# "we help you improve your workforce"

**common induction standards (2010 'refreshed' edition) social care (adults, England) with glossary**

skillsforcare

# common induction standards (2010 'refreshed' edition) social care (adults, England) with glossary

See also the guidance documents (for managers and others, and for workers) that accompany these standards. There is also a log book and certificate of successful completion.

The outcomes that are **highlighted** below are workplace-specific requirements, and they should be considered in relation to all workers new to the organisation, including those who have previously had induction training in other care settings.

1      Role of the health and social care worker

2      Personal development

3      Communicate effectively

4      Equality and inclusion

5      Principles for implementing duty of care

6      Principles of safeguarding in health and social care

7      Person-centred support

8      Health and safety in an adult social care setting

## Standard 1.   Role of the health and social care worker

| main area | outcome | additional information | GSCC codes of practice |
|---|---|---|---|
| 1. Responsibilities and limits of your relationship with an *individual* | **1.1** Know your main responsibilities to an *individual* you support | An *individual* refers to anyone accessing care or support; it will usually mean the person or people supported by the worker | 2.7, 5.2, 5.4 |
| | **1.2** Be aware of ways in which your relationship with an *individual* must be different from other relationships | | 5.4 |
| 2. Working in ways that are agreed with your employer | **2.1 Be aware of the aims, objectives and values of the service in which you work** | | |
| | **2.2 Understand why it is important to work in ways that are agreed with your employer** | | |
| | **2.3 Know how to access full and up-to-date details of** *agreed ways of working* **relevant to your role** | *Agreed ways of working* **include policies and procedures where these exist; they may be less formally documented among micro-employers and the self employed** | |
| 3. The importance of working in partnership with *others* | **3.1** Understand why it is important to work in partnership with carers, families, advocates and *others* who are significant to an *individual* | *Others* e.g. own colleagues, other professionals across health and social care | 1.2 |
| | **3.2** Recognise why it is important to work in teams and in partnership with others | | 6.5, 6.6,  6.7 |
| | **3.3** Be aware of attitudes and ways of working that help improve partnership with others | | |
| 4. Be able to handle information in agreed ways | **4.1** Understand why it is important to have secure systems for recording and storing information | e.g Data Protection Act 1998 regarding handling of information | 2.3, 6.2 |
| | **4.2** Be aware of how to keep records that are up to date, complete, accurate and legible | | |
| | **4.3 Be aware of agreed procedures for:**<br>■   **recording information**<br>■   **storing information**<br>■   **sharing information** | Includes manual and electronic systems | 6.2 |
| | **4.4 Be aware of how and to whom to report if you become aware that agreed procedures have not been followed** | | |

## Standard 2.　Personal development

| main area | outcome | additional information | GSCC codes of practice |
|---|---|---|---|
| 1. Competence in your own work role within the sector | **1.1 Understand the main duties and responsibilities of your own work role** | | |
| | **1.2 Be aware of *standards* and codes of practice that relate to your work role** | *Standards* may include:<br>■ Codes of practice<br>■ Regulations<br>■ Registration requirement (Quality standards)<br>■ National Occupational Standards<br>■ Human Rights Act | All |
| | **1.3** Be aware of how your previous experiences, personal attitudes and beliefs may affect the way you work | | |
| 2. Reflective practice | **2.1** Understand the importance of reflective practice in continuously improving the quality of service provided | | |
| | **2.2** Know how to evaluate your own knowledge, performance and understanding against relevant standards | | 6.8 |
| 3. Evaluating own performance | **3.1** Understand the *functional level* of literacy, numeracy and communication skills necessary to carry out your role | *Functional level of skills* are the essential elements of literacy, numeracy and communication skills you need to operate confidently and effectively in your work | 6.8 |
| | **3.2** Be aware of ways to assess your current level of literacy, numeracy and communication skills | e.g. Skills for Life audit tools, Care Skillsbase | |
| | **3.3** Know how to record progress in relation to your personal development | | |
| 4. Producing a *personal development plan* | **4.1** Be aware of *sources of support* for your personal development | *Sources of support* may include:<br>■ formal or informal support<br>■ supervision<br>■ appraisal.<br>Support can come from within or outside the organisation you work for. | 6.3, 6.4, 6.8 |
| | **4.2** Be aware of how others may assist to review and prioritise learning needs and development opportunities | Your *personal development plan* may have a different name, but it will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc. | |
| | **4.3** Know why feedback from others is important in helping to develop and improve the way you work | | |

| Standard 2. | Personal development | | |
|---|---|---|---|
| main area | outcome | additional information | GSCC codes of practice |
| 5. Using learning opportunities and reflective practice to contribute to personal development | **5.1** Recognise ways to measure how effective a learning activity has been. | | 6.8 |
| | **5.2** Recognise how you have used a situation at work to improve the way you work | | |
| | **5.3 Understand the system for recording personal development in your work setting** | | |
| | **5.4** Know how to record and update your own *continual professional development* | | |

## Standard 3. Communicate effectively

| main area | outcome | additional information | GSCC codes of practice |
|---|---|---|---|
| 1. Importance of effective communication in the work setting | **1.1** Be aware of the different reasons why people communicate | | 2.2 |
| | **1.2** Understand how communication affects relationships in the work setting | | |
| | **1.3** Know why it is important to observe an individual's reactions when communicating with them | | |
| 2. Meeting the communication and language needs, wishes and preferences of *individuals* | **2.1** Know how to establish an individual's communication and language needs, wishes and preferences | | 2.2 |
| | **2.2** Understand a range of *communication methods* and styles that could help meet an individual's communication needs, wishes and preferences | *Communication methods* include:<br>■ non-verbal communication, including:<br>- eye contact<br>- touch<br>- physical gestures<br>- body language<br>- behaviour<br>■ verbal communication, including:<br>- vocabulary<br>- linguistic tone<br>- pitch.<br>Communication may include signs, symbols, pictures, writing, objects of reference, human and technical aids, eye contact and touch. | |
| 3. Overcoming difficulties in promoting communication | **3.1** Recognise barriers to effective communication | May include a personal audit of your own written and communication needs | 2.2 |
| | **3.2** Be aware of ways to reduce barriers to effective communication | E.g. culture, religion, health issues, sensory impairment | |
| | **3.3** Know how to check communication has been understood to minimise misunderstandings when communicating | | |
| | **3.4** Be aware of sources of information and support or *services* to enable more effective communication | *Services* may include:<br>■ translation<br>■ interpreting services<br>■ speech and language services<br>■ advocacy services | |

| Standard 3. Communicate effectively | | | |
|---|---|---|---|
| main area | outcome | additional information | GSCC codes of practice |
| 4. Understand principles and practices relating to confidentiality | **4.1** Understand what confidentiality means in your work role | | 2.3 , 5.3 |
| | **4.2** Be aware of ways to maintain confidentiality in day to day communication | | |
| | **4.3** Be aware of situations where information normally considered to be confidential might need to be passed on | | |
| | **4.4** Explain how, when and from whom to seek advice about confidentiality | | |

## Standard 4.    Equality and inclusion

| main area | outcome | additional information | GSCC codes of practice |
|---|---|---|---|
| 1. The value and the importance of equality and inclusion | **1.1** Understand what is meant by diversity and discrimination | | 1.1, 1.5, 1.6 |
| | **1.2** Know how discrimination might occur in your work setting, both deliberately and inadvertently | | |
| | **1.3** Understand what is meant by equality and inclusion, and how they reduce discrimination | | |
| | **1.4** Know how practices that support equality and inclusion reduce the likelihood of discrimination | | 5.5, 5.6 |
| 2. Providing inclusive support | **2.1** Be aware of key legislation and *agreed ways of working* (where these apply) relating to equality, diversity, discrimination and rights | **E.g, CQC 'Essential Quality Standards', appendix B**<br><br>*Agreed ways of working* include policies and procedures where these exist; they may be less formally documented among micro-employers or the self employed | 3.1 |
| | **2.2** Be aware of how you can ensure that your own work is inclusive and respects the beliefs, culture, values and preferences of individuals | | 1.2, 1.4, 1.6, 3.8 |
| | **2.3** Know how you could challenge discrimination in a way that leads to positive change | | 3.2, 3.4 |
| 3. Access information, advice and support about equality and inclusion | **3.1** Know how to access a range of sources of information about equality, diversity and inclusion | | |
| | **3.2** Know who to ask for advice and support about equality and inclusion | | 3.4 |

## Standard 5.   Principles for implementing duty of care

| main area | outcome | additional information | GSCC codes of practice |
|---|---|---|---|
| 1. Understand how duty of care contributes to safe practice | **1.1** Explain what it means to have a duty of care in your own work role | | |
| | **1.2** Explain how duty of care contributes to the safeguarding or protection of individuals | | |
| 2. Know how to address dilemmas that may arise between an individual's rights and the duty of care | **2.1** Be aware of potential dilemmas that may arise between the duty of care and an individual's rights | | |
| | **2.2** Be aware of what you can and cannot do within your role in managing conflicts and dilemmas | | 6.4 |
| | **2.3 Know who to ask for advice about anything you feel uncomfortable about in relation to dilemmas in your work** | | 6.4 |
| 3. Know how to recognise and handle comments and complaints | **3.1 Be aware of any existing comments and complaints procedures in accordance with agreed ways of working** | | 3.7 |
| | **3.2 Know what you can and cannot do within of your role in handling comments and complaints and how you should respond** | This includes the recording of comments and complaints | |
| | **3.3 Know who to ask for advice in handling comments and complaints** | | |
| | **3.4 Recognise the importance of learning from comments and complaints to improve the quality of service** | | |
| 4. Know how to recognise and handle adverse events, incidents, errors and near misses | **4.1** Know how to recognise adverse events, incidents, errors and near misses that are likely to affect the well-being of *individuals* | An *individual* refers to anyone accessing care or support; it will usually mean the person or people supported by the worker | |
| | **4.2 Be aware of what you can and cannot do within your work role in relation to adverse events, incidents, errors and near misses** | This include the recording of incidents | 6.4 |
| | **4.3 Know the procedures and to whom you should report any adverse events, incidents, errors and near misses** | *'Whistle blowing'* means bringing these sorts of matters to the attention of the employer, or other appropriate authority | 3.3, 3.5, 3.6 |

| Standard 6 | Principles of safeguarding in health and social care | | |
|---|---|---|---|
| main area | outcome | additional information | GSCC codes of practice |
| 1. Recognising signs of harm or abuse | **1.1** Know the main *types of abuse* | *Types of abuse* include:<br>■ physical or sexual abuse<br>■ emotional/psychological abuse, including that related to age, race, gender, sexuality, culture, religion, etc<br>■ financial abuse<br>■ institutional abuse<br>■ self neglect<br>■ neglect by others | 3.2 |
| | **1.2** Recognise the signs and symptoms associated with each *type of abuse* | | |
| | **1.3** Be aware of factors that may contribute to an *individual* being more vulnerable to harm or abuse | An *individual* refers to anyone accessing care or support; it will usually mean the person or people supported by the worker | |
| | **1.4 Be aware of sources of information and advice about your role and responsibility in preventing harm and abuse and protecting individuals from it** | | |
| 2. Ways to reduce likelihood of abuse | **2.1** Be aware of how the likelihood of abuse can be reduced by:<br>■ working with person-centred values<br>■ promoting empowerment<br>■ *managing risk*<br>■ prevention | *Managing risk* is a way of working that supports individuals to exercise choices and rights, recognising the balance between managing risk and enabling independence, choice and control. | |
| | **2.2** Be aware of the importance of an accessible complaints procedure for reducing the likelihood of abuse | | 3.7, 3.8 |
| 3. Responding to suspected or disclosed abuse | **3.1 Know the actions you must take and who to contact if you suspect an individual is being harmed or abused** | | 3.3 |
| | **3.2 Know the actions you must take if an individual discloses that they are being harmed or abused** | | |
| | **3.3** Know what you must do if you suspect a child, young person or adult (met in any circumstances) is being abused or neglected | | |

| Standard 6 | Principles of safeguarding in health and social care | | |
|---|---|---|---|
| main area | outcome | additional information | GSCC codes of practice |
| 4. National and local context of protection from harm and abuse | **4.1 Be aware of national policies, local systems and existing employer's procedures that relate to protection from harm and abuse.** | | 3.3 |
| | **4.2 Be aware of your own role and responsibility in safeguarding individuals** | | |
| | **4.3** Be aware of reports into serious failures to protect individuals from harm and abuse | | |

## Standard 7.   Person-centred support

| main area | outcome | additional information | GSCC codes of practice |
|---|---|---|---|
| 1. Promote *person-centred values* in everyday work. | **1.1** Understand how to put *person-centred values* into practice in your day to day work | *Person-centred values include:*<br>■ individuality<br>■ independence<br>■ privacy<br>■ partnership<br>■ choice<br>■ dignity<br>■ respect<br>■ rights | 1.4 |
| | **1.2** Understand why it is important to work in a way that promotes these values when providing support to *individuals* | An *individual* refers to anyone accessing care or support; it will usually mean the person or people supported by the worker | 1.2 |
| | **1.3** Understand how to promote dignity in your day to day work with the individuals you support | | 1.2 |
| 2. Working in a person-centred way | **2.1** Recognise the features of working in a person-centred way | | |
| | **2.2** Understand why it is important to find out the history, preferences, wishes and *needs* of the individual(s) you are supporting. | *Needs* – assessed needs can be a variety e.g. physical, emotional, social, spiritual, communication, support or care needs | 1.1, 1.2 |
| | **2.3** Understand how the changing needs of an individual are reflected in their care plan and how this contributes to working in a person-centred way | | |
| | **2.4** Understand the importance of supporting individuals to plan for their future *well being* and fulfilment, including end of life care where appropriate | May include *Advance Care Planning*<br><br>A person's *well being* may include their:<br>■ sense of hope<br>■ confidence<br>■ self esteem<br>■ ability to communicate their wants and needs<br>■ ability to make contact with other people<br>■ ability to show warmth and affection<br>■ experience and showing of pleasure or enjoyment | 3.1 |

## Standard 7.   Person-centred support

| main area | outcome | additional information | GSCC codes of practice |
|---|---|---|---|
| 3. Recognising possible signs of dementia | **3.1** Be aware of possible signs of dementia in the individuals with whom you work | | |
| | **3.2**  Be aware why depression, delirium and age related memory impairment may be mistaken for dementia | | |
| | **3.3** Understand why early diagnosis is important in relation to dementia | | |
| | **3.4** Know who to tell, and how, if you suspect symptoms associated with dementia | | |
| 4. Supporting *active participation* | **4.1** Understand the importance of valuing people for who they are and being non-judgemental contributes to *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 | 1.3, 1.5 |
| | **4.2** Know ways of enabling individuals to make informed choices about their lives | | 1.3, 3.1 |
| | **4.3** Be aware of other ways you might support active participation | May include assistive technology, e.g use of electronic or other devices | |
| | **4.4** Know the importance of enabling individuals to develop skills in self care and to maintain their own social and community networks | See **Common Core Principles to Support Self Care**, principle 6 - www.skillsforcare.org.uk/selfcare | |
| 5. Supporting an individual's rights to make choices | **5.1** Be aware of ways of enabling an individual to make informed choices | | 1.3, 3.1 |
| | **5.2** Understand how you can use agreed risk assessment processes to support the right to make choices | | 4.23 |
| | **5.3** Know why your personal views should not be allowed to influence an individual's choices | | 2.6, 3.8, 5.5 |
| | **5.4** Be aware that there may be occasions you may need to support an individual to question or challenge decisions concerning them that are made by others | | 4.1, 4.3 |

| Standard 7.   Person-centred support | | | |
|---|---|---|---|
| main area | outcome | additional information | GSCC codes of practice |
| 6. Promoting spiritual and emotional well-being | **6.1** Be aware of how individual identity and self esteem are linked with spiritual and emotional well-being | | 1.2, 1.6 |
| | **6.2** Be aware of attitudes and approaches that are likely to promote spiritual and emotional well-being | | |
| | **6.3** Know how to support an individual in a way that promotes a sense of identity and self esteem | | |
| | **6.4** Know how to contribute to an environment that promotes spiritual and emotional well-being | | |

## Standard 8.  Health & safety in an adult social care setting

| main area | outcome | additional information | GSCC codes of practice |
|---|---|---|---|
| 1. Roles and responsibilities relating to health and safety in the *work setting/situation.* | **1.1** Be aware of key legislation relating to health and safety in your *work setting/situation* | *Work setting* may include one specific location or a range of locations, depending on the context of a particular work role | 3.3, 3.6, 6.1 |
| | **1.2 Understand the main points of the health and safety** *agreed ways of working* **in your work setting** | *Agreed ways of working* include policies and procedures where these exist; they may be less formally documented among micro-employers and the self employed | 3.2 |
| | **1.3 Know the main** *health and safety* **responsibilities of:**<br>**a) you**<br>**b) your manager**<br>**c) the individuals you support** | *Health and safety* could be in relation to own personal safety, other colleagues or individuals you support | 3.2, 3.3 |
| | **1.4** Know what you can and cannot do relating to general health and safety at your current stage of training. | | 6.3 |
| | **1.5** Know where and from whom additional support and information relating to health and safety can be accessed | | 6.4 |
| 2. Health and safety risk assessments | **2.1 Know why it is important to assess health and safety risks posed by the work setting/situation or by particular activities** | | 3.4 |
| | **2.2 Understand how and when to report health and safety risks that you have identified** | | |
| 3. Moving and positioning | **3.1** Be aware of key pieces of legislation that relate to 'moving and positioning' | | 3.6 |
| | **3.2** Be aware of tasks relating to moving and positioning that you are not allowed to carry out at your current stage of training | | |
| | **3.3 Understand how to move and position people and/or objects safely, maintaining the individual's dignity, and in line with legislation and** *agreed ways of working* | | 3.6 |

## Standard 8.     Health & safety in an adult social care setting

| main area | outcome | additional information | GSCC codes of practice |
|---|---|---|---|
| 4. Responding to accidents and sudden illness | **4.1** Be aware of different types of accidents and sudden illness that may occur in the course of your work | | |
| | **4.2 Understand the procedures to be followed if an accident or sudden illness should occur in your work setting/situation** | | |
| | **4.3** Be aware of tasks relating to emergency first aid that you are not allowed to carry out at your current stage of training. | | |
| 5. *Agreed ways of working* regarding medication and health care tasks | **5.1** Understand the main points of *agreed ways of working* about medication agreed with your employer | | 3.6 |
| | **5.2** Understand the main points of *agreed ways of working* about *health care tasks* agreed with your employer | *Health care tasks* include any medical procedures carried out as part of a plan of care, including those relating to colostomy, catheter, and injections | |
| | **5.3** Be aware of tasks relating to medication and health care procedures that you are not allowed to carry out at the current stage of training | | |
| 6. Handling hazardous substances | **6.1 Be aware of the hazardous substances in your workplace** | | 3.6 |
| | **6.2 Be aware of safe practices for**<br>■  **storing hazardous substances**<br>■  **using hazardous substances**<br>■  **disposing of hazardous substances** | | |
| 7. Preventing the spread of infection | **7.1** Know the main routes by which an infection can get into the body | **Health and Social Care Act 2008, Code of practice for infection control**, item 10 'compliance criteria' | |
| | **7.2** Understand the principles of effective hand hygiene | | |
| | **7.3** Understand ways in which your own health or hygiene might pose a risk to the individuals you support, or to other people at work | | |
| | **7.4** Be aware of common types of personal protective clothing, equipment and procedures and how and when to use them. | | |

# Standard 8.     Health & safety in an adult social care setting

| main area | outcome | additional information | GSCC codes of practice |
|---|---|---|---|
| | **7.5** Be aware of principles of safe handling of infected or soiled linen and *clinical waste* | *Clinical waste* includes 'sharps' such as needles, and used dressings | |
| 8. Promoting fire safety in the *work setting* | **8.1** Understand practices that prevent fires from:<br>■ starting<br>■ spreading | | 3.6 |
| | **8.2 Be aware of emergency procedures to be followed in the event of a fire in the** *work setting* | | |
| 9. Security measures in the *work setting* | **9.1** Understand measures that are designed to protect your own security at work, and the security of those you support | *Work setting/situation* is used to include workers who do not have a particular work place, such as personal assistants and domiciliary care workers | 3.3 |
| | **9.2** Know the *agreed ways of working* for checking the identity of anyone requesting access to premises or information | *Agreed ways of working* may mean formal policies or procedures where they exist. This applies to workers who are employed by people who use services, or similar, as well as to workers employed by larger companies and self employed workers. | 5.7 |
| 10. Managing stress | **10.1** Recognise common signs and indicators of *stress* in yourself and others | *Stress* can have positive as well as negative effects, but in this standard the word is used to refer to negative stress | 5.7 |
| | **10.2** Be aware of circumstances that tend to trigger stress in yourself and others | | |
| | **10.3** Know ways to manage stress | | |
| 11. Food safety, nutrition and hydration | **11.1** Understand the importance of food safety, including hygiene, in the preparation and handling of food | | |
| | **11.2** Understand importance of good nutrition and hydration in maintaining well-being | | |
| | **11.3** Recognise signs and symptoms of poor nutrition and hydration | | |
| | **11.4** Be aware of ways in which to promote adequate nutrition and hydration | | |

# glossary of words used in the refreshed common induction standards

Additional guidance is given alongside the standards to explain some words and terminology used. However below are additional explanations relating to other terms referred to within the context of the standards.

| Words used about people | |
| --- | --- |
| Individual(s) | The person or people receiving care or support. |
| Manager/Line Manager | The person who is directly responsible for supervising a worker, or who has responsibility for a workplace where one or more workers may visit or work. Looking at all the new work roles emerging in adult social care, this role might include someone (e.g. an individual receiving direct payments) instructing a personal assistant or a volunteer. |
| Carers | "A carer spends a significant proportion of their life providing unpaid support to family or potentially friends. This could be caring for a relative, partner or friend who is ill, frail, disabled or has mental health or substance misuse problems." (Source: Carers at the Heart of the 21st Century, DH 2008) |
| Worker | Anyone who has a role caring for or supporting one or more individuals, having been recruited to that role through a social care sector organisation or an individual. A worker may be a paid employee, self-employed or a volunteer. |
| **Words used about work and work documents** | |
| Advance Care Planning | The process of identifying future individual wishes and care preferences. This may or may not result in the recording these discussions in the form of an Advance Care Plan. |
| Care plan | A required document that sets out in detail the way daily care and support must be provided to an individual. Care plans may also be known as 'plans of support', 'individual plans', etc. |
| Continuing Professional Development (CPD) | An ongoing and planned learning process that contributes to personal and professional development and can be applied or assessed against competences and organisational performance. This can include the development of new knowledge, skills and competences. Comprehensive induction can be viewed as the initial building block of an ongoing CPD process. Skills for Care provides CPD support to adult social care employers and workers. |
| Functional skills / Skills for Life | These terms refer to the skills of reading, writing and handling numbers in various forms and at various levels. "Skills for Life" is the term used for 'entry level' skills, but you may find these terms used loosely and interchangeably. Considerable funding and support is available to help staff with these skills needs. See the Skills for Care website **www.skillsforcare.org.uk/skillsforlife** or **www.scie-careskillsbase.org.uk** for more details of essential resources in this area. |

| Person-centred approaches | Approaches to care planning and support which empower individuals to make the decisions about what they want to happen in their lives. These decisions then form the basis for any plans that are developed and implemented. |
|---|---|
| Personal development plan | This may have a different name but essentially it is a required document drawn up by a worker and line manager, setting out the learning needs, activities and qualification opportunities agreed as a route to develop the worker's knowledge and skills over a stated period. |
| Self care | Common Core Principles to Support Self Care – **www.skillsforcare.org.uk/selfcare** |
| Whistle blowing | Raising concerns with appropriate authorities about the way care and support is being provided, such as practices that are dangerous, abusive, discriminatory or exploitative. |
| **Words used about levels of knowledge** | |
| Be aware of | To know that something exists (e.g. legislation about promoting equal rights), and what it is concerned with at a general level rather than in detail. |
| Know / know how to | To have a clear and practical understanding of an area of work, with enough detail to be able to carry out any tasks or procedures linked with it. |
| Understand | To grasp the meaning of a concept and to grasp its broad purpose and principles (such as with legislation, policies and procedures). |
| Recognise | To understand a concept (e.g. equal opportunities) and how it affects the way work is carried out in practice |