

Induction Programme

Develop Yourself as a Social Care Worker



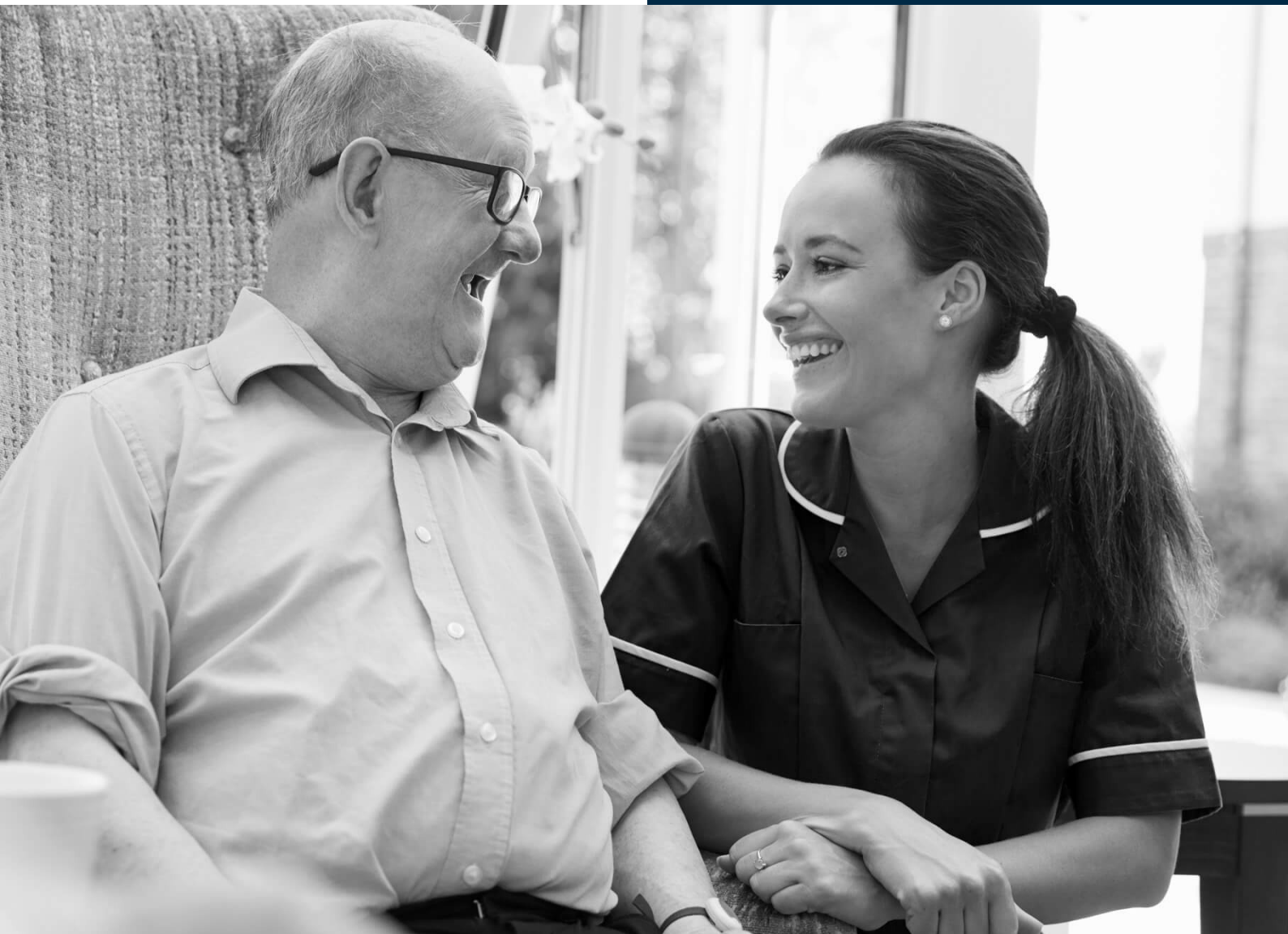
Welcome

Welcome to your new role. It is one in which you will be able to make a real difference to the lives of the people you work with.

Any new role brings with it new things to learn. You are being asked to complete the NISCC Induction Programme to help you build your confidence and make sure you have the skills and knowledge to succeed in your job. Your manager and work colleagues will help you during your induction and you should use the opportunity to ask about anything you do not understand or do not know how to do. Induction is the first step along a learning and developing pathway that will continue throughout your career.

As a registered social care worker you are required to work to the NISCC Standards of Conduct and Practice which are binding on all social care workers. Social care workers are required to be 'accountable for the quality of your work and take responsibility for maintaining and improving your knowledge and skills'. (Standard 6 of the NISCC Standards of Conduct) and 'Develop yourself as a social care worker' (Standard 6 of the NISCC Standards of Practice).

This workbook explains what induction is, what to expect when you start your new job, plus how induction can put you on the right track for giving high-quality care and support and assist you in future learning and development.





Standards for Employers of Social Workers and Social Care Workers

Your employer and managers or supervisors have a responsibility to support and guide you through the Social Care Council Induction Programme, as well as your continued learning and development.

Social care employers must meet the standards set out in the Social Care Council Standards for Employers of Social Workers and Social Care Workers. These standards require employers to establish a competent workforce and to support employees to develop their skills and knowledge. Successfully completing induction is part of this.

Social Care Council Induction

This edition of the workbook for the NISCC Induction Programme has been developed for new social care workers in Northern Ireland. There is a separate publication for managers and supervisors.

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

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

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 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.





How to Use Your Workbook

This is your induction workbook, when completed it will act as proof that you have completed your induction and it can be used to show evidence for your Post Registration Training and Learning (PRTL).

This workbook has been designed to help you work through the induction phase of your new role. There are sample questions for each of the learning outcomes. It is not intended that you should write exam-type answers to these questions. If any of the examples do not fit with your work or workplace, then you and your manager should think of examples which do fit with your work.

It is also useful to collect further learning materials that are relevant to your induction. Examples of further learning materials could include:

- Employer pack material
- Employer's Health and Safety Statement
- Employer's Policy/ Procedures documents
- Employer induction materials

'Evidence' should be used to record any other evidence of learning which you collect, for example, supervision and assessment notes. Date signed off' is simply a space for you and your manager to keep a note of which outcomes you have covered. Your manager can put the date and their initials against the outcomes as you demonstrate that you have achieved that area of learning, either in practice or through some form of assessment.

At the end of this booklet there is a 'Certificate of Successful Completion' to be completed and signed by your assessing manager when you have completed the Social Care Council Induction Programme.

Finally, there is a section for you to make notes as you work through your induction.



What to Expect from Your Manager

The NISCC Induction Programme has been designed to help make sure you can provide a quality service for the people you support, and that includes making sure you are safe to leave alone with responsibilities.

It is your manager who will make the decision about when you have successfully completed induction and that you are safe to work on your own. Your manager has a legal and professional obligation to ensure:

- The safety and well-being of individuals whom the organisation supports
- The safety and well-being of you and your colleagues while at work

During your induction period (which could last between three and six months) you will be assessed to make sure that you have understood everything that you have learned. This assessment will be carried out by someone within your organisation, for example, your line manager.



Completing Induction

The following information will help you and your manager plan how you complete this induction workbook.

The first section of each module in this workbook details the learning outcomes of the module, along with guidance and sample questions.

Your employer will have arranged for you to attend induction training. This training may well include handouts on specific topics, you may be advised to take notes during the training, you may take part in group work/exercises—you should keep a record/note of all this, it will help you when you come to complete this workbook.

The evidence could be:

- A list of questions and your answers to them
- Copies of the exercises you need during training

CHECKLIST



Module 1

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

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

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

Sample Questions 1a. Give a definition for the Terms: Values, Aims and Objectives.
1b. Describe the Values, Aims and Objectives of your organisation.

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

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

Sample Questions What is a policy?
What is a procedure?
Why are policies and procedure important within your organisation?
Pick one organisational policy and describe how it affects your work?
Where are the policies and procedures for your organisation kept?

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

Guidance Understanding of the specifics within the job description.

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

Module 1

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

Outcome

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

Guidance

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

Sample Questions

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

Outcome

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

Guidance

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

Sample Questions

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

- Literacy skills
- Numeracy skills
- Communication skills

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

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

- Literacy
- Numeracy
- Communication

Outcome

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

Guidance

Workers should know that records are legal documents.

Sample Questions

What records are you expected to keep regarding:

- People you support
- Your organisation
- Your employment

Module 1

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

Outcome

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

Guidance

Incidents, accidents, case notes, medicine records.

Sample Questions

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

- Adverse events
- Errors
- Near misses
- Incidents

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

Outcome

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

Guidance

Be aware of the organisation's complaints procedure.

Sample Questions

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

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

Evidence Module 1

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

Outcomes	Evidence	Date Signed off
1.1 Knowing the aims, objectives and values of the service in which you work		
1.2 Accessing full and up to date details of policies, procedures and agreed ways of working from your employer and adhering to them		
1.3		
1.4 Prioritising and managing your work effectively		
1.5 Working in partnership with key people, advocates and others who are significant to individual service users and carers		
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		
1.7 Keeping records that are up to date, complete, accurate and legible		
1.8 Reporting on adverse events, incidents, errors and near misses, that are likely to affect the quality of care and wellbeing of service users or carers		
1.9 Responding appropriately to comments and complaints in accordance with your organisations complaints procedure.		

Module 2

Be able to communicate effectively.

Outcome 2.1 Developing effective relationships with service users and carers.

Guidance Consider how good communication promotes quality care and establishes trust.

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

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

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

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

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

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

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

Outcome 2.4 Recognising and addressing barriers to effective communication..

Guidance Consider how good communication promotes quality care and establishes trust.

Sample Questions Give four examples of barriers to effective communication.
Explain what you may do to overcome each of these barriers.

Module 2

Be able to communicate effectively.

Outcome

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

Guidance

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

Sample Questions

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

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

Outcome

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

Guidance

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

Sample Questions

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

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

Evidence Module 2

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

Outcomes	Evidence	Date Signed off
2.1 Developing effective relationships with service users and carers		
2.2 Establishing the service users communication and language needs, wishes and preferences		
2.3 Using the range of communication methods and styles to meet the service users communication needs, wishes and preferences		
2.4 Recognising and addressing barriers to effective communication		
2.5 Working effectively as part of a team, sharing relevant information to ensure the service user receives the best support and care possible		
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		

Module 3

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

Outcome

3.1 Promoting and applying person-centred values in your day to day work with services users and carers.

Guidance

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

Sample Questions

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

- What it is
- Why the value matters

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

Outcome

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

Guidance

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

Sample Questions

What is an 'assessment of need'?

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

Outcome

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

Guidance

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

Sample Questions

What is Risk?

What is a risk assessment?

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

What is meant by the term risk enablement?

Module 3

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

Outcome

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

Guidance

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

Sample Questions

What are the five key steps to a risk assessment?

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

Outcome

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

Guidance

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

Sample Questions

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

Outcome

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

Guidance

Sample Questions

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

What are the benefits to "Active Participation"?

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

Module 3

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

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

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

Sample Questions What is a care and support plan?

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

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

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

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

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

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

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

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

Module 3

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

Outcome 3.10 Supporting service users with their daily living.

Guidance

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

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

Sample Questions

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

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

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

Guidance

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

Sample Questions

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

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

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

Guidance

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

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

Sample Questions

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

Module 3

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

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

Guidance Community care Northern Ireland
Consent guides for healthcare professionals

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

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

Guidance Managers should consider how specific staff roles and responsibilities can influence/ impact on how individual staff members can support service users.
Social isolation, can exacerbate a person's feelings of low self-worth, shame, loneliness, depression and other mental health concerns. Thus social isolation can be both a cause and symptom of other mental health issues.

Sample Questions How and where can you access information and support that can inform your practice about supporting individuals to develop and maintain social networks and relationships?
What issues are likely to arise when supporting service users to develop, maintain and move on from relationships and social networks and how would you support the service user to deal with these?
How can we increase the integration of a person into local community life?

Outcome 3.15 Contributing to effective group care where appropriate.

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

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

Module 3

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

Outcome

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

Guidance

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

Sample Questions

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

Evidence Module 3

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

Outcomes	Evidence	Date Signed off
3.1 Promoting and applying person centred values in your day to day work with service users and carers		
3.2 Delivering care in line with assessed needs and service user and carer preferences		
3.3 Understanding risk assessments appropriate to your role, in partnership with service users, carers, and other key people		
3.4 Contributing to the risk assessment process by identifying and reporting risks and concerns		
3.5 Contributing to the planning process with service users and carers		
3.6 Working in partnership with service users to enable them to achieve their goals and be as independent as possible		
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		
3.8 Contributing to the implementation of care or support plans and risk management plans		
3.9 Participating in the review of care or support plans and/or risk management plans where appropriate		

Evidence Module 3

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

Outcomes	Evidence	Date Signed off
3.10 Supporting service users with their daily living		
3.11 Supporting service users to retain, regain and develop skills to manage their daily living		
3.12 Contributing to the physical and emotional well-being of service users and carers		
3.13 Enabling service users and carers to make informed choices about their lives and to actively participate in decision making processes		
3.14 Supporting service users to develop and maintain social networks and relationships		
3.15 Contributing to effective group care where appropriate		
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		

Module 4

Support the safeguarding of individuals.

Outcome

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

Guidance

Refer to regional and organisational policy and procedures on safeguarding.

Sample Questions

Name and explain the main types of abuse?

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

Outcome

4.2 Knowing the regional policies and procedures relating to safeguarding.

Guidance

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

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

The Children (Northern Ireland) Order (1995)

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

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

Adult Safeguarding Prevention and Protection in Partnership July (2015)

Safeguarding Vulnerable Groups (Northern Ireland) Order 2007

The Human Rights Act (1998)

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

Sample Questions

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

Give a summary of the importance of that legislation.

Explain the six steps of the safeguarding protection process.

Module 4

Support the safeguarding of individuals.

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

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

Sample Questions What is meant by the term 'safeguarding'?
What are your main responsibilities in relation to safeguarding?

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

Guidance Recognising adult abuse, exploitation and neglect

Adult Safeguarding Prevention and Protection in Partnership (2015)

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

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

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

Refer to organisational policies and procedures.

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

Module 4

Support the safeguarding of individuals.

Outcome

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

Guidance

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

Sample Questions

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

Evidence Module 4

Support the safeguarding of individuals.

Outcomes	Evidence	Date Signed off
<p>4.1 Knowing the main types of abuse and the factors that may make a service user or carer vulnerable to harm or abuse</p>		
<p>4.2 Knowing the regional policies and procedures relating to safeguarding</p>		
<p>4.3 Knowing your own role and responsibilities in relation to safeguarding</p>		
<p>4.4 Recognising the signs and symptoms of harm or abuse when present</p>		
<p>4.5 Taking the appropriate actions to safeguard a service user or carer if you suspect they are being abused or they disclose that they are being harmed or abused</p>		
<p>4.6 reporting suspected or actual harm or abuse to the designated person in accordance with employer safeguarding policies.</p>		

Module 5

Maintain Health and Safety at work.

Outcome

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

Guidance

Health and Safety at Work Act (1974)

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

The Regulatory Reform (Fire Safety) Order (2005)

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

The Manual Handling Operations Regulations (1992)

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

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

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

Emergency first aid course.

Food hygiene awareness.

Sample Questions

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

What legislation underpins policies and procedures in your workplace?

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

Outcome

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

Guidance

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

Sample Questions

Who can handle medication in the workplace.

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

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

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

Module 5

Maintain Health and Safety at work.

Outcome

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

Guidance

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

Sample Questions

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

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

Outcome

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

Guidance

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

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

Sample Questions

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

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

Outcome

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

Guidance

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

Sample Questions

List three areas of risk to your personal safety.

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

Evidence Module 5

Maintain Health and Safety at work.

Outcomes	Evidence	Date Signed off
<p>5.1 Applying your organisations 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>		
<p>5.2 Applying your organisations policies and procedures in relations to medication and health care tasks</p>		
<p>5.3 Applying your organisations policies and procedures in relation to moving and handling service users</p>		
<p>5.4 Knowing what you can and cannot do relating to general health and safety commensurate with your role and training</p>		
<p>5.5 Recognising the risks to your personal safety and wellbeing in your work setting and taking steps to minimise these</p>		

Module 6

Maintain Health and Safety at work.

Outcome

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

Guidance

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

Quality Standards for Health and Social Care

Sample Questions

What is a standard?

Why are standards important?

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

What is meant by standards of conduct?

What is meant by standards of practice?

Outcome

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

Guidance

Quality Standards for Health and Social Care

Sample Questions

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

Outcome

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

Guidance

Knowledge of the job description specific to the workers role.

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

Sample Questions

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

Module 6

Maintain Health and Safety at work.

Outcome

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

Guidance

Organisational policies and procedures for supervision and appraisal.

Sample Questions

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

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

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

Outcome

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

Guidance

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

Sample Questions

What is the difference between formal and informal feedback?

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

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

Outcome

6.6 Recording progress in relation to your personal development.

Guidance

Organisational procedures on personal development plans.

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

Sample Questions

What is a personal development plan (PDP)?

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

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

Evidence Module 6

Develop yourself as a social care worker.

Outcomes	Evidence	Date Signed off
6.1 Being aware of the relevant standards that relate to your work role		
6.2 Evaluating your knowledge, performance and understanding against relevant standards		
6.3 Reflecting on your practice to continuously improve the quality of service provided		
6.4 Using sources of support for your personal development, including supervision, appraisals and training		
6.5 Seeking and using feedback, including that from service users and carers to help you develop and improve the way you work		
6.6 Recording progress in relation to your personal development		

Module 7

Understand how the Standards of Conduct underpin all that you do

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

Outcome

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

Guidance

Human Rights Act 1998

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

Sample Questions

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

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

Outcome

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

Guidance

Data protection Act 1998

Sample Questions

Give the eight data protection principles'.

Outcome

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

Guidance

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

Sample Questions

Explain what autonomy is in social care.

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

To whom would you report unsafe practice to?

Module 7

Understand how the Standards of Conduct underpin all that you do

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

Outcome

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

Guidance

Risk assessment and risk management guidance.

Sample Questions

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

Outcome

7.5 Uphold public trust and confidence in social care services.

Guidance

Uphold professional boundaries.

Sample Questions

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

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

Outcome

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

Guidance

Reflective practice and the identification of training and skill development.

Sample Questions

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

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

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

Evidence Module 7

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

Outcomes	Evidence	Date Signed off
7.1 Protect the rights and promotes the interests and wellbeing of service users and carers		
7.2 Strive to establish and maintain the trust and confidence of service users and carers		
7.3 Promote the autonomy of service users while safeguarding as far as possible from danger or harm		
7.4 Respect the rights of service users while seeking to ensure that their behaviour does not harm themselves or other people		
7.5 Uphold public trust and confidence in social care services		
7.6 Be accountable for the quality of your work and take responsibility for maintaining and improving your knowledge and skills		



Certificate of Successful Completion

Your 'Certificate of Successful Completion' must be filled-out and signed by your assessing manager when you have successfully covered all the areas and outcomes in the NISCC Induction Programme.

You should keep this record for future use along with any other evidence and learning materials you have collected. Your manager should also keep a record of your induction (possibly a photocopy of the certificate) for your file and to show to inspectors, e.g. from the Registration and Quality Improvement Authority (RQIA).

If you change jobs before completing induction, your new manager will want to see your workbook to assess what training and learning is required for you to fully complete NISCC's Induction Programme.

If you change jobs after you have successfully completed the Induction Programme, your new manager will want to see your 'Certificate of Successful Completion'.

Irrespective of whether you have changed job to work for a new employer, or have simply changed job roles within the same organisation, your new manager will also want to assess whether you have the knowledge and skills your induction workbook and certificate says you have.



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Successful Completion of Induction

Name:

In Job Role:

At Organisation:

On Date:

I certify that the worker named on this certificate has successfully met all the outcomes in the Social Care Council Induction Programme, has demonstrated the appropriate health and safety mandatory training and is safe to leave alone with responsibility for the individuals she/he is supporting at this stage.

Certified by

**Working together.
Making a difference.**



Northern Ireland

Social

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