

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 fulfils 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



Module 1 Understanding the main duties and responsibilities of your own role within the context of the organisation in which you work

Outcomes	Guidance	Sample Questions	Managers Notes
<p>1.1 Knowing the aims, objectives and values of the service in which you work</p>	<p>Understanding how personal experience / attitudes and beliefs fit with the aims, objectives and values of the organisation</p>	<p>1a. Give a definition for the following terms: Values Aims Objective</p> <p>1b. Describe the Values, Aims and Objectives of your organisation</p>	<p>Values are the beliefs or ideals that should be evident in all aspects of the service you provide.</p> <p>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.</p> <p>Objectives are specific things that must be in place in order to achieve the aims.</p>
<p>1.2 Accessing full and up-to-date details of policies, procedures and agreed ways of working from your employer and adhering to them</p>	<p>Full up- to- date comprehensive policies and procedures relevant to the organisation and the people it supports</p>	<p>What is a policy? What is a procedure? Why are policies and procedures important within your organisation?</p> <p>Pick one organisational policy and describe how it affects your work?</p>	<p>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.</p> <p>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.</p>

		<p>Where are the policies and procedures for your organisation kept?</p>	<p>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 to use</p>
<p>1.3 Knowing your main responsibilities to those service users and carers you support including duty of care</p>	<p>Understanding of the specifics within the job description</p>	<p>What does duty of care mean?</p> <p>There are times when your duty to safeguard the wellbeing of the individual is in conflict with your 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</p>	<p>Duty of Care is defined as a moral or legal obligation to ensure the safety or wellbeing of others. Duty of care requires any health and social care worker to :</p> <p>act in the best interests of individual service users and others,</p> <ul style="list-style-type: none"> • enable a person to be as independent as possible <p>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</p> <p>Examples of what to do when faced with a dilemma between keeping someone safe and promoting a person's right to independence may be:</p> <ul style="list-style-type: none"> • promote awareness and understanding of the 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

			<ul style="list-style-type: none"> • 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 with others to reach a decision
<p>1.4 Prioritising and managing your work effectively</p>	<p>This refers to workload management by both managers and staff in your organisation</p>	<p>Explain why it is important that you manage your work effectively.</p> <p>Give 1 example when you had to prioritise your work, explain what you did, why you did it, and what support you received from your line manager.</p>	<p>It is recognised that managing workloads in social care is not easy. Changing and challenging priorities can add extra stresses to an already busy schedule/day for social care workers who may have little control over their daily schedules.</p> <p>Social care workers may be faced with unexpected incidents throughout the day that will mean a delay in a domiciliary care worker getting to their visits on time e.g.</p> <ul style="list-style-type: none"> • an elderly service user needing medical help, adverse weather conditions affecting travel times. <p>Staff can be supported to manage these incidents by:</p> <ul style="list-style-type: none"> • Providing guidance and training on what to do when they occur. • Having effective communication systems in place so that staff can quickly report that they have been held up and why • Having a no blame culture when staff are delayed through no fault of their own

<p>1.5 Working in partnership with key people, advocates and others who are significant to individual service users and carers</p>	<p>This refers to both staff within your organisation and within other organisations who are involved in the service user's life, care and support</p>	<p>List 5 other professionals you will be working with and explain their role?</p>	<p>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.</p>
<p>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</p>	<p>The skills of numeracy, literacy and communication are core skills that enable social care workers to use information and communicate effectively.</p>	<p>Describe a situation in your workplace where you demonstrate your literacy skills</p> <p>Describe a situation in your workplace when you need to demonstrate your numeracy skills</p> <p>Describe a situation in your workplace where you are required to demonstrate your communication skills</p> <p>How have/could you check your literacy, numeracy and communication skills are adequate</p> <p>Everyone has a specific way that helps them to learn new skills. Identify 1 way you will be able to develop your skills with relation to</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Communication 	<p>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.</p> <p>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.</p> <p>Consider ways to check literacy, numeracy and communication skills such as; induction training, supervision, feedback from colleagues, feedback from training events, shadowing opportunities in the workplace, etc.</p>

<p>1.7 Keeping records that are up to date, complete, accurate and legible</p>	<p>Workers should know that records are legal documents</p>	<p>What records are you expected to keep with regards to</p> <ul style="list-style-type: none"> • people you support • your organisation • your employment 	<p>As a manager you will expect all new workers to be aware of the forms used to record and report</p> <p>Refer to the service area <u>minimum standards</u> on RQIA's website</p>
<p>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</p>	<p>Incidents, accidents, case notes, medicine records</p>	<p>Give a definition of the following in relation to your workplace:</p> <ul style="list-style-type: none"> • adverse events • errors • near misses • incidents <p>What steps must you take to report any adverse events, incidents, accidents, errors or near misses?</p>	<p>Mistakes can happen. Some of the reasons may be</p> <ul style="list-style-type: none"> • lack of knowledge • poor communication • not sharing information • tiredness • stress • negligence • being distracted <p>Mistakes are defined as being one of the following:</p> <p>Adverse events: action or lack of action that leads to unexpected, unintended and preventable harm.</p> <p>Errors: not doing something as it should have been done, for example through bad planning or being forgetful.</p> <p>Near misses: situations where an action could have harmed the individual but, either by chance or purpose, was prevented.</p> <p>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.</p>

			<p>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.</p> <p>As a manger you will expect all new workers to be aware of the forms used to record and report the above.</p> <p><u>Refer to Northern Ireland’s Adverse Incident Centre (NIAIC)</u> for further guidance and relevant forms</p>
<p>1.9 Responding appropriately to comments and complaints in accordance with your organisation’s complaints procedure</p>	<p>Be aware of the organisation’s complaints procedure</p>	<p>Referring to your organisation’s complaints procedures, give 5 reasons why complaints are beneficial to the organisation?</p> <p>In line with your organisation’s complaints procedure what are the steps you would take if a service user wanted to make a complaint?</p>	<p>Complaints procedures are beneficial to the organisation because they create a transparent, fair, equal and honest culture which upholds service user rights. 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.</p> <p>Every organisation will have a different procedure to follow but the follow steps are an indication of what you may expect your staff member to do:</p> <ul style="list-style-type: none"> • 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

			<ul style="list-style-type: none">• Remain non judgemental 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
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Module 2 Be able to communicate effectively

Outcomes	Guidance	Sample Questions	Managers Notes
2.1 Developing effective relationships with service users and carers	Consider how good communication promotes quality care and establishes trust	Why is it important to develop effective relationships with service users and carers?	Established trust and understanding can lead to providing quality care and support which reflects the needs, aspirations and wishes of the individual
2.2 Establishing the service user's communication and language needs, wishes and preferences	Consider competence to utilise verbal, non verbal, written, visual and digital skills	List 4 ways you can establish the service user's communication and language needs , wishes and preferences	<p>Asking the individual how they wish to be communicated with.</p> <p>Observations of and asking how others (family/friends) communicate successfully with an individual.</p> <p>Check back with the person that you are understanding correctly what has been said by summarising what you have heard</p> <p>Check the individual care plan which describes the most suitable communication methods for the individual.</p>
2.3 Using the range of communication methods and styles to meet the service user's communication needs, wishes and preferences	Consider communication style and methods relevant to the service user group	Name and describe 4 methods of communication suitable to the people you support	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

<p>2.4 Recognising and addressing barriers to effective communication</p>	<p>Consider diversity and cultural differences</p>	<p>Give 4 examples of barriers to effective communication</p> <p>Explain what you may do to overcome each of these barriers</p>	<p>Barriers may include</p> <ul style="list-style-type: none"> • 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 <p>Overcoming these barriers depend on establishing a good working relationship with a person and developing effective communication tools such as 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, develop active listening skills etc.</p>
<p>2.5 Working effectively as part of a team, sharing relevant information to ensure the service user receives the best support and care possible</p>	<p>This involves giving and receiving appropriate, relevant, accurate, factual information through verbal and written communication</p>	<p>How can poor communication among team members affect the care and support of a service user?</p> <p>Name 4 ways in which you are expected to communicate with your team members about an individual in the interest of providing the best care and support?</p>	<p>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 the service users.</p> <p>Refer to the organisation's communication policy – it may include; Assessments, care plans, supervision, team meetings, reviews, daily care reports, risk management plans, etc.</p>

<p>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</p>	<p>Refer to the organisation's up-to-date policy and procedures on confidentiality</p>	<p>Explain what is meant by confidentiality and how it applies to your role?</p> <p>State two pieces of legislation which incorporate an individual's right to confidentiality and explain how they apply to the service users you support</p>	<p>Being entrusted with private information which is limited to the person(s) authorised to use that information with the consent service user. .</p> <p>Data Protection Act 1998 - This Act applies to any public service provider. It s that any person has the right to confidentiality, to know which information is collected and that this data is up-to-date. Data should not be held for longer than necessary and everyone has the right to give information.</p> <p>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.</p>
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Module 3 Deliver person-centred care and support which is safe and effective

Outcomes	Guidance	Sample Questions	Managers Notes
<p>3.1 Promoting and applying person-centred values in your day to day work with services users and carers</p>	<p>The Human Rights Act 1998 – sets out the human rights of people in the UK</p>	<p>List the 8 person centred values from the Act.</p> <p>For each one describe:</p> <ul style="list-style-type: none"> • what it is • why the value matters <p>How do you apply person centred values in your day to day work?</p>	<p>The 8 person centred values you are looking for are; individuality, rights, choice, dignity, privacy, independence respect and partnership. Values act as guiding principles that help to put the interests of the service user receiving care or support at the centre of everything.</p> <p>The 8 person-centred 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.</p>
<p>3.2 Delivering care in line with assessed needs and service user and carer preferences</p>	<p>Departmental Guidance -</p> <p><u>People First, Care Management: Guidance on Assessment and the Provision of Community Care</u></p>	<p>What is an ‘assessment of need’?</p> <p>What areas would you expect to be covered in an assessment of need</p> <p>How would you incorporate the assessed needs of a service user with their preferences?</p>	<p>Assessment of need is assessing people’s needs and their eligibility for publicly funded care and support.</p> <p>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.</p>

Guidance 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 network 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 needed to be provided.

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.

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

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.

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?

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 by helping a person to understand taking informed risks goes hand in hand with responsibility.

<p>3.4 Contributing to the risk assessment process by identifying and reporting risks and concerns</p>	<p><u>Good Practice Guidance on the Assessment and Management of Risk in Mental Health and Learning Disability Services May 2010</u></p>	<p>What are the 5 key steps to a risk assessment?</p> <p>In line with your organisation's policy and procedures what information must be reported and recorded in relation to risk assessment</p>	<p>The Health and Safety Executive (HSE) propose five steps to risk assessments:</p> <ol style="list-style-type: none"> 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 if necessary
<p>3.5 Contributing to the planning process with service users and carers</p>	<p><u>SCIE – Person Centred Care</u></p> <p><u>Social Care Council's – Values behaviours and Person Centred Practice</u></p>	<p>Explain how person centred planning and practice supports the people you support/care for</p>	<p>You will expect new workers to understand the following key principle;</p> <ul style="list-style-type: none"> • The person 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 and ongoing listening, learning, and further action is part of an on-going cycle.

<p>3.6 Working in partnership with service users to enable them to achieve their goals and be as independent as possible</p>	<p>For effective partnership partners should::</p> <ul style="list-style-type: none"> • Communicate • Coordinate • Cooperate <p>What are the benefits of partnership working? A partnership approach founded on co-operation and collaboration between all relevant providers will have a number of benefits for service users and service providers</p>	<p>Describe what is meant by the term Active participation?</p> <p>What are the benefits to active participation?</p> <p>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</p>	<p>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</p> <p>Some of the primary benefits may include:</p> <ul style="list-style-type: none"> • Greater activity levels because you 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.
<p>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</p>	<p>Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when developing, implementing and reviewing care plans</p>	<p>What is a care and support plan?</p> <p>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?</p>	<p>The care plan will include all aspects of the individual's care needs which need to be adhered to within any setting in which the individual is placed. It addresses the holistic needs of the individual</p> <p>Depending on the role of the new worker, the role of developing care and support plans and/or risk management plans may include:</p>

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

- 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
- 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, updating, review, sharing and storage of care and support plans and management risk plans

<p>3.8 Contributing to the implementation of care or support plans and risk management plans</p>	<p>Workers should be encouraged to contribute to care and support plans appropriate to their role</p>	<p>Within your role what are your responsibilities for the implementation of a care and support plan and risk management plan?</p>	<p>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</p> <ul style="list-style-type: none"> • consistent • effective • inclusive <p>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.</p> <p>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</p>
<p>3.9 Participating in the review of care or support plans and/or risk management plans where appropriate</p>	<p>Workers should be aware of their role in the reviews of the different plans and be encouraged to participate as fully as possible</p>	<p>Explain how you contribute to the review of care and support plans</p>	<p>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:</p> <ul style="list-style-type: none"> • 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

			<ul style="list-style-type: none"> • 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
<p>3.10 Supporting service users with their daily living</p>	<p>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</p>	<p>Give an example of how you have supported a service user with their daily living?</p> <p>Give an example when you have had to change the way you support or care for a service user.</p>	<p>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</p> <ul style="list-style-type: none"> • placing the individual's 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

<p>3.11 Supporting service users to retain, regain and develop skills to manage their daily living</p>	<p>Workers should be able to demonstrate understanding of the term Reablement</p>	<p>Why may service users need help to retain, regain and develop skills to manage their daily lives?</p> <p>How can retaining, regaining and developing new skills benefit a person?</p>	<p>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.</p> <p>Benefits of new skills may include:</p> <ul style="list-style-type: none"> Self determination Control Choice Independence Increased confidence and self esteem Better emotional, psychological, physical and social wellbeing
<p>3.12 Contributing to the physical and emotional well-being of service users and carers</p>	<p>Social care staff are in a unique position as they have daily contact and may be the best placed to see any decline in an individual's wellbeing and will be able to report that through the agency's reporting process before it becomes a problem</p> <p>Workers should be aware of the positive/negative impact their actions can have on service users.</p>	<p>Give an example of how you have supported a service user with physical or emotional wellbeing?</p>	<p>'Wellbeing' 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</p> <ul style="list-style-type: none"> • control by the individual over their day-to-day life (including over care and support provided and the way they are provided) • 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.

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

Community care Northern Ireland

Consent guides for healthcare professionals

What is meant by informed choice?

What piece of legislation relates to capacity and consent in Northern Ireland.

Give a brief summary of the guidance regarding capacity and consent

What skills and methods can help a service user make informed choices and actively participate in the decision-making process

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 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.

<p>3.14 Supporting service users to develop and maintain social networks and relationships</p>	<p>Managers should consider how specific staff roles and responsibilities can influence/impact on how individual staff members can support service users</p> <p>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</p> <p><u>Shielding, Social Isolation and Staying Connected</u></p>	<p>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?</p> <p>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?</p> <p>How can we increase the integration of a person into local community life?</p>	<p>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.</p> <p><u>Shielding, Social Isolation and Staying Connected</u></p>
<p>3.15 Contributing to effective group care where appropriate</p>	<p>Workers should be aware of the guidelines and standards that govern the provision of group care e.g. <u>DOH Minimum Standards</u> and <u>RQIA's inspection approach</u></p>	<p>Explain how you have provided individualised care to a service user/resident in a group setting (e.g. day care, care home)</p>	<p>Managers should consider</p> <p>The Senses Framework: <u>Improving Care For Older People Through a Relationship-Centred Approach</u> And The resources available at <u>http://myhomelife.org.uk/resources-and-information/</u></p>

<p>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</p>	<p>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.</p>	<p>Explain how you would approach ending involvement with a service user?</p> <p>What information would you provide to the service user at the end of your involvement?</p>	<p>Involve, if appropriate, the care/support worker in the planning to end a service</p> <p>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</p>
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Module 4 Support the safeguarding of individuals

Outcomes	Guidance	Sample Questions	Managers Notes
4.1 Knowing the main types of abuse and the factors that may make a service user or carer vulnerable to harm or abuse	Refer to regional and organisational policy and procedures on safeguarding	Name and explain the main types of abuse? What are the factors that may make a service user or carers at risk of harm?	<u>Social Care Council's Safeguarding Learning Resource</u> <u>Ni Adult Safeguarding Partnership</u> <u>Safeguarding Vulnerable Groups – Disclosure and Barring Service</u>
4.2 Knowing the regional policies and procedures relating to safeguarding	Be aware of all relevant legislation and guidance depending on the people you support. For example; <u>The United Nations Convention on the Rights of the Child</u> <u>NI Adult Safeguarding Partnership</u> <u>Safeguarding Vulnerable Groups – Disclosure and Barring Service</u> <u>NI Direct – Human Rights</u> <u>United Nations Convention on the Rights of Disabled People(2006)</u>	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 safeguarding protection process	Regional policies and procedures set clear safeguarding expectations across the range of organisations within Northern Ireland. For example; The need for Access NI checks and their importance to the safeguarding process. Refer to the list in the guidance section. The safeguarding protection process includes; <ol style="list-style-type: none"> 1. referral and screening 2. strategy discussion 3. investigation and assessment 4. implementation / protection plan 5. monitoring / reviews 6. closure

<p>4.3 Knowing your own role and responsibilities in relation to safeguarding</p>	<p>Up- to -date organisational policy and procedures on Safeguarding</p> <p><u>Social Care Council's Safeguarding Learning Resource</u></p>	<p>What is meant by the term 'safeguarding'?</p> <p>What are your main responsibilities in relation to safeguarding ?</p>	<p>Safeguarding policy now refers to 'risk of harm' instead of the term 'vulnerability' as this was often misinterpreted.</p> <p>It involves empowering and enabling people, including those at risk of harm, to manage their own health and well-being 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</p> <p>Main responsibilities include</p> <ul style="list-style-type: none"> • 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.
<p>4.4 Recognising the signs and symptoms of harm or abuse when present</p>	<p><u>Recognising adult abuse, exploitation and neglect</u></p>	<p>Using the main types of abuse already described give examples of the possible signs and symptoms of each type of abuse</p>	<p>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:</p> <ul style="list-style-type: none"> • 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;

	<p><u>Ni Adult Safeguarding Partnership</u></p> <p><u>Social Care Council's Safeguarding Learning Resource</u></p>		<ul style="list-style-type: none"> • 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.
<p>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</p>	<p>This should be covered in safeguarding training at the beginning of a new worker's employment</p> <p>Refer to organisational policy and procedures</p>	<p>List the action you MUST take if harm or abuse is suspected or disclosed to you.</p>	<p>As a manger 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;</p> <ul style="list-style-type: none"> • Ensuring that the person is safe from any further harm or abuse

			<ul style="list-style-type: none"> • 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
<p>4.6 Reporting suspected or actual harm or abuse to the designated person in accordance with employer safeguarding policies</p>	<p>Refer to organisational procedures for clear direction of what must be recorded and what format is appropriate</p>	<p>Referring to your organisational policy and procedures describe how you are required to report suspected or actual harm or abuse?</p>	<p>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.</p> <p>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.</p>

Module 5**Maintain Health and safety at work**

Outcomes	Guidance	Sample Questions	Managers Notes
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	<p>Health and Safety at Work Act 1974</p> <p>The Management of Health and Safety at Work Regulations 1999</p> <p>The Regulatory Reform (Fire Safety) Order 2005</p> <p>Control of Substances Hazardous to Health Regulations (COSHH) 2002</p> <p>The Manual Handling Operations Regulations 1992</p> <p>The Provision and Use of Work Equipment Regulations 2002</p> <p>The Lifting Operations and Lifting Equipment Regulations 1998 (LOLER)</p> <p>How to safely store and dispose of substances and articles that are harmful to health</p> <p>Emergency first aid course</p> <p>Food hygiene awareness</p>	<p>Why are health and safety policy and procedures important in your workplace?</p> <p>What legislation underpins policies and procedures in your workplace?</p> <p>What does COSHH stand for and give a summary of what this refers to.</p>	<p>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</p> <p>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.</p> <p>In practical terms it means</p> <ul style="list-style-type: none">• Avoiding the use of harmful substances• Keeping them under lock and key• Providing suitable protective clothing to protect staff from harm

<p>5.2 Applying your organisation's policies and procedures in relations to medication and health care tasks</p>	<p>Policy and procedures for the safe handling of medication in social care settings</p>	<p>Who can handle medication in the workplace</p> <p>What is the difference between self medication and assisted medication?</p> <p>When administering medication there are 7 "rights" that can help a worker make sure they are giving the correct medication – what are these 7 "rights?"</p> <p>Describe your organisational procedure in relation to the storage and disposal of medication</p>	<p>Anyone who is trained to do so.</p> <p>Self medication is when the service user is in charge of their own medication</p> <p>Assisted medication is when the service user needs a considerable amount of help with their medication</p> <p>The right person The right medication The right time The right dose The right method The right procedure The right records</p>
<p>5.3 Applying your organisation's policies and procedures in relation to moving and handling service users</p>	<p>Knowledge of moving and handling policy and procedures Relevant training on moving and handling prior to using moving and handling equipment</p>	<p>What piece of legislation on moving and handling underpins your organisation's policy and procedures?</p> <p>What main points are covered in your organisational moving and handling procedures?</p>	<p>Moving and Handling Operations Regulations</p> <p>Procedures may vary but you will expect the following to be covered</p> <ul style="list-style-type: none"> • 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 • Use safe lifting techniques which must be covered by appropriate training prior to moving and handling •

<p>5.4 Knowing what you can and cannot do relating to general health and safety commensurate with your role and training</p>	<p>Health & Safety Executive Northern Ireland (HSENI). This site carries up-to-date information on health and safety issues</p> <p>Injuries, Diseases and Dangerous Occurrences Regulations 2013 – are often referred to as ‘RIDDOR’.</p>	<p>List 3 things you CANNOT do in relation to health and safety appropriate to your role</p> <p>List 3 things you CAN do in relation to health and safety appropriate to your role?</p>	<p>You must not attempt to undertake any emergency first aid that you have not been trained to offer</p> <p>You must not use moving and handling equipment if you have not been trained to do so</p> <p>You should not undertake risk assessments without the contribution of others</p> <p>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.</p> <p>Tell your line manager if you need extra support or training in regard to any health and safety issue so you feel confident to deal with these issues</p> <p>Read and observe all organisational procedures, and guidance to ensure you have knowledge of your responsibilities</p>
<p>5.5 Recognising the risks to your personal safety and wellbeing in your work setting and taking steps to minimise these</p>	<p>The Management of Health and Safety at Work Regulations 1999</p>	<p>List 3 areas of risk to your personal safety</p> <p>What steps would you take in each situation to ensure you minimise these risks</p>	<p>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.</p> <p>Examples given may include;</p> <ul style="list-style-type: none"> Lone working Cross infection Fire safety Contamination with clinical waste Stress

Module 6 Develop yourself as a social care worker

Outcomes	Guidance	Sample Questions	Managers notes
<p>6.1 Being aware of the relevant standards that relate to your work role</p>	<p><u>Northern Ireland Social Care Council – Standards of Conduct and Practice for Social Care Workers</u></p> <p><u>Quality Standards for Health and Social Care</u></p>	<p>What is a standard?</p> <p>Why are standards important?</p> <p>What are the values that underpin the Social care Council’s Standards of Conduct and Practice?</p> <p>What is meant by standards of conduct?</p> <p>What is meant by standards of practice?</p>	<p>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.</p> <p>Standards are important because they raise and maintain a certain quality of care and support expected by those who receive it.</p> <p>The standards of conduct describe the values, attitudes and behaviours expected of social care workers in their day to day work</p> <p>The values include;</p> <ul style="list-style-type: none"> • 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 • Acting in the best interest 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 <p>The standards of practice outline the knowledge and skills required for competent practice</p>

<p>6.2 Evaluating your knowledge, performance and understanding against relevant standards</p>	<p><u>Quality Standards for Health and Social Care</u></p>	<p>State and give a brief summary of each standard of practice as described by the Social care Council</p> <p>Describe 3 different learning opportunities you have experienced and how your understanding has developed as a result</p>	<p>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</p> <p>Standard 6 - Develop yourself as a social care worker</p> <p>Learning opportunities may include;</p> <ul style="list-style-type: none"> • Training • Shadowing another experienced worker • Mentoring • Coaching • Reflection • Feedback
<p>6.3 Reflecting on your practice to continuously improve the quality of service provided</p>	<p>Knowledge of the job description specific to the workers role</p> <p>Knowledge of your organisations values, aims and objectives and</p> <p><u>Working in Social Care</u></p> <p><u>Values, Behaviours and Person Centred Practice</u></p>	<p>Using self reflection explain how your attitude values beliefs have changed having started your new role within the organisation</p>	<p>These personal reflections will all be different depending on the personal journey taken by each new worker.</p> <p><u>For more information and guidance refer to the Personal Attributes and Behaviours section of the Value Based Recruitment Toolkit</u></p>

<p>6.4 Using sources of support for your personal development, including supervision, appraisals and training</p>	<p>Organisational policy and procedures for supervision and appraisal</p>	<p>Explain what supervision means within your workplace and what the supervisor and the supervisee expectations are of each other</p> <p>What is an appraisal and how does it differ from supervision?</p> <p>What source of support has been most beneficial to your personal development and explain how this has been helpful</p>	<p>'Supervision' has two meanings in social care and health work:</p> <p>'working under supervision' means that you are working within the sight of a more experienced worker, not necessarily your manager, who is overseeing your work</p> <p>'supervision sessions' are pre-arranged meetings between you and your manager or supervisor in order to discuss your performance and development.</p> <p>Workers must demonstrate that they understand supervision and support systems in the workplace and what is expected from them and by them.</p> <p>An appraisal is a one-to-one meeting, usually once a year, between you and your 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.</p>
<p>6.5 Seeking and using feedback, including that from service users and carers to help you develop and improve the way you work</p>	<p>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.</p>	<p>What is the difference between formal and informal feedback?</p>	<p>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.</p>

		<p>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.</p> <p>What steps can you take to actively encourage feedback for service users and carers to inform your quality of care?</p>	<p>Informal feedback happens in day-to-day discussion with work colleagues, managers or the individuals for whom you provide care and support.</p> <p>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</p>
<p>6.6 Recording progress in relation to your personal development</p>	<p>Organisational procedures on personal development plans</p> <p>All social care workers registered with the Social Care Council are required to record their Post Registration Training and Learning – visit the PRTL and CPD pages for information and resources</p>	<p>What is a personal development plan?</p> <p>Give 2 examples of learning and development you have done</p> <p>And 2 examples of your objectives in relation to your development needs and the action plan you have made to ensure they happen</p> <p>Who is responsible for making sure your personal development plan is followed?</p>	<p>A personal development plan (PDP) is an action plan that helps you get organised, identifies learning and development needs to help you do your job better or help in your career, and then tracks progress.</p> <p>Look for examples whereby new workers have development plans to use their strengths and well as having objectives of areas that need to be improved</p> <p><u>Social Care Council PRTL Guidance</u></p>

Module 7 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 your and your staff's practice and the Induction Practice Standards

Outcomes	Guidance	Sample Questions	Managers Notes
<p>1 Protect the rights and promote the interests and wellbeing of service users and carers</p>	<p><u>Human Rights Act 1998</u></p> <p><u>United Nations Convention on the rights of People with Disabilities</u></p>	<p>What are the main human rights as stated in the Human Rights Act</p> <p>Give an example of how you have promoted and protected the rights of the service users and carers you support</p>	<p>Refer to the human rights act of a full list of rights.</p> <p>Examples will vary depending on each work setting – Examples may be in relation to privacy, family life, education, health, freedom from discrimination, etc</p>
<p>2 Strive to establish and maintain the trust and confidence of service users and carers</p>	<p><u>Data Protection Act 1998</u></p> <p>The General Data Protection Regulation (GDPR) is a set of EU-wide data protection rules that have been brought into UK law as the Data Protection Act 2018.</p> <p>For more information click <u>here</u></p>	<p>Give the eight 'data protection principles'</p>	<p>Everyone responsible for using data has to follow strict rules called 'data protection principles.'</p> <p>Data should be:</p> <ul style="list-style-type: none"> ○ Used fairly and lawfully ○ Used for limited, specifically stated purposes ○ Used in a way that is adequate, relevant and not excessive ○ Accurate

			<ul style="list-style-type: none"> ○ 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
<p>3 Promote the autonomy of service users while safeguarding them as far as possible from danger or harm</p>	<p>Safeguarding policy and procedures Autonomy promotes the individual's right to make their own informed choices.</p>	<p>Explain what autonomy is in social care Give an example of how you promote a service user's autonomy/independence Who would you report unsafe practice to?</p>	<p>Further Information and Advice</p> <ul style="list-style-type: none"> ● <u>Dignity and Choice in care</u> ● <u>Northern Ireland Adult Safeguarding Partnership</u>
<p>4 Respect the rights of service users while seeking to ensure that their behaviour does not harm themselves or other people</p>	<p>What is your organisation's risk assessment and risk management guidance</p>	<p>Explain how you reduced the risk to a service user by following your organisation's risk assessment and management procedures.</p>	<p>'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 longer-term healthcare' - <u>HSE Sensible risk assessment in care settings</u></p>
<p>5 Uphold public trust and confidence in social care services</p>	<p><u>Working in Social Care</u> <u>Values Behaviours and Person Centred Practice</u></p>	<p>List 3 things as a social care worker you must not do</p>	<p>Registration on the Social Care Register recognises an individual's commitment to providing quality social care services. Being registered means that staff are required to meet the Standards for their Conduct and Practice.</p>

		<p>Explain why you as a social care worker have personal responsibility for upholding public trust in social care services?</p>	<p>It shows that they are suitably trained, professional in their practice and accountable for the standard of the care they provide.</p> <p><u>Towards Safe, Effective and Compassionate Care.</u></p>
<p>6 Be accountable for the quality of your work and take responsibility for maintaining and improving your knowledge and skills</p>	<p>Reflective practice and the identification of training and skill development</p> <p>All social care workers registered with the Social Care Council are required to record their Post Registration Training and Learning – visit the <u>PRTL</u> and <u>CPD</u> pages for information and resource</p>	<p>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?</p>	<p>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.</p> <p><u>PRTL and the Continuous Learning and Development Standards</u> provide a focus for learning for social care workers and for PRTL activity by specifying common and relevant standards that must be met by all social care registrants.</p>

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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