



# Care Certificate standards

Updated 2025

Assessor and employer guide

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# Overall goal of the Care Certificate standards

The aim of the Care Certificate standards is to provide clear evidence to employers, patients and people who draw on 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 can help to meet the legal requirement for providers of regulated activities to ensure that their staff are supervised, suitably competent and trained. The approach used to deliver the learning required to meet the outcomes of the Care Certificate standards and ensuring that there is a record of the assessment decisions that is auditable would be determined by the individual employer.

**Please note this guidance document relates to delivery and assessment of the Care Certificate standards and not the Level 2 Adult Social Care Certificate qualification. The formal requirements to deliver and assess qualifications are guided by representative awarding organisations.**

## The standards

1. Understand your role
2. Your personal development
3. Duty of care
4. Equality, diversity, inclusion and human rights
5. Work in a person-centred way
6. Communication
7. Privacy and dignity
8. Fluids and nutrition
9. Awareness of mental health and dementia
10. Adult safeguarding
11. Safeguarding children
12. Basic life support
13. Health and safety
14. Handling information
15. Infection prevention and control
16. Awareness of learning disability and autism

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Each support worker starting in a new role within the scope of the Care Certificate standards is expected to have learning and development/training/education and supervision/competency assessment as part of their induction. This usually takes place over the initial period of employment and is determined by the employer.

The Care Certificate standards can act as a component or resource to support the overall induction an employer must provide legally and in order to meet the standards set out by the Care Quality Commission.

The Care Certificate can support 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. It is acknowledged that employers may use the standards to help deliver and shape the induction process.

## Assessment

When delivering the Care Certificate standards, the assessor is the person responsible for making the decision on whether the healthcare support worker or adult social care worker (support worker) has met the standards set out in the Care Certificate standards.

In order to be an assessor of the Care Certificate standards the person 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 mean 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.

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 standards 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 CLDL09 Assess learner achievement (see [Appendix 1](#)).

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## Assessment

The assessment of the Care Certificate standards 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 workplace 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.

## 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 learner's 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 settings 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 forms of remote video or live recordings when assessing performance where this comprises the dignity and confidentiality of people accessing health and care services.

All evidence required to meet the standards must be assessed and it is up to employers to decide whether evidence of prior experience is allowed.

The assessor may also want to seek the views of work colleagues, patients or people who draw on care and support when making the judgment on the person's performance, but the final decision still lies with the assessor on whether the person has met the outcome required.

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## Example

7.2b Demonstrate that the privacy and dignity of the **individual** is maintained at all times 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
- ensuring the **individual** is positioned appropriately, e.g. 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.

## 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 written/typed questions, case studies or sound files. It would not be appropriate to specify the volume of evidence needed to meet the standards.

## Example

1.2b List the aims, objectives and values of the service in which they **work**

It has been suggested that the above should say how many e.g., list 10 each for aims, objectives and values. 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 aims, objectives and values of the service could greatly exceed those relevant to someone providing care in a person's own home as a personal assistant. Another consideration is what makes 10 sources a sufficient answer when 9 wouldn't be?

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Likewise: 5.1b Describe why it is important 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 (e.g. 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/supervision/competency check records
- witness testimonies from others
- 1:1 or group discussion
- oral or written/typed 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 eLearning without summative assessment of what has been learnt is **not** evidence toward achievement of the Care Certificate standards.

## 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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## Use of eLearning

eLearning is primarily a way to acquire and demonstrate knowledge, not skill. Skills must be demonstrated and assessed in real work activity. It just isn't possible for all those things to be assessed through eLearning – the assessment decision must be made with the support worker carrying out real work activity.

It's best to see the Care Certificate standards as a combined demonstration of skills and knowledge. The support worker might demonstrate a skill in something, but they need knowledge to show they understand why they are doing it. Every standard has a skills and knowledge component. Some standards require more skill demonstration while some are almost entirely knowledge.

Health and care providers often use a blended approach when delivering other types of learning (including induction and statutory and mandatory training).

eLearning can be used to help evidence the knowledge requirements of the Care Certificate standards. This will help build and consolidate other types of learning the support worker has experienced.

Where appropriate to the standards and eLearning has been used, it must have associated assessment e.g., questions/answers and/or multiple-choice questions. The use of eLearning alone cannot provide full achievement of the Care Certificate standards

Evidence generated during the course of an assessment may be used to evidence the achievement of more than one standard in the Care Certificate.

There may also be potential opportunities for a support worker to transfer elements of learning from the Care Certificate standards into qualification achievement where evidence presents as valid, authentic, reliable, current and sufficient. This will typically be within a 'recognition of prior learning' process and will be guided by the learning provider who has been approved by an awarding organisation to deliver a qualification. Where appropriate the evidence may also be used towards the achievement of apprenticeships.

## Recording assessment decisions

Documentation used for assessment and evidence of practice is the responsibility of the support worker and their employer. The evidence may be recorded e.g., in a learning system portfolio or e-portfolio. This method will be used in gathering evidence for the Care Certificate standards 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, learning and education. This methodology brings these roles in line with professional roles in both health and social care.

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The method can also be used to gather assessment information from peers and supervisors. It could include feedback from the patient/people who draw on care and support as part of an ongoing appraisal and development process.

## Supervision

The nature of supervision varies depending on the context, competency and activities being carried out by the support worker.

Whatever the case, supervision must be ongoing and appropriate for the experience of the support worker and the context in which they are working. The supervision needed may be:

- **direct supervision** – the worker must be in the line of sight of the supervisor who is present to observe tasks and activities and can intervene immediately if required. Direct supervision should be maintained until the worker is assessed as being safe to leave alone with responsibility for the people they support.
- **indirect /remote supervision** – where there is reliance on processes being in place to provide guidance and support without the supervisor actually being present. This requires the worker to:
  - have had appropriate training
  - have been assessed as competent to perform the task safely and effectively without direct supervision (competence – knowledge, skills, attitudes and ability to practice)
  - know their limitations
  - know when and how to seek advice from the supervisor.

## Phased sign-off

As staff become skilled in carrying out a particular task, supervisors can recognise this by agreeing that when the staff member is carrying out this task they no longer require direct supervision.

## Levels of supervised practice

Good management practice and the assessment of performance require that even following certification, supervisors will check and re-check periodically whether levels of supervision and delegation remain appropriate using different techniques depending on the care setting. Examples might include unannounced visits and spot checks. Therefore, no support worker should be working totally unsupervised.

Supervisors are accountable for the decision to assign care and support. The primary reasons must always be to meet the needs of the person receiving care. Supervisors should not assign tasks that are beyond the skills and experience of the worker. They should only assign an aspect of care and support to a worker who has had appropriate training and whom they deem competent to perform

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the task. When the supervisor is assigning care and support responsibilities, they must be assured that the person to whom they have assigned fully understands the nature of the care and support particularly in relation to what is expected of them. Supervisors assigning tasks should make sure that everyone they are responsible for is appropriately supervised and supported.

With reference to delegated healthcare activities, for guiding principles please see: [Guiding principles for health and social care in England](#), also: [NMC Delegation and accountability](#)

The Care Certificate standards are shared health and social care training, which must be completed and assessed, before new support workers can practice without direct supervision. This may be done in a phased approach, as each support worker meets an individual standard their supervisor may allow them to practice with indirect or remote supervision against that standard.

The employer is responsible for assuring the quality of the teaching and assessment of the Care Certificate standards. The registered manager in adult social care or named person in a health employer will sign off the support worker as having successfully met all the standards to achieve the Care Certificate.

The registered manager/named person must assure themselves that the standard of teaching and assessment is of sufficient quality that they can be confident that the support worker has fully met the standard.

# Award of the Care Certificate standards

Will be via the employer using the approved national template.

## Certification

This should be recorded by the employer and where possible made accessible via a national system. For example, NHS Trusts that use it can do this via the electronic staff record, and in adult social care there is the Adult Social Care Workforce Data Set (ASC-WDS) where this can be recorded. The record must be maintained locally and made available for the support worker so they can evidence their learning and achievement to others.

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# Accreditation

The Care Certificate standards are not accredited. The Care Certificate standards do not require local accreditation by any awarding body or higher education institution, and there is no requirement for it to have external quality assurance. However, employers may wish to seek accreditation of the learning or external quality assurance.

It is however an expectation that the Care Certificate standards could provide evidence towards qualifications and apprenticeships across both health and social care.

There is now an accredited and Ofqual regulated Level 2 Adult Social Care Certificate qualification. This has been designed specifically for the adult social care workforce, and this is a separate product to the Care Certificate standards.

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# Standard 1: Understand your role

Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
<b>1.1 Understand their own role</b>	1.1a Describe their main duties and responsibilities	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to questions</li> <li>• multiple choice questions.</li> </ul>
	1.1b List the <b>standards</b> and codes of conduct and practice that relate to their role	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	1.1c Demonstrate that they are working in accordance with the <b>agreed ways of working</b> with their employer	The assessment must be observed in the workplace as part of the support worker's normal work duties.  You will record your assessment and decision in documentation used in your workplace.
	1.1d Explain how their previous experiences, attitudes, values and beliefs may affect the way they <b>work</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>

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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	1.1e Identify the different opportunities for professional and career development in the sector	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
<b>1.2 Work in ways that have been agreed with their employer</b>	1.2a Describe their employment rights and responsibilities	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	<b>Standard 1</b>
	1.2b List the aims, objectives and values of the service in which they <b>work</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 2
	1.2c Explain why it is important to <b>work</b> in ways that are agreed with their employer	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 3
	1.2d Demonstrate how to access full and up-to-date details of <b>agreed ways of working</b> that are relevant to their role	The assessment must be observed in the workplace as part of the support worker's normal work duties.  You will record your assessment decision on the documentation used in your workplace.	Standard 4
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	1.2e Explain how and when to escalate any concerns they might have in line with organisational policy or ways of working	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
	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 support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	<b>Standard 1</b>
<b>1.3 Understand working relationships in health and social care</b>	1.3a Describe their responsibilities to the <b>individuals</b> they support as well as <b>key people</b> , advocates and <b>others</b> who are significant to an <b>individual</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 2
	1.3b Explain how a working relationship is different from a personal relationship	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 3
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	1.3c Describe different working relationships in health and social care settings	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
<b>1.4 Work in partnership with others</b>	1.4a Explain why it is important to <b>work</b> in teams and in partnership with <b>others</b>	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	<b>Standard 1</b>
	1.4b Explain why it is important to <b>work</b> in partnership with <b>key people, advocates and others</b> who are significant to <b>individuals</b> being supported	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 2
	1.4c Demonstrate behaviours, attitudes and ways of working that can help improve partnership working	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>	Standard 3
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
	1.4d Demonstrate how and when to access support and advice about: <ul style="list-style-type: none"> <li>• partnership working</li> <li>• resolving conflicts</li> </ul>	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>However, the opportunity for the support worker to demonstrate this during their induction period may not arise. Therefore, the use of simulation/role play using scenarios is permitted.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>

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## Notes on assessment

Where eLearning 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.

# Standard 2:

## Your personal development

Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
<b>2.1 Agree a personal development plan</b>	2.1a Describe the processes for: <ul style="list-style-type: none"> <li>identifying own learning needs</li> <li>agreeing a <b>personal development plan</b> and who should be involved</li> </ul>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>1:1 or group discussion</li> <li>small project such as poster presentation</li> <li>oral, written or typed answers to question</li> <li>multiple choice questions.</li> </ul>
	2.1b Explain why feedback from <b>others</b> is important in helping to develop and improve the way they <b>work</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>1:1 or group discussion</li> <li>small project such as poster presentation</li> <li>oral, written or typed answers to question</li> <li>multiple choice questions.</li> </ul>
	2.1c Contribute to and agree own <b>personal development plan</b>	The assessment must be observed in the workplace as part of the support worker's normal work duties.  You will record your assessment decision on the documentation used in your workplace.
<b>2.2 Develop their knowledge, skills and understanding</b>	2.2a Describe the <b>functional level</b> of literacy, numeracy, <b>communication</b> , and <b>digital skills</b> necessary to carry out their role	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>1:1 or group discussion</li> <li>small project such as poster presentation</li> <li>oral, written or typed answers to question</li> <li>multiple choice questions.</li> </ul>

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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	2.2b Explain where to find information and support on how to check and develop own current level of skills in: <ul style="list-style-type: none"> <li>• literacy</li> <li>• numeracy</li> <li>• digital</li> <li>• <b>communication</b></li> </ul>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
	2.2c Describe how <b>reflecting</b> on a situation or learning activity has improved their own knowledge, skills and understanding	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 1
	2.2d Describe how feedback from <b>others</b> has developed their own knowledge, skills and understanding	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	<b>Standard 2</b>
	2.2e Demonstrate how to measure their own knowledge, performance and understanding against relevant <b>standards</b>	The assessment must be observed in the workplace as part of the support worker's normal work duties.  You will record your assessment decision on the documentation used in your workplace.	Standard 3
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
	2.2f List the learning opportunities available to them and how they can use them to improve their ways of working	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	2.2g Demonstrate how to record progress in relation to their personal development	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>
	2.2h Explain why <b>continuing professional development</b> is important	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>

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## Notes on assessment

For adult social care learning and support: [The Digital Skills Framework](#) is a resource to help people working in adult social care understand and develop the digital skills they need.

# Standard 3: Duty of care

Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
<b>3.1 Understand duty of care and duty of candour</b>	3.1a Define <ul style="list-style-type: none"> <li>• <b>duty of care</b></li> <li>• <b>duty of candour</b></li> </ul>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	3.1b Describe how the <b>duty of care</b> affects their own <b>work</b> role	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
<b>3.2 Understand the support available for addressing dilemmas that may arise about duty of care</b>	3.2a Describe <b>dilemmas</b> that may arise between the <b>duty of care</b> and an <b>individual's</b> rights	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	3.2b Explain what they must and must not do within their role in managing conflicts and <b>dilemmas</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>

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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	3.2c Explain where to get additional support and advice about how to resolve such <b>dilemmas</b>	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
<b>3.3 Deal with comments and complaints</b>	3.3a Demonstrate how to respond to comments and complaints in line with <b>legislation</b> and <b>agreed ways of working</b>	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>However, the opportunity for the support worker to demonstrate this during their induction period may not arise. Therefore, the use of simulation/role play using scenarios is permitted.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>	Standard 1
	3.3b Describe who to ask for <b>advice and support</b> in <b>handling comments and complaints</b>	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 2
	3.3c Explain the importance of learning from comments and complaints to improve the quality of service	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	<b>Standard 3</b>
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
<b>3.4 Deal with incidents, errors and near misses</b>	3.4a Describe how to recognise adverse events, incidents, errors and near misses	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>1:1 or group discussion</li> <li>small project such as poster presentation</li> <li>oral, written or typed answers to question</li> <li>multiple choice questions.</li> </ul>	Intro
	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 support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>1:1 or group discussion</li> <li>small project such as poster presentation</li> <li>oral, written or typed answers to question</li> <li>multiple choice questions.</li> </ul>	Standard 1
	3.4c List the <b>legislation</b> and <b>agreed ways of working</b> in relation to <b>reporting</b> any adverse events, incidents, errors and near misses	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>1:1 or group discussion</li> <li>small project such as poster presentation</li> <li>oral, written or typed answers to question</li> <li>multiple choice questions.</li> </ul>	Standard 2
<b>3.5 Deal with confrontation and difficult situations</b>	3.5a List the factors and difficult situations that may cause confrontation	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>1:1 or group discussion</li> <li>small project such as poster presentation</li> <li>oral, written or typed answers to question</li> <li>multiple choice questions.</li> </ul>	<b>Standard 3</b>
	3.5b Describe how <b>communication</b> 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 support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>1:1 or group discussion</li> <li>small project such as poster presentation</li> <li>oral, written or typed answers to question</li> <li>multiple choice questions.</li> </ul>	Standard 4
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
	3.5c Describe how to assess and reduce risks in confrontational situations	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	3.5d Demonstrate how and when to access support and advice about resolving conflicts	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>However, the opportunity for the support worker to demonstrate this during their induction period may not arise. Therefore, the use of simulation/role play using scenarios is permitted.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>
	3.5e Explain the <b>agreed ways of working</b> for <b>reporting</b> any confrontations	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>

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# Standard 4: Equality, diversity, inclusion and human rights

Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
4.1 Understand the importance of equality, diversity, inclusion, and human rights	4.1a Explain what is meant by: <ul style="list-style-type: none"> <li>• <b>equality</b> including <b>protected characteristics</b></li> <li>• <b>diversity</b></li> <li>• <b>inclusion</b></li> <li>• <b>human rights</b></li> </ul>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	4.1b Explain what is meant by bias and discrimination	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	4.1c Describe ways in which discrimination may deliberately or inadvertently occur in the <b>work</b> setting	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>

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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	4.1d Explain how practices that support, <b>equality, diversity, inclusion</b> and <b>human rights</b> reduce the likelihood of discrimination	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
<b>4.2 Work in an inclusive way</b>	4.2a Identify which <b>legislation</b> and codes of practice relating to <b>equality, diversity, inclusion</b> and <b>human rights</b> apply to their own role and practices	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 1
	4.2b Demonstrate interactions with <b>individuals</b> that support <b>culturally appropriate care</b>	The assessment must be observed in the workplace as part of the support worker's normal work duties.  You will record your assessment decision on the documentation used in your workplace.	Standard 2
	4.2c Describe how to recognise, challenge and <b>report</b> discrimination in line with your employers' policies and procedures, in a way that encourages positive change	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 3
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
<b>4.3 Access information, advice and support about equality, diversity, inclusion and human rights</b>	4.3a Identify a range of sources of information, <b>advice and support</b> about <b>equality, diversity, inclusion and human rights</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
	4.3b Describe how and when to access information, <b>advice and support</b> about <b>equality, diversity, inclusion and human rights</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 1
	4.3c Explain who to ask for <b>advice and support</b> about <b>equality, diversity, inclusion and human rights</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 2
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# Standard 5:

## Work in a person-centred way

Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
5.1 Understand person-centred values	5.1a Identify <b>person-centred values</b> and describe how to put them into practice in their day-to-day <b>work</b>	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	5.1b Describe why it is important to <b>work</b> in a way that promotes <b>person-centred values</b> when providing support to <b>individuals</b>	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	5.1c Identify ways to promote dignity in their day-to-day <b>work</b>	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>

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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	5.1d Explain the importance of <b>relationships</b> significant to the <b>individual</b> being supported when working in a person-centred way	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
<b>5.2 Understand working in a person-centred way</b>	5.2a Describe the importance of finding out the history, preferences, wishes and <b>needs</b> of the <b>individual</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 1
	5.2b Explain why the changing <b>needs</b> of an <b>individual</b> must be reflected in their care and/or support plan	The assessment must be observed in the workplace as part of the support worker's normal work duties.  You will record your assessment decision on the documentation used in your workplace.	Standard 2
	5.2c Explain the importance of supporting <b>individuals</b> to plan for their future <b>wellbeing</b> and fulfilment, including end-of-life care	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 3
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
<b>5.3 Understand the meaning of mental capacity in relation to how care is provided</b>	5.3a Identify relevant <b>legislation</b> and codes of practice relating to mental capacity	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
	5.3b Explain what is meant by the term “capacity”	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 1
	5.3c. 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 support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 2
	5.3d Explain what is meant by “consent”, and factors that influence an <b>individual's</b> mental capacity and ability to express consent	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 3
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	5.3e Describe situations where an assessment of capacity might need to be undertaken and the meaning and significance of: <ul style="list-style-type: none"> <li>• <b>best interest decisions</b></li> <li>• <b>advance statements</b></li> <li>• <b>advanced decisions</b></li> </ul>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
<b>5.4 Demonstrate awareness of the individual's immediate environment and make changes to address factors that may be causing discomfort or distress</b>	5.4a Take appropriate steps to remove or minimise the environmental factors causing the discomfort or distress. This could include: <ul style="list-style-type: none"> <li>• lighting</li> <li>• noise</li> <li>• temperature</li> <li>• unpleasant odours</li> </ul>	The assessment must be observed in the workplace as part of the support worker's normal work duties.  However, the opportunity for the support worker 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.	Standard 4
	5.4b <b>Report</b> any concerns they have to the relevant person. This could include: <ul style="list-style-type: none"> <li>• senior member of staff</li> <li>• <b>carer</b></li> <li>• family member</li> </ul>	The assessment must be observed in the workplace as part of the support worker's normal work duties.  However, the opportunity for the support worker 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.	<b>Standard 5</b>
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
<b>5.5 Make others aware of any actions they may be undertaking that are causing discomfort or distress to individuals</b>	5.5a Raise any concerns directly with the individual concerned	<p>The assessment must be observed in the workplace as part of the support worker’s normal work duties.</p> <p>However, the opportunity for the support worker to demonstrate this during their induction period may not arise. Therefore, the use of simulation/role play using scenarios is permitted.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>	<a href="#">Intro</a> <a href="#">Standard 1</a> <a href="#">Standard 2</a> <a href="#">Standard 3</a> <a href="#">Standard 4</a> <b><a href="#">Standard 5</a></b>
	5.5b Raise any concern with their supervisor/ manager	<p>The assessment must be observed in the workplace as part of the support worker’s normal work duties.</p> <p>However, the opportunity for the support worker to demonstrate this during their induction period may not arise. Therefore, the use of simulation/role play using scenarios is permitted.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>	<a href="#">Standard 6</a> <a href="#">Standard 7</a> <a href="#">Standard 8</a> <a href="#">Standard 9</a> <a href="#">Standard 10</a> <a href="#">Standard 11</a>
	5.5c Raise any concerns via other channels or systems e.g. at team meetings	<p>The assessment must be observed in the workplace as part of the support worker’s normal work duties.</p> <p>However, the opportunity for the support worker to demonstrate this during their induction period may not arise. Therefore, the use of simulation/role play using scenarios is permitted.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>	<a href="#">Standard 12</a> <a href="#">Standard 13</a> <a href="#">Standard 14</a> <a href="#">Standard 15</a> <a href="#">Standard 16</a>
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
<b>5.6 Support individuals to minimise pain, discomfort and emotional distress</b>	5.6a Ensure that where <b>individuals</b> have restricted movement or mobility that they are comfortable	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>
	5.6b Recognise the signs that an <b>individual</b> is in pain, discomfort or emotional distress. This could include: <ul style="list-style-type: none"> <li>• verbal <b>reporting</b> from the <b>individual</b></li> <li>• non-verbal <b>communication</b></li> <li>• changes in behaviour</li> </ul>	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>

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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	5.6c Take appropriate steps to remove or minimise factors, including environmental factors, which may be causing pain, discomfort or emotional distress to the <b>individual</b> . This could include: <ul style="list-style-type: none"> <li>• following the plan of care e.g. re-positioning or giving prescribed pain relief medication</li> <li>• <b>reporting</b> to a more senior member of staff and following <b>agreed ways of working</b></li> <li>• ensuring equipment or medical devices are working properly or in the correct position e.g. wheelchairs, prosthetics, catheter tubes</li> <li>• providing emotional support</li> <li>• wet or soiled clothing or bed linen</li> <li>• poorly positioned lighting</li> <li>• noise</li> </ul>	The assessment must be observed in the workplace as part of the support worker's normal work duties.  You will record your assessment decision on the documentation used in your workplace.	<a href="#">Intro</a> <a href="#">Standard 1</a> <a href="#">Standard 2</a> <a href="#">Standard 3</a> <a href="#">Standard 4</a> <a href="#">Standard 5</a> <a href="#">Standard 6</a> <a href="#">Standard 7</a> <a href="#">Standard 8</a> <a href="#">Standard 9</a> <a href="#">Standard 10</a> <a href="#">Standard 11</a> <a href="#">Standard 12</a>
<b>5.7 Support the individual to maintain their identity and self-esteem and promote wellbeing</b>	5.7a Explain how <b>individual</b> identity and self-esteem are linked to <b>wellbeing</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	<a href="#">Standard 13</a> <a href="#">Standard 14</a> <a href="#">Standard 15</a> <a href="#">Standard 16</a>
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	5.7b Demonstrate that their own attitudes and behaviours promote the <b>wellbeing</b> of the <b>individual</b>	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>	Intro Standard 1
	5.7c Support and encourage <b>individuals</b> own sense of identity and self-esteem	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>	Standard 2 Standard 3 Standard 4
	5.7d <b>Report</b> any concerns about the <b>individual's wellbeing</b> to the appropriate person. This could include: <ul style="list-style-type: none"> <li>• senior member of staff</li> <li>• <b>carer</b></li> <li>• family member</li> </ul>	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>	<b>Standard 5</b> Standard 6 Standard 7 Standard 8 Standard 9
<b>5.8 Support the individual using person-centred values</b>	5.8a Demonstrate that their actions promote <b>person-centred values</b> including: <ul style="list-style-type: none"> <li>• individuality</li> <li>• independence</li> <li>• privacy</li> <li>• partnership</li> <li>• choice</li> <li>• dignity</li> <li>• respect</li> <li>• rights</li> </ul>	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>	Standard 10 Standard 11 Standard 12 Standard 13 Standard 14 Standard 15 Standard 16
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# Standard 6: Communication

Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
<b>6.1 Understand the importance of effective communication at work</b>	6.1a Describe the different ways that people communicate	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	6.1b Describe how <b>communication</b> affects relationships <b>at work</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
<b>6.2 Understand how to meet the communication and language needs, wishes and preferences of individuals</b>	6.2a Describe how to establish an <b>individual's communication</b> and language <b>needs</b> , wishes and preferences	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>

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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	6.2b List a range of <b>communication methods, aids, assistive technologies</b> and digital communication tools that could help meet an <b>individual's communication needs, wishes and preferences</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro Standard 1 Standard 2 Standard 3 Standard 4
<b>6.3 Understand how to promote effective communication</b>	6.3a List <b>barriers</b> to effective <b>communication</b> with <b>individuals</b> and how they can be reduced	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 5 <b>Standard 6</b> Standard 7 Standard 8
	6.3b Describe how an <b>individual's</b> behaviour may be a form of <b>communication</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 9 Standard 10 Standard 11 Standard 12
	6.3c Describe how to check whether they (the support worker) have been understood	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 13 Standard 14 Standard 15 Standard 16
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	6.3d Describe where to find information and support or <b>services</b> , to help the <b>individual</b> communicate more effectively	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro Standard 1 Standard 2 Standard 3 Standard 4
<b>6.4 Understand the principles and practices relating to confidentiality</b>	6.4a Describe what confidentiality means in relation to their role	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 5 <b>Standard 6</b> Standard 7
	6.4b List any <b>legislation</b> and <b>agreed ways of working</b> to maintain confidentiality in day-to-day <b>communication</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 8 Standard 9 Standard 10 Standard 11
	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 support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 12 Standard 13 Standard 14 Standard 15 Standard 16
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	6.4d Describe who they should ask for <b>advice and support</b> about confidentiality	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	<a href="#">Intro</a> <a href="#">Standard 1</a> <a href="#">Standard 2</a> <a href="#">Standard 3</a> <a href="#">Standard 4</a> <a href="#">Standard 5</a> <a href="#">Standard 6</a> <a href="#">Standard 7</a> <a href="#">Standard 8</a> <a href="#">Standard 9</a> <a href="#">Standard 10</a> <a href="#">Standard 11</a> <a href="#">Standard 12</a> <a href="#">Standard 13</a> <a href="#">Standard 14</a> <a href="#">Standard 15</a> <a href="#">Standard 16</a>
<b>6.5 Use appropriate verbal and non-verbal communication</b>	6.5a Demonstrate the use of appropriate verbal and non-verbal <b>communication</b> : Verbal: <ul style="list-style-type: none"> <li>• tone</li> <li>• volume</li> </ul> Non-verbal: <ul style="list-style-type: none"> <li>• position/proximity</li> <li>• eye contact</li> <li>• body language</li> <li>• touch</li> <li>• writing</li> <li>• signing</li> </ul> Using <b>communication aids</b> including: <ul style="list-style-type: none"> <li>• signs</li> <li>• symbols and pictures</li> <li>• objects of reference</li> </ul> <b>Communication</b> may take place: <ul style="list-style-type: none"> <li>• face to face</li> <li>• by telephone or text</li> <li>• by written <b>reports</b> or letters</li> <li>• by using digital tools and technology e.g. email, internet or social networks</li> </ul>	The assessment must be observed in the workplace as part of the support worker's normal work duties.  You will record your assessment decision on the documentation used in your workplace.	<a href="#">Standard 6</a> <a href="#">Standard 7</a> <a href="#">Standard 8</a> <a href="#">Standard 9</a> <a href="#">Standard 10</a> <a href="#">Standard 11</a> <a href="#">Standard 12</a> <a href="#">Standard 13</a> <a href="#">Standard 14</a> <a href="#">Standard 15</a> <a href="#">Standard 16</a> <a href="#">Appendix</a> <a href="#">Glossary</a>

Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
	6.5b Describe why it is important to observe and be receptive to an <b>individual's</b> reactions when communicating with them	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
<b>6.6 Support the use of appropriate communication aids/ technologies</b>	6.6a Ensure the appropriate and safe use of <b>communication aids, assistive technologies,</b> and digital communication tools are: <ul style="list-style-type: none"> <li>• available</li> <li>• clean</li> <li>• working properly (including updated software where appropriate)</li> <li>• in good repair</li> </ul>	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>
	6.6b <b>Report</b> any concerns about the <b>communication aid/technology</b> or digital communication tool to the appropriate person. This could include: <ul style="list-style-type: none"> <li>• senior member of staff</li> <li>• <b>carer</b></li> <li>• family member</li> </ul>	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>However, the opportunity for the support worker to demonstrate this during their induction period may not arise. Therefore, the use of simulation/role play using scenarios is permitted.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>

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## Notes on assessment

For adult social care learning and support: [The Digital Skills Framework](#) is a resource to help people working in adult social care understand and develop the digital skills they need.

# Standard 7: Privacy and dignity

Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
<b>7.1 Understand the principles that underpin privacy and dignity in care</b>	7.1a Describe what is meant by privacy and dignity	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	7.1b List situations where an <b>individual's</b> privacy and dignity could be compromised	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	7.1c Describe different ways to maintain privacy and dignity of <b>individuals</b> in your <b>care and support</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>

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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
<b>7.2 Maintain the privacy and dignity of the individual(s) in their care</b>	7.2a Demonstrate that their actions maintain the privacy of the <b>individual</b> . This could include: <ul style="list-style-type: none"> <li>• using appropriate volume to discuss the <b>care and support</b> of an <b>individual</b></li> <li>• discussing the <b>individual's care and support</b> in a place where <b>others</b> cannot overhear</li> </ul>	The assessment must be observed in the workplace as part of the support worker's normal work duties.  You will record your assessment decision on the documentation used in your workplace.	<a href="#">Intro</a> <a href="#">Standard 1</a> <a href="#">Standard 2</a> <a href="#">Standard 3</a> <a href="#">Standard 4</a> <a href="#">Standard 5</a>
	7.2b Demonstrate that the privacy and dignity of the <b>individual</b> is maintained at all times in line with the person's individual <b>needs</b> and preferences when providing personal care. This could include: <ul style="list-style-type: none"> <li>• making sure doors, screens or curtains are in the correct position</li> <li>• getting permission before entering someone's personal space</li> <li>• knocking before entering the room</li> <li>• ensuring any clothing, hospital gowns are positioned correctly</li> <li>• ensuring the <b>individual</b> is positioned appropriately, e.g. not exposing any part of their body they would not want <b>others</b> to be able to see</li> </ul>	The assessment must be observed in the workplace as part of the support worker's normal work duties.  You will record your assessment decision on the documentation used in your workplace.	<a href="#">Standard 6</a> <a href="#">Standard 7</a> <a href="#">Standard 8</a> <a href="#">Standard 9</a> <a href="#">Standard 10</a> <a href="#">Standard 11</a> <a href="#">Standard 12</a> <a href="#">Standard 13</a> <a href="#">Standard 14</a> <a href="#">Standard 15</a> <a href="#">Standard 16</a> <a href="#">Appendix</a> <a href="#">Glossary</a>

Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	7.2c Explain why it is important not to disclose anything about the <b>individual</b> that they may wish to be kept private, unless it is appropriate to do so. This could include: <ul style="list-style-type: none"> <li>• health condition</li> <li>• sexual orientation</li> <li>• personal history</li> <li>• social circumstances</li> </ul>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
	7.2d <b>Report</b> any concerns they have to the relevant person. This could include: <ul style="list-style-type: none"> <li>• senior member of staff</li> <li>• <b>carer</b></li> <li>• family member</li> </ul>	The assessment must be observed in the workplace as part of the support worker's normal work duties.  However, the opportunity for the support worker 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.	Standard 1
<b>7.3 Support an individual's right to make choices</b>	7.3a Describe ways of helping <b>individuals</b> to make informed choices	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 2
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	7.3b Explain how risk assessment processes can be used to support the right of <b>individuals</b> to make their own decisions	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	<a href="#">Intro</a> <a href="#">Standard 1</a> <a href="#">Standard 2</a> <a href="#">Standard 3</a> <a href="#">Standard 4</a>
	7.3c Explain why personal views must not influence an <b>individual's</b> own choices or decisions	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	<a href="#">Standard 5</a> <a href="#">Standard 6</a> <a href="#">Standard 7</a> <a href="#">Standard 8</a>
	7.3d Describe why there may be times when they need to support an <b>individual</b> to question or challenge decisions made about them by <b>others</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	<a href="#">Standard 9</a> <a href="#">Standard 10</a> <a href="#">Standard 11</a> <a href="#">Standard 12</a> <a href="#">Standard 13</a>
<b>7.4 Support individuals in making choices about their care</b>	7.4a Demonstrate how to support <b>individuals</b> to make informed choices	The assessment must be observed in the workplace as part of the support worker's normal work duties.  You will record your assessment decision on the documentation used in your workplace.	<a href="#">Standard 14</a> <a href="#">Standard 15</a> <a href="#">Standard 16</a> <a href="#">Appendix</a> <a href="#">Glossary</a>

Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	7.4b Ensure any risk assessment processes are used to support the right of <b>individuals</b> to make their own decisions	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>	Intro
	7.4c Ensure their own personal views do not influence an <b>individual's</b> own choices or decisions	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>	Standard 1
	7.4d Describe how to <b>report</b> any concerns they have to the relevant person. This could include: <ul style="list-style-type: none"> <li>• senior member of staff</li> <li>• <b>carer</b></li> <li>• family member</li> </ul>	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 2
<b>7.5 Understand how to support active participation</b>	7.5a Describe the importance of how valuing people contributes to <b>active participation</b>	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 3
			Standard 4
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	7.5b Explain how to enable <b>individuals</b> to make informed choices about their lives	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
	7.5c List other ways they can support <b>active participation</b>	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 1
	7.5d Describe the importance of enabling <b>individuals</b> to be as independent as possible and to maintain their own network of <b>relationships</b> and <b>connections</b> with their community	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 2
7.6 Support the <b>individual in active participation in their own care</b>	7.6a Demonstrate that they can support the <b>active participation of individuals</b> in their care	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>	Standard 3
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
	7.6b <b>Reflect</b> on how their own personal views could restrict the <b>individual's</b> ability to actively participate in their care	<p>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.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>
	7.6c <b>Report</b> any concerns to the relevant person. This could include: <ul style="list-style-type: none"> <li>• senior member of staff</li> <li>• <b>carer</b></li> <li>• family member</li> </ul>	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>However, the opportunity for the support worker to demonstrate this during their induction period may not arise. Therefore, the use of simulation/role play using scenarios is permitted.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>

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# Standard 8: Fluids and nutrition

Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
<b>8.1 Understand the principles of hydration, nutrition and food safety</b>	8.1a Describe the importance of food safety, including hygiene, in the preparation and handling of food	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	8.1b Explain the importance of good nutrition and hydration in maintaining health and <b>wellbeing</b>	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	8.1c List signs and symptoms of poor nutrition and hydration	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>

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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	8.1d Explain how to promote adequate nutrition and hydration	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
	8.1e Explain how to identify and <b>report</b> changes or risks relating to nutrition and hydration needs	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 1
<b>8.2 Support individuals to have access to fluids in accordance with their plan of care</b>	8.2a Ensure that fluids are within reach of those that have restrictions on their liberty, movement or mobility	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>	Standard 2
	8.2b Ensure that fluids are refreshed on a regular basis	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>	Standard 3
	8.2c Ensure that fluids are offered, and <b>individuals</b> are supported and encouraged to drink in accordance with their plan of care	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>	Standard 4
			Standard 5
			Standard 6
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	8.2d Know how to <b>report</b> any concerns to the relevant person. This could include: <ul style="list-style-type: none"> <li>• senior member of staff</li> <li>• <b>carer</b></li> <li>• family member</li> </ul>	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>However, the opportunity for the support worker to demonstrate this during their induction period may not arise. Therefore, the use of simulation/role play using scenarios is permitted.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>	<a href="#">Intro</a> <a href="#">Standard 1</a> <a href="#">Standard 2</a> <a href="#">Standard 3</a> <a href="#">Standard 4</a> <a href="#">Standard 5</a>
<b>8.3 Support individuals to have access to food and nutrition in accordance with their plan of care</b>	8.3a Ensure any nutritional products are within reach of those that have restrictions on their liberty, movement mobility	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>	<a href="#">Standard 6</a> <a href="#">Standard 7</a> <a href="#">Standard 8</a>
	8.3b Ensure food is provided at the appropriate temperature and in accordance with the plan of care and the <b>individual</b> is able to eat it	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>	<a href="#">Standard 9</a> <a href="#">Standard 10</a> <a href="#">Standard 11</a> <a href="#">Standard 12</a>
	8.3c Ensure that appropriate utensils are available to enable the <b>individual</b> to meet their nutritional <b>needs</b> as independently as possible	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>	<a href="#">Standard 13</a> <a href="#">Standard 14</a> <a href="#">Standard 15</a> <a href="#">Standard 16</a>
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
	8.3d Support and encourage <b>individuals</b> to eat in accordance with their plan of care	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>
	8.3e Know how to <b>report</b> any concerns to the relevant person. This could include: <ul style="list-style-type: none"> <li>• senior member of staff</li> <li>• <b>carer</b></li> <li>• family member</li> </ul>	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>However, the opportunity for the support worker to demonstrate this during their induction period may not arise. Therefore, the use of simulation/role play using scenarios is permitted.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>

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## Notes on assessment

This standard requires the support worker to provide performance evidence. Whilst supporting **individuals** with meeting their fluid and nutritional **needs** may not seem to be part of every role, it is important to ensure that wherever you are working, 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 or drinking.
- In the normal course of **work** they may visit someone on a ward or in a care setting and notice the **individual** is having difficulty with eating or drinking. You must report any concerns you have.
- Supporting a person to understand and follow recommended dietary advice provided by a health professional.
- Supporting a person with specific nutrition support as per plan of care, e.g., the use of nutritional supplements.
- Supporting a person with meal planning and preparation, along with budgeting and purchasing food items.

# Standard 9: Awareness of mental health and dementia

Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
9.1 Understand the needs and experiences of people with mental health conditions or dementia	9.1a Describe what is meant by the terms: <ul style="list-style-type: none"> <li>• mental health</li> <li>• mental wellbeing</li> </ul>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	9.1b List common <b>types of mental health conditions</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	9.1c Explain what is <b>meant by the term dementia</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>

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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	9.1d Explain how these conditions may influence a person's <b>needs</b> in relation to the care that they may require	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
	9.1e Explain why it is important to understand that the causes and support <b>needs</b> are different for people with mental health conditions or dementia	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 1
<b>9.2 Understand the importance of promoting positive health and wellbeing for an individual who may have a mental health condition or dementia</b>	9.2a Explain how positive attitudes towards those with mental health conditions or dementia will improve the <b>care and support</b> they receive	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 2
	9.2b Describe the social model of disability and how it underpins positive attitudes and involving people in their own care	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 3
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
<b>9.3 Understand the reasonable adjustments which may be necessary in care delivery relating to an individual who may have a mental health condition or dementia</b>	9.3a Identify <b>reasonable adjustments</b> which can be made in health and care services accessed by <b>individuals</b> living with a mental health condition or dementia and the importance of planning these in advance	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
	9.3b Describe how to <b>report</b> concerns associated with any unmet <b>needs</b> which may arise from mental health conditions or dementia through <b>agreed ways of working</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 1
<b>9.4 Understand the importance of early detection of mental health conditions or dementia</b>	9.4a Describe how to recognise early indicators of mental health deterioration	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 2
	9.4b List early signs and symptoms of dementia	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 3
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	9.4c Explain why early detection of mental health <b>needs</b> or dementia is important	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
	9.4d Give examples of how and why adjustments to <b>care and support</b> might need to be made when a mental health condition or dementia is identified or there is a decline in the <b>individual's</b> condition	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 1
	9.4e Explain ways to engage with and signpost <b>individuals</b> living with a mental health condition or dementia and their families and <b>carers</b> to other services and support	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 2
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
<b>9.5 Understand legal frameworks, policy and guidelines relating to mental health conditions or dementia</b>	9.5a List the main requirements of <b>legislation</b> and policies that are designed to promote the <b>human rights, inclusion, equal life chances and citizenship of individuals</b> with mental health conditions or dementia	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	9.5b Explain how the <b>legislation</b> and policies listed may affect the day-to-day experiences of <b>individuals</b> with mental health <b>needs</b> or dementia and their families	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>

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## Notes on assessment

When mental health or dementia is referenced, the support worker should demonstrate understanding of both.

# Standard 10: Adult safeguarding

Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
<b>10.1 Principles of adult safeguarding</b>	10.1a Explain the term adult safeguarding	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	10.1b Give the <b>legal definition</b> of an adult at risk	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	10.1c Explain their own role and responsibilities in safeguarding <b>individuals</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>

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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	10.1d List the main types of <b>abuse</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
	10.1e Describe what constitutes <b>harm</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 1
	10.1f Describe what constitutes <b>restrictive practices</b> ; the organisation's policies and procedures in relation to <b>restrictive practices</b> and your own role in implementing these	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 2
	10.1g List the possible indicators of <b>abuse</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 3
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	10.1h Describe the nature and scope of <b>harm</b> to and <b>abuse</b> of adults at risk	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
	10.1i List a range of factors which have featured in adult <b>abuse</b> and <b>neglect</b>	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 1
	10.1j Describe the range of potential risks with using technology and how to support <b>individuals</b> to be safe without being <b>risk averse</b>	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 2
	10.1k Demonstrate the importance of ensuring <b>individuals</b> are treated with dignity and respect when providing health and care services	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>	Standard 3
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	10.1I Describe where to get information and advice about their role and responsibilities in preventing and protecting <b>individuals</b> from <b>harm</b> and <b>abuse</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
<b>10.2 Reduce the likelihood of abuse</b>	10.2a Explain why an <b>individual</b> may be at risk from <b>harm</b> or <b>abuse</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 1
	10.2b Describe how care environments can promote or undermine people's dignity and rights	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 2
	10.2c Explain the importance of individualised and <b>person-centred</b> care	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 3
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	10.2d 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 support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
	10.2e Explain the local arrangements for the implementation of multi-agency adult safeguarding policies and procedures	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 1
	10.2f List ways in which the likelihood of <b>abuse</b> may be reduced by <ul style="list-style-type: none"> <li>• working with <b>person-centred values</b></li> <li>• enabling <b>active participation</b></li> <li>• promoting choice and rights</li> <li>• working in partnership with <b>others</b></li> </ul>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 2
10.3 Respond to suspected or disclosed abuse	10.3a Explain what to do if <b>abuse</b> of an adult is suspected; including how to raise concerns in accordance with <b>ways of working</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 3
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
<b>10.4 Protect people from harm and abuse – locally and nationally</b>	10.4a List relevant <b>legislation</b> , local and national policies and procedures which relate to adult safeguarding	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	10.4b Explain the importance of sharing information with the relevant agencies	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	10.4c Describe the actions to take if they experience <b>barriers</b> in alerting or referring to relevant agencies	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>

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## Notes on assessment

[10.1i](#) requires the support worker to provide performance evidence. Evidence for this can be cross-referenced from other **standards** where the evidence is not produced directly against this standard.



# Standard 11: Safeguarding children

Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
<b>11.1 Safeguard children</b>	<p><b>If they work in health:</b> Meet the most up to date national minimum training standards for safeguarding children at the level appropriate to their workplace as set out in the intercollegiate guidance issued by the Royal College of Nursing</p> <p><b>If they work in social care:</b> Explain what they must do if they suspect a child, young person (met in any circumstances) is being abused or neglected</p>	<p>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.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>

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# Standard 12: Basic life support

Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
<p><b>12.1 Provide basic life support</b></p>	<p>Be able to carry out basic life support.</p> <p>Complete practical basic life support training that meets the UK Resuscitation Council guidelines.</p> <ul style="list-style-type: none"> <li>• If working with adults in health and social care they will undertake training in adult basic life support</li> <li>• If working with paediatric patients in health, they will undertake training in paediatric basic life support</li> <li>• If working with newborn patients in health, they will undertake training in newborn life support</li> </ul> <p>Guidance:</p> <ul style="list-style-type: none"> <li>• Most up to date Resuscitation Council Resuscitation Guidelines</li> <li>• Cardiopulmonary Resuscitation – Standards for clinical practice and training joint statement</li> </ul>	<p>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.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>

## Notes on assessment

This standard cannot be awarded on eLearning or knowledge achievement only. Simulation is permissible for this standard within the provision of formal basic life support training.

For adult social care: It is the employer's statutory responsibility to determine workplace needs and provide the appropriate level of training. When basic life support training is provided by the employer then this should meet the guidance as above.

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# Standard 13: Health and safety

Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
13.1 Understand their own responsibilities, and the responsibilities of others, relating to health and safety in the work setting	13.1a Identify <b>legislation</b> relating to general <b>health and safety</b> in a health or social care <b>work</b> setting	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to questions</li> <li>• multiple choice questions.</li> </ul>
	13.1b Describe the main points of the <b>health and safety</b> policies and procedures agreed with the employer	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	13.1c Outline the main <b>health and safety</b> responsibilities of: <ul style="list-style-type: none"> <li>• self</li> <li>• the employer or manager</li> <li>• <b>others</b> in the <b>work</b> setting</li> </ul>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>

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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	13.1d List tasks relating to <b>health and safety</b> that should not be carried out without special training	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
	13.1e Explain how to access additional support and information relating to <b>health and safety</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 1
13.2 Understand risk assessment	13.2a Explain why it is important to assess the <b>health and safety</b> risks posed by particular <b>work</b> settings, situations or activities	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 2
	13.2b Describe how and when to <b>report health and safety</b> risks that they have identified	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 3
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
13.3 Move and assist safely	13.3a Identify key pieces of <b>legislation</b> that relate to <b>moving and assisting</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
	13.3b List tasks relating to <b>moving and assisting</b> that they are not allowed to carry out until they are competent	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 1
	13.3c Demonstrate how to move and assist people and objects safely, maintaining the <b>individual's</b> dignity, and in line with <b>legislation</b> and <b>agreed ways of working</b>	The assessment must be observed in the workplace as part of the support worker's normal work duties.  You will record your assessment decision on the documentation used in your workplace.	Standard 2
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 <b>work</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 3
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	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 support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
	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 support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 1
<b>13.5 Understand medication and healthcare tasks</b>	13.5a Describe the <b>agreed ways of working</b> in relation to medication	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 2
	13.5b Describe the <b>agreed ways of working</b> in relation to <b>healthcare tasks</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 3
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	13.5c List the tasks relating to medication and health care procedures that they are <u>not</u> allowed to carry out until they are competent	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
<b>13.6 Handle hazardous substances</b>	13.6a Describe the hazardous substances in their workplace	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 1
	13.6b Demonstrate safe practices for storing, using and disposing of hazardous substances	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>	Standard 2
<b>13.7 Promote fire safety</b>	13.7a Explain how to prevent fires from starting or spreading	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 3
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:	Contents
	13.7b Describe what to do in the event of a fire	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Intro
<b>13.8 Work securely</b>	13.8a Describe the measures that are designed to protect their own security <b>at work</b> , and the security of those they support	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 1
	13.8b Explain the <b>agreed ways of working</b> for checking the identity of anyone requesting access to premises or information	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 2
<b>13.9 Manage mental health and personal wellbeing</b>	13.9a Describe common factors that can affect the mental health and <b>wellbeing</b> of themselves and <b>others</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>	Standard 3
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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
	13.9b Identify circumstances that tend to trigger these factors in themselves and <b>others</b>	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	13.9c Explain how to access and use the resources which are available to support own and <b>others</b> mental health and <b>wellbeing</b>	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>

## Notes on assessment

[13.3c](#) requires the support worker to provide performance evidence. However, some support workers may not be employed in settings where moving and handling of **individuals** is required. Other evidence to show that the support worker would be able to do this such as role play or simulation is permissible.

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# Standard 14: Handling information

Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
<b>14.1 Handle information</b>	14.1a Describe the <b>agreed ways of working</b> and <b>legislation</b> regarding accessing, recording, storing, and sharing of information	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	14.1b Explain why it is important to have <b>secure systems</b> for accessing, recording, storing and sharing information	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	14.1c Demonstrate how to keep <b>records</b> that are up to date, complete, accurate and legible	The assessment must be observed in the workplace as part of the support worker's normal work duties.  You will record your assessment decision on the documentation used in your workplace.

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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
	14.1d Explain how, and to whom, to <b>report</b> if: <ul style="list-style-type: none"> <li>• <b>agreed ways of working and legislation</b> have not been followed</li> <li>• there has been a <b>data breach</b> or risk to <b>data security</b></li> </ul>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>

## Notes on assessment

For adult social care learning and support: [The Digital Skills Framework](#) is a resource to help people working in adult social care understand and develop the digital skills they need.

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# Standard 15: Infection prevention and control

Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
15.1 Prevent the spread of infection	15.1a Describe the causes of infection and the six links in the chain of infection	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	15.1b Identify the standard infection prevention and control (IPC) <b>precautions</b> which must be followed to protect you and <b>others</b> in your workplace and where to find the most up to date information	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>
	15.1c Explain your role in preventing infection in the area you <b>work</b>	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>

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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
	15.1d Demonstrate effective <b>hand hygiene</b> using appropriate products	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>
	15.1e Explain how your own health, hygiene, vaccinations status and exposure to infection <b>at work</b> might pose a risk to the <b>individuals</b> you support and <b>others</b> you meet	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	15.1f Identify common types of <b>personal protective equipment (PPE) and clothing</b> and describe how and when to use them	<p>The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through:</p> <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	15.1g Demonstrate effective use of PPE appropriate to the care activity including putting on and taking off (donning and doffing) safely	<p>The assessment must be observed in the workplace as part of the support worker's normal work duties.</p> <p>You will record your assessment decision on the documentation used in your workplace.</p>

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Outcome – The learner is able to:	To meet this standard, the learner must:	Assessment:
	15.1h Describe the appropriate methods for cleaning and/or <b>decontamination</b> of the care environment/equipment	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	15.1i Identify the process for safe handling of blood/bodily fluids spills	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>
	15.1.j Identify the principles of safe handling and disposal of infected or soiled linen/equipment and <b>clinical waste</b>	The assessment can be undertaken on a 1:1 with the support worker or as group work. Evidence to meet this criteria can be provided through: <ul style="list-style-type: none"> <li>• 1:1 or group discussion</li> <li>• small project such as poster presentation</li> <li>• oral, written or typed answers to question</li> <li>• multiple choice questions.</li> </ul>

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# Standard 16: Awareness of learning disability and autism

Outcome – The learner is able to:	To meet this standard, the learner must:
<b>16.1 Demonstrate awareness of learning disability and autism</b>	<p>It is a legal requirement that all staff working in Care Quality Commission regulated services undertake training in how to interact appropriately with people with a learning disability and autistic people, at a level appropriate to their role:</p> <p><a href="#">Regulation 18: Staffing - Care Quality Commission</a></p> <p>Information for providers on how the training should be undertaken can be found at:</p> <p><a href="#">NHS England</a></p> <p>or</p> <p><a href="#">Skills for Care</a></p>

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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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## LSILADD09

### Assess learner achievement

#### Knowledge and understanding

<i>You need to know and understand:</i>	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

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**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

**LSILADD09****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**

**Developed by** Learning and Skills Improvement Service

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		Contents
<b>Validity</b>	Current	Intro
<b>Status</b>	Original	Standard 1
<b>Originating organisation</b>	Lifelong Learning UK	Standard 2
<b>Original URN</b>	LaD09	Standard 3
<b>Relevant occupations</b>	Education and training; Teaching and learning; Direct learning support; Teaching professionals; Public Service Professionals	Standard 4
<b>Suite</b>	Learning and Development 2010	Standard 5
<b>Key words</b>	assess competence, assess knowledge and understanding, assess skills, assessment, assessment decisions, assessment evidence, assessment processes, assessment records, continuing professional development, feedback to learners, learner assessment, learning	Standard 6
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# Glossary of terms

**Abuse:** abuse may be physical, domestic violence or abuse, sexual, psychological or emotional, financial or material, modern slavery, discriminatory, organisational or institutional, neglect or acts of omission and self-neglect.

**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 technology or other devices.

**Advance decisions:** an advance decision is a decision an individual can make to refuse a specific type of treatment at some time in the future. This is not the same as an advanced statement.

**Advance statements:** an advance statement is a written statement that sets down the individual's preferences, wishes, beliefs and values regarding their future care.

**Advice and support:** advice and support can come from within or outside of your organisation and may include raising any concerns you may have through the most appropriate channels.

**Agreed ways of working:** this refers to employers policies, procedures and expected practices. They include those less formally documented by individual employers and the self-employed or formal policies.

**Assistive technologies:** technologies which support, assist, and enable the individual to communicate using alternative means and could include a range of software such as: light writers, eye gaze devices, voice recognition, speech synthesizers, symbol making software. Other technologies which could

also support the individual and others could be considered here, for example alerting devices, virtual assistants, sensors, hearing loops and artificial intelligence.

**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.

**Best interest decision:** a best interests decision is a decision made by applying the best interest principle, as set out in The Mental Capacity Act 2005. A best interests decision is a decision made for and on behalf of a person who lacks capacity to make their own decision.

**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. This will be in line with the individuals plan of care, needs, wishes and preferences.

**Carers:** those who provide unpaid care.

**Clinical waste:** this includes "sharps," such as needles, bodily fluids, used continence products, PPE and dressings.

**Communication:** this includes using verbal and non-verbal communication such as signs, symbols, pictures, writing, objects of reference, human and technical aids, eye contact, body language and touch.

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Communication may take place using a variety of methods including verbal e.g. face to face, by telephone, written e.g., reports, records, by letter, and by using digital and virtual communication systems and platforms e.g. electronic care records systems, care monitoring systems via a computer, laptop, tablet or phone.

**Communication aids:** aids which can support individuals to communicate in a way they understand. This could include but is not limited to signs, symbols and pictures, objects of reference, communication boards, makaton, British Sign Language, hearing aids, glasses, and braille.

**Connections:** could include family, friends, loved ones and the individuals community.

**Continuing professional development:** this is the way in which you can continue to learn and develop throughout your career, helping to keep your skills and knowledge up to date and ensuring you can work safely and effectively.

**Culturally appropriate care:** being sensitive to people's cultural identity or heritage. It means being alert and responsive to beliefs or conventions that might be determined by cultural heritage. It can cover a range of things e.g., ethnicity, nationality, religion or it might be to do with the individual's sexuality or gender.

**Data breach:** this is the accidental or unlawful destruction, loss, alternation, unauthorised disclosure of, or access to, personal or secure data.

**Data security:** protecting the data, computers and network used by the organisation.

**Decontamination:** this includes the processes used after cleaning to disinfect and sterilise environments and equipment.

**Dilemma:** a difficult situation or problem.

**Digital skills:** the skills and knowledge needed to undertake everyday digital activities relevant to your job role. This can include finding and managing digital information, sharing data digitally, using digital technology and making use of eLearning. It may involve using a computer, laptop, tablet or phone. This can also include using and supporting individuals with assistive technology and digital communication tools.

**Digital communication skills:** could include use of virtual communications platforms e.g., a PC, tablet, telephone/text, smart phone/watch and encompass a range of technical platforms such as using online services, monitoring platforms, forums, video calling, email, social media and chatbots.

**Diversity:** recognising, respecting and valuing differences in everyone.

**Duty of candour:** the responsibility all workers have, to be open and honest with individuals accessing health and care services, whether or not something has gone wrong.

**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, communication and digital skills you need to perform your work confidently and effectively.

**Handling comments and complaints:** this includes recording them.

**Hand hygiene:** refers to following recommended hand-washing techniques and the use of appropriate sanitiser.

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**Harm:** refers to any negative impact on an individual's physical, mental, emotional, or social wellbeing.

**Healthcare tasks:** these include any clinical procedures, including those delegated to you and carried out as part of a care or support plan for example those relating to stoma care, catheter or injections.

**Health and safety:** this could be in relation to the safety of yourself, your colleagues or the people you support.

**Human rights:** are moral principles or norms for certain standards of human behaviour and are regularly protected in law within The Human Rights Act 1998.

**Inclusion:** ensuring that all people are included, respected and appreciated as part of society.

**Individual(s):** this refers to any adult 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 loved ones, family, friends, carers and others with whom the individual has a supportive relationship.

**Legal definition:** according to The Care Act 2014.

**Legislation:** important legislation, which relates to topic content e.g., The Equality Act, The Human Rights Act, The Data Protection Act, and The Mental Capacity Act.

**Meant by the term dementia:** this should include key facts, causes and the different types of dementia, also that dementia will be different for every person.

**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.

**Neglect:** is a type of abuse by omission, it involves the failure to meet a person's needs, placing their health, safety, or wellbeing at risk.

**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 personal and professional learning and development activities and timescales for achieving them.

**Personal protective equipment (PPE) and clothing:** includes the different equipment available and used in the setting and where appropriate this may include reference to uniform.

**Person-centred values and care:** these include individuality, independence, privacy, partnership, choice, dignity, respect and rights and approaches to seeing the whole person.

**Precautions:** these relate to the health or care environment, the service type and current organisational, national, and or local policy/procedure and guidance.

**Protected characteristics:** as defined by The Equality Act 2010.

**Reasonable adjustments:** steps, adaptations and changes which can be made to meet the needs and preference of an individual.

**Records:** includes written and electronic.

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

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**Relationships:** the range of relationships important to individuals you are supporting, this includes beyond immediate family and next of kin.

**Report(ing):** in line with agreed ways of working and may include verbal, written and electronic methods. This also includes the recording of adverse events, incidents, confrontations, errors and issues.

**Restrictive practices:** restrictive practice or 'restrictive interventions' are defined as: "Interventions that restrict an individual's movement, liberty and/or freedom to act independently in order to:

- take immediate control of a dangerous situation
- end or reduce significantly the danger to the person or others
- contain or limit the patient's freedom for no longer than is necessary."

*Positive and proactive care: reducing the need for restrictive interventions (DH 2014).*

**Risk averse:** balancing safety measures with the benefits individuals can gain from accessing and using technology, such as on-line systems, and the individuals rights to make informed decisions.

**Secure systems:** this includes both manual and electronic systems.

**Services:** services may include translation, interpreting, occupational and 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, quality standards, regulations, where appropriate registration requirements for role and national occupational standards.

**Types of mental health conditions:** psychosis, depression and anxiety should be covered as a minimum.

**Wellbeing:** considers health, happiness and comfort. It may include aspects of social, emotional, cultural, mental, intellectual, economic, physical and spiritual wellbeing.

**Work:** may include one specific location or a range of locations depending on your role and should encompass everyone you communicate with, not limited to; individuals, peers, team members, managers, friends, family and loved ones of the individual and paid workers and volunteers from other organisations and teams.

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