# The Care Certificate Standards

## What is the Care Certificate?

The Care Certificate is an identified set of standards that health and social care workers adhere to in their daily working life. Designed with the non-regulated workforce[1] in mind, the Care Certificate gives everyone the confidence that these workers have the same introductory skills, knowledge and behaviours to provide compassionate, safe and high quality care and support.

Regulated staff (e.g. Doctors, Nurses, Social Workers, Occupational Therapists) gain similar skills and knowledge within their professional training so they do not need to also achieve the Care Certificate.

**The Care Certificate**:

- applies across health and social care;
- links to competences (National Occupational Standards) and units in qualifications;
- covers what is required to be caring;
- will equip workers with the fundamental skill they need to provide quality care; and
- gives them a basis from which they can further develop your knowledge and skills as their career progresses.

## What are the standards?

The 15 standards in the Care Certificate are:

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 disability
10. Safeguarding adults
11. Safeguarding Children
12. Basic Life Support
13. Health and Safety
14. Handling information
15. Infection prevention and control

Full details of each standard will be covered in the following pages.

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[1] **In Health roles may include**: Assistant Practitioner, Care Assistant, Healthcare Support Worker, Maternity Support Worker, Nursing Assistant, Occupational Therapy Assistant, Physiotherapy Assistant, Radiography Assistant, Speech and Language Therapy Assistant, Senior Care Assistant. **In Adult Social Care roles may include**: Activities worker, Day Care Assistant, Day Care Officer, Domiciliary care worker, Home care worker, Nursing Assistant (in a nursing home or a hospice), Personal Assistants, Reablement Assistant, Residential Care Worker, Senior Home Care Worker, Support Worker. **Other roles** may be included where achievement of all of the standards is possible.

## Is more information available?

If you require information about how the Care Certificate is assessed and certified please see:

- Health Education England  www.hee.nhs.uk or

- Skills for Care  www.skillsforcare.org.uk or

- Skills for Health  www.skillsforhealth.org.uk

## Standard 1: Understand Your Role

| Outcome – The learner is able to: | Assessment – The learner must: |
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| **1.1 Understand their own role** | 1.1a Describe their main duties and responsibilities<br><br>1.1b List the **standards** and codes of conduct and practice that relate to their role<br><br>1.1c Demonstrate that they are working in accordance with the **agreed ways of working** with their employer<br><br>1.1d Explain how their previous experiences, attitudes and beliefs may affect the way they work |
| **1.2 Work in ways that have been agreed with their employer** | 1.2a Describe their employment rights and responsibilities<br><br>1.2b List the aims, objectives and values of the service in which they work<br><br>1.2c Explain why it is important to work in ways that are agreed with their employer<br><br>1.2d Demonstrate how to access full and up-to-date details of **agreed ways of working** that are relevant to their role<br><br>1.2e Explain how and when to escalate any concerns they might have (**whistleblowing**)<br><br>1.2f Explain why it is important to be honest and identify where errors may have occurred and to tell the appropriate person |
| **1.3 Understand working relationships in health and social care** | 1.3a Describe their responsibilities to the **individuals** they support<br><br>1.3b Explain how a working relationship is different from a personal relationship<br><br>1.3c Describe different working relationships in health and social care settings |
| **1.4 Work in partnership with others** | 1.4a Explain why it is important to work in teams and in partnership with **others**.<br><br>1.4b Explain why it is important to work in partnership with **key people**, advocates and **others** who are significant to **an individual**<br><br>1.4c Demonstrate behaviours, attitudes and ways of working that can help improve partnership working.<br><br>1.4d Demonstrate how and when to access support and advice about:<br><br>    ▪ partnership working<br>    ▪ resolving conflicts |

## Standard 2:  Your personal development

| Outcome – The learner is able to: | Assessment – The learner must: |
|---|---|
| **2.1 Agree a personal development plan** | 2.1a Identify **sources of support** for their own learning and development<br><br>2.1b Describe the process for agreeing a **personal development plan** and who should be involved<br><br>2.1c Explain why feedback from **others** is important in helping to develop and improve the way they work<br><br>2.1d Contribute to drawing up own **personal development plan**<br><br>2.1e Agree a **personal development plan** |
| **2.2 Develop their knowledge, skills and understanding** | 2.2a Describe the **functional level** of literacy, numeracy and **communication** skills necessary to carry out their role<br><br>2.2b Explain how to check their current level of literacy, numeracy and **communication** skills<br><br>2.2c Describe how a learning activity has improved their own knowledge, skills and understanding<br><br>2.2d Describe how **reflecting** on a situation has improved their own knowledge, skills and understanding<br><br>2.2e Describe how feedback from **others** has developed their own knowledge, skills and understanding<br><br>2.2f Demonstrate how to measure their own knowledge, performance and understanding against relevant **standards**<br><br>2.2g List the learning opportunities available to them and how they can use them to improve the way they work<br><br>2.2h Demonstrate how to record progress in relation to their personal development<br><br>2.2i Explain why **continuing professional development** is important |

## Standard 3: Duty of Care

| Outcome – The learner is able to: | Assessment – The learner must: |
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| **3.1 Understand how duty of care contributes to safe practice** | 3.1a Define 'duty of care'<br><br>3.1b Describe how the **duty of care** affects their own work role |
| **3.2 Understand the support available for addressing dilemmas that may arise about duty of care** | 3.2a Describe **dilemmas** that may arise between the **duty of care** and **an individual's** rights<br><br>3.2b Explain what they must and must not do within their role in managing conflicts and **dilemmas**<br><br>3.2c Explain where to get additional support and advice about how to resolve such **dilemmas** |
| **3.3 Deal with Comments and complaints** | 3.3a Demonstrate how to respond to comments and complaints in line with **legislation** and **agreed ways of working**<br><br>3.3b Describe who to ask for **advice and support** in **handling comments and complaints**<br><br>3.3c Explain the importance of learning from comments and complaints to improve the quality of service |
| **3.4 Deal with Incidents, errors and near misses** | 3.4a Describe how to recognise adverse events, incidents, errors and near misses<br><br>3.4b Explain what they must and must not do in relation to adverse events, incidents, errors and near misses<br><br>3.4c List the **legislation** and **agreed ways of working** in relation to **reporting** any adverse events, incidents, errors and near misses |
| **3.5 Deal with confrontation and difficult situations** | 3.5a List the factors and difficult situations that may cause confrontation<br><br>3.5b Describe how **communication** can be used to solve problems and reduce the likelihood or impact of confrontation<br><br>3.5c Describe how to assess and reduce risks in confrontational situations<br><br>3.5d Demonstrate how and when to access support and advice about resolving conflicts<br><br>3.5e Explain the **agreed ways of working** for **reporting** any confrontations |

## Standard 4: Equality and Diversity

| Outcome – The learner is able to: | Assessment – The learner must: |
|---|---|
| **4.1 Understand the importance of equality and inclusion** | 4.1a Explain what is meant by:<br><br>▪ **diversity**<br>▪ **equality**<br>▪ **inclusion**<br>▪ discrimination<br><br>4.1b Describe ways in which discrimination may deliberately or inadvertently occur in the work setting<br><br>4.1c Explain how practices that support **equality** and **inclusion** reduce the likelihood of discrimination |
| **4.2 Work in an inclusive way** | 4.2a Identify which **legislation** and codes of practice relating to **equality**, **diversity** and discrimination apply to their own role<br><br>4.2b Demonstrate interaction with **individuals** that respects their beliefs, culture, values and preferences<br><br>4.2c Describe how to challenge discrimination in a way that encourages positive change |
| **4.3 Access information, advice and support about diversity, equality and inclusion** | 4.3a Identify a range of sources of information, **advice and support** about **diversity**, **equality** and **inclusion**<br><br>4.3b Describe how and when to access information, **advice and support** about **diversity**, **equality** and **inclusion**<br><br>4.3c Explain who to ask for **advice and support** about **equality** and **inclusion** |

## Standard 5: Work in a person centred way

| Outcome – The learner is able to: | Assessment – The learner must: |
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| **5.1 Understand person centred values** | 5.1a Describe how to put **person-centred values** into practice in their day-to-day work<br><br>5.1b Describe why it is important to work in a way that promotes person centred values when providing support to **individuals**<br><br>5.1c Identify ways to promote dignity in their day-to-day work |
| **5.2 Understand working in a person centred way** | 5.2a Describe the importance of finding out the history, preferences, wishes and **needs** of **the individual**<br><br>5.2b Explain why the changing **needs** of **an individual** must be reflected in their care and/or support plan<br><br>5.2c Explain the importance of supporting **individuals** to plan for their future **wellbeing** and fulfilment, including end-of-life care |
| **5.3 Demonstrate awareness of the individuals immediate environment and make changes to address factors that may be causing discomfort or distress** | 5.3a Take appropriate steps to remove or minimise the environmental factors causing the discomfort or distress. This could include:<br><br>• Lighting<br>• Noise<br>• Temperature<br>• Unpleasant odours<br><br>5.3b **Report** any concerns they have to the relevant person. This could include:<br><br>• Senior member of staff<br>• Carer<br>• Family member |
| **5.4 Make others aware of any actions they may be undertaking that are causing discomfort or distress to individuals** | 5.4a Raise any concerns directly with **the individual** concerned<br><br>5.4b Raise any concern with their supervisor/ manager<br><br>5.4c Raise any concerns via other channels or systems e.g. at team meetings |
| **5.5 Support individuals to minimise pain or discomfort** | 5.5a Ensure that where **individuals** have restricted movement or mobility that they are comfortable.<br><br>5.5b Recognise the signs that **an individual** is in pain or discomfort. This could include: |

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| | <ul><li>Verbal **reporting** from **the individual**</li><li>Non-verbal **communication**</li><li>Changes in behaviour</li></ul><br>5.5c Take appropriate action where there is pain or discomfort. This could include:<br><ul><li>Re-positioning</li><li>**Reporting** to a more senior member of staff</li><li>Giving prescribed pain relief medication</li><li>Ensure equipment or medical devices are working properly or in the correct position e.g. wheelchairs, prosthetics, catheter tubes</li></ul><br>5.5d Remove or minimise any environmental factors causing pain or discomfort. These could include:<br><ul><li>Wet or soiled clothing or bed linen</li><li>Poorly positioned lighting</li><li>Noise</li></ul> |
| **5.6 Support the individual to maintain their identity and self-esteem** | 5.6a Explain how **individual** identity and self-esteem are linked to emotional and spiritual **wellbeing**<br><br>5.6b Demonstrate that their own attitudes and behaviours promote emotional and spiritual **wellbeing**<br><br>5.6c Support and encourage **individuals** own sense of identity and self-esteem<br><br>5.6d **Report** any concerns about **the individual's** emotional and spiritual **wellbeing** to the appropriate person. This could include:<br><ul><li>Senior member of staff</li><li>Carer</li><li>Family member</li></ul> |
| **5.7 Support the individual using person centred values** | 5.7a Demonstrate that their actions promote person centred values including:<br><ul><li>individuality</li><li>independence</li><li>privacy</li><li>partnership</li><li>choice</li><li>dignity</li><li>respect</li><li>rights</li></ul> |

## Standard 6: Communication

| Outcome – The learner is able to: | Assessment – The learner must: |
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| **6.1 Understand the importance of effective communication at work** | 6.1a Describe the different ways that people communicate<br><br>6.1b Describe how **communication** affects relationships **at work**<br><br>6.1c Describe why it is important to observe and be receptive to **an individual's** reactions when communicating with them |
| **6.2 Understand how to meet the communication and language needs, wishes and preferences of individuals** | 6.2a Describe how to establish **an individual's communication** and language **needs**, wishes and preferences<br><br>6.2b List a range of **communication** methods and styles that could help meet **an individual's communication needs**, wishes and preferences |
| **6.3 Understand how to promote effective communication** | 6.3a List **barriers** to effective **communication**<br><br>6.3b Describe ways to reduce **barriers** to effective **communication**<br><br>6.3c Describe how to check whether they (the HCSW/ASCW) have been understood<br><br>6.3d Describe where to find information and support or **services**, to help them communicate more effectively |
| **6.4 Understand the principles and practices relating to confidentiality** | 6.4a Describe what confidentiality means in relation to their role<br><br>6.4b List any **legislation** and **agreed ways of working** to maintain confidentiality in day-to-day **communication**<br><br>6.4c Describe situations where information, normally considered to be confidential, might need to be passed on<br><br>6.4d Describe who they should ask for **advice and support** about confidentiality |

| Outcome – The learner is able to: | Assessment – The learner must: |
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| **6.5 Use appropriate verbal and non-verbal communication** | 6.5a Demonstrate the use appropriate verbal and non-verbal **communication**:<br><br>Verbal:<br>  ▪ Tone<br>  ▪ Volume<br>Non-verbal:<br>  ▪ Position/ proximity<br>  ▪ Eye contact<br>  ▪ Body language<br>  ▪ Touch<br>  ▪ Signs<br>  ▪ Symbols and pictures<br>  ▪ Writing<br>  ▪ Objects of reference<br>  ▪ Human and technical aids<br><br><br>**Communication** may take place:<br>  ▪ face to face<br>  ▪ by telephone or text<br>  ▪ by email, internet or social networks<br>  ▪ by written reports or letters |
| **6.6 Support the use of appropriate communication aids/ technologies** | 6.6a Ensure that any **communication** aids/ technologies are:<br><br>  ▪ Clean<br>  ▪ Work properly<br>  ▪ In good repair<br><br>6.6b **Report** any concerns about the **communication** aid/ technology to the appropriate person. This could include:<br><br>  ▪ Senior member of staff<br>  ▪ Carer<br>  ▪ Family member |

## Standard 7: Privacy and Dignity

| Outcome – The learner is able to: | Assessment – The learner must: |
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| **7.1 Understand the principles that underpin privacy and dignity in care** | 7.1a Describe what is meant by privacy and dignity<br><br>7.1b List situations where **an individual's** privacy and dignity could be compromised<br><br>7.1c Describe how to maintain privacy and dignity in the work setting |
| **7.2 Maintain the privacy and dignity of the individual(s) in their care** | 7.2a Demonstrate that their actions maintain the privacy of **the individual**. This could include:<br><br>&#9642; Using appropriate volume to discuss the **care and support** of **an individual**<br>&#9642; Discussing **the individual's care and support** in a place where **others** cannot overhear<br><br>7.2b 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:<br><br>&#9642; Making sure doors, screens or curtains are in the correct position<br>&#9642; Getting permission before entering someone's personal space<br>&#9642; Knocking before entering the room<br>&#9642; Ensuring any clothing, hospital gowns are positioned correctly<br>&#9642; **The individual** is positioned appropriately and **the individual** is not exposing any part of their body they would not want **others** to be able to see<br><br>7.2c 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:<br><br>&#9642; Health condition<br>&#9642; Sexual orientation<br>&#9642; Personal history<br>&#9642; Social circumstances<br><br>7.2d **Report** any concerns they have to the relevant person. This could include:<br><br>&#9642; Senior member of staff<br>&#9642; Carer<br>&#9642; Family member |
| **7.3 Support an individual's right to make choices** | 7.3a Describe ways of helping **individuals** to make informed choices<br><br>7.3b Explain how risk assessment processes can be used to support the right of **individuals** to make their own decisions<br><br>7.3c Explain why personal views must not influence **an individual's** own choices or decisions<br><br>7.3d Describe why there may be times when they need to support **an individual** to question or challenge decisions made about them by **others** |

| Outcome – The learner is able to: | Assessment – The learner must: |
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| **7.4 Support individuals in making choices about their care** | 7.4a Demonstrate how to support **individuals** to make informed choices<br><br>7.4b Ensure any risk assessment processes are used to support the right of **individuals** to make their own decisions<br><br>7.4c Ensure their own personal views do not influence **an individual's** own choices or decisions<br><br>7.4d Describe how to **report** any concerns they have to the relevant person. This could include:<br><br>   ▪ Senior member of staff<br>   ▪ Carer<br>   ▪ Family member |
| **7.5 Understand how to support active participation** | 7.5a Describe the importance of how valuing people contributes to **active participation**<br><br>7.5b Explain how to enable **individuals** to make informed choices about their lives<br><br>7.5c List other ways they can support **active participation**<br><br>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 Support the individual in active participation in their own care** | 7.6a Demonstrate that they can support the **active participation** of **individuals** in their care<br><br>7.6b **Reflect** on how their own personal views could restrict **the individual's** ability to actively participate in their care<br><br>7.6c **Report** any concerns to the relevant person. This could include:<br>   ▪ Senior member of staff<br>   ▪ Carer<br>   ▪ Family member |

## Standard 8: Fluids and nutrition

| Outcome – The learner is able to: | Assessment – The learner must: |
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| **8.1 Understand the principles of hydration, nutrition and food safety** | 8.1a Describe the importance of food safety, including hygiene, in the preparation and handling of food<br><br>8.1b Explain the importance of good nutrition and hydration in maintaining health and **wellbeing**<br><br>8.1c List signs and symptoms of poor nutrition and hydration<br><br>8.1d Explain how to promote adequate nutrition and hydration |
| **8.2 Support individuals to have access to fluids in accordance with their plan of care** | 8.2a Ensure drinks are within reach of those that have restrictions on their movement/ mobility<br><br>8.2b Ensure that drinks are refreshed on a regular basis<br><br>8.2c Ensure that **individuals** are offered drinks in accordance with their plan of care<br><br>8.2d Support and encourage **individuals** to drink in accordance with their plan of care<br><br>8.2e Know how to **report** any concerns to the relevant person. This could include:<br><br>  ▪ Senior member of staff<br>  ▪ Carer<br>  ▪ Family member |
| **8.3 Support individuals to have access to food and nutrition in accordance with their plan of care** | 8.3a Ensure any nutritional products are within reach of those that have restrictions on their movement/ mobility<br><br>8.3b Ensure food is provided at the appropriate temperature and in accordance with the plan of care i.e. **the individual** is able to eat it<br><br>8.3c Ensure that appropriate utensils are available to enable **the individual** to meet their nutritional **needs** as independently as possible<br><br>8.3d Support and encourage **individuals** to eat  in accordance with their plan of care<br><br>8.3e Know how to **report** any concerns to the relevant person.  This could include:<br><br>  ▪ Senior member of staff<br>  ▪ Carer<br>  ▪ Family member |

## Standard 9: Awareness of mental health, dementia and learning disability

| Outcome – The learner is able to: | Assessment – The learner must: |
|---|---|
| **9.1 Understand the needs and experiences of people with mental health conditions, dementia or learning disabilities** | 9.1a. List how someone may feel  if they have:<br><br>   1.  Mental health conditions such as:<br>      a.  Psychosis<br>      b.  Depression<br>      c.  Anxiety<br>   2.  Dementia<br>   3.  Learning Disabilities<br><br>The issues may be physical, social or psychological and will affect the **individual** in different ways.<br><br>9.1b. Explain how these conditions may influence a person's **needs** in relation to the care that they may require.<br><br>9.1c. Explain why it is important to understand that the causes and support **needs** are different for people with mental health conditions, 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** | 9.2a. Explain how positive attitudes towards those with mental health conditions, dementia or learning disabilities will improve the **care and support** they receive<br><br>9.2b. 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 a mental health condition,** | 9.3a. Describe what adjustments might need to be made to the way care is provided if someone has<br>   1.  A mental health condition such as:<br>      a.  Psychosis<br>      b.  Depression<br>      c.  Anxiety<br>   2.  Dementia<br>   3.  Learning Disabilities<br><br>9.3b. Describe how to report concerns associated with any unmet needs which may arise from mental health conditions, dementia or learning disability through agreed ways of working. |

| dementia or learning disability | |
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| Outcome – The learner is able to: | Assessment – The learner must: |
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| **9.4 Understand the importance of early detection of mental health conditions, dementia and learning disabilities** | 9.4a. Explain why early detection of mental health **needs**, dementia or learning disability is important<br><br>9.4b. Give examples of how and why adjustments to **care and support** might need to be made when a mental health condition, dementia or learning disability is identified. |
| **9.5 Understand legal frameworks, policy and guidelines relating to mental health conditions, dementia and learning disabilities** | 9.5a List the main requirements of **legislation** and policies that are designed to promote the human rights, **inclusion**, equal life chances and citizenship of **individuals** with mental health conditions, dementia or learning disabilities<br><br>9.5b Explain how the **legislation** and policies listed may affect the day to day experiences of **individuals** with mental health **needs**, dementia or learning disabilities and their families |
| **9.6 Understand the meaning of mental capacity in relation to how care is provided** | 9.6a Explain what is meant by the term "capacity".<br><br>9.6b. Explain why it is important to assume that someone has capacity unless there is evidence that they do not<br><br>9.6c Explain what is meant by "consent", and how it can change according to what decisions may need to be taken.<br><br>9.6d Describe situations where an assessment of capacity might need to be undertaken and the meaning and significance of "advance statements" regarding future care. |

## Standard 10: Safeguarding Adults

| Outcome – The learner is able to: | Assessment – The learner must: |
|---|---|
| **10.1 Understand the principles of Safeguarding adults** | 10.1a Explain the term safeguarding adults<br><br>10.1b Explain their own role and responsibilities in safeguarding **individuals**<br><br>10.1c List the main types of **abuse**<br><br>10.1d Describe what constitutes **harm**<br><br>10.1e Explain why **an individual** may be vulnerable to **harm** or **abuse**<br><br>10.1f Describe what constitutes restrictive practices<br><br>10.1g List the possible indicators of **abuse**<br><br>10.hg Describe the nature and scope of **harm** to and **abuse** of adults at risk<br><br>10.1i List a range of factors which have featured in adult **abuse** and neglect<br><br>10.1j Demonstrate the importance of ensuring **individuals** are treated with dignity and respect when providing health and care **services**<br><br>10.1k Describe where to get information and advice about their role and responsibilities in preventing and protecting **individuals** from **harm** and **abuse** |
| **10.2 Reduce the likelihood of abuse** | 10.2a Describe how care environments can promote or undermine people's dignity and rights<br><br>10.2b Explain the importance of individualised, person centred care<br><br>10.2c Explain how to apply the basic principles of helping people to keep themselves safe<br><br>10.2d Explain the local arrangements for the implementation of multi-agency Safeguarding Adult's policies and procedures<br><br>10.2e List ways in which the likelihood of **abuse** can be reduced by **managing risk** and focusing on prevention<br><br>10.2f Explain how a clear complaints procedure reduces the likelihood of **abuse** |
| **10.3 Respond to suspected or disclosed abuse** | 10.3a Explain what to do if **abuse** of an adult is suspected; including how to raise concerns within local **whistleblowing** policy procedures |

| Outcome – The learner is able to: | Assessment – The learner must: |
|---|---|
| **10.4 Protect people from harm and abuse – locally and nationally** | 10.4a List relevant **legislation**, local and national policies and procedures which relate to safeguarding adults<br><br>10.4b Explain the importance of sharing information with the relevant agencies<br><br>10.4c Describe the actions to take if they experience **barriers** in alerting or referring to relevant agencies |

## Standard 11: Safeguarding Children

| Outcome – The learner is able to: | Assessment – The learner must: |
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| **11.1 Safeguard children** | **If they work in health:** Meet the national minimum training **standards** for Safeguarding Children at Level 1 as set out in "*Safeguarding Children and Young people: roles and competences for health care staff.*" (Intercollegiate Royal College of Paediatrics and Child Health 2014).<br>**If they work in Social Care:** Explain what they must do if they suspect a child, young person (met in any circumstances) is being **abused** or neglected. |

## Standard 12: Basic Life Support

| Outcome – The learner is able to: | Assessment – The learner must: |
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| **12.1 Provide basic life support** | Be able to carry out basic life support.<br><br>Complete practical Basic Life Support Training that meets the UK Resuscitation Council guidelines.<br><br>• If working with Adults in health and social care they will undertake training in adult basic life support.<br>• If working with Paediatric patients in health they will undertake training in paediatric basic life support.<br>• If working with Newborn patients in health they will undertake training in newborn life support.<br><br>Guidance:<br><br>• Resuscitation Council 2010 Resuscitation Guidelines<br>• Cardiopulmonary Resuscitation – **Standards** for clinical practice and training Joint Statement |

## Standard 13: Health and safety

| Outcome – The learner is able to: | Assessment – The learner must: |
|---|---|
| **13.1 Understand their own responsibilities, and the responsibilities of others, relating to health and safety in the work setting** | 13.1a Identify **legislation** relating to general **health and safety** in a health or social care work setting<br><br>13.1b Describe the main points of the **health and safety** policies and procedures agreed with the employer<br><br>13.1c Outline the main **health and safety** responsibilities of:<br><br>- self<br>- the employer or manager<br>- **others** in the work setting<br><br>13.1d List tasks relating to **health and safety** that should not be carried out without special training<br><br>13.1e Explain how to access additional support and information relating to **health and safety**<br><br>13.1f Describe different types of accidents and sudden illness that may occur in their own work setting |
| **13.2 Understand Risk Assessment** | 13.2a Explain why it is important to assess the **health and safety** risks posed by particular work settings, situations or activities<br><br>13.2b Describe how and when to **report health and safety** risks that they have identified |
| **13.3 Move and assist safely** | 13.3a Identify key pieces of **legislation** that relate to **moving and assisting**<br><br>13.3b List tasks relating to **moving and assisting** that they are not allowed to carry out until they are competent<br><br>13.3c 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 Understand procedures for responding to accidents and sudden illness** | 13.4a  List the different types of accidents and sudden illness that may occur in the course of their work<br><br>13.4b Describe the procedures to be followed if an accident or sudden illness should occur<br><br>13.4c List the emergency first aid actions they are and are <u>not</u> allowed to carry out |
| **13.5 Understand medication** | 13.5a Describe the **agreed ways of working** in relation to medication<br><br>13.5b Describe  the **agreed ways of working** in relation to **healthcare tasks** |

| Outcome – The learner is able to: | Assessment – The learner must: |
|---|---|
| and healthcare tasks | 13.5c List the tasks relating to medication and health care procedures that they are <u>not</u> allowed to carry out until they are competent |
| **13.6 Handle hazardous substances** | 13.6a Describe the hazardous substances in their workplace<br><br>13.6b Demonstrate safe practices for storing, using and disposing of hazardous substances |
| **3.7 Promote fire safety** | 13.7a Explain how to prevent fires from starting or spreading<br><br>13.7b Describe what to do in the event of a fire |
| **13.8 Work securely** | 13.8a Describe the measures that are designed to protect their own security **at work**, and the security of those they support<br><br>13.8b Explain the **agreed ways of working** for checking the identity of anyone requesting access to premises or information |
| **13.9 Manage stress** | 13.9a Recognise common signs and indicators of **stress** in themselves and **others**<br><br>13.9b Identify circumstances that tend to trigger **stress** in themselves and **others**<br><br>13.9c List ways to manage **stress** |

## Standard 14: Handling Information

| Outcome – The learner is able to: | Assessment – The learner must: |
|---|---|
| **14.1 Handle information** | 14.1a Describe the **agreed ways of working** and **legislation** regarding the recording, storing and sharing of information<br><br>14.1b Explain why it is important to have **secure systems** for recording, storing and sharing information<br><br>14.1c Demonstrate how to keep records that are up to date, complete, accurate and legible<br><br>14.1d Explain how, and to whom, to **report** if they become aware that **agreed ways of working** have not been followed |

## Standard 15: Infection prevention and control

| Outcome – The learner is able to: | Assessment – The learner must: |
|---|---|
| **15.1 Prevent the spread of infection** | 15.1a Describe the main ways an infection can get into the body<br><br>15.1b  Demonstrate effective hand hygiene<br><br>15.1c  Explain how their own health or hygiene might pose a risk to **the individuals** they support or work with<br><br>15.1d List  common types of personal protective clothing, equipment and procedures and how and when to use them<br><br>15.1e Explain the principles of safe handling of infected or soiled linen and **clinical waste** |

## 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.

**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.

**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, mental health, 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.

**REFLECT:** 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.

**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.