

# Minimum Standards and Capability Framework

Newcastle Safeguarding Children Partnership

Newcastle Safeguarding Adults Board



The abuse and neglect of children and adults at risk presents a significant learning challenge. It is imperative that frontline staff and volunteers have an understanding of the key themes of abuse and neglect; and the frameworks in place to manage concerns. Of equal importance, practitioners across all fields need to recognise that abuse and neglect is something which effects both children and adults at risk. Workers, regardless of whether their primary client group is children or adults, should have an awareness that abuse can affect people across the life course and that there are frameworks in place to support anyone who may be at risk.

This capability framework, developed jointly by the Newcastle Safeguarding Children's Partnership (NSCP) and the Newcastle Safeguarding Adults Board (NSAB) identifies **core** capabilities for six key groups of learners. All staff members and volunteers should be assessed as capable against the capabilities that are relevant to their occupational role. Whatever their role, all staff should know when and how to report any concern about the abuse or neglect of a child or adult at risk. Each capability within this framework refers to a combination of skills, knowledge and experience expected of 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. Capability involves being able to demonstrate the ability to be critically reflective and self-aware as you analyse, review, and evaluate your skills, knowledge, and professional practice, exploring alternative approaches and being open to change.

**Please note, this is guidance for minimum core training, other continual professional development is available which may be necessary for your role. This is a living document and will be updated in line with emerging national and local policy and practice development. To access the most up to date version please refer to the Safeguarding joint website [www.newcastlesafeguarding.org.uk](http://www.newcastlesafeguarding.org.uk)**

If you work in Children's Healthcare you should refer to the [Intercollegiate Document](#)

If you work in Adults Healthcare you should also refer to the [Pocket Guide](#)

**To ensure that you are up to date with changes in policy and practice it is recommended that you repeat your core level training every three years.**

This document is part of a three-part structure around learning and development which is designed to help you meet your safeguarding training needs. It should be read in conjunction with your own organisations policies. All training undertaken should be consider in the context of your own role requirements and at the discretion of your line manager.

**Minimum Standards and Capability Framework**  
(what you need to do)



**Joint Training Programme**  
(how you can do it - not including CPD)



**Joint Evaluation Framework**  
(how you can quality assure training and measure impact)

Target Groups	Including but not limited to...
<b>Group A:</b> Service Users and Members of the Public	This group would ordinarily be specifically targeted for training and awareness raising as part of a strategically identified need for community engagement. Children, Young People, Adults at Risk, Parents and Carers (without corporate responsibility).
<b>Group B:</b> Those working in services or businesses which could be in a position to identify perpetrators and/or victims of abuse and neglect	Staff and volunteers with infrequent contact with children, young people, parents/carers, or adults with care support needs, who may become aware of possible abuse or neglect. Taxi drivers, hotels, B&Bs, licensed premises, small businesses, faith communities, sex workers
<b>Group C:</b> Those working or volunteering with children or adults at risk who may be in a position to identify concerns of abuse or neglect	Those in regular contact or have a period of intense but irregular contact, with children, young people, parents/carers, and adults with needs for care and support, including all clinical staff who may be in a position to identify concerns about maltreatment, including those that may arise during the 'Early Help' process and preventative services. Support workers, housing staff, teachers, college staff, GP's, nurses, paramedics, clerical and admin staff, advocates, volunteers' social workers, midwives and staff working in supported accommodation, Elected Members, Volunteer Befrienders. If you work in Children's Healthcare you can use this as a guide but should refer to the <a href="#">Intercollegiate Document</a> If you work in Adults Healthcare please refer to the <a href="#">Pocket Guide</a>
<b>Group D:</b> Those working or volunteering in positions where abuse or neglect is more likely to be identified and who could potentially have a responsibility for providing ongoing support to victims of abuse and neglect.	Members of the workforce who work predominantly with service users who could potentially contribute to assessing, planning, intervening, and reviewing the needs of a child, young person, or adult with needs for care and support, where there are safeguarding concerns. Staff working in children's homes, LAC service, sexual health nurses, social workers (working with children or working age adults), staff working in drug and alcohol services, staff working in specialist safeguarding positions, YOT, ISVA's, officers working in the PVP, CPN's, CTLD staff, specialist DV or sexual violence services. Foster Carers and Shared Lives Carers,
<b>Group E:</b> Those who are responsible for ensuring the management and delivery of safeguarding services are 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.	Managers and workers who have direct risk management oversight and responsibilities in relation to safeguarding children and adults at risk. Operational Managers, Service Managers, NSAB Members, NSCB Members, Heads of Assessment and Care Managers, Safeguarding Leads, Social Workers
<b>Group F:</b> Those who are responsible for ensuring their organisation is, at all levels, fully committed to safeguarding and have in place appropriate systems and resources to support this work in and intra and inter agency context.	People with key strategic decision-making responsibilities which would include safeguarding policies and procedures. Directors of Services, Chief Executives, Owner/Managers, Charity Trustees

Please refer to the [www.newcastlesafeguarding.org.uk](http://www.newcastlesafeguarding.org.uk) for further information and guidance on the most suitable training for your role.

Target Group A					
Subject	Capability		Suggested Evidence	Learning	Achieved?
Core Skills and Knowledge – Children	1	Know what child abuse and neglect are	Explain signs and indicators of abuse and neglect	Safeguarding Children Level One e-learning	
	2	Understand the importance of maintaining a child focus	Describe how they listen to the voice of the child in their role		
	3	Be able to recognise and identify concerns in the context of normal child development	Understand some expected child development milestones and when there might be concerns if a child is not reaching them		
	4	Know what to do in response to your concerns	Who to contact if they are worried		
Core Skills and Knowledge - Adults	1	Have an increased confidence in their understanding of their own values and attitudes in relation to adult abuse	Knowledge that adults can experience abuse and neglect	Safeguarding Adults - Core training Level One or e-learning.	
	2	Be aware of and have an understanding of Safeguarding Adults	Explain what is meant be the term ‘safeguarding adults’		
	3	Be able to identify the different categories of abuse	List the ten categories		
	4	Be more familiar with the signs and indications of abuse	Identify some signs and indicators within the categories of abuse		
	5	Be clear about the roles and responsibilities of the alerter as defined within the procedures	Identify who they would talk to if they are worried and what might be expected from them		
Target Group B					
Subject	Capability		Suggested Evidence	Learning	Achieved?
Core Skills and Knowledge – Children	1	Know what child abuse and neglect are	Explain signs and indicators of abuse and neglect	Awareness of child abuse and neglect e-learning	
	2	Understand the importance of maintaining a child focus	Describe how they listen to the voice of the child in their role		
	3	Be able to recognise and identify concerns in the context of normal child development	Understand some expected child development milestones and when there might be concerns if a child is not reaching them		
	4	Know what to do in response to your concerns	Who to contact if they are worried and making a referral.		
Core Skills and Knowledge - Adults	1	Have an increased confidence in their understanding of their own values and attitudes in relation to adult abuse	Knowledge that adults can experience abuse and neglect	Safeguarding Adults - Core training Level One or eLearning	
	2	Be aware of and have an understanding of Safeguarding Adults	Explain what is meant be the term ‘safeguarding adults’		
	3	Be able to identify the different categories of abuse	List the ten categories		
	4	Be more familiar with the signs and indications of abuse	Identify some signs and indicators within the categories of abuse		
	5	Be clear about the roles and responsibilities of the alerter as defined within the procedures	Identify who they would talk to if they are worried and what might be expected from them		
Target Group C					
Subject	Capability		Suggested Evidence	Learning	Achieved?
Core Skills and Knowledge – Children	1	Know what child abuse and neglect are	Explain signs and indicators of abuse and neglect	Awareness of child abuse and neglect e-learning OR Single agency in house Level 1	
	2	Understand the importance of maintaining a child focus	Describe how they listen to the voice of the child in their role		
	3	Be able to recognise and identify concerns in the context of normal child development	Understand some expected child development milestones and when there might be concerns if a child is not reaching them		
	4	Know what to do in response to your concerns	Who to contact if they are worried		
	5	Know how to respond when a young person discloses a concern	Responding to a disclosure	Safeguarding Children – Core training Level 2	
	6	Know what to do in response to your concerns	Referring a concern		
	7	Understand how to respond to a safeguarding concern, and how to ensure the response promotes safety	Recognising and avoiding dangerous safeguarding practices		
	8	Understanding how family history can help understanding of current risks.	The importance of chronologies		
Core Skills and Knowledge - Adults	1	Have an increased confidence in their understanding of their own values and attitudes in relation to adult abuse	Knowledge that adults can experience abuse and neglect	Safeguarding Adults - Core training Level One, e-learning OR Single agency in house Level 1	
	2	Be aware of and have an understanding of Safeguarding Adults	Explain what is meant be the term ‘safeguarding adults’		
	3	Be able to identify the different categories of abuse	List the ten categories		
	4	Be more familiar with the signs and indications of abuse	Identify some signs and indicators within the categories of abuse		
	5	Be clear about the roles and responsibilities of the alerter as defined within the procedures	Identify who they would talk to if they are worried and what might be expected from them		
	6	Understand the safeguarding adult’s policy and procedures in Newcastle	Know where to find the policy and procedures and explain how they apply to their role	Safeguarding Adults – Core training Level Two	
	7	Explain what constitutes a safe environment and preventative strategies	Provide examples of what these may consist of		
	8	Describe capacity, consent, and confidentiality	Explain why capacity, consent and confidentiality is important in relation to keeping adults safe		
	9	Have knowledge of laws & guidance available regarding safeguarding adults	Give examples of some of the legislation that underpins adult safeguarding		
Deprivation of Liberty	1	The background to the legislation	Have an understanding of Mental Capacity Act 2005 and Deprivation of Liberty Safeguarding 2009, and who this applies too.	DoLS -Participants should attend the basic awareness or Managers, Supervisory Body/Managing Authority	
	2	The distinction between a restriction of liberty and a deprivation of liberty.	Be able to identify, demonstrate, understanding and have a knowledge of what constitutes a deprivation of person’s liberty as appose to a restriction.		

	3	The assessment and authorisation process. The roles and responsibilities of staff	Describe the assessment and authorisation process on term of their role and function within their organisation. Demonstrate the ability to be able to complete appropriate paperwork.	Training, NOT BOTH. Participants are required to attend MCA awareness or assessment training prior to attending any DoLS training courses.	
Record Keeping	1	Discuss common problems with recording and the consequences of recording inappropriately	Describe some pitfalls in recording and how to overcome them	Effective Record Keeping	
	2	Explain the importance of good recording and the impact on practice and outcomes	Explain what good recording looks like and explain why it is so important		
Mental Capacity	1	Knowledge of the five principles of the Mental Capacity Act	Explain what the principles are and how they influence assessing capacity and best interests	Mental Capacity Act – Basic Awareness	
	2	Knowledge of the Independent Mental Capacity Advocate	Describe the role of the IMCA		
	3	Understand the terms Lasting Powers of Attorney, Advanced Decisions and Deprivation of Liberty Safeguard's	Describe the terms and where they fit with Mental Capacity		
Target Group D					
Subject	Capability		Suggested Evidence	Learning	Achieved?
Core Skills and Knowledge – Children	1	Know what child abuse and neglect are	Explain signs and indicators of abuse and neglect	Safeguarding Children Level 1 (E-Learning)	
	2	Understand the importance of maintaining a child focus	Describe how they listen to the voice of the child in their role		
	3	Be able to recognise and identify concerns in the context of normal child development	Understand some expected child development milestones and when there might be concerns if a child is not reaching them		
	4	Know what to do in response to your concerns	Who to contact if they are worried		
	5	Know how to respond when a young person discloses a concern	Responding to a disclosure	Safeguarding Children – Core training Level 2 (E-Learning)	
	6	Know what to do in response to your concerns	Referring a concern		
	7	Understand how to respond to a safeguarding concern, and how to ensure the response promotes safety	Recognising and avoiding dangerous safeguarding practices		
	8	Understanding how family history can help understanding of current risks.	The importance of chronologies		
Core Skills and Knowledge - Adults	1	Have an increased confidence in their understanding of their own values and attitudes in relation to adult abuse	Knowledge that adults can experience abuse and neglect	Safeguarding Adults - Core training Level One or E-Learning.	
	2	Be aware of and have an understanding of Safeguarding Adults	Explain what is meant be the term 'safeguarding adults'		
	3	Be able to identify the different categories of abuse	List the ten categories		
	4	Be more familiar with the signs and indications of abuse	Identify some signs and indicators within the categories of abuse		
	5	Be clear about the roles and responsibilities of the alerter as defined within the procedures	Identify who they would talk to if they are worried and what might be expected from them		
	6	Understand the safeguarding adult's policy and procedures in Newcastle	Know where to find the policy and procedures and explain how they apply to their role	Safeguarding Adults – Core training Level Two	
	7	Explain what constitutes a safe environment and preventative strategies	Provide examples of what these may consist of		
	8	Describe capacity, consent, and confidentiality	Explain why capacity, consent and confidentiality is important in relation to keeping adults safe		
	9	Have knowledge of laws & guidance available regarding safeguarding adults	Give examples of some of the legislation that underpins adult safeguarding		
Target Group D continued					
Subject	Capability		Suggested Evidence	Learning	Achieved?
RAMP (Risk Assessment Management Plan)	1	Be aware of the RAMP tool, how and when to use it	The ability to understand the purpose of RAMP Tool and who this may apply too.	RAMP (Risk Assessment Management Plan)	
	2	Understand patterns, severity, and frequency of abuse	To be able to identify the signs and indicators of abuse the levels of risk and harm, who this may apply to with reference to the Care Act 2014 the NSAB Threshold Tool, other forms of Legislation and local policies and procedures.		
	3	Explain risk assessment and risk management	Be able to identify, demonstrate, understanding and have a knowledge of what constitutes a risk assessment and how to manage those levels of risks and harm.		
	4	Identify vulnerability factors and likelihood and level of harm	To demonstrate a working knowledge via reports, interviews of individuals or groups who may be at risk of harm and the levels or risk.		
	5	Develop skills for working with the alleged victim and the alleged perpetrator	Have the ability, to work with victims of abuse and the alleged perpetrators to ensure they are fully aware of options available to them and the preventative measures they may be put in place Actively engage with individuals who decline services and/or engage support of others to achieve this. Show understanding of how abuse and coercion can affect decision making capacity Understanding of local and national groups who may be able to provide support to minimise risk Provide written and verbal information on safeguarding procedures, legislation, and local policies and procedure to inform the RAMP tool.		
	6	Understand their roles and responsibilities in respect of the safeguarding adults process and procedures	To demonstrate an in-depth understanding and knowledge of their organisational policies and procedures in response to a safeguarding adults process.		

			Describe the purpose of a safeguarding process and how this can escalate and how to contribute to this and any subsequent protection plan. Clear understanding of legal roles and responsibilities around safeguarding		
	7	Explain the importance of working together and information sharing to protect vulnerable adults living at home or in institutional settings	Actively engage in multi-agency framework to develop robust and, where necessary, innovative RAMP tool.		
	8	Describe the legal framework, domestic violence, and the Mental Capacity Act.	To have an understanding Care Act 2014, Mental Capacity Act 2005, Domestic Violence legislation, and other forms of legislation and how this would apply to the RAMP Tool.		
Deprivation of Liberty	1	The background to the legislation	Have an understanding of Mental Capacity Act 2005 and Deprivation of Liberty Safeguarding 2009, and who this applies too.	DoLS -Participants should attend the basic awareness or Managers, Supervisory Body/Managing Authority Training, NOT BOTH. Participants are required to attend MCA awareness or assessment training prior to attending any DoLS training courses.	
	2	The distinction between a restriction of liberty and a deprivation of liberty.	Be able to identify, demonstrate, understanding and have a knowledge of what constitutes a deprivation of person's liberty as appose to a restriction.		
	3	The assessment and authorisation process the roles and responsibilities of staff	Describe the assessment and authorisation process on term of their role and function within their organisation. Demonstrate the ability to complete appropriate paperwork		
Record Keeping	1	Discuss common problems with recording and the consequences of recording inappropriately	Describe some pitfalls in recording and how to overcome them	Effective Record Keeping	
	2	Explain the importance of good recording and the impact on practice and outcomes	Explain what good recording looks like and explain why it is so important		
Mental Capacity	1	Knowledge of the five principles of the Mental Capacity Act	Explain what the principles are and how they influence assessing capacity and best interests	Mental Capacity Act – Basic Awareness Mental Capacity Act – Assessment Training	
	2	Knowledge of the Independent Mental Capacity Advocate	Describe the role of the IMCA		
	3	Understand the terms Lasting Powers of Attorney, Advanced Decisions and Deprivation of Liberty Safeguard's	Describe the terms and where they fit with Mental Capacity		
	4	Understand the role of the IMCA service	Explain the role of the IMCA service, how to implement the MCA and their own role in that process		
	5	Understand the implementation of MCA and DoLS	Describe the wider implications of implementing MCA and DoLS		
	6	Knowledge of to develop a plan	Explain how to plan and capacity assessment and a best interest decision		
Target Group E					
Subject	Capability		Suggested Evidence	Learning	Achieved?
Core Skills and Knowledge – Children	1	Know what child abuse and neglect are	Explain signs and indicators of abuse and neglect	Safeguarding Children Level (E-Learning)	
	2	Understand the importance of maintaining a child focus	Describe how they listen to the voice of the child in their role		
	3	Be able to recognise and identify concerns in the context of normal child development	Understand some expected child development milestones and when there might be concerns if a child is not reaching them		
	4	Know what to do in response to your concerns	Who to contact if they are worried		
	5	Know how to respond when a young person discloses a concern	Responding to a disclosure	Safeguarding Children Level 2 (E-Learning)	
	6	Know what to do in response to your concerns	Referring a concern		
	7	Understand how to respond to a safeguarding concern, and how to ensure the response promotes safety	Recognising and avoiding dangerous safeguarding practices		
	8	Understanding how family history can help understanding of current risks.	The importance of chronologies		
	9	Describe inter-agency roles and responsibilities for safeguarding and promoting the welfare of children	Be able to identify the agencies involved in child protection and the role they play	Safeguarding Children – Core training Level 3 (multi-agency)	
	10	Reflect on how parenting issues impact on their capacity to care for their children	To ‘think family’ when concerned about a child and identify how parental behaviours impact on a child’s wellbeing and safety		
	11	Understand the key safeguarding terms associated with social care processes and the importance of working together	Explain the meaning of some of the language used in safeguarding children and the importance of language in communication, including record keeping, language and referrals.		
	12	Recognise the importance of family history and functioning	Describe how historical patterns and behaviours can impact and influence future outcomes for children		
	13	Knowing where to access the right level of support locally	Understanding thresholds and continuum of support and local processes to access support – including Early Help.		
Core Skills and Knowledge - Adults	1	Have an increased confidence in their understanding of their own values and attitudes in relation to adult abuse	Knowledge that adults can experience abuse and neglect	Safeguarding Adults - Core training Level One or E-Learning	
	2	Be aware of and have an understanding of Safeguarding Adults	Explain what is meant be the term ‘safeguarding adults’		
	3	Be able to identify the different categories of abuse	List the ten categories		
	4	Be more familiar with the signs and indications of abuse	Identify some signs and indicators within the categories of abuse		
	5	Be clear about the roles and responsibilities of the alerter as defined within the procedures	Identify who they would talk to if they are worried and what might be expected from them		
	6	Understand the safeguarding adult’s policy and procedures in Newcastle	Know where to find the policy and procedures and explain how they apply to their role	Safeguarding Adults – Core training Level Two	

	7	Explain what constitutes a safe environment and preventative strategies	Provide examples of what these may consist of	Safeguarding Adults – Core training Level Three	
	8	Describe capacity, consent, and confidentiality	Explain why capacity, consent and confidentiality is important in relation to keeping adults safe		
	9	Have knowledge of laws & guidance available regarding safeguarding adults	Give examples of some of the legislation that underpins adult safeguarding		
	10	Understand the role of the service manager and/or Designated Adult Safeguarding Manager (DASM)	Describe the roles of the DASM and how they may be expected to interact		
	11	Demonstrate skills and knowledge to contribute effectively to a safeguarding adults enquiry	Explain their own roles contributions to the enquiry process		
	12	Have an awareness, and application, of a range of local and national legal, policy and procedural frameworks when undertaking safeguarding adults' activity	Comprehensively provide an overview of a range of strategic and practical influences on safeguarding adults		
	13	Ensure adults at risk are supported appropriately to be involved and represented in a safeguarding adults enquiry	Describe how they will capture the views of the individual in a person-centred way and promote their views and wishes where possible		
	14	Demonstrate the required level of skills and knowledge to undertake a safeguarding adult's investigation (or assessment) as part of a safeguarding adults enquiry	Explain how they will effectively contribute to the investigation / assessment within the enquiry process		
Target Group E continued					
Deprivation of Liberty	1	The background to DoLS legislation	To have a firm understanding of MCA and Dols legislation and its wider implications.	DoLS -Participants should attend the basic awareness or Managers, Supervisory Body/Managing Authority Training, NOT BOTH. Participants are required to attend MCA awareness or assessment training prior to attending any DoLS training courses.	
	2	The role of the Managing Authority and the Supervisory Body	Explain and understand their roles, legal requirements within the Dols process and the ability to complete appropriate assessments.		
	3	The distinction between a restriction of liberty and a deprivation of liberty	Be able to identify, demonstrate, understanding and have a knowledge of what constitutes a deprivation of person's liberty as appose to a restriction.		
	4	The assessment and authorisation process	Describe the assessment and authorisation process on term of their role and function within their organisation. Demonstrate the ability to be able to complete appropriate paperwork.		
	5	The roles involved including IMCA and Paid Representatives	To explain and understand the role of IMCA their services and Paid Representative function and how this applies to the Dols process.		
	6	The link between DoLS and Safeguarding Adults. The DoLS documentation and completion	The ability to understand and explain Dols and Care Act legislation and the process that would occur. Demonstrate the ability complete appropriate documentation.		
Mental Capacity	1	Knowledge of the five principles of the Mental Capacity Act	Explain what the principles are and how they influence assessing capacity and best interests	Mental Capacity Act – Basic Awareness Mental Capacity Act – Assessment Training	
	2	Knowledge of the Independent Mental Capacity Advocate	Describe the role of the IMCA		
	3	Understand the terms Lasting Powers of Attorney, Advanced Decisions and Deprivation of Liberty Safeguard's	Describe the terms and where they fit with Mental Capacity		
	4	Understand the role of the IMCA service	Explain the role of the IMCA service, how to implement the MCA and their own role in that process		
	5	Understand the implementation of MCA and DoLS	Describe the wider implications of implementing MCA and DoLS		
	6	Knowledge of to develop a plan	Explain how to plan and capacity assessment and a best interest decision		
Target Group F					
Subject	Capability		Suggested Evidence	Learning	Achieved?
Core Skills and Knowledge – Children	1	Know what child abuse and neglect are	Explain signs and indicators of abuse and neglect	Awareness of child abuse and neglect e-learning OR Single agency in house Level 1	
	2	Understand the importance of maintaining a child focus	Describe how they listen to the voice of the child in their role		
	3	Be able to recognise and identify concerns in the context of normal child development	Understand some expected child development milestones and when there might be concerns if a child is not reaching them		
	4	Know what to do in response to your concerns	Who to contact if they are worried		
	5	Review knowledge from level one	Answer questions in relation to level 1 content	Safeguarding Children – Core training Level 2	
	6	Understand the importance of documenting, recording, and sharing information and know who to contact	Explain what 'good' recording is and why it is important		
	7	Understand the thresholds for intervention in the lives of children and how the framework is used in the assessment of children in need and their families	Describe the wider continuum of help and support, the role of early help and the need to consider the impact on the child when raising a referral		
	8	Know your role and responsibilities regarding safeguarding and those of the key agencies	Know why it is 'everyone's responsibility' and specifically describe the expectations of their own role		
	9	Describe inter-agency roles and responsibilities for safeguarding and promoting the welfare of children	Be able to identify the agencies involved in child protection and the role they play	Safeguarding Children – Core training Level 3 (multi-agency)	
	10	Reflect on how parenting issues impact on their capacity to care for their children	To 'think family' when concerned about a child and identify how parental behaviours impact on a child's wellbeing and safety		
	11	Understand the key safeguarding terms associated with social care processes and the importance of working together	Explain the meaning of some of the language used in safeguarding children		
	12	Recognise the importance of family history and functioning	Describe how historical patterns and behaviours can impact and influence future outcomes for children		
Core Skills and Knowledge - Adults	1	Have an increased confidence in their understanding of their own values and attitudes in relation to adult abuse	Knowledge that adults can experience abuse and neglect	Safeguarding Adults - Core training Level One e-learning	

	2	Be aware of and have an understanding of Safeguarding Adults	Explain what is meant by the term 'safeguarding adults'	OR Single agency in house Level 1	
	3	Be able to identify the different categories of abuse	List the ten categories		
	4	Be more familiar with the signs and indications of abuse	Identify some signs and indicators within the categories of abuse		
	5	Be clear about the roles and responsibilities of the alerters as defined within the procedures	Identify who they would talk to if they are worried and what might be expected from them		
	6	Understand the safeguarding adult's policy and procedures in Newcastle	Know where to find the policy and procedures and explain how they apply to their role	Safeguarding Adults – Core training Level Two	
	7	Explain what constitutes a safe environment and preventative strategies	Provide examples of what these may consist of		
	8	Describe capacity, consent, and confidentiality	Explain why capacity, consent and confidentiality is important in relation to keeping adults safe		
	9	Have knowledge of laws & guidance available regarding safeguarding adults	Give examples of some of the legislation that underpins adult safeguarding		
	10	Understand the role of the service manager and/or Designated Adult Safeguarding Manager (DASM)	Describe the roles of the DASM and how they may be expected to interact	Safeguarding Adults – Core training Level Three	
	11	Demonstrate skills and knowledge to contribute effectively to a safeguarding adults enquiry	Explain their own roles contributions to the enquiry process		
	12	Have an awareness, and application, of a range of local and national legal, policy and procedural frameworks when undertaking safeguarding adults' activity	Comprehensively provide an overview of a range of strategic and practical influences on safeguarding adults		
	13	Ensure adults at risk are supported appropriately to be involved and represented in a safeguarding adults enquiry	Describe how they will capture the views of the individual in a person-centred way and promote their views and wishes where possible		
	14	Demonstrate the required level of skills and knowledge to undertake a safeguarding adult's investigation (or assessment) as part of a safeguarding adults enquiry	Explain how they will effectively contribute to the investigation / assessment within the enquiry process		