

The CARE CERTIFICATE

Understand your role

- What you need to know



Your role - Tasks, Behaviours and Standards of work



Your role will have a job description. This tells you what your main duties and responsibilities are and who you report to. Ask your employer for a copy if you do not have it. You should know what is expected of you but also what is not included in your role.

It will be almost impossible for a job description to list every task you will do but it should largely reflect your role.

The kinds of duties that might be in your job description are:

- **Providing care and support**, working in a person centred way, communicating well, building relationships and promoting equality and diversity
- **Working as part of a team**, being a supportive team member and developing your skills to improve your work
- **Contributing to activities** in a safe way, keeping and filing clear records, keeping to **regulations**, following the agreed way of working
- **Respecting confidentiality** by not discussing any personal information on individuals or staff with unauthorised people, and storing records securely.



Regulations

are rules that come from legislation or laws. The legislation establishes the general 'laws of the land'. Regulations provide the specific ways in which those laws are interpreted and applied.

The skills and knowledge you need to carry out your role **competently** and the ways in which you should work are set out nationally. You can find these in:

- **The Care Certificate** is shared health and social care training. It is expected that new healthcare support workers and adult social care workers will complete the 15 standards before they work without supervision in any workplace. In the Care Certificate there are 15 standards; they can be found here: www.skillsforhealth.org.uk/care-certificate

- The **Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England**. This has the moral and ethical standards expected of all health and social care workers. The Code can be found here:
www.skillsforcare.org.uk/Document-library/Standards/National-minimum-training-standard-and-code/CodeofConduct.pdf
www.skillsforhealth.org.uk/code-of-conduct



Competence

Having the ability and expertise to understand an individual's needs in order to deliver effective care.

As you develop in your role you will continue to build on your knowledge and skills. You may be asked to take a qualification during or after completing induction. Employers should invest in their workers learning and development beyond induction.

Experiences, attitudes and beliefs

Your experiences, **attitudes** and **beliefs** are part of what makes you who you are. They affect how you think, what you do and how you do it. Your background, upbringing, experiences and relationships will all have played a part in the way you see things. These attitudes and beliefs may have led you to choose to work in health or social care but sometimes they could lead you to assume things about people that are not right. It is important that you develop self-awareness so that you can learn to check that this does not happen. You should take time to learn about and understand the different attitudes and beliefs of others so that you can work with individuals in a way that takes these into account.



Beliefs

can be described as things in life that you feel strongly about, that guide you in your daily life and are linked very closely to your morals and values.

Attitudes

are the approaches, opinions and mindset that you have developed through your upbringing and life and learning experiences.

Values, aims and objectives

It's important to understand what your employer wants to achieve as it will help you to understand your own role. Your organisation will have values, aims and objectives.

Values are the beliefs or ideals that should be evident in all aspects of the service you provide.

Aims are the general goals that an organisation hopes to achieve through their activity. The purpose of your job will be to contribute to achieving these.

Objectives are specific things that must be in place in order to achieve the aims.

If you find that your employer does not have these written down ask your manager to tell you what they are.

Rights and responsibilities at work

There are many pieces of legislation that exist to protect us from harm as workers and to make sure that everyone is treated fairly.

Health & Safety

The Health & Safety at Work etc. 1974 Act sets out your rights and responsibilities in the workplace. You have the right:

- To work in an environment that is safe
- To be provided, free of charge, with the equipment that you need to keep you safe at work.

With those rights come responsibilities. Your employer will set down policies and procedures or tell you about the agreed ways to work in ways that are safe for you, those you work with and the people you support.

- You must work in the ways that you are told by your employer.
- If you have concerns about safety in your workplace you must talk to your manager.

You can find more information about the Health & Safety at Work etc. Act 1974 here: www.hse.gov.uk/legislation/hswa.htm

Confidentiality

The Data Protection Act 1998 protects people's rights to confidentiality. It restricts how personal and sensitive information can be used, stored and passed on. Personal details must not be passed on unless the person gives their permission. These laws give you rights as an employee but also require you to treat individuals' information responsibly. You should only pass information on in line with procedure and for the purpose of providing the best care. You can find more information about the Data Protection Act 1998 here: www.gov.uk/data-protection/the-data-protection-act

Working conditions

There are many pieces of legislation that demand that terms and conditions of employment are fair. For example, the law states that you do not usually have to work more than 48 hours per week, although you may choose to do so. Exactly when you work will depend on your contract. You can find out more about working contracts and conditions here:

www.gov.uk/employment-contracts-and-conditions/overview

The Equality Act 2010 gives all people in the UK the right to be treated fairly and afforded equality of opportunity. This means that people must be paid 'equal pay for equal work' regardless of '**protected characteristics**' or differences. The amount that your employer pays you for your work must meet the National Minimum Wage.

You can find more information about the Equality Act 2010 here:

www.gov.uk/equality-act-2010-guidance



Protected characteristics

The Equality Act 2010 identifies nine *protected characteristics* or groups that are protected under equalities law. The protected characteristics are:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

Agreed ways of working

Your employer will tell you the safe and agreed ways in which you are expected to work. This may be shared with you as part of a policy or provided in person by your manager or another colleague. Agreed ways of working with each individual will be detailed in care plans. They ensure that you are working within the law and providing care and support that meet the needs of the individual. If you don't follow the agreed ways of working, you could harm yourself or others without meaning to. You are responsible for your own work and could face disciplinary procedures if people come to harm as a result of your actions. This could lead to dismissal or even prosecution.

You have responsibilities to the people that you provide care and support for. You must ensure that:

- Their safety and welfare is protected by ensuring that their care plan is followed and carried out in agreed, safe ways
- The care that they receive meets their needs by involving them and their carer or support network in the planning, review and delivery of their care
- They are treated fairly and that their rights are upheld by working in ways that promote equality and diversity and uphold their dignity and human rights.

Not all of the individuals you support will be confident or able to speak out. If their care is inadequate or they are treated in ways that do not uphold their rights you must support them to make a complaint, or raise concerns yourself.

Reporting errors

We are all human and mistakes sometimes happen. When mistakes are made it's important to be honest and identify where errors have happened. This will allow:

- Action to be taken that may reduce the impact of the mistake
- Lessons to be learnt through thinking about and agreeing what went wrong.

“human mistakes”

Whistleblowing

Your employer should provide or explain their whistleblowing policy. You have a responsibility to report things that you feel are not right, are illegal, or if anyone at work is neglecting their duties. This is known as 'whistleblowing'. In most cases you should discuss your concerns with your manager. However, if you felt that it was not appropriate to speak to your manager for some reason, you should follow your employer's whistleblowing procedure and ways of working.

Working in partnership

Your role will involve you working with many people who have a variety of roles. This is known as 'partnership working'. Developing good relationships will help to improve the quality of care provided.

The main working relationships in health and social care can be categorised in four ways:

- Individuals and their friends and family
- Your colleagues and managers
- People from other workplaces, including **advocates**.
- Volunteers and community groups.



Advocate

Someone who provides support by speaking for an individual on their behalf.

For example, in providing care and support to an individual, their carer may provide support by visiting or providing food. You should be helpful and make sure that this is built into the care plan and routine, and is understood by other workers. You might also support the individual to share their wishes with the carer.

Other workers might provide a service to someone you provide care and support to. For example, a dietician might advise the individual about their weight and help them agree a plan for their meals and snacks, taking into account any preferences or special dietary needs. As the worker likely to see the individual most regularly you could encourage them to keep to the diet and support them to feedback how the diet is working or if it needs to be changed. If the individual was not eating or unwell as a result you would arrange for the diet to be reviewed quickly. Very often health care support workers or adult social care support workers are in a position to play an important role in making observations and links with other workers because they are in regular contact with the individual. They are very important partners in the overall health or social care provision to an individual.

All working relationships should involve mutual respect and should value other people's skills and knowledge with a focus on working together in the best interests of the individual receiving care and support. The importance of people working together should not be underestimated as serious case reviews, which are the reviews carried out when a vulnerable adult dies or comes to significant harm, often identify failings in partnership working as being a key factor in what went wrong.

“working relationships”

Effective partnership working

Good **communication** between everyone is essential. Health and social care workers must **trust**, value and **respect** one another, having belief in everyone's ability to work together to achieve shared goals.

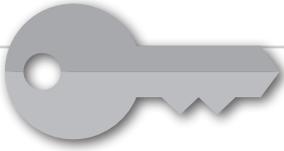
6Cs

Communication

Effective communication is central to a successful workplace for both individuals and staff alike.

For **communication** to be good and effective it must be open, accurate and understandable. Ways of communicating and language must be right for the individual so you can be sure that they understand what is being said. Workers should avoid using **jargon** which can be misunderstood.

When working with people who have communication needs, it may be necessary to consider translators, pictures or communication boards to support people to communicate well.



Jargon

Jargon or complex terminology may be used by professionals with individuals, their friends and family. Be mindful that jargon may be familiar to you and your colleagues but not necessarily to the individuals you support.

Accurate **records** must be kept to ensure that all those involved are kept up to date on the individual's progress and care. If an incident occurs, information must be shared efficiently and safely. All records must be up to date, understandable and stored securely.

Trust is important to all good working relationships and is essential if partnership working is to be open, honest and successful. Everyone involved in partnership working, both the person receiving care and support and the workers, must be confident that they can rely on the people working with them.

It is important to work in ways that promote **respect**. You should understand and respect the contribution that each individual plays in planning and providing care. This applies to all individuals, their carers and support network, as well as to other workers.

Advice and support

There may be times when there is disagreement between workers from different agencies or between the person receiving care and support and those who support them. Conflict that is not resolved can affect the quality of care. You should ask for advice about partnership working and resolving conflict whenever you face any problem. You can ask your manager or other workers who are familiar with your workplace and have the skills and experience to advise you.

The CARE CERTIFICATE

Understand your role

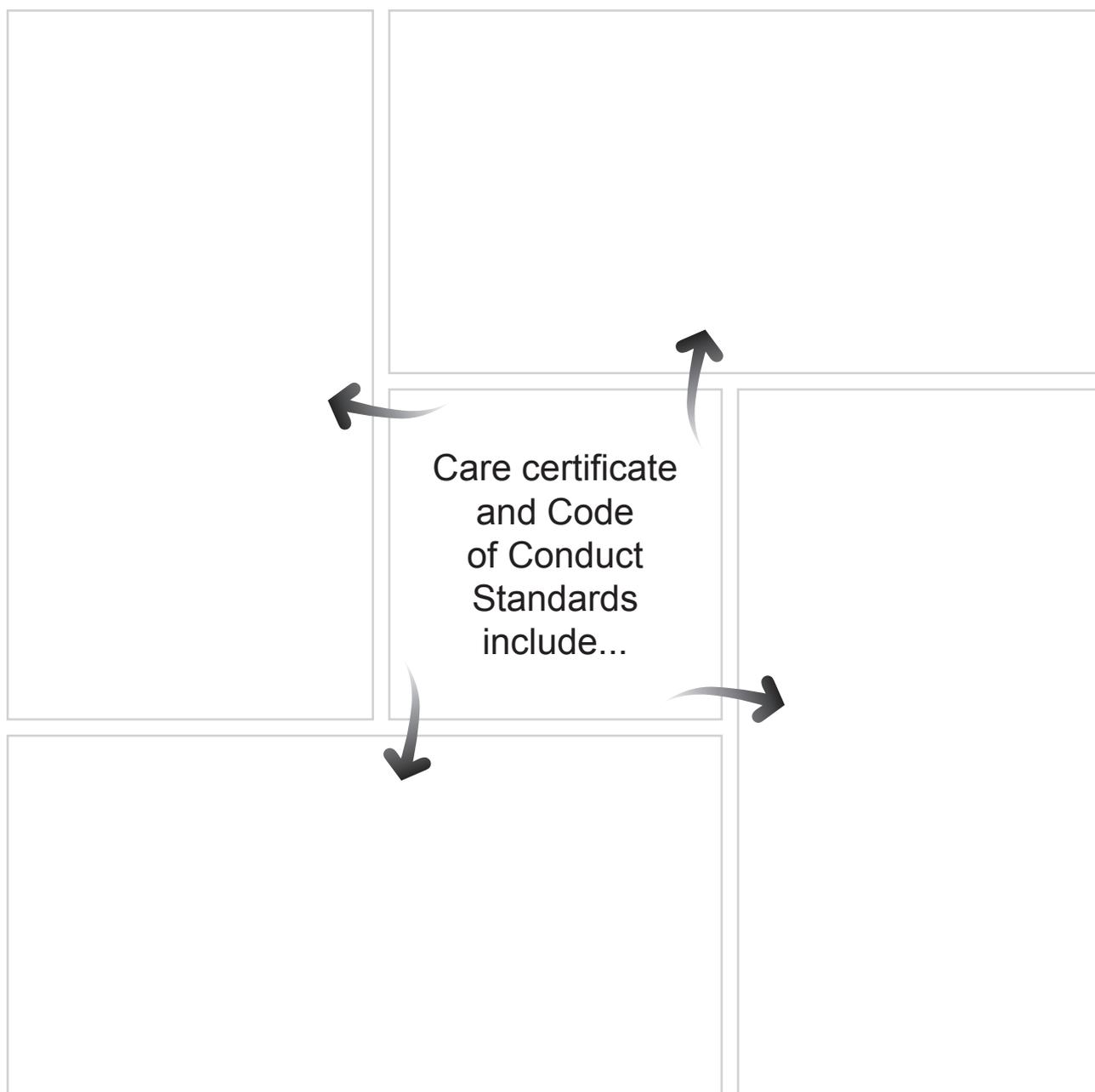
- What do you know now?



Activity 1.1b

Look up the Care Certificate and the Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England. Complete the diagram below to **list** some examples of the standards they include:

List: this term means to identify the main points which can be written as bullet points.



Activity 1.1d

Self-awareness is very important for all care work. Think about your previous experiences and the attitudes and beliefs that you are aware that you hold, and **explain** how they may affect the way you work:

Explain - to explain something you will need to provide a clear account of your understanding, including details like why and how.

My experience, attitudes and beliefs

How this may affect my work

An example of a previous experience that I have had

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An example of an attitude I hold

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An example of a belief I hold

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Activity 1.2a

Familiarise yourself with your employment rights and responsibilities. Under each of the headings below, **describe** your rights and responsibilities as a worker:

Describe - to describe means to create a picture with words but not simply writing a list of bullet points.

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Confidentiality

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Working time

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Pay and wages

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Activity 1.2c

It is essential to work in ways that are agreed with your employer. Give an example of an agreed way of working in your workplace and **explain** why it is important:

Explain - to explain something you will need to provide a clear account of your understanding, including details like why and how.

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Activity 1.2e



Part i)

For each of the statements below, decide whether each should be reported as a concern and tick either yes or no:

	Report?	
The health and safety of staff is in danger	YES	NO
Individuals are treated with dignity and respect	YES	NO
The environment is being damaged by work activity	YES	NO
Wrongdoing is being covered up	YES	NO
The individual's care is inadequate but they cannot or will not complain	YES	NO
Care plans are reassessed and updated regularly	YES	NO
Your manager is involved in the abuse of individuals	YES	NO

Activity 1.2e

Part ii)

Thinking about the statements in Part i) that would need to be reported, **explain** how you would raise your concerns, or whistleblow:

Explain - to explain something you will need to provide a clear account of your understanding, including details like why and how.

A large rectangular area with horizontal dotted lines for writing.

Activity 1.3a

Think about your responsibilities to the individuals you support.

Describe four of your responsibilities to those individuals:

Describe - to describe means to create a picture with words but not simply writing a list of bullet points.

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Activity 1.3b

In the boxes below, **explain** how a working relationship is different to a personal relationship. Use examples from your service to help you explain your points:

Explain - to explain something you will need to provide a clear account of your understanding, including details like why and how.

A working relationship is...

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A personal relationship is...

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Examples include...

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Activity 1.3c

There are four main working relationships in health and social care. State the four main working relationships and provide a description of each, including who they are most likely to be in your own workplace:

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Activity 1.4a & b

As a worker in health and social care it is essential to be an effective and good team member and work in partnership. **Explain** why it is important to work:

Explain - to explain something you will need to provide a clear account of your understanding, including details like why and how.

a) In partnership with other workers:

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b) In partnership with key people, advocates, and others who are significant to the individual such as their carer, family members or friends:

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Care Certificate *progress log, mapping and sign-off document*

Standard Number: 1

Standard Title: Understand Your Role

Document guidance

This document provides an overview of the outcomes and assessment criteria for Standard 1: Understand Your Role. It identifies the criteria within the Standard that should have been achieved upon successful completion of the underpinning knowledge within the Care Certificate workbook. Employees must demonstrate their competence in practice in order to fully achieve this Standard of the Care Certificate.

This progress log and sign-off document should be completed jointly by the employee and the manager/supervisor/assessor to confirm that all outcomes and criteria have been achieved in practice in the work setting. Supplementary evidence can be attached to demonstrate achievement and it is suggested to do so as good practice.

This document also provides an outline of the suggested mapping of outcomes and criteria within Standard 1: Understand Your Role of the Care Certificate to the recommended Qualifications and Credit Framework (QCF) unit, the National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England and the Common Induction Standards. This document does not necessarily indicate direct mapping of criteria and therefore assessors and/or managers should ensure they follow the guidance below. Please note that when the term assessor is used throughout this document this could be the manager, supervisor or assessor and will be decided by the employing organisation.

This document should always be used in conjunction with the guidance provided in the Care Certificate Framework Technical Document.

Guidance for assessors

Assessors must ensure that the learner has produced evidence for each assessment criterion that is valid, authentic, reliable, current and sufficient. Therefore assessors **must not assume** that if the mapping document indicates a criterion could have already been achieved, the mapped criteria within the QCF unit should automatically be awarded. Learners and assessors are responsible for ensuring that the outcomes and criteria within the QCF unit and standards below have been achieved to the required standard. For reference, within the column that refers to coverage of the relevant QCF unit, a **P** indicates that the Care Certificate criteria provides partial coverage of the relevant criteria within the QCF unit, whereas an **F** indicates full coverage.

The **Assessment method used** column is included to allow assessors to provide evidence of the type of assessment method that has been used to assess the Care Certificate criteria. This is likely to be noted as the Care Certificate Workbook, however if further evidence is also provided this could include professional discussion, observation, question and answer, e-learning, witness testimony etc. This column can also be completed to evidence competency using these example assessment methods.

The **Evidence location** column is included to provide a clear signpost to where the learner's evidence can be found. This may be within a portfolio of evidence, a continued professional development (CPD) file or electronically via e-learning or e-portfolio.

Unit number	Unit title	Level	Credit
J/601/8576	The role of the health and social care worker	2	2

Care Certificate Standard 1 Outcome	Care Certificate Standard 1 Criteria	Knowledge/ Competence	Question within workbook	QCF unit: The role of the health and social care worker P = Partial F = Full	National Minimum Training Standards: Standard 1 - The Roles of the Healthcare Support Worker and Adult Social Care Worker	Common Induction Standards: Standard 1 - Role of the health and social care worker, Standard 2 - Personal Development and Standard 5 - Principles for implementing duty of care	Assessment method used	Evidence location	Sign-off initials	Date
1.1 Understand their own role	1.1a Describe their main duties and responsibilities	K	1.1a			S2 - 1.1				
	1.1b List the standards and codes of conduct and practice that relate to their role	K	1.1b			S2 - 1.2				
	1.1c Demonstrate that they are working in accordance with the agreed ways of working with their employer	C		AC2.3 - P						
	1.1d Explain how their previous experiences, attitudes and beliefs may affect the way they work	K	1.1d			S2 - 1.3				
1.2 Work in ways that have been agreed with their employer	1.2a Describe their employment rights and responsibilities	K	1.2a		1.3.1					
	1.2b List the aims, objectives and values of the service in which they work	K	1.2b		1.3.2	S1- 2.1				

	1.2c Explain why it is important to work in ways that are agreed with their employer	K	1.2c	AC2.1 - P	1.3.3	S1 - 2.2				
	1.2d Demonstrate how to access full and up-to-date details of agreed ways of working that are relevant to their role	C		AC2.2 - F	1.3.4	S1 - 2.3				
	1.2e Explain how and when to escalate any concerns they might have (whistleblowing)	K	1.2e Part i 1.2e Part ii		1.3.5					
	1.2f Explain why it is important to be honest and identify where errors may have occurred and to tell the appropriate person	K	1.2f							
1.3 Understand working relationships in health and social care	1.3a Describe their responsibilities to the individuals they support	K	1.3a		1.2.1	S1 - 1.1				
	1.3b Explain how a working relationship is different from a personal relationship	K	1.3b	AC1.1 - F	1.2.2	S1- 1.2				
	1.3c Describe different working relationships in health and social care settings	K	1.3c	AC1.2 - F	1.2.2	S1 - 1.2				

1.4 Work in partnership with others	1.4a Explain why it is important to work in teams and in partnership with others	K	1.4a and b	AC3.1 -F	1.4.2	S1 - 3.2				
	1.4b Explain why it is important to work in partnership with key people, advocates and others who are significant to an individual	K	1.4a and b	AC3.1 - P	1.4.1	S1 - 3.1				
	1.4c Demonstrate behaviours, attitudes and ways of working that can help improve partnership working	C		AC3.2 - F	1.4.3	S1 - 3.3				
	1.4d Demonstrate how and when to access support and advice about: <ul style="list-style-type: none"> Partnership working Resolving conflicts 	C		AC3.4 - F		S5 - 2.2				

Declaration of completion

I confirm that the evidence provided by the employee meets the full requirements for **Standard 1: Understand Your Role of the Care Certificate**.

Employee signature:

Name of assessor*:

Assessor* signature:

Completion date:

The Assessor can be your Manager, Supervisor or someone else authorised by your employing organisation. This individual provides confirmation that all learning outcomes and assessment criteria for the Care Certificate standard identified above have been completed and signed off by and authorising person.