Department of Health & Social Care

THE CARE CERTIFICATE

Care Certificate standards

Updated 2025

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NHS England

Skills for Health

skillsforcare

Contents

What are the Care Certificate standards?

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

Regulated professionals (e.g. doctors, nurses, social workers, occupational therapists) gain similar skills and knowledge within their professional training so they do not need to also achieve the Care Certificate.

The Care Certificate standards:

- can be used to support a robust induction process into the workplace across health and social care
- links to competences and units in qualifications
- covers what is required to be caring
- will equip workers with the fundamental skills they need to provide quality care
- gives them a basis from which they can further develop knowledge and skills as their career progresses.

[1]
In health roles may include: assistant practitioner, care assistant, healthcare support worker, maternity support worker, nursing assistant, occupational therapy assistant, physiotherapy assistant, radiography assistant, speech and language therapy assistant, senior care assistant. In adult social care roles may include: activities worker, day care assistant, day care officer, domiciliary care worker, home care worker, nursing assistant (in a nursing home or a hospice), personal assistants, reablement assistant, residential care worker, senior home care worker, support worker. Other roles may be included where achievement of all of the standards is possible.

The standards

The 16 standards in the Care Certificate are:

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

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

Is more information available?

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

NHS England www.hee.nhs.uk or

Skills for Care www.skillsforcare.org.uk or

Skills for Health www.skillsforhealth.org.uk

Standard 1: Understand your role

Outcome The learner is able to:	Assessment The learner must:
1.1 Understand their own role	1.1a Describe their main duties and responsibilities 1.1b List the **standards** and codes of conduct and practice that relate to their role 1.1c Demonstrate that they are working in accordance with the **agreed ways of working** with their employer 1.1d Explain how their previous experiences, attitudes, values and beliefs may affect the way they **work** 1.1e Identify the different opportunities for professional and career development in the sector
1.2 Work in ways that have been agreed with their employer	1.2a Describe their employment rights and responsibilities 1.2b List the aims, objectives and values of the service in which they **work** 1.2c Explain why it is important to **work** in ways that are agreed with their employer 1.2d Demonstrate how to access full and up-to-date details of **agreed ways of working** that are relevant to their role 1.2e Explain how and when to escalate any concerns they might have in line with organisational policy or ways of working 1.2f Explain why it is important to be honest and identify where errors may have occurred and to tell the appropriate person

Outcome The learner is able to:	Assessment The learner must:
1.3 Understand working relationships in health and social care	1.3a Describe their responsibilities to the **individuals** they support as well as **key people,** advocates and **others** who are significant to an **individual** 1.3b Explain how a working relationship is different from a personal relationship 1.3c Describe different working relationships in health and social care settings
1.4 Work in partnership with others	1.4a Explain why it is important to **work** in teams and in partnership with **others** 1.4b Explain why it is important to **work** in partnership with **key people,** advocates and **others** who are significant to **individuals** being supported 1.4c Demonstrate behaviours, attitudes and ways of working that can help improve partnership working 1.4d Demonstrate how and when to access support and advice about: • partnership working • resolving conflicts

Standard 2:
Your personal development

Outcome The learner is able to:	Assessment The learner must:
2.1 Agree a personal development plan	2.1a Describe the processes for: • identifying own learning needs • agreeing a **personal development plan** and who should be involved 2.1b Explain why feedback from **others** is important in helping to develop and improve the way they **work** 2.1c Contribute to and agree own **personal development plan**
2.2 Develop their knowledge, skills and understanding	2.2a Describe the **functional level** of literacy, numeracy, **communication**, and **digital skills** necessary to carry out their role 2.2b Explain where to find information and support on how to check and develop own current level of skills in: • literacy • numeracy • digital • **communication** 2.2c Describe how **reflecting** on a situation or learning activity has improved their own knowledge, skills and understanding 2.2d Describe how feedback from **others** has developed their own knowledge, skills and understanding 2.2e Demonstrate how to measure their own knowledge, performance and understanding against relevant **standards** 2.2f List the learning opportunities available to them and how they can use them to improve their ways of working 2.2g Demonstrate how to record progress in relation to their personal development 2.2h Explain why **continuing professional development** is important

Standard 3: Duty of care

Outcome The learner is able to:	Assessment The learner must:
3.1 Understand duty of care and duty of candour	3.1a Define • **duty of care** • **duty of candour** 3.1b Describe how the **duty of care** affects their own **work role**
3.2 Understand the support available for addressing dilemmas that may arise about duty of care	3.2a Describe **dilemmas** that may arise between the **duty of care** and an **individual's** rights 3.2b Explain what they must and must not do within their role in managing conflicts and **dilemmas** 3.2c Explain where to get additional support and advice about how to resolve such **dilemmas**
3.3 Deal with comments and complaints	3.3a Demonstrate how to respond to comments and complaints in line with **legislation** and **agreed ways of working** 3.3b Describe who to ask for **advice and support** in **handling comments and complaints** 3.3c Explain the importance of learning from comments and complaints to improve the quality of service
3.4 Deal with incidents, errors and near misses	3.4a Describe how to recognise adverse events, incidents, errors and near misses 3.4b Explain what they must and must not do in relation to adverse events, incidents, errors and near misses 3.4c List the **legislation** and **agreed ways of working** in relation to **reporting** any adverse events, incidents, errors and near misses

Outcome The learner is able to:	Assessment The learner must:
3.5 Deal with confrontation and difficult situations	3.5a List the factors and difficult situations that may cause confrontation 3.5b Describe how **communication** can be used to solve problems and reduce the likelihood or impact of confrontation 3.5c Describe how to assess and reduce risks in confrontational situations 3.5d Demonstrate how and when to access support and advice about resolving conflicts 3.5e Explain the **agreed ways of working** for **reporting** any confrontations

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Standard 4:
Equality, diversity, inclusion and human rights

Outcome The learner is able to:	Assessment The learner must:
4.1 Understand the importance of equality, diversity, inclusion, and human rights	4.1a Explain what is meant by: • **equality** including **protected characteristics** • **diversity** • **inclusion** • **human rights** 4.1b Explain what is meant by bias and discrimination 4.1c Describe ways in which discrimination may deliberately or inadvertently occur in the **work** setting 4.1d Explain how practices that support, **equality, diversity, inclusion** and **human rights** reduce the likelihood of discrimination
4.2 Work in an inclusive way	4.2a Identify which **legislation** and codes of practice relating to **equality, diversity, inclusion** and **human rights** apply to their own role and practices 4.2b Demonstrate interactions with **individuals** that support **culturally appropriate care** 4.2c Describe how to recognise, challenge and **report** discrimination in line with your employers' policies and procedures, in a way that encourages positive change
4.3 Access information, advice and support about equality, diversity, inclusion and human rights	4.3a Identify a range of sources of information, **advice and support** about **equality, diversity, inclusion** and **human rights** 4.3b Describe how and when to access information, **advice and support** about **equality, diversity, inclusion** and **human rights** 4.3c Explain who to ask for **advice and support** about **equality**, **diversity**, **inclusion** and **human rights**

Standard 5:
Work in a person-centred way

Outcome The learner is able to:	Assessment The learner must:
5.1 Understand person-centred values	5.1a Identify **person-centred values** and describe how to put them into practice in their day-to-day **work** 5.1b Describe why it is important to **work** in a way that promotes **person-centred values** when providing support to **individuals** 5.1c Identify ways to promote dignity in their day-to-day **work** 5.1d Explain the importance of **relationships** significant to the **individual** being supported when working in a person-centred way
5.2 Understand working in a person-centred way	5.2a Describe the importance of finding out the history, preferences, wishes and **needs** of the **individual** 5.2b Explain why the changing **needs** of an **individual** must be reflected in their care and/or support plan 5.2c Explain the importance of supporting **individuals** to plan for their future **wellbeing** and fulfilment, including end-of-life care
5.3 Understand the meaning of mental capacity in relation to how care is provided	5.3a Identify relevant **legislation** and codes of practice relating to mental capacity 5.3b Explain what is meant by the term "capacity" 5.3c. Explain why it is important to assume that someone has capacity unless there is evidence that they do not 5.3d Explain what is meant by "consent", and factors that influence an **individual's** mental capacity and ability to express consent 5.3e Describe situations where an assessment of capacity might need to be undertaken and the meaning and significance of: • **best interest decisions** • **advance statements** • **advanced decisions**

Outcome The learner is able to:	Assessment The learner must:
5.4 Demonstrate awareness of the individual's immediate environment and make changes to address factors that may be causing discomfort or distress	5.4a Take appropriate steps to remove or minimise the environmental factors causing the discomfort or distress. This could include: • lighting • noise • temperature • unpleasant odours 5.4b **Report** any concerns they have to the relevant person. This could include: • senior member of staff • **carer** • family member
5.5 Make others aware of any actions they may be undertaking that are causing discomfort or distress to individuals	5.5a Raise any concerns directly with the individual concerned 5.5b Raise any concern with their supervisor/manager 5.5c Raise any concerns via other channels or systems e.g. at team meetings
5.6 Support individuals to minimise pain, discomfort and emotional distress	5.6a Ensure that where **individuals** have restricted movement or mobility that they are comfortable 5.6b Recognise the signs that an **individual** is in pain, discomfort or emotional distress. This could include: • verbal **reporting** from the **individual** • non-verbal **communication** • changes in behaviour 5.6c Take appropriate steps to remove or minimise factors, including environmental factors, which may be causing pain, discomfort or emotional distress to the **individual**. This could include: • following the plan of care e.g. re-positioning or giving prescribed pain relief medication • **reporting** to a more senior member of staff and following **agreed ways of working** • ensuring equipment or medical devices are working properly or in the correct position e.g. wheelchairs, prosthetics, catheter tubes • providing emotional support • wet or soiled clothing or bed linen • poorly positioned lighting • noise

Outcome The learner is able to:	Assessment The learner must:
5.7 Support the individual to maintain their identity and self-esteem and promote wellbeing	5.7a Explain how **individual** identity and self-esteem are linked to **wellbeing** 5.7b Demonstrate that their own attitudes and behaviours promote the **wellbeing** of the **individual** 5.7c Support and encourage **individuals** own sense of identity and self-esteem 5.7d **Report** any concerns about the **individual's wellbeing** to the appropriate person. This could include: • senior member of staff • **carer** • family member
5.8 Support the individual using person-centred values	5.8a Demonstrate that their actions promote **person-centred values** including: • individuality • independence • privacy • partnership • choice • dignity • respect • rights

Standard 6: Communication

Outcome The learner is able to:	Assessment The learner must:
6.1 Understand the importance of effective communication at work	6.1a Describe the different ways that people communicate 6.1b Describe how **communication** affects relationships at **work**
6.2 Understand how to meet the communication and language needs, wishes and preferences of individuals	6.2a Describe how to establish an **individual's communication** and language **needs**, wishes and preferences 6.2b List a range of **communication** methods, **aids**, **assistive technologies** and digital communication tools that could help meet an **individual's communication needs**, wishes and preferences
6.3 Understand how to promote effective communication	6.3a List barriers to effective **communication** with **individuals** and how they can be reduced 6.3b Describe how an **individual's** behaviour may be a form of **communication** 6.3c Describe how to check whether they (the support worker) have been understood 6.3d Describe where to find information and support or **services**, to help the **individual** communicate more effectively
6.4 Understand the principles and practices relating to confidentiality	6.4a Describe what confidentiality means in relation to their role 6.4b List any **legislation** and **agreed ways of working** to maintain confidentiality in day-to-day **communication** 6.4c Describe situations where information, normally considered to be confidential, might need to be passed on 6.4d Describe who they should ask for **advice and support** about confidentiality

Outcome The learner is able to:	Assessment The learner must:
6.5 Use appropriate verbal and non-verbal communication	6.5a Demonstrate the use of appropriate verbal and non-verbal **communication**: Verbal: • tone • volume Non-verbal: • position/proximity • eye contact • body language • touch • writing • signing Using **communication aids** including: • signs • symbols and pictures • objects of reference **Communication** may take place: • face to face • by telephone or text • by written **reports** or letters • by using digital tools and technology e.g. email, internet or social networks 6.5b Describe why it is important to observe and be receptive to an **individual's** reactions when communicating with them
6.6 Support the use of appropriate communication aids/ technologies	6.6a Ensure the appropriate and safe use of **communication aids**, **assistive technologies**, and digital communication tools are: • available • clean • working properly (including updated software where appropriate) • in good repair 6.6b **Report** any concerns about the **communication aid**/technology or digital communication tool to the appropriate person. This could include: • senior member of staff • **carer** • family member

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Standard 7: Privacy and dignity

Outcome The learner is able to:	Assessment The learner must:
7.1 Understand the principles that underpin privacy and dignity in care	7.1a Describe what is meant by privacy and dignity 7.1b List situations where an **individual's** privacy and dignity could be compromised 7.1c Describe different ways to maintain privacy and dignity of **individuals** in your **care and support**
7.2 Maintain the privacy and dignity of the individual(s) in their care	7.2a Demonstrate that their actions maintain the privacy of the **individual**. This could include: • using appropriate volume to discuss the **care and support** of an **individual** • discussing the **individual's care and support** in a place where **others** cannot overhear 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 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 7.2c Explain why it is important not to disclose anything about the **individual** that they may wish to be kept private, unless it is appropriate to do so. This could include: • health condition • sexual orientation • personal history • social circumstances 7.2d **Report** any concerns they have to the relevant person. This could include: • senior member of staff • **carer** • family member

Outcome The learner is able to:	Assessment The learner must:
7.3 Support an individual's right to make choices	7.3a Describe ways of helping **individuals** to make informed choices 7.3b Explain how risk assessment processes can be used to support the right of **individuals** to make their own decisions 7.3c Explain why personal views must not influence an **individual's** own choices or decisions 7.3d Describe why there may be times when they need to support an **individual** to question or challenge decisions made about them by **others**
7.4 Support individuals in making choices about their care	7.4a Demonstrate how to support **individuals** to make informed choices 7.4b Ensure any risk assessment processes are used to support the right of **individuals** to make their own decisions 7.4c Ensure their own personal views do not influence an **individual's** own choices or decisions 7.4d Describe how to **report** any concerns they have to the relevant person. This could include: • senior member of staff • **carer** • family member
7.5 Understand how to support active participation	7.5a Describe the importance of how valuing people contributes to **active participation** 7.5b Explain how to enable **individuals** to make informed choices about their lives 7.5c List other ways they can support **active participation** 7.5d Describe the importance of enabling **individuals** to be as independent as possible and to maintain their own network of **relationships** and **connections** with their community

Outcome The learner is able to:	Assessment The learner must:
7.6 Support the individual in active participation in their own care	7.6a Demonstrate that they can support the **active participation of individuals** in their care 7.6b **Reflect** on how their own personal views could restrict the **individual's** ability to actively participate in their care 7.6c **Report** any concerns to the relevant person. This could include: • senior member of staff • **carer** • family member

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Standard 8: Fluids and nutrition

Outcome The learner is able to:	Assessment The learner must:
8.1 Understand the principles of hydration, nutrition and food safety	8.1a Describe the importance of food safety, including hygiene, in the preparation and handling of food 8.1b Explain the importance of good nutrition and hydration in maintaining health and **wellbeing** 8.1c List signs and symptoms of poor nutrition and hydration 8.1d Explain how to promote adequate nutrition and hydration 8.1e Explain how to identify and **report** changes or risks relating to nutrition and hydration needs
8.2 Support individuals to have access to fluids in accordance with their plan of care	8.2a Ensure that fluids are within reach of those that have restrictions on their liberty, movement or mobility 8.2b Ensure that fluids are refreshed on a regular basis 8.2c Ensure that fluids are offered and **individuals** are supported and encouraged to drink in accordance with their plan of care 8.2d Know how to **report** any concerns to the relevant person. This could include: • senior member of staff • **carer** • family member

Outcome The learner is able to:	Assessment The learner must:
8.3 Support individuals to have access to food and nutrition in accordance with their plan of care	8.3a Ensure any nutritional products are within reach of those that have restrictions on their liberty, movement or mobility 8.3b Ensure food is provided at the appropriate temperature and in accordance with the plan of care and the **individual** is able to eat it 8.3c Ensure that appropriate utensils are available to enable the **individual** to meet their nutritional **needs** as independently as possible 8.3d Support and encourage **individuals** to eat in accordance with their plan of care 8.3e Know how to **report** any concerns to the relevant person. This could include: • senior member of staff • **carer** • family member

Standard 9: Awareness of mental health and dementia

Outcome The learner is able to:	Assessment The learner must:
9.1 Understand the needs and experiences of people with mental health conditions or dementia	9.1a Describe what is meant by the terms: • mental health • mental wellbeing 9.1b List common **types of mental health conditions** 9.1c Explain what is **meant by the term dementia** 9.1d Explain how these conditions may influence a person's **needs** in relation to the care that they may require 9.1e Explain why it is important to understand that the causes and support **needs** are different for people with mental health conditions or dementia
9.2 Understand the importance of promoting positive health and wellbeing for an individual who may have a mental health condition or dementia	9.2a Explain how positive attitudes towards those with mental health conditions or dementia will improve the **care and support** they receive 9.2b Describe the social model of disability and how it underpins positive attitudes and involving people in their own care
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	9.3a Identify **reasonable adjustments** which can be made in health and care services accessed by **individuals** living with a mental health condition or dementia and the importance of planning these in advance 9.3b Describe how to **report** concerns associated with any unmet **needs** which may arise from mental health conditions or dementia through **agreed ways of working**

Outcome The learner is able to:	Assessment The learner must:
9.4 Understand the importance of early detection of mental health conditions or dementia	9.4a Describe how to recognise early indicators of mental health deterioration 9.4b List early signs and symptoms of dementia 9.4c Explain why early detection of mental health **needs** or dementia is important 9.4d Give examples of how and why adjustments to **care and support** might need to be made when a mental health condition or dementia is identified or there is a decline in the **individual's** condition 9.4e Explain ways to engage with and signpost **individuals** living with a mental health condition or dementia and their families and **carers** to other services and support
9.5 Understand legal frameworks, policy and guidelines relating to mental health conditions or dementia	9.5a List the main requirements of **legislation** and policies that are designed to promote the **human rights**, **inclusion**, equal life chances and citizenship of **individuals** with mental health conditions or dementia 9.5b Explain how the **legislation** and policies listed may affect the day-to-day experiences of **individuals** with mental health **needs** or dementia and their families

Standard 10:
Adult safeguarding

Outcome The learner is able to:	Assessment The learner must:
10.1 Principles of adult safeguarding	10.1a Explain the term adult safeguarding 10.1b Give the **legal definition** of an adult at risk 10.1c Explain their own role and responsibilities in safeguarding **individuals** 10.1d List the main types of **abuse** 10.1e Describe what constitutes **harm** 10.1f Describe what constitutes **restrictive practices**; the organisation's policies and procedures in relation to **restrictive practices** and your own role in implementing these 10.1g List the possible indicators of **abuse** 10.1h Describe the nature and scope of **harm** to and **abuse** of adults at risk 10.1i List a range of factors which have featured in adult **abuse** and **neglect** 10.1j Describe the range of potential risks with using technology and how to support **individuals** to be safe without being **risk averse** 10.1k Demonstrate the importance of ensuring **individuals** are treated with dignity and respect when providing health and care services 10.1l Describe where to get information and advice about their role and responsibilities in preventing and protecting **individuals** from **harm** and **abuse**

Outcome The learner is able to:	Assessment The learner must:
10.2 Reduce the likelihood of abuse	10.2a Explain why an **individual** may be at risk from **harm** or **abuse** 10.2b Describe how care environments can promote or undermine people's dignity and rights 10.2c Explain the importance of individualised and **person-centred** care 10.2d Explain how to apply the basic principles of helping people to keep themselves safe 10.2e Explain the local arrangements for the implementation of multi-agency adult safeguarding policies and procedures 10.2f List ways in which the likelihood of **abuse** may be reduced by • working with **person-centred values** • enabling **active participation** • promoting choice and rights • working in partnership with **others**
10.3 Respond to suspected or disclosed abuse	10.3a Explain what to do if **abuse** of an adult is suspected; including how to raise concerns in accordance with **ways of working**
10.4 Protect people from harm and abuse – locally and nationally	10.4a List relevant **legislation**, local and national policies and procedures which relate to adult safeguarding 10.4b Explain the importance of sharing information with the relevant agencies 10.4c Describe the actions to take if they experience **barriers** in alerting or referring to relevant agencies

Standard 11: Safeguarding children

Outcome The learner is able to:	Assessment The learner must:
11.1 Safeguard children	**If they work in health**: 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 **If they work in social care**: Explain what they must do if they suspect a child, young person (met in any circumstances) is being abused or neglected

Standard 12:
Basic life support

Outcome The learner is able to:	Assessment The learner must:
12.1 Provide basic life support	Be able to carry out basic life support. Complete practical basic life support training that meets the UK Resuscitation Council guidelines. • If working with adults in health and social care they will undertake training in adult basic life support. • If working with paediatric patients in health, they will undertake training in paediatric basic life support. • If working with newborn patients in health, they will undertake training in newborn life support. Guidance: • Most up to date Resuscitation Council Resuscitation Guidelines • Cardiopulmonary Resuscitation – Standards for clinical practice and training joint statement

Standard 13: Health and safety

Outcome The learner is able to:	Assessment The learner must:
13.1 Understand their own responsibilities, and the responsibilities of others, relating to health and safety in the work setting	13.1a Identify **legislation** relating to general **health and safety** in a health or social care **work** setting 13.1b Describe the main points of the **health and safety** policies and procedures agreed with the employer 13.1c Outline the main **health and safety** responsibilities of: • self • the employer or manager • **others** in the **work** setting 13.1d List tasks relating to **health and safety** that should not be carried out without special training 13.1e Explain how to access additional support and information relating to **health and safety**
13.2 Understand risk assessment	13.2a Explain why it is important to assess the **health and safety** risks posed by particular **work** settings, situations or activities 13.2b Describe how and when to **report health and safety** risks that they have identified
13.3 Move and assist safely	13.3a Identify key pieces of **legislation** that relate to **moving and assisting** 13.3b List tasks relating to **moving and assisting** that they are not allowed to carry out until they are competent 13.3c Demonstrate how to move and assist people and objects safely, maintaining the **individual's** dignity, and in line with **legislation** and **agreed ways of working**

Outcome The learner is able to:	Assessment The learner must:
13.4 Understand procedures for responding to accidents and sudden illness	13.4a List the different types of accidents and sudden illness that may occur in the course of their **work** 13.4b Describe the procedures to be followed if an accident or sudden illness should occur 13.4c List the emergency first aid actions they are and are not allowed to carry out
13.5 Understand medication and healthcare tasks	13.5a Describe the **agreed ways of working** in relation to medication 13.5b Describe the **agreed ways of working** in relation to **healthcare tasks** 13.5c List the tasks relating to medication and health care procedures that they are <u>not</u> allowed to carry out until they are competent
13.6 Handle hazardous substances	13.6a Describe the hazardous substances in their workplace 13.6b Demonstrate safe practices for storing, using and disposing of hazardous substances
13.7 Promote fire safety	13.7a Explain how to prevent fires from starting or spreading 13.7b Describe what to do in the event of a fire
13.8 Work securely	13.8a Describe the measures that are designed to protect their own security **at work**, and the security of those they support 13.8b Explain the **agreed ways of working** for checking the identity of anyone requesting access to premises or information
13.9 Manage mental health and personal wellbeing	13.9a Describe common factors that can affect the mental health and **wellbeing** of themselves and **others** 13.9b Identify circumstances that tend to trigger these factors in themselves and **others** 13.9c Explain how to access and use the resources which are available to support own and **others** mental health and **wellbeing**

Standard 14: Handling information

Outcome The learner is able to:	Assessment The learner must:
14.1 Handle information	14.1a Describe the **agreed ways of working** and **legislation** regarding accessing, recording, storing, and sharing of information 14.1b Explain why it is important to have **secure systems** for accessing, recording, storing and sharing information 14.1c Demonstrate how to keep **records** that are up to date, complete, accurate and legible 14.1d Explain how, and to whom, to **report** if: • **agreed ways of working** and **legislation** have not been followed • there has been a **data breach** or risk to **data security**

Standard 15: Infection prevention and control

Outcome The learner is able to:	Assessment The learner must:
15.1 Prevent the spread of infection	15.1a Describe the causes of infection and the six links in the chain of infection 15.1b Identify the standard infection prevention and control (IPC) **precautions** which must be followed to protect you and **others** in your workplace and where to find the most up to date information 15.1c Explain your role in preventing infection in the area you **work** 15.1d Demonstrate effective **hand hygiene** using appropriate products 15.1e Explain how your own health, hygiene, vaccinations status and exposure to infection **at work** might pose a risk to the **individuals** you support and **others** you meet 15.1f Identify common types of **personal protective equipment (PPE) and clothing** and describe how and when to use them 15.1g Demonstrate effective use of PPE appropriate to the care activity including putting on and taking off (donning and doffing) safely 15.1h Describe the appropriate methods for cleaning and/or **decontamination** of the care environment/equipment 15.1i Identify the process for safe handling of blood/bodily fluids spills 15.1.j Identify the principles of safe handling and disposal of infected or soiled linen/equipment and **clinical waste**

Standard 16: Awareness of learning disability and autism

Outcome The learner is able to:	Assessment The learner must:
16.1 Demonstrate awareness of learning disability and autism	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: Regulation 18: Staffing - Care Quality Commission Information for providers on how the training should be undertaken can be found at: NHS England or Skills for Care

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. 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.

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, adaptions 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.

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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