Lewisham CCG – GP Practice Adult Safeguarding Competency Guide 2019-21

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Introduction

Adult Safeguarding responsibilities are embedded within the core duties of all organisations across the health system, including those providing GP services. Protecting a person's right to live in safety, free from abuse and neglect is at the very heart of everything we do in the health and care services.

Ensuring that the principles and practice of safeguarding adults is holistically, consistently and conscientiously applied is a core requirement of CQC (Care Quality Commission) registration. As part of the registration and inspection process for General Practices, the CQC need to see that staff can demonstrate their competence in safeguarding adults at risk.

Additionally, The *NHS Safeguarding Accountability and Assurance Framework* outlines that all providers of health services must ensure staff are appropriately trained and competent in Safeguarding Adults, Prevent, Domestic Abuse, the Mental Capacity Act and Deprivation of Liberty.

The intercollegiate document *Adult Safeguarding: Roles and Competencies for Health Care Staff* defines the minimum safeguarding knowledge, skills and attitudes required by staff working in all healthcare settings. The intercollegiate document provides the standard to which both regulators and commissioners will benchmark compliance with competence in adult safeguarding. The Royal College of General Practitioners (RCGP) provides a helpful

supplementary guide to give further interpretation of the intercollegiate document from the perspective of Primary Care.

This local guide aims to ensure that all staff working in GP Practices in Lewisham have a suitable framework to support attainment of the appropriate adult safeguarding competence commensurate with the requirements of the intercollegiate document.

Principles of effective Adult Safeguarding learning

This local guide reflects the following principles, outlined in the intercollegiate document;

- Acquiring appropriate competence in adult safeguarding should be considered as a **continuum** rather than a single 'event'.
- Training should be **flexible**, encompassing different learning styles and opportunities.
- **Reflective practice** is an essential component of safeguarding competency development.
- **Multi-agency training** is to be encouraged.
- Training should be **tailored locally**, to the roles of the individual and with reference to local procedures.
- Safeguarding **updates and briefings** are an essential supplement to training.

Learning methods relevant for Adult Safeguarding competencies

This guide referrers to two types of learning method for Adult Safeguarding training. These two learning methods are essential to recognise in order that appropriate competency is attained.

1. Individual Learning

Individual learning is usually through e-learning, but may also include reading and reviewing relevant safeguarding publications or research.

2. Participatory Learning

Participatory learning involves a level of interaction, and may include

- face to face training,
- webinars,
- attendance at conferences and forums,
- reflective practice on cases or peer supervision
- group case discussion

What is adult safeguarding competency?

The following table summarises the elements of what is required to demonstrate 'competency' for adult safeguarding, at each competency level 1-3.

	Competencies	Level		
		1	**2**	**3**
1a	Awareness of _indicators and types_ of abuse and neglect	✓	✓	✓
1b	Awareness of the _'family'_ approach to safeguarding.	✓	✓	✓
1c	Awareness of _human rights_ applied to adult safeguarding.	✓	✓	✓
1d	Awareness of practice adult safeguarding _policies, procedures and support_	✓	✓	✓
1e	Awareness of the _action to take when_ responding to an adult safeguarding concern.	✓	✓	✓
1f	_Confidence_ to take action on adult safeguarding concerns	✓	✓	✓
1g	Awareness of how to _share information_ for adult safeguarding both lawfully and safely.	✓	✓	✓

2a	Knows how to ensure the _immediate safety_ of the adult at risk and formulate a _protection plan_. Refers appropriately other at risk persons, including children.		✓	✓
2b	Practises in a way that aims to _prevent_ abuse or neglect occuring		✓	✓
2c	Uses safeguarding knowledge _within day-to-day practice_, enhancing recognition of safeguarding priorities such as domestic abuse or modern slavery.		✓	✓
2d	Acts to ensure _effective advocacy_ for the adult at risk.		✓	✓
2e	Understanding of _borough wide_ safeguarding structures.		✓	✓
2f	Understands principles of the _Mental Capacity Act_		✓	✓
2g	_Records and documents_ safeguarding appropriately		✓	✓
2h	Uses relevant protocols to _share relevant information_ with other teams/ organisations		✓	✓

2i	Acts in accordance with relevant adult safeguarding *legislation and guidance*.		✓	✓
2j	Able to access pathways for adults within *complex safeguarding situations,* who may be declining safeguarding support.		✓	✓
2k	Recognise when there is an *obligation to act on a concern* even against the expressed wishes of the adult-at-risk.		✓	✓
2l	Understands own and *others professional roles and boundaries*, including organisational abuse. Reports concerns accordingly.		✓	✓
2m	Understands how to access *safeguarding supervision, networks and support*.		✓	✓

3a	Ensures the adult at risk is *informed and supported* in their decision-making about the concern.		✓
3b	Places the adult-at-risk at the *centre of the safeguarding response*		✓
3c	Undertakes and/or supports multi-agency *safeguarding risk assessments or enquiries*.		✓
3d	Contributes to *relevant adult safeguarding meetings*, presenting evidence/ information.		✓
3e	Undertakes *Mental Capacity Act practice* compliant with the law and Code of Practice.		✓
3f	Contributes to and/or co-ordinates *safeguarding protection planning, resolution and recovery.*		✓
3g	Undertakes *regular documented reviews* of own (and/or team) safeguarding practice		✓
3h	Understands the purpose and process of *statutory and other forms of case review.*		✓
3i	Contributes to *case review and safeguarding audit*. Applies the lessons learnt to improve practice.		✓
3j	Works with *other professionals and agencies,*		✓
3k	*Advises others* on appropriate information sharing		✓
3l	Undertakes *clinical supervision* and provides support for others		✓
3m	If part of role, undertakes *history taking and examination* appropriately for safeguarding/ legal purposes		✓

| 3n | Able to align *national guidance to local practice.* | ⬛ | ✓ |

What is my competency level?

This table summarises the competency levels as outlined in the intercollegiate Roles and Competencies document and applied to Primary Care. Competence must be demonstrated **every 3 years.**

Practice Staff groups	Level	Minimum learning expectations	Recommended learning method
Practice staff that **do not have regular contact** with patients, carers or the public. Back-room admin staff, Domestic, Volunteers	1	2 hours over 3 years	e-learning **or** participatory
Non-registered practice staff that have regular contact with patients, their families or carers, or the public. Health Care Assistants, Practice Managers, Reception staff	2	4 hours over 3 years	E learning and **ideally** some opportunity for multi-agency based participatory learning.
All registered practice staff GP's, Pharmacists, GP Practice Safeguarding Lead, Practice Nurses, Advanced Nurse Practitioners, Paramedics	3	8 hours over 3 years	e-learning, other individual learning **and** multi-agency based participatory learning **(At least 4 hours participatory)**

Named professional for Primary Care Named Lead GP for Adult Safeguarding	4	24 hours over 3 years	e-learning, other individual learning **and** multi-agency based participatory learning **(At least 12 hours participatory)**

How will I meet my competency requirements?

It is recommended that the following steps be taken to achieve the required competence

STEP 1:

In conjunction with your practice management and professional supervisor (if appropriate), agree which competency level 1-4 you will need to work towards.

Demonstrating adult safeguarding competency is an integral part of a staff members appraisal and/ or revalidation requirements.

STEP 2:

Complete appropriate Blue Stream Academy Safeguarding Adults **e-learning** modules available though Lewisham Practices.

Complete **only** the e-learning module relevant to your competency level.

Level	Training Product	Comments
1	**Blue Stream Academy** Safeguarding Adults (Level 1)	Module provides **1 hour** of individual learning towards overall competency requirement.
2	**Blue Stream Academy** Safeguarding Adults (Level 2)	Module provides **2 hours** of individual learning towards overall competency requirement.
3 & 4	**Blue Stream Academy** Safeguarding Adults (Level 3)	Module provides **3 hours** of individual learning towards overall competency requirement.

STEP 3:

Complete the following **four** supplementary e-learning modules, which are all relevant for adult safeguarding competence. These modules should be completed three yearly.

a. Prevent

Prevent is about safeguarding people and communities from the threat of terrorism. It aims to stop people becoming terrorists or supporting terrorism. Primary Care staff will meet people who may be vulnerable to being drawn into terrorism, staff therefore need to have the skills to identify early signs of an individual being drawn into radicalisation, and know how to respond accordingly.

Level	Training Product	Comments
1	**Preventing Radicalisation - Basic Prevent Awareness (e-learning)** Available at: https://www.e-lfh.org.uk/programmes/statutory-and-mandatory-training/ Requires registration and log-in through a work related email	Module provides **35 minutes** individual learning towards overall competency requirement.
2, 3 & 4	**Preventing Radicalisation – Awareness of Prevent (e-learning)** Available at: https://www.e-lfh.org.uk/programmes/statutory-and-mandatory-training/ Requires registration and log-in through a work related email	Module provides **55 minutes** individual learning towards overall competency requirement.

b. Domestic Abuse

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can include emotional, physical, sexual, financial or psychological abuse. Abusive behaviour can occur in any relationship, and often continues even after the relationship has ended. Additionally Lewisham CCG support IRIS training. Identification and Referal to Improve Safety for victims of DV. Contact Fiona.mitchell19@nhs.net for details.

Level	Training Product	Comments

Level	Training Product	Comments
1, 2, 3 & 4	**Blue Stream Academy** Domestic Violence Awareness	Module provides **25 minutes** individual learning towards overall competency requirement.

c. Mental Capacity Act

The Mental Capacity Act (MCA) is designed to protect and empower people who may lack the mental capacity to make their own decisions about their care and treatment. It applies to people aged 16 and over.

Level	Training Product	Comments
1	**This training is not required at Level 1**	
2, 3 & 4	**Blue Stream Academy** Mental Capacity Act	Module provides **1 hour** individual learning towards overall competency requirement.

Additionally Health Education England e-Learning for Healthcare (HEE e-LfH) has worked with organisation including the Office of the Public Guardian, Academy of Medical Royal Colleges, Department of Health and Social Care, Care Quality Commission and Ministry of Justice to develop an e-learning programme for health and care professionals about the Mental Capacity Act. For more information about the MCA programme, including details on how to access, visit https://www.e-lfh.org.uk/programmes/mental-capacity-act/

d. Deprivation of Liberty

A deprivation of liberty occurs when a person is under continuous supervision and control because of care arrangements, is not free to leave and lacks capacity to consent to these arrangements. Liberty is a fundamental human right. It is important for staff working in primary care to know about deprivation of liberty, as they may encounter cared for people whose liberty has been deprived.

Level	Training Product	Comments
1	**This training is not required at Level 1**	

2, 3 & 4	**Blue Stream Academy** Deprivation of Liberty	Module provides **25 minutes** <u>individual learning</u> towards overall competency requirement.

NB - Following completion of the relevant modules in this step, both **Level 1** & **Level 2** staff will have attained **minimum competence** in accordance with the intercollegiate Roles and Competency document.

Staff working at those levels who wish to enhance their knowledge and skills of adult safeguarding through further individual and participatory learning outlined in the reminder of this document, are encouraged to do so.

Level 3 and Level 4 Staff must also progress to Step 4.

STEP 4:

Attend one or more of the Lewisham CCG **participatory** adult safeguarding training events. Contact fiona.mitchell19@nhs.net for details and attend a bi monthly children and adult training session 4 hours and or safeguarding leads meeting three times a year. This will equate to 2 hours each for adults training. 2020 dates to be published soon and training also available via Local Safegurding Adults Board: https://www.safeguardinglewisham.org.uk/lsab

NB - Attendance on **at least** one of the above events in this step, in addition to completing steps 1-3, will ensure **Level 3** staff will have attained **minimum competence** in accordance with the intercollegiate Roles and Competencies document.

STEP 5:

Recognise and record other opportunistic individual and participatory learning activities that are work based, or that are included in other training not specifically about safeguarding. These activities are helpful to supplement and develop the key adult safeguarding learning already completed in previous steps.

Level	Training opportunity	Comments
1, 2, 3 & 4	Participation in practice meetings where a safeguarding case or safeguarding topics are discussed	This is evidence of **participatory** learning

For example;

1, 2, 3 & 4	Reading a guidance document, bulletin or journal article related to adult safeguarding.	This is evidence of **individual** learning
2, 3 & 4	Reflective practice or supervision with a supervisor/ peer on a safeguarding case the staff member has been involved in	This is evidence of **participatory** learning
2, 3 & 4	Participation in a safeguarding audit and/ or changes in practice, For example, auditing the number and type of concerns reported by the practice.	This is evidence of **participatory** learning
2, 3 & 4	Participation in other mandatory training relevant for adult safeguarding. for example, attending a presentation on Female Genital Mutilation (FGM) at a Child Safeguarding training event	This is evidence of **participatory** learning

<u>It is essential that these particular learning opportunities be recorded, with consideration and reflection towards</u>

- what the individual learning was
- how it relates to the intercollegiate Roles and Competencies framework.

Professional bodies, such as the Nursing and Midwifery Council, usually provide **'learning log'** templates to record Continuing Professional Development (CPD) for the purposes of their respective revalidation processes, and these templates can be used for recording opportunistic safeguarding learning, as well as classroom training and e-learning.

There are a variety of **appraisal management apps** that can support the recording of learning in CPD activities, and these are often utilised in praimary care.

For practitioners who already utilise the Clarity appraisal management app, it is suggested that opportunistic learning is recorded via the app. This can be done by adding details of the event/ learning to the Learning Events section of the app.

Please find below template **Adult Safeguarding training and competency development log** which can be used to record training and learning.

NHS
Lewisham
Clinical Commissioning Group

Adult Safeguarding training and competency development log

Guide to completing record log

Examples of learning method

- Group discussion
- Course attendance
- Individual reading
- Reflection/ supervision

What was the topic?

Please give a brief outline of the key points of the learning activity, what you learnt, and how you have applied what you learnt to your practice.

Link to competency

- Understands principles and key elements of the Mental Capacity Act
- Records and documents safeguarding appropriately
- Undertakes and/or supports multi-agency safeguarding risk assessments or enquiries.

Dates	Method Please describe the methods you used for the activity:	Topic(s):	Link to competency:	Number of individual hours:	Number of participatory hours:
				Total:	**Total:**

(Please add rows as necessary)

STEP 6:

Enrol in other participatory and individual training available from independent training providers, or other organisations outside of the workplace. An internet search will uncover a variety of learning opportunities. These activities are again useful to supplement and develop the key adult safeguarding learning already completed in previous steps. Here are a few ideas (list not exhaustive):

Level	Training opportunity	Comments
2, 3 & 4	Medical Protection has a useful free e-learning module on the Mental Capacity act and Deprivation of Liberty Safeguards. https://www.medicalprotection.org/uk/articles/mca	This is evidence of **individual** learning
2, 3 & 4	Sign up for and read the Mental Capacity Act update newsletter from 39, Essex Chambers. https://www.39essex.com/resources-and-training/mental-capacity-law/	This is evidence of **individual** learning Discussion within your team about an article in the newsletter will be evidence of **participatory** learning
1, 2, 3 & 4	Follow relevant safeguarding organisations on Twitter, for example 'Action on Elder Abuse' https://twitter.com/elderabuseuk	This is evidence of **individual** learning Discussion within your team about an opinion or article related to adult safeguarding on Twitter will be evidence of **participatory** learning

Monitoring competency compliance

It is the **responsibility of all practice staff** to ensure they meet the required competency as outlined in the Roles and Competency document.

It is not a requirement that all hours of training for CQC purposes should be certificated, reflective notes of training and learning completed such as is shown in the learning log, is sufficient to evidence the learning achieved.

When staff have completed the appropriate level, they should ensure the practice manager (or relevant other) is aware that competence is attained, and sees evidence accordingly.

Practice Managers have particular responsibility to monitor and record compliance at each level of the Roles and Competency document, for the purposes of adult safeguarding assurance internal to the organisation, to the CQC, to the Lewisham Safeguarding Adults Board and to commissioners.

It should be noted that completion of the relevant Blue Stream Adult Safeguarding module as outlined in STEP 2, does not mean that competency is attained for any level of staff; hence, competency compliance is not equivalent to compliance with the Blue Stream Adult Safeguarding modules.

Quick guide to Adult Safeguarding competence

Step 1 Agree Level	Level 1	Level 2	Level 3
Step 2 Blue Stream e-learning	Complete Level 1	Complete Level 2	Complete Level 3
Step 3 a. Prevent/ b. Domestic Abuse c. MCA d. DoLS	Complete Prevent and Domestic Abuse only	Complete all four modules	Complete all four modules
	Level 1 Minimum competence attained		
Step 4 Partcipatory training	Not required	Completeone 4 hour training event	Complete one 4 hour training event
		Level 2 Minimum competence attained	Level 3 Minimum competence attained
Step 5 Opportunistic work based learning	Encouraged where possible	Encouraged where possible	Recommended for development of competence
Step 6 Other learning opportinities	Encouraged where possible	Encouraged where possible	Recommended for development of competence