The Care Certificate Framework

Assessor Document

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Overall goal of 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 support worker in front of them has been assessed against a specific set of **standards** and has demonstrated they have the skills, knowledge and behaviours to ensure that they provide compassionate and high quality **care and support**. These **standards** cover the areas that are common to both these workforces and meet the legal 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 individual employer.

The Care Certificate Standards

The Care certificate **standards** 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

The Care Certificate in context

Each HCSW/ASCW starting in a new role within the scope of this certificate is already expected to have learning and development/ training/ education and assessment as part of their **induction**. This will usually take place over the first 12 weeks of employment.

The Care Certificate is a key component of the overall **induction** which an employer 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 the career journey for these staff groups and is only one element of the training and education that will make them ready to practice within their specific workplace.

The Care Certificate does not replace employer **induction** specific to the workplace in which practice will take place, nor will it focus on the specific skills and knowledge needed for a specific setting.

Assessment

The Assessor is the person responsible for making the decision on whether the Healthcare Support Worker or Adult Social Care Worker (HCSW/ASCW) has met the Standard set out in the Care Certificate.

In order to be an Assessor the person themselves must be competent in the standard they are assessing. For almost all assessors this will be by virtue of holding a qualification related to the role. However, this doesn't meant that in every case the same person is competent to assess every standard. For example it may be necessary to use a different assessor to assess Standard 12 – Basic Life Support to any of the other **Standards**.

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Some examples are in the table below:

Health Professional e.g. Nurse, Occupational Therapist, Physiotherapist, Dietician
Social Worker
NVQ or Diploma in Health and Social Care at Level 2 , 3 or 5
NVQ in Health or QCF Diploma in Clinical Healthcare Support or QCF Diploma in Allied Health Professional Support or QCF Diploma in Maternity and Paediatric Support
Registered Manager Award

NB - The above are only examples and in no way reflect the breadth of qualifications used to confirm occupational competence in health or adult social care.

Assessment can be part of the people management role or part of the responsibility they may have for assurance that staff are competent in their job role.

There is no requirement for assessors of the Care Certificate to hold any assessor qualification; the employer must be confident that the person with this responsibility is competent to assess. We would suggest that where the assessor doesn't hold a relevant qualification that they should be familiar with and work to the standard set out in the National Occupational Standard LSILADD09
Assess learner achievement (see Appendix 1)

Assessment

The assessment of the Care Certificate should be as rigorous as the assessment of any formal qualification. The learner can't be "part skilled" or "have some knowledge" and meet the **Standards.**

Evidence must be:

- **Valid** – relevant to the standards for which competence is claimed
- **Authentic** – produced by the learner
- **Current** – sufficiently recent for assessors to be confident that the learner still has that same level of skills or knowledge
- **Reliable** - genuinely representative of the learner's knowledge and skills
- **Sufficient** – meets in full all the requirements of the **standards**

One of the most frequently raised questions in regard to work place learning is "How much evidence is enough (sufficient) to meet the Standard?" The evidence is **sufficient** when the assessor is confident that the learner has met the Standard. This decision is a judgement of the individual assessor.

Whilst it's not a requirement some employers may choose to introduce a system of standardisation where different assessors come together to review the evidence they have used to make a judgement and compare the quality, how much evidence was used, the type of evidence used and come to a common understanding of what is sufficient. With national qualifications a further layer of standardisation is also in place where the External Quality Assurance will look at this across multiple providers. Again employers may choose to group together to hold standardisation meetings across a geographic area.

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Assessment of Performance

Evidence of performance prefixed with words such as "demonstrate," "take steps to," "use" or "show" must be undertaken in the workplace during the learners real work activity and observed by the assessor unless the use of simulation is expressly allowed. Learners can practice and develop their new skills in a classroom/ skills lab or similar setting but where possible the assessment evidence must be collected during real work activity. Simulated evidence can only be used where the evidence could not reasonably be assessed in a real work situation or is unlikely to occur during the **induction** period for example basic life support. It is not permissible to use Skype or other forms of video evidence when assessing performance.

All performance required to meet the **Standards** must be assessed and no evidence of prior experience is allowed. The exception to this is Basic Life Support. Depending on the role and the Level of Basic Life Support training the individual is required to have it may be appropriate to recognise prior learning where this can be clearly evidenced and is within the recommended refresher period.

As the Assessor you may also want to seek the views of work colleagues, patients or service users when making the judgment on the person's performance but the final decision still lies with you on whether the person has met the outcome required.

Example:

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:

- 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

The above requires the learner to demonstrate that they can meet the requirement – it gives examples of how they may be able to demonstrate this but it's not a requirement that they demonstrate each of the examples nor that they demonstrate they are able to do this on any specified number of occasions before they have met the standard.

The assessor will need to consider a range of factors and may feel that the learner has met the standard after observing them across one span of duty or they may feel they need to carry out further observations to be confident that a judgement can be made.

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Assessment of Knowledge and Understanding

Assessment of knowledge and understanding is prefixed with verbs such as “describe,” “explain,” “define,” “list,” or “identify” and can be undertaken using written or verbal evidence such as the workbook, written questions, case studies or sound files. Again it would not be appropriate to specify in the **Standards** the volume of evidence needed.

Example:

2.1a List sources of support for their own learning and development

It has been suggested that the above should say “how many” e.g. List 10 sources of support….. The work context will impact on the answer and the “numbers” will vary from employer to employer – for example in a large NHS Hospital the sources of support could greatly exceed those available to someone working for a Domiciliary Care Agency. Another consideration is what makes 10 sources a sufficient answer when 9 wouldn’t be?

5.1b Describe why it is important

Likewise: to work in a way that promotes person centred values when providing support to individuals

This outcome doesn’t say that the description should be in any particular medium e.g. Write 500 words or verbally describe for 10 minutes, give a 5 minute presentation to a group describing….

Again the type and “volume” should be down to the employer and/ or assessor to determine what is appropriate. A 5 minute poster presentation can be just as effective at meeting this outcome as asking for a 500 word essay.

There is no “best way” to assess. Each assessment should be appropriate to the employment setting (eg domiciliary care, residential, hospital or community healthcare setting), the learner and the outcomes to be assessed. There is no requirement for any end testing.

Likewise there is no maximum number of “attempts”. Each employer must determine what is appropriate and what action to take if someone is not able to meet the **standards** having been given the appropriate level of support to do so.

Assessment evidence can include but is not restricted to:

- Observation records
- Oral or written answers to questions
- Small project such as a poster presentation
- Multiple choice questions
- Record of simulated activity

Certificates of Attendance, attendance on study days or e-learning without assessment of what has been learnt is **not** evidence toward achievement of the Care Certificate.

Holistic Assessment

Whilst each of the **Standards** in the Care Certificate is independent they are also in many instances inter-related. For example **communication** is an independent standard but **communication** skills will be used when the worker is interacting with patients and service users across almost all the other Care Certificate **Standards**. Similarly a **Duty of Care** will underpin everything the worker does. This means that whilst it is possible to assess each Standard separately it is much more efficient to use the same evidence to meet different **Standards** as far as possible. This is called holistic assessment and can be used where learning or performance objectives are inter-related.

You should take every opportunity to assess holistically and proportionally.

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Evidence generated during the course of an assessment maybe used to evidence achievement of more than one standard in the Care Certificate. Where appropriate the same evidence may also be used towards achievement of Regulated Qualifications Framework (RQF)qualifications and Apprenticeships. Mapping against the NOS, NMTS/CIS and RQFqualification units is contained in a separate document.

Recording Assessment Decisions

Documentation of assessment and evidence of practice is the responsibility of the HCSW/ASCW and their employer; the evidence may recorded in a workbook, portfolio or on line. This document will be used in gathering evidence for the Care Certificate and in terms of portability can be used as evidence when changing roles or moving between employers.

It will also be a place where workers can document their continuing training, education. This methodology brings these roles in line with professional roles in both health and social care.

The recording method should also be used to gather assessment information from peers and supervisor. It should include feedback from the patient/people who receive **care and support** as part of an ongoing appraisal and development process.

National Care Certificate Workbook

There will be a national Care Certificate Workbook available from Skills for Health and Skills for Care in time for the launch of the Care Certificate in March 2015.

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Standard 1: Understand Your Role		
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The HCSW/ ASCW will:	**To meet this standard the HCSW/ ASCW will:**	**Assessment**
1.1 Understand their own role	1.1a Describe their main duties and responsibilities	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	1.1b List the **standards** and codes of conduct and practice that relate to their role	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	1.1c Demonstrate that they are working in accordance with the **agreed ways of working** with their employer	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	1.1d Explain how their previous experiences, attitudes and beliefs may affect the way they work	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
1.2 Work in ways that have been agreed with their employer	1.2a Describe their employment rights and responsibilities	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	1.2b List the aims, objectives and values of the service in which they work	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
	1.2c Explain why it is important to work in ways that are agreed with their employer	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	1.2d Demonstrate how to access full and up-to-date details of **agreed ways of working** that are relevant to their role	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	1.2e Explain how and when to escalate any concerns they might have (**whistleblowing**)	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	1.2f Explain why it is important to be honest and identify where errors may have occurred and to tell the appropriate person	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
1.3 Understand working relationships in health and social care	1.3a Describe their responsibilities to **the individuals** they support	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	1.3b Explain how a working relationship is different from a personal relationship.	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
	1.3c Describe different working relationships in health and social care settings	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided
1.4 Work in partnership **with others**	1.4a Explain why it is important to work in partnership with **others.**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	1.4b Explain why it is important to work in partnership with **key people,** advocates and **others** who are significant to **an individual**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	1.4c Demonstrate ways of working that can help improve partnership working.	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	1.4d Demonstrate how and when to access support and advice about: ▪ partnership working ▪ resolving conflicts	The assessment should be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. However the opportunity for the HCSW/ ASCW to demonstrate this during their **induction** period may not arise. Therefore the use of simulation/ role play using scenarios is permitted. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.

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Standard 1: Understand your role
Notes on assessment:

The assessment of knowledge required within this Standard can be undertaken on a 1:1 with the HCSW/ ASCW or as group work.

Evidence to meet this Standard can be provided through:

- 1:1 discussion
- as part of a group exercise
- written e.g. in a workbook/ portfolio

Where e-learning appropriate to this Standard has been used it must have associated assessment. The outcome of this assessment can be used as evidence toward the achievement of the Standard.

1.4c requires the HCSW/ ASCW to provide performance evidence however the opportunity to do this may not arise during the period of **induction**. Other evidence to show that the HCSW/ ASCW would be able to do this if real work evidence is not available is permissible.

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Standard 2: Your personal development		
Standard 2: Your personal development		
The HCSW/ ASCW will:	**To meet this standard the HCSW/ ASCW will:**	**Assessment**
2.1 Agree a personal development plan	2.1a List **sources of support** for their own learning and development	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	2.1b Describe the process for agreeing a **personal development plan** and who should be involved	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	2.1 c Explain why feedback from **others** is important in helping to develop and improve the way they work	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	2.1d Contribute to drawing up their own **personal development plan**	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	2.1e Agree a **personal development plan**	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
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	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	2.2b Explain how to check their current level of literacy, numeracy and **communication** skills	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
	2.2c Describe how a learning activity has improved their own knowledge, skills and understanding	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	2.2d Describe how **reflecting** on a situation has improved their own knowledge, skills and understanding	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	2.2e Describe how feedback from **others** has developed their own knowledge, skills and understanding	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	2.2f Demonstrate how to measure their own knowledge, performance and understanding against relevant **standards**	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	2.2g List the learning opportunities available to them and how they can use them to improve the way they work	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	2.2h Demonstrate how to record progress in relation to their personal development	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	2.2i Explain why **continuing professional development** is important	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

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Standard 2: Your personal development
Notes on assessment:

The assessment of knowledge required within this Standard can be undertaken on a 1:1 with the HCSW/ ASCW or as group work.

Evidence to meet this Standard can be provided through:

- 1:1 discussion
- as part of a group exercise
- written e.g. in a workbook/ portfolio

Where e-learning appropriate to this Standard has been used it must have associated assessment. The outcome of this assessment can be used as evidence toward the achievement of the Standard.

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Standard 3: Duty of Care		
Standard 3: Duty of Care		
The HCSW/ ASCW will:	**To meet this standard the HCSW/ ASCW will:**	**Assessment**
3.1 Understand how duty of care contributes to safe practice	3.1a Define "**duty of care**"	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	3.1b Describe how the **duty of care** affects their own work role	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
3.2 Understand 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	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	3.2b Explain what they must and must not do within their role in managing conflicts and **dilemmas**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	3.2c Explain where to get additional support and advice about how to resolve such **dilemmas**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
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**	The assessment should be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. However the opportunity for the HCSW/ ASCW to demonstrate this during their **induction** period may not arise. Therefore the use of simulation / role play using scenarios is permitted. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/portfolio.

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
	3.3b Describe who to ask for **advice and support** in **handling comments and complaints**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	3.3c Explain the importance of learning from comments and complaints to improve the quality of service	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
3.4 Deal with Incidents, errors and near misses	3.4a Describe how to recognise adverse events, incidents, errors and near misses	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	3.4b Explain what they must and must not do in relation to adverse events, incidents, errors and near misses	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	3.4c List the **legislation** and **agreed ways of working** in relation to **reporting** any adverse events, incidents, errors and near misses	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
3.5 Deal with confrontation and difficult situations	3.5a List the factors and difficult situations that may cause confrontation	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
	3.5b Describe how **communication** can be used to solve problems and reduce the likelihood or impact of confrontation	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	3.5c Describe how to assess and reduce risks in confrontational situations	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	3.5d Demonstrate how and when to access support and advice about resolving conflicts	The assessment should be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. However the opportunity for the HCSW/ ASCW to demonstrate this during their **induction** period may not arise. Therefore the use of simulation/ role play using scenarios is permitted. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	3.5e Explain the **agreed ways of working** for **reporting** any confrontations	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

Standard 3: Duty of Care
Notes on assessment:

The assessment of knowledge required within this Standard can be undertaken on a 1:1 with the HCSW/ ASCW or as group work.

Evidence to meet this Standard can be provided through:

- 1:1 discussion
- as part of a group exercise
- written e.g. in a workbook/ portfolio

Where e-learning appropriate to this Standard has been used it must have associated assessment. The outcome of this assessment can be used as evidence toward the achievement of the Standard.

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Standard 4: Equality and Diversity		
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The HCSW/ ASCW will:	**To meet this standard the HCSW/ ASCW will:**	**Assessment**
4.1 Understand the importance of equality and inclusion	4.1a Explain what is meant by: ▪ **diversity** ▪ **equality** ▪ **inclusion** ▪ discrimination	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	4.1b Describe ways in which discrimination may deliberately or inadvertently occur in the work setting	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	4.1c Explain how practices that support **equality** and **inclusion** reduce the likelihood of discrimination	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
4.2 Work in an inclusive way	4.2a List which **legislation** and codes of practice relating to **equality**, **diversity** and discrimination apply to their own role	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	4.2b Demonstrate interaction with **individuals** that respects their beliefs, culture, values and preferences	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	4.2c Describe how to challenge discrimination in a way that encourages change	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
4.3 Access information, advice and support about diversity, equality and inclusion	4.3a List a range of sources of information, **advice and support** about **diversity**, **equality** and **inclusion**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	4.3b Describe how and when to access information, **advice and support** about **diversity**, **equality** and **inclusion**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	4.3c Explain who to ask for **advice and support** about **equality** and **inclusion**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

Standard 4: Equality and Diversity
Notes on assessment:

The assessment of knowledge required within this Standard can be undertaken on a 1:1 with the HCSW/ ASCW or as group work.

Evidence to meet this Standard can be provided through:

- 1:1 discussion
- as part of a group exercise
- written e.g. in a workbook/ portfolio

Where e-learning appropriate to this Standard has been used it must have associated assessment. The outcome of this assessment can be used as evidence toward the achievement of the Standard.

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Standard 5: Work in a person centred way		
Standard 5: Work in a person centred way		
The HCSW/ ASCW will:	**To meet this standard the HCSW/ ASCW will:**	**Assessment**
5.1 Understand person centred values	5.1a Describe how to put **person-centred values** into practice in their day-to-day work	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	5.1b Describe why it is important to work in a way that promotes person centred values when providing support to **individuals**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	5.1c List ways to promote dignity in their day-to-day work	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
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**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	5.2b Explain why the changing **needs** of **an individual** must be reflected in their care and/or support plan	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	5.2c Explain the importance of supporting **individuals** to plan for their future **wellbeing** and fulfilment, including end-of-life care	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
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: ▪ Lighting ▪ Noise ▪ Temperature ▪ Unpleasant odours	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	5.3b **Report** any concerns they have to the relevant person. This could include: ▪ Senior member of staff ▪ Carer ▪ Family member	The assessment should be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. However the opportunity for the HCSW/ ASCW to demonstrate this during their **induction** period may not arise. Therefore the use of simulation/ role play using scenarios is permitted.
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	You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	5.4b Raise any concern with their supervisor/ manager	The assessment should be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. However the opportunity for the HCSW/ ASCW to demonstrate this during their **induction** period may not arise. Therefore the use of simulation/ role play using scenarios is permitted.
	5.4c Raise any concerns via other channels or systems e.g. at team meetings	The assessment should be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. However the opportunity for the HCSW/ ASCW to demonstrate this during their **induction** period may not arise. Therefore the use of simulation/ role play using scenarios is permitted. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
5.5 Support individuals to minimise pain or discomfort	5.5a Check where **individuals** have restricted movement or mobility that they are comfortable.	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
	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	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	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 ▪ Ensure equipment or medical devices are working properly or in the correct position e.g. wheelchairs, prosthetics, catheter tubes	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	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	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
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**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	5.6b Demonstrate that their own attitudes and behaviours promote emotional and spiritual **wellbeing**	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
	5.6c Support and encourage **individuals** own sense of identity and self-esteem	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	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 ▪ Family member	The assessment should be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. However the opportunity for the HCSW/ ASCW to demonstrate this during their **induction** period may not arise. Therefore the use of simulation/ role play using scenarios is permitted. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
5.7 Support the individual using person centred values	5.7a Demonstrate that their actions promote person centred values including: ▪ individuality ▪ independence ▪ privacy ▪ partnership ▪ choice ▪ dignity ▪ respect ▪ rights	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.

Standard 5: Work in a person centred way
Notes on assessment:

The assessment of knowledge required within this Standard can be undertaken on a 1:1 with the HCSW/ ASCW or as group work.

Evidence to meet this Standard can be provided through:

- 1:1 discussion
- as part of a group exercise
- written e.g. in a workbook/ portfolio

Where e-learning appropriate to this Standard has been used it must have associated assessment. The outcome of this assessment can be used as evidence toward the achievement of the Standard.

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Standard 6: Communication		
Standard 6: Communication		
The HCSW/ ASCW will:	**To meet this standard the HCSW/ ASCW will:**	**Assessment**
6.1 Understand the importance of effective communication at work	6.1a Describe the different ways that people communicate	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	6.1b Describe how **communication** affects relationships **at work**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	6.1c Describe why it is important to observe and be receptive to **an individual's** reactions when communicating with them	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
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	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	6.2b List a range of **communication** methods and styles that could help meet **an individual's communication needs**, wishes and preferences	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
6.3 Understand how to promote effective communication	6.3a List **barriers** to effective **communication**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
	6.3b Describe ways to reduce **barriers** to effective **communication**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	6.3c Describe how to check whether they (the HCSW/ ASCW) have been understood	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	6.3d Describe where to find information and support or **services**, to help them communicate more effectively	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
6.4 Understand the principles and practices relating to confidentiality	6.4a Describe what confidentiality means in relation to their role	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	6.4b List any **legislation** and **agreed ways of working** to maintain confidentiality in day-to-day **communication**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	6.4c Describe situations where information, normally considered to be confidential, might need to be passed on	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
	6.4d Describe who to ask for **advice and support** about confidentiality	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
6.5 Use appropriate verbal and non-verbal communication	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	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
6.6 Support the use of appropriate communication aids/ technologies	6.6a Check that **communication** aids/ technologies are: ▪ Clean ▪ Work properly ▪ In good repair	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	6.6b **Report** any concerns about the **communication** aid/ technology to the appropriate person. This could include: ▪ Senior member of staff ▪ Carer ▪ Family member	The assessment should be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. However the opportunity for the HCSW/ ASCW to demonstrate this during their **induction** period may not arise. Therefore the use of simulation/ role play using scenarios is permitted. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.

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Standard 6: Communication
Notes on assessment:

The assessment of knowledge required within this Standard can be undertaken on a 1:1 with the HCSW/ ASCW or as group work.
Evidence to meet this Standard can be provided through:

- 1:1 discussion
- as part of a group exercise
- written e.g. in a workbook/ portfolio

Where e-learning appropriate to this Standard has been used it must have associated assessment. The outcome of this assessment can be used as evidence toward the achievement of the Standard.

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Standard 7: Privacy and Dignity		
Standard 7: Privacy and dignity		
The HCSW/ ASCW will:	**To meet this standard the HCSW/ ASCW will:**	**Assessment**
7.1 Understand the principles that underpin privacy and dignity in care	7.1a Describe what is meant by privacy and dignity	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	7.1b List situations where **an individual's** privacy and dignity could be compromised	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	7.1c Describe how to maintain privacy and dignity in the work setting	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
7.2 Maintain the privacy and dignity of the individual(s) in your care	7.2a Demonstrate that their actions maintain the privacy of the **individual.** This could include: ▪ Using appropriate volume to discuss the **care and support** of an **individual** ▪ Discussing **the individuals care and support** in a place where **others** cannot overhear	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
	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: ▪ 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	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	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: ▪ Health condition ▪ Sexual orientation ▪ Personal history ▪ Social circumstances	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	7.2d **Report** any concerns they have to the relevant person. This could include: ▪ Senior member of staff ▪ Carer ▪ Family member	The assessment should be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. However the opportunity for the HCSW/ ASCW to demonstrate this during their **induction** period may not arise. Therefore the use of simulation/ role play using scenarios is permitted. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
7.3 Support an individual's right to make choices	7.3a Describe ways of helping **individuals** to make informed choices	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	7.3b Explain how risk assessment processes can be used to support the right of **individuals** to make their own decisions	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: • 1:1 discussion • as part of a group exercise • written e.g. in a workbook/ portfolio
	7.3c Explain why personal views must not influence **an individual's** own choices or decisions	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	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**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
7.4 Support individuals in making choices about their care	7.4a Demonstrate how to support **individuals** to make informed choices	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	7.4b Check risk assessment processes are used to support the right of **individuals** to make their own decisions	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
	7.4c **Reflect** on how their own personal views could influence **an individual's** own choices or decisions	The assessment should be undertaken as a **reflection** exercise. Evidence will be provided through completion of the **reflection** template, in line with the guidance provided with the template. You will record your assessment decision on the documentation used in your workplace e.g. a workbook/portfolio.
	7.4d **Report** any concerns they have to the relevant person. This could include: ▪ Senior member of staff ▪ Carer ▪ Family member	The assessment should be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. However the opportunity for the HCSW/ ASCW to demonstrate this during their **induction** period may not arise. Therefore the use of simulation/ role play using scenarios is permitted. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
7.5 Understand how to support active participation	7.5a Describe the importance of how valuing people contributes to **active participation**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	7.5b Explain how to enable **individuals** to make informed choices about their lives	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	7.5c List other ways they can support **active participation**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	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	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
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	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	7.6b **Reflect** on how their own personal views could restrict **the individual's** ability to actively participate in their care	The assessment should be undertaken as a **reflection** exercise. Evidence will be provided through completion of the **reflection** template, in line with the guidance provided with the template. You will record your assessment decision on the documentation used in your workplace e.g. a workbook/portfolio.
	7.6c **Report** any concerns to the relevant person. This could include: ▪ Senior member of staff ▪ Carer ▪ Family member	The assessment should be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. However the opportunity for the HCSW/ ASCW to demonstrate this during their **induction** period may not arise. Therefore the use of simulation/ role play using scenarios is permitted. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.

Standard 7: Privacy and Dignity
Notes on assessment:

The assessment of knowledge required within this Standard can be undertaken on a 1:1 with the HCSW/ ASCW or as group work.

Evidence to meet this Standard can be provided through:

- 1:1 discussion
- as part of a group exercise
- written e.g. in a workbook/ portfolio

Where e-learning appropriate to this Standard has been used it must have associated assessment. The outcome of this assessment can be used as evidence toward the achievement of the Standard.

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Standard 8: Fluids and nutrition		
Standard 8: Fluids and nutrition		
The HCSW/ ASCW will:	**To meet this standard the HCSW/ ASCW will:**	**Assessment**
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	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	8.1b Explain the importance of good nutrition and hydration in maintaining health and **wellbeing**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	8.1c List signs and symptoms of poor nutrition and hydration	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	8.1d Explain how to promote adequate nutrition and hydration	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
8.2 Support individuals to have access to fluids in accordance with their plan of care	8.2a Check that drinks are within reach of those that have restrictions on their movement/ mobility	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	8.2b Check that drinks are refreshed on a regular basis	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
	8.2c Check that **individuals** are offered drinks in accordance with their plan of care	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	8.2d Support and encourage **individuals** to drink in accordance with their plan of care	The assessment should be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. However the opportunity for the HCSW/ ASCW to demonstrate this during their **induction** period may not arise. Therefore the use of simulation/ role play using scenarios is permitted. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	8.2e Know how to **report** any concerns to the relevant person. This could include: ▪ Senior member of staff ▪ Carer ▪ Family member	The assessment should be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. However the opportunity for the HCSW/ ASCW to demonstrate this during their **induction** period may not arise. Therefore the use of simulation/ role play using scenarios is permitted. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
8.3 Support individuals to have access to food and nutrition in accordance with their plan of care	8.3a Check that any nutritional products are within reach of those that have restrictions on their movement/ mobility	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	8.3b Check food is provided at the appropriate temperature and in accordance with the plan of care i.e. **the individual** is able to eat it	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	8.3c Check that appropriate utensils are available to enable **the individual** to meet their nutritional **needs** as independently as possible	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
	8.3d Support and encourage **individuals** to eat in accordance with their plan of care	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	8.3e Know how to r**eport** any concerns to the relevant person. This could include: ▪ Senior member of staff ▪ Carer ▪ Family member	The assessment should be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. However the opportunity for the HCSW/ ASCW to demonstrate this during their **induction** period may not arise. Therefore the use of simulation/ role play using scenarios is permitted. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.

Standard 8: Fluids and nutrition
Notes on assessment:

The assessment of knowledge required within this Standard can be undertaken on a 1:1 with the HCSW/ ASCW or as group work.

Evidence to meet this Standard can be provided through:

- 1:1 discussion
- as part of a group exercise
- written e.g. in a workbook/ portfolio

Where e-learning appropriate to this Standard has been used it must have associated assessment. The outcome of this assessment can be used as evidence toward the achievement of the Standard.

This Standard requires the HCSW/ ASCW to provide performance evidence. Whilst supporting **individuals** with meeting their fluid and nutritional **needs** may not seem to be part of every HCSW or ASCW role it is important to ensure that wherever you are working that people have appropriate access to fluids and nutrition. Examples of this may be:

- An Outpatient Department making sure that people are offered a drink if they have been waiting for a long time or it's a hot day especially if they have restrictions on their movement/ mobility.
- Ensuring disposable cups are available where there are water coolers/ fountains. It may be the duty of another worker to do this but if they notice there are no disposable cups they should take action to ensure these are replaced.
- An OT Assistant may undertake an assessment of the person's daily living skills in order to maintain or increase the independence of the **individual** with eating.
- In the normal course of work they may visit someone on a ward or in a residential care setting and notice the **individual** is having difficulty with eating. You must **report** any concerns you have.

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Standard 9: Awareness of mental health, dementia and learning disability		
The HCSW/ ASCW will:	**To meet this standard the HCSW/ ASCW will:**	**Assessment**
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: 1. Mental health conditions such as: a. Psychosis b. Depression c. Anxiety 2. Dementia 3. Learning Disabilities The issues may be physical, social or psychological and will affect the **individual** in different ways.	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	9.1b. Explain how these conditions may influence a person's **needs** in relation to the care that they may require.	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	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.	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
9.2 Understand the importance of promoting positive health and well-being 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	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	9.2b. Describe the social model of disability and how it underpins positive attitudes towards disability and involving people in their own care.	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
9.3 Understand the adjustments which may be necessary in care delivery relating to an individual who may have a mental health condition, dementia or learning disability.	9.3a. Describe what adjustments might need to be made to the way care is provided if someone has 1. A mental health condition such as: a. Psychosis b. Depression c. Anxiety 2. Dementia 3. Learning Disabilities	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	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**.	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
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	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	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.	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
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	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	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	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
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”.	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	9.6b. Explain why it is important to assume that someone has capacity unless there is evidence that they do not	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	9.6c Explain what is meant by “consent” and how it can change according to what decisions may need to be taken.	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	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.	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

Standard 9: Awareness of mental health, dementia and learning disability Notes on assessment:

The assessment of knowledge required within this Standard can be undertaken on a 1:1 with the HCSW/ ASCW or as group work.

Evidence to meet this Standard can be provided through:

- 1:1 discussion
- as part of a group exercise
- written e.g. in a workbook/ portfolio

Where e-learning appropriate to this Standard has been used it must have associated assessment. The outcome of this assessment can be used as evidence toward the achievement of the Standard.

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Standard 10: Safeguarding Adults		
Standard 10: Safeguarding Adults		
The HCSW/ ASCW will:	**To meet this standard the HCSW/ ASCW will:**	**Assessment**
10.1 Understand the principles of Safeguarding adults	10.1a Explain the term safeguarding adults	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	10.1b Explain their own role and responsibilities in safeguarding **individuals**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	10.1c List the main types of **abuse**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	10.1d Describe what constitutes **harm**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	10.1e Explain why **an individual** may be vulnerable to **harm** or **abuse**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	10.1f Describe what constitutes restrictive practices	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
	10.1g List the possible indicators of **abuse**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	10.1h Describe the nature and scope of **harm** to and **abuse** of adults at risk	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	10.1i List a range of factors which have featured in adult **abuse** and neglect	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	10.1j Demonstrate the importance of ensuring **individuals** are treated with dignity and respect when providing health and care **services**	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	10.1k Describe where to get information and advice about their role and responsibilities in preventing and protecting **individuals** from **harm** and **abuse**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
10.2 Reduce the likelihood of abuse	10.2a Describe how care environments can promote or undermine people's dignity and rights	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	10.2b Explain the importance of individualised, person centred care	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	10.2c Explain how to apply the basic principles of helping people to keep themselves safe	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	10.2d Explain the local arrangements for the implementation of multi-agency Safeguarding Adult's policies and procedures	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	10.2e List ways in which the likelihood of **abuse** can be reduced by **managing risk** and focusing on prevention	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	10.2f Explain how a clear complaints procedure reduces the likelihood of **abuse**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
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	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
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	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	10.4b Explain the importance of sharing information with the relevant agencies	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	10.4c Describe the actions to take if they experience **barriers** in alerting or referring to relevant agencies	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

Standard 10: Safeguarding Adults
Notes on assessment:

The assessment of knowledge required within this Standard can be undertaken on a 1:1 with the HCSW/ ASCW or as group work.

Evidence to meet this Standard can be provided through:

- 1:1 discussion
- as part of a group exercise
- written e.g. in a workbook/ portfolio

Where e-learning appropriate to this Standard has been used it must have associated assessment. The outcome of this assessment can be used as evidence toward the achievement of the Standard.

10.1i requires the HCSW/ ASCW to provide performance evidence. Evidence for this can be cross referenced from other **Standards** where the evidence is not produced directly against this Standard.

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Standard 11: Safeguarding Children		
Standard 11 Safeguarding Children		
The HCSW/ ASCW will:	**To meet this standard the HCSW/ ASCW will:**	**Assessment**
11.1 Safeguard children	**If they work in health:** Meet the most up to date national minimum training **standards** for Safeguarding Children at Level 1 as set out in the guidance issued by the Intercollegiate Royal College of Paediatrics and Child Health. **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.	You will help your learner to decide which **standards** they need to meet for their role. You will let them know how they will be assessed. You will record your assessment decision on the documentation used in your workplace.

Standard 11: Safeguarding Children
Notes on assessment:

The assessment of knowledge required within this Standard can be undertaken on a 1:1 with the HCSW/ ASCW or as group work.

Evidence to meet this Standard can be provided through:

- 1:1 discussion
- as part of a group exercise
- written e.g. in a workbook/ portfolio

Where e-learning appropriate to this Standard has been used it must have associated assessment. The outcome of this assessment can be used as evidence toward the achievement of the Standard.

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Standard 12: Basic Life Support		
Standard 12: Basic Life Support		
The HCSW/ ASCW will:	**To meet this standard the HCSW/ ASCW will:**	**Assessment**
12.1 Be able to provide basic life support **Standard 11 - Basic Life Support** Outcome: The learner is able to carry out basic life support	Be able to carry out basic life support. Complete practical Basic Life Support Training that meets the UK Resuscitation Council guidelines. ▪ If they work with Adults in health and social care they will undertake training in adult basic life support. ▪ If they work with Paediatric patients in health they will undertake training in paediatric basic life support. ▪ If they work with Newborn patients in health they will undertake training in newborn life support. Guidance: ▪ Most up to date Resuscitation Council Resuscitation Guidelines ▪ Cardiopulmonary Resuscitation – **Standards** for clinical practice and training Joint Statement	You will help your learner to decide which **standards** they need to meet for their role. You will let them know how they will be assessed. You will record your assessment decision on the documentation used in your workplace.

Standard 12: Basic Life Support
Notes on assessment:

Simulation is permissible.

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Standard 13: Health and safety		
Standard 13: Health and safety		
The HCSW/ ASCW will:	**To meet this standard the HCSW/ ASCW will:**	**Assessment**
13.1 Understand their own responsibilities, and the responsibilities of others, relating to health and safety in the work setting	13.1a List **legislation** relating to general **health and safety** in a health or social care work setting	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	13.1b Describe the main points of the **health and safety** policies and procedures agreed with the employer	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	13.1c Outline the main **health and safety** responsibilities of: ▪ self ▪ the employer or manager ▪ **others** in the work setting	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	13.1d List tasks relating to **health and safety** that should not be carried out without special training	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	13.1e Explain how to access additional support and information relating to **health and safety**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	13.1f Describe different types of accidents and sudden illness that may occur in their own work setting	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
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	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	13.2b Describe how and when to **report health and safety** risks that they have identified	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
13.3 Move and assist safely	13.3a Identify key pieces of **legislation** that relate to **moving and assisting**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	13.3b List tasks relating to **moving and assisting** that they are not allowed to carry out until they are competent	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	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**	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
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	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
	13.4b Describe the procedures to be followed if an accident or sudden illness should occur	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	13.4c List the emergency first aid actions they are and are <u>not</u> allowed to carry out	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
13.5 Understand medication and healthcare tasks	13.5a Describe the **agreed ways of working** in relation to medication	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	13.5b Describe the **agreed ways of working** in relation to **healthcare tasks**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	13.5c List the tasks relating to medication and health care procedures that they are not allowed to carry out until they are competent	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
13.6 Handle hazardous substances	13.6a Describe the hazardous substances in their workplace	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
	13.6b Demonstrate safe practices for storing, using and disposing of hazardous substances	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
13.7 Promote fire safety	13.7a Explain how to prevent fires from starting or spreading	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	13.7b Describe what to do in the event of a fire	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
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	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	13.8b Explain the **agreed ways of working** for checking the identity of anyone requesting access to premises or information	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
13.9 Manage stress	13.9a List common signs and indicators of **stress** in themselves and **others**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

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The HCSW/ ASCW will:	To meet this standard the HCSW/ ASCW will:	Assessment
	13.9b Identify circumstances that tend to trigger **stress** in themselves and **others**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	13.9c List ways to manage **stress**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

Standard 13: Health and Safety
Notes on assessment:

The assessment of knowledge required within this Standard can be undertaken on a 1:1 with the HCSW/ ASCW or as group work.

Evidence to meet this Standard can be provided through:

- 1:1 discussion
- as part of a group exercise
- written e.g. in a workbook/ portfolio

Where e-learning appropriate to this Standard has been used it must have associated assessment. The outcome of this assessment can be used as evidence toward the achievement of the Standard.

13.3c requires the HCSW/ ASCW to provide performance evidence. However, some HCSW/ASCW may not be employed in settings where moving and handling of **individuals** is required. Other evidence to show that the HCSW/ ASCW would be able to do this such as role play or simulation is permissible.

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Standard 14: Handling Information		
Standard 14: Handling Information		
The HCSW/ ASCW will:	**To meet this standard the HCSW/ ASCW will:**	**Assessment**
14.1 Handle information	14.1a Describe the **agreed ways of working** and **legislation** regarding the recording, storing and sharing of information	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	14.1b Explain why it is important to have **secure systems** for recording, storing and sharing information	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	14.1c Demonstrate how to keep records that are up to date, complete, accurate and legible	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	14.1d Explain how, and to whom, to **report** if they become aware that **agreed ways of working** have not been followed	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

Standard 14: Handling Information
Notes on assessment:

The assessment of knowledge required within this Standard can be undertaken on a 1:1 with the HCSW/ ASCW or as group work.

Evidence to meet this Standard can be provided through:

- 1:1 discussion
- as part of a group exercise
- written e.g. in a workbook/ portfolio

Where e-learning appropriate to this Standard has been used it must have associated assessment. The outcome of this assessment can be used as evidence toward the achievement of the Standard.

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Standard 15: Infection prevention and control		
Standard 15: Infection prevention and control		
The HCSW/ ASCW will:	**To meet this standard the HCSW/ ASCW will:**	**Assessment**
15.1 Prevent the spread of infection	15.1a Describe the main ways an infection can get into the body	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	15.1b Demonstrate effective hand hygiene	The assessment must be **observed in the workplace** as part of the HCSW/ ASCW normal work duties. You will record your assessment decision on the documentation used in your workplace e.g. in a workbook/ portfolio.
	15.1c Explain how their own health or hygiene might pose a risk to **the individuals** they support or work with	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	15.1d List common types of personal protective clothing, equipment and procedures and how and when to use them	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio
	15.1e Explain the principles of safe handling of infected or soiled linen and **clinical waste**	The assessment can be undertaken on a 1:1 with the HCSW/ ASCW or as group work. Evidence to meet this criteria can be provided through: ▪ 1:1 discussion ▪ as part of a group exercise ▪ written e.g. in a workbook/ portfolio

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Standard 15: Infection prevention and control
Notes on assessment:

The assessment of knowledge required within this Standard can be undertaken on a 1:1 with the HCSW/ ASCW or as group work.

Evidence to meet this Standard can be provided through:

- 1:1 discussion
- as part of a group exercise
- written e.g. in a workbook/ portfolio

Where e-learning appropriate to this Standard has been used it must have associated assessment. The outcome of this assessment can be used as evidence toward the achievement of the Standard.

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Appendix 1
National Occupational Standard LSILADD09 Assess learner achievement

LSILADD09
Assess learner achievement

Overview

This standard is about assessing learning and development against agreed criteria. , It covers a range of different assessments including competence, knowledge and understanding and skills.

LSILADD09
Assess learner achievement

Performance criteria

You must be able to:

- P1 ensure learners understand the purpose, requirements and processes of assessment
- P2 plan assessment to meet requirements and learner needs
- P3 use valid, fair, reliable and safe assessment methods
- P4 identify and collect evidence that is:
  - P4.1 valid
  - P4.2 authentic
  - P4.3 sufficient
- P5 make assessment decisions against specified criteria
- P6 provide feedback to the learner that affirms achievement and identifies any additional requirements
- P7 maintain required records of the assessment process, its outcomes and learner progress
- P8 work with others to ensure the standardisation of assessment practice and outcomes

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Knowledge and understanding

You need to know and understand:

K1	the key concepts and principles of assessment
K2	the range of information that should be made available to learners
K3	the current criteria against which assessments are made and the current regulations and requirements relating to their assessment
K4	guidelines for assessment planning as appropriate to own area of responsibility
K5	how to involve learners in the planning of assessments
K6	how assessment arrangements can be adapted to meet the needs of individual learners
K7	the uses, benefits and drawbacks of different assessment methods, including the use of simulation and those that involve the use of technology
K8	the types of risks that may be involved in the assessment process and how to manage these
K9	issues related to equality, diversity and, where relevant, bilingualism, that may affect the assessment process and how to address these
K10	how to make sure that assessment decisions are made against specified criteria and are valid, reliable and fair
K11	how to determine when evidence is sufficient to make an assessment decision
K12	how to judge the authenticity and currency of evidence and what to do when there is doubt
K13	how to record and store assessment decisions, who they should be made available to and the data protection and confidentiality guidelines that should be followed
K14	factors to consider when providing feedback to learners
K15	the relevant procedures when there are disputes concerning assessment
K16	standardisation processes and how to contribute to these
K17	how to co-operate and work effectively with others involved in the assessment process
K18	the value and purpose of continuing professional development for assessment practitioners

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LSILADD09

Assess learner achievement

Additional Information

Please visit the website link to access the NOS suite including the Introduction, which contains valuable context and background information for this suite of NOS.

http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/standards-and-qualifications/standards/learning-and-development-national-occupational-standards/

Glossary

Assessment method
For example, observation, questioning, checking products of work, setting assignments

Authentic
The candidate's own work

Equality
A state of fair treatment that is the right of all people regardless of differences in, for example, culture, ability, gender race, religion, wealth, sexual orientation, or any other group characteristic

Diversity
Acknowledging that each individual is unique, and recognizing our individual differences in, for example, culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic

Identify and collect evidence
This is done through the assessment process, for example by assessor observations, checking products of work, asking questions, setting assignments etc.

Reliable
Consistently achieves the same results with the same (or similar) group of learners

Requirements
These could be the requirements of the practitioner's own organisation or those of an external organisation, such as awarding organisation

Risk assessment
This could be a formal and written risk assessment but could be informal and dynamic – monitoring and controlling risk on an ongoing basis. Risk includes health and safety but may also cover other types of risk, for example the risk of problems arising which interfere with the assessment process, or the risk of using inappropriate assessment methods

Sufficient
Enough evidence as specified in Evidence Requirements or Assessment Strategy

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Assess learner achievement

Valid
Relevant to the criteria against which the candidate is being assessed

Fair
Ensuring that everyone has an equal chance of getting an accurate assessment

Safe
This covers both physical and psychological safety. It also includes ensuring that assessment evidence is safe in the sense that is sufficiently robust to make a reliable judgement that the learner does meet the assessment standard

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LSILADD09

Assess learner achievement

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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.

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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, 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.

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