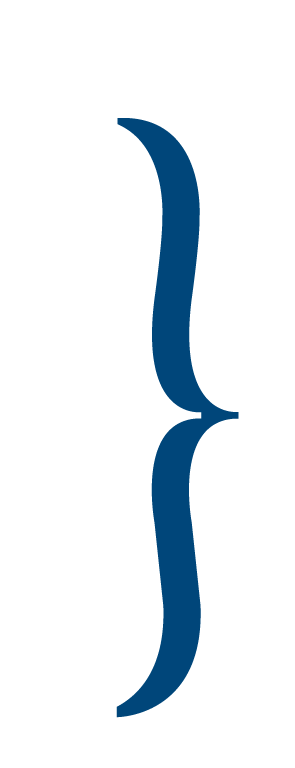


****

**Healthcare Support Worker**

**Care Certificate Workbook**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** |  | **Clinical Area/ Ward** |  |
| **Lead Assessor** |  | **Clinical Area/ Ward** |  |
| **Initial meeting date**  **\_\_\_\_\_/\_\_\_\_\_\_\_/\_\_\_\_\_** | **Midpoint meeting date**  **\_\_\_\_\_/\_\_\_\_\_\_\_/\_\_\_\_\_** | **Completion due date**  **\_\_\_\_\_\_/\_\_\_\_\_\_\_/\_\_\_\_\_** | **Certificate Presentation**  **\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_** |

**What is the Care Certificate?**

The introduction of the Care Certificate will provide clear evidence to employers, patients and people who receive care and support that the health or social care worker in front of them has been trained and developed to a specific set of standards

and has been assessed for the skills, knowledge and behaviors to ensure that they provide compassionate and high quality care and support. This should reflect the elements common to these workforces and meet the requirement for providers of

Regulated activities to ensure that their staff are suitably trained. The term “trained‟ is used here as this was the term used by Camilla Cavendish. The approach used to deliver the learning required to meet the outcomes of the Care Certificate Framework

and ensuring that there is a record of the assessment decisions that is auditable would be determined by the employer.

The Care Certificate provides clear evidence to employers, patients and people who receive care and support that you, the health or social care worker in front of them, have been trained to a specific set of standards. It gives everyone the confidence that you have the skills, knowledge and behaviors to provide compassionate and high quality care and support.

This document is designed as the Care Certificate assessment tool for Healthcare Assistants (HCAs) and Maternity Support Workers (MSWs), for the purposes of the document, collectively known as HCSWs employed **by \*\*\*\*\*\*\*\*\*\*\*\*\***in the performance of their duties. Thestandards have been mapped to the Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England (2013) and Compassion in Practice (2012). The standards to which this document is linkeddefine the level of knowledge, skills and behaviours that a HCSWs should know, irrespective of individualwork role to provide compassionate and high quality care. You will be required to complete the Care Certificate **by \*\*\*\*\*\*\*\*\*\*.** These standards should then be used to support your annual appraisal and Personal Development Plan. These standards are linked to the training received on Trust induction and HCSW induction programme. Your progress will be checked by you assessor/assessor on a regular basis. This will be reviewed as part of three month interim appraisal at mid-point of your probationary period.

**Benefits to patients and their families, HCSWs, and organisations:**

* Delivery of consistently high standards of care
* Development of efficiency and effectiveness in healthcare delivery
* Delivery of healthcare by confident, competent Healthcare Support Workers
* Identification of development needs through the use of a appraisal and Personal Development Plan
* Demonstration of Continuing Professional Development and fitness for practice
* Monitoring of self-performance and recognition of achievement
* Reduction in clinical risk
* Mechanism to meet standards of Healthcare using competencies as support tools
* Demonstration of how Healthcare Support Workers are continuously updating their skills and knowledge relevant to their clinical work

**The Care Certificate in context**

When you start work in a new HCSW role your employer is already expected to provide you with training, education and assessment as part of your induction. The Care Certificate replaces the previous National Minimum Training Standards and the previous Common Induction Standards.

The Care Certificate has built on those two sets of Standards and sets out what you must know, be able to do and the standards of behaviour that will be expected of you. The Care Certificate also reflects how these behaviours are underpinned by the Chief Nursing Officer's 6Cs (care, compassion, competence, communication, courage and commitment). The Care Certificate is an important part of the total induction which the Trust must provide, legally and in order to meet the essential standards set out by the Care Quality Commission. The Care Certificate is the start of your career journey. It must be completed before you can work without supervision. If you have not yet successfully completed the certificate you must be supervised directly and always be in the line of sight of your assessor. You will still receive indirect/ remote supervision following completion of the certificate. The Care Certificate is only part of your Induction. Your full induction programme will also include developing skills and knowledge which are specific to your work place.

**Your responsibility**

The approach used in this framework is based upon the ethos of self-directed learning, therefore it is expected that the rationale for care, any interventions and reasonable alternatives be made explicit and discussed with the assessor during the assessment. For that reason; it is your responsibility to demonstrate learning and to be able to perform clinical skills safely in accordance with individual Trust policy, guidelines and protocols. Therefore it is recommended that you maintain a portfolio to demonstrate your learning at your review periods with your assessor, clinical assessor and at appraisal.

**How will I know when I’ve met the requirements of the Care Certificate?**

You will be assessed in various ways depending on different parts of the Care Certificate. This is clearly set out in the framework document. Most assessment should be in your real work place with someone who will be your assessor.

You can practice and develop your new skills in a classroom/ skills lab or similar setting but the assessment evidence must be collected during real work activity. In a few cases where situations may not arise during your induction you may be asked to take part in role play or simulated scenarios.

When you start your Care Certificate you will agree a plan with your assessor. This plan should cover what you will provide as evidence and by when. It should also include dates to review your progress. Once your assessor is satisfied that you have met all the requirements of the Care Certificate they will advise you that you have completed. The assessor must be a registrant and hold a recognised qualification in healthcare and it is the responsibility of that assessor/assessor and the senior nurse or ward manager to ensure that they are competent to undertake this role.

It is the responsibility of the assessor/assessor to inform you if there is any doubt about your competence and provide an opportunity to discuss this with you and your assessor/assessor. Any additional concerns and/or support required should be brought to the attention of the senior nurse or ward manager of the ward/ department and dealt with according to Trust policy. The assessor must be confident that upon verification of a competency, that the HCSW being assessed, also recognises the importance of maintaining their competence through continual professional development and the maintenance of mandatory training requirements.

**Care Certificate Index**

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Standard** | **Page Numbers** |
| 1 | Understand your role |  |
| 2 | Your personal development |  |
| 3 | Duty of Care |  |
| 4 | Equality and Diversity |  |
| 5 | Work in a Person Centred Way |  |
| 6 | Communication |  |
| 7 | Privacy and Dignity |  |
| 8 | Fluids and Nutrition |  |
| 9 | Awareness of Mental Health, Dementia and learning disabilities |  |
| 10 | Safeguarding Adults |  |
| 11 | Safeguarding Children |  |
| 12 | Basic Life Support |  |
| 13 | Health and Safety |  |
| 14 | Handling Information |  |
| 15 | Infection Prevention and Control |  |
| **Appendices** | |  |
| Appendix 1 | Reflective learning record |  |
| Appendix 2 | Care Certificate sign off sheet |  |
| Appendix 3 | Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England (2) |  |
| Appendix 4 | Glossary of terms |  |

This checklist should be used as part of the Trust induction process for Healthcare Support Workers (HCSWs) to measure performance and sign-off against the Care Certificate Framework and builds upon the National Occupational Standard (NOS), Minimum Training Standards for Health Care Support Workers and Adult Social care Workers in England, Code of conduct for healthcare Support Workers and Adult Social Care workers in England, Compassion in Care and other criteria relevant to this activity/task. The sign offs should be completed by the HCSW’s assessor or qualified member of staff once the staff member has completed all the training. **Standards are to be discussed and reviewed annually as part of staff appraisal. Evidence should be included in the HCSW portfolio to support assessment.**

Where e-learning appropriate to a Standard is used; it must have an associated assessment. The outcome of this assessment can be used as evidence towards the achievement of the Standard.

**LIST OF APPROPRIATE ASSESSORS**

Occupationally competent registrant eg:

Department Managers

Charge Nurses/Sisters

Physiotherapists

Occupational Therapists

Specialists Nurses

Staff Nurses

Trained Member of the Multidisciplinary Team

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| NAME | ROLE TITLE | SIGNATURES | INITIALS | DATE |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**ASSESSMENT PLAN CHECKLIST**

* Has a completion date for unit been identified and agreed?
* Has the plan been signed and dated by Assessor & Candidate?
* Are review dates recorded?
* Is it clear HOW evidence is going to be collected?
* Have the TYPES of evidence required been clearly identified?

Have any problems encountered been recorded e.g. workplace issues, sickness, holiday?

**ASSESSMENT EVIDENCE KEY**

**OPTIONAL**

**Please add the key for the resources you will use to demonstrate knowledge and how this was gathered/ assessed if you choose to do so eg;**

**O = Oral discussion**

**GW = Group work**

**TC = Training Course including Induction**

|  |
| --- |
| **PROGRESS REVIEW /ACTION PLAN**    This record can be used for single and multiple unit planning.  Planning should be SMART – Specific, Measurable, Achievable, Realistic and Time Bound |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Date** | **Standard Number** | **What is required? / What has been reviewed and the feedback? / Record of judgment or outcome** | **Date to be completed** | **Candidate/**  **Assessor signature** | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | | |

|  |
| --- |
| **PROGRESS REVIEW /ACTION PLAN**    This record can be used for single and multiple unit planning.  Planning should be SMART – Specific, Measurable, Achievable, Realistic and Time Bound |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Date** | **Standard Number** | **What is required? / What has been reviewed and the feedback? / Record of judgment or outcome** | **Date to be completed** | **Candidate/**  **Assessor signature** | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | | |

|  |
| --- |
|  |
|  | |

|  |
| --- |
| **Care Certificate Standard 1 – Understand Your Role** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Maps to:**   |  |  | | --- | --- | | **Code of Conduct** | **Compassion in Practice (6Cs)** | | **Standard 3.** Work in collaboration with your colleagues to ensure the delivery of high quality, safe and compassionate healthcare, care and support | Care, Compassion, Competence, Communication, Courage and Commitment | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance criteria** | **Assessment** | | | | | | | | | | | **Comments or Action Plan agreed and completed** | **Competency met**  **(date/name/sign)** |
|  | **Oral Discussion/1:1** | | **Group work** | | **Simulation** | **Observation within the work place as part of normal duties** | **Training Course inc. Induction** | **On line /e-learning** | **Evidence provided in workbook/ portfolio** | **Other (please give details)** | |  |  |
| **Standard 1 - Understand Your Role** | | | | | | | | | | | | | |
| **1.1 Understand my own role. To meet this standard I can:** | | | | | | | | | | | | | |
| 1.1a Describe my main duties and responsibilities |  |  | |  | |  |  |  |  |  |  | |  |
| 1.1b List the standardsand codes of conduct and practice that relate to my role |  |  | |  | |  |  |  |  |  |  | |  |
| 1.1c Demonstrate that I am working in accordance with the agreed ways of working with my employer |  |  | |  | |  |  |  |  |  |  | |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance criteria** | **Assessment** | | | | | | | | | | | | | | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | | **Competency met (date/name/sign)** |
| **Standard 1 - Understand Your Role**  **Cont.** | **Oral Discussion/1:1** | | | **Group work** | | | | **Simulation** | | | | | **Observation within the work place as part of normal duties** | | | | **Training Course inc. Induction** | | | **On line /e-learning** | | | **Evidence provided in workbook/ portfolio** | | **Other (please give details)** | |  | |  |
| 1.1d Explain how my previous experiences, attitudes and beliefs may affect the way I work |  | | |  | | | |  | | | | |  | | | |  | | |  | | |  | |  | |  | |  |
| **1.2 I will work in ways that have been agreed with my employer. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2a Describe my employment rights and responsibilities | |  | | |  | |  | | | |  | | | | | |  | | |  | |  | |  | | |  | |  |
| 1.2b List the aims, objectives and values of the service in which I work | |  | | |  | |  | | | |  | | | | | |  | | |  | |  | |  | | |  | |  |
| 1.2c Explain why it is important to work in ways that are agreed with my employer | |  | | |  | |  | | | |  | | | | | |  | | |  | |  | |  | | |  | |  |
| 1.2d Demonstrate how to access full and up-to-date details of agreed ways of working that are relevant to my role | |  | | |  | |  | | | |  | | | | | |  | | |  | |  | |  | | |  | |  |
| 1.2e Explain how and when to escalate any concerns I might have (whistle blowing) | |  | | |  | |  | | | |  | | | | | |  | | |  | |  | |  | | |  | |  |
| 1.2f Explain why it is important to be honest and identify where errors may have occurred and to tell the appropriate person | |  | | |  | |  | | | |  | | | | | |  | | |  | |  | |  | | |  | |  |
| **Performance criteria** | **Assessment** | | | | | | | | | | | | | | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | | **Competency met (date/name/sign)** |
| **Standard 1 - Understand Your Role**  **Cont.** | **Oral Discussion/1:1** | | | **Group work** | | | **Simulation** | | | | | **Observation within the work place as part of normal duties** | | | | | **Training Course inc. Induction** | | | **On line /e-learning** | | | **Evidence provided in workbook/ portfolio** | | **Other (please give details)** | |  | |  |
| **1.3 I understand working relationships in health and social care. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3a Describe my responsibilities to the individuals I support | | |  | | |  | | | |  | | | | |  | |  | | |  | | |  | |  | |  | |  |
| 1.3b Explain how a working relationship is different from a personal relationship. | | |  | | |  | | | |  | | | | |  | |  | | |  | | |  | |  | |  | |  |
| 1.3c Describe different working relationships in health and social care settings | | |  | | |  | | | |  | | | | |  | |  | | |  | | |  | |  | |  | |  |
| **1.4 I will work in partnership with others. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.4a Explain why it is important to work in partnership with others. | |  | | |  | | | |  | | | | |  | |  | |  | | |  | | |  | |  | |  | |
| 1.4b Explain why it is important to work in partnership with key people, advocates and others who are significant to an individual | |  | | |  | | | |  | | | | |  | |  | |  | | |  | | |  | |  | |  | |
| 1.4c Demonstrate ways of working that can help improve partnership working  *If the opportunity to demonstrate this during the induction period does not arise then other evidence is permissible.* | | |  | | |  | | | |  | | | | |  | |  | |  | | |  | |  | |  | |  | |
| 1.4d Demonstrate how and when to access support and advice about:  • partnership working  • resolving conflicts | | |  | | |  | | | |  | | | | |  | |  | |  | | |  | |  | |  | |  | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

|  |
| --- |
| **Care Certificate Standard 2 – Your Personal Development** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Maps to:**   |  |  | | --- | --- | | **Code of Conduct** | **Compassion in Practice (6Cs)** | | **6. Strive to improve the quality of healthcare, care and support through continuing professional development** | Competence and Commitment | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance criteria** | **Assessment** | | | | | | | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | **Competency met (date/name/sign)** |
|  | **Oral Discussion/1:1** | | | **Group work** | | | | **Simulation** | | | **Observation within the work place as part of normal duties** | | | **Training Course inc. Induction** | | **On line /e-learning** | | **Evidence provided in workbook/ portfolio** | **Other (please give details)** |  |  |
| **Standard 2 - Your Personal Development** | | | | | | | | | | | | | | | | | | | | | |
| **2.1 I will contribute to developing my personal development plan. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | | |
| 2.1a List sources of support for my own learning and development | | |  | | |  | | |  | | |  | | |  | |  |  |  |  |  |
| 2.1b Describe the process for agreeing a personal development plan and who should be involved | | |  | | |  | | |  | | |  | | |  | |  |  |  |  |  |
| 2.1c Explain why feedback from others is important in helping to develop and improve the way they work | | |  | | |  | | |  | | |  | | |  | |  |  |  |  |  |
| 2.1d Contribute to drawing up my own personal development plan | | |  | | |  | | |  | | |  | | |  | |  |  |  |  |  |
| 2.1e Demonstrate how to record the progress I make in relation to my personal development plan | | |  | | |  | | |  | | |  | | |  | |  |  |  |  |  |
| **Performance criteria** | | | **Assessment** | | | | | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | **Competency met (date/name/sign)** |
| **Standard 2 - Your Personal Development Cont.** | | | **Oral Discussion/1:1** | | | | **Group work** | | | **Simulation** | | | **Observation within the work place as part of normal duties** | | **Training Course inc. Induction** | | **On line /e-learning** | **Evidence provided in workbook/ portfolio** | **Other (please give details)** |  |  |
| **2.2 I will develop my knowledge, skills and understanding. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | | |
| 2.2a Describe the functional level of literacy, numeracy and communication skills necessary to carry out my role | |  | | |  | | | |  | | |  | | |  | |  |  |  |  |  |
| 2.2b Explain how to check my current level of literacy, numeracy and communication skills | |  | | |  | | | |  | | |  | | |  | |  |  |  |  |  |
| 2.2c Describe how a learning activity has improved my own knowledge, skills and understanding | |  | | |  | | | |  | | |  | | |  | |  |  |  | *e.g. evaluate the induction programme* |  |
| 2.2d Describe how reflecting on a situation has improved my own knowledge, skills and understanding | |  | | |  | | | |  | | |  | | |  | |  |  |  | *Reflective learning record in appendices* |  |
| 2.2e Describe how feedback from others has developed my own knowledge, skills and understanding | |  | | |  | | | |  | | |  | | |  | |  |  |  |  |  |
| 2.2f Demonstrate how to measure my own knowledge, performance and understanding against relevant standards | |  | | |  | | | |  | | |  | | |  | |  |  |  |  |  |
| **Performance criteria** | | **Assessment** | | | | | | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | **Competency met (date/name/sign)** |
| **Standard 2 - Your Personal Development Cont.** | | **Oral Discussion/1:1** | | | **Group work** | | | | **Simulation** | | | **Observation within the work place as part of normal duties** | | | **Training Course inc. Induction** | | **On line /e-learning** | **Evidence provided in workbook/ portfolio** | **Other (please give details)** |  |  |
| 2.2g List the learning opportunities available to me and how I can use them to improve the way I work | |  | | |  | | | |  | | |  | | |  | |  |  |  |  |  |
| 2.2h Demonstrate how to record progress in relation to my personal development | |  | | |  | | | |  | | |  | | |  | |  |  |  |  |  |
| 2.2i Explain why continuing professional development is important | |  | | |  | | | |  | | |  | | |  | |  |  |  |  |  |

|  |
| --- |
|  |
|  | |

|  |
| --- |
| **Care Certificate Standard 3 – Duty of Care** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Maps to:**   |  |  | | --- | --- | | **Code of Conduct** | **Compassion in Practice (6Cs)** | | **Purpose:** You are responsible for, and have a duty of care to ensure that your conduct does not fall below the standards detailed in the Code. Nothing that you do, or omit to do, should harm the safety and wellbeing of people who use health and care services, and the public. | Care, Compassion, Competence, Communication, Courage and Commitment | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance criteria** | | **Assessment** | | | | | | | | | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | **Competency met (date/name/sign)** | |
|  | | **Oral Discussion/1:1** | | **Group work** | | | **Simulation** | | | **Observation within the work place as part of normal duties** | | | **Training Course inc. Induction** | | | **On line /e-learning** | | | **Evidence provided in workbook/ portfolio** | | | **Other (please give details)** |  |  | |
| **Standard 3 - Duty of Care** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **3.1 I understand how duty of care contributes to safe practice. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.1a Explain what is meant by ‘duty of care’ | |  | |  | | |  | | |  | | |  | | |  | | |  | | |  |  |  | |
| 3.1b Describe how the duty of care affects my own work role | |  | |  | | |  | | |  | | |  | | |  | | |  | | |  |  |  | |
| **3.2 I understand what support is available for addressing dilemmas that may arise about duty of care. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.2a Describe dilemmas that may arise between the duty of care and an individual’s rights | |  | |  | | |  | | |  | | |  | | |  | | |  | | |  |  |  | |
| 3.2b Explain what I must and must not do within my role in managing conflicts and dilemmas | |  | |  | | |  | | |  | | |  | | |  | | |  | | |  |  |  | |
| **Performance criteria** | | **Assessment** | | | | | | | | | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | | **Competency met (date/name/sign)** |
| **Standard 3 - Duty of Care**  **Cont.** | | **Oral Discussion/1:1** | | **Group work** | | | **Simulation** | | | **Observation within the work place as part of normal duties** | | | **Training Course inc. Induction** | | | **On line /e-learning** | | | **Evidence provided in workbook/ portfolio** | | | **Other (please give details)** |  | |  |
| 3.2c Explain where to get additional support and advice about how to resolve such dilemmas | |  | |  | | |  | | |  | | |  | | |  | | |  | | |  |  | |  |
| **3.3 I will deal with comments and complaints. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.3a Demonstrate how to respond to comments and complaints in line with legislation and agreed ways of working  *If the opportunity to demonstrate this during the induction period does not arise then simulation or role play using scenarios is permitted.* | |  | |  | | |  | | |  | | |  | | |  | | |  | | |  |  | |  |
| 3.3b Describe who to ask for advice and support in handling comments and complaints | |  | |  | | |  | | |  | | |  | | |  | | |  | | |  |  | |  |
| 3.3c Explain the importance of learning from comments and complaints to improve the quality of service | |  | |  | | |  | | |  | | |  | | |  | | |  | | |  |  | |  |
| **3.4 I will deal with Incidents, errors and near misses. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.4a Describe how to recognise adverse events, incidents, errors and near misses | |  |  | |  | | |  | | |  | | |  | | |  | | |  | | |  | |  |
| 3.4b Explain what I must and must not do in relation to adverse events, incidents, errors and near misses | |  |  | |  | | |  | | |  | | |  | | |  | | |  | | |  | |  |
| **Performance criteria** | | **Assessment** | | | | | | | | | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | **Competency met (date/name/sign)** | |
| **Standard 3 - Duty of Care**  **Cont.** | | **Oral Discussion/1:1** | | **Group work** | | | **Simulation** | | | **Observation within the work place as part of normal duties** | | | **Training Course inc. Induction** | | | **On line /e-learning** | | | **Evidence provided in workbook/ portfolio** | | | **Other (please give details)** |  |  | |
| 3.4c List the legislation and agreed ways of working in relation to reporting any adverse events, incidents, errors and near misses | |  | |  | | |  | | |  | | |  | | |  | | |  | | |  |  |  | |
| **3.5 I will deal with confrontation and difficult situations. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.5a List the factors and difficult situations that may cause confrontation |  | |  | | |  | | |  | | |  | | |  | | |  | | |  | |  |  | |
| 3.5b Describe how communication can be used to solve problems and reduce the likelihood or impact of confrontation |  | |  | | |  | | |  | | |  | | |  | | |  | | |  | |  |  | |
| 3.5c Describe how to assess and reduce risks in confrontational situations |  | |  | | |  | | |  | | |  | | |  | | |  | | |  | |  |  | |
| 3.5d Demonstrate how and when to access support and advice about resolving conflicts. *If the opportunity to demonstrate this during induction does not arise simulation or role play using scenarios is permitted.* |  | |  | | |  | | |  | | |  | | |  | | |  | | |  | |  |  | |
| 3.5e Explain the agreed ways of working for reporting any confrontations |  | |  | | |  | | |  | | |  | | |  | | |  | | |  | |  |  | |

|  |
| --- |
|  |
|  | |

|  |
| --- |
| **Care Certificate Standard 4 – Equality and Diversity** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Maps to:**   |  |  | | --- | --- | | **Code of Conduct** | **Compassion in Practice (6Cs)** | | **7. Uphold and promote equality, diversity and inclusion** | Care, Compassion, Competence, Communication, Courage and Commitment | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance criteria** | | **Assessment** | | | | | | | | | | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | | | **Competency met (date/name/sign)** | |
|  | | **Oral Discussion/1:1** | | **Group work** | | **Simulation** | | | **Observation within the work place as part of normal duties** | | | **Training Course inc. Induction** | | | **On line /e-learning** | | | **Evidence provided in workbook/ portfolio** | | | **Other (please give details)** | | |  | | |  | |
| **Standard 4 - Equality and Diversity** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **4.1 I understand the importance of equality and inclusion. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.1a explain what is meant by:   * diversity * equality * inclusion * discrimination |  | | |  | | |  | | |  | | |  | | |  | | |  | | |  | | |  | | |  |
| 4.1b Describe ways in which discrimination may deliberately or inadvertently occur in the work setting |  | | |  | | |  | | |  | | |  | | |  | | |  | | |  | | |  | | |  |
| 4.1c Explain how practices that support equality and inclusion reduce the likelihood of discrimination |  | | |  | | |  | | |  | | |  | | |  | | |  | | |  | | |  | | |  |
| **Performance criteria** | | **Assessment** | | | | | | | | | | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | | | **Competency met (date/name/sign)** | |
| **Standard 4 - Equality and Diversity**  **Cont.** | | **Oral Discussion/1:1** | | **Group work** | | **Simulation** | | | **Observation within the work place as part of normal duties** | | | **Training Course inc. Induction** | | | **On line /e-learning** | | | **Evidence provided in workbook/ portfolio** | | | **Other (please give details)** | | |  | | |  | |
| **4.2 I will work in an inclusive way. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.2a List which legislation and codes of practice relating to equality, diversity and discrimination apply to my own role |  | |  | |  | | |  | | |  | | |  | | |  | | |  | | |  | | |  | | |
| 4.2b Demonstrate interaction with individuals that respects their beliefs, culture, values and preferences |  | |  | |  | | |  | | |  | | |  | | |  | | |  | | |  | | |  | | |
| 4.2c Describe how to challenge discrimination in a way that encourages change |  | |  | |  | | |  | | |  | | |  | | |  | | |  | | |  | | |  | | |
| **4.3 I will access information, advice and support about diversity, equality and inclusion. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.3a List a range of sources of information, advice and support about diversity, equality and inclusion |  | |  | |  | | |  | | |  | | |  | | |  | | |  | | |  | | |  | | |
| 4.3b Describe how and when to access information, advice and support about diversity, equality and inclusion |  | |  | |  | | |  | | |  | | |  | | |  | | |  | | |  | | |  | | |
| 4.3c Explain who to ask for advice and support about equality and inclusion |  | |  | |  | | |  | | |  | | |  | | |  | | |  | | |  | | |  | | |

|  |
| --- |
|  |
| |  | | --- | | **Care Certificate Standard 5 – Work in a person centred way** |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Maps to:**   |  |  | | --- | --- | | **Code of Conduct** | **Compassion in Practice (6Cs)** | | **2.** Promote and uphold the privacy, dignity, rights, health and wellbeing of people who use health and care services and their carers at all times  **3.** Work in collaboration with your colleagues to ensure the delivery of high quality, safe and compassionate healthcare, care and support | Care, Compassion, Competence, Communication, Courage and Commitment | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Performance criteria** | **Assessment** | | | | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | | **Competency met (date/name/sign)** | | |  | **Oral Discussion/1:1** | | **Group work** | | **Simulation** | | **Observation within the work place as part of normal duties** | | **Training Course inc. Induction** | | **On line /e-learning** | | **Evidence provided in workbook/ portfolio** | | **Other (please give details)** | |  | |  | | | **Standard 5 - Work in a person centred way** | | | | | | | | | | | | | | | | | | | | | | **5.1 I understand person centred values. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | | | 5.1a Describe how to put person-centred values into practice in my day-to-day work | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | 5.1b Describe why it is important to work in a way that promotes person centred values when providing support to individuals | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | 5.1c List ways to promote dignity in my day-to-day work | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | **Performance criteria** | | **Assessment** | | | | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | | **Competency met (date/name/sign)** | | **Standard 5 - Work in a person- centred way Cont.** | | **Oral Discussion/1:1** | | **Group work** | | **Simulation** | | **Observation within the work place as part of normal duties** | | **Training Course inc. Induction** | | **On line /e-learning** | | **Evidence provided in workbook/ portfolio** | | **Other (please give details)** | |  | |  | | **5.2 I understand working in a person centred way. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | | | 5.2a Describe the importance of finding out the history, preferences, wishes and needs of the individual | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | 5.2b Explain why the changing needs of an individual must be reflected in my care and/or support plan | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | 5.2c Explain the importance of supporting individuals to plan for my future wellbeing and fulfillment, including end-of-life care | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | **5.3 I will demonstrate awareness of the individual’s immediate environment and make changes to address factors that may be causing discomfort or distress. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | | | 5.3a Take appropriate steps to remove or minimise the environmental factors causing the discomfort or distress. This could include:   * Lighting * Noise * Temperature * Unpleasant odours | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance criteria** | **Assessment** | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | **Competency met (date/name/sign)** |
| **Standard 5 - Work in a person- centred way Cont.** | **Oral Discussion/1:1** | | **Group work** | | **Simulation** | | **Observation within the work place as part of normal duties** | | **Training Course inc. Induction** | | **On line /e-learning** | **Evidence provided in workbook/ portfolio** | **Other (please give details)** |  |  |
| 5.3b Report any concerns I have to the relevant person. This could include:   * Senior member of staff * Carer * Family member | |  | |  | |  | |  | |  |  |  |  | *If the opportunity to demonstrate this during the induction period does not arise then simulation or role play using scenarios is permitted.* |  |
| **5.4 I will make others aware of any actions they may be undertaking that are causing discomfort or distress to individuals. To meet this standard I can:** | | | | | | | | | | | | | | | |
| 5.4a Raise any concerns directly with the individual concerned.  *If the opportunity to demonstrate this during the induction period does not arise then simulation or role play using scenarios is permitted.* | |  | |  | |  | |  | |  |  |  |  |  |  |
| 5.4b Raise any concern with my assessor/ manager  *If the opportunity to demonstrate this during the induction period does not arise then simulation or role play using scenarios is permitted.* | |  | |  | |  | |  | |  |  |  |  |  |  |
| 5.4c Raise any concerns via other channels or systems e.g. at team meetings  *If the opportunity to demonstrate this during the induction period does not arise then simulation or role play using scenarios is permitted.* | |  | |  | |  | |  | |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance criteria** | **Assessment** | | | | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | | **Competency met (date/name/sign)** | |
| **Standard 5 - Work in a person- centred way Cont.** | **Oral Discussion/1:1** | | **Group work** | | **Simulation** | | **Observation within the work place as part of normal duties** | | **Training Course inc. Induction** | | **On line /e-learning** | | **Evidence provided in workbook/ portfolio** | | **Other (please give details)** | |  | |  | |
| **5.5 I will support individuals to minimise pain or discomfort. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | |
| 5.5a Check where individuals have restricted movement or mobility that they are comfortable. | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| 5.5b Recognise the signs that an individual is in pain or discomfort. This could include:   * Verbal reporting from the individual * Non-verbal communication * Changes in behaviour | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| 5.5c Take appropriate action where there is pain or discomfort. This could include:   * Re-positioning * Reporting to a more senior member of staff * Giving prescribed pain relief medication * Equipment or medical devices are working properly or in the correct position e.g. wheelchairs, prosthetics, catheter tubes | |  | |  | |  | |  | |  | |  | |  | |  | | ***N.B.******HCSWs are not to give prescribed pain relief medication*** | |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance criteria** | **Assessment** | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | **Competency met (date/name/sign)** |
| **Standard 5 - Work in a person- centred way Cont.** | **Oral Discussion/1:1** | | **Group work** | | **Simulation** | | **Observation within the work place as part of normal duties** | | **Training Course inc. Induction** | | **On line /e-learning** | **Evidence provided in workbook/ portfolio** | **Other (please give details)** |  |  |
| 5.5d Remove or minimise any environmental factors causing pain or discomfort. These could include:   * Wet or soiled clothing or bed linen * Poorly positioned lighting * Noise | |  | |  | |  | |  | |  |  |  |  |  |  |
| **5.6 I will support the individual to maintain my identity and self-esteem. To meet this standard I can:** | | | | | | | | | | | | | | | |
| 5.6a Explain how individual identity and self-esteem are linked to emotional and spiritual wellbeing | |  | |  | |  | |  | |  |  |  |  |  |  |
| 5.6b Demonstrate that my own attitudes and behaviours promote emotional and spiritual wellbeing | |  | |  | |  | |  | |  |  |  |  |  |  |
| 5.6c Support and encourage individuals own sense of identity and self-esteem | |  | |  | |  | |  | |  |  |  |  |  |  |
| 5.6d Report any concerns about the individual’s emotional and spiritual wellbeing to the appropriate person. This could include:   * Senior member of staff * Carer or family member | |  | |  | |  | |  | |  |  |  |  |  |  |
| **Performance criteria** | | **Assessment** | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | **Competency met (date/name/sign)** |
| **Standard 5 - Work in a person- centred way Cont.** | | **Oral Discussion/1:1** | | **Group work** | | **Simulation** | | **Observation within the work place as part of normal duties** | | **Training Course inc. Induction** | **On line /e-learning** | **Evidence provided in workbook/ portfolio** | **Other (please give details)** |  |  |
| **5.7 I will support the individual using person centred values. To meet this standard I can:** | | | | | | | | | | | | | | | |
| 5.7.1 Demonstrate that my actions promote person centred values including:   * individuality * independence * privacy * partnership * choice * dignity * respect * rights | |  | |  | |  | |  | |  |  |  |  |  |  |

|  |
| --- |
|  |
| |  | | --- | | **Care Certificate Standard 6 – Communication** |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Maps to:**   |  |  | | --- | --- | | **Code of Conduct** | **Compassion in Practice (6Cs)** | | **4.** Communicate in an open and effective way to promote the health, safety and wellbeing of people who use health and care services and their carers | Care, Compassion, Competence, Communication, Courage and Commitment | |  |  | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance criteria** | **Assessment** | | | | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | | **Competency met (date/name/sign)** | |
|  | **Oral Discussion/1:1** | | **Group work** | | **Simulation** | | **Observation within the work place as part of normal duties** | | **Training Course inc. Induction** | | **On line /e-learning** | | **Evidence provided in workbook/ portfolio** | | **Other (please give details)** | |  | |  | |
| **Standard 6 – Communication** | | | | | | | | | | | | | | | | | | | | |
| **6.1 I understand the importance of effective communication at work. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | |
| 6.1a Describe the different ways that people communicate | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| 6.1b Describe how communication affects relationships at work | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| 6.1c Describe why it is important to observe and be receptive to an individual’s reactions when communicating with them | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance criteria** | **Assessment** | | | | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | | **Competency met (date/name/sign)** | |
| **Standard 6 – Communication Cont.** | **Oral Discussion/1:1** | | **Group work** | | **Simulation** | | **Observation within the work place as part of normal duties** | | **Training Course inc. Induction** | | **On line /e-learning** | | **Evidence provided in workbook/ portfolio** | | **Other (please give details)** | |  | |  | |
| **6.2 I understand how to meet the communication and language needs, wishes and preferences of individuals. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | |
| 6.2a Describe how to establish an individual’s communication and language needs, wishes and preferences | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| 6.2b List a range of communication methods and styles that could help meet an individual’s communication needs, wishes and preferences | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| **6.3 I understand how to promote effective communication. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | |
| 6.3a List barriers to effective communication | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| 6.3b Describe ways to reduce barriers to effective communication | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| 6.3c Describe how to check whether I have been understood | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| 6.3d Describe where to find information and support or services, to help me communicate more effectively | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance criteria** | **Assessment** | | | | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | **Competency met (date/name/sign)** |
| **Standard 6 – Communication Cont.** | **Oral Discussion/1:1** | | **Group work** | | **Simulation** | | **Observation within the work place as part of normal duties** | | **Training Course inc. Induction** | | **On line /e-learning** | | **Evidence provided in workbook/ portfolio** | | **Other (please give details)** | |  |  |
| **6.4 I understand the principles and practices relating to confidentiality. To meet this standard I can:** | | | | | | | | | | | | | | | | | | |
| 6.4a Describe what confidentiality means in relation to my role | |  | |  | |  | |  | |  | |  | |  | |  |  |  |
| 6.4b List any legislation and agreed ways of working to maintain confidentiality in day-to-day communication | |  | |  | |  | |  | |  | |  | |  | |  |  |  |
| 6.4c Describe situations where information, normally considered to be confidential, might need to be passed on | |  | |  | |  | |  | |  | |  | |  | |  |  |  |
| 6.4d Describe who to ask for advice and support about confidentiality | |  | |  | |  | |  | |  | |  | |  | |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance criteria** | **Assessment** | | | | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | | **Competency met (date/name/sign)** | |
| **Standard 6 – Communication Cont.** | **Oral Discussion/1:1** | | **Group work** | | **Simulation** | | **Observation within the work place as part of normal duties** | | **Training Course inc. Induction** | | **On line /e-learning** | | **Evidence provided in workbook/ portfolio** | | **Other (please give details)** | |  | |  | |
| **6.5 I will use appropriate verbal and non-verbal communication. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | |
| 6.5a Demonstrate the use appropriate verbal and non-verbal communication:  Verbal:   * Tone * Volume   Non-verbal:   * Position/ proximity * Eye contact * Body language * Touch * Signs * Symbols and pictures * Writing * Objects of reference * Human and technical aids   Communication may take place:   * face to face * by telephone or text * by email, internet or social networks * by written reports or letters | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance criteria** | **Assessment** | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | **Competency met (date/name/sign)** |
| **Standard 6 – Communication Cont.** | **Oral Discussion/1:1** | | **Group work** | | **Simulation** | | **Observation within the work place as part of normal duties** | | **Training Course inc. Induction** | | **On line /e-learning** | **Evidence provided in workbook/ portfolio** | **Other (please give details)** |  |  |
| **6.6 I will support the use of appropriate communication aids/ technologies. To meet this standard I can:** | | | | | | | | | | | | | | | |
| 6.6a Check that communication aids/ technologies are:   * Clean * Work properly * In good repair | |  | |  | |  | |  | |  |  |  |  |  |  |
| 6.6b Report any concerns about the communication aid/ technology to the appropriate person. This could include:   * Senior member of staff * Carer * Family member | |  | |  | |  | |  | |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | | | | | |
| |  | | --- | | **Care Certificate Standard 7 – Privacy and Dignity** |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Maps to:**   |  |  | | --- | --- | | **Code of Conduct** | **Compassion in Practice (6Cs)** | | |  | | --- | | **2.** Promote and uphold the privacy, dignity, rights, health and wellbeing of people who use health and care services and their carers at all times | | Care, Compassion, Competence, Communication, Courage and Commitment | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Performance criteria** | | **Assessment** | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | | **Competency met (date/name/sign)** | | |  | | **Oral Discussion/1:1** | | **Group work** | | **Simulation** | **Observation within the work place as part of normal duties** | **Training Course inc. Induction** | **On line /e-learning** | | **Evidence provided in workbook/ portfolio** | | **Other (please give details)** | |  | |  | | | **Standard 7 - Privacy and Dignity** | | | | | | | | | | | | | | | | | | | | **7.1 I understand the principles that underpin privacy and dignity in care. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | 7.1a Describe what is meant by privacy and dignity |  | |  | |  | |  |  | |  | |  | |  | |  | |  | | 7.1b List situations where an individual’s privacy and dignity could be compromised |  | |  | |  | |  |  | |  | |  | |  | |  | |  | | 7.1c Describe how to maintain privacy and dignity in the work setting |  | |  | |  | |  |  | |  | |  | |  | |  | |  | | | | | | | | | | | | | | |
| **Performance criteria** | **Assessment** | | | | | | | | **Comments or Action Plan agreed and completed** | **Competency met (date/name/sign)** | |
| **Standard 7 - Privacy and Dignity**  **Cont.** | **Oral Discussion/1:1** | **Group work** | **Simulation** | **Observation within the work place as part of normal duties** | **Training Course inc. Induction** | **On line /e-learning** | **Evidence provided in workbook/ portfolio** | **Other (please give details)** |  |  | |
| **7.2 I will maintain the privacy and dignity of the individual(s) in my care. To meet this standard I can:** | | | | | | | | | | | |
| 7.2a Demonstrate that the privacy and dignity of the individual is maintained at all times being in line with the person’s individual needs and preferences when providing personal care. This could include:   * Making sure doors, screens or curtains are in the correct position * Getting permission before entering someone’s personal space * Knocking before entering the room * Ensuring any clothing, hospital gowns etc. are positioned correctly * The individual is positioned appropriately e.g. the individual is not exposing any part of their body they would not want others to be able to see |  |  |  |  |  |  |  |  |  |  | |
| 7.2b Explain why it is important not to disclose anything about the individual that they may wish to be kept private, unless it is appropriate to do so. This could include:   * Health condition * Sexual orientation * Personal history * Social circumstances |  |  |  |  |  |  |  |  |  |  | |
| **Performance criteria** | **Assessment** | | | | | | | | **Comments or Action Plan agreed and completed** | **Competency met (date/name/sign)** | |
| **Standard 7 - Privacy and Dignity**  **Cont.** | **Oral Discussion/1:1** | **Group work** | **Simulation** | **Observation within the work place as part of normal duties** | **Training Course inc. Induction** | **On line /e-learning** | **Evidence provided in workbook/ portfolio** | **Other (please give details)** |  |  | |
| 7.2c Report any concerns I have to the relevant person. This could include:   * Senior member of staff * Carer * Family member |  |  |  |  |  |  |  |  |  |  | |
| 7.2d Report any concerns I have to the relevant person. This could include:   * Senior Member of staff * Carer * Family Member |  |  |  |  |  |  |  |  | *If the opportunity to demonstrate this during induction then simulation or role play using scenarios is permitted.* |  | |
| **7.3 I will support an individual’s right to make choices. To meet this standard I can:** | | | | | | | | | | | |
| 7.3a Describe ways of helping individuals to make informed choices |  |  |  |  |  |  |  |  |  |  | |
| 7.3b Explain how risk assessment processes can be used to support the right of individuals to make their own decisions |  |  |  |  |  |  |  |  |  |  | |
| 7.3c Explain why personal views must not influence an individual’s own choices or decisions |  |  |  |  |  |  |  |  |  |  | |
| 7.3d Describe why there may be times when I need to support an individual to question or challenge decisions made about them by others |  |  |  |  |  |  |  |  |  |  | |
| **Performance criteria** | **Assessment** | | | | | | | | **Comments or Action Plan agreed and completed** | | **Competency met (date/name/sign)** |
| **Standard 7 - Privacy and Dignity**  **Cont.** | **Oral Discussion/1:1** | **Group work** | **Simulation** | **Observation within the work place as part of normal duties** | **Training Course inc. Induction** | **On line /e-learning** | **Evidence provided in workbook/ portfolio** | **Other (please give details)** |  | |  |
| **7.4 I will support individuals in making choices about their care. To meet this standard I can:** | | | | | | | | | | | |
| 7.4a Demonstrate how to support individuals to make informed choices |  |  |  |  |  |  |  |  |  | |  |
| 7.4b Check risk assessment processes are used to support the right of individuals to make their own decisions |  |  |  |  |  |  |  |  |  | |  |
| 7.4c Reflect on how my own personal views could influence an individual’s own choices or decisions |  |  |  |  |  |  |  |  | *Reflection log in appendices* | |  |
| 7.4d Where appropriate support individuals to question or challenge decisions made about them by others |  |  |  |  |  |  |  |  | *If the opportunity to demonstrate this during induction then simulation or role play using scenarios is permitted.* | |  |
| 7.4e Report any concerns I have to the relevant person. This could include:   * Senior member of staff * Carer * Family member |  |  |  |  |  |  |  |  | *If the opportunity to demonstrate this during the induction period does not arise then simulation or role play using scenarios is permitted.* | |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance criteria** | | **Assessment** | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | **Competency met (date/name/sign)** |
| **Standard 7 - Privacy and Dignity**  **Cont.** | | **Oral Discussion/1:1** | | **Group work** | | **Simulation** | | **Observation within the work place as part of normal duties** | | **Training Course inc. Induction** | | **On line /e-learning** | **Evidence provided in workbook/ portfolio** | **Other (please give details)** |  |  |
| **7.5 I understand how to support active participation. To meet this standard I can:** | | | | | | | | | | | | | | | | |
| 7.5a Describe the importance of how valuing people contributes to active participation |  | |  | |  | |  | |  | |  | |  |  |  |  |
| 7.5b Explain how to enable individuals to make informed choices about their lives |  | |  | |  | |  | |  | |  | |  |  |  |  |
| 7.5c List other ways I can support active participation |  | |  | |  | |  | |  | |  | |  |  |  |  |
| 7.5d Describe the importance of enabling individuals to develop skills in self-care and to maintain their own network of friends within their community |  | |  | |  | |  | |  | |  | |  |  |  |  |
| **7.6 I will support the individual in active participation in their own care. To meet this standard I can:** | | | | | | | | | | | | | | | | |
| 7.6a Demonstrate that I can support the active participation of individuals in my care |  | |  | |  | |  | |  | |  | |  |  |  |  |
| 7.6b Reflect on how my own personal views could restrict the individual’s ability to actively participate in their care |  | |  | |  | |  | |  | |  | |  |  |  |  |
| 7.6c Report any concerns to the relevant person. This could include:   * Senior member of staff * Carer * Family member |  | |  | |  | |  | |  | |  | |  |  | *If the opportunity to demonstrate this during the induction period does not arise then simulation or role play using scenarios is permitted.* |  |

|  |
| --- |
| **Care Certificate Standard 8 – Fluids and nutrition** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Maps to:**   |  |  | | --- | --- | | **Code of Conduct** | **Compassion in Practice (6Cs)** | | |  | | --- | | **2.** Promote and uphold the privacy, dignity, rights, health and wellbeing of people who use health and care services and their carers at all times  **3.** Work in collaboration with your colleagues to ensure the delivery of high quality, safe and compassionate healthcare, care and support | | Care, Compassion, Competence, Communication, Courage and Commitment | | **National Occupational Standards**   * SCDHSC0213 Provide food and drink to promote individuals’ health and well being * SCDHSC0214 **Support individuals to eat and drink** |  | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance criteria** | | **Assessment** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | **Competency met (date/name/sign)** |
|  | | **Oral Discussion/1:1** | | | | | | **Group work** | | | | | | **Simulation** | | | | | | **Observation within the work place as part of normal duties** | | | | | | **Training Course inc. Induction** | | | | | | **On line /e-learning** | | | | | | **Evidence provided in workbook/ portfolio** | | | | **Other (please give details)** | | | |  |  |
| **Standard 8 - Fluids and nutrition** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **8.1 I understand the principles of hydration, nutrition and food safety. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8.1a Describe the importance of food safety, including hygiene, in the preparation and handling of food |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | |  | | | |  |  |
| 8.1b Explain the importance of good nutrition and hydration in maintaining health and wellbeing |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | |  | | | |  |  |
| **Performance criteria** | | | **Assessment** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Comments or Action Plan agreed & completed** | **Competency met (date/name/sign)** |
| **Standard 8 - Fluids and nutrition**  **Cont.** | | | **Oral Discussion/1:1** | | | | | | **Group work** | | | | | | **Simulation** | | | | | | **Observation within the work place as part of normal duties** | | | | | | **Training Course inc. Induction** | | | | | | **On line /e-learning** | | | | | | **Evidence provided in workbook/ portfolio** | | | | **Other (please give details)** | | |  |  |
| 8.1c List signs and symptoms of poor nutrition and hydration | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | |  | | |  |  |
| 8.1d Explain how to promote adequate nutrition and hydration | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | |  | | |  |  |
| **8.2 I will support individuals to have access to fluids in accordance with their plan of care. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8.2a Check that drinks are within reach of those that have restrictions on their movement/ mobility | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | |  | |  |  |
| 8.2b Check that drinks are refreshed on a regular basis | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | |  | |  |  |
| 8.2c Check that individuals are offered drinks in accordance with their plan of care | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | |  | |  |  |
| 8.2d Support and encourage individuals to drink in accordance with their plan of care  *If the opportunity to demonstrate this during the induction period does not arise then simulation or role play using scenarios is permitted.* | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | |  | |  |  |
| 8.2e Report any concerns to the relevant person. This could include:   * Senior member of staff * Carer * Family member | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | |  | | *If the opportunity to demonstrate this during the induction period does not arise then simulation or role play using scenarios is permitted.* |  |
| **Performance criteria** | | | | | | **Assessment** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | **Competency met (date/name/sign)** |
| **Standard 8 - Fluids and nutrition**  **Cont.** | | | | | | **Oral Discussion/1:1** | | | | | | **Group work** | | | | | | **Simulation** | | | | | | **Observation within the work place as part of normal duties** | | | | | | **Training Course inc. Induction** | | | | | | **On line /e-learning** | | | | | **Evidence provided in workbook/ portfolio** | | | | **Other (please give details)** |  |  |
| **I will support individuals to have access to food and nutrition in accordance with their care plan. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8.3a Check that any nutritional products are within reach of those that have restrictions on their movement/mobility | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | |  |  |  |
| 8.3b Check food is at the appropriate temperature | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | |  |  |  |
| 8.3c Check food is presented in accordance with the plan of care i.e. the individual is able to eat it | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | |  |  |  |
| 8.3d check that appropriate utensils are available to enable the individual to meet their nutritional needs as independently as possible | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | |  |  |  |
| 8.3e Support and encourage individuals to eat in accordance with their plan of care | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | |  |  |  |
| 8.3f Report any concerns to the relevant person. This could include:   * Senior member of staff * Carer * Family member | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | |  | *If the opportunity to demonstrate this during the induction period does not arise then simulation or role play using scenarios is permitted.* |  |

|  |
| --- |
| **Care Certificate Standard 9 – Awareness of Mental Health, Dementia and Learning Disabilities** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Maps to: Code of Conduct** n/a Compassion in practice (6Cs)  Care, Compassion, Competence, Communication, Courage and  Commitment  **National Occupational Standard MH14.201**   |  |  | | --- | --- | | **Identify potential mental health needs and related issues** |  | | |  | | --- | |  |   **\*\*Assessment of knowledge required within this standard can be undertaken on a 1:1 with the HCSW or as group work\*\*** | \*\* Assessment must include the learner’s knowledge of the mental capacity act (2005). This is a checklist of things to consider when deciding what’s in the persons ‘best interests’\* | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance criteria** | | **Assessment of awareness** | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | | **Competency met (date/name/sign)** | |
|  | | **Oral Discussion/1:1** | | **Group work** | **Simulation** | **Observation within the work place as part of normal duties** | **Training Course inc. Induction** | | **On line /e-learning** | | **Evidence provided in workbook/ portfolio** | | **Other (please give details)** | |  | |  | |
| **Standard 9 - Awareness of Mental Health, Dementia and Learning Disabilities** | | | | | | | | | | | | | | | | | | |
| **9.1 Understand the needs and experiences of people with mental health conditions, dementia and Learning disabilities** | | | | | | | | | | | | | | | | | | |
| 9.1a **List how someone may feel if they have:**  1. Mental Health conditions such as:  a) psychosis  b) Depression  c) Anxiety  2. Dementia  3. Learning Disability  The issues may be physical, social or psychological and will affect the **individual** in different ways | | | | | | | | | | | | | | | | | | |
| 9.1b Explain how these conditions may influence a person’s **needs** in relation to the care that they may require  9.1c Explain why it is important to understand that the causes and support needs are different for people with mental health, dementia and learning disabilities |  | |  | |  |  | |  | |  | |  | |  | |  | |  |
| 9.2 Understand the importance of promoting positive health and wellbeing for an individual who may have a mental health condition, dementia or learning disability   1. Explain how positive attitudes towards those with mental health conditions, dementia and learning disabilities will improve the **care and support** they receive 2. Describe the social model of disability and how it underpins positive attitudes towards disability and involving people in their own care |  | |  | |  |  | |  | |  | |  | |  | |  | |  |
| 9.3 Understand the adjustments which may be necessary in care delivery relating to an individual who may have mental health condition, dementia or learning disability  9.3a) Describe what adjustments might need to be made to the way the care is provided if someone has:  1. A mental health condition such as: a) psychosis  b) depression  c) Anxiety  2. Dementia  3. Learning disabilities  9.3b Describe how to report concerns associated with any unmet needs which may arise from mental health condition, dementia and learning disabilities through agreed ways of working. |  | |  | |  |  | |  | |  | |  | |  | |  | |  |
| 9.4 Understand the importance of early detection of mental health needs, dementia and learning disabilities  9.4a Explain why early detection of mental health needs, dementia or learning disability is important  9.4b Give examples of how and why care and support might need to be adapted when a mental health need, dementia or learning disability is identified |  | |  | |  |  | |  | |  | |  | |  | |  | |  |
| 9.5  Understand legal frameworks, policy and guidelines relating to mental health needs, dementia and learning disabilities  9.5a List the key legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with mental health needs, dementia or learning disabilities  9.5b Explain how the legislation and policies listed influence the day to day experiences of individuals with mental health needs, dementia and learning disabilities and their families |  | |  | |  |  | |  | |  | |  | |  | |  | |  |
| 9.6 Understand mental capacity  9,6a Explain what is meant by the term ‘mental capacity’  9.6b Explain why it is important to assume that someone has capacity unless there is evidence that they do not  9.6c Explain how an assessment of capacity is made  9.6d Describe where an assessment of capacity might need to be undertaken |  | |  | |  |  | |  | |  | |  | |  | |  | |  |

|  |
| --- |
| **Care Certificate Standard 10 – Safeguarding Adults** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Maps to:**   |  |  | | --- | --- | | **Code of Conduct** | **Compassion in Practice (6Cs)** | | **1.5** Tell your assessor or employer about any issues that might affect your ability to do your job competently and safely. If you do not feel competent to carry out an activity, you must report this.  **1.9** Report any actions or omissions by yourself or colleagues that you feel may compromise the safety or care of people who use health and care services and, if necessary use whistle blowing procedures to report any suspected wrongdoing.  **3.** Work in collaboration with your colleagues to ensure the delivery of high quality, safe and compassionate healthcare, care and support.  6.4 Improve the quality and safety of the care you provide with the help of your assessor (and a assessor if available), and in line with your agreed ways of working. | Care, Compassion, Competence, Communication, Courage and Commitment | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance criteria** | | **Assessment** | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | | **Competency met (date/name/sign)** | |
|  | | **Oral Discussion/1:1** | | **Group work** | **Simulation** | **Observation within the work place as part of normal duties** | **Training Course inc. Induction** | | **On line /e-learning** | | **Evidence provided in workbook/ portfolio** | | **Other (please give details)** | |  | |  | |
| **Standard 10 - Safeguarding Adults** | | | | | | | | | | | | | | | | | | |
| **10.1 I understand the principles of Safeguarding adults. To meet this standard I can:** | | | | | | | | | | | | | | | | | | |
| 10.1a Explain the term safeguarding adults |  | |  | |  |  | |  | |  | |  | |  | |  | |  |
| 10.1b Explain my own role and responsibilities in safeguarding individuals |  | |  | |  |  | |  | |  | |  | |  | |  | |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance criteria** | **Assessment** | | | | | | | | **Comments or Action Plan agreed and completed** | **Competency met (date/name/sign)** |
| **Standard 10 - Safeguarding Adults**  **Cont.** | **Oral Discussion/1:1** | **Group work** | **Simulation** | **Observation within the work place as part of normal duties** | **Training Course inc. Induction** | **On line /e-learning** | **Evidence provided in workbook/ portfolio** | **Other (please give details)** |  |  |
| 10.1c List the main types of abuse |  |  |  |  |  |  |  |  |  |  |
| 10.1d Describe what constitutes harm |  |  |  |  |  |  |  |  |  |  |
| 10.1e Explain why an individual may be vulnerable to harm or abuse |  |  |  |  |  |  |  |  |  |  |
| 10.1f Describe what constitutes restrictive practices |  |  |  |  |  |  |  |  |  |  |
| 10.1g List the signs and symptoms associated with abuse |  |  |  |  |  |  |  |  |  |  |
| 10.1h Describe the nature and scope of harm to and abuse of adults at risk |  |  |  |  |  |  |  |  |  |  |
| 10.1i List a range of factors which have featured in adult abuse and neglect |  |  |  |  |  |  |  |  |  |  |
| 10.1j Demonstrate the importance of ensuring individuals are treated with dignity and respect when providing health and care services |  |  |  |  |  |  |  |  | *Evidence may be cross- referenced from other Standards* |  |
| 10.1k Describe where to get information and advice about my role and responsibilities in preventing and protecting individuals from harm and abuse |  |  |  |  |  |  |  |  |  |  |
| **Performance criteria** | **Assessment** | | | | | | | | **Comments or Action Plan agreed and completed** | **Competency met (date/name/sign)** |
| **Standard 10 - Safeguarding Adults**  **Cont.** | **Oral Discussion/1:1** | **Group work** | **Simulation** | **Observation within the work place as part of normal duties** | **Training Course inc. Induction** | **On line /e-learning** | **Evidence provided in workbook/ portfolio** | **Other (please give details)** |  |  |
| 10.2a Describe how care environments can promote or undermine people’s dignity and rights |  |  |  |  |  |  |  |  |  |  |
| 10.2b Explain the importance of individualised, person centred care |  |  |  |  |  |  |  |  |  |  |
| 10.2c Explain how to apply the basic principles of helping people to keep themselves safe |  |  |  |  |  |  |  |  |  |  |
| 10.2d Explain the local arrangements for the implementation of multi-agency Safeguarding Adult’s policies and procedures |  |  |  |  |  |  |  |  |  |  |
| 10.2e List ways in which the likelihood of abuse can be reduced by managing risk and focusing on prevention |  |  |  |  |  |  |  |  |  |  |
| 10.2f Explain how a clear complaints procedure for reducing the likelihood of abuse |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance criteria** | | **Assessment** | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | **Competency met (date/name/sign)** |
| **Standard 10 - Safeguarding Adults**  **Cont.** | | **Oral Discussion/1:1** | | **Group work** | | **Simulation** | | **Observation within the work place as part of normal duties** | | **Training Course inc. Induction** | **On line /e-learning** | **Evidence provided in workbook/ portfolio** | **Other (please give details)** |  |  |
| 10.3a Explain what to do if abuse of an adult is suspected; including how to raise concerns within local whistle blowing policy procedures |  | |  | |  | |  | |  | |  |  |  |  |  |
| 10.4a List relevant legislation, local and national policies and procedures which relate to safeguarding adults |  | |  | |  | |  | |  | |  |  |  |  |  |
| 10.4b Explain the importance of sharing information with the relevant agencies |  | |  | |  | |  | |  | |  |  |  |  |  |
| 10.4c Describe the actions to take if I experience barriers in alerting or referring to relevant agencies |  | |  | |  | |  | |  | |  |  |  |  |  |

|  |
| --- |
|  |
|  | |

|  |
| --- |
| **Care Certificate Standard 11 – Safeguarding Children** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Maps to:**   |  |  | | --- | --- | | **Code of Conduct** | **Compassion in Practice (6Cs)** | | **1.5** Tell your assessor or employer about any issues that might affect your ability to do your job competently and safely. If you do not feel competent to carry out an activity, you must report this.  **1.9** Report any actions or omissions by yourself or colleagues that you feel may compromise the safety or care of people who use health and care services and, if necessary use whistle blowing procedures to report any suspected wrongdoing.  **3.** Work in collaboration with your colleagues to ensure the delivery of high quality, safe and compassionate healthcare, care and support.  **6.4** Improve the quality and safety of the care you provide with the help of your assessor (and a assessor if available), and in line with your agreed ways of working. | Care, Compassion, Competence, Communication, Courage and Commitment | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance criteria** | **Assessment** | | | | | | | | **Comments or Action Plan agreed and completed** | **Competency met (date/name/sign)** |
|  | **Oral Discussion/1:1** | **Group work** | **Simulation** | **Observation within the work place as part of normal duties** | **Training Course inc. Induction** | **On line /e-learning** | **Evidence provided in workbook/ portfolio** | **Other (please give details)** |  |  |
| **Standard 11 - Safeguarding Children** | | | | | | | | | | |
| **11.1 I will safeguard children. To meet this standard I can:** | | | | | | | | | | |
| 11.1a Meet the national minimum training standards for Safeguarding Children as set out in “*Safeguarding Children and Young people: roles and competences for health care staff.”* (Intercollegiate Royal College of Paediatrics and Child Health 2010).  According to role, I will undertake either  **Level 2:** Minimum level required for clinical staff that have some degree of contact with children and young people and/or parents/carers.  or  **Level 3:** Clinical staff working with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and evaluating the needs of a child or young person and parenting capacity where there are safeguarding/child protection concerns. |  |  |  |  |  |  |  |  | *Your assessor will help you decide which level you need to complete for your role.* |  |

|  |
| --- |
|  |
|  | |

|  |
| --- |
| **Care Certificate Standard 12 – Basic Life Support** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Maps to:**   |  |  | | --- | --- | | **Code of Conduct** | **Compassion in Practice (6Cs)** | | **N/A** | Care, Compassion, Competence, Communication, Courage and Commitment | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance criteria** | **Assessment** | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | | **Competency met (date/name/sign)** | |
|  | **Oral Discussion/1:1** | **Group work** | **Simulation** | **Observation within the work place as part of normal duties** | | **Training Course inc. Induction** | | **On line /e-learning** | | **Evidence provided in workbook/ portfolio** | | **Other (please give details)** | |  | |  | |
| **Standard 12 - Basic Life Support** | | | | | | | | | | | | | | | | | |
| **12.1 I will be able to provide basic life support. To meet this standard I can:** | | | | | | | | | | | | | | | | | |
| 11.1a Be able to carry out basic life support.  I will complete the appropriate Basic Life Support Training at Level 2 as specified by the UK Resuscitation Council.   * If I work with Adults in health and social care I will undertake training in adult basic life support. * If I work with Paediatric patients in health I will undertake training in paediatric basic life support. * If I work with Newborn patients in health I will undertake training in newborn life support.   Guidance:   * Resuscitation Council 2010 Resuscitation Guidelines * Cardiopulmonary Resuscitation – Standards for clinical practice and training Joint Statement |  |  |  | |  | |  | |  | |  | |  | | *Statutory and Mandatory training must be completed – both e-learning and face to face element* | |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **Standard 13 - Health and Safety** |  |  |  |  | | --- | --- | --- | | **Maps to: Code of Conduct** |  | **Compassion in Practice (6Cs)** | | 1. Be accountable by making sure you can answer for your actions or omissions  2. Promote and uphold the privacy, dignity, rights, health and wellbeing of people who use health and care services and their carers at all times  3. Work in collaboration with your colleagues to ensure the delivery of high quality, safe and compassionate healthcare, care and support  4. Communicate in an open and effective way to promote the health, safety and wellbeing of people who use health and care services and their carers |  | Care, Compassion, Competence, Communication, Courage and Commitment | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance criteria** | **Assessment** | | | | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | | **Competency met (date/name/sign)** | |
|  | **Oral Discussion/1:1** | | **Group work** | | **Simulation** | | **Observation within the work place as part of normal duties** | | **Training Course inc. Induction** | | **On line /e-learning** | | **Evidence provided in workbook/ portfolio** | | **Other (please give details)** | |  | |  | |
| **Standard 13 - Health and Safety** | | | | | | | | | | | | | | | | | | | | |
| **13.1 I understand my own responsibilities, and the responsibilities of others, relating to health and safety in the work setting. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | |
| 13.1a List legislation relating to general health and safety in a health or social care work setting | |  | |  | |  | |  | |  | |  | |  | |  | |  |  | |
| 13.1b Describe the main points of the health and safety policies and procedures agreed with the employer | |  | |  | |  | |  | |  | |  | |  | |  | |  |  | |
| 13.1c Outline the main health and safety responsibilities of:  • self  • the employer or manager  • others in the work setting | |  | |  | |  | |  | |  | |  | |  | |  | |  |  | |
| **Performance criteria** | | **Assessment** | | | | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | **Competency met (date/name/sign)** | |
| **Standard 13 - Health and Safety**  **Cont.** | | **Oral Discussion/1:1** | | **Group work** | | **Simulation** | | **Observation within the work place as part of normal duties** | | **Training Course inc. Induction** | | **On line /e-learning** | | **Evidence provided in workbook/ portfolio** | | **Other (please give details)** | |  |  | |
| 13.1d List tasks relating to health and safety that should not be carried out without special training | |  | |  | |  | |  | |  | |  | |  | |  | |  |  | |
| 13.1e Explain how to access additional support and information relating to health and safety | |  | |  | |  | |  | |  | |  | |  | |  | |  |  | |
| 13.1f Describe different types of accidents and sudden illness that may occur in my own work setting | |  | |  | |  | |  | |  | |  | |  | |  | |  |  | |
| **13.2 I understand risk assessment.** **To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | |
| 13.2a Explain why it is important to assess the health and safety risks posed by particular work settings, situations or activities |  | |  | |  | |  | |  | |  | | |  | |  | |  |  | |
| 13.2b Describe how and when to report health and safety risks that I have identified |  | |  | |  | |  | |  | |  | | |  | |  | |  |  | |
| **13.3 I will move and assist safely. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | |
| 13.3a Identify key pieces of legislation that relate to moving and assisting | |  | |  | |  | |  | |  | |  | |  | |  | |  |  | |
| 13.3b List tasks relating to moving and assisting that I am not allowed to carry out until I am competent | |  | |  | |  | |  | |  | |  | |  | |  | |  |  | |
| **Performance criteria** | | **Assessment** | | | | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | | **Competency met (date/name/sign)** |
| **Standard 13 - Health and Safety**  **Cont.** | | **Oral Discussion/1:1** | | **Group work** | | **Simulation** | | **Observation within the work place as part of normal duties** | | **Training Course inc. Induction** | | **On line /e-learning** | | **Evidence provided in workbook/ portfolio** | | **Other (please give details)** | |  | |  |
| 13.3c I demonstrate how to move and assist people and objects safely, maintaining the individual’s dignity, and in line with legislation and agreed ways of working | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| **13.4 I understand procedures for responding to accidents and sudden illness. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | |
| 13.4a List the different types of accidents and sudden illness that may occur in the course of their work | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| 13.4b Describe the procedures to be followed if an accident or sudden illness should occur | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| 13.4c List the emergency first aid actions I am and am not allowed to carry out | |  | |  | |  | |  | |  | |  | |  | |  | | ***N.B. HCAs are not expected to carry out first aid*** | |  |
| **13.5 I understand medication and healthcare tasks. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | |
| 13.5a Describe the agreed ways of working in relation to medication | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| 13.5b Describe the agreed ways of working in relation to healthcare tasks | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| 13.5c List the tasks relating to medication and health care procedures that I am not allowed to carry out until I am competent | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| **Performance criteria** | | **Assessment** | | | | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | | **Competency met (date/name/sign)** |
| **Standard 13 - Health and Safety**  **Cont.** | | **Oral Discussion/1:1** | | **Group work** | | **Simulation** | | **Observation within the work place as part of normal duties** | | **Training Course inc. Induction** | | **On line /e-learning** | | **Evidence provided in workbook/ portfolio** | | **Other (please give details)** | |  | |  |
| **13.6 I will handle hazardous substances. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | |
| 13.6a Describe the hazardous substances in my workplace | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| 13.6b Demonstrate safe practices for storing, using and disposing of hazardous substances | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| **13.7 I will promote fire safety. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | |
| 13.7a Explain how to prevent fires from starting or spreading | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| 13.7b Describe what to do in the event of a fire | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| **13.8 I will work securely. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | |
| 13.8a Describe the measures that are designed to protect my own security at work, and the security of those I support | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| 13.8b Explain the agreed ways of working for checking the identity of anyone requesting access to premises or information | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| **Performance criteria** | | **Assessment** | | | | | | | | | | | | | | | | **Comments or Action Plan**  **agreed and completed** | **Competency met (date/name/sign)** | |
| **Standard 13 - Health and Safety**  **Cont.** | | **Oral Discussion/1:1** | | **Group work** | | **Simulation** | | **Observation within the work place as part of normal duties** | | **Training Course inc. Induction** | | **On line /e-learning** | | **Evidence provided in workbook/ portfolio** | | **Other (please give details)** | |  |  | |
| **13.9 I manage stress. To meet this standard I can:** | | | | | | | | | | | | | | | | | | | | |
| 13.9a List common signs and indicators of stress in myself and others | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| 13.9b Identify circumstances that tend to trigger stress in myself and others | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| 13.9c List ways to manage stress | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
|  | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |

|  |
| --- |
| **Care Certificate Standard 14 – Handling information** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Maps to:**   |  |  | | --- | --- | | **Code of Conduct** | **Compassion in Practice (6Cs)** | | 5. Respect people’s right to confidentiality | Care, Compassion, Competence, Communication, Courage and Commitment | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance criteria** | | **Assessment** | | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | **Competency met (date/name/sign)** |
|  | | **Oral Discussion/1:1** | | **Group work** | | **Simulation** | | **Observation within the work place as part of normal duties** | | **Training Course inc. Induction** | | **On line /e-learning** | | **Evidence provided in workbook/ portfolio** | **Other (please give details)** |  |  |
| **Standard 14 - Handling information** | | | | | | | | | | | | | | | | | |
| **14.1 I will handle information. To meet this standard I can:** | | | | | | | | | | | | | | | | | |
| 14.1a Describe the agreed ways of working and legislation regarding the recording, storing and sharing of information |  | |  | |  | |  | |  | |  | |  | |  |  |  |
| 14.1b Explain why it is important to have secure systems for recording, storing and sharing information |  | |  | |  | |  | |  | |  | |  | |  |  |  |
| 14.1c Demonstrate how to keep records that are up to date, complete, accurate and legible |  | |  | |  | |  | |  | |  | |  | |  |  |  |
| 14.1d Explain how, and to whom, to report if I become aware that agreed ways of working have not been followed |  | |  | |  | |  | |  | |  | |  | |  |  |  |

|  |
| --- |
|  |

|  |
| --- |
| **Care Certificate Standard 15 – Infection prevention and control** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Maps to: Code of Conduct Compassion in Practice (6Cs)**   |  |  | | --- | --- | |  | Care, Compassion, Competence, Communication, Courage and Commitment | |  |  | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance criteria** | | **Assessment** | | | | | | | | | | | | | **Comments or Action Plan agreed and completed** | **Competency met (date/name/sign)** |
|  | | **Oral Discussion/1:1** | | **Group work** | | **Simulation** | | **Observation within the work place as part of normal duties** | | **Training Course inc. Induction** | | **On line /e-learning** | **Evidence provided in workbook/ portfolio** | **Other (please give details)** |  |  |
| **Standard 15 - Infection prevention and control** | | | | | | | | | | | | | | | | |
| **15.1 I will prevent the spread of infection. To meet this standard I can:** | | | | | | | | | | | | | | | | |
| 15.1a Describe the main ways an infection can get into the body |  | |  | |  | |  | |  | |  | |  |  |  |  |
| 15.1b Demonstrate effective hand hygiene |  | |  | |  | |  | |  | |  | |  |  |  |  |
| 15.1c Explain how my own health or hygiene might pose a risk to the individuals I support or work with |  | |  | |  | |  | |  | |  | |  |  |  |  |
| 15.1d List common types of personal protective clothing, equipment and procedures and how and when to use them |  | |  | |  | |  | |  | |  | |  |  |  |  |
| 15.1e Explain the principles of safe handling of infected or soiled linen and clinical waste |  | |  | |  | |  | |  | |  | |  |  |  |  |

|  |
| --- |
|  |
|  | |

***Appendix 1 (use for 2.2d, 7.4c & 7.6b)* REFLECTIVE LEARNING RECORD**

|  |  |
| --- | --- |
| **Standard**  Write down the Standard to be developed |  |
| **Development objective**  Detail the development objective ‘Where you want to be’ |  |
| **Development activity**  Add the development activities chosen to achieve the objective |  |
| **Key Learning Point**  Describe what has been learned – both successes and mistakes |  |
| **What will I do now**  Having reflected on the learning, consider what else you need to do in order to achieve the required level of competency |  |
| **Next review date**  The review date should allow sufficient time for further actions to take place. This may coincide with one to one meetings with the learner’s manager |  |

***Appendix 2***

**Care Certificate**

**Sign off sheet**

**Name…………..…………..……………………………………………………. Ward/Department…………………………………………………………**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Standard** | **Date of completion** | **Assessor signature** |
| 1 | Understand you role |  |  |
| 2 | Your personal development |  |  |
| 3 | Duty of Care |  |  |
| 4 | Equality and Diversity |  |  |
| 5 | Work in Person Centred Way |  |  |
| 6 | Communication |  |  |
| 7 | Privacy and Dignity |  |  |
| 8 | Fluids and Nutrition |  |  |
| 9 | Dementia and Cognitive issues |  |  |
| 10 | Safeguarding Adults |  |  |
| 11 | Safeguarding Children |  |  |
| 12 | Basic Life Support |  |  |
| 13 | Health and Safety |  |  |
| 14 | Handling Information |  |  |
| 15 | Infection Prevention and Control |  |  |

Return completed sign-off sheet to:

OLM actioned: Date ………………………………………….. Name …………………………………………………………………………………

***Appendix 3***

***Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England (2)***

As a Healthcare Support Worker or an Adult Social Care Worker, you make a valuable and important contribution to the delivery of high quality healthcare, care and support. Following the guidance set out in this Code of Conduct will give you the reassurance that you are providing safe and compassionate care of a high standard, and the confidence to challenge others who are not. This Code will also tell the public and people who use health and care services exactly what they should expect from Healthcare Support Workers and Adult Social Care Workers in England.

**Purpose**

This Code is based on the principles of protecting the public by promoting best practice. It will ensure that you are ‘working to standard’, providing high quality, compassionate healthcare, care and support. The Code describes the standards of conduct, behaviour and attitude that the public and people who use health and care services should expect. You are responsible for, and have a duty of care to ensure that your conduct does not fall below the standards detailed in the Code. Nothing that you do, or omit to do, should harm the safety and wellbeing of people who use health and care services, and the public.

**Scope**

These standards apply to you if you are a Healthcare Support Worker (including an Assistant Practitioner) in England who reports to a Registered Nurse or Midwife. Healthcare Support Workers reporting to other healthcare professionals are not currently included. Adult Social Care Worker in England. This could either be in an independent capacity (for example, as a Personal Assistant); for a residential care provider; or as a supported living, day support or domiciliary care worker. The Code does not apply to Social Work Assistants.

**How does the Code help me as a Healthcare Support Worker / Adult Social Care Worker?**

It provides a set of clear standards, so you can:

* be sure of the standards you are expected to meet
* know whether you are working to these standards, or if you need to change the way you are working
* identify areas for continuing professional development
* fulfil the requirements of your role, behave correctly and do the right thing at all times.
* This is essential to protect people who use health and care services, the public and others from harm.

**How does this Code help people who use health and care services and members of the public?**

* The Code helps the public and those who use health and care services to understand what standards they can expect of Healthcare Support Workers and Adult Social Care Workers. The Code aims to give people who use health and care services the confidence that they will be treated with **dignity, respect** and **compassion** at all times.
* **2 Skills for Care & Skills for Health, Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England www.skillsforcare.org.uk & www.skillsforhealth.org.uk**

**How does this Code help my employer?**

The Code helps employers to understand what standards they should expect of Healthcare Support Workers and Adult Social Care Workers. If there are people who do not meet these standards, it will help to identify them and their support and training needs.

**The Code**

As a Healthcare Support Worker or Adult Social Care Worker in England you must:

1. Be accountable by making sure you can answer for your actions or omissions.

2. Promote and uphold the privacy, dignity, rights, health and wellbeing of people who use health and care services and their carers at all times.

3. Work in collaboration with your colleagues to ensure the delivery of high quality, safe and compassionate healthcare, care and support.

4. Communicate in an open and effective way to promote the health, safety and wellbeing of people who use health and care services and their carers.

5. Respect a person’s right to confidentiality.

6. Strive to improve the quality of healthcare, care and support through continuing professional development.

7. Uphold and promote equality, diversity and inclusion.

***Appendix 4***

**Glossary of terms**

**ABUSE**: Abuse may be physical, sexual, emotional or psychological. It may be related to a person’s age, race, gender, sexuality, culture or religion and may be financial, institutional in nature. It includes both self-neglect and neglect by others.

**ACTIVE PARTICIPATION:** Active participation is a way of working that recognises an individual’s right to participate in the activities and relationships of everyday life as independently as possible. The individual is regarded as an active partner in their own care or support, rather than as a passive recipient. Ways to support active participation may include assistive technology, for example use of electronic or other devices. Adult Social Care Workers should refer to Common Core Principles to Support Self Care, principle 6 (www.skillsforcare.org.uk/selfcare). Healthcare Support Workers should refer to the Essence of Care Department of Health Publication (2010).

**ADVICE AND SUPPORT**: Advice and support can come from within or outside of your organisation and may include raising any concerns you may have.

**AGREED WAYS OF WORKING:** This refers to company policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies such as the Dignity Code, Essence of Care and Compassion in Practice.

**AT WORK:** The definition of ‘at work’ may include within the home of the individual you are supporting.

**BARRIERS:** These can include barriers of culture, gender, religion, language, literacy, health issues, disability, sensory or physical impairment.

**CARE AND SUPPORT:** Care and support enables people to do the everyday things like getting out of bed, dressed and into work; cooking meals; seeing friends; caring for our families; and being part of our communities. It might include emotional support at a time of difficulty or stress, or helping people who are caring for a family member or friend. It can mean support from community groups or networks: for example, giving others a lift to a social event. It might also include state-funded support, such as information and advice, support for carers, housing support, disability benefits and adult social care.

**CLINICAL WASTE:** This includes ‘sharps’, such as needles, bodily fluids and used dressings.

**COGNITIVE ISSUES:** Examples of cognitive issues include dementia, learning disabilities, anxiety, depression and eating disorders.

**COMMUNICATION:** This includes verbal and non-verbal communication such as signs, symbols, pictures, writing, objects of reference, human and technical aids, eye contact, body language and touch. Communication may take place face to face, by telephone, email, text, via social networks, written reports and letters.

**CONTINUING PROFESSIONAL DEVELOPMENT:** This is the way in which a worker continues to learn and develop throughout their careers, keeping their skills and knowledge up to date and ensuring they can work safely and effectively.

**DILEMMA:** A difficult situation or problem.

**DIVERSITY:** Celebrating differences and valuing everyone. Diversity encompasses visible and non-visible individual differences and is about respecting those differences.

**DUTY OF CARE:** Your duty of care means that you must aim to provide high quality care to the best of your ability and say if there are any reasons why you may be unable to do so.

**EQUALITY:** being equal in status, rights, and opportunities.

**FUNCTIONAL LEVEL:** The essential elements of literacy, numeracy and communication skills you need to perform your work confidently and effectively.

**HANDLING COMMENTS AND COMPLAINTS:** This includes recording them.

**HARM:** Harm includes ill treatment (including sexual abuse, exploitation and forms of ill treatment which are not physical); the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural); self-harm and neglect; unlawful conduct which adversely affects a person’s property, rights or interests (for example, financial abuse).

**HEALTH AND SAFETY:** This could be in relation to the safety of yourself, your colleagues or the people you support.

**HEALTHCARE TASKS:** These include any clinical procedures carried out as part of a care or support plan, for example those relating to stoma care, catheter or injections.

**INCLUSION:** ensuring that people are treated equally and fairly and are included as part of society.

**INDIVIDUAL:** This refers to any adult, child or young person accessing care or support; it will usually mean the person or people supported by the worker.

**INDUCTION:** This is the initial introduction to work that employees receive. The length of induction is determined by local employers and will vary in length and delivery.

**KEY PEOPLE:** The people who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**LEGISLATION:** Important legislation includes the Data Protection Act, the Human Rights Act and the Mental Capacity Act.

**MANAGING RISK:** Supporting individuals to exercise their choices and rights, recognising the balance between managing risk and enabling independence, choice and control.

**MOVING AND ASSISTING:** This is often referred to as ‘moving and handling’ in health and ‘moving and positioning’ in social care.

**NEEDS:** Assessed needs can include a variety of physical, emotional, social, spiritual, communication, learning, support or care needs.

**OTHERS:** For example, your own colleagues and other professionals across health and social care.

**PERSONAL DEVELOPMENT PLAN:** Yours may have a different name, but it will record information such as agreed objectives for development, proposed activities to meet those objectives and timescales for review.

**PERSON-CENTRED VALUES:** These include individuality, independence, privacy, partnership, choice, dignity, respect and rights.

**REFLECTIVE PRACTICE:** This is the process of thinking about every aspect of your work, including identifying how and where it could be improved.

**REPORTING:** This includes the recording of adverse events, incidents, confrontations, errors and issues.

**RESTRAINT AND RESTRICTIONS:** Section 6 (4) of the Mental Capacity Act 2005 states that someone is using restraint if they use or threaten to use force to make someone do something that they are resisting; or restrict a person’s freedom of movement, whether they are resisting or not.

**SECURE SYSTEMS:** This includes both manual and electronic systems.

**SELF-CARE:** This refers to the practices undertaken by people towards maintaining health and wellbeing and managing their own care needs. It has been defined as: *“the actions people take for themselves, their children and their families to stay fit and maintain good physical and mental health; meet social and psychological needs; prevent illness or accidents; care for minor ailments and long-term conditions; and maintain health and wellbeing after an acute illness or discharge from hospital.”* (Self care – A real choice: Self care support – A practical option, published by Department of Health, 2005).

**SERVICES:** Services may include translation, interpreting, speech and language therapy and advocacy services.

**SOURCES OF SUPPORT:** These may include formal or informal support, supervision and appraisal.

**STANDARDS:** These may include codes of conduct and practice, regulations, registration requirement (quality standards), National Occupational Standards and the Human Rights Act.

**STRESS:** While stress can have positive as well as negative effects, but in this document the word is used to refer to negative stress.

**WELLBEING:** A person’s wellbeing may include their sense of hope, confidence and self-esteem, their ability to communicate their wants and needs, to make contact with others, to show warmth and affection, and to experience and show pleasure or enjoyment.

**WHISTLEBLOWING:** Whistleblowing is when a worker reports suspected wrongdoing at work. Officially this is called *‘making a disclosure in the public interest’* and may sometimes be referred to as *‘escalating concerns.’* You must report things that you feel are not right, are illegal or if anyone at work is neglecting their duties. This includes when someone’s health and safety is in danger; damage to the environment; a criminal offence; that the company is not obeying the law (like not having the right insurance); or covering up wrongdoing.