

Northern Ireland

Social

Care

Council

Induction Programme

Guidance for Managers of Social Care Workers
How to Support Your Staff



Introduction

The Northern Ireland Social Care Council (Social Care Council) was established in 2001 as the regulatory body for the social care workforce in Northern Ireland.

The Social Care Council regulates the workforce by maintaining a register and setting standards for the conduct, practice and training of social care workers to ensure that the quality of care provided to service users and carers is of a high standard.

Our register is a public record which indicates that those registered have met the requirements for entry onto the register and have agreed to follow the Social Care Council Standards of Conduct and Practice.

The Social Care Council Induction Programme identifies the fundamental knowledge required by new workers to allow them to do their job safely and effectively.

As a manager, you are responsible for supporting new workers in their training and development to help them advance the skills and knowledge they will need in order to practise competently.

This guide provides sample questions and managers' notes to help you use the Social Care Council Induction Programme effectively with your employees. The programme's aim is to ensure that workers provide high quality care and support, offering them the first step in continuing professional career development.



Standards for Employers of Social Workers and Social Care Workers

Social Care employers must meet the standards set out in the Social Care Council Standards for Employers of Social Workers and Social Care Workers (2017).

The standards require employers to establish a competent workforce and to support employees to develop their skills and knowledge. Successful completion of the Social Care Council Induction Programme forms an integral part of this process.

The Manager's Responsibilities and the Social Care Council Induction Process

The Social Care Council Standards for Employers of Social Workers and Social Care Workers state that they must make 'sure that only people who have the appropriate knowledge, skills and values and are suitable to provide social work or social care services, enter your workforce'.

By making sure a new worker understands and can work according to the Social Care Council Standards of Conduct and Practice, the Induction Programme is part of the way in which the manager/supervisor fulfills their responsibilities to the new worker and those in their care. Our Induction Programme also helps the manager to meet the Employer Standards. The manager has two duties in relation to the Social Care Council Induction Programme:

- They must arrange for the worker to learn about the different subject areas within the programme, or check that their previous learning adequately meets the content of the programme.
- They must make sure the new worker has the adequate skills and competence to meet the outcomes for each area of practice



Guidelines and Audit Implementation Network (GAIN)

In partnership with GAIN and social care sector representatives, the Social Care Council has produced a set of guidelines to help domiciliary care workers meet our Standards of Conduct and Practice.

The guidelines are intended to support social care employers (specifically supervisors, managers and learning and development leads) in ensuring that domiciliary care staff they employ are enabled to meet the Social Care Council Standards of Conduct and Practice. The Guidance can be used as a development tool for managers to help them consider the behaviour of frontline staff, to recognise how staff behaviour has implications for the workplace, and for identifying approaches that can be used to strengthen social care practice.

Social Care Council Induction

Our Induction Programme consists of seven modules which are aligned to the Social Care Council Standards of Conduct and Practice. Each module contains a number of 'areas of knowledge' that workers must acquire before they can work safely without close supervision.

Module 1

Understand the main duties and responsibilities of your own role within the context of the organisation in which you work

Module 2

Be able to communicate effectively

Module 3

Deliver person-centred care and support that is safe and effective

Module 4

Support the safeguarding of individuals

Module 5

Maintain health and safety at work

Module 6

Develop yourself as a social care worker

Module 7

Understand how the Social Care Council Standards of Conduct underpin all that you do

Each Induction Programme module contains a number of learning 'outcomes', which state exactly what a worker needs to know about the subject. Individuals can demonstrate that they have learned about this by showing, doing or explaining (e.g. producing evidence to the line manager/supervisor).

"Towards Safe, Effective and Compassionate care - Guidelines Supporting Domiciliary Care Workers to meet the Social Care Council Standards of Conduct and Practice (2017)".

This Induction Programme will not cover induction in its entirety as there will be other knowledge and skills a worker will need that are specific to their role.

Line managers and supervisors are responsible for explaining to each worker what these are, and arranging for them to learn and be assessed in those areas also.

Induction programmes work best as part of performance management systems. All workers should be appraised and supervised as part of these systems. This will give

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Induction programmes work best as part of performance management systems. All workers should be appraised and supervised as part of these systems. This will give the manager(s) an opportunity to assess their performance (i.e. how they are applying the learning and to identify any extra learning or support they might need).

For those workers who are self-employed (and therefore not part of an organisation), systems for supervision and appraisal may not be readily available.

It is therefore incumbent upon them to find a way to improve their skills and knowledge. This may be by sharing resources with others in a similar situation, through their local Health and Social Care Trust (if they contract with them), or through a professional body.



Using the Manager's Guide

This resource—along with a separate Induction Workbook for Social Care Workers—has been produced specifically for those managing or supervising new workers completing induction in Northern Ireland.

As the worker's manager or supervisor, you will make the decision about whether your staff have successfully completed the Social Care Council Induction Programme and whether they are safe to work unsupervised.

You must also decide what additional knowledge and skills you need workers to have at this stage of their career. This might include:

- Knowledge about the particular needs of people in your care
- Knowledge of your organisation's aims, objectives, policies and approach (e.g. your organisation's values and the content of the introductory guide you give to people using your care service)
- How to undertake particular tasks, e.g. how to deliver personal care
- The responsibilities included in the new worker's role
- How to access and use supervision and training structures
- Information on registering as a social care worker with Social Care Council, the responsibilities that registration brings, and the benefits of having a regulated Social Care Workforce

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Assessing Induction

Continuous assessment is a very important part of the Social Care Council Induction Process. It is therefore incumbent upon you as a manager to ensure that each new worker has reached an appropriate standard of competence for their role.

If a worker has not demonstrated to you that they have fully understood any area of the induction programme, you will need to set up further training or learning opportunities for them.

Tools for assessment

Methods and techniques for assessment will vary according to each worker's circumstances, for example you may want to use observation and questioning.

Managers however are likely to want to include:

- The sample questions that accompany our Induction Programme in this guidance
- Appraisal and supervision meetings with the new worker
- Feedback from people using the services and from their advocates, families or carers

All of these will help identify any additional learning or support that might be required.

Managers can explore some aspects of assessment to consider on Pages 8-50 of this document.



Future Learning & Development

Learning and development should continue throughout every worker's professional career.

Registered social care workers must demonstrate ongoing training and learning in order to maintain their registration with Social Care Council Post Registration Training and Learning (PRTL).

As a manager you should regularly discuss and assess what knowledge and skills the worker should concentrate on to support their professional development. This will be beneficial for your organisation, individual career progression, and for recipients of the service being provided.



Induction Programme Guidance

The information provided on the following pages will help you to plan how you monitor a new worker's progress through the Social Care Council Induction Process.

The sample questions provided are only to be used as a guide to help you assess the worker's understanding and experience. You will also need to compare the questions against the worker's job role and identify whether there are other questions relevant to their particular work context.



Module 1

Understanding the main duties and responsibilities of your own role within the context of the organisation in which you work.

Outcome

1.1 Knowing the aims, objectives and values of the service in which you work.

Guidance

Understanding how personal experience/attitudes and beliefs fit with the aims, objectives and values of the organisation.

Sample Questions

1a. Give a definition for the Terms: Values, Aims and Objectives.

1b. Describe the Values, Aims and Objectives of your organisation.

Manager's Notes

Values are the beliefs or ideals that should be evident in all aspects of the service you provide.

Aims are the general goals that an organisation hopes to achieve through their activity. The purpose of your job will be to contribute to achieving these.

Objectives are specific things that must be in place in order to achieve the aims.

Outcome

1.2 Accessing full and up to date details of policies, procedures and agreed ways of working from your employer and adhering to them.

Guidance

Full up to date comprehensive policies and procedures relevant to the organisation and the people it supports.

Sample Questions

What is a policy?

What is a procedure?

Why are policies and procedure important within your organisation?

Pick one organisational policy and describe how it affects your work?

Where are the policies and procedures for your organisation kept?

Manager's Notes

Policies and procedures provide a mechanism by which legislation is implemented and also provide a framework within which an organisation operates. They define what an organisation does and how you do it. Clear policies and procedures provide guidelines on what people can and cannot do, what decisions they can make and what activities are appropriate.

A clear policy framework means there will be fewer misunderstandings about what to do in particular situations and there will be transparency and consistency in the way an organisation operates and makes decisions.

Policies are clear, simple statements of how your organisation intends to conduct its services, actions or business.

Procedures describe how each policy will be put into action in your organisation.

Each procedure should outline: who will do what, what steps they need to take, which forms or documents they should use.

Module 1

Understanding the main duties and responsibilities of your own role within the context of the organisation in which you work.

Outcome

1.3 Knowing your main responsibilities to those service users and carers you support including duty of care.

Guidance

Understanding of the specifics within the job description.

Sample Questions

What does duty of care mean?

There are times when your duty to safeguard the wellbeing of the individual is in conflict with the duty to promote the individual's right to take risks and live as independently as possible. Name four steps you must consider when faced with this dilemma and explain how they are helpful.

Manager's Notes

Duty-of-Care is defined as a moral or legal obligation to ensure the safety or well-being of others.

Duty of care requires any health and social care worker to:

- Act in the best interests of individual service users and others
- Enable a person to be as independent as possible
- Not act or fail to act in a way that results in harm to service users
- Not engage in any activity which they do not believe they can do safely

Examples of what to do in a dilemma between keeping someone safe and promoting a person's right to independence may be:

- Promote awareness and understanding of risk(s)
- Explore with the service user and other important people in the person's life what the consequences of taking these risks may be
- Consider the person's capacity to make decisions
- Make every effort to communicate all information necessary to allow a service user to make an informed decision
- Work in partnership to reach decision

Module 1

Understanding the main duties and responsibilities of your own role within the context of the organisation in which you work.

Outcome

1.5 Working in partnership with key people, advocates and others who are significant to individual service users and carers.

Guidance

This refers to both staff within your organisation and within other organisations who are involved in the service user's life, care and support.

Sample Questions

List five other professionals you will be working with and explain their role?

Manager's Notes

Workers need to show that they understand that they are working as part of a multidisciplinary team and understand the roles of other team members including what way they contribute to the delivery of person centred care.

Outcome

1.6 Possessing the required level of literacy, numeracy and communication skills necessary to carry out your role and being able to communicate using written English.

Guidance

The skills of numeracy, literacy and communication are core skills that enable social care workers to use information and communicate effectively.

Sample Questions

Describe a situation in your workplace where you are required to demonstrate your:

- Literacy skills
- Numeracy skills
- Communication skills

How have/could you check your literacy, numeracy and communication skills are adequate.

Everyone has a specific way which helps them to learn new skills. Identify one way you will be able to develop your skills with relation to:

- Literacy
- Numeracy
- Communication

Manager's Notes

Whatever the role in a health or social care workplace, it is important that everyone has the required level of literacy, numeracy and communication skills.

Social Care workers need to read and contribute to care plans, record data clearly and legibly, fill out forms, write emails or take notes, read and understand instructions about ways of working.

Consider ways to check literacy, numeracy and communication skills such as:

Module 1

Understanding the main duties and responsibilities of your own role within the context of the organisation in which you work.

Manager's Notes Continued 1.6

- Induction training
- Supervision
- Feedback from colleagues
- Feedback from training, events
- Shadowing opportunities in the workplace, etc.

Outcome

1.7 Keeping records that are up to date, complete, accurate and legible.

Guidance

Workers should know that records are legal documents.

Sample Questions

What records are you expected to keep regarding:

- People you support
- Your organisation
- Your employment

Manager's Notes

Recording information in care plans.

Hand-over information.

Recording of medication, incidents and accidents.

Risk management.

Outcome

1.8 Reporting adverse events, incidents, errors and near misses that are likely to affect the quality of care and wellbeing of service users or carers.

Guidance

Incidents, accidents, case notes, medicine records.

Sample Questions

Give a definition of the following in relation to your workplace:

- Adverse events
- Errors
- Near misses
- Incidents

What steps must you take to report any adverse events, incidents, accidents, errors or near misses?

Module 1

Understanding the main duties and responsibilities of your own role within the context of the organisation in which you work.

Manager's Notes

Mistakes can happen. Some of the reasons may be:

- Lack of knowledge
- Poor communication
- Not sharing information
- Tiredness
- Stress
- Negligence
- Being distracted

Mistakes are defined as being one of the following:

Adverse events: action or lack of action that leads to unexpected, unintended and preventable harm.

Errors: not doing something as it should have been done, for example through bad planning or being forgetful.

Incidents: specific negative events. In health and social care serious incidents are described as events which need investigation as they have caused severe harm or damage to either the person receiving care or the organisation.

Near misses: situations where an action could have harmed the individual but, either by chance or purpose, was prevented.

It will be important for new workers to be aware that their first priority is to ensure the safety of the service user following an adverse event, incident, accident, error or near miss.

As a manager you will expect all new workers to be aware of the forms used to record and report the above.

Outcome

1.9 Responding appropriately to comments and complaints in accordance with your organisation's complaints procedure.

Guidance

Be aware of the organisation's complaints procedure.

Sample Questions

Referring to your organisation's complaints procedure, give five reasons why complaints are beneficial to the organisation?

In line with your organisation's complaints procedure what are the steps you would take if a service user wanted to make a complaint?

Manager's Notes

Complaints procedures are beneficial to the organisation because they create a transparent, fair, equal and honest culture which upholds service user rights.

Module 1

Understanding the main duties and responsibilities of your own role within the context of the organisation in which you work.

Manager's Notes

Everyone can learn from complaints that are made. They enable an organisation to see the service user's experience from a different perspective and inform future practices and procedures.

Every organisation will have a different procedure to follow but the following steps are an indication of what you may expect your staff member to do:

- Arrange a private setting where the issue may be discussed in private
- Inform the service user that the information given may need to be passed on if there is a risk to the safety of themselves or others
- Listen calmly, assuring the service user they are being taken seriously
- Remain non judgmental and professional
- Offer support but not try to answer the issue before the agreed protocol has been followed
- Explain what will happen next, to whom the complaint will be passed and when the person will receive feedback

Module 2

Be able to communicate effectively.

Outcome

2.1 Developing effective relationships with service users and carers.

Guidance

Consider how good communication promotes quality care and establishes trust.

Sample Questions

Why is it important to develop effective relationships with service users and carers?

Manager's Notes

Established trust and understanding can lead to providing quality care and support which reflects the needs, aspirations and wishes of the individual.

Outcome

2.2 Establishing the service user's communication and language needs, wishes and preferences.

Guidance

Consider competence to utilise verbal, non verbal, written, visual and digital skills.

Sample Questions

List four ways you can establish the service user's communication and language needs, wishes and preferences.

Manager's Notes

Ask the individual what is their preferred method of communication. Ask family and friends. Check back with the person that they are understanding correctly what has been said by summarising what you have heard. Check the individual care plan which describes the most suitable communication methods for the individual.

Outcome

2.3 Using the range of communication methods and styles to meet the service user's communication needs, wishes and preferences.

Guidance

Consider communication style and methods relevant to the service user group.

Sample Questions

Name and describe four methods of communication suitable to the people you support.

Manager's Notes

Firstly the method of communication should consider if it needs to be verbal, non-verbal or visual. Examples may include; signing, technical aids, work or symbol boards, speech synthesisers.

Module 2

Be able to communicate effectively.

Outcome

2.4 Recognising and addressing barriers to effective communication..

Guidance

Consider how good communication promotes quality care and establishes trust.

Sample Questions

Give four examples of barriers to effective communication.

Explain what you may do to overcome each of these barriers.

Manager's Notes

Barriers may include:

- Attitude
- Limited use of technology
- Body positioning
- Emotions
- Physical barriers (room too cold/hot/noisy)
- Not enough time
- Poor or negative body language
- Lack of privacy
- Stereotyping
- Hearing aids; glasses

Overcoming these barriers depends on establishing a good working relationship with a person and developing effective communication tools such as a passport for communication, communication charts, expertise from speech and language therapists, considering your personal communication style and how you change it to suit the individual, developing active listening skills, etc.

Outcome

2.5 Working effectively as part of a team, sharing relevant information to ensure the service user receives the best support and care possible.

Guidance

This involves giving and receiving appropriate, relevant, accurate, factual information through verbal and written communication.

Sample Questions

How can poor communication among team members affect the care and support of a service user?

Name four ways in which you are expected to communicate with your team members about an individual in the interests of providing the best care and support?

Manager's Notes

Poor communication can be misleading and may lead to poor care and support. Confusion, mistakes, inaccuracies, health issues and inconsistent support may be distressing for service users.

Module 2

Be able to communicate effectively.

Manager's Notes

Refer to the organisation's communication policy it may include; Assessments, care plans, supervision, team meetings, reviews, daily care reports, risk management plans, etc

Outcome

2.6 Sharing information with other health and social care staff and agencies in a timely manner in line with organisational procedures and principles and practices relating to confidentiality.

Guidance

Refer to the organisation's up-to-date policy and procedures on confidentiality.

Sample Questions

Explain what is meant by confidentiality and how it applies to your role?

State two pieces of legislation which incorporate an individual's right to confidentiality and explain how they apply to the service users you support.

Manager's Notes

Being entrusted with private information which is limited to the person(s) authorised to use that information with the consent service user.

Data Protection Act (1998)

This Act applies to any public service provider. Any person has the right to confidentiality, to know which information is collected and that this data is upto-date. Data should not be held for longer than necessary and everyone has the right to refuse to give information.

General Data Protection Regulation (2018)

This Act takes effect on 25 May 2018 and staff should be updated as appropriate on the affect these regulations will have on their role.

Human Rights Act (1998)

This Act determines a number of basic rights for any citizen of the UK. The important one in this context is the right to respect for private and family life, home and correspondence.

Module 3

Deliver person-centred care and support which is safe and effective.

Outcome

3.1 Promoting and applying personcentred values in your day to day work with services users and carers.

Guidance

The Human Rights Act 1998 – sets out the human rights of people in the UK.

Sample Questions

List the eight person centred values from the Act. For each one describe:

- What it is
- Why the value matters

How do you apply person centred values in your day to day work?

Manager's Notes

The eight person-centred values you are looking are; individuality, rights, choice, dignity, privacy, independence, respect and partnership.

Values act as guiding principles which help to put the interests of the service user receiving care or support at the centre of everything.

The eight personcentred values work together and none stand alone. Independence is associated with individuality and choice. Choice is closely linked to dignity and respect. All these values are there to give the service user power to speak up and take as much control as possible in order to live a fulfilled life. You will hope to see this demonstrated through the answers given by the new worker.

Module 3

Deliver person-centred care and support which is safe and effective.

Outcome

3.2 Delivering care in line with assessed needs and service user and carer preferences.

Guidance

Departmental Guidance. People First, Care Management: Guidance on Assessment and the Provision of Community Care

Sample Questions

What is an 'assessment of need'?

What areas would you expect to be covered in an assessment?

Manager's Notes

Assessment of need is assessing people's needs and their eligibility for publicly funded care and support. This assessment asks questions about the care and support someone may require, focusing on a person's needs and how they impact on their wellbeing, and the outcomes they want to achieve this is done in partnership with the service user, their relatives and or other representatives.

Best practice states that comprehensive assessment should include physical, mental and social functioning. It suggests that the areas to be covered include:

- **Physical health**
- **Mental health**
- **Capacity for the activities of daily living and self care**
- **Abilities and lifestyle;**
- **The contribution of informal carers**
- **Social networks and support**
- **Housing**
- **Finance**
- **Environmental factors**

Assessment of need is important because without it we would have no clear direction of the care and support needing to be provided. It is therefore difficult to establish a care plan without first considering what someone's needs are incorporating assessed needs.

It is therefore difficult to establish a care plan without first considering what someone's needs are. Incorporating assessed needs with meeting preferences of a service user should be done in a way that respects the person and their choices and includes and involves the person fully.

Also see the Community Care "Assessment in Northern Ireland" fact Sheet from the Alzheimer's Society.

Module 3

Deliver person-centred care and support which is safe and effective.

Outcome

3.3 Understanding risk assessments appropriate to your role, in partnership with service users, carers, and other key people.

Guidance

The worker should be able to demonstrate that they are aware of the need to balance risks with a person's rights and know how to support and safeguard a person taking risks.

Sample Questions

What is Risk?

What is a risk assessment?

What responsibilities do you have with regard to risk assessments in your work place?

What is meant by the term risk enablement?

Manager's Notes

The likelihood of danger, harm and/or abuse arising from anything or anyone.

Risk is inevitable; it is part of daily life regardless of medical conditions, age, gender and social background. Taking measured risks can contribute to quality of life. Removing these risks can affect wellbeing and, in some cases, create new risks, challenges or distressing behaviours.

Risk assessments are a legal requirement and will give clear guidance on how to keep people safe and prevent danger, harm and accidents. Every individual should have a risk assessment as part of their care and support plan.

Risk assessment is about identifying and taking sensible and proportionate measures to control the risks.

Risk enablement is about giving service users more choice and control over the decisions they make. Risk enablement is about managing risk effectively and finding the balance between the need to protect people from harm and promoting the rights of the individual. This is achieved by helping a person to understand taking informed risks goes hand in hand with responsibility.

Outcome

3.4 Contributing to the risk assessment process by identifying and reporting risks and concerns.

Guidance

Good Practice Guidance on the Assessment and Management of Risk in Mental Health and Learning Disability Services May 2010

Sample Questions

What are the five key steps to a risk assessment?

In line with your organisation's policy and procedures what information must be reported and recorded in relation to risk assessment.

Module 3

Deliver person-centred care and support which is safe and effective.

Manager's Notes

The Health and Safety Executive (HSE) proposes five steps to risk assessment:

1. Identify the hazards.
2. Decide who might be harmed and how.
3. Evaluate the risks and decide on precautions.
4. Record your findings and implement them.
5. Review your assessment and update.

Outcome

3.5 Contributing to the planning process with service users and carers.

Guidance

Department of Health Guide – Five Key Features of Person Centred planning

Sample Questions

Name and explain the five key features of person centred planning.

Manager's Notes

New workers will expect to understand the following key principles;

- The person for whom you are caring is at the centre of all planning
- Family / friends work as partners in planning
- The plan reflects what is important to the person, their strengths, skills, capacities, and what support they require
- The plan helps a person fully participate in their community, it is not just about services. The plan reflects what is possible, not just what is on offer
- The plan results in action to meet the outcomes agreed. Ongoing listening, learning and further action is part of continuous cycle

Outcome

3.6 Working in partnership with service users to enable them to achieve their goals and be as independent as possible.

Guidance

Sample Questions

Describe what is meant by the term "Active Participation"?

What are the benefits to "Active Participation"?

Give an example of how you have worked in partnership with a service user to help them achieve their goals and be as independent as possible.

Module 3

Deliver person-centred care and support which is safe and effective.

Manager's Notes

"Active Participation" is recognising an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is an active partner in their own care or support rather than a passive recipient. This definition accentuates two key principles underpinning care: the rights of the individual and the independence or autonomy of the individual. Some of the primary benefits may include:

- Greater activity levels because they are doing an activity with a person instead of doing it for a service user
- Increased independence and autonomy
- A real voice to have a say in matters of direct concern to service users' lives
- Encouraging involvement and self-awareness, responsibility and ownership
- Increased learning, skills, knowledge, education and employment
- Enhanced well-being, with increases in self-confidence, self-esteem and self-belief

Outcome

3.7 Developing care and support plans and/or risk management plans where appropriate which promote independence in daily living while taking account of any legal or organisational requirements.

Guidance

Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when developing, implementing and reviewing care plans.

Sample Questions

What is a care and support plan?

Within your role how can you support the development of a care and support plan and/or risk management plan which promotes independence in daily living?

What legal or organisational requirements do you need to consider in relation to care and support plans and/or risk management plans.

Manager's Notes

The care plan will include all aspects of the individual's care needs which must be adhered to within any setting in which the individual is placed. It addresses the holistic needs of the individual. Depending on the role of the new worker, the role of developing care and support plans and/or risk management plans may include:

- Identifying information about the service users' needs and preferences and any specific requirements they may have
- Working with people within and outside your organisation to ensure the development of the best possible care plans
- involving and supporting individuals and key people to contribute at every point in the development of the care plan
- Understanding the content of care plans, and ensuring the plan reflects the individuality and uniqueness of the service user
- Ensuring there is detailed information about how to protect the service user from danger, harm and abuse

Module 3

Deliver person-centred care and support which is safe and effective.

Manager's Notes

- Ensuring the care and support plan and /or risk management plan is in a format and language that is understandable and can be used by all who need and are required to access and use them
- Ensuring the new worker is aware of all legal and organisation policy, procedures and legislation which relate to the contribution, recording, implementation, up dating, review, sharing and storage of care and support plans and management risk plans

Outcome

3.8 Contributing to the implementation of care or support plans and risk management plans.

Guidance

Workers should be encouraged to contribute to care and support plans appropriate to their role.

Sample Questions

Within your role what are your responsibilities for the implementation of a care and support plan and risk management plan?

Manager's Notes

The implementation of care and support plans and risk management plans requires all workers to work as part of a team to ensure the support given is:

- consistent
- effective
- inclusive

The implementation of plans requires all workers to understand plans and carry out the actions in an agreed manner, to evaluate what has worked well or what has not worked well and any changes that may need to be made to the plans.

It is the responsibility of all workers to ensure that plans are up to date and any issues, problems, delays or changes are reported and recorded in line with organisational procedures.

Outcome

3.9 Participating in the review of care or support plans and/or risk management plans where appropriate.

Guidance

Workers should be aware of their role in the reviews of the different plans and be encouraged to participate as fully as possible.

Sample Questions

Explain how you contribute to the review of care and support plans.

Module 3

Deliver person-centred care and support which is safe and effective.

Manager's Notes

As a manager you need to ensure that new workers understand all organisational requirements including roles and responsibilities in relation to the review of care and support plans and risk management plans. You may want to think about whether your staff member does the following:

- Arranges and facilitates review meetings are arranged and run in a way which promotes the full participation of the service user and other key people
- Gathers and reviews information, and revises care plans within agreed timescales
- Ensures that individuals and key people understand the revisions that have been made to the care plans and the implications of these changes
- Provides records and reports that detail actions and decisions about the revisions to the plan
- Completes any necessary paperwork
- Ensures plans are stored and able to be accessed according to legal, organisational and any service requirements

Outcome

3.10 Supporting service users with their daily living.

Guidance

Acknowledging that support can change from day to day and from individual to individual and accepting that the person being supported is at the centre of what care/support is provided.

Workers should understand the difference between care and support i.e. doing with not for.

Sample Questions

Give an example of how you have supported a service user with their daily living?

Give an example when you have had to change the way you support or care for a service user.

Manager's Notes

As a manager you want to ensure that all workers carry out their daily support to service users in a person centred way which means reflecting on the example given and checking if it has included:

- Placing the preferences and best interests at the centre of everything
- Providing active support for the service user
- Recognising the uniqueness of individuals and their circumstances
- Empowering individuals to take responsibility (as far as is reasonable), for making and communicating their own decisions about their lives, actions and risks

Module 3

Deliver person-centred care and support which is safe and effective.

Outcome

3.11 Supporting service users to retain, regain and develop skills to manage their daily living.

Guidance

Workers should be able to demonstrate understanding of the term 'Reablement'.

Sample Questions

Why may service users need help to retain, regain and develop skills to manage their daily lives?

How can retaining, regaining and developing new skills benefit a person?

Manager's Notes

Some service users supported may not ever have developed certain skills due to lack of life experience, environment, having things done for them or because of physical health, physical disability, learning disability, mental health, frailty or social isolation issues which have prevented this.

Benefits of new skills may include:

- Self determination
- Control
- Choice
- Independence
- Increased confidence and self-esteem
- Better emotional, psychological, physical and social wellbeing

Outcome

3.12 Contributing to the physical and emotional well-being of service users and carers.

Guidance

Social care staff are in a unique position as they have daily contact and may be best placed to see any decline in an individual's wellbeing. They will be able to report that through the agency's reporting process at an early stage.

Workers should be aware of the positive/negative impact their actions can have on service users.

Sample Questions

Give an example of how you have supported a service user with their physical or emotional wellbeing?

Manager's Notes

'Well-being' is a broad concept and may refer to:

- Personal dignity (including treatment of the individual with respect) physical and mental health and emotional wellbeing protection from abuse and neglect
- Control by the individual over their day-to-day life (including over care and support provided and the way they are provided)

Module 3

Deliver person-centred care and support which is safe and effective.

Manager's Notes

- Participation in work, education, training or recreation
- Social and economic wellbeing
- Domestic, family and personal domains suitability of the individual's living accommodation
- The individual's contribution to society

Outcome

3.13 Enabling service users and carers to make informed choices about their lives and to actively participate in decision-making processes.

Guidance

Community care Northern Ireland
Consent guides for healthcare professionals

Sample Questions

What is meant by informed choice?
What piece of legislation relates to capacity and consent in Northern Ireland.

Manager's Notes

An informed choice means that a person has the information and support to think the choice through and to understand what the reasonably expected consequences may be of making that choice.

It is important to remember that too much information can be oppressive and individuals have differing needs/preferences in relation to how information is presented to them.

Lack of capacity must not be determined on the basis of any condition that the person has or characteristics which may lead to unjustified assumptions about the ability to make decisions.

Lack of capacity must not be determined unless all practical help and support has been given to enable the person to make the decision.

The person must not be treated as unable to make a decision because they may make unwise decisions.

It is important to involve people in decisions even when they do not use speech as their main means of communication. Person-centred planning techniques point us towards many ways of listening to people in different ways other than relying on what they actually say, using tools such as learning logs, communication charts and supported decision making agreements, and these should all be utilised if we are to demonstrate that we have truly attempted to communicate effectively with an individual.

Module 3

Deliver person-centred care and support which is safe and effective.

Outcome

3.14 Supporting service users to develop and maintain social networks and relationships.

Guidance

Managers should consider how specific staff roles and responsibilities can influence/ impact on how individual staff members can support service users.

Social isolation, can exacerbate a person's feelings of low self-worth, shame, loneliness, depression and other mental health concerns. Thus social isolation can be both a cause and symptom of other mental health issues.

Sample Questions

How and where can you access information and support that can inform your practice about supporting individuals to develop and maintain social networks and relationships?

What issues are likely to arise when supporting service users to develop, maintain and move on from relationships and social networks and how would you support the service user to deal with these?

How can we increase the integration of a person into local community life?

Manager's Notes

Assess the support networks which already exist in the locality of practice and identify any gaps in knowledge of them and in their availability and quality.

Advise and support individuals to join local support groups or networks to receive and give support as necessary.

Promote the social inclusion of individuals and carers by enabling them to participate in social, economic and cultural activities and networks.

Outcome

3.15 Contributing to effective group care where appropriate.

Guidance

Workers should be aware of the guidelines and standards that govern the provision of group care e.g. DOH Minimum Standards and RQIA's inspection frameworks.

Sample Questions

Explain how you have provided individualised care to a service user/resident in a group setting (e.g. day care, care home).

Manager's Notes

Managers should consider:

- The Senses Framework Improving Care For Older People Through a Relationship-Centred Approach
- The resources available at <http://myhomelife.org.uk/resources-and-information/>

Module 3

Deliver person-centred care and support which is safe and effective.

Outcome

3.16 Ending your involvement with service users and carers in a planned way, ensuring that they are provided with information on the closure and any continuing forms of support for them.

Guidance

Ending involvement with a service is never going to be easy especially if the worker has built up a relationship with the service user. Where possible plan and prepare for this.

Sample Questions

Explain how you would approach ending involvement with a service user?

What information would you provide to the service user at the end of your involvement?

Manager's Notes

Involve, if appropriate, the care/support worker in the planning to end a service consider what information and advice the service user needs once the service has ended.

Involve the service user and carer where possible in planning for the ending of a service.

Develop good practice guidance and procedures for ending a service.

Module 4

Support the safeguarding of individuals.

Outcome

4.1 Knowing the main types of abuse and the factors that may make a service user or carer vulnerable to harm or abuse.

Guidance

Refer to regional and organisational policy and procedures on safeguarding.

Sample Questions

Name and explain the main types of abuse?

What are the factors that may make a service user or carer at risk of harm?

Manager's Notes

Refer to policies and procedure, and section at the back of this booklet for terms and definitions

Outcome

4.2 Knowing the regional policies and procedures relating to safeguarding.

Guidance

Be aware of all relevant legislation and guidance depending on the people you support. For example:

Cooperating to Safeguard Children and Young People in Northern Ireland (2016)

The Children (Northern Ireland) Order (1995)

Children's Services Co-operation Act (Northern Ireland) (2015)

The United Nations Convention on the Rights of the Child (1990)

Adult Safeguarding Prevention and Protection in Partnership July (2015)

Safeguarding Vulnerable Groups (Northern Ireland) Order 2007

The Human Rights Act (1998)

United Nations Convention on the Rights of Disabled People (2006)

Sample Questions

Name one piece of regional legislation about protecting people who are at risk of harm.

Give a summary of the importance of that legislation.

Explain the six steps of the safeguarding protection process.

Manager's Notes

Regional policies and procedures set clear safeguarding expectations across the range of organisations within Northern Ireland.

Module 4

Support the safeguarding of individuals.

Manager's Notes

For example - The need for Access NI checks and their importance to the safeguarding process. Refer to the list in the guidance column.

The safeguarding protection process includes:

1. Referral and screening
2. Strategy discussion
3. Investigation and assessment
4. Implementation/protection plan
5. Monitoring/evaluations
6. Closure

Outcome

4.3 Knowing your own role and responsibilities in relation to safeguarding.

Guidance

Up-to-date organisational policies and procedures on safeguarding.

Sample Questions

What is meant by the term 'safeguarding'?

What are your main responsibilities in relation to safeguarding?

Manager's Notes

Safeguarding policy now refers to 'risk of harm' instead of the term 'vulnerability' as this was often misinterpreted.

It involves empowering and enabling people, including those at risk of harm, to manage their own health and wellbeing and to keep themselves safe. It extends to intervening to protect where harm has occurred or is likely to occur and promoting access to justice. Main responsibilities include:

- Recognising that adult harm is wrong and that it should not be tolerated
- Being aware of the signs of harm from abuse, exploitation and neglect
- Reducing opportunities for harm from abuse, exploitation and neglect to occur
- Knowing the agreed format in writing to record accurately reports or suspicions of harm or abuse
- Knowing how and when to report safeguarding concerns to HSC Trusts or the PSNI.

Outcome

4.4 Recognising the signs and symptoms of harm or abuse when present.

Guidance

Recognising adult abuse, exploitation and neglect

Adult Safeguarding Prevention and Protection in Partnership (2015)

Module 4

Support the safeguarding of individuals.

Sample Questions

Using the main types of abuse already, give examples of the possible signs and symptoms of each type of abuse.

Manager's Notes

Abuse can often result in observable changes or signs of abnormality or change in appearance, behaviour, character or personality.

For example, the following may be noticeable bruises, particularly bruises of a regular shape which may indicate the use of an implement such as a strap, or the mark of a hand, lacerations, bite marks or burns.

Possible indicators of physical neglect, such as inadequate clothing, poor growth, hunger or apparently deficient nutrition, poor personal hygiene, untreated medical problems, lack of concentration.

Possible indicators of emotional abuse, such as excessive dependence, or attention seeking, self mutilation, over-reaction to mistakes.

People who have been sexually abused may exhibit physical signs, or lead to a substantial behavioural change including withdrawal or inappropriate sexual behaviour, soreness in genital areas, bruising on inner thighs or buttocks.

All, or any combination, of the above may be accompanied by or solely manifested in marked deterioration in behaviour which gives rise to concern.

Outcome

4.5 Taking the appropriate actions to safeguard a service user or carer if you suspect they are being harmed or abused or if they disclose that they are being harmed or abused.

Guidance

This should be covered in safeguarding training at the beginning of a new worker's employment.

Refer to organisational policies and procedures.

Sample Questions

List the action you **MUST** take if harm or abuse is suspected or disclosed to you.

Manager's Notes

As a manager you will want to see that depending on the role of the new worker they will understand the steps that need to be taken if harm or abuse is disclosed or suspected. This would include:

- Ensuring that the person is safe from any further harm or abuse
- Reporting what you have observed or been told to the nominated person within the organisation
- Knowing who the nominated person is
- Ensuring the designated officer within the appropriate Trust has been informed

Module 4

Support the safeguarding of individuals.

Outcome

4.6 Reporting suspected or actual harm or abuse to the designated person in accordance with employer safeguarding policies.

Guidance

Refer to organisational procedures for clear direction of what must be recorded and what format is appropriate.

Sample Questions

Referring to your organisational policies and procedures describe how you are required to report suspected or actual harm or abuse?

Manager's Notes

Good record keeping is vital to ensure any suspected or actual harm is reported factually, accurately and in a timely manner. As a manager you want to see that a new worker understands clear directions about what information should be recorded and in what format. When abuse or neglect has taken place, it needs to be dealt with quickly and efficiently. Information about the safety and welfare of an individual must be shared with your manager. It is important that you take the matter further if management has failed to deal with it.

Module 5

Maintain Health and Safety at work.

Outcome

5.1 Applying your organisation's policies and procedures in relation to health and safety in your work setting and with regard to the service users and carers you support.

Guidance

Health and Safety at Work Act (1974)

The Management of Health and Safety at Work Regulations (1999)

The Regulatory Reform (Fire Safety) Order (2005)

Control of Substances Hazardous to Health Regulations (COSHH) (2002)

The Manual Handling Operations Regulations (1992)

The Provision and Use of Work Equipment Regulations (PUWER) (1998)

The Lifting Operations and Lifting Equipment Regulations (NI)(LOLER) (1999)

How to safely store and dispose of substances and articles that are harmful to health.

Emergency first aid course.

Food hygiene awareness.

Sample Questions

Why are health and safety policies and procedures important in your workplace?

What legislation underpins policies and procedures in your workplace?

What does COSHH stand for and give a summary of what this refers to.

Manager's Notes

Policies/procedures give clear instructions so that everyone is kept safe and no one is harmed through the work that is being carried out. Workers must familiarise themselves with their workplace health and safety policy and procedures.

COSHH - Control of Substances Hazardous to Health Regulations – designed to protect people from hazardous substances, i.e. if they can cause harm or ill health.

In practical terms it means:

- Avoiding the use of harmful substances
- Keeping them under lock and key
- Providing suitable protective clothing to protect staff from harm

Module 5

Maintain Health and Safety at work.

Outcome

5.2 Applying your organisation's policies and procedures in relations to medication and health care tasks

Guidance

Policies and procedures for the safe handling of medication in social care settings

Sample Questions

Who can handle medication in the workplace.

What is the difference between self-medication and assisted medication?

When administering medication there are seven "rights" that can help a worker make sure they are giving the correct medication – what are these 7 "rights?"

Describe your organisational procedure in relation to the storage and disposal of medication

Manager's Notes

Anyone who is trained to do so.

Self medication is when the service user is in charge of their own medication.

Assisted medication is when the service user needs a considerable amount of help with their medication.

- The right person
- The right medication
- The right time
- The right dose
- The right method
- The right procedure
- The right records

Outcome

5.3 Applying your organisation's policies and procedures in relation to moving and handling service users.

Guidance

Knowledge of moving and handling policies and procedures Relevant training on moving and handling prior to using moving and handling equipment.

Sample Questions

What piece of legislation on moving and handling underpins your organisation's policy and procedures?

What main points are covered in your organisational moving and handling procedures?

Manager's Notes

Moving and Handling Operations Regulations (1992)

Procedures may vary but you will expect the following to be covered:

Module 5

Maintain Health and Safety at work.

Manager's Notes

- Risk assessment for manual handling activities at the start of any care package
- Risk avoidance – reduce risk by using lifting aids such as a hoist
- The use of safe lifting techniques which must be covered by appropriate training prior to moving and handling

Outcome

5.4 Knowing what you can and cannot do relating to general health and safety commensurate with your role and training.

Guidance

Health & Safety Executive Northern Ireland (HSENI). This site carries up-to-date information on health and safety issues.

Injuries, Diseases and Dangerous Occurrences Regulations 2013 - often referred to as RIDDOR.

Sample Questions

List three things you CANNOT do in relation to health and safety appropriate to your role.

List three things you CAN do in relation to health and safety appropriate to your role?

Manager's Notes

You must not attempt to undertake any emergency first aid that you have not been trained to offer.

You must not use moving and handling equipment if you have not been trained to do so.

You should not undertake risk assessment without the contribution of others.

You will have to undertake accident and incident reporting as an important part of your work in any health or social care workplace. The most serious accidents and incidents are reportable to health and safety authorities.

Tell your line manager extra support or training is required to any health and safety issue so you feel confident to deal with these issues.

Read and observe all organisational procedures, and guidance to ensure they have knowledge of their responsibilities.

Outcome

5.5 Recognising the risks to your personal safety and well-being in your work setting and taking steps to minimise these.

Guidance

The Management of Health and Safety at Work Regulations (1999)

Module 5

Maintain Health and Safety at work.

Sample Questions

List three areas of risk to your personal safety.

What steps would you take in each situation to ensure you minimise these risks.

Manager's Notes

As a manager you want to see that the worker is able to demonstrate how to take responsibility for taking reasonable care of themselves as well as others.

Examples given may include:

- Lone working
- Cross infection
- Fire safety
- Contamination with clinical waste
- Stress

Module 6

Maintain Health and Safety at work.

Outcome

6.1 Being aware of the relevant standards that relate to your work role.

Guidance

Northern Ireland Social Care Council – Standards of Conduct and Practice for Social Care Workers (2015)

Quality Standards for Health and Social Care

Sample Questions

What is a standard?

Why are standards important?

What are the values that underpin the Social Care Council Standards of Conduct and Practice?

What is meant by standards of conduct?

What is meant by standards of practice?

Manager's Notes

A standard indicates a level of quality against which performance can be measured. It sets the absolute minimum level acceptable to ensure safe and effective practice.

Standards are important because they raise and maintain a certain quality of care and support expected by those who receive it.

The standards of conduct describe the values, attitudes and behaviours expected of social care workers in their day-to-day work.

The values include:

- Respecting the rights, dignity and inherent worth of individuals
 - Working in a person centred way
 - Treating people respectfully and with compassion
 - Supporting and promoting the independence and autonomy of service users
- Module 6 Develop yourself as a social care worker.
- Acting in the best interests of service users and cares
 - Upholding and promoting equality, diversity and inclusion
 - Ensuring the care provided is safe and effective and of a high quality
 - The standards of practice outline the knowledge and skills required for competent practice.

Outcome

6.2 Evaluating your knowledge, performance and understanding against relevant standards.

Guidance

Quality Standards for Health and Social Care

Sample Questions

State and give a brief summary of each standard of practice as described by the Social Care Council .
Describe three different learning opportunities you have experienced and how your understanding has developed as a result.

Module 6

Maintain Health and Safety at work.

Manager's Notes

Standard 1 - Understand the main duties and responsibilities of your own role within the context of the organisation in which you work.

Standard 2 - Be able to communicate effectively.

Standard 3 - Deliver person-centred care and support which is safe and effective.

Standard 4 - Support the safeguarding of individuals.

Standard 5 - Maintain health and safety at work.

Standard 6 - Develop yourself as a social care worker.

Learning opportunities may include:

- Training
- Shadowing another experienced worker
- Mentoring
- Coaching
- Reflecting
- Feedback

Outcome

6.3 Reflecting on your practice to continuously improve the quality of service provided.

Guidance

Knowledge of the job description specific to the workers role.

Everyone's responsibility – a Seven Step Guide for Care Workers 2009 (this was written by the Northern Trust for Trust staff but has relevant information for all care workers and should be read in conjunction with own organisational policies and procedures).

Sample Questions

Using self reflection explain how your attitude, values and beliefs have changed having started your new role within the organisation.

Manager's Notes

These personal reflections will all be different depending on the personal journey taken by each new worker.

Outcome

6.4 Using sources of support for your personal development, including supervision, appraisals and training.

Guidance

Organisational policies and procedures for supervision and appraisal.

Module 6

Maintain Health and Safety at work.

Sample Questions

Explain what supervision means within your workplace and what the supervisor and the supervisee expectations are of each other.

What is an appraisal and how does it differ from supervision?

What source of support has been most beneficial to your personal development and explain how this has been helpful?

Manager's Notes

'Supervision' has two meanings in social care and health work: 'working under supervision' means that an individual is working within the sight of a more experienced worker, not necessarily a line manager, who is overseeing their work 'supervision sessions' are pre-arranged meetings in order to discuss your performance and development.

Workers must demonstrate that they understand supervision and support systems in the workplace and what is expected from them and by them.

An appraisal is an annual one-to-one meeting, usually between an employee and their manager. It acts as a review of how well you are working, developing and making progress. At an annual appraisal you would expect to update or refresh your personal development plan with goals and targets set for the following year.

Outcome

6.5 Seeking and using feedback, including that from service users and carers to help you develop and improve the way you work.

Guidance

Feedback is important as it helps workers improve their practice, learn from what has worked well and change practice if something hasn't worked well.

Sample Questions

What is the difference between formal and informal feedback?

Give an example of feedback you have been given by a service user or carer in relation to your work and how you have used this feedback to inform your future practice to improve the care and support you provide.

What steps can you take to actively encourage feedback from service users and carers to inform your quality of care?

Manager's Notes

'Formal feedback would usually be given in writing. This might be part of an assessment or appraisal or on a comments sheet. Formal feedback is also given verbally in supervision sessions, but is then recorded in the notes of the session.

Informal feedback happens in day-to-day discussion with work colleagues, managers or the individuals for whom you provide care and support.

As a manager it is important to establish that the new worker is receiving, understanding and using any feedback given from service users and carers and that they are open to receiving such feedback to improve the care and support they provide.

Module 6

Maintain Health and Safety at work.

Outcome

6.6 Recording progress in relation to your personal development.

Guidance

Organisational procedures on personal development plans.

All social care workers registered with the Social Care Council are required to record their Post Registration Training and Learning – visit the Social Care Council PRTL webpage for information and resources.

Sample Questions

What is a personal development plan (PDP)?

Give two examples of your strengths and two examples of your objectives in relation to your development needs. Describe the action plan you have made to ensure the objectives are met.

Who is responsible for making sure your personal development plan is followed?

Manager's Notes

What is a personal development plan (PDP)?

Give two examples of your strengths and two examples of your objectives in relation to your development needs. Describe the action plan you have made to ensure the objectives are met.

Who is responsible for making sure your personal development plan is followed?

Module 7

Understand how the Standards of Conduct underpin all that you do

The standards of conduct describe the values, attitudes and behaviours expected of social care workers in their day to day work. This module will help you think about how these standards underpin you and your staff's practice and the Induction Practice Standards.

Outcome

7.1 Protect the rights and promote the interests and wellbeing of service users and carers.

Guidance

Human Rights Act 1998

United Nations Convention on the rights of People with Disabilities (2006)

Sample Questions

What are the main human rights as stated in the Human Rights Act?

Give an example of how you have promoted and protected the rights of the service users and carers you support.

Manager's Notes

Refer to the human rights act for a full list of rights.

Examples will vary depending on each work setting.

Examples may be in relation to privacy, family life, education, health, freedom from discrimination, etc.

Outcome

7.2 Strive to establish and maintain the trust and confidence of service users and carers.

Guidance

Data protection Act 1998

Sample Questions

Give the eight data protection principles'.

Manager's Notes

Everyone responsible for using data has to follow strict rules called 'data protection principles.

Data should be:

- Used fairly and lawfully
- Used for limited, specifically stated purposes
- Used in a way that is adequate, relevant and not excessive
- Accurate
- Kept for no longer than is absolutely necessary
- Handled according to people's data protection rights
- Kept safe and secure
- Not transferred outside the European Economic area without adequate protection

Module 7

Understand how the Standards of Conduct underpin all that you do

The standards of conduct describe the values, attitudes and behaviours expected of social care workers in their day to day work. This module will help you think about how these standards underpin you and your staff's practice and the Induction Practice Standards.

Outcome

7.3 Promote the autonomy of service users while safeguarding them as far as possible from danger or harm.

Guidance

Safeguarding policies and procedures autonomy promotes the individual's right to make their own informed choices.

Sample Questions

Explain what autonomy is in social care.

Give an example of how you promote a service user's autonomy/ independence.

To whom would you report unsafe practice to?

Manager's Notes

Check out these documents for further information

- Dignity and Choice in care
- Adult Safeguarding Prevention and Protection in Partnership

Outcome

7.4 Respect the rights of service users while seeking to ensure that their behaviour does not harm themselves or other people.

Guidance

Risk assessment and risk management guidance.

Sample Questions

Explain how you reduced the risk to a service user by following your organisation's risk assessment and management procedures.

Manager's Notes

'The provision of care and support should be tailored to meet the needs of the individual and should encourage them to do what they can for themselves. This is particularly important in the provision of social care but also applies to people receiving longerterm healthcare' - HSE Sensible risk assessment in care settings

Outcome

7.5 Uphold public trust and confidence in social care services.

Guidance

Uphold professional boundaries.

Sample Questions

List three things as a social care worker you must not do.

Explain why you, as a social care worker, have personal responsibility for upholding public trust in social care services?

Module 7

Understand how the Standards of Conduct underpin all that you do

The standards of conduct describe the values, attitudes and behaviours expected of social care workers in their day to day work. This module will help you think about how these standards underpin you and your staff's practice and the Induction Practice Standards.

Manager's Notes

Registration on the Social Care Council Register recognises an individual's commitment to providing quality social care services.

Being registered means that staff are required to meet the Social Care Council Standards for their Conduct and Practice.

It shows that staff are suitably trained, professional in their practice and accountable for the standard of the care provided.

The Social Care Council website has resources that will help explain how the Standards can be used in everyday practice – the use of the Standards in everyday practice will ensure social care workers uphold public trust and confidence in social care services.

Outcome

7.6 Be accountable for the quality of your work and take responsibility for maintaining and improving your knowledge and skills.

Guidance

Reflective practice and the identification of training and skill development.

Sample Questions

Explain why it is important that you take personal responsibility for your own work and development.

In your work role why do you need to develop and improve your knowledge and skills?

What is the purpose of your personal development plan and how will you follow this?

Manager's Notes

Post Registration Training and Learning (PRTL) is a term used to describe the training and learning carried out by Registrants to update and develop the skills and knowledge they need throughout their career.

Further guidance and information on PRTL can be found on the Social Care Council website by clicking this link.

PRTL and the Continuous Learning and Development Standards provide a focus for learning for social care workers and for PRTL activity.

They do this by specifying common and relevant standards that must be met by all social care registrants. Meeting these Standards should ensure that your learning and development is relevant to your job and that your knowledge and skills are kept up to date.

Glossary

Online Resources

Social Care Council

Standards of Conduct and Practice for Social Care Workers

Standards for Employers of Social Workers and Social Care Workers

Social Care Ambassadors

Further Education Colleges:

Belfast Metropolitan College

Northern Regional College

North West Regional College

Southern Regional College

South Eastern Regional College

South Western Regional College

Other:

Safeguarding Board

Regulation Quality and Improvement Authority

ACCOUNTABLE Being responsible for the decisions you make and being able to justify them.

ACTIVE PARTICIPATION A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible and to be an active partner in their own care and support rather than a passive recipient.

ADVERSE EVENT Any event or circumstance that could have or did lead to harm, loss or damage to people, property, environment or reputation.

CARE PLAN A written plan that sets out in detail the way daily care and support must be provided to an individual.

COMPETENCE The overarching set of knowledge, skills and attitudes required to practise safely and effectively without supervision.

DIVERSITY Accepting that everyone is different and respecting and valuing those differences.

DUTY OF CARE Prioritising the safety, welfare and interests of service users and doing everything you can to keep them safe from harm.

EFFECTIVE To be successful in producing a desired or intended result.

EMPOWER To give someone the strength and confidence to act on their own initiative.

EQUALITY Treating everyone fairly and ensuring they have access to the same opportunities irrespective of their race, gender, disability, age, sexual orientation, religion or belief.

FITNESS TO PRACTISE When someone has the competence, character and health to do their job safely and effectively.

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

Glossary

NEAR MISS An unplanned event that did not result in injury, illness or damage, but had the potential to do so.

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

POST REGISTRATION TRAINING AND LEARNING REQUIREMENTS These are the learning and development activities you must undertake to maintain your registration.

PREFERENCES A person's preferred option or choice.

PROMOTE To support or actively encourage.

REFLECTIVE PRACTICE The process of thinking about every aspect of your work, including how and where it could be improved.

RESPECT To have due regard for someone's feelings, wishes or rights.

RIGHTS The entitlements that individuals have legally, socially and ethically, including human rights.

SELF-CARE Practices undertaken by service users towards managing health and wellbeing and managing their own care needs.

SERVICE USER Any individual who receives social care services.

WELL-BEING Enjoying a good quality of life characterised by keeping well and healthy, feeling safe and secure, being able to participate in purposeful activities and social networks and realise one's full potential..



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