></p> <p><b>Refresher Timescale: within 12 weeks of starting role and then every 2 years</b></p>
<p><i>Relevant Competencies: 1-3</i></p>	
<p><i>Single or Inter-Agency: single-agency</i></p> <p>This training is best suited to single-agency delivery as it should contain agency-specific information and should be delivered within 12 weeks of a person starting within a relevant role.</p>	
<p><b>Specific Learning Outcomes – training participants should be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify adults who may be vulnerable to abuse.</li> <li>• Outline the seven categories of abuse and the indicators of abuse relevant to their work role.</li> <li>• Describe the reporting procedure within their own organisation</li> </ul>	
<p><i>Pre-requisites: None</i></p>	<p><i>Additional Information: This training will often be best delivered together with core awareness training</i></p>

<p><i>Name of Training:</i></p> <p><b>Safeguarding of Vulnerable Adults: Core Awareness</b></p>	<p><i>Relevant Role Type: 2 and above</i></p> <p><b>Refresher Timescale: within 12 weeks of starting role and then every 2 years</b></p>
<p><i>Relevant Competencies: 1-8</i></p>	
<p><i>Single or Inter-Agency: single-agency</i></p> <p>This training is the responsibility of individual organisations to source. However, it can be delivered on a single-agency or inter-agency basis and there are advantages to staff from different settings or workplaces coming together to train.</p>	

<p><b>Specific Learning Outcomes - training participants should be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify adults who may be vulnerable to abuse.</li> <li>• Outline the seven categories of abuse and give examples of acts that would fall into these categories.</li> <li>• Identify indicators and possible evidence of abuse.</li> <li>• Use the reporting procedure within their own organisation to raise an alert of abuse</li> <li>• Describe when it might be appropriate to use external reporting procedures to raise an alert of abuse.</li> <li>• Describe how to appropriately respond to disclosures and concerns of abuse</li> <li>• Identify the importance of good record-keeping.</li> <li>• Outline factors that increase the risk of abuse and identify how their own work role can prevent abuse.</li> </ul>	
<p><i>Pre-requisites: None</i></p>	<p><i>Additional Information: This training can be combined with induction training (competencies1-3).</i></p>

<p>Name of Training:</p> <p style="text-align: center;"><b>Responding to Alerts of Abuse</b></p>	<p><i>Relevant Role Type: 3 and above</i></p> <p><i>Refresher Timescale: every 2 years</i></p>
<p><i>Relevant Competencies: 9-14</i></p>	
<p><i>Single or Inter-Agency: inter-agency</i></p> <p>The primary focus of this training is for staff from different agencies to work together. Therefore it must be delivered on an inter-agency basis.</p>	
<p><b>Specific Learning Outcomes - training participants should be able to:</b></p> <ul style="list-style-type: none"> <li>• Outline the multi-agency policy and procedures and the role of different agencies within them.</li> <li>• Demonstrate the initial response skills necessary to effectively respond to alerts or concerns of abuse</li> <li>• Demonstrate how to make a referral into safeguarding adults procedures</li> <li>• Describe the actions taken after a referral and the role of their own agency in the process</li> <li>• Develop effective recording skills in safeguarding adults</li> <li>• Discuss issues of information-sharing, confidentiality, consent and capacity in relation to concerns of abuse and neglect.</li> <li>• Give an overview of the local and national context in which safeguarding adults operates</li> <li>• Identify factors that can improve or impede the safeguarding process</li> <li>• Outline the importance of multi-agency working in safeguarding adults from abuse and give examples of how they can provide multi-agency working in their practice.</li> <li>• Promote working environments and practices that minimise the risk of abuse</li> </ul>	
<p><i>Pre-requisites:</i></p> <p><b>Core Awareness (competency 1-8)</b>  <b>MCA Awareness (competency 31)</b></p>	<p><i>Additional Information: This training is currently provided by the BSVAB</i></p>

<p>Name of Training:</p> <p><b>Initial Screening and Risk Assessment</b></p>	<p><i>Relevant Role Type: 4 (specific job roles)</i></p> <p><i>Refresher Timescale: Every 2 years</i></p>
<p><i>Relevant Competencies: 15 - 18</i></p>	
<p><i>Single or Inter-Agency: Inter-agency</i></p> <p>This training should be delivered on an inter-agency basis in order to ensure consistency and joint-understanding across relevant personnel. However, due to the small amount of relevant staff there may be occasions when such training will need to be delivered on a single-agency basis in order to equip staff in a timely manner.</p>	
<p><b>Specific Learning Outcomes – training participants should be able to:</b></p> <ul style="list-style-type: none"> <li>• Outline the criteria for initial screening of referrals.</li> <li>• Identify the appropriate actions for gathering initial (pre-screening) information</li> <li>• Describe the dimensions of risk in adult protection</li> <li>• Apply the dimensions of risk to an initial risk assessment</li> <li>• Demonstrate the required record-keeping when processing and responding to referrals</li> </ul>	
<p><i>Pre-requisites:</i></p> <p><b>Core Awareness</b> (competency 1-8)</p> <p><b>MCA Awareness</b> (competency 31)</p> <p><b>Responding to Alerts of Abuse</b> (competency 9-14)</p>	<p><i>Additional Information:</i> This training may need to be accompanied by appropriate computer-systems training in order to fulfil the record-keeping competency (17).</p>

<p>Name of Training:</p> <p><b>Convening and Chairing Strategy Meetings and Case Conferences</b></p>	<p><i>Relevant Role Type: 4 (specific job roles)</i></p> <p><i>Refresher Timescale: Every 2 years</i></p>
<p><i>Relevant Competencies: 18 &amp; 21</i></p>	
<p><i>Single or Inter-agency: Inter-agency</i></p> <p>This training should be delivered on an inter-agency basis in order to ensure consistency and joint-understanding across relevant personnel. However, due to the small amount of relevant staff there may be occasions when such training will need to be delivered on a single-agency basis in order to equip staff in a timely manner.</p>	
<p><i>Specific Learning Outcomes –training participants should be able to</i></p> <ul style="list-style-type: none"> <li>• Summarise the role and responsibilities of the chair in convening and chairing strategy meetings and case conferences</li> <li>• Describe the role of others in contributing to strategy meetings, case conferences and the protection plan.</li> <li>• Outline the relevant record keeping necessary for a strategy meeting, case conference and protection plan.</li> <li>• Identify the roles and responsibilities of individuals involved in investigations</li> </ul>	
<p><i>Pre-requisites:</i></p> <p><b>Core Awareness</b> (competency 1-8)</p> <p><b>MCA Awareness</b> (competency 31)</p> <p><b>Responding to Alerts of Abuse</b> (competency 9-14)</p>	<p><i>Additional Information:</i></p>

Appendix Two – Training: indicative content and guidance

<p>Name of Training:</p> <p style="text-align: center;"><b>Investigations for Provider Services (response option 1)</b></p>	<p><i>Relevant Role Type: 4 (specific job roles)</i></p> <p><i>Refresher Timescale: Every 2 years</i></p>
<p><i>Relevant Competencies: 18 - 21</i></p>	
<p><i>Single or Inter-Agency: inter-agency</i></p>	
<p><b>Specific Learning Outcomes - training participants should be able to:</b></p> <ul style="list-style-type: none"> <li>• Outline when it is appropriate for a provider to conduct an internal safeguarding investigation</li> <li>• Identify how safeguarding adults processes link with disciplinary processes</li> <li>• Plan an investigation in accordance with the requirements of safeguarding adults policy, the law and achieving best evidence guidance</li> <li>• Identify how best to support staff and vulnerable people who may be relevant to the investigation</li> <li>• Describe the dimensions of risk in safeguarding adults and apply to investigations</li> <li>• Outline the appropriate record keeping in safeguarding adults investigations</li> </ul>	
<p><i>Pre-requisites:</i></p> <p><b>Core Awareness</b> (competency 1-8)</p> <p><b>MCA Awareness</b> (competency 31)</p> <p><b>Responding to Alerts of Abuse</b> (competency 9-14)</p>	<p><i>Additional Information:</i></p>

<p>Name of Training:</p> <p style="text-align: center;"><b>Investigating Officer (response options 3 &amp; 4)</b></p>	<p><i>Relevant Role Type: 4 (specific job roles)</i></p> <p><i>Refresher Timescale: Every 2 years</i></p>
<p><i>Relevant Competencies: 18, 22 – 27</i></p>	
<p><i>Single or Inter-Agency: Inter-agency</i></p>	
<p>This training should be delivered on an inter-agency basis in order to ensure consistency and joint-understanding across relevant personnel. However, due to the small amount of relevant staff there may be occasions when such training will need to be delivered on a single-agency basis in order to equip staff in a timely manner.</p>	
<p><b>Specific Learning Outcomes - training participants should be able to:</b></p> <ul style="list-style-type: none"> <li>• Outline when it is appropriate for a provider to conduct an internal safeguarding investigation</li> <li>• Identify who should be involved in an investigation, and what the role of other organisations will be</li> <li>• Identify the role of the police, including when a joint investigation will be appropriate.</li> <li>• Plan an investigation in accordance with the requirements of safeguarding adults policy, the law and achieving best evidence guidance</li> <li>• Describe the dimensions of risk in safeguarding adults and apply to investigations and protection plans</li> <li>• Outline the appropriate record keeping in safeguarding adults investigations</li> </ul>	
<p><i>Pre-requisites:</i></p> <p><b>Core Awareness</b> (competency 1-8)</p>	<p><i>Additional Information:</i></p>

<b>MCA Awareness</b> (competency 31) <b>Responding to Alerts of Abuse</b> (competency 9-14)	
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Name of Training:  <b>Safer Recruitment</b>	<i>Relevant Role Type: 5</i>  <i>Refresher Timescale: Every 2 years</i>
<i>Relevant Competencies: 30</i>	
<i>Single or Inter-Agency: Single or inter-agency</i>	
<b>Specific Learning Outcomes</b> - <i>training participants should be able to:</i>	
<ul style="list-style-type: none"> <li>• Identify the importance of robust recruitment procedures in safeguarding adults</li> <li>• Explain the legal requirements in relation to recruitment and disciplinary matters in relation to safeguarding adults</li> </ul>	
<i>Pre-requisites:</i> <b>Induction</b> (competency 1-3)	<i>Additional Information:</i>

Name of Training:  <b>Minute Taking in Safeguarding Meetings</b>	<i>Relevant Role Type: 6</i>  <i>Refresher Timescale: Every 2 years</i>
<i>Relevant Competencies: 29</i>	
<i>Single or Inter-Agency: Single or inter-agency</i>	
<b>Specific Learning Outcomes</b> - <i>training participants should be able to:</i>	
<ul style="list-style-type: none"> <li>• Outline the purpose of strategy meetings, case conferences and protection plans in the safeguarding adults process</li> <li>• Describe the responsibilities of the chair and the minute taker before, during and after a safeguarding meeting.</li> <li>• Identify the purpose, content and format of minutes in such meetings</li> </ul>	
<i>Pre-requisites:</i> <b>Core Awareness</b> (competency 1-8)	<i>Additional Information:</i>

Name of Training:  <b>MCA Awareness</b>	<i>Relevant Role Type: 2, 3 and 4</i>  <i>Refresher Timescale: every two years</i>
<i>Relevant Competencies: 31</i>	
<i>Single or Inter-Agency: Single or inter-agency</i>	
<b>Specific Learning Outcomes</b> - <i>training participants should be able to:</i>	
<ul style="list-style-type: none"> <li>• Describe what is meant by capacity and incapacity</li> <li>• Explain the 5 core principles and apply them to day to day work</li> <li>• Identify who can be a decision-maker</li> <li>• Use the 2-stage test and the 4 questions to assess capacity</li> <li>• Outline what is meant by best interests and least restrictive</li> </ul>	

Appendix Two – Training: indicative content and guidance

<ul style="list-style-type: none"> <li>Relate the MCA to safeguarding vulnerable adults issues</li> </ul>	
<i>Pre-requisites:</i> None	<i>Additional Information:</i> This training is currently provided in two different formats. One half day practical session aimed at frontline care and support staff or a full day course combined with DoLS awareness for more senior staff

Name of Training:  <b>DoLS Awareness</b>	<i>Relevant Role Type: 2, 3 and 4</i>  <i>Refresher Timescale: every two years</i>
<i>Relevant Competencies: 32</i>	
<i>Single or Inter-Agency: Single or inter-agency</i>	
<b>Specific Learning Outcomes - training participants should be able to:</b>	
<ul style="list-style-type: none"> <li>Discuss how the DoLS relate to the Mental Capacity Act</li> <li>Outline the DoLS process</li> <li>Identify what would be considered a deprivation of liberty</li> <li>Illustrate how to avoid unnecessary and/or unlawful deprivations of liberty</li> <li>Connect safeguarding adults processes with deprivation of liberty issues</li> </ul>	
<i>Pre-requisites:</i> <b>MCA Awareness (Competency 31)</b>	<i>Additional Information:</i> This training is currently provided in two different formats. One half day practical session aimed at frontline care and support staff or a full day course combined with MCA awareness for more senior staff

Name of Training:  <b>Deprivation of Liberty Safeguards for Managing Authorities</b>	<i>Relevant Role Type: 3 or 4</i> <i>(within a managing authority)</i>  <i>Refresher Timescale: every 3 years</i>
<i>Relevant Competencies: 33</i>	
<i>Single or Inter-Agency: Single or inter-agency</i>	
<b>Specific Learning Outcomes - training participants should be able to:</b>	
<ul style="list-style-type: none"> <li>Discuss how the DoLS relate to the Mental Capacity Act</li> <li>Outline the DoLS process</li> <li>Describe the responsibilities of managing authorities and the supervisory body</li> <li>Identify what would be considered a deprivation of liberty</li> <li>Illustrate how to avoid unnecessary and/or unlawful deprivations of liberty</li> <li>Connect safeguarding adults processes with deprivation of liberty issues</li> </ul>	
<i>Pre-requisites:</i> <b>MCA Awareness (Competency 31)</b>	<i>Additional Information:</i>

**Individual Organisation Role Type Template**

This template is to allow individual organisations to record which job roles specific to their workplace/s are relevant to the role types detailed in the training strategy.

<b>Role Type</b>	<b>Staff job titles included in this role type</b>
<p><b>Role Type 1</b> Contact is infrequent and/or superficial</p>	
<p><b>Role Type 2</b> Contact is frequent and/or significant</p>	
<p><b>Role Type 3</b> Contact can be varied but has responsibility to refer into multi-agency processes</p>	
<p><b>Role Type 4</b> Contact can be varied but has responsibilities within the multi-agency processes after referral</p>	
<ul style="list-style-type: none"> <li>• <i>Initial screening and risk assessment</i></li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Chairing strategy meetings and case conferences</i></li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Minute taking in safeguarding meetings</i></li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Investigating Officer (response option 2&amp;3)</i></li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Investigations within Provider Services (response option 1)</i></li> </ul>	
<p><b>Role Type 5</b> Those with recruitment responsibilities for staff of role type 2 or above</p>	
<p><b>Role Type 6</b> Those with administration/minute taking responsibilities in safeguarding meetings</p>	