

## MENTAL CAPACITY ACT STAFF COMPETENCY FRAMEWORK

Roles	Core Skills and Knowledge	Competency Required	Learning Opportunities to Support Competency Development
<b>Level One</b>			
<p>For those staff, volunteers or informal carers who get involved in making day to day decisions about care or treatment for people who lack mental capacity such as choice of clothing, food and carrying out activities noted on the care plan.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Direct Care providers</li> <li>• Staff in care homes</li> <li>• Health Care Assistants</li> <li>• Support workers</li> <li>• Social work assistants</li> <li>• Community Support workers</li> <li>• Personal assistants</li> <li>• Domestic staff</li> <li>• Housing support workers</li> <li>• Ambulance Service</li> <li>• Police Service</li> <li>• Paramedics</li> <li>• Practice Managers</li> <li>• Social work students (1<sup>st</sup> and 2<sup>nd</sup> year)</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of the 5 guiding principles</li> <li>• An understanding of the framework set by the MCA for decision making</li> <li>• Knowledge of the necessary steps to assist people to make day to day decisions</li> <li>• To know when and where to record such decisions</li> <li>• To have an awareness of legal decision makers</li> <li>• To have an awareness of Powers of Attorney</li> <li>• To recognise when a formal assessment of capacity is needed and who is the decision maker</li> <li>• To have a basic understanding of the concept of deprivation of liberty</li> <li>• To know how to contact the DoLS teams for advice</li> <li>• To be aware of the role of attorneys deputies and IMCAs</li> <li>• To have a basic knowledge of advance decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to support service users and patients to make day to day decisions within the framework set by the MCA</li> <li>• Be able to demonstrate their understanding of how to apply the 5 guiding principles in their day to day work</li> <li>• Be able to explain their reasonable belief that someone lacks capacity</li> <li>• Be able to explain how they show that actions are in the persons best interests</li> <li>• To have a range of good communication skills</li> <li>• Know when and where to record such decisions</li> <li>• Recognise when a formal assessment of capacity is needed and know who is the decision maker</li> <li>• Have a basic understanding of the concept of deprivation of liberty</li> <li>• Know how to contact the DoLS teams for advice</li> <li>• Be aware of the role of attorneys, deputies and IMCAs</li> <li>• Be able to demonstrate an understanding of advance decisions and the implications of them in practice</li> </ul>	<p>A variety of formal and informal training opportunities are provided across Shropshire, Telford and Wrekin.</p> <p>Links to details of Courses can be found below</p> <p>E learning modules re. knowledge and basic principles of MCA or other direct training providers</p> <p>Team discussions lead by team managers</p> <p>Worksheets handouts</p> <p>Internet resources for example SCIE MCA Directory</p> <p>SCIE MCA Forum pages</p> <p>Reflective logs</p> <p>1:1 sessions</p> <p>Team discussions</p>

Roles	Core Skills and Knowledge	Competency Required	Learning Opportunities to Support Competency Development
<b>Level Two</b>			
<p>Those making more significant decisions such as those relating to a person's capacity to consent to medication, a new type of care or care package or any new significant decision. These will be seen as straightforward decisions.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Care home Managers</li> <li>• Senior Care Staff</li> <li>• Social work assistants</li> <li>• Social workers</li> <li>• Nurses (band 5 and above)</li> <li>• G.Ps</li> <li>• Physiotherapists</li> <li>• Occupational therapists</li> <li>• Speech and language therapists</li> <li>• Dieticians</li> <li>• Other therapists</li> <li>• Commissioners</li> <li>• Final Year Social Work Students</li> <li>• NQSW's (end of first year)</li> <li>• Reviewing Officers</li> <li>• Support planners</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of the 5 guiding principles</li> <li>• An understanding of the framework set by the MCA for decision making</li> <li>• Knowledge of the necessary steps to support service users and patients to make decisions such as accepting a new or revised care package, consenting to or knowing how to use medication, take part in a planned programme of physiotherapy or occupational therapy within the framework set out by the MCA</li> <li>• Understand what a formal 2 stage assessment of capacity is</li> <li>• Know how to make a more formal best interests decision</li> <li>• To know when and where to record such decisions</li> <li>• To recognise when a formal assessment of capacity for a more complex decision is needed</li> <li>• To know when further advice should be sought such as regarding application to the Court of Protection</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to support service users and patients to make decisions such as accepting a new or revised care package, consenting to or knowing how to use medication, taking part in a planned programme of physiotherapy or occupational therapy within the framework set out by the MCA</li> <li>• Ability to support service users and patients through an assessment process or enable them to participate in treatment decisions within the framework set out by the MCA</li> <li>• To have a range of good communication skills</li> <li>• Ability to carry out a formal assessment of capacity</li> <li>• Ability to make a formal best interests decision</li> <li>• Know when and where to record such decisions</li> <li>• Recognise when a formal assessment of capacity for a more complex decision is needed</li> <li>• Know when further advice should be sought such as regarding application to the Court of Protection</li> <li>• Have a working knowledge of the roles of attorneys, deputies and IMCAs</li> <li>• Be able to demonstrate an understanding of advance decisions</li> <li>• Be able to assess whether an advance decision is valid and applicable</li> </ul>	<p>Shropshire Council Advanced Level Two MCA/DoLS training</p> <p>Shropshire Partners in Care level two training</p> <p>Other training providers of level two courses</p> <p>Team discussions led by team leaders / specialist practitioners</p> <p>Learning from case studies</p> <p>Professional group discussions</p> <p>Reflective supervision</p> <p>Reflective log</p> <p>Action learning sets</p> <p>Shadowing / mentoring</p>

Roles	Core Skills and Knowledge	Competency Required	Learning Opportunities to Support Competency Development
<ul style="list-style-type: none"> <li>Occupational therapy assistants</li> </ul>	<ul style="list-style-type: none"> <li>To have a working knowledge of the roles of attorneys, deputies and IMCAs</li> <li>To understand the implications of advance decisions</li> <li>To identify the links between mental capacity and the protection of adults at risk of abuse.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate their understanding of the concept of deprivation of liberty</li> <li>Apply a working knowledge of the deprivation of liberty safeguards</li> <li>Understand how to make a request for a standard or complete an urgent authorisation</li> <li>Make appropriate referrals if an unauthorised deprivation of liberty is discovered or suspected</li> <li>Understand the implications of conditions set within an authorisation</li> <li>Be able to make appropriate safeguarding referrals and explain the offences of ill treatment and wilful neglect.</li> </ul>	
<b>Level Three</b>			
<p>Those making serious and complex decisions such as consent to treatment, a decision to move permanently into or out of care which may be contested or situations with safeguarding concerns. These will be seen as complex decisions with conflicting views and opinions.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Senior nurses</li> <li>Social workers</li> <li>Senior Social workers</li> <li>Doctors</li> <li>Dentists</li> </ul>	<ul style="list-style-type: none"> <li>An understanding of the 5 guiding principles</li> <li>An understanding of the framework set by the MCA for decision making</li> <li>Knowledge of the necessary steps to support service users and patients to make complex decisions such as consent to treatment, end of life decisions, a decision to stay or move home, hospital discharge, financial and safeguarding decisions within the framework of the MCA</li> <li>Understand what a formal 2 stage assessment of capacity is</li> <li>Know how to make a more</li> </ul>	<ul style="list-style-type: none"> <li>Ability to support service users and patients to make complex decisions such as consent to treatment, end of life decisions, a decision to stay or move home, hospital discharge, financial and safeguarding decisions within the framework of the MCA</li> <li>Demonstrate the ability to carry out a formal two stage assessment of capacity</li> <li>To have a range of good communication skills</li> <li>Complete consent to treatment forms for incapacitated adults in accordance with the MCA</li> <li>Make formal best interests decisions and where necessary to Chair a MD meeting</li> <li>Know when, where and how to record such decisions</li> <li>Know when and how to involve an IMCA</li> <li>Be able to assess whether an advance</li> </ul>	<p>Shropshire Council Advanced Level Three MCA/DoLS training</p> <p>Shropshire Partners in Care Advanced training</p> <p>Other training providers Advanced level courses</p> <p>Team discussions led by team leaders / specialist practitioners Learning from case law</p> <p>Sharing of evidence based practice</p> <p>Specialist Professional group discussions in relation to legal</p>

Roles	Core Skills and Knowledge	Competency Required	Learning Opportunities to Support Competency Development
<ul style="list-style-type: none"> <li>• Discharge Liaison Nurses</li> <li>• Consultants</li> <li>• Specialist Nurses</li> <li>• Team managers/Leaders</li> <li>• Adult Safeguarding Practitioners</li> <li>• Financial deputies L.A</li> <li>• Senior therapy staff</li> </ul>	<p>formal best interests decision</p> <ul style="list-style-type: none"> <li>• Know how to complete consent to treatment forms for incapacitated adults in accordance with the MCA</li> <li>• Have the necessary skills to Chair a MD best interests meeting</li> <li>• Know when, where and how to record such decisions</li> <li>• Know when and how to involve an IMCA</li> <li>• Know when an advance decision is valid and applicable including life sustaining treatment decisions</li> <li>• Know when further advice should be sought such as regarding application to the Court of Protection</li> <li>• Understand the roles of attorneys and deputies</li> <li>• Understand the legal hierarchy for decision making</li> <li>• To identify the links between mental capacity and the protection of adults at risk of abuse</li> <li>• Understand the concept of deprivation of liberty</li> <li>• Understand how to make a request for a standard or complete an urgent authorisation</li> <li>• Know how to make appropriate referrals if an</li> </ul>	<p>decision is valid and applicable including life sustaining treatment decisions</p> <ul style="list-style-type: none"> <li>• Know when further advice should be sought such as regarding application to the Court of Protection</li> <li>• Have a working knowledge of the roles of attorneys and deputies</li> <li>• Understand and be able to apply the legal hierarchy for decision making</li> <li>• Demonstrate their understanding of the concept of deprivation of liberty</li> <li>• Apply a working knowledge of the deprivation of liberty safeguards</li> <li>• Understand how to make a request for a standard or complete an urgent authorisation</li> <li>• Make appropriate referrals if an unauthorised deprivation of liberty is discovered or suspected</li> <li>• Understand the implications of conditions set within an authorisation</li> <li>• Be able to make appropriate safeguarding referrals and explain the offences of ill treatment and wilful neglect</li> </ul>	<p>literacy</p> <p>Reflective supervision</p> <p>Reflective logs</p> <p>Action learning sets</p> <p>Shadowing / mentoring</p>

Roles	Core Skills and Knowledge	Competency Required	Learning Opportunities to Support Competency Development
	unauthorised deprivation of liberty is discovered or suspected <ul style="list-style-type: none"> <li>• Understand the implications of conditions set within an authorisation</li> </ul>		
Methods of assurance	<p>A variety of methods are suggested to test staff knowledge and application in practice, based on this competency framework.</p> <p>This will include but is not limited to any of the following –</p> <ul style="list-style-type: none"> <li>• Snapshots of practice</li> <li>• Staff chat</li> <li>• Case examples</li> <li>• Audit and peer audit</li> <li>• Reflective logs</li> <li>• Mentoring</li> <li>• 1:1 sessions</li> </ul>		
<b>Useful Links</b>			
<b>Shropshire Council Joint Training</b> - <a href="http://www.shropshire.gov.uk/training-for-social-care-and-health-professionals/joint-training-for-adult-community-and-health-services/">http://www.shropshire.gov.uk/training-for-social-care-and-health-professionals/joint-training-for-adult-community-and-health-services/</a>			
<b>Shropshire Partners in Care –</b>			
<b>SCIE MCA Directory</b> - <a href="http://www.scie.org.uk/mca-directory/">http://www.scie.org.uk/mca-directory/</a>			
<b>SCIE MCA Forum</b> - <a href="http://www.scie.org.uk/mca-directory/forum/">http://www.scie.org.uk/mca-directory/forum/</a>			