Sample extract from new ‘Care Certificate Workbook’

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Standard One - Understand your role

Outcomes:

The learner is able to:

- Understand their own role
- Work in ways that have been agreed with their employer
- Understand working relationships in health and social care
- Work in partnership with others

Each outcome is divided into assessment criteria - you can find these in the standards provided in the introduction section.

Your assessor will need to observe the following:

- Demonstrate that they are working in accordance with the agreed ways of working with their employer
- Demonstrate how to access full and up-to-date details of agreed ways of working that are relevant to their role
- Demonstrate behaviours, attitudes and ways of working that can help improve partnership working
- Demonstrate how and when to access support and advice about:
  - partnership working
  - resolving conflicts
Understand their own role

Main duties and responsibilities

A careworker’s role can be very varied according to the individuals being supported. In some situations it may involve helping people with personal care such as washing, dressing and grooming. Other service users (the people you are supporting) may need you to help them stay independent in their own homes. You need to know your main duties and responsibilities and these will be set out in your job description. To work well and safely you should also know what you can and cannot do within your job role and if you are in any doubt you should consult your supervisor.

Your duty is to provide support to individuals according to their agreed care plan. In order to be able to do this you must involve the service user in making decisions about what care and support they want from you, and this must be delivered in a person-centred way. This means focusing on the individual and their needs and preferences, rather than following a routine in order to get the task done. You must always refer to the care plan for each individual.

Make sure you have a job description and know what your duties and responsibilities are. Keep a copy of your job description for your own reference.

Standards and codes of conduct

The Care Quality Commission (CQC) checks that all care services in England provide good quality care to service users. They have inspectors who will visit care workplaces and measure the care service against national standards. These are called Fundamental Standards (published by CQC) and set out what a service user should experience:
The standards are:

- Person-centred care
- Dignity and respect
- Need for consent
- Safe care and treatment
- Safeguarding service users from abuse
- Meeting nutritional needs
- Cleanliness, safety and suitability of premises and equipment
- Receiving and acting on complaints
- Good governance
- Staffing
- Fit and proper persons employed

Skills for Care and Skills for Health have published a Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England. This document describes the standards of conduct which promote best practice and will ensure service users receive excellent care and support.

There are seven standards within the Code of Conduct which are listed below:

As a healthcare support worker or adult social care worker in England you must:

1. Be accountable by making sure you can answer for your actions or omissions
2. Promote and uphold the privacy, dignity, rights, health and wellbeing of people who use health and care services and their carers at all times
3. Work in collaboration with your colleagues to ensure the delivery of high quality, safe and compassionate healthcare, care and support
4. Communicate in an open, and effective way to promote the health, safety and wellbeing of people who use health and care services and their carers
5. Respect a person’s right to confidentiality
6. Strive to improve the quality of healthcare, care and support through continuing professional development

7. Uphold and promote equality, diversity and inclusion

Each standard has guidance statements to help you focus on your practice.

INFORMATION POINT

You will find a copy of this code of conduct in the introduction section of this workbook.

Previous experiences, attitudes and beliefs may affect the way you work

As individual people, we all have our own values, beliefs and attitudes that we have developed throughout the course of our lives. Our family, friends, jobs and experiences have all contributed to our sense of who we are and how we view the world. The diagram below shows some of the things that influence how we think and act as individuals:

![Diagram showing factors influencing individual behavior]

If you are a young person you are likely to think differently from older people on a variety of things. You may consider someone’s views ‘old-fashioned’ or strange, but that will only be because you are comparing them with your thoughts and beliefs. If you come from a different culture than the people you are supporting, you will probably find that you do things differently on some occasions. These are the sort of things that can affect the way you work.
You may be working with people who do not share your values and experiences, but you must be prepared to be professional in your approach and not try to impose your own views on them. There could possibly be occasions when you do not feel you can support a service user in a particular way because that would go against your own values. If this happens you should talk with your supervisor.

Task:

Give examples of how your previous experience, attitudes and beliefs may affect the way you work.

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<th>What will be observed?</th>
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<td>Helpful hint:</td>
<td>This means your assessor will want to see you following the proper way of carrying out a task. For example, think about the proper procedure for updating a care plan, or filling in a record, or taking a telephone message. This is to show your assessor that you do things according to the work setting’s procedures and not in your own way.</td>
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Describe your main duties and responsibilities. - you will find these in your job description/person specification.
Who published the Fundamental Standards?
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_____________________________________________________________________

Who published the Code of Conduct and how many standards are there?
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_____________________________________________________________________

List the standards and codes of conduct and practice that relate to your role.
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Why do you think it’s important not to step out of your job role?
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_____________________________________________________________________
_____________________________________________________________________
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List some of the things that you think could happen if you were to step outside your job role, for example helping someone to take their medication if you have not been trained to do so.
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**Work in ways that have been agreed with their employer**

**Employment rights and responsibilities**

Almost all workers have certain legal rights, but some are based on the length of time they have worked for an employer.

Employment law is very complicated and cannot be covered in this workbook but here are a few rights you have as an employee.

In general terms your rights should include:
- a contract of employment or statement outlining the main terms and conditions of employment
- an itemised payslip
- being paid at least the national minimum wage which varies according to age
- the right to paid holiday
- the right to ask for flexible working to care for children or adult dependents
- the right under health and safety law to work a maximum 48-hour working week
- the right under health and safety law to weekly and daily rest breaks depending on the amount of hours worked
- the right not to be discriminated against
- the right to ‘blow the whistle’ without being fearful of victimisation or dismissal

Your contract of employment or statement should give details about:

- job title
- wages
- hours of work
- holiday entitlement
- sick pay
- pension schemes
- notice
- grievance, dismissal and disciplinary procedure

As well as employment rights you also have responsibilities. Your employer must follow many laws and regulations but you must play your part too. For example, the Health and Safety at Work Act sets out responsibilities and rights for both employees and employers.

You are expected to work in a safe way and be mindful of the safety of your colleagues. You should keep to the requirements of your contract of employment. You have the right not to be discriminated against, but also you must not discriminate against anybody else.

You can log on to the Citizens Advice website for full information on your rights at work - www.adviceguide.org.uk
Discrimination means to treat someone less favourably than another person in the same situation. The law states that you must not discriminate against an individual because of certain factors like age or sex. We will look more closely at this in Standard four - Equality and diversity.

You must remember that rights and responsibilities are for both employer and employee.

**Aims, objectives and values of my work setting**

Every organisation should have its own aims and objectives which all staff are working towards. So what are aims and objectives?

An aim is usually a general statement of what an organisation is trying to achieve. For example a care home may have the following as its aim:

- Our care home aims to provide individuals with quality care and support that helps them maintain as much independence as possible.

Objectives explain how this aim will be achieved. For example:

- We will work out with each individual service user the support they need from us
- We will provide a warm and friendly environment
- We will encourage involvement in activities and social events
- We will deliver good quality care to every individual
- We will put person-centred planning into practice

Each organisation will have a set of values which will influence how the service to users is delivered. They may also have a brochure or information pack for service users and their families which you should read.

This will help you to see the overall plan for the service in which you work. Your staff handbook or company website will give you an overview of the organisation so that you can fully understand where you fit into the overall vision for the organisation.

Ask for a copy of your work setting’s brochure so that you can become familiar with their aims, objectives and values. Make a list of these aims, objectives and values for your reference.
Policies and procedures

It is very important for careworkers to follow all policies and procedures, and these are often referred to as ‘agreed ways of working’. Your work setting will have many different policies and procedures but will almost certainly include:

- safeguarding
- first aid
- equal opportunities
- emergency evacuation
- confidentiality
- medicines administration
- complaints
- health and safety

By following these procedures you will be able to offer safe and competent care to service users. Many policies have to be implemented as a direct result of the law, for example the Health and Safety at Work Act 1974 and the Data Protection Act 1998.

You will need to know how to access a complete list and current copies of all organisational policies and procedures. Copies of all policies and procedures that have been given to you will also be available in your employer’s office or premises, and any that need to be updated due to legislation, or internal operating guidelines will be given to you. These are designed to be essential tools to enable you to carry out your role as a careworker correctly, responsibly, and more importantly, safely. This too, will also encourage others to promote safe practices.

INFORMATION POINT

You should know where all the work setting’s policies and procedures are kept and how you are able to refer to these. Whenever you are asked to do something which is outside of your experience, you should speak with your supervisor and check the procedure.
Whistle blowing

Whistle blowing is when a worker reports abusive or negligent behaviour which could be harmful to the service users. You should report this to your supervisor immediately. Another example could be you are aware that a service user is not being treated well by another member of staff. Again, your first duty is to report this to your supervisor. If no action is taken after you have reported the problem, you can take your concern to a different level. This is called escalating your concern, and ‘making a disclosure in the public interest’.

Your work setting should have a whistle blowing procedure which you must follow if the need arises. It is important to follow that procedure carefully so that the concern will be dealt with properly and by the appropriate person. Ask your supervisor for a copy of the procedure and put this in your workbook.

The Public Interest Disclosure Act 1998 protects workers who need to blow the whistle, provided the proper procedure is followed.

It is important to be honest when a mistake may have happened. You may have made a mistake, or perhaps it is someone you are working with. Errors should be reported to the appropriate person so that it can be used as a learning experience to try to prevent it happening again. It is in no-one’s interest to ‘cover up’ mistakes or near-misses.

Why is it important to work according to employer’s policies and procedures?
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__________________________________________________________________________
__________________________________________________________________________

Why do you think agreed ways of working might change?
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Further information on whistle blowing can be found at www.gov.uk

INFORMATION POINT
What do you think would happen if you were working in a way that was out-of-date?

Explain how and when you would act upon and raise any concerns you might have and ‘blow the whistle’.

Explain why it is important to be honest and identify where errors may have occurred and to tell the appropriate person. For example when wrong medication is given.

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<td>Helpful hints</td>
<td>This means your assessor will want to see you referring to policies and procedures when you are unsure of something, or simply to refresh your memory. Next time that happens, ask your assessor to observe you and record it.</td>
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</table>
Understand working relationships in health and social care

Different types of relationships

First of all you should know your responsibilities to the individuals you support. People receiving a care service need to be assured that you will fulfil your role competently and compassionately. For many service users you are a vital part of their lives. They need you to provide a particular service and will expect you to be totally reliable and dependable. If you say you are going to do something, then you should do it. If you are due to visit a service user at a certain time, it is important you arrive when they expect you, or as near to the time as possible.

You have a ‘duty of care’ to every individual you support. This is your legal duty to take reasonable care so that others aren't harmed. Your work must be of the right quality so that the service users and you are safe. We will look at this in detail in Standard five.

The way you communicate with service users is important because in order to have a relationship you need to be able to communicate! You must find out the individual’s preferred method of communication. There may be some barrier to communication such as someone who is visually or hearing impaired. It is part of your role to do everything you can to facilitate communication.

Your relationship with the people you support will be different from the type of relationships you have with family and friends. You must always treat service users in a professional way. You can be caring and compassionate, but you need to understand that they are not to be treated as friends or family. They are not casual friends, they are individuals who need a professional service from you. You should, therefore, not get involved in personal issues relating to their family and friends.

This means being aware of the limits of your relationship with service users. You are there to help and support, not to influence or pressurise in any way. The level of familiarity should also be decided by the service user. For example, you should address each person in the way they choose, and not make assumptions that it is acceptable to call someone by their first name. Some individuals do not like to be referred to as ‘love’ or ‘my dear’ and it is not professional for you to do so. There may be individuals who ask you to call them by their first name, and that is acceptable only if they have asked you to do so.
Describe your responsibilities to the individuals you support.

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______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Explain how a working relationship is different from a personal relationship.

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______________________________________________________________________
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______________________________________________________________________

Give three examples of different working relationships in your work setting.

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As well as working with service users, you will also have working relationships with a variety of people and organisations whilst carrying out your job role. For example, you may be involved with families, friends or carers of the person you support. There are also your colleagues at work, and everyone you mix with in the course of your day-to-day practice. Each one of these relationships will be different but with all of them you should always be helpful and courteous and competent.

You are likely to work as part of a team within your own work setting, or with many other agencies that are involved with the care and support of service users. For example, the following people may all be involved in bringing person-centred care to the individual:-

- you
- social worker
- advocate
- family
- significant others
- colleagues
- doctor or nurse
- social worker
You need to know and understand what each person in the team is responsible for and the part they play in the team. This refers to colleagues within your organisation, and workers from other organisations with whom you are likely to come into regular contact during the course of your work. All members of the partnership have a role to play and they are all equally important.

Partnership working is bringing together all the people that play a part in supporting an individual. In order for this to work effectively there must be communication, co-ordination and co-operation. You should pass on important information to other members of the team, and listen to their contributions. Make sure that all information shared at meetings remains confidential.

If this is done successfully there will be less likelihood of something important being overlooked and also by pooling ideas and resources better solutions will be found. You need to know what your role is and how it fits into the overall plan of care.

Supporting the involvement of family and significant others in the day-to-day lives of service users is also important. Family members should be included in any decision relating to the provision of care. When this happens, they will form part of the support team so necessary for the well-being of the service user and you, the careworker.

Sometimes it is beneficial for the service user to have an independent person to help sort out any problems and this person is called an advocate.

The Mental Capacity Act 2005 (MCA) protects vulnerable people over 16 who are not able to make their own decisions. Everyone supporting such an individual must comply with this act when making decisions for that person. We will take a closer look at this in Standard nine - Awareness of mental health, dementia and learning disability.

This act provides for the appointment of an Independent Mental Capacity Advocate who can represent particularly vulnerable people. This is mainly to help people who do not have relatives or friends who can speak for them.

Within partnership working you may find there is a conflict because you are being asked to do something which you feel would compromise your practice. For example you may be asked to do something which is not in the service user’s care plan, or is not within the scope of your job role or you have not been trained to do it. In circumstances such as these you will need
to find a quick solution to the problem. The best way forward is to speak with your manager or supervisor to get their advice.

The policies and procedures of your workplace will also help you to know what you can and cannot do in certain situations.

Why is it important to work as part of a team?
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Why do you think it is important to work with other people who are involved in caring for the service user? This could include such people as other careworkers, carers, family and friends.
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<td>Helpful hints</td>
<td>This means your assessor will want to see you playing your part as a member of the care team. It can be any occasion when you involve someone else in the care of an individual.</td>
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<td>• resolving conflicts</td>
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| Helpful hints          | This means your assessor will want to see you asking for help when you are not sure what to do. For example, there may be an occasion when a service user does not wish to follow what is in their care plan. Perhaps they do not wish to take medication or have a bath. You must show how you would look for advice and support in situations like this. |
### Record of observations for Standard one

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<th>Name of learner</th>
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<th>Outcome</th>
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- Demonstrate how and when to access support and advice about:
  - partnership working
  - resolving conflicts

Signed .............................................Assessor/Supervisor/Manager

Name of assessor in block capitals .................................................................

Date .............................................

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