The Care Certificate Standards Self-Assessment Tool

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What is the Care Certificate?

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

The Care Certificate:

- applies across health and social care;
- will equip workers with the fundamental skill they need to provide quality care; and
- gives a basis from which workers can further develop your knowledge and skills as their career progresses.

What are the standards?

The 15 standards in the Care Certificate are:

1. Understand your role
2. Your personal development
3. Duty of care
4. Equality and diversity
5. Work in a person centred way
6. Communication
7. Privacy and dignity
8. Fluids and nutrition
9. Awareness of mental health, dementia and learning disability
10. Safeguarding adults
11. Safeguarding Children
12. Basic Life Support
13. Health and Safety
14. Handling information
15. Infection prevention and control

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

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About the self-assessment tool

Employers may want to use the self-assessment tool prior to health and social care workers commencing their induction. Induction can then be tailored, based on the workers self- assessment. The tool is not designed to be used as part of the selection process and can be used for both new starters and where the employer wishes to award the Care Certificate to existing staff or if necessary identify additional training needs.

Health and social care workers. Your employer has asked you to complete this self-assessment for the Care Certificate. Each of the standards is listed with a check list to allow you to rate your own knowledge and skills against the following scale:

Good	You have a good standard of skills and/ or knowledge. You use these skills and knowledge on a regular basis and feel confident in your ability. No refresher required.
Adequate	Your standard of skills and/ or knowledge meets the standard required. You may only use the skills and knowledge from time to time or you may not feel confident in your ability. You and your employer may agree that you need to refresh specific knowledge or skills from this selection.
Needs refreshing	You previously had this standard of skills and/or knowledge but it is no longer current or you have not used it in your work recently/regularly. You therefore no longer have the skills and/ or knowledge to meet the standard. A refresher is required.
New to me	Either you have never worked in a caring role previously or you haven't previously covered this topic. Training/development is required.

Once you have rated yourself against each standard you will need to have a professional discussion with your assessor, employer or manager to see how you can refresh or develop new knowledge and skills in different areas. It is important that you are honest in your assessment of your current knowledge and skills against each of the Standards.

The checklist is just a tool and is not evidence that you are competent against the Care Certificate. The decision on whether you meet the Standards for the Care Certificate will be made by your manager, employer or assessor using the self-assessment, any other appropriate evidence and in line with the guidance set out for the Care Certificate. Please see: Health Education England www.hee.nhs.uk; Skills for Care www.skillsforcare.org.uk or Skills for Health www.skillsforhealth.org.uk for full details.

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Standard 1: Understand Your Role		
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You	**To meet this standard you can:**	**How would you rate your current ability?**
1.1 Understand your own role	1.1a Describe your main duties and responsibilities	☐Good ☐Adequate ☐Needs refresh ☐New to me
	1.1b List the **standards** and codes of conduct and practice that relate to your role	☐Good ☐Adequate ☐Needs refresh ☐New to me
	1.1c Demonstrate that you are working in accordance with the **agreed ways of working** with your employer	☐Good ☐Adequate ☐Needs refresh ☐New to me
	1.1d Explain how your previous experiences, attitudes and beliefs may affect the way you work	☐Good ☐Adequate ☐Needs refresh ☐New to me
1.2 Work in ways that have been agreed with your employer	1.2a Describe your employment rights and responsibilities	☐Good ☐Adequate ☐Needs refresh ☐New to me
	1.2b List the aims, objectives and values of the service in which they work	☐Good ☐Adequate ☐Needs refresh ☐New to me
	1.2c Explain why it is important to work in ways that are agreed with your employer	☐Good ☐Adequate ☐Needs refresh ☐New to me
	1.2d Demonstrate how to access full and up-to-date details of **agreed ways of working** that are relevant to your role	☐Good ☐Adequate ☐Needs refresh ☐New to me
	1.2e Explain how and when to escalate any concerns they might have (**whistleblowing**)	☐Good ☐Adequate ☐Needs refresh ☐New to me
	1.2f Explain why it is important to be honest and identify where errors may have occurred and to tell the appropriate person	☐Good ☐Adequate ☐Needs refresh ☐New to me
1.3 Understand working relationships in health and social care	1.3b Explain how a working relationship is different from a personal relationship	☐Good ☐Adequate ☐Needs refresh ☐New to me
	1.3c Describe different working relationships in health and social care settings	☐Good ☐Adequate ☐Needs refresh ☐New to me

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You	To meet this standard you can:	How would you rate your current ability?
1.4 Work in partnership with others	1.4a Explain why it is important to work in teams and in partnership with **others**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	1.4b Explain why it is important to work in partnership with **key people**, advocates and **others** who are significant to **an individual**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	1.4c Demonstrate behaviours, attitudes and ways of working that can help improve partnership working.	☐Good ☐Adequate ☐Needs refresh ☐New to me
	1.4d Demonstrate how and when to access support and advice about: • partnership working • resolving conflicts	☐Good ☐Adequate ☐Needs refresh ☐New to me

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Standard 2: Your personal development		
You	**To meet this standard you can:**	**How would you rate your current ability?**
2.1 Agree a personal development plan	2.1a Identify **sources of support** for your own learning and development	☐Good ☐Adequate ☐Needs refresh ☐New to me
	2.1b Describe the process for agreeing a **personal development plan** and who should be involved	☐Good ☐Adequate ☐Needs refresh ☐New to me
	2.1c Explain why feedback from **others** is important in helping to develop and improve the way they work	☐Good ☐Adequate ☐Needs refresh ☐New to me
	2.1d Contribute to drawing up own **personal development plan**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	2.1e Agree a **personal development plan**	☐Good ☐Adequate ☐Needs refresh ☐New to me
2.2 Develop your knowledge, skills and understanding	2.2a Describe the **functional level** of literacy, numeracy and **communication** skills necessary to carry out your role	☐Good ☐Adequate ☐Needs refresh ☐New to me
	2.2b Explain how to check your current level of literacy, numeracy and **communication** skills	☐Good ☐Adequate ☐Needs refresh ☐New to me
	2.2c Describe how a learning activity has improved your own knowledge, skills and understanding	☐Good ☐Adequate ☐Needs refresh ☐New to me
	2.2d Describe how **reflecting** on a situation has improved your own knowledge, skills and understanding	☐Good ☐Adequate ☐Needs refresh ☐New to me
	2.2e Describe how feedback from **others** has developed your own knowledge, skills and understanding	☐Good ☐Adequate ☐Needs refresh ☐New to me
	2.2f Demonstrate how to measure your own knowledge, performance and understanding against relevant **standards**	☐Good ☐Adequate ☐Needs refresh ☐New to me

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You	To meet this standard you can:	How would you rate your current ability?
	2.2g List the learning opportunities available to them and how they can use them to improve the way they work	☐Good ☐Adequate ☐Needs refresh ☐New to me
	2.2h Demonstrate how to record progress in relation to your personal development	☐Good ☐Adequate ☐Needs refresh ☐New to me
	2.2i Explain why **continuing professional development** is important	☐Good ☐Adequate ☐Needs refresh ☐New to me

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Standard 3: Duty of Care		
You	**To meet this standard you can:**	**How would you rate your current ability?**
3.1 Understand how duty of care contributes to safe practice	3.1a Define '**duty of care'**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	3.1b Describe how the **duty of care** affects your own work role	☐Good ☐Adequate ☐Needs refresh ☐New to me
3.2 Understand the support available for addressing dilemmas that may arise about duty of care	3.2a Describe **dilemmas** that may arise between the **duty of care** and **an individual's** rights	☐Good ☐Adequate ☐Needs refresh ☐New to me
	3.2b Explain what they must and must not do within your role in managing conflicts and **dilemmas**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	3.2c Explain where to get additional support and advice about how to resolve such **dilemmas**	☐Good ☐Adequate ☐Needs refresh ☐New to me
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**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	3.3b Describe who to ask for **advice and support** in **handling comments and complaints**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	3.3c Explain the importance of learning from comments and complaints to improve the quality of service	☐Good ☐Adequate ☐Needs refresh ☐New to me
3.4 Deal with Incidents, errors and near misses	3.4a Describe how to recognise adverse events, incidents, errors and near misses	☐Good ☐Adequate ☐Needs refresh ☐New to me
	3.4b Explain what they must and must not do in relation to adverse events, incidents, errors and near misses	☐Good ☐Adequate ☐Needs refresh ☐New to me
	3.4c List the **legislation** and **agreed ways of working** in relation to **reporting** any adverse events, incidents, errors and near misses	☐Good ☐Adequate ☐Needs refresh ☐New to me

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You	To meet this standard you can:	How would you rate your current ability?
3.5 Deal with confrontation and difficult situations	3.5a List the factors and difficult situations that may cause confrontation	☐Good ☐Adequate ☐Needs refresh ☐New to me
	3.5b Describe how **communication** can be used to solve problems and reduce the likelihood or impact of confrontation	☐Good ☐Adequate ☐Needs refresh ☐New to me
	3.5c Describe how to assess and reduce risks in confrontational situations	☐Good ☐Adequate ☐Needs refresh ☐New to me
	3.5d Demonstrate how and when to access support and advice about resolving conflicts	☐Good ☐Adequate ☐Needs refresh ☐New to me
	3.5e Explain the **agreed ways of working** for **reporting** any confrontations	☐Good ☐Adequate ☐Needs refresh ☐New to me

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Standard 4: Equality and Diversity		
You	**To meet this standard you can:**	**How would you rate your current ability?**
4.1 Understand the importance of equality and inclusion	4.1a Explain what is meant by: ▪ **diversity** ▪ **equality** ▪ **inclusion** ▪ **discrimination**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	4.1b Describe ways in which discrimination may deliberately or inadvertently occur in the work setting	☐Good ☐Adequate ☐Needs refresh ☐New to me
	4.1c Explain how practices that support **equality** and **inclusion** reduce the likelihood of discrimination	☐Good ☐Adequate ☐Needs refresh ☐New to me
4.2 Work in an inclusive way	4.2a Identify which **legislation** and codes of practice relating to **equality**, **diversity** and discrimination apply to your own role	☐Good ☐Adequate ☐Needs refresh ☐New to me
	4.2b Demonstrate interaction with **individuals** that respects their beliefs, culture, values and preferences	☐Good ☐Adequate ☐Needs refresh ☐New to me
	4.2c Describe how to challenge discrimination in a way that encourages positive change	☐Good ☐Adequate ☐Needs refresh ☐New to me
4.3 Access information, advice and support about diversity, equality and inclusion	4.3a Identify a range of sources of information, **advice and support** about **diversity**, **equality** and **inclusion**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	4.3b Describe how and when to access information, **advice and support** about **diversity**, **equality** and **inclusion**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	4.3c Explain who to ask for **advice and support** about **equality** and **inclusion**	☐Good ☐Adequate ☐Needs refresh ☐New to me

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Standard 5: Work in a person centred way		
You	**To meet this standard you can:**	**How would you rate your current ability?**
5.1 Understand person centred values	5.1a Describe how to put **person-centred values** into practice in your day-to-day work	☐Good ☐Adequate ☐Needs refresh ☐New to me
	5.1b Describe why it is important to work in a way that promotes person centred values when providing support to **individuals**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	5.1c Identify ways to promote dignity in your day-to-day work	☐Good ☐Adequate ☐Needs refresh ☐New to me
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**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	5.2b Explain why the changing **needs** of **an individual** must be reflected in their care and/or support plan	☐Good ☐Adequate ☐Needs refresh ☐New to me
	5.2c Explain the importance of supporting **individuals** to plan for their future **wellbeing** and fulfilment, including end-of-life care	☐Good ☐Adequate ☐Needs refresh ☐New to me
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	☐Good ☐Adequate ☐Needs refresh ☐New to me
	5.3b **Report** any concerns they have to the relevant person. This could include: ▪ Senior member of staff ▪ Carer ▪ Family member	☐Good ☐Adequate ☐Needs refresh ☐New to me

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You	To meet this standard you can:	How would you rate your current ability?
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	☐Good ☐Adequate ☐Needs refresh ☐New to me
	5.4b Raise any concern with your supervisor/ manager	☐Good ☐Adequate ☐Needs refresh ☐New to me
	5.4c Raise any concerns via other channels or systems e.g. at team meetings	☐Good ☐Adequate ☐Needs refresh ☐New to me
5.5 Support individuals to minimise pain or discomfort	5.5a Ensure that where **individuals** have restricted movement or mobility that they are comfortable.	☐Good ☐Adequate ☐Needs refresh ☐New to me
	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	☐Good ☐Adequate ☐Needs refresh ☐New to me
	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	☐Good ☐Adequate ☐Needs refresh ☐New to me
	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	☐Good ☐Adequate ☐Needs refresh ☐New to me

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You	To meet this standard you can:	How would you rate your current ability?
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**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	5.6b Demonstrate that your own attitudes and behaviours promote emotional and spiritual **wellbeing**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	5.6c Support and encourage **individuals** own sense of identity and self-esteem	☐Good ☐Adequate ☐Needs refresh ☐New to me
	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	☐Good ☐Adequate ☐Needs refresh ☐New to me
5.7 Support the individual using person centred values	5.7a Demonstrate that your actions promote person centred values including: ▪ individuality ▪ independence ▪ privacy ▪ partnership ▪ choice ▪ dignity ▪ respect ▪ rights	☐Good ☐Adequate ☐Needs refresh ☐New to me

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Standard 6: Communication		
You	**To meet this standard you can:**	**How would you rate your current ability?**
6.1 Understand the importance of effective communication at work	6.1a Describe the different ways that people communicate	☐Good ☐Adequate ☐Needs refresh ☐New to me
	6.1b Describe how **communication** affects relationships **at work**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	6.1c Describe why it is important to observe and be receptive to **an individual's** reactions when communicating with them	☐Good ☐Adequate ☐Needs refresh ☐New to me
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	☐Good ☐Adequate ☐Needs refresh ☐New to me
	6.2b List a range of c**ommunication** methods and styles that could help meet **an individual's communication needs**, wishes and preferences	☐Good ☐Adequate ☐Needs refresh ☐New to me
6.3 Understand how to promote effective communication	6.3a List **barriers** to effective **communication**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	6.3b Describe ways to reduce **barriers** to effective **communication**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	6.3c Describe how to check whether they (the HCSW/ASCW) have been understood	☐Good ☐Adequate ☐Needs refresh ☐New to me
	6.3d Describe where to find information and support or **services**, to help them communicate more effectively	☐Good ☐Adequate ☐Needs refresh ☐New to me
6.4 Understand the principles and practices relating to confidentiality	6.4a Describe what confidentiality means in relation to your role	☐Good ☐Adequate ☐Needs refresh ☐New to me
	6.4b List any **legislation** and **agreed ways of working** to maintain confidentiality in day-to-day **communication**	☐Good ☐Adequate ☐Needs refresh ☐New to me

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You	To meet this standard you can:	How would you rate your current ability?
	6.4c Describe situations where information, normally considered to be confidential, might need to be passed on	☐Good ☐Adequate ☐Needs refresh ☐New to me
	6.4d Describe who they should ask for **advice and support** about confidentiality	☐Good ☐Adequate ☐Needs refresh ☐New to me
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	☐Good ☐Adequate ☐Needs refresh ☐New to me
6.6 Support the use of appropriate communication aids/ technologies	6.6a Ensure that any **communication** aids/ technologies are: ▪ Clean ▪ Work properly ▪ In good repair	☐Good ☐Adequate ☐Needs refresh ☐New to me
	6.6b **Report** any concerns about the **communication** aid/ technology to the appropriate person. This could include: ▪ Senior member of staff ▪ Carer ▪ Family member	☐Good ☐Adequate ☐Needs refresh ☐New to me

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Standard 7: Privacy and Dignity		
You	**To meet this standard you can:**	**How would you rate your current ability?**
7.1 Understand the principles that underpin privacy and dignity in care	7.1a Describe what is meant by privacy and dignity	☐Good ☐Adequate ☐Needs refresh ☐New to me
	7.1b List situations where **an individual's** privacy and dignity could be compromised	☐Good ☐Adequate ☐Needs refresh ☐New to me
	7.1c Describe how to maintain privacy and dignity in the work setting	☐Good ☐Adequate ☐Needs refresh ☐New to me
7.2 Maintain the privacy and dignity of the individual(s) in their care	7.2a Demonstrate that your actions maintain the privacy of **the individual**. This could include: ▪ Using appropriate volume to discuss the **care and support** of **an individual** ▪ Discussing **the individual's care and support** in a place where **others** cannot overhear	☐Good ☐Adequate ☐Needs refresh ☐New to me
	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 are positioned correctly **The individual** is positioned appropriately and **the individual** is not exposing any part of their body they would not want **others** to be able to see	☐Good ☐Adequate ☐Needs refresh ☐New to me

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You	To meet this standard you can:	How would you rate your current ability?
	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	☐Good ☐Adequate ☐Needs refresh ☐New to me
	7.2d **Report** any concerns they have to the relevant person. This could include: ▪ Senior member of staff ▪ Carer ▪ Family member	☐Good ☐Adequate ☐Needs refresh ☐New to me
7.3 Support an individual's right to make choices	7.3a Describe ways of helping **individuals** to make informed choices	☐Good ☐Adequate ☐Needs refresh ☐New to me
	7.3b Explain how risk assessment processes can be used to support the right of **individuals** to make their own decisions	☐Good ☐Adequate ☐Needs refresh ☐New to me
	7.3c Explain why personal views must not influence **an individual's** own choices or decisions	☐Good ☐Adequate ☐Needs refresh ☐New to me
	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**	☐Good ☐Adequate ☐Needs refresh ☐New to me
7.4 Support individuals in making choices about their care	7.4a Demonstrate how to support **individuals** to make informed choices	☐Good ☐Adequate ☐Needs refresh ☐New to me
	7.4b Ensure any risk assessment processes are used to support the right of **individuals** to make their own decisions	☐Good ☐Adequate ☐Needs refresh ☐New to me

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You	To meet this standard you can:	How would you rate your current ability?
	7.4c Ensure their own personal views do not influence **an individual's** own choices or decisions	☐Good ☐Adequate ☐Needs refresh ☐New to me
	7.4d Describe how to **report** any concerns they have to the relevant person. This could include: ▪ Senior member of staff ▪ Carer ▪ Family member	☐Good ☐Adequate ☐Needs refresh ☐New to me
7.5 Understand how to support active participation	7.5a Describe the importance of how valuing people contributes to **active participation**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	7.5b Explain how to enable **individuals** to make informed choices about their lives	☐Good ☐Adequate ☐Needs refresh ☐New to me
		☐Good ☐Adequate ☐Needs refresh ☐New to me
	7.5c List other ways they can support **active participation**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	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	☐Good ☐Adequate ☐Needs refresh ☐New to me
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	☐Good ☐Adequate ☐Needs refresh ☐New to me
	7.6b **Reflect** on how your own personal views could restrict **the individual's** ability to actively participate in their care	☐Good ☐Adequate ☐Needs refresh ☐New to me
	7.6c **Report** any concerns to the relevant person. This could include: ▪ Senior member of staff ▪ Carer ▪ Family member	☐Good ☐Adequate ☐Needs refresh ☐New to me

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Standard 8: Fluids and nutrition		
You	**To meet this standard you can:**	**How would you rate your current ability?**
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	☐Good ☐Adequate ☐Needs refresh ☐New to me
	8.1b Explain the importance of good nutrition and hydration in maintaining health and **wellbeing**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	8.1c List signs and symptoms of poor nutrition and hydration	☐Good ☐Adequate ☐Needs refresh ☐New to me
	8.1d Explain how to promote adequate nutrition and hydration	☐Good ☐Adequate ☐Needs refresh ☐New to me
8.2 Support individuals to have access to fluids in accordance with their plan of care	8.2a Ensure drinks are within reach of those that have restrictions on their movement/ mobility	☐Good ☐Adequate ☐Needs refresh ☐New to me
	8.2b Ensure that drinks are refreshed on a regular basis	☐Good ☐Adequate ☐Needs refresh ☐New to me
	8.2c Ensure that **individuals** are offered drinks in accordance with their plan of care	☐Good ☐Adequate ☐Needs refresh ☐New to me
	8.2d Support and encourage **individuals** to drink in accordance with their plan of care	☐Good ☐Adequate ☐Needs refresh ☐New to me
	8.2e Know how to **report** any concerns to the relevant person. This could include: ▪ Senior member of staff ▪ Carer ▪ Family member	☐Good ☐Adequate ☐Needs refresh ☐New to me
8.3 Support individuals to have access to food and nutrition in accordance with their plan of care	8.3a Ensure any nutritional products are within reach of those that have restrictions on their movement/ mobility	☐Good ☐Adequate ☐Needs refresh ☐New to me
	8.3b Ensure food is provided at the appropriate temperature and in accordance with the plan of care i.e. **the individual** is able to eat it	☐Good ☐Adequate ☐Needs refresh ☐New to me
	8.3c Ensure that appropriate utensils are available to enable **the individual** to meet their nutritional **needs** as independently as possible	☐Good ☐Adequate ☐Needs refresh ☐New to me

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You	To meet this standard you can:	How would you rate your current ability?
	8.3d Support and encourage **individuals** to eat in accordance with their plan of care	☐Good ☐Adequate ☐Needs refresh ☐New to me
	8.3e Know how to **report** any concerns to the relevant person. This could include: ▪ Senior member of staff ▪ Carer ▪ Family member	☐Good ☐Adequate ☐Needs refresh ☐New to me

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Standard 9: Awareness of mental health, dementia and learning disability		
You	**To meet this standard you can:**	**How would you rate your current ability?**
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.	☐Good ☐Adequate ☐Needs refresh ☐New to me
	9.1b. Explain how these conditions may influence a person's **needs** in relation to the care that they may require.	☐Good ☐Adequate ☐Needs refresh ☐New to me
	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.	☐Good ☐Adequate ☐Needs refresh ☐New to me
9.2 Understand the importance of promoting positive health and wellbeing for an individual who may have a mental health condition, dementia or learning disability	9.2a. Explain how positive attitudes towards those with mental health conditions, dementia or learning disabilities will improve the **care and support** they receive.	☐Good ☐Adequate ☐Needs refresh ☐New to me
	9.2b. Describe the social model of disability and how it underpins positive attitudes towards disability and involving people in their own care.	☐Good ☐Adequate ☐Needs refresh ☐New to me

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You	To meet this standard you can:	How would you rate your current ability?
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. Mental health conditions such as: a. Psychosis b. Depression c. Anxiety 2. Dementia 3. Learning Disabilities	☐Good ☐Adequate ☐Needs refresh ☐New to me
	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.	☐Good ☐Adequate ☐Needs refresh ☐New to me
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	☐Good ☐Adequate ☐Needs refresh ☐New to me
	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.	☐Good ☐Adequate ☐Needs refresh ☐New to me
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	☐Good ☐Adequate ☐Needs refresh ☐New to me
	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	☐Good ☐Adequate ☐Needs refresh ☐New to me

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You	To meet this standard you can:	How would you rate your current ability?
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”.	☐Good ☐Adequate ☐Needs refresh ☐New to me
	9.6b. Explain why it is important to assume that someone has capacity unless there is evidence that they do not	☐Good ☐Adequate ☐Needs refresh ☐New to me
	9.6c Explain what is meant by “consent”, and how it can change according to what decisions may need to be taken.	☐Good ☐Adequate ☐Needs refresh ☐New to me
	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.	☐Good ☐Adequate ☐Needs refresh ☐New to me

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Standard 10: Safeguarding Adults		
You	**To meet this standard you can:**	**How would you rate your current ability?**
10.1 Understand the principles of Safeguarding adults	10.1a Explain the term safeguarding adults	☐Good ☐Adequate ☐Needs refresh ☐New to me
	10.1b Explain your own role and responsibilities in safeguarding **individuals**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	10.1c List the main types of **abuse**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	10.1d Describe what constitutes **harm**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	10.1e Explain why **an individual** may be vulnerable to **harm** or **abuse**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	10.1f Describe what constitutes restrictive practices	☐Good ☐Adequate ☐Needs refresh ☐New to me
	10.1g List the possible indicators of **abuse**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	10.hg Describe the nature and scope of **harm** to and **abuse** of adults at risk	☐Good ☐Adequate ☐Needs refresh ☐New to me
	10.1i List a range of factors which have featured in adult **abuse** and neglect	☐Good ☐Adequate ☐Needs refresh ☐New to me
	10.1j Demonstrate the importance of ensuring **individuals** are treated with dignity and respect when providing health and care **services**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	10.1k Describe where to get information and advice about your role and responsibilities in preventing and protecting **individuals** from **harm** and **abuse**	☐Good ☐Adequate ☐Needs refresh ☐New to me
10.2 Reduce the likelihood of abuse	10.2a Describe how care environments can promote or undermine people's dignity and rights	☐Good ☐Adequate ☐Needs refresh ☐New to me
	10.2b Explain the importance of individualised, person centred care	☐Good ☐Adequate ☐Needs refresh ☐New to me

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You	To meet this standard you can:	How would you rate your current ability?
	10.2c Explain how to apply the basic principles of helping people to keep themselves safe	☐Good ☐Adequate ☐Needs refresh ☐New to me
	10.2d Explain the local arrangements for the implementation of multi-agency Safeguarding Adult's policies and procedures	☐Good ☐Adequate ☐Needs refresh ☐New to me
	10.2e List ways in which the likelihood of **abuse** can be reduced by **managing risk** and focusing on prevention	☐Good ☐Adequate ☐Needs refresh ☐New to me
	10.2f Explain how a clear complaints procedure reduces the likelihood of **abuse**	☐Good ☐Adequate ☐Needs refresh ☐New to me
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	☐Good ☐Adequate ☐Needs refresh ☐New to me
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	☐Good ☐Adequate ☐Needs refresh ☐New to me
	10.4b Explain the importance of sharing information with the relevant agencies	☐Good ☐Adequate ☐Needs refresh ☐New to me
	10.4c Describe the actions to take if they experience **barriers** in alerting or referring to relevant agencies	☐Good ☐Adequate ☐Needs refresh ☐New to me

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Standard 11: Safeguarding Children		
You	**To meet this standard you can:**	**How would you rate your current ability?**
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.	☐Good ☐Adequate ☐Needs refresh ☐New to me

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Standard 12: Basic Life Support		
You	**To meet this standard you can:**	**How would you rate your current ability?**
12.1 Provide 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 working with Adults in health and social care they will undertake training in adult basic life support. ▪ If working with Paediatric patients in health they will undertake training in paediatric basic life support. ▪ If working 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	☐Good ☐Adequate ☐Needs refresh ☐New to me

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Standard 13: Health and safety		
You	**To meet this standard you can:**	**How would you rate your current ability?**
13.1 Understand your own responsibilities and the responsibilities of others relating to health and safety in the work setting	13.1a Identify **legislation** relating to general **health and safety** in a health or social care work setting	☐Good ☐Adequate ☐Needs refresh ☐New to me
	13.1b Describe the main points of the **health and safety** policies and procedures agreed with the employer	☐Good ☐Adequate ☐Needs refresh ☐New to me
	13.1c Outline the main **health and safety** responsibilities of: ▪ self ▪ the employer or manager ▪ **others** in the work setting	☐Good ☐Adequate ☐Needs refresh ☐New to me
	13.1d List tasks relating to **health and safety** that should not be carried out without special training	☐Good ☐Adequate ☐Needs refresh ☐New to me
	13.1e Explain how to access additional support and information relating to **health and safety**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	13.1f Describe different types of accidents and sudden illness that may occur in your own work setting	☐Good ☐Adequate ☐Needs refresh ☐New to me
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	☐Good ☐Adequate ☐Needs refresh ☐New to me
	13.2b Describe how and when to **report health and safety** risks that they have identified	☐Good ☐Adequate ☐Needs refresh ☐New to me
13.3 Move and assist safely	13.3a Identify key pieces of **legislation** that relate to **moving and assisting**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	13.3b List tasks relating to **moving and assisting** that they are not allowed to carry out until they are	☐Good ☐Adequate ☐Needs refresh ☐New to me
	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**	☐Good ☐Adequate ☐Needs refresh ☐New to me

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You	To meet this standard you can:	How would you rate your current ability?
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 your work	☐Good ☐Adequate ☐Needs refresh ☐New to me
	13.4b Describe the procedures to be followed if an accident or sudden illness should occur	☐Good ☐Adequate ☐Needs refresh ☐New to me
	13.4c List the emergency first aid actions they are and are not allowed to carry out	☐Good ☐Adequate ☐Needs refresh ☐New to me
13.5 Understand medication and healthcare tasks	13.5a Describe the **agreed ways of working** in relation to medication	☐Good ☐Adequate ☐Needs refresh ☐New to me
	13.5b Describe the **agreed ways of working** in relation to **healthcare tasks**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	13.5c List the tasks relating to medication and health care procedures that they are not allowed to carry out until they are competent	☐Good ☐Adequate ☐Needs refresh ☐New to me
13.6 Handle hazardous substances	13.6a Describe the hazardous substances in your workplace	☐Good ☐Adequate ☐Needs refresh ☐New to me
	13.6b Demonstrate safe practices for storing, using and disposing of hazardous substances	☐Good ☐Adequate ☐Needs refresh ☐New to me
13.7 Promote fire safety	13.7a Explain how to prevent fires from starting or spreading	☐Good ☐Adequate ☐Needs refresh ☐New to me
	13.7b Describe what to do in the event of a fire	☐Good ☐Adequate ☐Needs refresh ☐New to me
13.8 Work securely	13.8a Describe the measures that are designed to protect your own security **at work**, and the security of those they support	☐Good ☐Adequate ☐Needs refresh ☐New to me
	13.8b Explain the **agreed ways of working** for checking the identity of anyone requesting access to premises or information	☐Good ☐Adequate ☐Needs refresh ☐New to me

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You	To meet this standard you can:	How would you rate your current ability?
13.9 Manage stress	13.9a Recognise common signs and indicators of **stress** in themselves and **others**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	13.9b Identify circumstances that tend to trigger **stress** in themselves and **others**	☐Good ☐Adequate ☐Needs refresh ☐New to me
	13.9c List ways to manage **stress**	☐Good ☐Adequate ☐Needs refresh ☐New to me

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Standard 14: Handling Information		
You	**To meet this standard you can:**	**How would you rate your current ability?**
14.1 Handle information	14.1a Describe the **agreed ways of working** and **legislation** regarding the recording, storing and sharing of information	☐Good ☐Adequate ☐Needs refresh ☐New to me
	14.1b Explain why it is important to have **secure systems** for recording, storing and sharing information	☐Good ☐Adequate ☐Needs refresh ☐New to me
	14.1c Demonstrate how to keep records that are up to date, complete, accurate and legible	☐Good ☐Adequate ☐Needs refresh ☐New to me
	14.1d Explain how, and to whom, to **report** if they become aware that **agreed ways of working** have not been followed	☐Good ☐Adequate ☐Needs refresh ☐New to me
15.1 Prevent the spread of infection	15.1a Describe the main ways an infection can get into the body	☐Good ☐Adequate ☐Needs refresh ☐New to me
	15.1b Demonstrate effective hand hygiene	☐Good ☐Adequate ☐Needs refresh ☐New to me
	15.1c Explain how your own health or hygiene might pose a risk to **the individuals** they support or work with	☐Good ☐Adequate ☐Needs refresh ☐New to me
	15.1d List common types of personal protective clothing, equipment and procedures and how and when to use them	☐Good ☐Adequate ☐Needs refresh ☐New to me
	15.1e Explain the principles of safe handling of infected or soiled linen and **clinical waste**	☐Good ☐Adequate ☐Needs refresh ☐New to me

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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.

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

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

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

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

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

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

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

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

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

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

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

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

SECURE SYSTEMS: This includes both manual and electronic systems.

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

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

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

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

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

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

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

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