

**The London Borough of Richmond upon Thames**  
**Safeguarding Adults at Risk Partnership Board**

**Multi Agency Training Strategy for Safeguarding Adults:  
Developing Competence in supporting Adults at Risk**



November 2012.

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## **Foreword**

The London Borough of Richmond upon Thames has a Zero tolerance to adult abuse. When abuse does take place, it needs to be dealt with swiftly, effectively and in ways which are proportionate to the issues and where the adult in need of protections stays as much in control of the decision making as is possible. To enable staff to develop the knowledge skills and experience required to support adults at risk Bournemouth University in collaboration with partner agencies has developed a 'National competence framework for safeguarding adults' (2010). This framework was developed from a review of Serious Case Reviews, Care Quality Commission (CQC) reports, practitioner, manager, service user and carer feedback and has been recommended by Association of Directors of Adult Social Services (ADASS).

## **National Competency Framework**

To enable staff at all levels within the Council and in partner agencies to develop their skills to protect adults at risk the following document sets out a competence based framework. It is designed to raise standards and ensure consistent and proportionate response to safeguarding issues for adults who are, or may be in need of, community care services within the borough. It has been devised to provide a baseline for standards of competence that individuals can expect to receive from those professionals and organisations that have key responsibilities in safeguarding adults. It also provides employees and employers with a benchmark for the minimum standard of competence required of those who work with possible adults at risk across a range of sectors.

This document draws on the guidance from the Bournemouth Competency Framework

It aims to:

- Improve partnership working and consistency to secure better outcomes for adults at risk.
- Support work-based evidence of learning and competence in practice.
- Provide managers with a framework to evaluate performance, and identify training needs.
- Clarify expectations of the role of all relevant members of the workforce in safeguarding.
- Provide a quality assurance tool for commissioners of services and for contract monitoring.

We hope that this document will prove to be a useful tool to all employers across the partnership when prioritising the learning and development needs of staff, and in particular in ensuring that all staff and volunteers have the essential competencies to safeguard adults at risk of abuse.

**Dawn Warwick, Chair of the LBRuT Safeguarding Adults Partnership Board**  
**Cathy Kerr, Director of Adults and Community Services, LBRuT.**

## **Introduction**

### ***What is a competence?***

A competence is the combination of the skills, knowledge and experience held by individual staff and this framework aims to ensure that these qualities inform Safeguarding practice in a way that is commensurate with an individuals' occupational role and responsibility. To be competent you need to be able to interpret a situation in its context, have a repertoire of possible actions to take and have been trained in the possible actions in the repertoire, where this is relevant. Regardless of training, competence grows through experience and the abilities of an individual to learn and adapt.

### ***Who should complete the National Competence Framework for Safeguarding Adults?***

All staff should be assessed as competent against the competences that are relevant to their occupational role. Whatever their role, all staff should know when and how to report any concern about abuse of an adult. Therefore all staff needs to be competent in the first 5 competences as described in the framework. Beyond this it will depend on their occupational role and level responsibilities. This is described in the document but can be summarised in the following table. The framework seeks to support a proportionate response to suspected abuse from all those who work with adults.

### ***What are the timescales for completion?***

It has been suggested that all newly appointed staff should be assessed as competent against their relevant competences, by their line manager, within the first six months of entering their post. It might also be used with Newly Qualified Social Workers, (NQSW) and social workers that are assessed under the new Assessed Year in Practice (AYSE) to support their development. For experienced practitioners, the assessment of competence might be undertaken over a longer period of time, for example, every three years. Usage of the competence framework will need to meet workforce development and service delivery needs and therefore should be viewed as one part of a range of tools already developed in the borough and partner organisations. The framework should be used in conjunction with existing workforce development systems, for example training, CPD and supervisory arrangements.

### ***Carrying out the assessment of competence***

The assessment of competence should combine a mix of direct observation of practice, as well as a process of exploration, discussion and questioning in supervision and appraisal meetings. ***Achieving competence requires more than just attending a training course although this is can be a element towards developing competence.*** Assessment should also reflect a knowledge and understanding of Local Authority Multi-Agency Policy and Procedures for Safeguarding Adults, Operational Instructions and Safeguarding Practice Standards.

### ***Supporting the development of competence***

All staff can be helped to develop their Safeguarding competence. This can be done by participating in formal training and development opportunities, including the completion of vocational or professional awards. However, there are also many opportunities for staff to learn and develop within the workplace. This could be via discussions in team meetings, 'buddying up' with more experienced practitioners, coaching and mentoring opportunities and 'learning lunches'. However, one thing is essential: the ability of the line manager to encourage, enable and motivate staff to develop and learn.

### ***Using the framework to support workforce development***

Training can be linked to a particular staff group to ensure the workforce is able to meet the specified competence. All commissioned training can be mapped/evaluated against the specific competences for specific roles. Appendix 2 provides a draft list of the roles related to staff groups A, B, C and D.<sup>1</sup>

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<sup>1</sup> National competence framework for safeguarding adults' (2010)

## Safeguarding Adults: Competence in working with people and delivering Safeguarding services

Safeguarding Adults: Competence in working with people and delivering Safeguarding services	
<p><b>Staff Group A</b></p> <p>Members of this group have a responsibility to contribute to Safeguarding adults, but do not have specific organisational responsibility or statutory authority to intervene</p>	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Drivers, other transport staff</li> <li>Day service staff</li> <li>All support staff in health and social care settings</li> <li>HR staff</li> <li>Clerical and admin staff</li> <li>Domestic and ancillary staff</li> <li>Health and Safety Officers</li> <li>Elected Members</li> <li>Volunteer Befrienders</li> <li>Charity trustees</li> </ul>
<p><b>Staff Group B</b></p> <p>This group has considerable professional and organisational responsibility for Safeguarding adults. They have to be able to act on concerns and contribute appropriately to local and national policies, legislation and procedures. This group needs to work within an inter or multi-agency context</p>	<ul style="list-style-type: none"> <li>Social workers</li> <li>Nurses</li> <li>Frontline managers</li> <li>Integrated team managers</li> <li>Head of Nursing</li> <li>Health and Social Care Provider Service Managers (Safeguarding champions)</li> <li>Social Worker or Care Manager who has received joint training, with the Police, on adult protection</li> <li>ABE Trained Investigating Officers</li> </ul>
Safeguarding Adults: Competence in Strategic Management and Leadership of Safeguarding	
<p><b>Staff Group C</b></p> <p>This group is responsible for ensuring the management and delivery of Safeguarding Adult services is effective and efficient. In addition they will have oversight of the development of systems, policies and procedures within their organisation to facilitate good working partnerships with allied agencies to ensure consistency in approach and quality of service</p>	<ul style="list-style-type: none"> <li>Operational Managers</li> <li>Heads of Assessment and Care managers</li> <li>Service Managers</li> </ul>
<p><b>Staff Group D</b></p> <p>This group is responsible in ensuring their organisation is, at all levels, fully committed to Safeguarding Adults and have in place appropriate systems and resources to support this work in an intra and inter agency context</p>	<ul style="list-style-type: none"> <li>Heads of Support Services</li> <li>Heads of Directly Provided Services</li> <li>Heads of Assessment and Care</li> <li>Management Services</li> </ul>

## **Staff Group A**

Members of this group play a very important role in safeguarding adults at risk. They must be able to identify those who may be 'vulnerable adults' as defined in 'No Secrets' (2000) or 'adults at risk' as defined in the London multi-agency policy and procedures to protect adults at risk. They need to be able to recognise actual and potential abuse, understand their responsibility to report concerns immediately to their management, Social Services Referral Point and, where necessary, to the emergency services.

They must be aware of the importance of their role in securing positive outcomes for adults at risk, and the serious consequences that may arise if they fail to act.

### ***Minimum Standard –e-learning training***

#### **Including, but not limited to:**

- **All** staff employed by the London Borough of Richmond upon Thames
- Drivers, other transport staff
- Day service staff
- General Practitioners
- Hospital Doctors
- Nurses in Children's health services
- Firefighters
- Ambulance drivers/paramedics
- Trading Standards staff
- All support staff in health and social care settings including support workers, care workers/assistants and Personal Assistants
- Human Resources staff
- Clerical and administrative staff
- Domestic and ancillary staff (e.g. cooks, cleaners)
- Maintenance staff who regularly work with adults at risk (i.e. with Housing
- Associations, Local Council)
- Health and Safety Officers
- Elected Members
- Volunteers (befrienders, citizen advocates etc)
- Charity trustees
- Speech and Language therapists,
- Chiropodists
- Housing Officers
- Leisure and recreation centre staff
- Church/faith workers

**Staff Group A:** Including but not limited to: volunteers, day service staff, support workers, speech therapists, chiropodists, personal assistants, housing officers, leisure and recreation centre staff, drivers and transport staff, church/faith workers will be able to:

<b>STAFF GROUP A</b>				
<b>Competence</b>	<b>Suggested evidence must be pertinent and proportionate to role</b>	<b>Supported Evidence</b>	<b>Date</b>	<b>Manager Signature</b>
1. Understand what Safeguarding is and their role in Safeguarding Adults	<ul style="list-style-type: none"> <li>• Show clear understanding of their role in identifying and reporting concerns regarding adult abuse</li> <li>• Show understanding of their organisations policy and procedures</li> <li>• Show understanding of local authority role: duty to protect</li> <li>• Treat reports seriously</li> <li>• Understand limits to confidentiality</li> </ul>	Safeguarding e-learning		
2. Recognise an adult potentially in need of Safeguarding and take action	<p>As appropriate to role:</p> <ul style="list-style-type: none"> <li>• Shows clear understanding of the meaning of 'vulnerable adult' as defined in relevant policy guidance e.g. 'No Secrets' (2000)</li> <li>• Shows understanding of what constitutes 'abuse'</li> <li>• Know the different forms of abuse and how to recognise indicators / signs of them</li> <li>• Demonstrate an understanding of the factors that might increase risk of abuse</li> <li>• Report concerns to someone above them</li> <li>• Contact emergency services if the individual is in immediate danger</li> </ul>	Safeguarding e-learning		
3. Understanding the procedures for making a 'Safeguarding Alert'	<ul style="list-style-type: none"> <li>• Show understanding of what your employer's Safeguarding Adults policy and procedures are</li> <li>• Know how to ensure the individual is safe when the risk of abuse is high</li> <li>• Know who they should contact</li> <li>• Know how to make a referral</li> <li>• Work in manner that seeks to reduce the risk of abuse</li> </ul>	Safeguarding e-learning		



<p>4. Understand dignity and respect when working with individuals</p>	<ul style="list-style-type: none"> <li>• Value individuality and be non-judgemental</li> <li>• Recognise the individuals rights to exercise freedom of choice</li> <li>• Recognise the individuals right to live in an abuse free environment</li> <li>• Be aware of how your values and attitude influence your understanding of the situation</li> <li>• Listen to individuals and allow individuals time to communicate any preferences and wishes</li> </ul>	<p>Safeguarding e-learning</p>		
<p>5. Have knowledge of policy, procedures and legislation that supports Safeguarding Adults activity</p>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of national and local policies/legislation that support Safeguarding activity e.g. Mental Capacity Act; Deprivation of Liberty Safeguards; No Secrets; Human Rights Act; Care standards for registered services; employing agencies policy and procedures</li> <li>• Understand how to 'whistle blow' using related polices and procedures</li> </ul>	<p>Safeguarding e-learning; Introduction to MCA &amp; DoLS training direct or e-learning</p>		

**Staff Group B:** This group includes qualified professionals in health and social care and all frontline Managers (including staff who may act as the senior staff on duty) who manage or supervise staff providing services directly to the public.

This group has considerable professional and organisational responsibility for safeguarding adults. They have to be able to act on concerns and follow local and national policies, legislation and procedures. This group needs to work effectively within a multi-agency context. They must seek to promote the rights of adults at risk and work to secure positive outcomes by promoting the engagement of both the adult at risk and the person alleged to be causing the harm.

- Qualified Social workers (Adults services) – *Minimum Investigators Training*
- Qualified Social workers (Children’s services)
- Community Care Assessors
- Nurses in *Adult* health settings
- Team Managers (Social Services) - *Minimum SAM Training*
- Senior Practitioners (Social Services) *Minimum SAM and or Investigators Training*
- Heads of Nursing
- Ward Managers
- Health and Social Care Provider Service Managers, including:

*Managers of community support services*

*Employment and day services*

*Residential services Supported living services Domiciliary care services*

- Police Officers / ABE Trained Investigating Officers
- Independent Mental Capacity Advocates (IMCAs)

<b>STAFF GROUP B</b>				
<b>Competence</b>	<b>Suggested evidence must be pertinent and proportionate to role</b>	<b>Supported Evidence</b>	<b>Date</b>	<b>Manager Signature</b>
6. Demonstrates skills and knowledge to contribute effectively to the Safeguarding process	<ul style="list-style-type: none"> <li>• Works to local and national guidance in Safeguarding</li> <li>• Respond to alerts/referrals in a timely manner</li> <li>• Identify and reduce potential and actual risks after disclosure or an allegation has been made</li> <li>• Practice effective multi-agency partnership e.g. convene strategy meeting</li> <li>• Adhere to timescales</li> <li>• Attend and contribute to investigations/meetings/information sharing</li> </ul>	Roles & Responsibilities For Managers in PVI & Health  Safeguarding – The Investigators Role  Safeguarding Adults Managers Training (SAM)		

	<ul style="list-style-type: none"> <li>• Develop protective strategies for those who decline services</li> <li>• Has awareness of and confidence to use 'whistle blowing' policy and procedures when required</li> </ul>			
<p>7. Awareness and application of a range of local and national policy and procedural frameworks when undertaking Safeguarding activity</p>	<ul style="list-style-type: none"> <li>• Show critical understanding on the levels, thresholds or pathways of investigating in response to a 'Safeguarding referral' and the requirements of gathering initial information</li> <li>• Describe the purpose of a strategy meeting/discussion and how to contribute to this and any subsequent investigation plan</li> <li>• Describe the purpose of a Safeguarding case conference, and how to contribute to this and any subsequent protection plan</li> <li>• Use of appropriate forms and recording systems</li> <li>• Know what legislation / policy informed a specific piece of work and why. Including but not limited to: <ul style="list-style-type: none"> <li>≈ Mental Capacity Act (Section 44)</li> <li>≈ Deprivation of Liberty Safeguards (DOLS).</li> <li>≈ Human Rights Acts 1998</li> <li>≈ Sexual Offences Act 2003</li> <li>≈ Police and Criminal Evidence Act 1984</li> <li>≈ Fraud Act 2006 (Section 4)</li> <li>≈ Care Standards Act 2000 (Section 23)</li> <li>≈ Court Protection MCA (Section 15)</li> <li>≈ Independent Safeguarding Authority (ISA)</li> <li>≈ POVA</li> <li>≈ Multi-Agency Public Protection Arrangements (MAPPA)</li> <li>≈ Multi-Agency Risk Assessment Conference (MARAC)</li> </ul> </li> <li>• Use of alternative policy and legislation to support preventative strategies e.g. carer support</li> <li>• Be aware and challenge if necessary organisational cultures that may lead to poor practice in Safeguarding</li> </ul>	<p>Safeguarding Adults Managers Training (SAM)</p> <p>Law &amp; Safeguarding</p> <p>MCA &amp; Good Practice</p> <p>DoLS Applying Theory to practice</p> <p>MARAC Training</p>		
<p>8. Ensure service users/ carers are</p>	<ul style="list-style-type: none"> <li>• Work with service users to ensure they are fully aware of all options available to</li> </ul>	<p>Law &amp; Safeguarding</p>		

<p>supported appropriately to understand Safeguarding issues to maximise their decision making</p>	<p>them and also of the preventative measures that they may be able to put in place to protect themselves from abuse i.e. lasting powers of attorney (Mental Capacity Act) and/or police involvement</p> <ul style="list-style-type: none"> <li>• Recognise service users' rights to freedom of choice</li> <li>• Show understanding of how abuse may affect individuals' decision making processes e.g. domestic violence (Biderman's chart of coercion)</li> <li>• Provide information on local and national groups that may be able to provide support e.g. victim support, IMCA service and/or local carers group</li> <li>• Provide written and verbal information on local Safeguarding Adult processes and how they can be accessed by service users and carers</li> <li>• Have knowledge of resilience factors and how these might interact with Safeguarding</li> <li>• Understand how policy / legislation can have the potential to be used oppressively e.g. Mental Capacity Act, Best Interest Decisions may conflict with Human Rights (Article 3)</li> <li>• Describe the potential impact of abuse on vulnerable adults, the staff or individuals who are alleged to have committed abuse and the informal carer who may have raised the alarm</li> <li>• Recognise perpetrators of abuse may be vulnerable themselves and require support</li> <li>• Actively engage with individuals who decline services and/or engage support of others to achieve this</li> </ul>	<p>MCA &amp; Good Practice</p> <p>DoLS Applying Theory to practice</p> <p>MARAC training</p> <p>IMCA Training</p>		
<p>9. Understand how best evidence is achieved</p>	<p>As appropriate to role:</p> <ul style="list-style-type: none"> <li>• Show a comprehensive and detailed knowledge of gathering, evaluating and preserving evidence</li> <li>• Describe why it is important to preserve evidence</li> </ul>	<p>Achieving Best Evidence Training</p>		
<p>10. Understand when to use emergency systems to Safeguard adults</p>	<ul style="list-style-type: none"> <li>• Use emergency services when necessary e.g. call for an ambulance and/ or police intervention</li> <li>• Contact out of hours service</li> <li>• Describe when emergency protection</li> </ul>	<p>Roles &amp; Responsibilities For Managers</p> <p>Safeguarding – The</p>		

	<p>plans may be required.</p> <ul style="list-style-type: none"> <li>• Use legislation where immediate action may be required e.g. Section 4 of the Mental Health Act 1983 or urgent authorisation under DOLS</li> </ul>	<p>investigators Role</p> <p>SAM Training</p>		
<p>11. Maintain accurate, complete and up-to-date records</p>	<ul style="list-style-type: none"> <li>• Evidence of protection planning</li> <li>• Evidence of collation and monitoring of 'Safeguarding Alerts' within your service through observation and discussion</li> <li>• Evidence of report writing</li> <li>• Evidence of information sharing</li> <li>• Evidence of multi-agency partnership working</li> <li>• Evidence of risk assessments and management plans</li> <li>• Evidence of contemporary case recordings</li> <li>• Explicit understanding of issues of confidentiality and data protection</li> </ul>	<p>Roles &amp; Responsibilities For Managers</p> <p>Safeguarding – The investigators Role</p> <p>SAM Training</p>		
<p>12. Demonstrate required level of skills and knowledge to undertake a Safeguarding Adults investigation</p>	<ul style="list-style-type: none"> <li>• Show thorough knowledge and application of purpose, duties, tasks involved in Safeguarding investigations</li> <li>• Plan and carry out agreed strategy to protect an adult from abuse during and following investigation</li> <li>• Understand the different roles and responsibilities of the different agencies involved in investigating allegations of abuse</li> </ul>	<p>Roles &amp; Responsibilities For Managers</p> <p>Safeguarding – The investigators Role</p> <p>SAM Training</p>		

## Staff Group C

This group is responsible for ensuring the management and delivery of Safeguarding Adult services is effective and efficient. In addition they will have oversight of the development of systems, policies and procedures within their organization to facilitate good working partnerships with partner agencies to ensure consistency in approach and quality of service

This group includes:

- Service Managers (Social Services) – *Minimum Level 4 SAM Training*
- Safeguarding Coordinator (Adult Social Services) *Minimum Level 4 SAM Training*
- Service Managers (National Health Service)
- Operations Managers (National Health Service)
- Deputy Directors of Nursing (National Health Service)

STAFF GROUP C				
Competence	Suggested evidence must be pertinent and proportionate to role	Supported Evidence	Date	Manager Signature
13. Actively engage in supporting a positive multi-agency approach to Safeguarding Adults	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the different roles and responsibilities of all agencies involved in investigations and ensure these are met.</li> <li>• Show awareness of updated protocols and follow/implement them</li> <li>• Demonstrate application of learning from CQC inspections and Serious Case Reviews in service development</li> <li>• Show how multi-agency prevention strategies are being developed and used in practice.</li> <li>• Challenge poor practice at an intra and inter-agency level</li> </ul>	<p>Safeguarding Adults Managers Training (SAM)</p> <p>Law &amp; Safeguarding</p> <p>MCA &amp; Good Practice</p> <p>DoLS Applying Theory to practice</p> <p>MARAC training</p> <p>IMCA Training</p>		
14. Support the development of robust internal systems to provide consistent, high quality Safeguarding Adults service	<ul style="list-style-type: none"> <li>• Demonstrate a clear understanding of national policy and procedures and how these relate to the development and application of local Safeguarding policy and procedures in a multi-agency context</li> <li>• Carry out effective monitoring and auditing</li> <li>• Demonstrate effective training and CPD activity is commissioned to support the development of</li> </ul>	<p>Law &amp; Safeguarding</p>		

	<p>Safeguarding Adult services</p> <ul style="list-style-type: none"> <li>• Ensure necessary policy and procedures are in place to support supervisory practice</li> <li>• Ensure supervision is carried out regularly to support Safeguarding activity</li> <li>• Ensure supervisors are suitably trained to carry out the supervisory role</li> <li>• Support 'whistleblowing' policy and procedures</li> <li>• Monitor Safeguarding systems</li> <li>• Ensure workforce has necessary skills and knowledge to work effectively</li> <li>• Ensure effective training, policy and procedures are in place to support effective risk and decision making in practice</li> </ul>			
15. Chair Safeguarding Adults meetings or discussions	<ul style="list-style-type: none"> <li>• In line with local policy and procedures chair strategy meetings where it is deemed a senior manager is most appropriate e.g. large scale inquiries or sexual offences</li> </ul>	Safeguarding Adults Managers Training (SAM)		
16. Ensure record systems are robust and fit for purpose	<ul style="list-style-type: none"> <li>• Implement audit and inspection regimes</li> <li>• Can demonstrate established systems to support good practice e.g. maintaining records, protection plan monitoring and time management e.g. investigators report.</li> <li>• Ensure appropriate record keeping of Safeguarding adults meetings e.g. minute taking</li> </ul>	SA Minute taking training		

## Staff Group D

This group is responsible for ensuring that their organization is, at every level, fully committed to Safeguarding Adults and has in place appropriate systems and resources to support this work in an intra and inter agency context.

Including, but not limited to;

- Chief Executives (Local Authority and NHS)
- Strategic Directors
- Executive Heads of Service
- Elected members with special responsibility for adult social care services
- Directors/Chief Executives of Directly Provided Services (including housing)
- Proprietors of directly provided services
- Heads of Care
- Service Directors
- Directors of Nursing

**Staff Group D:** Including but not limited to: Executive and Senior Managers, Chief Executive, Owner/Manager, Head of Service and above will be able to:

STAFF GROUP D				
Competence	Suggested evidence must be pertinent and proportionate to role	Supported Evidence	Date	Manager Signature
17. Lead the development of effective policy and procedures for Safeguarding Adult services in your organisation	<ul style="list-style-type: none"> <li>• Work with partner agencies to develop a consistent intra and inter agency approach to Safeguarding Adults</li> <li>• Have strategic understanding of the scope of Safeguarding services across the whole organisation</li> <li>• Work in partnership with a range of agencies to promote Safeguarding adult services</li> <li>• Provide leadership for the workforce stating clear aims and objectives in Safeguarding Adults</li> <li>• Ensure contractual arrangements with service providers adhere to Safeguarding Adults policy and procedures</li> <li>• Can effectively communicate a proactive approach to Safeguarding Adults within your organisation</li> </ul>			



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

**Appendix 1 – Draft List of Job Roles related to Staff Groups A, B, C and D.** This provides guidance and the Staff Groups can be interpreted to meet local needs as appropriate. NB this list is not exhaustive and if you do not see your job role on here, you can refer to the details in the competencies as a guide. If you are unsure please contact [adultsworkforcedevelopment@richmond.gov.uk](mailto:adultsworkforcedevelopment@richmond.gov.uk) and ask to speak to a member of the Adults Workforce Development team.

Organisation/Role	Group	Organisation/Role	Group
<b>Executive and senior management</b>		<b>Senior care workers</b>	
Executive Directors Adults and Community Services	D	Senior care workers	A/B
Chief Executives	D	Senior care assistants	A/B
Owner managers	D	<b>Care workers</b>	
<b>Middle Management</b>		Care/support workers	A
Assistant director	C	Care/support assistants	A
Manager	C	Care/support staff in all settings	A
Department head	C	Driver/care assistants	A
Area Manager	B	Bus escorts	A
Community services manager	B/C	Personal assistant to recipient of direct payments	A
Project manager (service provision)	B/C	Activity worker in some residential settings	A
<b>First line managers</b>		<b>Housing</b>	
Team managers	B/C	Housing officers	A
Officers in charge	B	Housing managers and supervisors	A/B
Service managers	C	<b>Leisure</b>	
Service co-ordinators	B	Leisure and recreation centre staff	A
Matrons (NB: Not NHS modern matrons)	B	Leisure and recreation supervisor/manager	A
Residential wardens	A	Library staff	A
Residential unit managers (includes relevant hostels)	B	Receptionists	A
Assistant and deputy managers	B	Designated practitioners	A
Senior social workers with staff management responsibilities	B/C	Designated managers or supervisors	A/B
Recipients of direct payments who employ personal assistants	A	<b>Police</b>	
<b>Registered managers</b>		Police officers (general)	A/B
Registered managers	B	Police officers (community safety unit)	B
<b>Supervisors</b>		Police officers (community support officers and safer neighbourhood teams)	A
Supervisors	B	<b>Advice, guidance and advocacy</b>	
Care officers	A	Welfare rights officers	A
Care supervisors	A	Advocacy workers	A
Supervisors of specific services	A/B	Advocate	A
<b>Social Workers: Professionally-qualified social workers of all type and in all settings</b>		<b>Other job roles directly involved in providing care</b>	
Approved Mental Health Professionals (AMHPs)	B	Directly care-providing job roles not covered by any of the above categories	A
Social workers	B	<b>Managers and staff in care-related but not care-providing roles</b>	
Care managers	B	Learning and development roles	A
Care navigators	A	Procurement, commissioning, contracting, payments	A
Care brokers	A	Research and planning	A
Case managers	B	Customer relations, complaints	A
Consultant (NHS)	A/B	Practice learning coordinators/managers	A
Senior practitioner and other senior social work roles which do not involve management of staff	B	Compliance, verification, quality control, quality assurance, standards, procedures, Best Value, performance assessment and review	A
Emergency duty team	B		
Transition staff from CYPS	B		

Organisation/Role	Group	Organisation/Role	Group
All <b>NHS employed</b> social workers	A/B	NVQ assessors/verifiers	A
<b>Health</b>		<b>Administration/Office staff (not providing care)</b>	
Physiotherapists and occupational therapists (adults)	A	Personnel officers	A
Practice nurses	B	HR Managers	A
Psychologists	A/B	Information support staff (includes senior information support staff)	A
Psychiatrists	A/B	Receptionists	A
Radiographers	A	Information and communications technology (ICT); Framework-i staff only	A
Speech and language therapists (adults)	A	<b>Ancillary Staff (not providing care but working with adults vulnerable to abuse)</b>	
Emergency department managers and supervisors	A	Domestic staff	A
Addictions workers with adults	A	Catering staff, cook	A
Addictions agencies, managers and supervisors	A	Estate/premises management and maintenance staff	A
Adult mental health workers	A/B	Driver and other transport staff	A
Adult mental health team managers and supervisors	A/B	Housekeeper	A
Ambulance workers	B/C	<b>Voluntary organisations</b>	
Dentists	A	In contact or work with adults who are in receipt of care services and may be vulnerable to abuse	A
Designated professionals	A	Practitioners who work directly with adults in receipt of care	A
Designated managers or supervisors	B/C	<b>Community, Support and Outreach Work</b>	
District and community nurses	A/B	Case co-ordinators	A
GPs	A/B	Community support workers	A
GP and health facility receptionists	A/B	Home care support workers	A
Health visiting teams	A	Mental health support workers	A
Nurse practitioners (as appropriate to role)	B	Rehabilitation workers (visual impairment)	A
Other hospital clinical staff	A/B	Mental health outreach workers	A
Health Care Assistants	A	Community outreach workers	A
Nursing Auxiliary	A	Substance misuse workers	A
Auxiliary nurses	A	Community development worker	A
Clinical support workers	A	Outreach development worker – includes: trainee social workers and social work assistants and NHS STR (Support, Time and Recovery) workers	A
Therapy assistants	A	Community safety officers	A
Therapy helpers	A	Anti-social behavioural officers	A
Trainee assistant practitioners	A	<b>Technicians (NB: Does not include technicians who have no involvement with service users)</b>	
Nurse consultants	B	Equipment technicians	A
Modern matrons	B	Equipment aids	A
Nurse managers	B	Rehabilitation officer	A
Chiropodists/Podiatrists	A	Rehabilitation engineer	A
Specialist OT practitioners	A/B	Hearing technician	A
OT assistants	A	Guide dog assistant	A
Prosthetists	A		
LINK/community volunteers	A		
PAL's (Patient advice and liason service)	A		