



Ongoing learning and development

in adult social care

Includes:

- how effective learning and development can lead to a knowledgeable and skilled workforce
- a list of the recommended minimum learning and development areas in which adult care workers should be competent
- when and how learning should be refreshed
- statutory requirements regarding worker training and competence
- how to support both care and non-care workers' learning and development.



Message from our CEO

I hear countless success stories about how skilled and knowledgeable workers make a real difference to the lives of people who use care and support services. But sometimes I also hear of poor practice because organisations and the people working for them do not have the right mix of skills, knowledge and values.

Employers, managers and board members are increasingly being held legally accountable for the failings of the care services they deliver. It has never before been more evident that the adult social care workforce needs career long learning and development opportunities that lead to the delivery of high quality care and support.



This 'On-going learning and development in adult social care' guide provides employers with information they can use to support the development of learning plans and programmes for their teams. It also shows how competent workers can assist organisations in meeting legislative requirements and quality standards.

I would encourage employers to use this advice and information as a guide and not a 'step by step' manual to learning and development.

The Care Quality Commission now encourages providers to be creative in the way they deliver care and allows for personalised responses to workforce learning needs. This gives employers a great deal of responsibility for the ways they develop workers, and I hope that this guide will be of use to all 18,000 employers in adult social care.

Sharon Allen

Chief Executive Officer, Skills for Care

Skills for Care would like to extend thanks to the following organisations that supported the development of this guide:

- Association for Care Training and Assessment Networks
- Association of Directors of Adult Social Services
- Association of Employment and Learning Providers
- National Care Academy
- Nina Osborne, Individual Employer
- Registered Nursing Home Association
- The National Institute for Health and Care Excellence
- UK Home Care Association

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1. Introduction

Having a competent workforce is essential to providing high quality, person-centred care. It is each adult social care employer's responsibility to ensure their workforce has the necessary knowledge and skills to carry out their role effectively.

Hints and tips

Social care employers are required by law to ensure their teams are *'suitability qualified, competent, skilled and experienced'* and that they receive *'appropriate support, training, professional development... to enable them to carry out the duties they are employed to perform'* (Health and Social Care Act 2008 (Regulated Activities) Regulations 2014).

Many employers find that there is a lack of clarity available about training requirements and when and how the knowledge and skills of their workforce should be refreshed. This confusion has sometimes led to inconsistencies in the **learning** and **development** opportunities offered to adult social care workers.

Skills for Care has worked with a panel of social care employers, learning providers and representative organisations, who face the same challenges in ensuring worker competency, to review a wealth of **legislation, guidelines, statutory guidance, standards** and **recommendations**. The findings of this review have been compiled to create this guide.

Hints and tips

Adult social care employers are advised to check their organisation's policies and procedures before making amendments to learning and development plans, as well as checking contractual obligations and insurance schedules.

Commissioners may specify training frequencies in their contracts. During contract negotiations, Skills for Care would encourage adult social care providers to discuss these clauses.

Insurance schedules may indicate what workers must or should do, or not do, for insurance to be valid.

This guide provides advice on:

- How effective learning and development can lead to a knowledgeable and skilled workforce
- A list of the recommended **minimum learning and development** areas adult social care workers should be competent in
- When and how learning should be refreshed
- Statutory requirements regarding worker training and competence
- How to support both care and non-care workers' learning and development.

There are many ways to assess and develop the skills of workers. This guide is not prescriptive, but aims to provide a starting point for adult social care employers to enable them to make sense of the advice and information available. It is the employer's responsibility to apply the information in this guide to their specific service setting, the needs of their workforce, and most importantly the needs of people receiving care and support.

Skills for Care will regularly review and update the information within this guide and would therefore encourage employers to refer back to the most current online version, rather than printing a copy.

Who is this guide for?

- Adult social care employers
- Managers registered with the Care Quality Commission
- Those with responsibility for workforce learning and development in adult social care (including organisations not registered with the CQC.)

This guide can also support learning providers, commissioners and regulators when assessing and discussing the effectiveness of an organisation's learning and development programme. It can also provide new and established adult social care workers with an idea of what to expect regarding their learning and development.

Hints and tips

"Those responsible for organisations such as board members and directors need to understand the legal responsibilities of their organisation and must be able to satisfy themselves that the organisation is discharging these appropriately. Regardless of role, people need to have sufficient learning and development opportunities to feel confident and be competent at carrying out their duties.

As an individual employer providing training for my Personal Assistants makes sure I get good quality care delivered the way I want. But it also helps me with retention – my PA's tell me that training shows them there is more they can learn and do, helps increase their confidence and self-esteem, and makes them want to stay in the job because they feel valued and supported."

Nina Osborne, Individual Employer

Due to the diverse nature of social care, Skills for Care recognises that the requirements and recommendations are not always directly applicable to some service settings, particularly those that are not regulated by the Care Quality Commissioner e.g. Individual Employers. In these situations, the information and advice should be viewed as best practice. Individual Employers can find out more about providing training for their Personal Assistants [here](#).

2. Who requires learning and development?

- Those directly involved in providing care e.g. care workers, team leaders and managers
- Those in non-care related roles e.g. cooks, gardeners and administration officers
- Those on temporary contracts, bank workers and volunteers
- Those with responsibility for the organisation e.g. employers, nominated individuals, board members and directors

It would also be good practice to offer appropriate learning and development to the family and friends of people receiving care.

Learning and development for non-care workers

There are a variety of non-care roles that are essential to the safe and smooth running of any social care service. These non-care workers will require learning and development to meet legislative requirements, ensure they carry out their duties safely and effectively, and where appropriate can respond to the needs of people using social care services.

In Section 10, example learning outcomes have been suggested for different care providing roles (as taken from the new **Adult Care Apprenticeship Standards**).

By considering a non-care worker's role, their level of responsibility and work environment, the information can be applied to non-care roles too.

It is also recommended that workers in non-care roles are provided with training regarding the specific needs of those supported and cared for by their organisation.

Example 1

An administrative assistant's only contact with people using services is when they arrive and leave work.

- **What equality and diversity knowledge and skills should they demonstrate?**

Adult Care Worker - The worker will need to respect the diversity of everyone within the workplace. Where the worker has some supervisory responsibility, they may need to demonstrate skills and knowledge of a Lead Adult Care Worker or a Lead Practitioner.

- **What communication knowledge and skills should they demonstrate?**

Adult Care Worker – They will need to communicate effectively with colleagues as well as the families, carers and advocates of those receiving care and support. They will also communicate briefly with individuals using services so should understand their specific communication needs.

- **What safeguarding adults knowledge and skills should they demonstrate?**

New to Care - The worker has very limited contact with people using services but should still know what to do should they suspect abuse or if an allegation is made.

Example 2

A maintenance worker visits supported housing properties.

- **What communication knowledge and skills should they demonstrate?**

Adult Care Worker – They will need to be able to communicate effectively and check individuals' understanding.

- **What assisting, moving and handling knowledge and skills should they demonstrate?**

Adult Care Worker or Lead Adult Care Worker - They will need to move objects safely and may have responsibility for developing risk assessments.

- **What safeguarding adults knowledge and skills should they demonstrate?**

Adult Care Worker - As they have regular contact with people using services, they are in a good position to recognise potential signs of abuse and unsafe practice, and may be informed of such by people using services. They will need to know how to respond to allegations and suspicion in line with agreed ways of working.

Example 3

A gardener at a care home is often helped by the residents.

- **What communication knowledge and skills should they demonstrate?**

Adult Care Worker – They will need to be able to communicate effectively and read non-verbal cues as well as reduce barriers.

- **What recording and reporting knowledge and skills should they demonstrate?**

Adult Care Worker – As they are working closely with people who receive care and support, it is likely they'll need to record activities clearly and keep information safe and confidential.

Hints and tips

“Some training will be essential for everyone working in adult social care, whether providing direct care or as an ancillary worker. All workers should understand the needs of the people for whom the service is being provided.”

Linda Hardy, Workforce Development Officer, Adult Services, Doncaster Council

3. A learning and development process

Providing effective learning and development, at the right time, for all workers is essential. This learning will start during a worker's induction period and continue throughout their career.

When and how a worker refreshes their knowledge and skills is a key challenge for adult social care employers.

The following steps can support adult social care employers to create a knowledgeable and skilled workforce:

1. Provide opportunities to gain knowledge and skills
2. Assess the success of learning
3. Monitor and re-assess competence
4. Provide opportunities to refresh knowledge and skills

Provide opportunities to gain knowledge and skills

There are numerous ways that workers in adult social care can learn and develop, for instance:

- Classroom-delivered training
- One to one knowledge sharing
- Workshops
- Workbooks
- E-Learning
- Research/reading
- Role-play
- Mentoring/coaching
- Observing/shadowing
- Team discussions/knowledge sharing

Employers should consider what their workers need to achieve (the learning outcomes) to determine the best solution and enable them to support their workers in implementing newly learnt or updated practices.

Where there are practical elements to learning which require staff to be 'hands on' and observed, face to face practical training and assessment needs to take place. This could be complemented with other methods of learning, but should not be replaced by them.

Hints and tips

"There are different ways to undertake training. For some areas, it's much better to observe, record and coach people on the job. When someone does attend an external training course, they need to be supported to transfer that learning into the workplace."

Linda Hardy, Workforce Development Officer, Adult Services, Doncaster Council

Assess the success of learning

All learning and development should be assessed to ensure it is effective. This relies on the person completing the assessment understanding, and being competent themselves in the intended learning outcomes.

How this is assessed will depend on the individual worker and the learning method used, but could include:

- Written assessment or a 'test', for instance on completing a workbook or e-learning module
- Professional discussion following the learning event or in supervision
- Observation in practice

Individuals should then be supported to implement their new knowledge and skills within the workplace and share any new recommendations and best practice.

Monitor and re-assess competence

Adult social care workers should be monitored to ensure that they continue to demonstrate what they've learnt within the workplace. This monitoring is generally an informal process and can be completed in a number of ways. It will often rely on a culture that values quality care delivery, openness and personal development, and where all workers, no matter what their role is, recognise and take note of good and poor practice, and have the confidence and support to address any concerns. Some examples include:

- Feedback from people using services
- Feedback from the family/friends of people using services
- Observations from workers
- Observations from those in supervisory roles
- Review of written work

Regardless of how formal or informal monitoring processes are, records should be kept to demonstrate how monitoring has taken place and any action taken based on the results. It is recommended that a formal re-assessment of competence takes place at least annually.

Effective annual **holistic assessments** of knowledge and skills will ensure that any gaps are recognised and provide workers with an opportunity to consider their practice. Ways this could be achieved include:

- Appraisal processes
- Professional discussions
- Observations of practice
- Reflective accounts
- Feedback from colleagues, people using services, family members

New workers

Assessing the competence of workers new to an organisation is essential. Holistic assessment can be an effective way of achieving this – it is not enough to accept course certificates, for instance, as evidence of competence.

The resources available on the Skills for Care website regarding [assessing the Care Certificate](#) provide helpful advice on assessing workers' competence (although these resources are specifically designed for assessing the Care Certificate).

Where gaps in knowledge and skills are identified, additional learning and development opportunities should be provided.

Refresh knowledge and skills

Hints and tips

Refreshing knowledge and skills should not be viewed as just repeating or reconfirming prior learning. It can provide workers with opportunities to apply their knowledge and skills differently, or develop further.

Refreshing and developing knowledge and skills can be achieved in a variety of creative ways. See 'Provide opportunities to gain knowledge and skills' for ideas.

The need to refresh knowledge and skills could be triggered by different factors or events:.

Worker competence: If a gap in a worker's knowledge or skills has been recognised, learning and development should be organised. In some cases, the worker may be required to stop performing a particular task until they are re-trained and considered competent.

New legislation and new best practice: New legislation has been passed or new best practice guidance made available. Workers must be up to date with current legislation and best practice and trained in how to apply this to their work.

Unfamiliar conditions or care and support needs: This might apply to a new client, or an existing client who has developed additional needs.

A new risk is introduced: This could include: new equipment, a change to the environment, policy, procedure, or service delivery method; or someone receiving care developing additional support needs.

Timeframes: In some cases, refresher training is required or recommended at specific time intervals. These timeframes have been included in Section 10 together with reference to the source of these requirements or recommendations.

Hints and tips

Required or recommended timeframes should not be a barrier to enabling a worker to refresh or re-train earlier should the need arise.

When the above do not apply: Much training in social care does not have compulsory or recommended refresher periods. It is good practice to ensure that even competent workers go no longer than three years without some form of refresher training or opportunity to develop knowledge and skills further. However, the nature of the social care sector means that it would be rare for a worker not to need to refresh their knowledge and skills more frequently than this, and the risks associated with not providing more frequent refresher opportunities in certain areas of learning should be considered.

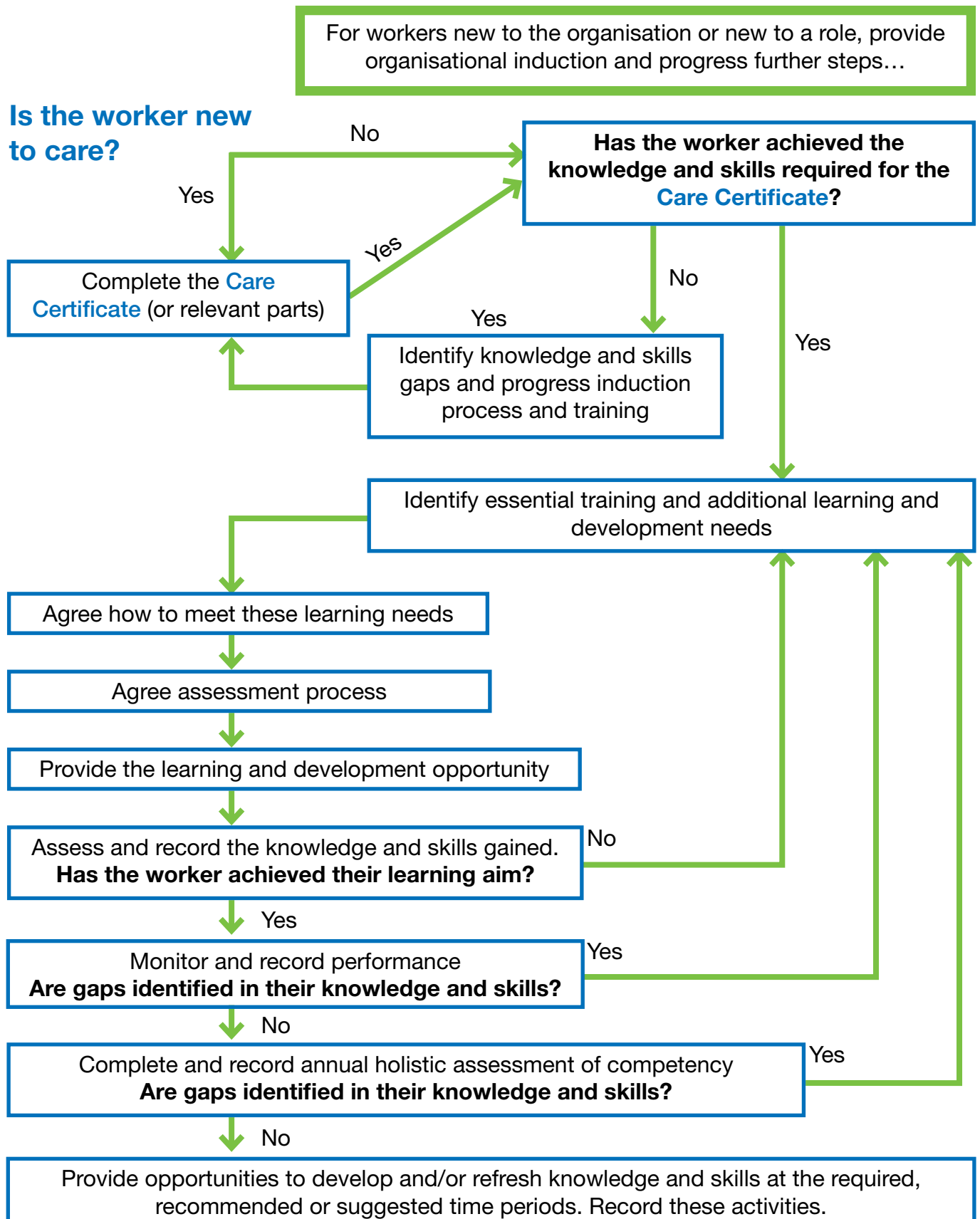
Hints and tips

Always keep a record of the learning and development each worker achieves; evidence of their achievement; evidence of assessments of competency; and decisions regarding refreshing learning.

The National Minimum Data Set for Social Care (NMDS-SC) provides a way for employers to record workers' qualifications and training. Using the NMDS-SC provides employers with numerous benefits, including the ability to apply for Workforce Development Funding and access e-learning resources for free.



4. Learning and development decision flowchart



5. Delivering learning and development opportunities

Who should deliver learning and development opportunities?

There are numerous methods to deliver training and there are a variety of people who may be able to support this delivery. Training can be delivered 'in-house' by existing workers, however those providing this must be **occupationally competent** in the knowledge and skills they are delivering; as well as have the ability to share their knowledge and skills effectively, such as facilitation or coaching skills. In some cases, trainers will require specific qualifications or experience, e.g. those teaching qualifications or accredited courses.

The trainer may be required to assess if the training has been successful, so may also need assessment skills.

It is the employer's responsibility to decide who is competent to provide a learning and development activity or training session. Just as decisions regarding who should attend training and why should be recorded, it is also recommended that records are kept regarding decisions as to who should deliver training. Keep a record of the training that has been delivered as well evidence that the individual or organisation was competent to deliver it, e.g. CV's, endorsements etc., to provide an audit trail should it be required.

Delivering training in a classroom environment



Examples of what a trainer should know and be able to do

- Understand the subject matter
- Be able to answer questions around the subject
- Have a more in-depth understanding of the subject matter than what they're delivering. E.g. if delivering learning to Adult Care Workers, the trainer should have the knowledge and skills of a Lead Adult Care Worker
- Have facilitation skills to deliver content in a relevant context and in a way that others will understand and absorb
- Be able to manage group dynamics
- Adapt their delivery to different learning styles
- Identify and address underlying gaps in knowledge or skills including English and maths.

Demonstrating a skill in a one-to-one environment



Examples of what a trainer should know and be able to do

- Be competent in the skills they are demonstrating
- Be able to answer questions about the skill and related subject matter
- Be able to explain clearly what they are doing and why
- Be able to support the learner to practice their skills.

Hints and tips

“Education and learning professionals that are sector specific can make a significant impact on the quality of care experience by working with providers to develop the right people with the right skills and the right values to meet the needs of the sector.”

Judith Salmon, Managing Director of JS Consultants, Centre of Excellence

Commissioning an external learning provider

There may be benefits to commissioning an external learning provider. Employers should evaluate external training programmes and be assured of the quality, currency and content of the training being delivered. Talk to your learning provider if you feel something is missing or needs adapting, a good company will be flexible to your needs. Skills for Care provide a [Choosing workforce learning guide and an app](#) which can support these conversations and help to make and record decisions.

Skills for Care’s [Endorsement Framework](#) provides a list of quality learning providers who have been evaluated and deemed to provide high quality learning and development in adult social care. There is a list of endorsed programmes available, too. Employers may also wish to check a learning providers [Ofsted inspection rating](#).



6. Beginning and continuing learning and development

Underpinning knowledge and skills

Core Skills:

Employers should support their staff to develop their **Core Skills** which include English, maths, digital technology, team work, problem solving and continued learning. These skills enable individuals to develop and work competently. They underpin capability and confidence in other learning areas and are essential to providing high quality, person-centred care and support.

The Care Certificate:

The **Care Certificate** provides the standards that workers who are new to social care, and working in CQC regulated services, are expected to meet during their induction period. It is the start of a worker's learning and development and can be used in part or as a whole for both care and non-care workers. The competences achieved will need to be built on, new skills and knowledge developed and all learning refreshed regularly.

Although designed for workers who are new to care, Skills for Care would encourage existing workers with experience in social care to use the **self-assessment tool** to identify any gaps in their knowledge and skills.

Where employers are recruiting care workers with previous health or adult social care experience, they should seek evidence of past learning and follow up references to identify when knowledge and skills were last assessed and refreshed.

Occupational competence and continuing professional development

Enabling workers to continue to improve and expand their knowledge and skills will lead to improved standards of care delivery, and can also impact positively on workers' motivation, increase moral and benefit retention.

Skills for Care provides additional information about potential further learning and development opportunities.

- [Topics](#)
- [Apprenticeships](#)
- [Qualifications](#)
- [Recommendations for CQC providers guide](#)

7. Building on learning and development

Delivering good quality care and providing evidence of providing a Safe, Caring, Effective, Responsive and Well-led service (CQC 5 Key Questions) requires more than just an effective learning and development programme. The Skills for Care website provides further information and advice regarding other ways to improve the quality of care. Some examples are:

Effective leadership and management	Leadership and management
Recruiting workers with the right values, and retaining good workers	Finding and keeping workers
Promoting a positive culture	Culture toolkit
Skills for Care support	Additional services



8. What's included in each learning area of this guide

Learning areas

The learning areas included are a minimum recommendation, but different services will need to develop their workforce in additional areas and some workers may not require in-depth training in all the recommended areas. Employers should consider the needs of people receiving care and support, and consider how to meet their needs through workforce learning and development.

Learning is separated into topic areas to make Sections 9 and 10 easy to follow. However, learning should not be considered in isolated topics. A **holistic approach** to learning and development will improve standards and allow workers to apply their learning more practically in the workplace.

Refresher frequency

See 'Refresh knowledge and skills'.

Where there is no required time period to refresh knowledge and skills, and no clear recommendation provided by an official body, the following is suggested as good practice:

Monitor performance; assess competence at least annually; provide learning and development opportunities when identified or required and at least every three years

The exceptions to this are Safeguarding Adults and Safeguarding Children. The impact of workers not being fully up to date and competent in these areas puts vulnerable people at a high level of risk and therefore an annual refresher is suggested.

Hints and tips

"Refreshing their learning enables people to make sure their knowledge is up to date, keep abreast of changes in best practice guidance and expand their skills. As well as being essential to ensure quality service delivery, good learning and development opportunities are known to increase individual worker motivation and can contribute to overall improvements in staff morale."

Nina Osborne, Individual Employer

This guide focuses on the monitoring, assessment and refreshing of learning and development. It does not include when learning and development should or must initially be carried out, and does not overrule organisational policy, procedure or contractual agreements.

Legislation

In some cases, employers are required by law to provide training for their workers. In other cases, the law requires employers to ensure their workers have the knowledge and skills to deliver care effectively. Some examples of key legislation related to having a skilled and competent workforce are provided in each learning area of this guide, but these are not exhaustive lists. Further information about legislation relevant to adult social care can be found on [the Care Quality Commission website](#).

The Care Act 2014 brings care and support legislation together into a single Act and introduces major reforms, with a new well-being principle at its heart. Whilst the Act makes provisions for education and training, these are national provisions. It is essential for adult social care employers and their workforce to understand the Care Act and its implications but direct references have not been included in relation to individual worker development. More information about the Care Act 2014 can be found on [the Skills for Care website](#).

Links to the Care Quality Commission inspections

Having a highly skilled team, delivering high quality care could support CQC registered adult social care providers to meet the **Key Lines of Enquiry (KLOE)** that form the basis of CQC inspections and comply with their **Fundamental Standards**. The most relevant KLOEs or Fundamental Standards are referenced, although others may also be met.

The Fundamental Standards of 'Staffing' and 'Fit and proper staff' are particularly relevant to worker learning and development and are referred to in all the learning areas.

Staffing

The provider of your care must have enough suitably qualified, competent and experienced staff to make sure they can meet these standards.

Their staff must be given the support, training and supervision they need to help them do their job.

Fit and proper staff

The provider of your care must only employ people who can provide care and treatment appropriate to their role. They must have strong recruitment procedures in place and carry out relevant checks such as on applicants' criminal records and work history.

Supportive resources and relevant standards and guidelines

A selection of some relevant resources, standards (including **National Occupational Standards** and NICE Quality Standards) and guidelines has been included in each learning area. This is not an exhaustive list.

Job roles

Job roles have been described in line with the new Adult Care Apprenticeship Standards for Adult Care Worker (level 2), Lead Adult Care Worker (level 3), Lead Practitioner (level 4) and Leader in Adult Care (level 5).

These Standards have been designed by adult social care employers and reflect the agreed competences required by workers in social care across all service settings. A 'New to Care' level has been added for those workers who have not worked in adult social care before and are in their induction period.

Employers may sometimes use different job role names such as care assistant, senior care worker, team leader, assistant manager, registered manager etc. The 'Role Profile' section of each Apprenticeship Standards can be used to determine which level of knowledge and skill is most appropriate for different workers.

- **New to care worker:** Someone who has not worked in a care setting before and is in their induction period.
- **Adult care worker:** A frontline worker who helps adults with care and support needs to achieve their personal goals and live as independently and safely as possible.
- **Lead adult care worker:** A frontline worker who will, in some circumstances, has responsibility for the standard of care provided and may supervise the work of other care workers.
- **Lead practitioner in adult care:** Someone with specialist skills and knowledge in their area of responsibility which will allow them to lead others.
- **Manager/advanced practitioner in adult care:** Leader of a care team who will develop and implement a values-based culture at a service or unit level. This could be a Manager (responsible for providing a safe, effective, caring, responsive and well-led service) or a Practitioner (having developed a high level of specialism in a particular area).

Workers who are not directly involved in delivering care will also require learning and development specific to their roles. The adult care job role descriptions can be used to support decisions for training non-care workers, see Section 2 'Who requires learning and development?'

This guide is designed for the **non-registered workforce**, so there is no reference to social workers, nurses, occupational therapist or other registered professionals. The advice will apply to the registered workforce; however registered workers will also have specific industry requirements to meet in addition to this recommended minimum training.

Example knowledge and skills

The new Apprenticeship Standards in Adult Care have been used to provide a few suggestions as to what learning and development opportunities in different areas could enable adult care workers to know and do.

Hints and tips

“It is important that providers source proven deliverers of education and learning that understand the current requirements of the sector and more importantly people who use the services.”

Judith Salmon, Managing Director of JS Consultants, Centre of Excellence

These suggestions can be used as a starting point to help consider what outcomes need to be achieved through learning and development taking into account: legislation; the specific needs of the service; its policies and procedures; and the needs of people receiving care and support.

Adult social care workers must be able to demonstrate the knowledge and skills relevant to their level of employment as well as the knowledge and skills needed to supervise those in levels below them. Providing additional learning opportunities relevant to higher levels can motivate workers and make them feel valued.



Some of the knowledge and skills within the Apprenticeship Standards are integral to all learning areas. A few examples of these are included below and therefore not always referenced in the different learning areas:

New to care worker: The Care Certificate and organisational induction

Adult care worker: Knowledge of relevant statutory standards and codes of practice for their role and what the 'duty of care' is in practice.

Be able to support individuals they are working with according to their personal care/support plan and reflect on own work practices

Lead adult care worker: Know how to carry out research relevant to individuals' support needs and share with others and how to access and apply specialist knowledge when needed to support performance in the job role.

Be able to guide, mentor and contribute to the development of colleagues in the execution of their duties and responsibilities and lead and mentor others where appropriate to promote the wellbeing of the individuals they support

Lead practitioner in adult care: Knowledge of Statutory frameworks, standards, guidance and Codes of Practice which underpin practice in relation to the safe delivery of services and the theories underpinning own practice and competence relevant to the job role.

Be able to apply professional judgement, standards and codes of practice relevant to the role and contribute to the development of an effective learning culture.

Manager/advanced practitioner in adult care: Knowledge of legislative and regulatory frameworks which inform quality standards; systems and processes necessary to ensure professional development opportunities are identified, planned, sourced, evaluated and recorded for workers and features of effective team performance.

Be able to develop and apply systems and processes needed to ensure compliance with regulations and organisational policies and procedures as well as manage all resources in delivering complex care and support efficiently and effectively, and adopt a team approach, recognising contributions of team members and able to lead a team where required.

9. Overview of recommended or required MINIMUM learning and development in adult social care

Supporting individuals			
Learning area	Minimum recommended refresher frequency	Example of relevant legislation	Care Quality Commission links
Dignity	At least every three years+	Health and Social Care Act 2008 (Regulated Activities) Regulations 2014 Regulation 10: Dignity and Respect Care Act 2014	Key Line of Enquiry Safe, Caring, Responsive, Well-Led Fundamental Standards Dignity and respect; Staffing; Fit and proper staff
Equality and Diversity	At least every three years+	Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 10: Dignity and Respect Equality Act 2010 Human Rights Act 1998	Key Line of Enquiry Safe, Effective, Caring, Responsive, Well-led Fundamental Standards Dignity and respect; Safeguarding from abuse; Staffing; Fit and proper staff
Fluids and nutrition	At least every three years+	The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 14: Meeting nutritional and hydration needs	Key Line of Enquiry Effective Fundamental Standards Person-centred care; Dignity and respect; Consent; Food and drink; Staffing; Fit and proper staff
Person centred care	At least every three years+	The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 9: Person-centred care Care Act 2014	Key lines of enquiry Safe, Effective, Responsive, Well-Led Fundamental Standards Person-centred care; Dignity and respect; Safety; Safeguarding from abuse; Staffing; Fit and proper staff

Learning area		Minimum recommended refresher frequency	Example of relevant legislation	Care Quality Commission links
Core Skills	Communication	At least every three years+	The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 9: Person centred care Care Act 2014	Key lines of enquiry Safe, Effective, Caring, Responsive, Well-Led Fundamental Standards Person-centred care; Dignity and respect; Consent; Staffing; Fit and proper staff
	Recording and reporting	At least every three years+	The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 17: Good governance Care Act 2014	Key lines of enquiry Safe, Effective, Caring, Responsive, Well-Led Fundamental Standards Complaints; Good governance; Staffing; Fit and proper staff
	Fire safety	Annually^	The Regulatory Reform (Fire Safety) Order 2005 Regulation 21: Training	Key lines of enquiry Safe Fundamental Standards Safety; Premises and equipment; Staffing; Fit and proper staff
Health and Safety	First Aid and Basic Life Support	Annually*	The Health and Safety (First-Aid) Regulations 1981 Regulation 3: Duty of employer to make provision for first aid	Key lines of enquiry Safe Fundamental Standards Safety; Staffing; Fit and proper staff
	Food hygiene	At least every three years+	The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 15: Premised and equipment	Key lines of enquiry Safe, Effective Fundamental Standards Food and drink; Premises and equipment; Staffing; Fit and proper staff
	Health and safety awareness	At least every three years+	Health and Safety at Work Act 1974 Regulation 2: General duties of employers to their employees The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 12: Safe care and treatment	Key lines of enquiry Safe, Well-led Fundamental Standards Safety; Staffing; Fit and proper staff

Minimum recommended refresher frequency			Example of relevant legislation	Care Quality Commission links
Learning area				
Health and Safety	Infection prevention and control	At least every three years+	<p>The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 12: Safe care and treatment</p> <p>The Health and Social Care Act 2008 Code of Practice on the prevention and control of infections and related guidance (DH, 2015)</p>	<p>Key lines of enquiry</p> <p>Safe</p> <p>Fundamental Standards</p> <p>Safety; Staffing; Fit and proper staff</p>
	Medication management and administration	Annually^	The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 12: Safe care and treatment	<p>Key lines of enquiry</p> <p>Safe</p> <p>Fundamental Standards</p> <p>Safety; Consent; Staffing; Fit and proper staff</p>
	Moving and handling objects	Annually^	Health and Safety at Work etc. Act 1974 Regulation 2: General duties of employers to their employees	<p>Key lines of enquiry</p> <p>Safe</p> <p>Fundamental Standards</p> <p>Safety; Staffing; Fit and proper staff</p>
	Moving and transferring people	Annually^	The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 12: Safe care and treatment	<p>Key lines of enquiry</p> <p>Safe</p> <p>Fundamental Standards</p> <p>Safety; Staffing; Fit and proper staff</p>

Minimum recommended refresher frequency			Example of relevant legislation	Care Quality Commission links
Learning area				
Safeguarding	Mental capacity and deprivation of liberty safeguards	At least every three years+	Mental Capacity Act 2005 The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 9: Person-centred care Care Act 2014	Key lines of enquiry Safe, Effective, Responsive Fundamental Standards Person-centred care; Consent; Staffing; Fit and proper staff
	Positive behaviour support and non-restrictive practice	Annually^	Mental Capacity Act 2005 Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 13: Safeguarding service users from abuse and improper treatment Equality Act 2010 Human Rights Act 1998	Key lines of enquiry Safe, Effective, Caring, Well-led Fundamental Standards Safeguarding from abuse; Staffing; Fit and proper staff
	Safeguarding adults	Annually^	The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014: Regulation 13 Safeguarding service users from abuse and improper treatment Care Act 2014	Key lines of enquiry Safe, Effective, Caring, Well-Led Fundamental Standards Safeguarding from abuse; Staffing; Fit and proper staff
	Safeguarding children	Annually^	Children and Families Act 2014	Key lines of enquiry Safe Fundamental Standards Safeguarding from abuse; Staffing; Fit and proper staff

+ **Monitor performance:** Assess competence at least annually; provide learning and development opportunities when identified or required at least every three years

^ **Monitor performance:** Assess competence at least annually; provide learning and development opportunities when identified or required at least annually

* **Requirement:** At least every three years to be recognised as competent. However, it is recommended that skills are refreshed annually.

10. Learning and development areas:

Supporting individuals

Dignity

Dignity should be at the heart of all care and support services. Workers must promote a culture that ensures they uphold the dignity of all those they provide care and support for.

Suggested refresher frequency:

Monitor performance; assess competence at least annually; provide learning and development opportunities when identified or required and at least every three years



Supportive resources, relevant standards and guidelines:

- Care Certificate
- Dignity resources (Skills for Care)

Legislation	Links to the Care Quality Commission	
Health and Social Care Act 2008 (Regulated Activities) Regulations 2014 Regulation 10: Dignity and Respect 'Service users must be treated with dignity and respect'	Key Line of Enquiry Safe: S1 Caring: C1, C2, C3 Responsive: R1 Well-Led: W1	Fundamental Standards Dignity and respect Staffing Fit and proper staff

Examples of what learning and development support workers could know and do:

New to care:

Care Certificate Standards:
5 - Work in a person-centred way
7 - Privacy and Dignity

Adult care worker:

What dignity means in how to work with individuals and others

Ensure dignity is at the centre of all work with the individuals they support, their families, carers and advocates

Lead adult care worker:

How to ensure that dignity is at the centre of all work with individuals and their support circles.
Demonstrate dignity in their working role with individuals they support, their families, carers and other professionals

Lead practitioner:

How to contribute to, promote and maintain a culture which ensures dignity is at the centre of practice

Implement a culture that actively promotes dignity and respects diversity and inclusion.

Manager/advanced practitioner:

Legislation and policy initiatives on the promotion of diversity, equality and inclusion in services they lead

Develop and lead implementation of organisational practices to create and sustain a culture that actively champions dignity and respects diversity, inclusion and fairness in the workplace

Equality and Diversity

Employers must comply with the Equality Act 2010 and ensure that workers are aware of what this means in their practice and how they support vulnerable people. Workers should also have the confidence to challenge unfair or discriminatory practices.

Suggested refresher frequency:

Monitor performance; assess competence at least annually; provide learning and development opportunities when identified or required and at least every three years



Supportive resources or relevant standards and guidelines:

- Care Certificate
- Equality and Diversity resources (Skills for Care)
- NOS SCDHSC3111 Promote the rights and diversity of individuals
- NOS SCDHSC0452 Lead practice that promotes the rights, responsibilities, equality and diversity of individuals

Legislation	Links to the Care Quality Commission	
<p>Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 10: Dignity and Respect A registered person must have ‘due regard to any relevant protected characteristics... of the service users’</p> <p>Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 13: Safeguarding service users from abuse and improper treatment ‘Care and treatment of service users must not be provided in a way that – includes discrimination against a service user on grounds of any protected characteristics...’</p> <p>Human Rights Act 1998 Article 14: Prohibition of discrimination</p> <p>Equality Act 2010 The Equality Act 2010 sets out the new public sector Equality Duty replacing the three previous duties for race, disability and gender</p>	<p>Key Line of Enquiry Safe: S1 Caring: C1, C2, C3 Responsive: R1 Well-Led: W1</p>	<p>Fundamental Standards Dignity and respect Staffing Fit and proper staff</p>

Examples of what learning and development support workers could know and do:

New to care:

Care Certificate Standard:
4 - Equality and Diversity

Adult care worker:

The importance of respecting diversity and treating everyone equally

Demonstrate courage in supporting people in ways that may challenge their personal/cultural beliefs

Lead adult care worker:

Support others to understand the importance of equality, diversity and inclusion in social care

Use and facilitate methods of communication preferred by the individual they support according to the individual's language, cultural and sensory needs, wishes and preferences

Lead practitioner:

Range of holistic solutions to promote and maintain health and wellbeing using person centred approaches

Implement a culture that actively promotes dignity and respects diversity and inclusion.

Manager/advanced practitioner:

Legislation and policy initiatives on the promotion of diversity, equality and inclusion in services they lead

Develop and lead a culture that values courage in working in ways that may challenge workers' own cultural and belief systems

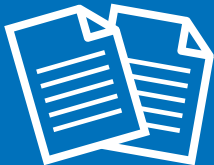


Fluids and nutrition

Many workers will play a role in the nutritional well-being of people in their care. If workers are providing fluids and nutrition to people in receipt of care and support, they will require the knowledge and skills to do this safely and in a person-centred way in line with care plans and individual needs and preferences.

Suggested refresher frequency:

Monitor performance; assess competence at least annually; provide learning and development opportunities when identified or required and at least every three years



Supportive resources or relevant standards and guidelines:

- Care Certificate
- Learning through work resources (Skills for Care)
- Dignity in Care – Eating and nutritional care (SCIE)

Legislation	Links to the Care Quality Commission	
The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 14: Meeting nutritional and hydration needs ‘The nutritional and hydration needs of service users must be met.’	Key Line of Enquiry Effective: E3, E4	Fundamental Standards Person-centred care Dignity and respect Consent Food and drink Staffing Fit and proper staff

Examples of what learning and development support workers could know and do:

New to care:

Care Certificate Standard:
8 – Fluids and nutrition

Adult care worker:

How to identify, respond to and escalate changes to physical, social, and emotional needs of individuals

Demonstrate the promotion of healthy eating and wellbeing by ensuring individuals have access to fluids, food and nutrition

Lead adult care worker:

How to monitor, plan, review a care plan in response to changing physical, social, and emotional needs of individuals

Promote healthy eating and wellbeing by supporting individuals to have access to fluids, food and nutrition and sensory needs, wishes and preferences

Lead practitioner:

Models of monitoring, reporting and responding to changes in health and wellbeing

Range of holistic solutions to promote and maintain health and wellbeing using person centred approaches

Apply person centred approaches to promote health and wellbeing

Manager/advanced practitioner:

Develop and apply systems and processes that monitor and sustain quality of the service, including assessments, care plans and service delivery

Lead and support others to work in a person centred way and to ensure active participation which enhances the well-being and quality of life of individuals

Person centred care

Person centred care and support planning puts people in the heart of their care and offers them the opportunity to take control and ownership of the process and outcomes of their care or support plan. Providing choice and control for people who use social care services can also mean enabling them to take the risks they choose to, and is an essential element of providing person-centred care.



Supportive resources or relevant standards and guidelines:

- Care Certificate
- Self-care resources (Skills for Care)
- Living with risk resources (Skills for Care)

Suggested refresher frequency:

Monitor performance; assess competence at least annually; provide learning and development opportunities when identified or required and at least every three years

Legislation	Links to the Care Quality Commission	
<p>The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 9: Person-centred care ‘The care and treatment of service users must – be appropriate, meet their needs, and reflect their preferences’.</p> <p>The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 10: Dignity and respect ‘Supporting the autonomy, independence and involvement... of the service user’.</p>	<p>Key Line of Enquiry Safe: S1, S2 Effective: E1, E3 Responsive: R1 Well-Led: W1, W3</p>	<p>Fundamental Standards Person-centred care Dignity and respect Safety Safeguarding from abuse Staffing Fit and proper staff</p>

Examples of what learning and development support workers could know and do:

New to care:

Care Certificate Standards:

5 - Work in a person centred way

7- Privacy and Dignity

9 - Safeguarding adults

Adult care worker:

How to contribute towards the

development and creation of a care plan underpinned by the individual's preferences in regard to the way they want to be supported

What a risk assessment is and how it can be used to promote person centred care safely

Encourage individuals to participate in the way their care and support is delivered

Demonstrate all work is person centred, accommodating the individual's needs, wishes and preferences

Lead adult care worker:

How to use and promote with others where relevant, risk assessments to enable a person centred approach to delivering care

Provide individuals with information to enable them to exercise choice on how they are supported

Lead practitioner:

Principles of risk management

Range of holistic solutions to promote and maintain health and wellbeing using person centred approaches

Mentor colleagues to encourage individuals to actively participate in the way their care and support is delivered

Apply risk management policies

Apply person centred approaches to promote health and wellbeing

Manager/advanced practitioner:

Lead and support others to work in a person centred way and to ensure active participation which enhances the well-being and quality of life of individuals

Encourage and enable both staff and people who access care and support to be involved in the coproduction of how the service operates



Responding to the specific needs of the people using services

It is essential that social care workers and others are able to support people with specific needs, health issues or disabilities. With increasing co-morbidity of disabilities and illness, workers should have a basic understanding of a variety of support needs and how to respond to them. Some of these learning needs can be met through completing the Care Certificate.

Examples of learning areas are listed below, but this is by no means an exhaustive list. Those responsible for learning and development should consider the various care and support needs presented by people using services, and provide adequate learning and development opportunities for workers to ensure these needs are met.

Suggested refresher frequency:

Monitor performance; assess competence at least annually; provide learning and development opportunities when identified or required and at least every three years

Legislation	Links to the Care Quality Commission	
The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 18: Staffing 'Sufficient numbers of suitably qualified, competent, skilled and experienced persons must be deployed...' 'Persons employed... must receive such appropriate support, training, professional development, supervision and appraisal as is necessary...'	Key Line of Enquiry Safe: S3 Effective: E1, E2, E4 Caring: C1, C3, C4 Responsive: R1 Well-led: W1, W2	Fundamental Standards Dignity and respect Staffing Fit and proper staff

Autism	<ul style="list-style-type: none"> ■ Autism resources ■ Learn from others resources
Dementia	<ul style="list-style-type: none"> ■ Dementia resources ■ Learn from others resources
Diabetes	<ul style="list-style-type: none"> ■ Learn from others resources
End of life care	<ul style="list-style-type: none"> ■ End of life care resources ■ Learn from others resources
Learning disabilities	<ul style="list-style-type: none"> ■ Learn from others resources
Managing behaviour that challenges	<ul style="list-style-type: none"> ■ Lone worker guide ■ Reducing distress (NHS)
Mental health	<ul style="list-style-type: none"> ■ Mental health resources

Learning and development areas:

Core skills

Communication

Good communication skills are the foundation to providing a high quality of care.

Workers need to effectively communicate with each other, people receiving care and support, and with other organisations. They need to be able to demonstrate both verbal and written communication skills.

English language fluency is essential to all workers to enable them to understand and respond to the needs of those who receive care and support. Workers will also need to support people receiving care who do not speak English, such as those who use sign language or non-English speakers.

Suggested refresher frequency:

Monitor performance; assess competence at least annually; provide learning and development opportunities when identified or required and at least every three years



Supportive resources, relevant standards and guidelines:

- Care Certificate
- Self-care resources (Skills for Care)
- Living with risk resources (Skills for Care)

Legislation	Links to the Care Quality Commission	
The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 9: Person centred care 'The care and treatment of service users must – be appropriate, meet their needs, and reflect their preferences'.	Key Line of Enquiry Safe: S2 Effective: E1, E2 Caring: C1, C2 Responsive: R1, R2 Well-Led: W1, W2	Fundamental Standards Person-centred care Dignity and respect Consent Staffing Fit and proper staff
The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 10: Dignity and respect 'Supporting the autonomy, independence and involvement... of the service user'.		

Examples of what learning and development support workers could know and do:

New to care:

Care Certificate Standard:
6 - Communication

Adult care worker:

The importance of active listening

How to find out the best way to communicate with the individual they are supporting

Speak clearly and exhibit positive non-verbal communication to individuals, families, carers and advocates

Use the preferred methods of communication of the individual they support according to their language, culture, sensory needs and their wishes

Identify and take steps to reduce environmental barriers to communication

Lead adult care worker:

The barriers to communication and be able to both identify, and determine, the best solutions to achieve success when communicating with the individual they are supporting

Demonstrate and promote to other workers excellent communication skills including confirmation of understanding to individuals, their families, carers and professionals

Demonstrate good team/partnership working skills

Lead practitioner:

Range of technologies to enhance communication

Importance of effective partnerships, inter-agency, joint and integrated working

Model effective communication skills

Identify and address barriers to communication using appropriate resources

Manager/advanced practitioner:

Range of tools and strategies to enhance communication including technology

Use a high level and wide range of communication skills responding to cues appropriately, including alternative forms of communication



Recording and reporting

It is essential that workers can effectively record and report in a written format. These skills are integral to most other areas of competency. Workers need to complete records and reports in a way that is clear and easy to understand. This can protect the person they are caring for, themselves and the business.

Legislation	Links to the Care Quality Commission	
<p>The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 16: Receiving and acting on complaints ‘The registered person must establish and operate effectively an accessible system for identifying, receiving, recording, handling and responding to complaints by service users and other persons in relation to the carrying on of the regulated activity’</p> <p>The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 17: Good governance ‘maintain securely an accurate, complete and contemporaneous record in respect of each service user, including a record of the care and treatment provided to the service user and of decisions taken in relation to the care and treatment provided’</p> <p>Data Protection Act 1998 Schedule 1: The Data Protection Principles</p>	<p>Key Line of Enquiry Safe: S1, S2, S3, S4, S5 Effective: E1, E2, E3, E4, E5 Caring: C1, C2, C3, C4 Responsive: R1, R2, R3, R4 Well-Led: W1, W2, W3, W4</p>	<p>Fundamental Standards Complaints Good governance Staffing Fit and proper staff</p>

Examples of what learning and development support workers could know and do:

New to care:

Care Certificate Standards:

6 – Communication

14 – Handling information

Adult care worker:

How to make sure confidential information is kept safe

The importance of excellent core skills in writing, numbers and information technology

Write clearly and concisely in records and reports

Keep information safe and confidential according to agreed ways of working

Demonstrate the development of their own skills and knowledge, including core skills in writing, numbers and information technology

Lead adult care worker:

Their own, and other workers' responsibilities for ensuring confidential information is kept safe

Demonstrate and ensure that records and reports are written clearly and concisely

Lead and support others to keep information safe, preserve confidentiality in accordance with agreed ways of working

Lead practitioner:

Legal and ethical frameworks in relation to confidentiality and sharing information

Apply organisational processes to record, maintain, store and share information

Manager/advanced practitioner:

Legal and ethical frameworks in relation to confidentiality and sharing information

Develop and implement organisational processes to ensure that records and reports are written clearly and concisely and to keep information safe and preserve confidentiality



Learning and development areas:

Health and Safety

Fire safety

The level of Fire Safety training required will depend on the size of an establishment, service setting, level of risk and number of workers. Completing a Fire Safety Risk Assessment will help identify the training workers require and how many Fire Marshalls are needed. Advice about this can be sought from your local fire authority.

The needs of people receiving care and support should be included in any fire safety plans. Consider which individuals have personal evacuation plans and how the development and review of these can be supported through learning.

It is advised that home care workers are able to recognise and respond to potential environmental risks (including fire risks) in the homes of the people they provide care and support for (NICE).

Required refresher frequency:

When a new risk is introduced

Recommended refresher frequency:

'BS 9999:2008 Code of practice for fire safety in the design, management and use of buildings' recommends training is refreshed at least annually.

[The Department for Communities and Local Government](#) provides advice on meeting legislative requirements and states fire drills should be completed annually.

Monitor performance; assess competence at least annually; provide learning and development opportunities when identified or required and at least annually.



Supportive resources or relevant standards and guidelines:

- Care Certificate
- NICE guideline NG21: Home care: delivering personal care and practical support to older people living in their own homes
- Fire Safety in the Workplace (Department for Communities and Local Government)
- Fire Safety Risk Assessment: Residential Care Homes (HM Government)

Legislation	Links to the Care Quality Commission	
<p>The Regulatory Reform (Fire Safety) Order 2005 Regulation 21: Training</p> <p>‘The responsible person must ensure that his employees are provided with adequate safety training at the time when they are first employed; and on their being exposed to new or increased risks...’</p> <p>‘The training... must include suitable and sufficient instruction..., be repeated periodically..., take place during working hours.’</p> <p>The Regulatory Reform (Fire Safety) Order 2005 Regulation 18: Safety assistance</p> <p>‘The responsible person must... appoint one or more competent persons to assist him in undertaking the preventative and protective measures.’</p> <p>‘A person is to be regarded as competent... if he has sufficient training and experience, or knowledge and other qualities...’</p>	<p>Key Line of Enquiry</p> <p>Safe: S2</p>	<p>Fundamental Standards</p> <p>Safety</p> <p>Premises and equipment</p> <p>Staffing</p> <p>Fit and proper staff</p>

Examples of what learning and development support workers could know and do:

New to care:

Care Certificate Standard: 13 – Health and safety

Adult care worker:

How to promote fire safety

Carry out fire safety procedures when required

Lead adult care worker:

How to promote fire safety and how to support others to do so

Carry out fire safety procedures and manage others to do so

Lead practitioner:

Principles of risk management

Apply risk management policies

Manager/advanced practitioner:

Systems and processes needed to ensure compliance with regulations and organisational policies and procedures including health and safety and risk management

Lead the implementation of policies, procedures and practices to manage health, safety and risk to individuals and others in health and social care to ensure compliance with legislation, standards and guidance

Monitor, evaluate and improve health, safety and risk management policies and practices in the service

First Aid and Basic Life Support

Establishments must provide adequate personnel to respond if someone is taken ill or injured at work. The Health and Safety Executive (HSE) advises that employers complete a **First Aid Needs Assessment** to determine how many people need training, and to what level. Some organisations and service settings may find their workers do not require First Aid or Emergency First Aid at Work training, but an Appointed Person must be designated. The HSE provides additional advice in the '**First aid at work: Guidance on Regulations**' and '**Health and safety in care homes**' leaflets.

Whilst The Health and Safety (First Aid) Regulation 1981 only require employers to make first aid provision for their employees, the Health and Social Care Act 2008 (Regulated Activities) Regulations 2014 requires employers to mitigate risks to the health and safety of service users, which may include administering first aid. Organisational policy and procedure should be checked regarding this.

Assessment Principles for First Aid Qualifications details First Aid trainer requirements. Providing Registered Nurses are able to demonstrate current knowledge and skills in first aid and basic life support, they do not need to complete first aid training. Therefore, these guidelines will not apply to care homes with nursing.

First Aid required refresher frequency:

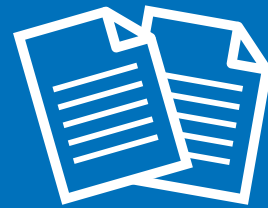
At least every three years to be recognised as competent

First Aid recommended refresher frequency:

HSE's First aid at work: Guidance on Regulations recommends First Aid training is refreshed annually

Basic Life Support recommended refresher frequency:

The Resuscitation Council (UK) recommends CPR (or Basic Life Support) be refreshed annually



Supportive resources, relevant standards and guidelines:

- Care Certificate
- Selecting a First Aid training provider: A Guide for employers (HSE)
- NOS SFHCHS35 Provide first aid to an individual needing emergency assistance

Legislation	Links to the Care Quality Commission	
<p>The Health and Safety (First-Aid) Regulations 1981 Regulation 3: Duty of employer to make provision for first aid</p> <p>‘An employer shall provide... such number of suitable persons as is adequate and appropriate in the circumstances for rendering first-aid to his employees... and for this purpose a person shall not be suitable unless he has undergone such training and has such qualification as the Health and Safety Executive may approve for the time being in respect of that case or class of case, and such additional training, if any, as may be appropriate in the circumstances of that case’</p> <p>The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 12: Safe care and treatment</p> <p>‘The things which a registered person must do to comply... include – doing all that is reasonably practicable to mitigate any... risks’</p>	<p>Key Line of Enquiry</p> <p>Safe: S2, S3</p>	<p>Fundamental Standards</p> <p>Safety Staffing Fit and proper staff</p>

Examples of what learning and development support workers could know and do:

New to care:

Care Certificate Standard:
12 – Basis life support

Adult care worker:

What to do when there is an accident or sudden illness

Lead adult care worker:

What to do when there is an accident or sudden illness and take appropriate action

Lead practitioner:

Principles of risk management
Apply risk management policies

Manager/advanced practitioner:

Develop and apply systems and processes needed to ensure compliance with regulations and organisational policies and procedures

Lead the implementation of policies, procedures and practices to manage health, safety and risk to individuals and others in health and social care to ensure compliance with legislation, standards and guidance

Food hygiene

All workers involved in the handling, preparation or provision of food are required by law to have received appropriate training in how to handle food safely. The knowledge and skills could be acquired through on-the-job training and/or self-study as it is not a legal requirement for all food handlers to hold a food hygiene certificate. However it is considered good practice for workers to complete accredited training, especially those whose main role is in preparing food.

Suggested refresher frequency:

Monitor performance; assess competence at least annually; provide learning and development opportunities when identified or required and at least every three years



Supportive resources, relevant standards and guidelines:

- Care Certificate
- Safer food better business for care homes (FSA)
- Food Safety Training Guidance (Improve)

Legislation	Links to the Care Quality Commission	
<p>The Food Safety and Hygiene (England) Regulations 2013, Schedule 2 ‘Requirement that food business operators ensure that all stages of production, processing and distribution of food under their control satisfy the relevant hygiene requirements laid down in Regulation 852/2004.’</p> <p>Regulation (EC) No 852/2004 of the European Parliament ‘Food business operators are to ensure that food handlers are supervised and instructed and/or trained in food hygiene matters commensurate with their work activity; that those responsible for the development and maintenance of the procedure... or for the operation of relevant guides have received adequate training in the application of the HACCP principles.’</p> <p>The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 15: Premised and equipment ‘The registered person must, in relation to such premises and equipment, maintain standards of hygiene appropriate for the purposes for which they are being used.’</p>	<p>Key Line of Enquiry Safe: S5 Effective: E3</p>	<p>Fundamental Standards Food and drink Premises and equipment Staffing Fit and proper staff</p>

Examples of what learning and development support workers could know and do:

New to care:

Care Certificate Standard:
8 – Fluid and nutrition

Adult care worker:

The health and safety responsibilities of self, employer and workers

Demonstrate how to reduce the spread of infection, including use of best practice in hand hygiene

Lead adult care worker:

Demonstrate the management of the reduction of infection, including use of best practice in hand hygiene

Lead practitioner:

Apply person centred approaches to promote health and wellbeing

Manager/advanced practitioner:

Lead the implementation of policies, procedures and practices to manage health, safety and risk to individuals and others in health and social care to ensure compliance with legislation, standards and guidance

Implement health and safety and risk management policies, procedures and practices to create a culture that values health and well-being in the organisation

Workers with responsibility for developing and maintaining food safety procedures must also be appropriately trained in Hazard Analysis and Critical Control Point (HACCP). [The Food Standards Agency](#) provides information on this.

Health and safety awareness

Health and Safety covers a wide range of training areas. This particular section refers to general health and safety within a work environment e.g. recognising hazards, employer and employee responsibilities, and workplace regulations. It also applies to the Control of Substances Hazardous to Health. Employers are required to appoint one or more competent persons to assist in meeting requirements, however all employees have a responsibility to work safely and reduce risk to themselves and others.

Suggested refresher frequency:

Monitor performance; assess competence at least annually; provide learning and development opportunities when identified or required and at least every 3 years



Supportive resources or relevant standards and guidelines:

- Care Certificate
- Health and social care services (HSE)
- Health and Safety training: A brief guide (HSE)
- NOS SCDHSC0022 Support the health and safety of yourself and individuals
- NOS SCDHSC0032 Promote health, safety and security in the work setting
- NOS SCDHSC0042 Lead practice for health and safety in the work setting

Legislation	Links to the Care Quality Commission	
<p>Health and Safety at Work Act 1974 Regulation 2: General duties of employers to their employees ‘The matters to which [an employer’s] duty extends include in particular... the provision of such information, instruction, training and supervision as is necessary to ensure, so far as is reasonably practicable, the health and safety at work of his employees’</p> <p>The Management of Health and Safety at Work Regulations 1999: Regulation 13: Capabilities and training ‘The training... shall be repeated periodically where appropriate; be adapted to take account of any new or changed risks to the health and safety of the employees concerned; and take place during working hours.’</p> <p>The Management of Health and Safety at Work Regulations 1999: Regulation 7: Health and safety assistance ‘A person shall be regarded as competent... where he has sufficient training and experience or knowledge and other qualities to enable him properly to assist in undertaking the measures referred to...’</p> <p>The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 12: Safe care and treatment ‘The things which a registered person must do to... include ensuring that persons providing care or treatment to service users have the qualifications, competence, skills and experience to do so safely’.</p> <p>The Control of Substances Hazardous to Health Regulations 2002 Regulation 12 ‘Every employer who undertakes work which is liable to expose an employee to a substance hazardous to health shall provide that employee with suitable and sufficient information, instruction and training.’</p>	<p>Key Line of Enquiry Safe: S1, S2 Well-led: W1</p>	<p>Fundamental Standards Safety Staffing Fit and proper staff</p>

Examples of what learning and development support workers could know and do:

New to care:

Care Certificate Standard:
13 – Health and safety

Adult care worker:

The health and safety responsibilities of self, employer and workers

How to keep safe in the work environment
What to do with hazardous substances

Demonstrate how to keep people, buildings and themselves safe and secure

Use risk assessments to support individuals safely

Lead adult care worker:

Develop risk assessments and use in a person centred way to support individuals safely including moving and assisting people and objects

Lead practitioner:

Principles of risk management

Apply risk management policies

Manager/advanced practitioner:

Principles of risk management, assessment and outcome based practice

Lead the implementation of policies, procedures and practices to manage health, safety and risk to individuals and others in health and social care to ensure compliance with legislation, standards and guidance

Monitor, evaluate and improve health, safety and risk management policies and practices in the service

Infection prevention and control

Infection prevention and control covers a wide range of learning and development for workers and is relevant to 'all relevant staff whose normal duties are directly or indirectly concerned with providing care' (The Health and Social Care Act 2008 Code of Practice on the Prevention and Control of Infections and Related Guidance 2015). Employers should appoint a competent worker to lead in the prevention and control of infections who will require more in depth training than their peers.

Suggested refresher frequency:

Monitor performance; assess competence at least annually; provide learning and development opportunities when identified or required and at least every three years



Supportive resources or relevant standards and guidelines:

- Care Certificate
- NICE Quality Standard QS61: Infection Prevention and Control
- Essential practice for infection and prevention control: Guidance for nursing staff (Royal College of Nursing)
- NICE Guideline PH36: Healthcare-associated infections: prevention and control
- The Health and Social Care Act 2008 Code of Practice on the prevention and control of infections and related guidance (Department of Health)

Legislation	Links to the Care Quality Commission	
The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 12: Safe care and treatment 'The things which a registered person must do to comply... include assessing the risk of, and preventing, detecting and controlling the spread of, infections, including those that are health care associated'	Key Line of Enquiry Safe: S5	Fundamental Standards Safety Staffing Fit and proper staff

Examples of what learning and development support workers could know and do:

New to care:

Care Certificate Standard:
15 – Infection prevention and control

Adult care worker:

How to reduce the spread of infection

Demonstrate how to reduce the spread of infection, including use of best practice in hand hygiene

Lead adult care worker:

How to reduce the spread of infection and support others in infection prevention and control

Demonstrate the management of the reduction of infection, including use of best practice in hand hygiene

Lead practitioner:

Principles of risk management

Apply risk management policies

Manager/advanced practitioner:

Systems and processes needed to ensure compliance with regulations and organisational policies and procedures including health and safety and risk management

Lead the implementation of policies, procedures and practices to manage health, safety and risk to individuals and others in health and social care to ensure compliance with legislation, standards and guidance

Implement health and safety and risk management policies, procedures and practices to create a culture that values health and well-being in the organisation.



Medication management

Effective management and administration of medicines is integral to ensuring the health and well-being of those receiving care and support. Many organisations choose to give medication responsibilities to senior care workers only, but this does not have to be the case and your decision should be based on the needs of your service and those who use it. Registered health professionals should work to the standards set by their professional body.

Recommended refresher frequency:

NICE guideline SC1, '[Managing medicines in care homes](#)', recommends learning is refreshed at least annually.

Monitor performance; assess competence at least annually; provide learning and development opportunities when identified or required and at least annually.



Supportive resources or relevant standards and guidelines:

- Care Certificate
- Medication resources (Skills for Care)
- NICE guideline SC1: Managing Medicines in Care Homes
- NICE Quality Standard QS85: Medicines Management in Care Homes
- Medicines Management resource pack (Registered Nursing Home Association)
- The Handling of Medicines in Social Care (Royal Pharmaceutical Society of Great Britain)
- NOS SCDHSC3122 Support individuals to use medication in social care settings

Legislation	Links to the Care Quality Commission	
The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 12: Safe care and treatment 'The things which a registered person must do to... include - where equipment or medicines are supplied by the service provider, ensuring that there are sufficient quantities of these to ensure the safety of service users and to meet their needs; the proper and safe management of medicines'	Key Line of Enquiry Safe: S4	Fundamental Standards Safety Consent Staffing Fit and proper staff

Examples of what learning and development support workers could know and do:

New to care:

Care Care Certificate Standard: 13 – Health and safety

Adult care worker:

Relevant statutory standards and codes of practice for their role

Ensure the individual knows what they are agreeing to regarding the way in which they are supported

Lead adult care worker:

How to lead and support others to ensure compliance with regulations and organisational policies and procedures

Lead and support colleagues to understand how to establish informed consent when providing care and support

Lead practitioner:

Statutory frameworks, standards, guidance and Codes of Practice which underpin practice in relation to the safe delivery of services

Principles of risk management

Apply risk management policies

Manager/advanced practitioner:

Legislative and regulatory frameworks which inform quality standards

Develop and apply systems and processes needed to ensure compliance with regulations and organisational policies and procedures

Moving and handling objects

The content of moving and handling training will be dependent on your worker's role and responsibilities, and should be tailored to different situations where someone may need to move something safely.

Required refresher frequency:

When a new risk is introduced

Recommended refresher frequency:

HSE research '[Manual handling training: Investigation of current practice and development of guidelines](#)' found that annual refresher training was generally considered good practice.

Monitor performance; assess competence at least annually; provide learning and development opportunities when identified or required and at least annually.



Supportive resources or relevant standards and guidelines:

- Care Certificate
- NOS SCDHSC0223 Contribute to moving and positioning individuals
- Moving and Handling in health and social care resources (HSE) - The 'What you need to do' section of this website includes links to Scotland's and Wales' NHS manual handling passport schemes. These provide example risk assessments and learning outcomes, amongst other useful information.

Legislation	Links to the Care Quality Commission	
Health and Safety at Work etc. Act 1974 Regulation 2: General duties of employers to their employees It is the employer's duty to provide 'information, instruction, training and supervision as is necessary to ensure... the health and safety at work of his employers'.	Key Line of Enquiry Safe: S2, S3	Fundamental Standards Safety Staffing Fit and proper staff

Examples of what learning and development support workers could know and do:

New to care:

Care Certificate Standard:
13 – Health and safety

Adult care worker:

How to recognise unsafe practices in the workplace

Move people and objects safely

Lead adult care worker:

The health and safety responsibilities of self, employer and workers skills

Develop risk assessments and use in a person centred way to support individuals safely including moving and assisting people and objects

Lead practitioner:

Principles of risk management

Apply risk management policies

Manager/advanced practitioner:

Systems and processes needed to ensure compliance with regulations and organisational policies and procedures including health and safety and risk management

Develop and apply systems and processes needed to ensure compliance with regulations and organisational policies and procedures

Lead the implementation of policies, procedures and practices to manage health, safety and risk to individuals and others in health and social care to ensure compliance with legislation, standards and guidance

Monitor, evaluate and improve health, safety and risk management policies and practices in the service

Moving and transferring people

Moving and transferring people should be done in a way that is both safe for the worker(s) carrying out the task and for the person being transferred. It should be carried out in a way that is dignified and, where possible, promotes independence.

Workers should be aware of risk assessments in relation to moving or transferring an individual and have had appropriate training relating to any equipment they may require.

Required refresher frequency:

When a new risk is introduced

Recommended refresher frequency:

HSE research '[Manual handling training: Investigation of current practice and development of guidelines](#)' found that annual refresher training was generally considered good practice.

Monitor performance; assess competence at least annually; provide learning and development opportunities when identified or required and at least annually.



Supportive resources or relevant standards and guidelines:

- Care Certificate
- NOS SCDHSC0223 Contribute to moving and positioning individuals
- Moving and Handling in health and social care resources (HSE) - The 'What you need to do' section of this website includes links to Scotland's and Wales' NHS manual handling passport schemes. These provide example risk assessments and learning outcomes, amongst other useful information.

Legislation	Links to the Care Quality Commission	
<p>Health and Safety at Work etc. Act 1974 Regulation 2: General duties of employers to their employees It is the employer's duty to provide 'information, instruction, training and supervision as is necessary to ensure... the health and safety at work of his employers'.</p> <p>The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 12: Safe care and treatment 'Care and treatment must be provided in a safe way...'</p>	<p>Key Line of Enquiry Safe: S2, S3</p>	<p>Fundamental Standards Safety Staffing Fit and proper staff</p>

Examples of what learning and development support workers could know and do:

New to care:

Care Certificate Standard: 13 – Health and safety

Adult care worker:

How to recognise unsafe practices in the workplace

What a risk assessment is and how it can be used to promote person centred care safely

Move people and objects safely

Use risk assessments to support individuals safely

Lead adult care worker:

How to use and promote with others where relevant, risk assessments to enable a person centred approach to delivering care

Implement/facilitate the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments

Lead practitioner:

Principles of risk management

Apply risk management policies

Manager/advanced practitioner:

Systems and processes needed to ensure compliance with regulations and organisational policies and procedures including health and safety and risk management

Lead the implementation of policies, procedures and practices to manage health, safety and risk to individuals and others in health and social care to ensure compliance with legislation, standards and guidance

Monitor, evaluate and improve health, safety and risk management policies and practices in the service



Learning and development areas:

Safeguarding

Mental capacity

Social care staff will often find themselves having to assess someone's capacity to make a decision.

The staff involved in making those assessments must recognise their roles and responsibilities under the code of practice and any assessment must be completed under the five principles of the Mental Capacity Act 2005.

Those working in care homes or hospitals will also need to be aware of the Deprivation of Liberty Safeguards. Further information can be found on [SCIE's website](#).

Suggested refresher frequency:

Monitor performance; assess competence at least annually; provide learning and development opportunities when identified or required and at least every three years



Supportive resources or relevant standards and guidelines:

- Care Certificate
- Mental Capacity Code of Practice
- Mental Capacity Act resources (Skills for Care)
- CQC Guidance for providers: Mental capacity act
- Mental Capacity Act 2005: A guide for clinical commissioning groups

Legislation	Links to the Care Quality Commission	
<p>The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 9: Person-centred care ‘The care and treatment of service users must— be appropriate, meet their needs, and reflect their preferences.’</p> <p>The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 11: Need for consent ‘Care and treatment of service users must only be provided with the consent of the relevant person.’ ‘If the service user is 16 or over and is unable to give such consent because they lack capacity to do so, the registered person must act in accordance with the 2005 Act.’</p> <p>Mental Capacity Act 2005</p> <p>Mental Capacity Code of Practice ‘The categories of people that are required to have regard to the Code of Practice include anyone who is: acting in a professional capacity for, or in relation to, a person who lacks capacity working; being paid for acts for or in relation to a person who lacks capacity</p>	<p>Key Line of Enquiry Safe: S1, S2, S4 Effective: E1, E2 Responsive: R1</p>	<p>Fundamental Standards Person-centred care Consent Staffing Fit and proper staff</p>

Examples of what learning and development support workers could know and do:

New to care:

Care Certificate Standard:
 9 – Awareness of mental health, dementia and learning disability

Adult care worker:

Relevant statutory standards and codes of practice for their role

Provide individuals with information to enable them to have choice about the way they are supported

Lead adult care worker:

The role of advocates and when they might be involved

Lead and support colleagues to understand how to establish informed consent when providing care and support

Lead practitioner:

Provide meaningful information to support people to make informed choices

Manager/advanced practitioner:

Statutory frameworks, standards, guidance and Codes of Practice which underpin practice in relation to the safe delivery of services

Positive Behaviour Support and Non-Restrictive Practice

Training should focus on positive and pro-active approaches and non-restrictive practices to reduce the need to implement restrictive practices. Anyone completing or delivering training in restrictive practice should also complete training in human right based, positive and proactive, non-aversive approaches and in the Mental Capacity Act 2005 covering the following learning aims:

- The importance of the Mental Capacity Act 2005
- The key elements of the Mental Capacity Act 2005
- Understand what restraint is
- Understand the importance of complying with the Mental Capacity Act 2005 Codes of Practice

Recommended refresher frequency:

A **Positive and Proactive Workforce and Ensuring quality services** recommend learning is refreshed at least annually.

Monitor performance; assess competence at least annually; provide learning and development opportunities when identified or required and at least annually.



Supportive resources or relevant standards and guidelines:

- Care Certificate
- Positive behaviour support (Skill for Care)
- Restrictive practices (Skills for Care)
- Ensuring quality services (LGA and NHS England)
- NOS SCDHSC0336 Promote positive behaviour
- NOS SCDHSC0398 Support individuals with programmes to promote positive behaviour
- NOS SCDLMCSB8 Lead and manage provision of care services that promotes positive behaviour

Legislation	Links to the Care Quality Commission	
<p>Health and Social Care Act 2008 (Regulated Activity) Regulations 2014 Regulation 13: Safeguarding service users from abuse and improper treatment ‘Care or treatment for service users must not be provided in a way that - ...includes acts intended to control or restrain a service user that are not necessary to prevent, or not a proportionate response to, a risk of harm posed to the service user or another individual if the service user was not subject to control or restraint.’</p> <p>Mental Capacity Act 2005 ‘... regard must be had to whether the purpose for which [an act] is needed can be as effectively achieved in a way that is less restrictive of the person’s rights and freedom of action.’</p>	<p>Key Line of Enquiry Safe: S1, S2 Effective: E2 Caring: C2 Well-led: W2</p>	<p>Fundamental Standards Safeguarding from abuse Staffing Fit and proper staff</p>

Examples of what learning and development support workers could know and do:

New to care:

Care Certificate Standard:
10 – Safeguarding adults

Adult care worker:

How to address any dilemmas they may face between a person’s rights and their safety

Encourage individuals to participate in the way their care and support is delivered

Lead adult care worker:

How to address and resolve any dilemmas they may face between a person’s rights and their safety

Provide individuals with information to enable them to exercise choice on how they are supported

Lead and support others to address conflicts or dilemmas that may arise between an individual’s rights and duty of care

Lead practitioner:

Range of holistic solutions to promote and maintain health and wellbeing using person centred approaches

Provide meaningful information to support people to make informed choices

Manager/advanced practitioner:

Implement strategies to support others to manage the risks presented when balancing individual rights and professional duty of care

Implement systems to train and support work colleagues to enable them to recognise and respond to potential signs of abuse and or unsafe practices, following organisational policies and procedures

Safeguarding adults

Workers in adult social care have a responsibility to protect the people they provide care and support for from abuse or harm. Front-line workers may be in the best position to recognise abuse, however it is important that all employees who will come into contact with vulnerable adults are aware of how to recognise and report suspected abuse.

Local safeguarding procedures may vary so consideration will need to be paid to how to incorporate these into workers' learning. Local Safeguarding Adult's Board can provide more information.

Recommended refresher frequency:

Monitor performance; assess competence at least annually; provide learning and development opportunities when identified or required and at least annually



Supportive resources or relevant standards and guidelines:

- Care Certificate
- Safeguarding resources (Skills for Care)
- Adult safeguarding (SCIE)
- Making safeguarding personal (Local Government Association)
- NOS SCDHSC0024 Support the safeguarding of individuals
- NOS SCDHSC0035 Promote the safeguarding of individuals
- NOS SCDHSC0045 Lead practice that promotes the safeguarding of individuals

Legislation	Links to the Care Quality Commission	
The Health and Social Care Act 2008 (Regulated Activity) Regulations 2014: Regulation 13 Safeguarding service users from abuse and improper treatment 'Service users must be protected from abuse and improper treatment in accordance with this regulation. Systems and processes must be established and operated effectively to prevent abuse of service users.'	Key Line of Enquiry Safe: S1, S2 Effective: E2 Caring: C1, C3 Well-Led: W1, W2, W4	Fundamental Standards Safeguarding from abuse Staffing Fit and proper staff

Examples of what learning and development support workers could know and do:

New to care:

Care Certificate Standard:
10 – Safeguarding adults

Adult care worker:

What abuse is and what to do when they have concerns someone is being abused

The national and local strategies for safeguarding and protection from abuse

How to recognise unsafe practices in the workplace

The importance and process of whistleblowing

Recognise potential signs of different forms of abuse

Respond to concerns of abuse according to agreed ways of working

Recognise, report and challenge unsafe practices

Lead adult care worker:

Support others to recognise and respond to potential signs of abuse according to agreed ways of working

Work in partnership with external agencies to respond to concerns of abuse

Lead practitioner:

Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements

Apply and support others to adhere to safeguarding procedures

Work in partnership with external agencies to respond to safeguarding concerns

Manager/advanced practitioner:

Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements

The elements needed to create a culture that supports whistleblowing in the organisation

Implement and manage support systems for work colleagues involved in safeguarding processes

Monitor and evaluate the effectiveness of organisational policies, systems and processes for safeguarding

Safeguarding children

Safeguarding children from harm is ‘everyone’s responsibility’ (Working together to safeguard children, March 2015). Adult social care workers will likely come into contact with the children, family and friends of those they provide care for. Workers will need to know how to recognise and report signs of abuse.

Contact your Local Safeguarding Children’s Board for more information.

Recommended refresher frequency:

Monitor performance; assess competence at least annually; provide learning and development opportunities when identified or required and at least annually



Supportive resources or relevant standards and guidelines:

- Care Certificate
- NICE guideline CG89: Children maltreatment: when to suspect maltreatment in under 16's
- Introduction to children's social care (SCIE)

Legislation	Links to the Care Quality Commission	
Working Together to Safeguarding Children 2015 'Safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part'	Key Line of Enquiry Safe	Fundamental Standards Safeguarding from abuse Staffing Fit and proper staff

Examples of what learning and development support workers could know and do:

New to care:

Care Certificate Standard:
11 – Safeguarding children

Adult care worker:

What abuse is and what to do when they have concerns someone is being abused

The national and local strategies for safeguarding and protection from abuse

The importance and process of whistleblowing

Recognise potential signs of different forms of abuse

Respond to concerns of abuse according to agreed ways of working

Lead adult care worker:

How to address and resolve any dilemmas they may face between a person's rights and their safety

Support others, to recognise and respond to potential signs of abuse according to agreed ways of working

Work in partnership with external agencies to respond to concerns of abuse

Lead practitioner:

Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements

Apply and support others to adhere to safeguarding procedures

Work in partnership with external agencies to respond to safeguarding concerns

Manager/advanced practitioner:

The elements needed to create a culture that supports whistleblowing in the organisation

Implement and manage support systems for work colleagues involved in safeguarding processes

Monitor and evaluate the effectiveness of organisational policies, systems and processes for safeguarding

11. Glossary

Adult care Apprenticeship standards: The standards are two-page documents listing the skills, knowledge and behaviours needed to be competent in a given role. They are designed by adult social care employers.

Care Certificate: An identified set of standards that health and social care workers adhere to in their daily working life. Designed with the non-regulated workforce in mind (those not registered with a professional body), the Care Certificate gives everyone the confidence that these workers have the same introductory skills, knowledge and behaviours to provide compassionate, safe and high quality care and support.

Core Skills: English, maths, digital technology and the ability to work in a team, to be reliable and enthusiastic, to solve problems and to continue learning.

Development: The process in which someone grows or changes and becomes more advanced.

Fundamental Standards: The standards everybody has a right expect when they receive care and require providers to meet legal expectations.

Guidelines: Guidelines are a set of statements or recommendations intended to guide decisions.

Key Lines of Enquiry: Standards questions that directly relate to the five key questions that form the basis of a Care Quality Commission inspection. Key Lines of Enquiry (or KLOEs) ensure consistency in inspections.

Learning: The acquisition of knowledge or skills through study, experience, or being taught.

Legislation: A law or set of laws suggested by government and made official by parliament.

Holistic Approach: Taking a wider approach to learning and development and applying knowledge and skills across learning areas. For instance, for an adult care worker to ensure that dignity is at the centre of all their work, they will also need to apply knowledge and skills related to: equality and diversity, person centred care, communication, assisting and moving, nutrition and hydration, mental capacity, positive behaviour support, safeguarding and any specific care needs of individuals.

Holistic Assessment: Rather than assessing worker competency in specific learning areas individually, assess their competencies together. E.g. whilst a worker is supporting someone with a meal, assess their skills in communication, food and nutrition, person centred care. This is a more efficient way of assessing workers as well as providing a more realistic assessment of competence and development need.

National Occupational Standards: Describe best practice by bringing together skills, knowledge and values. National Occupational Standards are valuable tools to be used as benchmarks for qualifications as well as for defining roles at work, staff recruitment, supervision and appraisal.

Non-registered workforce: Those who are not registered with a professional body.

Occupationally competent: Someone who has the necessary knowledge, skills and behaviours to deliver work-related tasks appropriately.

Recommendations: Based on best practice, advice and/or research from respected organisations in the field.

Recommended minimum learning and development areas: Providing staff with particular knowledge and skills will support organisations to meet their legislative and regulatory requirements. Therefore, the learning areas within this document are considered the 'recommended minimum' – without them, organisation may be at risk of not meeting legislative requirements. There will be other areas of learning essential for many workers that are not included within this document.

Statutory guidance: Statutory guidance is issued under legislation, and normally requires services e.g. local authorities, schools, hospitals etc. to take account of the guidance that applies to them.

Training: Sharing information to improve the recipient's knowledge and skills.



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