# common induction standards (2010 'refreshed' edition) social care (adults, England)

The standards now map across to the mandatory units of the new Health and Social Care to ensure there is consistency of approach for the workforce. There are now eight standards, however they will not take any longer to complete and the core elements are still retained.

# How Many?

**Standard 1** Role of the health and social care worker

**Standard 2** Personal development

**Standard 3** Communicate effectively

**Standard 4** Equality and Inclusion

**Standard 5** Principles for implementing duty of care

**Standard 6** Principles of safeguarding in health and social care

**Standard 7** Person-centred support

**Standard 8** Health and safety in an adult social care setting

# **Standard 1** Role of the health and social care worker

# Responsibilities and limits of your relationship with an *individual*

Working in social care you will have many responsibilities to your employer and to the people you support. You may work with different individuals each with their own preferences, wishes and needs.

# Responsibilities and limits of your relationship with an *individual*

- o Know your main responsibilities to an *individual* you support

- o Be aware of ways in which your relationship with an *individual* must be different from other relationships

# Working in ways that are agreed with your employer

Every employer will have aims and objectives. For some employers, these will be documented and for others, they could be verbal statements. Either way, it is important that you know what your employers aims and objectives are.

# Working in ways that are agreed with your employer

o Be aware of the aims, objectives and values of the service in which you work

o Understand why it is important to work in ways that are agreed with your employer

o Know how to access full and up-to-date details of *agreed ways of working* relevant to your role

o *Agreed ways of working* include policies and procedures where these exist; they may be less formally documented among micro-employers and the self employed

# The importance of working in partnership with *others*

It is essential that you work in partnership with all of the people surrounding the individuals you are supporting in order to ensure the best possible support and care is provided.

# The importance of working in partnership with *others*

o Understand why it is important to work in partnership with carers, families, advocates and *others* who are significant to an *individual*

o Recognise why it is important to work in teams and in partnership with others

o Be aware of attitudes and ways of working that help improve partnership with others

# Be able to handle information in agreed ways

Current legislation requires everyone working in social care to maintain certain records and keep them secure. Different employers will keep different records and in different ways.

Most of the information is sensitive and therefore not available to the general public so it is important that information is stored securely so it cannot be accessed by people who have no right to see it.

# Be able to handle information in agreed ways

o Understand why it is important to have secure systems for recording and storing information

o Be aware of how to keep records that are up to date, complete, accurate and legible

o Be aware of agreed procedures for: recording information, storing information and sharing information

o Be aware of how and to whom to report if you become aware that agreed procedures have not been followed

# Standard 2 Personal development

# Using learning opportunities and reflective practice to contribute to personal development

o Recognise ways to measure how effective a learning activity has been.

o Recognise how you have used a situation at work to improve the way you work

o Understand the system for recording personal development in your work setting

o Know how to record and update your own *continual professional development*

# Standard 3. Communicate effectively
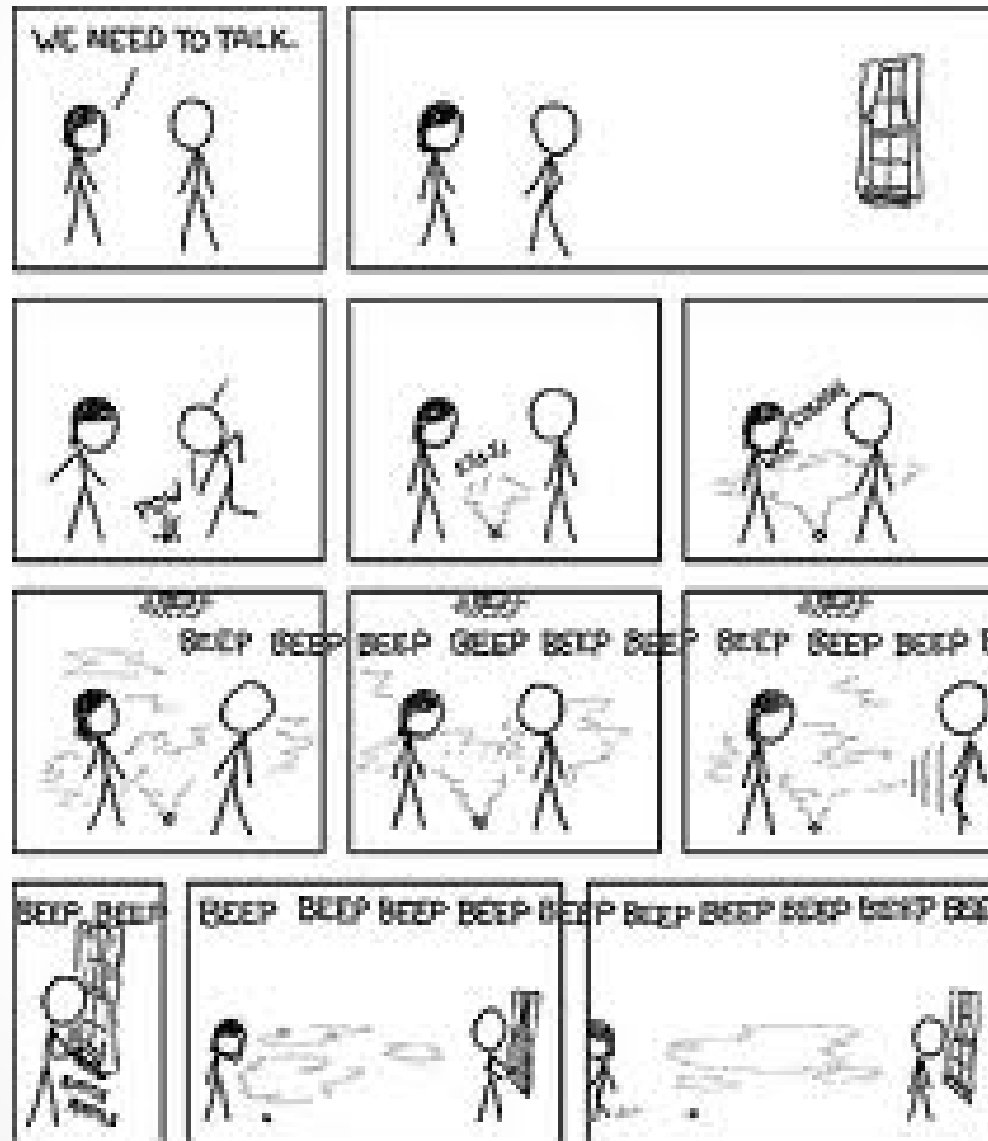
# Importance of effective communication in the work setting

Communication is the giving and receiving of information. It is the foundation of what we do in everyday life. What we say, how we say it and what we do communicates a multitude of messages that are given and received consciously and subconsciously by using different communication methods.

# Importance of effective communication in the work setting

o Be aware of the different reasons why people communicate

o Understand how communication affects relationships in the work setting

o Know why it is important to observe an individual's reactions when communicating with them

# Meeting the communication and language needs, wishes and preferences of *individuals*

o Know how to establish an individual's communication and language needs, wishes and preferences

o Understand a range of *communication methods* and styles that could help meet an individual's communication needs, wishes and preferences

# Overcoming difficulties in promoting communication

- o Recognise barriers to effective communication

- o Be aware of ways to reduce barriers to effective communication

- o Know how to check communication has been understood to minimise misunderstandings when communicating

- o Be aware of sources of information and support or *services* to enable more effective communication

# Understand principles and practices relating to confidentiality

You may have to breach confidentiality if an individual tells you something that puts them, you or someone else at the risk of harm.

You should consult with the policies of your organisation regarding sharing of information and Safeguarding Adults before you are in that position.

There are other situations whether information can be shared, for example, if it is requested for a court case, or if there is a threat to public safety, or the police have

requested information relating to a criminal investigation. You should always refer these requests to your supervisor / manager.

# Understand principles and practices relating to confidentiality

o Understand what confidentiality means in your work role

o Be aware of ways to maintain confidentiality in day to day communication

o Be aware of situations where information normally considered to be confidential might need to be passed on

o Explain how, when and from whom to seek advice about confidentiality

# Standard 4. Equality and inclusion
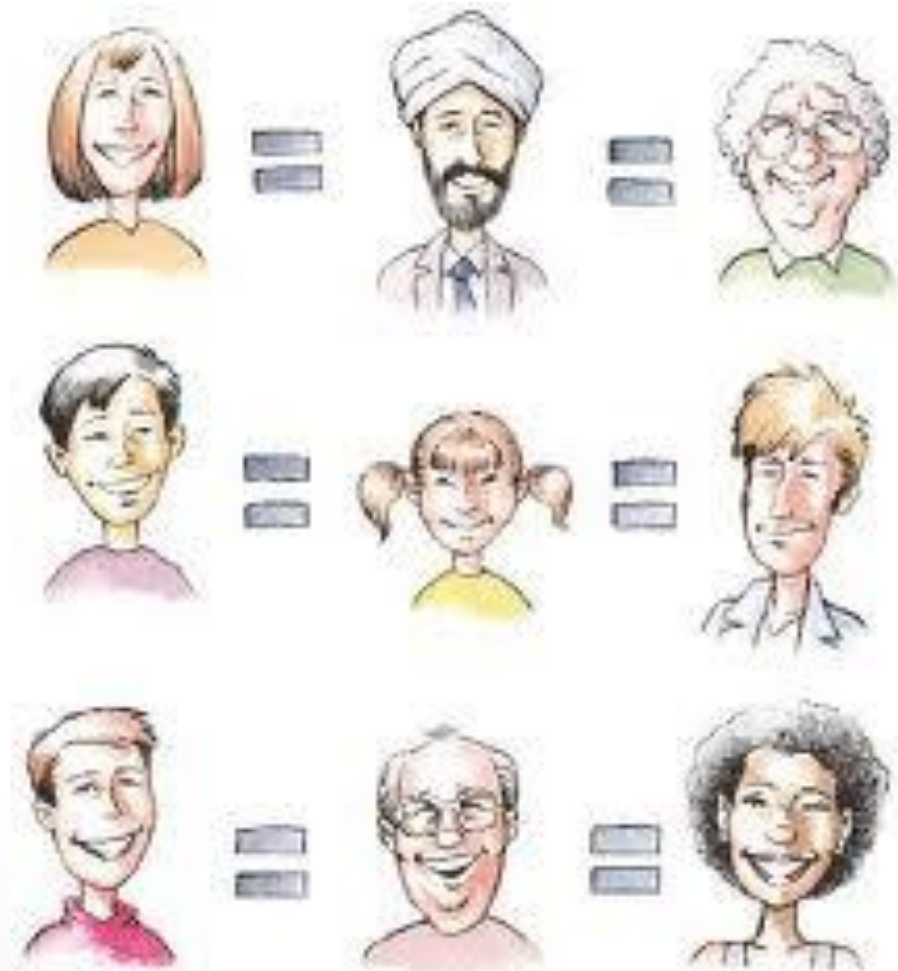
# The value and the importance of equality and inclusion

o Understand what is meant by diversity and discrimination

o Know how discrimination might occur in your work setting, both deliberately and inadvertently

o Understand what is meant by equality and inclusion, and how they reduce discrimination

o Know how practices that support equality and inclusion reduce the likelihood of discrimination

# Providing inclusive support

o Be aware of key legislation and *agreed ways of working* (where these apply) relating to equality, diversity, discrimination and rights

*Agreed ways of working* include policies and procedures where these exist; they may be less formally documented among micro-employers or the self employed

o Be aware of how you can ensure that your own work is inclusive and respects the beliefs, culture, values and preferences of individuals

o Know how you could challenge discrimination in a way that leads to positive change

# Access information, advice and support about equality and inclusion

o Know how to access a range of sources of information about equality, diversity and inclusion

o Know who to ask for advice and support about equality and inclusion

# Equality & Inclusion

There are lots of pieces of legislation in place to protect individuals from issues relating to equality, diversity, discrimination and rights.

From 1 October 2010, the Equality Act 2010 came into effect. The Act replaces previous legislation (such as the Race Relations Act 1976 and the Disability Discrimination Act 1995)and ensures consistency in what workplaces need to do to comply with the law and make

working environments fair.

The main purposes of the Equality Act are:

• Establish the Commission for Equality and Human Rights

• Make discrimination unlawful

• Create a duty on public authorities to promote equality of opportunity between men and women and the prevention of sex discrimination

This new Act aims to protect disabled people, prevent disability discrimination and also strengthen particular aspects of equality law.

# Standard 5. Principles for implementing duty of care

"Duty of Care" means providing care and support for individuals within the law and also within the policies, procedures and agreed ways of working of your employer. It is about avoiding abuse and injury to individuals, their friends and family and their property.

# Understand how duty of care contributes to safe practice

Every individual should be supported and enabled to live in an environment which is free from prejudice and safe from abuse. Your responsibilities under the duty of care are to do everything reasonable within the definition of _your job role_ to make this happen.

# Understand how duty of care contributes to safe practice

o Explain what it means to have a duty of care in your own work role

It is your duty of care to safeguard individuals from harm. All employees should report any concerns of abuse they have. These might include evidence or suspicions of bad practice by colleagues and managers, or abuse by another individual, another worker or an individual's family or friends.

o Explain how duty of care contributes to the safeguarding or protection of individuals

In your role you have a duty of care to raise any concerns you may have about any aspect of your work. These can range from inadequate working conditions, poor equipment, poor practice by other staff; to raising concerns about potential abuse cases and situations of neglect.

# Know how to address dilemmas that may arise between an individual's rights and the duty of care

o Be aware of potential dilemmas that may arise between the duty of care and an individual's rights

o Be aware of what you can and cannot do within your role in managing conflicts and dilemmas

o Know who to ask for advice about anything you feel uncomfortable about in relation to dilemmas in your work

# Know how to recognise and handle comments and complaints

o Be aware of any existing comments and complaints procedures in accordance with agreed ways of working

o Know what you can and cannot do within of your role in handling comments and complaints and how you should respond

o Know who to ask for advice in handling comments and complaints

o Recognise the importance of learning from comments and complaints to improve the quality of service

# Know how to recognise and handle adverse events, incidents, errors and near misses

- o Know how to recognise adverse events, incidents, errors and near misses that are likely to affect the wellbeing of *individuals*

- o Be aware of what you can and cannot do within your work role in relation to adverse events, incidents, errors and near misses, this includes recording an incident

- o Know the procedures and to whom you should report any adverse events, incidents, errors and near misses

# Standard 6 Principles of safeguarding in health and social care

# Recognising signs of harm or abuse

o Know the main *types of abuse:*

➤ physical or sexual abuse

➤ emotional/psychological abuse, including that related to age, race, gender, sexuality, culture, religion, etc

➤ financial abuse

➤ institutional abuse

➤ self-neglect

➤ neglect by others

# Recognising signs of harm or abuse

❑ Recognise the signs and symptoms associated with each *type of abuse*

❑ Be aware of factors that may contribute to an *individual* being more vulnerable to harm or abuse

❑ Be aware of sources of information and advice about your role and responsibility in preventing harm and abuse and protecting individuals from it

# Ways to reduce likelihood of abuse

Be aware of how the likelihood of abuse can be reduced by:

- ❖ working with person-centred values
- ❖ promoting empowerment
- ❖ *managing risk* prevention

Be aware of the importance of an accessible complaints procedure for reducing the likelihood of abuse

# Responding to suspected or disclosed abuse

The Local Authority's multi agency policy and procedures for the protection of vulnerable adults from abuse should contain a flowchart showing what you should do if you suspect someone is being or has been abused. You must also consult your own employer's procedures if they exist and you do not work for the Local Authority.

# Responding to suspected or disclosed abuse

o Know the actions you must take and who to contact if you suspect an individual is being harmed or abused

o Know the actions you must take if an individual discloses that they are being harmed or abused

o Know what you must do if you suspect a child, young person or adult (met in any circumstances) is being abused or neglected

# National and local context of protection from harm and abuse

o Be aware of national policies, local systems and existing employer's procedures that relate to protection from harm and abuse.

o Be aware of your own role and responsibility in safeguarding individuals

o Be aware of reports into serious failures to protect individuals from harm and abuse

# Standard 7. Person-centred support

Person-centred is about providing care and support that is centred or focused on the individual and their needs. We are all individual and just because two people might have the same medical condition, for example, Dementia, it doesn't mean that they require the same care and support.

# Promote *person-centred values* in everyday work.

Understand how to put *person-centred values* into practice in your day to day work.

*Person-centred values include:*

➢ individuality
➢ independence
➢ privacy
➢ partnership
➢ choice
➢ dignity
➢ respect
➢ rights

# Promote *person-centred values* in everyday work.

o Understand why it is important to work in a way that promotes these values when providing support to *individuals*

o Understand how to promote dignity in your day to day work with the individuals you support

# Working in a person centred way

o Recognise the features of working in a person centred way

o Understand why it is important to find out the history, preferences, wishes and *needs* of the individual(s) you are supporting.

o Understand how the changing needs of an individual are reflected in their care plan and how this contributes to working in a person-centred way

# Working in a person centred way

Understand the importance of supporting individuals to plan for their future *wellbeing* and fulfilment, including end of life care where appropriate

A person's *wellbeing* may include their:

➢ sense of hope

➢ confidence

➢ self esteem

➢ ability to communicate their wants and needs

➢ ability to make contact with other people

➢ ability to show warmth and affection

➢ experience and showing of pleasure or enjoyment

# Recognising possible signs of dementia

Dementia is a term used to describe various different brain disorders that have in common a serious loss of brain function that is usually progressive and eventually sever, in an individual previously unimpaired, beyond what might be expected from normal aging.

There are a number of different conditions that lead to dementia, including Alzheimer's

disease, vascular disease (including stroke) and dementia with Lewy bodies.

# Recognising possible signs of dementia

o Be aware of possible signs of dementia in the individuals with whom you work

o Be aware why depression, delirium and age related memory impairment may be mistaken for dementia

o Understand why early diagnosis is important in relation to dementia

o Know who to tell, and how, if you suspect symptoms associated with dementia

# Supporting *active participation*

o Understand the importance of valuing people for who they are and being non-judgemental contributes to *active participation*

o Know ways of enabling individuals to make informed choices about their lives

o Be aware of other ways you might support active participation

o Know the importance of enabling individuals to develop skills in self-care and to maintain their own social and community networks

# Supporting an individual's rights to make choices

o Be aware of ways of enabling an individual to make informed choices

o Understand how you can use agreed risk assessment processes to support the right to make choices

o Know why your personal views should not be allowed to influence an individual's choices

o Be aware that there may be occasions you may need to support an individual to question or challenge decisions concerning them that are made by others

# Promoting spiritual and emotional well-being

o Be aware of how individual identity and self-esteem are linked with spiritual and emotional wellbeing

o Be aware of attitudes and approaches that are likely to promote spiritual and emotional well-being

o Know how to support an individual in a way that promotes a sense of identity and self esteem

o Know how to contribute to an environment that promotes spiritual and emotional well-being

# Standard 8. Health & safety in an adult social care setting

# Roles and responsibilities relating to health and safety in the *work setting/situation*

The Health and Safety at Work Act 1974 is the primary piece of legislation covering occupational health and safety. Under this Act, the employer, the workers and the individuals being supported have responsibilities to ensure safety is maintained in the workplace. Your employer should display a copy of this Act on their main premises.

# Roles and responsibilities relating to health and safety in the *work setting/situation*

The main purpose of the legislation is:

❖ To secure the health, safety and welfare of people at work
❖ To protect others from risks arising from the activities of people at work
❖ To control the use and storage of dangerous substances
❖ To control the emission into the atmosphere of noxious or offensive substances

# Roles and responsibilities relating to health and safety in the *work setting/situation*

o Be aware of key legislation relating to health and safety in your *work setting/situation*

o Understand the main points of the health and safety *agreed ways of working* in your work setting.

o *Agreed ways of working* include policies and    procedures where these exist; they may be less formally documented among micro-employers and the self employed

o Know the main *health and safety* responsibilities of:

    a) you
    b) your manager
    c) the individuals you support

# Roles and responsibilities relating to health and safety in the *work setting/situation*

o Know what you can and cannot do relating to general health and safety at your current stage of training.

o Know where and from whom additional support and information relating to health and safety can be accessed

# Health and safety risk assessments

o Know why it is important to assess health and safety risks posed by the work setting/situation or by particular activities

o Understand how and when to report health and safety risks that you have identified

# Moving and positioning

o Be aware of key pieces of legislation that relate to 'moving and positioning'

o Be aware of tasks relating to moving and positioning that you are not allowed to carry out at your current stage of training

o Understand how to move and position people and/or objects safely, maintaining the individual's dignity, and in line with legislation and *agreed ways of working*

# Responding to accidents and sudden illness

o Be aware of different types of accidents and sudden illness that may occur in the course of your work

o Understand the procedures to be followed if an accident or sudden illness should occur in your work setting/situation

o Be aware of tasks relating to emergency first aid that you are not allowed to carry out at your current stage of training.

# *Agreed ways of working* regarding medication and health care tasks

o Understand the main points of *agreed ways of working* about medication agreed with your employer

o Understand the main points of *agreed ways of working* about *health care tasks* agreed with your employer. *Health care tasks* include any medical procedures carried out as part of a plan of care, including those relating to colostomy, catheter, and injections

o Be aware of tasks relating to medication and health care procedures that you are not allowed to carry out at the current stage of training

# Handling hazardous substances

The Control of Substances Hazardous to Health Regulations (known as COSHH) say that employers must identify which hazardous substances are present in the work place. Some examples are chemicals products containing chemicals, fumes, dusts, vapours, mists, gases and biological agents (germs). COSHH covers germs that cause diseases such as leptospirosis or legionnaire's disease. In the work place, examples might be bleach and other cleaning materials, pesticides, adhesives, acids and gas.

# Handling hazardous substances

o Be aware of the hazardous substances in your workplace

o Be aware of safe practices for:
- storing hazardous substances
- using hazardous substances
- disposing of hazardous substances

# Preventing the spread of infection

o Know the main routes by which an infection can get into the body

o Understand the principles of effective hand hygiene

o Understand ways in which your own health or hygiene might pose a risk to the individuals you support, or to other people at work

o Be aware of common types of personal protective clothing, equipment and procedures and how and when to use them.

o Be aware of principles of safe handling of infected or soiled linen and *clinical waste*

# Promoting fire safety in the *work setting*

- Understand practices that prevent fires from:
  - starting
  - Spreading

- Be aware of emergency procedures to be followed in the event of a fire in the *work setting*

# Security measures in the *work setting*

Understand measures that are designed to protect your own security at work, and the security of those you support. Know the *agreed ways of working* for checking the identity of anyone requesting access to premises or information. *Agreed ways of working* may mean formal policies or procedures where they exist. This applies to workers who are employed by people who use services, or similar, as well as to workers employed by larger companies and self-employed workers

# Managing stress

❑ Recognise common signs and indicators of *stress* in yourself and others

❑ Be aware of circumstances that tend to trigger stress in yourself and other

❑ Know ways to manage stress

# Food safety, nutrition and hydration

- Understand the importance of food safety, including hygiene, in the preparation and handling of food

- Understand importance of good nutrition and hydration in maintaining well-being

- Recognise signs and symptoms of poor nutrition and hydration

- Be aware of ways in which to promote adequate nutrition and hydration

# And to finish with ☺

1. How many common induction standards are there?

> Answer: 8

# References

- Skills For Care Council, 2010. *"we help you improve your workforce" common induction standards 2010 'refreshed' edition) social* care (adults, England) with glossary. [online] Available at: http://www.skillsforcare.org.uk/cis/ [Accessed on 12th December 2010]

- CIS Assessment, 2011. [online] Available at: http://www.cis-assessment.co.uk/ [Accessed on 10th October 2011]