



**eLEARNING
FOR YOU**

The CARE CERTIFICATE

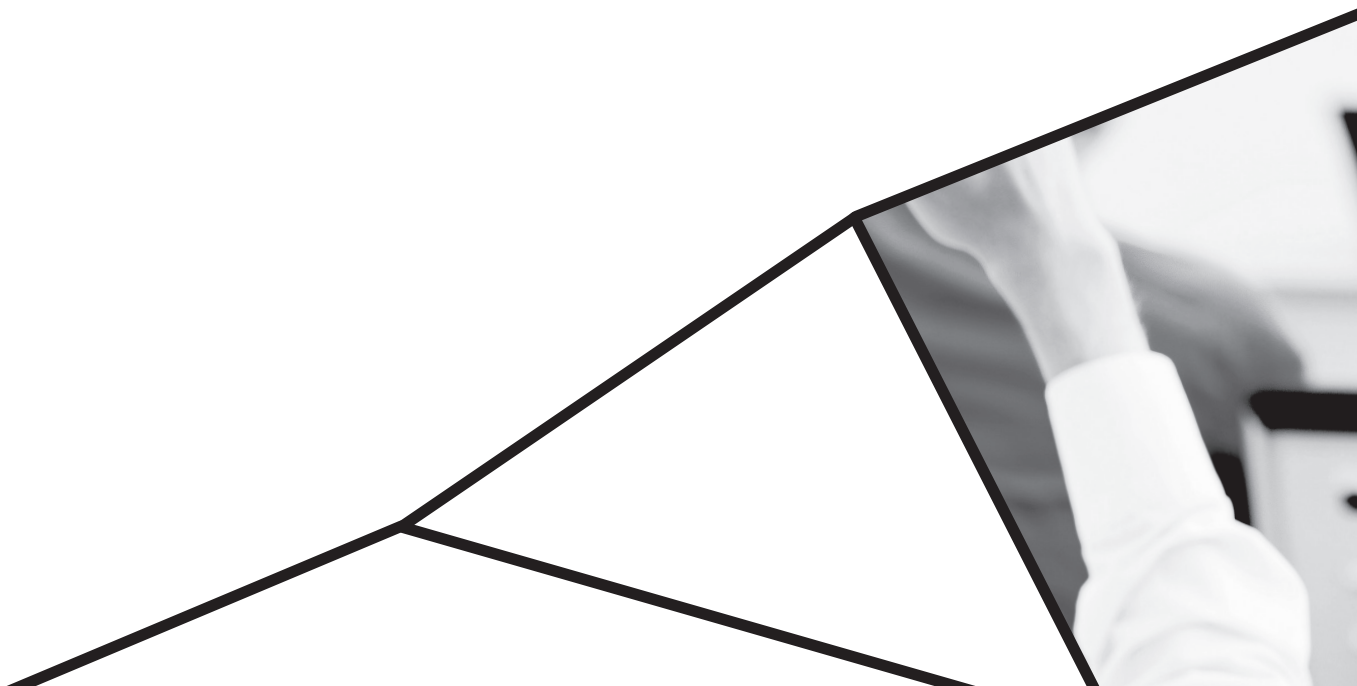


THE CARE CERTIFICATE

Welcome to your Care Certificate. You should have now completed the Care Certificate eLearning course and begun your journey in the world of health and social care.

You need to complete all 15 standards to receive your certificate. This booklet will explain what you need to do, and your manager and more experienced work colleagues will support you throughout this.

You will also complete a competency assessment whilst you are working in your role.



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STANDARD 1

UNDERSTAND YOUR ROLE

Standard 1 is all about understanding your role. To pass this unit you will need to show that you are competent in knowing your main duties and responsibilities. This will include understanding and working to codes of practice and your organisation's policies and procedures.

COMPETENCY CHECK

This section is for the use of the experienced member of staff or mentor.

Standard 1 (1.1c, 1.2d, 1.4c, 1.4d)	Date	Mentor Signature	Learner Signature
Is the learner working in a manner that: <ul style="list-style-type: none"> • Supports Company policies and procedures • Is in line with the Skills for Care and Skills for Health Code of Conduct for healthcare support workers and adult social care workers, and meets the set Job Description? 			
Is the learner able to show you how to access the organisation's policies and procedures and demonstrate through discussion why it is important to adhere to these at all times? Choose four organisational policies to discuss.			
Has the learner shown the ability to work with both internal and external staff to ensure excellent standards of working partnerships?			
The learner must demonstrate how and when to refer to senior members of the organisation if in need of support and advice, particularly when this will improve partnership working or address conflict.			

Please provide details of evidence in the box below:

WRITTEN QUESTIONS

You're almost near completion of your first standard in the Care Certificate. Below is a set of questions that you must complete to pass. If you're unsure of the answer, why not ask one of your work colleagues to help or speak with your manager? Everyone is here to guide and support you.

Lets start by looking at your role: can you list the main areas identified within your job role and why these are important to your organisation?

1.1a

Within your job role you must adhere to codes of practice as set out in the code of conduct for healthcare support workers and adult social care workers. These can be found on the Skills for Care and the Skills for Health website. Enter all seven principles below.

1.1b

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

The health and social care industry offers a diverse range of services to people of different race, religion, belief and culture. Why is it important to acknowledge and embrace diversity and ensure that we never impose our own personal views onto others?

1.1d

You work within an organisation that has to, by law, comply with employment rights. These rights include things such as paid holiday, terms of employment and paid maternity or paternity leave. Can you name three other employment rights you have? You can find these in your contract of employment or by looking at the Citizen's Advice Bureau website.

1.2a

The organisation will set out clear aims, objectives and values as to how they will deliver services. What are the aims, objectives and values of the organisation and why is it important that you work in ways that are agreed by your employer?

1.

2.

3.

1.2b

There may be times in your workplace when you need to report things. This could be when you have seen something of concern or perhaps made a mistake yourself, like putting too much sugar in a cup of tea for a diabetic. Why is it important in any situation to report something and who would you report it to in your organisation? You may want to consider looking at your organisation's Safeguarding and Whistleblowing policies.

1.2c, 1.2e, 1.2f

Working in the field of health and social care carries a lot of responsibilities. What responsibilities do you feel are vital to the people you support?

1.3a

Caring for people brings with it emotional attachment. At times it can be difficult to distinguish between a working and personal relationship. Why is it important to remember that these must be working relationships?

1.3b

Within your work setting you will see many people doing different roles, like a nurse or administrator. What other job roles have you seen within your organisation and why is it important that each role works in partnership with each other?

1.3c, 1.4a

Now you have looked inside your organisation, what about externally? Who visits or assists the people you support from outside your workplace and what roles do they have? Think about social workers and doctors and why it's important that you all work together.

1.4b

You have looked at internal and external job roles of different people who visit your workplace. When might someone you support need to access a service outside your organisation? Who would you talk to internally about this? You may want to consider someone who is underweight and has a poor diet.

1.4b

STANDARD 2

YOUR PERSONAL DEVELOPMENT

Standard 2 is all about your personal development. To pass this unit you will need to show that you are competent in knowing how to develop your knowledge and skills related to the industry. This will include: looking at who can support you, attending further training sessions and gaining nationally recognised qualifications.

COMPETENCY CHECK

This section is for the use of the experienced member of staff or mentor.

Standard 2 (2.1d, 2.1e, 2.2f, 2.2h)	Date	Mentor Signature	Learner Signature
<p>With your help the learner will need to write a personal development plan for the year ahead. This can be completed on your own organisation's approved documents. The PDP must include:</p> <ul style="list-style-type: none"> • Identified needs in accordance with job role • Action plan as to how best to improve the identified needs; this could be training • Review processes on how to ensure the PDP is being monitored 			

Please provide details of evidence in the box below:

WRITTEN QUESTIONS

You're almost near completion of your first standard in the Care Certificate. Below is a set of questions that you must complete to pass. If you're unsure of the answer, why not ask one of your work colleagues to help or speak with your manager? Everyone is here to guide and support you.

Let's start by looking at who can help you to develop in your role. Within your organisation can you list the key people who you could ask for help and support in your learning and development?

2.1a

As part of your learning and development you will need to complete a Personal Development Plan. A PDP, as it is known, is a written document that shows the goals you would like to achieve throughout the year and what is needed to help you get there. Can you list four areas you would like to improve throughout the next 12 months?

2.1b

Throughout your career you will receive feedback on your performance. This can be in the form of supervision and appraisal. It is important that we always understand that all feedback is important in our development. Why is this?

2.1c

Within your role you will be expected to complete documentation to ensure high standards of care are delivered. These documents will ensure both the health and safety of a person. Key components you will need to best complete these documents include having good literacy and numeracy skills. Can you name three different documents in your workplace where these skills are needed?

2.2a, 2.2b

- 1.
- 2.
- 3.

Over the recent weeks you will have learned many new skills in your job role. Looking back, can you reflect on one particular skill that you have developed since beginning work, for example: How to move and handle someone correctly. Which skill can you identify and why is it important that you learned this skill?

2.2c, 2.2d

Take a look at what you answered to the previous question. Have you received feedback from others on how your new learned skill has developed? The feedback will have helped you to gain better understanding and knowledge. Give an example of how this feedback has achieved this.

2.2e

There are many training courses that you will need to attend throughout the year to work within your organisation. Can you list below courses that are mandatory requirements of your role?

- 1.
- 2.
- 3.
- 4.

2.2g

Finally, why is it important for you to have continual professional development?

2.2i

STANDARD 3

DUTY OF CARE

Standard 3 is all about our Duty of Care. To pass this unit you will need to show that you are competent in knowing how to work within the legal guidelines of the industry. This will include promoting individual's rights, handling comments and complaints and improving the quality of service provided within your organisation.

COMPETENCY CHECK

This section is for the use of the experienced member of staff or mentor.

Standard 3 (3.3a, 3.5d)	Date	Mentor Signature	Learner
Ask the learner how they respond to comments and complaints in line with legislation and agreed ways of working.			
Ask the learner how and when they should access support and advice about resolving conflicts.			

Please provide details of evidence in the box below:

WRITTEN QUESTIONS

You're almost near completion of Standard 3 in the Care Certificate. Below is a set of questions that you must complete to pass. If you're unsure of the answer, why not ask one of your work colleagues to help or speak with your manager? Everyone is here to guide and support you.

Let's start by looking at what we mean by 'Duty of Care'. To assist you in this, check out www.thedutyofcare.org where you can download the duty of care handbook for healthcare professionals. Define the term 'Duty of Care'

3.1a

Having a duty of care is important to protect those who we support in our work role. How does duty of care affect the way in which you work?

3.1b

Delivering a duty of care may at times conflict with individual rights. It is always important to try and resolve these issues. Can you think of a time when a duty of care may conflict with an individual's right? In this situation explain what you could and also could not do. Who would you go to for support?

An example could be:

Dave is a diabetic but chooses to have a chocolate cake every day which makes his blood sugar high. You have a duty of care to look after him but he also has the right to decide what he wants to eat.

You may want to ask a work colleague to assist you with this question.

3.2a, 3.2b, 3.2c

Within your role you will work very closely with the people you support and care for and their families. At times, someone may wish to raise concerns or complain to you about something. Your organisation will have a clear complaints policy and procedure; from the policy can you describe what you must do if someone raises such issues with you?

3.3a, 3.3b

Explain how we can use comments, concerns and complaints to improve the quality of service your organisation provides.

3.3c

It is vital that every incident, error or near miss is reported within the workplace to ensure the safety of all. Your working practice should be transparent which simply means everyone can see what is happening. Your manager / organisation will support a no blame culture which means that, if you have caused an error, they will support you rather than blame you.

Give a definition for each of the headings below and include what you would and would not do in a situation where this has happened in your workplace.

Adverse Event-

Incident-

Error-

Near Miss-

3.4a, 3.4b

There are many forms of legislation that make it a legal requirement to act when we see an adverse event, incident, error or near miss. Can you list three types of legislation that ask us to do this? We have helped by giving you an example.

1. Health and Safety at Work Act 1974

2.

3.

4.

3.4c

Think about a member of your family being supported by carers. It can be a stressful time for families as they experience lots of different emotions.

List four factors that may lead to dissatisfaction and potential confrontation with care professionals by a family member.

1. 2. 3. 4.	3.5a
----------------------	------

Communication is vital to help resolve conflicts and confrontation. Why is this?

	3.5b
--	------

Think about if you were in a situation and a person was being confrontational: how would you assess if you or anyone else was at risk?

	3.5c
--	------

Your organisation will have a policy explaining how to deal with and report any confrontations. Describe from the policy the main aims and objectives.

	3.5e
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STANDARD 4

EQUALITY AND DIVERSITY

Standard 4 is about Equality and Diversity. To pass this unit you will need to show that you are competent in knowing how to work within the legal requirements of The Equality Act. This will include promoting diversity, equality, inclusion and non-discriminative practice.

COMPETENCY CHECK

This section is for the use of the experienced member of staff or mentor.

Please check that the learner can:

Standard 4 (4.2b)	Date	Mentor Signature	Learner Signature
Demonstrate interaction with individuals that respects their beliefs, culture, values and preferences.			

Please provide details of evidence in the box below:

WRITTEN QUESTIONS

You're almost near completion of Standard 4 in the Care Certificate. Below is a set of questions that you must complete to pass. If you're unsure of the answer, why not ask one of your work colleagues to help or speak with your manager? Everyone is here to guide and support you.

As you progress in your work role you will begin to hear key words that you need to have an understanding of to help you deliver the correct care.

Write the definitions of the following and give examples of how they are used in your own work place.

Diversity-	4.1a
Equality-	
Inclusion-	

Give a definition of discrimination and explain why it is wrong to discriminate against anyone in your care setting.

	4.1a
--	------

Discrimination can happen in lots of different ways and may not always be as obvious as not including a person because of their colour, race or religion.

Read the scenario and explain the following:

- Has direct discrimination occurred – if so, how?
- Has inadvertent discrimination happened?
- Could the carer have included Mary?
- What further impact will these actions have on Mary?

Scenario

Mary is a retired police officer living with dementia. She enjoys the company of others and likes to attend group activities.

In some group activities Mary will try and arrest other people and take them away from the group. This usually disrupts the activity but only for a short while.

An experienced care worker calls Mary her "little PC trouble maker".

This care worker made the decision not to invite Mary to attend the next few group activities so they could run without interruptions. A few weeks have passed and Mary is not given the option to join in group activities.

New care workers have joined the team and are guided by other members of the team who also call Mary "PC trouble". Mary is now unable to attend every time there is a group activity and is not offered the chance to join in.

4.1b, 4.1c

Your organisation will have policies and procedures that relate to equality and diversity. List the legislation below that applies to your organisation's policy. You will need to read the policy to answer this one.

4.2a

Have you ever been in a situation where you have observed discrimination? Consider, if you were in the same situation now, how you could challenge the discrimination to ensure it was not repeated.

4.2c

Using the internet, name three support websites that give valuable information on equality, diversity and inclusion. We have given you an example of one.

1. www.cqc.org.uk

2.

3.

4.

4.3a

Finally, who within your organisation would you go to for advice on equality and diversity issues? Why would you choose this person?

4.3b, 4.3c

STANDARD 5

WORK IN A PERSON CENTRED WAY

Standard 5 is about how to work in a person centred way. To pass this unit you will need to show that you are competent in knowing what person centred care is. This will include treating people with dignity and respect, working to the key core values of care and promoting independence.

COMPETENCY CHECK

This section is for the use of the experienced member of staff or mentor.

Please check that the learner can:

Standard 5 (5.3a, 5.3b, 5.4a, 5.5a, 5.5b, 5.5c, 5.5d, 5.6b, 5.6c, 5.6d, 5.7a)	Date	Mentor Signature	Learner Signature
Take appropriate steps to remove or minimise the environmental factors causing the discomfort or distress. This could include: Lighting Noise Temperature Unpleasant odours			
Report any concerns they have to the relevant person. This could include: Senior member of staff Carer Family member			
Raise any concerns with the individual concerned and their supervisor/manager. Raise any concerns via other channels or systems e.g. at team meetings			
Check where individuals have restricted movement or mobility that they are comfortable			
Recognise the signs that an individual is in pain or discomfort. This could include: Verbal reporting from the individual Non-verbal communication Changes in behaviour			

Standard 5 (5.3a, 5.3b, 5.4a, 5.5a, 5.5b, 5.5c, 5.5d, 5.6b, 5.6c, 5.6d, 5.7a)	Date	Mentor Signature	Learner Signature
Take appropriate action where there is pain or discomfort. This could include: Re-positioning Reporting to a more senior member of staff Giving prescribed pain relief medication Ensure equipment or medical devices are working properly or are in the correct position, e.g. wheelchairs, prosthetics, catheter tubes			
Remove or minimize any environmental factors causing pain or discomfort. These could include: Wet or soiled clothing or bed linen Poorly positioned lighting Noise			
Demonstrate that their own attitudes and behaviours promote emotional wellbeing and individuality			
Support and encourage individual's own sense of identity and self-esteem			
Report any concerns about the individual's emotional and spiritual wellbeing to the appropriate person. This could include: Senior member of staff Carer Family member			
Demonstrate that their actions promote person centred values including: <ul style="list-style-type: none"> • Individuality • Independence • Privacy • Partnership • Choice • Dignity • Respect • Rights 			

Please provide details of evidence in the box below:

WRITTEN QUESTIONS

You're almost near completion of Standard 5 in the Care Certificate. Below is a set of questions that you must complete to pass. If you're unsure of the answer, why not ask one of your work colleagues to help or speak with your manager? Everyone is here to guide and support you.

Person centred care is a fundamental part of delivering a quality service. It is about putting the person in control of the care they wish to receive. Describe how you incorporate person centred values into your daily duties.

5.1a

Explain why it is important to always work in a person centred way. What benefits will this give to the people you support and care for?

5.1b

Every person that receives care has the right to be treated with dignity and respect. List five ways you achieve and promote this in your working day.

5.1c

- 1.
- 2.
- 3.
- 4.
- 5.

When the people you support and care for make the decision to move into a care environment such as a care home, they are concerned that they will lose their identity and independence. Why is it important within your role to find out more about the person including their likes, dislikes, background and things like previous employment?

5.2a

All people you care for and support within your work setting will have a Care Plan. The Care Plan is a legal document that acts as a contract between the individual and the carer. Why is it important that the Care Plan is continually assessed?

5.2b

Whilst it is important to find out about the person you will be caring for, it is vital that they agree to what is being written in their Care Plan.

Write the main reason why it is important to ensure the individual is involved in their own care planning.

5.2c

At times you may discover that someone's actions are causing discomfort or distress to a person in care. This can be an action that is not person centred and not consented. How would you report these concerns and to who in your organisation?

5.4b, 5.4c

Explain how individual identity and self-esteem are linked to emotional and spiritual wellbeing.

5.6a

STANDARD 6 COMMUNICATION

Standard 6 is about how to communicate effectively. To pass this unit you will need to show that you are competent in knowing the importance of effective communication at work. This will include understanding how to meet the communication and language needs, wishes and preferences of individuals, demonstrating the principles and practices relating to confidentiality and working with appropriate communication aids and technologies.

COMPETENCY CHECK

This section is for the use of the experienced member of staff or mentor. Please check that the learner can:

Standard 6 (6.3c, 6.5a, 6.6a, 6.6b)	Date	Mentor Signature	Learner Signature
Describe how to check whether they they (the HSCW/ASCW) have been understood when communicating.			
Demonstrate the use of appropriate verbal and non-verbal communication: Verbal: <ul style="list-style-type: none"> • Tone • Volume Non-verbal: <ul style="list-style-type: none"> • Position/ proximity • Eye contact • Body language • Touch • Signs • Symbols and pictures • Writing • Objects of reference • Human and technical aids Communication may take place: <ul style="list-style-type: none"> • face to face • by telephone or text • by email, internet or social networks • by written reports or letters 			
Check that communication aids/ technologies are: <ul style="list-style-type: none"> • Clean • Work properly • In good repair 			
Report any concerns about the communications aid/ technology to the appropriate person. This could include: Senior member of staff Carer Family member			

Please provide details of evidence in the box below:

WRITTEN QUESTIONS

You're almost near completion of Standard 6 in the Care Certificate. Below is a set of questions that you must complete to pass. If you're unsure of the answer, why not ask one of your work colleagues to help or speak with your manager? Everyone is here to guide and support you.

Communication takes place in lots of different ways within your workplace. Describe the different ways in which communication happens whilst you're at work. Think about both verbal and non-verbal communication.

6.1a

It is important to communicate with our colleagues, and people we support and care for, in a way which we would want to be communicated with ourselves. Describe how your attitude and the way you communicate with others can have an impact on your relationships at work.

6.1b

People may not always communicate verbally how they are feeling. Describe some of the reasons why you think it's important to watch people's body language to see how they are feeling.

6.1c

Reflect on an individual you have cared for; write a short paragraph on the ways you learnt about their communication needs. How did you find out about their wishes and preferences?

6.2a

People who you support and provide care for will have different communication needs; some may be hard of hearing, some may have speech problems and others may be living with dementia and find it hard to communicate.

List a range of communication methods and styles that could help meet an individual's communication needs, wishes and preferences.

For example: a person who is hard of hearing may prefer you to write information on paper.

6.2b

Working in a care setting you will see lots of things that can stop effective communication. List barriers that could stop people communicating with you and describe how to reduce these.

6.3a, 6.3b

Scenario

Mr B is 98 years of age. He is an ex commanding officer in the Army. His hearing was damaged during the war and he has lived for many years with partial hearing. He wears hearing aids but often forgets to put them in place.

His left eye has a cataract and he relies on his right eye for sight.

He is a very private person and gets agitated when people intrude into his personal space.

He enjoys reading but is now finding this hard due to the size of writing. He spends lots of time in the garden which he calls a haven of quietness. Think about the ways you could communicate with Mr B. What things may stop him understanding what you have said?

What ways could you check with Mr B to ensure he has understood your communication?

Think about other professionals that don't work within your organisation that could help supply tools for effective communication; who are they?

6.3c, 63d

As a health care support worker you will hear lots of information about individuals that has to remain confidential. Think about your role: why is it important not to discuss anything you heard within the work place outside in the wider community?

6.4a

Your organisation will have a policy on confidentiality; identify and list the key points that you are required to know.

Think about what legislation you may have learnt about earlier in the Care Certificate that covers confidentiality.

6.4b

Scenario

Sandra is a 28 year old lady living with Multiple Sclerosis. She spends one week a month at your care home so her Mum Debbie can have a rest from being her daughter's full time carer.

Sandra enjoys her respite visits as she gets to have a bath.

Debbie is a very committed Mum and looks after her very well.

Debbie's friend is currently helping out in the mornings with Sandra's care because Debbie has returned to college.

As you are assisting Sandra in the bath you notice there are large amounts of bruising along Sandra's lower back.

You ask Sandra where this has come from. She makes you promise not to say anything as she wants Debbie to continue at college and if she knew she would give up.

Sandra explains that Debbie's friend struggles to move her and usually has to grip her round the lower back to support her, which causes discomfort, but gets her moved quickly so it isn't a problem.

Lots of service users may say things to you and ask you not to repeat them. However you have a responsibility to look after the service users' best interests, so at times it may mean breaking their confidence to ensure they are being looked after. If you were told anything you were not sure about it is always ok to discuss it with the person in charge.

Explain why you think it is your responsibility to break Sandra's trust even though she has told you in confidence. Describe other situations where you would need to share confidential information.

Think about who could offer you further support.

6.4c, 6.4d

STANDARD 7

PRIVACY AND DIGNITY

Standard 7 is about privacy and dignity. To pass this unit you will need to understand the principles that underpin privacy and dignity in care, how to maintain and support individual's right to make choices and understand how to support active participation.

COMPETENCY CHECK

This section is for the use of the experienced member of staff or mentor.

Please check that the learner can:

Standard 7 (7.2a, 7.2b, 7.2d, 7.4a, 7.4b, 7.4d, 7.6a, 7.6c)	Date	Mentor Signature	Learner Signature
<p>Demonstrate that their actions maintain the privacy of the individual. This could include:</p> <ul style="list-style-type: none"> Using appropriate volume to discuss the care and support of an individual Discussing the individual's care and support in a place where others cannot overhear. <p>Demonstrate that the privacy and dignity of the individual is maintained at all times being in line with the person's individual needs and preferences when providing personal care. This could include:</p> <ul style="list-style-type: none"> Making sure doors, screens or curtains are in the correct position Getting permission before entering someone's personal space Knocking before entering the room Ensuring any clothing hospital gowns etc. are positioned correctly The individual is positioned appropriately 			
<p>Demonstrate how to support individuals to make informed choices.</p>			
<p>Check risk assessment processes are used to support the right of individuals to make their own decisions</p>			
<p>Demonstrate that they can support the active participation of individuals in their care. (e.g assisting during their own personal care.)</p>			
<p>Ask the learner how they would report any concerns about privacy, dignity, choices and active participation to the relevant person</p>			

Please provide details of evidence in the box below:

WRITTEN QUESTIONS

You're almost near completion of Standard 7 in the Care Certificate. Below is a set of questions that you must complete to pass. If you're unsure of the answer, why not ask one of your work colleagues to help or speak with your manager? Everyone is here to guide and support you.

Give a definition of privacy and dignity. Include an example of how you would achieve both in your day to day work.

Privacy-	7.1a
Dignity-	

As a health care support worker you should always promote privacy and dignity in the workplace. Sometimes things can happen where an individual's privacy or dignity could be compromised. For example, a health care support worker asking in a loud voice if an individual needs the toilet. This means that everyone in the surrounding area knows that person needs assistance to go to the toilet.

Give examples of how this could be rectified / avoided.

	7.1b
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Give some further examples where a person's privacy and dignity could be compromised within a care setting. Think about ways to change the examples you have given and promote privacy and dignity.

	7.1b, 7.1c
--	------------

You have already covered confidentiality in Standard 6. Think about why you should not disclose private information about a person you support or care for to anyone unless it was appropriate to do so.

Give three examples of how care could be impacted if private information was to be disclosed.

1.	7.2c
2.	
3.	

In your role, how do you support the individual to make informed choices?

Consider and write down the things you do to ensure an individual has all the correct information before making a choice. This could be as straight forward as ensuring that a full drinks menu is given out to each person before they make a decision about what they would like.

7.3a

Within your workplace you will use risk assessment tools to ensure the safety of the people you support or care for. Why is it important that the individual is involved in the process of risk assessment?

Think about the use of bed rails. Would the individual wish for these to be used?

7.3b

In everyday life you will give your own opinions e.g.: if you like or dislike something, if someone looks nice in what they are wearing.

Why is it important to support the person you support or care for in making their own choices and not influencing the decision process with your own views?

7.3c

Sometimes decisions can be made about people you support or care for without them even being present. The Doctor may have had a discussion with the person in charge while the individual was sleeping and made decisions from that conversation to change their medication. If the person in charge asked you to pass on the information and the individual was not happy, explain why it would be appropriate to support the individual to voice their opinions regarding decisions made about them.

7.3d

Scenario

Marian was a makeup artist for all her working life. She retired due to being diagnosed with Parkinson's disease. She has a pronounced tremor in her right hand. Although Marian only needs minor assistance with daily living she has made the decision to have regular care support.

Marian is very glamorous and enjoys putting on her make up every day. As her disease has progressed, her makeup is not looking as neat as it used to. The carers know how much it means to Marian so they decide to tell her it is not looking very good and suggest that they take over.

Since then Marian has refused to have her makeup on. Marian still allows assistance with care. However, very soon after that day Marian has required the assistance of two carers.

It is very easy without even thinking to disempower someone.

Think about the situation: have the carers imposed their own views onto Marian?

Why is it wrong to impose your own views onto a person you support or care for? How can this impact on their care?

7.4c, 7.6b

Think about how you feel if your Manager says thank you for all your hard work or someone cooks dinner for you. This makes you feel valued.

Why do you think people we support or care for actively participate if they feel valued?

Describe ways that you can make people you support or care for feel valued.

7.5a

It is crucial that people we support or care for continue to make choices where possible about their own care.

What methods can you introduce into daily practice to help individuals make informed choices about their lives?

List ways you can support active participation.

7.5b, 7.5c

A person we support or care for should be encouraged to maintain their own self-belief and identity as sometimes individuals may lose their own self-worth when receiving care.

Why is it important to promote the individual to have independence in self-care where possible?

List the reasons why people should be encouraged to maintain their own friends and outside networks.

How can you encourage and support the individual to maintain these networks?

7.5d

STANDARD 8

FLUIDS AND NUTRITION

Standard 8 is about fluids and nutrition. To pass this unit you will need to understand the principles of hydration, nutrition and food safety in care. You will show that you can support individuals to have access to fluids, food and nutrition in accordance with their plan of care.

COMPETENCY CHECK

This section is for the use of the experienced member of staff or mentor.

Please check that the learner can:

Standard 8 (8.2a, 8.2b, 8.2c, 8.2d, 8.2e, 8.3a, 8.3b, 8.3c, 8.3d, 8.3e)	Date	Mentor Signature	Learner Signature
Check that drinks are within reach of those that have restrictions on their movement / mobility.			
Check that drinks are refreshed on a regular basis.			
Check that individuals are offered drinks in accordance with their plan of care.			
Support and encourage individuals to drink in accordance with their plan of care.			
Check that any nutritional products are within reach of those that have restrictions on their movement/mobility.			
Check food is provided at the appropriate temperature and in accordance with the plan of care i.e. the individual is able to eat it.			
Check that appropriate utensils are available to enable the individual to meet their nutritional needs as independently as possible.			
Support and encourage individuals to eat in accordance with their plan of care.			
Ask the learner how they report any concerns about an individual's fluid intake or nutrition and their access to adequate food and drink.			

Please provide details of evidence in the box below:

WRITTEN QUESTIONS

You're almost near completion of Standard 8 in the Care Certificate. Below is a set of questions that you must complete to pass. If you're unsure of the answer, why not ask one of your work colleagues to help or speak with your manager? Everyone is here to guide and support you.

List the main principles within your organisation's food safety and food preparation policy and describe the importance of these. Ask a senior member of staff if you are unsure where to find this policy.

8.1a

A balanced nutritious diet helps everyone to stay healthy. Consider why it is important to encourage people to maintain a good nutrition and fluid intake. What could individuals be at risk of if they do not have enough food and drink?

You may want to consider all aspects of concern including skin integrity.

8.1b

Scenario

Stan is living with autism. He is in need of a care service as he forgets basic daily tasks such as eating and drinking unless prompted. Care staff describe Stan as a treasure and very easy to look after.

Recently Stan has decided to eat his meals alone. His behaviour has started to change over the course of a few weeks. He has started to fall over and is becoming more agitated. Stan's trousers are falling down and he is complaining of very itchy skin. He now finds it difficult to talk to you as his mouth is hurting.

From the scenario, decide what signs would prompt you to think there was a problem with Stan's food and fluid intake.

What could you do to ensure Stan was eating and drinking enough?

Think of things you could change in your work place for people whom you support or care for to ensure that they have a good food and fluid intake.

8.1c, 8.1d

STANDARD 9

AWARENESS OF MENTAL HEALTH, DEMENTIA AND LEARNING DISABILITY

Standard 9 is about having awareness of mental health, dementia and learning disability. To pass this unit you will need to understand the needs and experience of people with mental health conditions, dementia or learning disabilities. You will also need to understand the importance of promoting positive health and well-being for an individual, the legal framework including the Mental Capacity Act and early detection of the above conditions.

WRITTEN QUESTIONS

You're almost near completion of Standard 9 in the Care Certificate. Below is a set of questions that you must complete to pass. If you're unsure of the answer, why not ask one of your work colleagues to help or speak with your manager? Everyone is here to guide and support you.

Having a mental health condition/illness can be a challenge to maintaining a good quality of life. Write your thoughts and perceptions of how it might feel to live with the following conditions using the following factors: how it could affect someone physically, what difficulties would someone have that may affect their day to day life and what psychological effects it may have on a person.

1. Psychosis

9.1a

2. Depression

3. Anxiety

4. Dementia

5. Learning Disabilities

Considering the above conditions, explain how these conditions may influence a person's needs in relation to the care that they may require.

9.1b

Why is it important to understand a person’s condition or illness before you can support or care for them? Explain how supporting or caring for a person with mental health conditions, dementia or learning disabilities may differ from the support or care you deliver to someone who is not living with any of the above.

9.1c

It is important that your own attitude towards mental health conditions, dementia or learning disabilities is a positive one. Explain why you believe this statement to be true and how a positive attitude can improve the care and support an individual receives.

9.2a

Describe the social model of disability and how it underpins positive attitudes towards disability and involving people in their own care. You may find Scope’s website will help you with this www.scope.org.uk.

9.2a

Your organisation will have a number of policies that relate to law and legislation designed to support and protect people who may have a mental health condition, dementia or learning disabilities. Can you name four of your own organisational policies that meet the above statement and explain why? To start with, why not look at the Mental Capacity and Deprivation of Liberty policy?

9.2b, 9.5a

- 1.
- 2.
- 3.
- 4.

It is important that your own attitude towards mental health conditions, dementia or learning disabilities is a positive one. You may have to make adjustments in the way you deliver support or care when supporting someone with a mental health condition, dementia or learning disabilities.

Describe some adjustments and give some examples of changes you could make to your own practice that would help to promote a better partnership between you and the person with a condition as set out below.

9.3a, 9.4b

Psychosis-

Depression-

Anxiety-

Dementia-

Learning Disabilities-

If you were concerned for a person's needs in relation to a mental health condition, dementia or learning disability, explain how you would report your concerns and how reporting these concerns could lead to improved levels of support or care.

9.3b

Explain why you think early detection of mental health needs, dementia or learning disabilities is leading to improved and prolonged quality of life for the individual.

9.4a

Working within the health and social care industry you will hear lots of professionals ask whether someone has capacity. Can you explain what is meant by the term capacity?

9.6a

The Mental Capacity Act is key legislation that protects the rights of people to make decisions about themselves. Explain why it is important to assume someone has capacity unless proved otherwise.

9.5b, 9.6b

When we support or care for others it is important that consent is gained before you assist or do something for the individual.

Explain what consent is and how giving consent can change depending on the decision that needs to be made?

9.6c

Many people diagnosed with a mental health condition such as dementia may choose to write an advance decision/ statement.

Give an example where a person living with dementia may have to have their capacity assessed and what is the importance of advanced care planning?

9.6d

STANDARD 10

SAFEGUARDING ADULTS

Standard 10 is about safeguarding adults. To pass this unit you will need to understand the principles of safeguarding adults, know how to reduce the likelihood of abuse and respond to suspected or disclosed abuse.

COMPETENCY CHECK

This section is for the use of the experienced member of staff or mentor.

Standard 10 (10.1j)	Date	Mentor Signature	Learner Signature
Check that the learner can demonstrate the importance of ensuring individuals are treated with dignity and respect when providing health and care services.			

WRITTEN QUESTIONS

You're almost near completion of Standard 10 in the Care Certificate. Below is a set of questions that you must complete to pass. If you're unsure of the answer, why not ask one of your work colleagues to help or speak with your manager? Everyone is here to guide and support you.

What is your understanding of the term 'safeguarding adults'? Your organisation will have a Safeguarding Adults policy that might help you with this question.

10.1a

You have a role in safeguarding adults. What responsibilities do you feel you have in ensuring people's safety?

10.1b

People we support or care for can be at risk from different types of abuse. Can you name four different types of abuse that could occur and give an example for each one?

10.1c

1. Example-

2. Example-

3. Example-

4. Example-

Now you have listed different types of abuse consider which ones could cause harm to a person who you support or care for.

Give a definition of harm.

10.1d

Explain why a person receiving support or care could be more vulnerable to abuse.

10.1e

Restrictive Practice is an act in which someone may be prevented from what they want to do. Give an example of Restrictive Practice that could take place in a care setting. You may want to gather information on Deprivation of Liberty Safeguards (DoLS) to support your answer.

10.1f

List the signs you would look for if you suspected a person you support or care for was being abused. This is not limited to physical signs but also changes in behaviour.

10.1g

Abuse of adults at risk can happen over a long period of time. Think about long term effects of abuse. What further harm can be caused to the individual even after the abuse stops?

10.1h

There are lots of different reasons why someone would abuse another person. There has been lots of press and TV coverage of abuse in care homes and domiciliary care. Can you list some reasons why people have been either neglected or abused?

You may want to research using YouTube or Google; try searching 'cases of abuse in adult care'.

10.1i

Safeguarding adults is a large responsibility within your job role. Where could you get further information about your role and responsibilities in safeguarding adults within your care?

10.1k

Within your organisation you will have a Whistleblowing policy. Whistleblowing is supported in every care setting and hospital nationally. Why is it important to report any concerns you have straight away? Looking at your own organisational policy, who would you report these concerns to?

10.2c, 10.2d, 10.3a

What things could be done within a care setting to reduce the risk of abuse? Explain the importance of individualised person-centred care.

10.2b

One thing that is being discussed at Government level is CCTV cameras being installed into care homes. Although this could be a solution, what other things could be done to reduce risk? Can you list some ideas?

10.2e

Within your place of work there will be a local procedure on how to report complaints. You will need to familiarise yourself with the procedure.

Explain how the procedure can reduce abuse or harm.

10.2f

Once abuse has been reported to your manager, they then have a responsibility to report it to the local safeguarding team in your area.

Explain your organisation's policy and procedure for reporting any safeguarding concerns.

10.2a, 10.3a

Your organisation will have to follow strict legislation regarding safeguarding adults. Name the legislation that your organisation safeguarding policy works with.

10.4a

As previously covered, communication is a core skill throughout care, not only whilst working with service users but also working alongside other professionals.

What benefits are there to sharing information with other professionals regarding concerns of safeguarding issues?

10.4b

Your organisation will have a very clear policy on how to report safeguarding issues and the steps that should be taken but consider if your manager was your concern and you had raised issues with them but nothing seemed to have been done.

Explain what steps you would take if you felt that your concerns had not been dealt with. Remember you have a duty of care to the people you support and care for to ensure the problem has been dealt with.

10.4c

STANDARD 11

SAFEGUARDING CHILDREN

Standard 11 is safeguarding children. To pass this unit you will need to understand the principles of safeguarding children, know how to reduce the likelihood of abuse and respond to suspected or disclosed abuse.

WRITTEN QUESTIONS

You're almost near completion of Standard 11 in the Care Certificate. Below is a set of questions that you must complete to pass. If you're unsure of the answer, why not ask one of your work colleagues to help or speak with your manager? Everyone is here to guide and support you.

Although you do not need to complete a safeguarding course relating to children, as they will never be in your direct care, you still will come into contact with children that visit your place of work. This means you would have a responsibility to report any suspected cases of abuse.

Explain what action and process you would take if you suspected that a child was being abused or neglected.

11.1a

**IF YOU WORK DIRECTLY WITH CHILDREN
PLEASE INSERT YOUR CERTIFICATE HERE.**

STANDARD 12

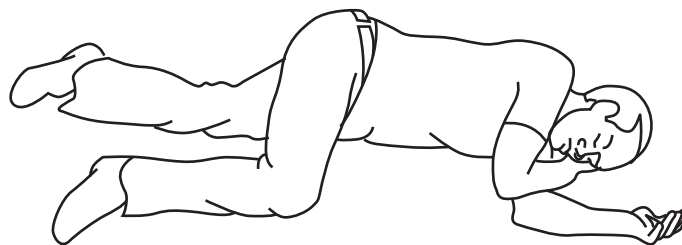
BASIC LIFE SUPPORT

Standard 12 is about basic life support. To pass this unit you will need to undertake practical training in Basic Life Support. Your organisation will place you on a face to face training session which, on successful completion, enables you to deliver first aid to adults or paediatrics or both, dependent on your job role.

COMPETENCY CHECK

This section is for the use of the experienced member of staff or mentor.

Standard 12	Date	Mentor Signature	Learner Signature
The learner demonstrated how to put an individual in the recovery position competently.			
The learner demonstrated performing 30 chest compressions and 2 attempted rescue breaths competently (at least 50% of breaths made the chest rise).			
The learner was able to recognise a choking casualty and perform back blows then abdominal thrusts.			



**ONCE YOU HAVE COMPLETED A
BLS/EFAW COURSE PLEASE INSERT
YOUR CERTIFICATE HERE.**

STANDARD 13

HEALTH AND SAFETY

Standard 13 is about health and safety in the workplace. To pass this unit you will need to understand the responsibilities of yourself and others to health and safety in the work setting. This includes risk assessing, moving and assisting safely, understanding procedures for responding to accidents and sudden illness, medication, handling hazardous substances and promoting fire safety. You will also look closely at working securely and managing stress and the triggers that cause stress.

COMPETENCY CHECK

This section is for the use of the experienced member of staff or mentor.

Please check that the learner can:

Standard 13 (13.3c. 13.6b)	Date	Mentor Signature	Learner Signature
Demonstrate how to move and assist people and objects safely, maintaining the individual's dignity, and in line with legislation and agreed ways of working. <ul style="list-style-type: none"> • e.g. lifting and lowering an object • helping an individual to stand and sit back in a chair • supporting an individual to be hoisted 			
Demonstrate safe practices for storing, using and disposing of hazardous substances.			

Please provide details of evidence in the box below:

WRITTEN QUESTIONS

You're almost near completion of Standard 13 in the Care Certificate. Below is a set of questions that you must complete to pass. If you're unsure of the answer, why not ask one of your work colleagues to help or speak with your manager? Everyone is here to guide and support you.

There are many laws and legislation that govern health and safety; can you name two pieces of legislation that relate to health and safety?

You may wish to visit the [Health and Safety Executive website](#) to help you with this.

13.1a

Your organisation will have a clear health and safety policy; describe the key points within the policy.

13.1b

Health and safety requires people to be responsible. Outline the responsibilities to health and safety for the people below.

13.1c

Self-

The employer or manager-

Others in the work setting-

Health and safety requires many different types of training to be undertaken before you are able to carry out specific tasks. Name some of the jobs in your workplace you would not be able to complete relating to health and safety prior to completing the specific training.

13.1d

At times you will need additional support and information regarding health and safety. Your organisation will have on display a health and safety poster. From the poster write down the details of who your internal health and safety representative is and where your nearest Health and Safety Executive office is located.

13.1e

Accidents and sudden illness must be recorded under health and safety requirements. List the types of accidents and sudden illness that could happen in your workplace. Why is it important that risk assessments are carried out in regard to these types?

13.1f, 13.2a, 13.4a

If you had a concern relating to health and safety risks within your workplace explain how you would report this and to who?

13.2b

Moving and assisting objects and people is a part of health and safety law. Name the specific legislation that underpins moving and assisting.

13.3a

What tasks are you unable to do relating to moving and assisting until you have been fully trained and deemed competent in technique?

13.3b

Describe your organisation's procedures to be followed if an accident or sudden illness should occur in your workplace. You will find this information within your health and safety policy.

13.4b

First aid is also a part of health and safety at work. Your organisation will have very clear procedures about what type of first aid treatment you can administer. Outline some things you can and can't do.

13.4c

There are strict guidelines that govern medication; these include storing, recording and administration. Your organisation will require you to complete specific medication awareness training.

Why is this training necessary? Should you deal with medication prior to this training happening?

13.5a, 13.5b, 13.5c

What is meant by the term hazardous substances? Within your workplace list items that would be classed as hazardous substances.

13.6a

Fire safety is an important part of health and safety legislation. Describe best practice methods that help to prevent fires from starting and spreading.

13.7a

Your organisation will have a clear policy and procedure in what to do in the event of a fire. Give key points from the policy and the actions you must take.

13.7b

What measures does your company have to protect your security at work and those you support? Consider how you check the identity of anyone requesting access to premises or information.

13.8a, 13.8b

Stress can be a major cause for long term absence from work. List common signs and indicators of stress to:

	13.9a
Yourself-	
Others-	

What circumstances can trigger stress?

	13.9b
Yourself-	
Others-	

Taking your above answer into account, list ways in which stress can be managed.

	13.9c
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ONCE YOU HAVE COMPLETED A MANUAL HANDLING COURSE PLEASE INSERT YOUR CERTIFICATE HERE.

STANDARD 14

HANDLING INFORMATION

Standard 14 is about handling information. To pass this unit you will need to understand the principles of handling information, including receiving, recording and storing of accurate and legal documentation.

COMPETENCY CHECK

This section is for the use of the experienced member of staff or mentor.

Standard 14 (14.1c)	Date	Mentor Signature	Learner Signature
Check that the learner can demonstrate how to keep records that are up to date, complete, accurate and legible.			

Please provide details of evidence in the box below:

WRITTEN QUESTIONS

You're almost near completion of Standard 14 in the Care Certificate. Below is a set of questions that you must complete to pass. If you're unsure of the answer, why not ask one of your work colleagues to help or speak with your manager? Everyone is here to guide and support you.

Your organisation will have a very strict policy about information handling and recording. It is very important that you understand the policy as you will be handling people's confidential information on a daily basis.

List the key points from your local policy on how information is recorded, stored and shared within your organisation.

What legislation underpins your local policy?

14.1a

Why is it important to have secure systems for recording, storing and sharing of information?

You should think about where documentation on the people you support or care for is kept. If using an electronic device, is it secure?

14.1b

At times confidentiality could be breached if your organisation's information policy is not being followed.

What would you do if you were concerned that agreed ways of working were not being followed? Who would you report it to?

14.1d

STANDARD 15

INFECTION PREVENTION

AND CONTROL

Standard 15 is about infection prevention and control. To pass this unit you will need to understand the principles of how to prevent the spread of infection, including effective hand hygiene and the use of personal protective equipment.

COMPETENCY CHECK

This section is for the use of the experienced member of staff or mentor.

Standard 15 (15.1b)	Date	Mentor Signature	Learner Signature
Check that the learner can demonstrate effective hand hygiene.			

Please provide details of evidence in the box below:

WRITTEN QUESTIONS

You're almost near completion of Standard 15 in the Care Certificate. Below is a set of questions that you must complete to pass. If you're unsure of the answer, why not ask one of your work colleagues to help or speak with your manager? Everyone is here to guide and support you.

There are many different ways that infections can be contracted. List the main routes that infection could enter in the body.

15.1a

As a health care / support worker you spend a lot of time ensuring that you take care of other people's personal hygiene. Explain why it is important that your own personal hygiene must be maintained and what risks you could put the person you support or care for at if your hygiene is not maintained.

15.1b

By law your organisation must provide you with Personal Protective Equipment (PPE).

List what personal protective clothing and equipment your organisation provides you with. Why is it important that you use the PPE correctly and in line with your organisation's policies and procedures?

15.1d

When completing laundry duties it is important that soiled sheets or clothes are not mixed together with un-soiled sheets or clothing. Always ensure sheets and clothes are not mixed together as sheets are washed at a very high temperature which may damage clothing.

The disposal of clinical waste is also important. For this there are special bags. Items that can be put into the bag are anything that is disposable that may have been soiled by faecal matter, urine or blood, for example incontinence pads or wipes.

Identify and list the different principles of safe handling of infected or soiled linen and clinical waste from your organisation's infection, prevention and control policy and procedure.

15.1e

CARE CERTIFICATE COMPLETE

Congratulations on completing all 15 Standards of the Care Certificate. You now have a solid foundation to further your career in Health & Social care and will use your knowledge in your everyday work.

Your manager will check over your work and print your certificate.

Learning and development in Health & Social care is a constant part of your career. You will be given the chance to review your progress with your manager regularly through your supervisions and don't delay in asking more experienced members of staff about anything you don't understand.

COMPETENCY CHECK

This section is for the use of the experienced member of staff or mentor.

All Standards	Date	Mentor Signature	Manager Signature	Learner Signature
Learner has shown they are competent in all 15 standards.				

eLearningForYou

3rd Floor County Gates House
300 Poole Road
Poole
Dorset
BH12 1AZ

Tel: 01202 725080

info@elearningforyou.co.uk
www.elearningforyou.co.uk

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