

Contents

	page
Some easy bits to fill in first	3
An Explanation of the Skills for Care Common Induction Standards	5
Common Induction Standard 1	9
Common Induction Standard 2	23
Common Induction Standard 3	39
Common Induction Standard 4	53
Common Induction Standard 5	63
Common Induction Standard 6	77
Common Induction Standard 7	91
Common Induction Standard 8	115

Appendix 1: Summary marking sheets

Appendix 2: Common Induction Standards (2010 refreshed edition)
Links to General Social Care Council (GSCC) Code of Conduct
Glossary of terms used

Appendix 3: Skills for Care “Certificate of Successful Completion”

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The contents of Appendices 2 and 3 are freely downloadable from the Skills for Care website (www.skillsforcare.org.uk) and are therefore not copyrighted to Impact.

The workbook represents Impact's best efforts to understand and implement the Skills for Care Common Induction Standards. The final responsibility for assessing a candidate's competence rests solely with the employer of that candidate. Records of such assessments will be inspected by the Care Quality Commission (CQC). Impact accepts no responsibility for the assessments or the inspections.

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Some easy bits to fill in first

Name of candidate:

Candidate commenced employment on

Candidate should complete Induction Standards by

+++++

"I, the candidate, confirm that I have answered the questions in this workbook myself. My answers, and any other supporting material which I have added, represent my best efforts to prove my competence in the range of topics required. I accept that it is the responsibility of my line manager to assess my competence based on the contents of this workbook, and on any other evidence which s/he may deem necessary".

Signed

Date

+++++

"I, the candidate's line manager, accept that it is my responsibility to assess the candidate's competence in the range of topics required. I will do this based on the contents of this workbook and on any other evidence which I may deem necessary. I will arrange whatever training, support or guidance the candidate needs in order to demonstrate his/her competence."

Signed

Date

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An Explanation of the Skills for Care Common Induction Standards

Background

Skills for Care is an independent registered charity working with 35,000 adult social care employers to set the standards and qualifications to equip 1.5 million social care workers with the skills and knowledge needed to deliver high quality care to people who use services and carers.

Since 2000 Skills for Care (and its predecessor the Training Organisation for Personal Social Services, or TOPSS) has been responsible for deciding what new social care workers should know, and be able to do, at the end of their induction period.

The induction period is defined as the first 12 weeks in post. Therefore all new social care workers are expected to be competent in every area of these Induction Standards by the end of that period.

The Standards have been revised twice since 2000. The current versions, entitled “**2010 refreshed edition**”, were issued on 10th June 2010. There are eight Standards:

The new Standards are:

- ◆ Common Induction Standard 1: Role of the health and social care worker
- ◆ Common Induction Standard 2: Personal development
- ◆ Common Induction Standard 3: Communicate effectively
- ◆ Common Induction Standard 4: Equality and inclusion
- ◆ Common Induction Standard 5: Principles for implementing duty of care
- ◆ Common Induction Standard 6: Principles of safeguarding in health and social care
- ◆ Common Induction Standard 7: Person-centred support
- ◆ Common Induction Standard 8: Health and safety in an adult social care setting

Each Standard is divided into “Main Areas”, and each Main Area is further subdivided into “Outcomes”. All of the Standards, Main Areas and Outcomes are decided by Skills for Care. They cannot be modified in any way by individual organisations, and neither can any of them be ignored. Each candidate must be assessed against each Outcome.

It is the responsibility of the direct line manager to decide whether the new member of staff is competent in each of the Induction Standards. “Competent” means that they have reached a standard which is acceptable to the line manager. There is no national standard of competency, because the level of competency required in each job and in each work setting is likely to be different.

The inspectors from the Care Quality Commission (CQC) will expect to see evidence of all of the above during their regular inspections.

This workbook

Impact has attempted to simplify the whole process by developing a workbook for each new member of staff. It guides the member of staff through each of the Standards, asking questions and setting tasks which s/he must answer in writing. The member of staff thus puts together a portfolio of evidence to prove his/her competence in each Standard. It is easy for the line manager to assess each part of each Standard and to “sign it off” when they are fully satisfied.

How to use the workbook

The onus is on the new member of staff (ie the “candidate”) to provide the evidence which proves that s/he is competent in the various topics. The onus is then on the line manager to judge whether the candidate is indeed “competent”.

The definition of “competence” will vary according to each individual candidate’s job role. The level of competence in a particular area required in one job role will almost certainly be different to the level required in another role, or another setting. It is entirely up to the line manager to decide what level of competence is required.

The workbook is a starting point for the candidate to build up a portfolio of evidence. The portfolio might include:

- Written answers to the assignment questions
- Photocopies of policies, procedures etc
- Certificates of achievement or attendance
- Newspaper articles
- Records of direct observation

Or just about anything else. Again, it is up to the manager to decide what is acceptable.

The candidate does not **have** to answer the tasks set out in this workbook. They are simply Impact’s suggestions of good ways in which to demonstrate competence in each of the Standards. If the candidate, or the line manager, can think of a better way then they are welcome to do that instead. However please remember that the “Standards”, the “Main Areas” and the “Outcomes” themselves are set by Skills for Care. In other words, there is no flexibility at all in relation to these.

The use of shading

As you read through the workbook you will notice that some of the pages are shaded. These are the “workplace-specific” requirements, which should be considered in relation to **all** workers who are new to the organisation. In other words, a worker may already have completed the Common Induction Standards at a previous workplace. Such a worker would **only** have to complete again the shaded sections.

The Summary marking sheets (at the back of the workbook)

As soon as the candidate feels that s/he has provided enough evidence to be considered competent in each “Outcome”, s/he should tick the relevant box on these pages. The line manager can then quickly refer to the ticks whenever s/he has sight of the workbook to see what is awaiting assessment.

Keeping the evidence

In due course the inspectors from the CQC will want to see evidence that each new employee has been assessed as competent in the various Standards within the appropriate time frame. The completed workbook should therefore be kept in a safe place at the employee’s workplace

Impact’s training packages

You can, of course, purchase the workbook on its own and get on with it yourself. However we strongly recommend that you consider purchasing it in conjunction with Impact’s training package. We can offer:

- Training sessions covering some or all of the Standards
- An E-learning training package which gives background information on each of the Standards

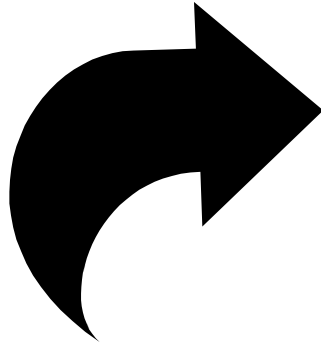
For more information on these please call us on 0845 226 3210

So, what are you waiting for ...?

As a candidate you can get started on your portfolio immediately. Your line manager may well have set up some training or mentoring support to help you along, but you don’t need to wait for it. Have a look through the questions & tasks and get stuck in to the bits that you think you know.

Good luck!

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Common Induction Standard 1

Role of the health and social care worker

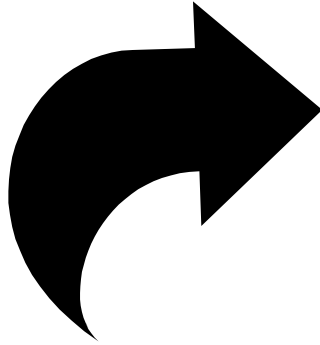
<p>Main area</p> <p>1.1 Responsibilities and limits of your relationship with an individual</p>	<p>Outcomes</p> <p>1.1.1 Know your main responsibilities to an individual you support</p>									
<p>Questions/tasks</p> <p>Think of one individual to whom you provide support and list FOUR responsibilities that you have towards that individual</p>										
<p>Candidate's answers</p> <p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p>										
<p>Manager's assessment:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Competent >> >> not yet competent</td> <td style="width: 20%;">Signed</td> <td style="width: 20%;">Date</td> </tr> <tr> <td>Competent >> >> not yet competent</td> <td>Signed</td> <td>Date</td> </tr> <tr> <td>Competent >> >> not yet competent</td> <td>Signed</td> <td>Date</td> </tr> </table>		Competent >> >> not yet competent	Signed	Date	Competent >> >> not yet competent	Signed	Date	Competent >> >> not yet competent	Signed	Date
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Main area	Outcomes
1.1 Responsibilities and limits of your relationship with an individual	1.1.2 Be aware of ways in which your relationship with an individual must be different from other relationships
Questions/tasks	
List THREE things that it would be INAPPROPRIATE to do in a relationship with an individual whom you support	
Candidate's answers	
(a)	
(b)	
(c)	
Manager's assessment:	
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Main area	Outcomes
1.2 Working in ways that are agreed with your employer	1.2.2 Understand why it is important to work in ways that are agreed with your employer
Questions/tasks	
Give THREE examples of things that might happen if you do NOT work in ways that are agreed with your employer	
Candidate's answers	
(a)	
(b)	
(c)	
Manager's assessment:	
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<p>Main area</p> <p>1.4 Be able to handle information in agreed ways</p>	<p>Outcomes</p> <p>1.4.2 Be aware of how to keep records that are up to date, complete, accurate and legible</p>									
<p>Questions/tasks</p> <p>Give ONE example of good practice in relation to record keeping for each of the issues listed below.</p>										
<p>Candidate's answers</p> <p>(ensuring records are kept up to date)</p> <p>(ensuring records are complete)</p> <p>(ensuring records are accurate)</p> <p>(ensuring records are legible)</p>										
<p>Manager's assessment:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Competent >> >> not yet competent</td> <td style="width: 20%;">Signed</td> <td style="width: 20%;">Date</td> </tr> <tr> <td>Competent >> >> not yet competent</td> <td>Signed</td> <td>Date</td> </tr> <tr> <td>Competent >> >> not yet competent</td> <td>Signed</td> <td>Date</td> </tr> </table>		Competent >> >> not yet competent	Signed	Date	Competent >> >> not yet competent	Signed	Date	Competent >> >> not yet competent	Signed	Date
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Common Induction Standard 2

Personal development

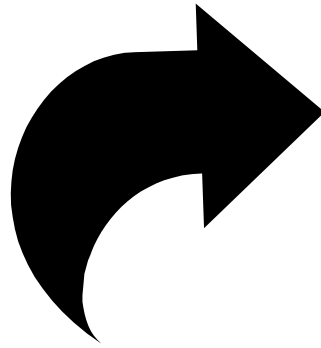
Main area	Outcome
2.2 Reflective practice	2.2.1 Understand the importance of reflective practice in continuously improving the quality of service provided
Questions/tasks	
(a) Explain briefly what the term “reflective practice” means (b) Explain briefly how reflective practice can improve the quality of service that you provide to individuals	
Candidate’s answers	
(a)	
(b)	
Manager’s assessment:	
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Main area	Outcome
2.3 Evaluating own performance	2.3.2 Be aware of ways to assess your current level of literacy, numeracy and communication skills
Questions/tasks	
Give ONE way of assessing EACH of the following functional levels:	
Candidate's answers	
(literacy)	
(numeracy)	
(communication skills)	
Manager's assessment:	
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Competent >> >> not yet competent	Signed Date

Main area	Outcome
2.4 Producing a personal development plan	2.4.2 Be aware of how others may assist to review and prioritise learning needs and development opportunities
Questions/tasks	
Give TWO examples of how other people may assist you to review and prioritise learning needs and development opportunities	
Candidate's answers	
(a)	
(b)	
Manager's assessment:	
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Main area	Outcome
2.4 Producing a personal development plan	2.4.3 Know why feedback from others is important in helping to develop and improve the way you work
Questions/tasks	
Give TWO examples of how feedback from others has helped you to develop and improve the way that you work	
Candidate's answers	
(a)	
(b)	
Manager's assessment:	
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<p>Main area</p> <p>2.5 Using learning opportunities and reflective practice to contribute to personal development</p>	<p>Outcome</p> <p>2.5.4 Know how to record and update your continual professional development</p>									
<p>Questions/tasks</p> <p>Briefly explain how you should record and update your own continual professional development in your current workplace</p>										
<p>Candidate's answers</p>										
<p>Manager's assessment:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Competent >> >> not yet competent</td> <td style="width: 30%;">Signed</td> <td style="width: 40%;">Date</td> </tr> <tr> <td>Competent >> >> not yet competent</td> <td>Signed</td> <td>Date</td> </tr> <tr> <td>Competent >> >> not yet competent</td> <td>Signed</td> <td>Date</td> </tr> </table>		Competent >> >> not yet competent	Signed	Date	Competent >> >> not yet competent	Signed	Date	Competent >> >> not yet competent	Signed	Date
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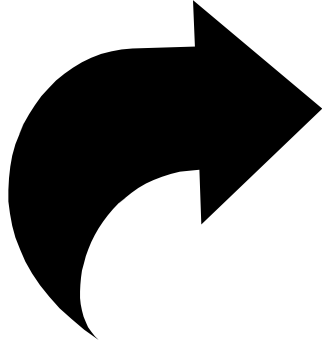
Common Induction Standard 3

Communicate effectively

Main area	Outcome
3.3 Overcoming difficulties in promoting communication	3.3.1 Recognise barriers to effective communication
Questions/tasks	
Briefly describe THREE common barriers to effective communication that you have encountered in your current work setting	
Candidate's answers	
(a)	
(b)	
(c)	
Manager's assessment:	
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Main area 3.4 Understand principles and practices relating to confidentiality	Outcome 3.4.1 Understand what confidentiality means in your work role
Questions/tasks Give a brief explanation of your understanding of the word “confidentiality” in your work role. Use an example if you wish of an issue that should remain confidential.	
Candidate’s answers	
Manager’s assessment: Competent >> >> not yet competent Signed Date Competent >> >> not yet competent Signed Date Competent >> >> not yet competent Signed Date	

<p>Main area</p> <p>3.4 Understand principles and practices relating to confidentiality</p>	<p>Outcome</p> <p>3.4.4 Explain how, when and from whom to seek advice about confidentiality</p>
<p>Questions/tasks</p> <p>A service user discloses to you that his brother is stealing money from him. But he asks you not to tell anyone.</p> <p>(a) How would you seek advice about this issue? (b) When would you seek advice? (c) From whom would you seek advice?</p>	
<p>Candidate's answers</p> <p>(how)</p> <p>(when)</p> <p>(from whom)</p>	
<p>Manager's assessment:</p> <p>Competent >> >> not yet competent Signed Date</p> <p>Competent >> >> not yet competent Signed Date</p> <p>Competent >> >> not yet competent Signed Date</p>	



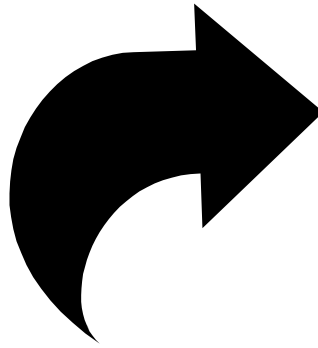
Common Induction Standard 4

Equality and inclusion

<p>Main area</p> <p>4.2 Providing inclusive support</p>	<p>Outcomes</p> <p>4.2.1 Be aware of key legislation and agreed ways of working (where these apply) relating to equality, diversity, discrimination and rights</p>									
<p>Questions/tasks</p> <p>(a) Give TWO examples of pieces of legislation that relate to equality, diversity, discrimination and rights (b) Give TWO examples of agreed ways of working that relate to equality, diversity, discrimination and rights</p>										
<p>Candidate's answers</p> <p>(a) (i)</p> <p>(ii)</p> <p>(b) (i)</p> <p>(ii)</p>										
<p>Manager's assessment:</p> <table border="0"> <tr> <td>Competent >> >> not yet competent</td> <td>Signed</td> <td>Date</td> </tr> <tr> <td>Competent >> >> not yet competent</td> <td>Signed</td> <td>Date</td> </tr> <tr> <td>Competent >> >> not yet competent</td> <td>Signed</td> <td>Date</td> </tr> </table>		Competent >> >> not yet competent	Signed	Date	Competent >> >> not yet competent	Signed	Date	Competent >> >> not yet competent	Signed	Date
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Main area	Outcomes
4.2 Providing inclusive support	4.2.2 Be aware of how you can ensure that your own work is inclusive and respects the beliefs, culture, values and preferences of individuals
Questions/tasks	
Give TWO examples of how YOU have ensured that your own work is inclusive and respects the beliefs, culture, values and preferences of individuals	
Candidate's answers	
(a)	
(b)	
Manager's assessment:	
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<p>Main area</p> <p>4.2 Providing inclusive support</p>	<p>Outcomes</p> <p>4.2.3 Know how you could challenge discrimination in a way that leads to positive change</p>									
<p>Questions/tasks</p> <p>You accompany a service user to the dentist for an appointment. The dentist addresses all comments and questions directly to you, and doesn't speak to the service user at all. List THREE things that you could do in this situation.</p>										
<p>Candidate's answers</p> <p>(a)</p> <p>(b)</p> <p>(c)</p> 										
<p>Manager's assessment:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Competent >> >> not yet competent</td> <td style="width: 20%;">Signed</td> <td style="width: 10%;">Date</td> </tr> <tr> <td>Competent >> >> not yet competent</td> <td>Signed</td> <td>Date</td> </tr> <tr> <td>Competent >> >> not yet competent</td> <td>Signed</td> <td>Date</td> </tr> </table>		Competent >> >> not yet competent	Signed	Date	Competent >> >> not yet competent	Signed	Date	Competent >> >> not yet competent	Signed	Date
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Common Induction Standard 5

Principles for implementing duty of care

<p>Main area</p> <p>5.1 Understand how duty of care contributes to safe practice</p>	<p>Outcome</p> <p>5.1.1 Explain what it means to have a duty of care in your own work role</p>									
<p>Questions/tasks</p> <p>Explain your understanding of the duty of care that you have in your work role. Give an example if you wish.</p>										
<p>Candidate's answers</p>										
<p>Manager's assessment:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Competent >> >> not yet competent</td> <td style="width: 20%;">Signed</td> <td style="width: 20%;">Date</td> </tr> <tr> <td>Competent >> >> not yet competent</td> <td>Signed</td> <td>Date</td> </tr> <tr> <td>Competent >> >> not yet competent</td> <td>Signed</td> <td>Date</td> </tr> </table>		Competent >> >> not yet competent	Signed	Date	Competent >> >> not yet competent	Signed	Date	Competent >> >> not yet competent	Signed	Date
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<p>Main area</p> <p>5.2 Know how to address dilemmas that may arise between an individual's rights and the duty of care</p>	<p>Outcome</p> <p>5.2.1 Be aware of potential dilemmas that may arise between the duty of care and an individual's rights</p>									
<p>Questions/tasks</p> <p>You are working with a service user who wants to do a sponsored parachute jump. Explain the dilemma that this situation creates between your duty of care to that service user and that service user's individual rights.</p>										
<p>Candidate's answers</p>										
<p>Manager's assessment:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Competent >> >> not yet competent</td> <td style="width: 20%;">Signed</td> <td style="width: 20%;">Date</td> </tr> <tr> <td>Competent >> >> not yet competent</td> <td>Signed</td> <td>Date</td> </tr> <tr> <td>Competent >> >> not yet competent</td> <td>Signed</td> <td>Date</td> </tr> </table>		Competent >> >> not yet competent	Signed	Date	Competent >> >> not yet competent	Signed	Date	Competent >> >> not yet competent	Signed	Date
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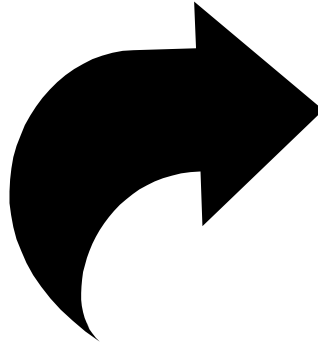
Main area	Outcome
5.2 Know how to address dilemmas that may arise between an individual's rights and the duty of care	5.2.2 Be aware of what you can and cannot do within your role in managing conflicts and dilemmas
Questions/tasks	
Refer back to the situation outlined in Outcome 5.2.1. In relation to that situation:	
(a) List TWO things that you CAN do in your current work role	
(b) List TWO things that you CANNOT do in your current work role	
Candidate's answers	
(a) (i)	
(ii)	
(b) (i)	
(ii)	
Manager's assessment:	
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<p>Main area</p> <p>5.3 Know how to recognise and handle comments and complaints</p>	<p>Outcome</p> <p>5.3.3 Know who to ask for advice in handling comments and complaints</p>									
<p>Questions/tasks</p> <p>Give the names, job titles and contact details of TWO people in your organisation whom you could ask for advice in handling comments and complaints</p>										
<p>Candidate's answers</p> <p>(a)</p> <p>(b)</p>										
<p>Manager's assessment:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Competent >> >> not yet competent</td> <td style="width: 10%;">Signed</td> <td style="width: 10%;">Date</td> </tr> <tr> <td>Competent >> >> not yet competent</td> <td>Signed</td> <td>Date</td> </tr> <tr> <td>Competent >> >> not yet competent</td> <td>Signed</td> <td>Date</td> </tr> </table>		Competent >> >> not yet competent	Signed	Date	Competent >> >> not yet competent	Signed	Date	Competent >> >> not yet competent	Signed	Date
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<p>Main area</p> <p>5.4 Know how to recognise and handle adverse events, incidents, errors and near misses</p>	<p>Outcome</p> <p>5.4.1 Know how to recognise adverse events, incidents, errors and near misses that are likely to affect the well being of individuals</p>
<p>Questions/tasks</p> <p>Give ONE example of an adverse event, incident, error or near misses that has happened (or could possibly happen) in your workplace that is likely to affect the well being of individuals.</p>	
<p>Candidate's answers</p>	
<p>Manager's assessment:</p> <p>Competent >> >> not yet competent Signed Date</p> <p>Competent >> >> not yet competent Signed Date</p> <p>Competent >> >> not yet competent Signed Date</p>	

<p>Main area</p> <p>5.4 Know how to recognise and handle adverse events, incidents, errors and near misses</p>	<p>Outcome</p> <p>5.4.3 Know the procedures and to whom you should report any adverse events, incidents, errors and near misses</p>									
<p>Questions/tasks</p> <p>Refer back to Outcomes 5.4.1 and 5.4.2. In relation to the example that you have given:</p> <ul style="list-style-type: none">(a) List TWO organisational procedures that relate to this situation(b) List TWO individuals to whom you should report the situation										
<p>Candidate’s answers</p> <p>(a) (i)</p> <p>(ii)</p> <p>(b) (i)</p> <p>(ii)</p>										
<p>Manager’s assessment:</p> <table><tr><td>Competent >> >> not yet competent</td><td>Signed</td><td>Date</td></tr><tr><td>Competent >> >> not yet competent</td><td>Signed</td><td>Date</td></tr><tr><td>Competent >> >> not yet competent</td><td>Signed</td><td>Date</td></tr></table>		Competent >> >> not yet competent	Signed	Date	Competent >> >> not yet competent	Signed	Date	Competent >> >> not yet competent	Signed	Date
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Common Induction Standard 6

Principles of safeguarding in health and social care

<p>Main area</p> <p>6.1 Recognising signs of harm or abuse</p>	<p>Outcome</p> <p>6.1.1 Know the main types of abuse</p>
<p>Questions/tasks</p> <p>There are six broad categories of abuse that could be inflicted on vulnerable adults. Fill in the blanks below to identify these six categories</p>	
<p>Candidate's answers</p> <p>◆ P _ y _ _ _ _ l or S _ _ u a _ abuse</p> <p>◆ E m _ _ _ _ n _ _ or P s _ _ _ o _ o _ _ _ a _ abuse</p> <p>◆ F _ _ _ n _ i _ _ abuse</p> <p>◆ I _ s _ i _ _ t _ _ n a _ abuse</p> <p>◆ S _ _ f n _ g _ e c t</p> <p>◆ N e _ _ _ _ t by others</p>	
<p>Manager's assessment:</p> <p>Competent >> >> not yet competent Signed Date</p> <p>Competent >> >> not yet competent Signed Date</p> <p>Competent >> >> not yet competent Signed Date</p>	

Main area	Outcome
6.1 Recognising signs of harm or abuse	6.1.2 Recognise the signs and symptoms associated with each type of abuse
Questions/tasks	
Having identified the six broad categories of abuse in Outcome 6.1.1 please list ONE sign or symptom associated with each category	
Candidate's answers	
(a)	
(b)	
(c)	
(d)	
(e)	
(f)	
Manager's assessment:	
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____

Main area	Outcome
6.1 Recognising signs of harm or abuse	6.1.3 Be aware of the factors that may contribute to an individual being more vulnerable to harm or abuse
Questions/tasks	
Describe THREE factors that make your service users more vulnerable to harm or abuse than they would otherwise be if they were not users of your service	
Candidate's answers	
(a)	
(b)	
(c)	
Manager's assessment:	
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____

Main area	Outcome
6.1 Recognising signs of harm or abuse	6.1.4 Be aware of sources of information and advice about your role and responsibility in preventing harm and abuse and protecting individuals from it
Questions/tasks	
List THREE sources of information and advice that you could access from your workplace in relation to your role and responsibility in preventing harm and abuse and protecting individuals from it	
Candidate's answers	
(a)	
(b)	
(c)	
Manager's assessment:	
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____

<p>Main area</p> <p>6.2 Ways to reduce likelihood of abuse</p>	<p>Outcome</p> <p>6.2.1 Be aware of how the likelihood of abuse can be reduced by:</p> <ul style="list-style-type: none"> ◆ working with person centred values ◆ promoting empowerment ◆ managing risk ◆ prevention 									
<p>Questions/tasks</p> <p>Give ONE brief example of how the likelihood of abuse can be reduced by EACH of the following:</p> <ul style="list-style-type: none"> (a) working with person centred values (b) promoting empowerment (c) managing risk (d) prevention 										
<p>Candidate's answers</p> <p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p>										
<p>Manager's assessment:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Competent >> >> not yet competent</td> <td style="width: 20%;">Signed</td> <td style="width: 20%;">Date</td> </tr> <tr> <td>Competent >> >> not yet competent</td> <td>Signed</td> <td>Date</td> </tr> <tr> <td>Competent >> >> not yet competent</td> <td>Signed</td> <td>Date</td> </tr> </table>		Competent >> >> not yet competent	Signed	Date	Competent >> >> not yet competent	Signed	Date	Competent >> >> not yet competent	Signed	Date
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Competent >> >> not yet competent	Signed	Date								

Main area	Outcome
6.3 Responding to suspected or disclosed abuse	6.3.1 Know the actions you must take and who to contact if you suspect an individual is being harmed or abused
Questions/tasks	
<p>You suspect (but have no concrete proof) that one of your service users is being physically abused by his brother</p> <p>(a) State TWO actions that you should take</p> <p>(b) Give the names and job titles of TWO individuals whom you should contact</p>	
Candidate's answers	
(a) (i)	
(ii)	
(b) (i)	
(ii)	
Manager's assessment:	
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____

Main area	Outcome
6.3 Responding to suspected or disclosed abuse	6.3.2 Know the actions you must take if an individual discloses that they are being harmed or abused
Questions/tasks	
<p>One of your service users tells you that another service user is pestering her for sex, and that she does not want to have sex with him.</p> <p>Describe THREE actions that you should take in relation to this situation</p>	
Candidate's answers	
(a)	
(b)	
(c)	
Manager's assessment:	
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____

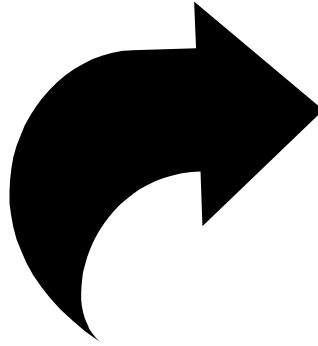
Main area	Outcome
6.3 Responding to suspected or disclosed abuse	6.3.3 Know what you must do if you suspect a child, young person or adult (met in any circumstances) is being abused or neglected
Questions/tasks	
<p>You suspect (but you have no concrete proof) that the seven-year-old brother of one of your service users is being emotionally abused by his parents.</p> <p>Describe THREE actions that you should take in relation to this situation</p>	
Candidate's answers	
<p>(a)</p> <p>(b)</p> <p>(c)</p> 	
Manager's assessment:	
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____

Main area	Outcome
6.4 National and local context of protection from harm and abuse	6.4.1 Be aware of national policies, local systems and existing employer's procedures that relate to protection from harm and abuse
Questions/tasks	
<p>In relation to protection from harm and abuse:</p> <ul style="list-style-type: none"> (a) Give ONE example of a national policy (b) Give ONE example of a local system (c) Give ONE example of your organisation's policies 	
Candidate's answers	
(a)	
(b)	
(c)	
Manager's assessment:	
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____

Main area	Outcome
6.4 National and local context of protection from harm and abuse	6.4.2 Be aware of your own role and responsibility in safeguarding individuals
Questions/tasks	
Give THREE examples of ways in which YOU can help to safeguard individuals in your current workplace	
Candidate's answers	
(a)	
(b)	
(c)	
Manager's assessment:	
Competent >> >> not yet competent	Signed Date
Competent >> >> not yet competent	Signed Date
Competent >> >> not yet competent	Signed Date

Main area	Outcome
6.4 National and local context of protection from harm and abuse	6.4.3 Be aware of reports into serious failures to protect individuals from harm or abuse
Questions/tasks	
Give the titles and a brief summary of TWO reports or inquiries that have been published recently into serious failures to protect individuals from harm or abuse. Try to choose reports or inquiries that are relevant to the types of service users that you work with.	
Candidate's answers	
(a)	
(b)	
Manager's assessment:	
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____

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Common Induction Standard 7

Person-centred support

Main area	Outcome
7.3 Recognising possible signs of dementia	7.3.2 Be aware why depression, delirium and age related memory impairment may be mistaken for dementia
Questions/tasks	
Briefly explain why each of the following issues might be mistaken for dementia:	
<ul style="list-style-type: none"> (a) Depression (b) Delirium (c) Age related memory impairment 	
Candidate's answers	
(a)	
(b)	
(c)	
Manager's assessment:	
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____

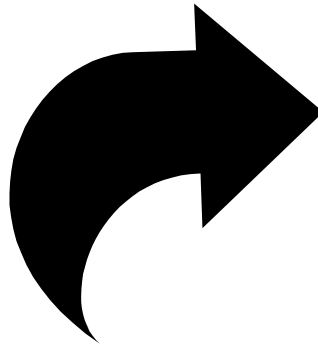
Main area	Outcome
7.3 Recognising possible signs of dementia	7.3.3 Understand why early diagnosis is important in relation to dementia
Questions/tasks	
Give TWO reasons why early diagnosis is important in relation to dementia	
Candidate's answers	
(a)	
(b)	
Manager's assessment:	
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Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____

Main area	Outcome
7.4 Supporting active participation	7.4.3 Be aware of other ways you might support active participation
Questions/tasks	
Give TWO examples of how you might support active participation in your current workplace.	
Candidate's answers	
(a)	
(b)	
Manager's assessment:	
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____

<p>Main area</p> <p>7.5 Supporting an individual's rights to make choices</p>	<p>Outcome</p> <p>7.5.3 Know why your personal views should not be allowed to influence an individual's choices</p>
<p>Questions/tasks</p> <p>Give TWO examples of how a worker's personal views may unfairly influence an individual's choices</p>	
<p>Candidate's answers</p> <p>(a)</p> <p>(b)</p>	
<p>Manager's assessment:</p> <p>Competent >> >> not yet competent Signed Date</p> <p>Competent >> >> not yet competent Signed Date</p> <p>Competent >> >> not yet competent Signed Date</p>	

Main area	Outcome
7.6 Promoting spiritual and emotional well being	7.6.3 Know how to support an individual in a way that promotes a sense of identity and self esteem
Questions/tasks	
Give ONE example from your current workplace of how YOU have supported an individual in a way that promotes a sense of identity and self esteem	
Candidate's answers	
Manager's assessment:	
Competent >> >> not yet competent	Signed _____ Date _____
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Competent >> >> not yet competent	Signed _____ Date _____

Main area	Outcome
7.6 Promoting spiritual and emotional well being	7.6.4 Know how to contribute to an environment that promote spiritual and emotional well being
Questions/tasks	
Give TWO examples of ways in which you could contribute to your current working environment in order to promote spiritual and emotional well being.	
Candidate's answers	
(a)	
(b)	
Manager's assessment:	
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____



Common Induction Standard 8

Health & safety in an adult social care setting

Main area	Outcome
8.1 Roles and responsibilities relating to health and safety in the work setting/situation	8.1.2 Understand the main points of the health and safety agreed ways of working in your work setting
Questions/tasks	
Give a short explanation of the health and safety practices that apply to your current workplace	
Candidate's answers	
Manager's assessment:	
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____

Main area	Outcome
8.1 Roles and responsibilities relating to health and safety in the work setting/situation	8.1.4 Know what you can and cannot do relating to general health and safety at your current stage of training
Questions/tasks	
<p>(a) List TWO things that you CAN do relating to general health and safety in your current workplace</p> <p>(b) List TWO things that you CANNOT do relating to general health and safety in your current workplace</p>	
Candidate's answers	
(a)	
(b)	
Manager's assessment:	
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____

Main area	Outcome
8.2 Health and safety risk assessments	8.2.1 Know why it is important to assess health and safety risks posed by the work setting/situation or by particular activities
Questions/tasks	
Give TWO reasons why it is important to assess health and safety risks posed by the work setting/situation or by particular activities.	
Candidate's answers	
(a)	
(b)	
Manager's assessment:	
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____

Main area	Outcome
8.3 Moving and positioning	8.3.1 Be aware of key pieces of legislation that relate to moving and positioning
Questions/tasks	
State the names of TWO pieces of legislation that relate to moving and positioning	
Candidate's answers	
(a)	
(b)	
Manager's assessment:	
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____

Main area	Outcome
8.3 Moving and positioning	8.3.3 Understand how to move and position people and/or objects safely, maintaining the individual's dignity, and in line with legislation and agreed ways of working
Questions/tasks	
<p>(a) Give ONE example of how you would move and position a person, maintaining their dignity and in line with legislation and agreed ways of working (<i>NB if you are never required to do this in your current job then just say so</i>).</p> <p>(b) Give ONE example of how you would move and position an object in line with legislation and agreed ways of working</p>	
Candidate's answers	
(a)	
(b)	
Manager's assessment:	
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____

Main area 8.4 Responding to accidents and sudden illness	Outcome 8.4.1 Be aware of different types of accidents and sudden illness that may occur in the course of your work									
Questions/tasks (a) Give TWO examples of accidents that may occur in the course of your work (b) Give TWO examples of sudden illnesses that may occur in the course of your work										
Candidate's answers (a) (i) (ii) (b) (i) (ii)										
Manager's assessment: <table data-bbox="224 1623 1156 1780"> <tr> <td>Competent >> >> not yet competent</td> <td>Signed</td> <td>Date</td> </tr> <tr> <td>Competent >> >> not yet competent</td> <td>Signed</td> <td>Date</td> </tr> <tr> <td>Competent >> >> not yet competent</td> <td>Signed</td> <td>Date</td> </tr> </table>		Competent >> >> not yet competent	Signed	Date	Competent >> >> not yet competent	Signed	Date	Competent >> >> not yet competent	Signed	Date
Competent >> >> not yet competent	Signed	Date								
Competent >> >> not yet competent	Signed	Date								
Competent >> >> not yet competent	Signed	Date								

Main area	Outcome
8.6 Handling hazardous substances	8.6.1 Be aware of the hazardous substances in your workplace
Questions/tasks	
Give THREE examples of hazardous substances that can be found in your current workplace	
Candidate's answers	
(a)	
(b)	
(c)	
Manager's assessment:	
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____

Main area	Outcome
8.6 Handling hazardous substances	8.6.2 Be aware of safe practices for: <ul style="list-style-type: none"> ◆ storing hazardous substances ◆ using hazardous substances ◆ disposing of hazardous substances
Questions/tasks	
Briefly explain safe practices in your current workplace in relation to: <ul style="list-style-type: none"> (a) storing hazardous substances (b) using hazardous substances (c) disposing of hazardous substances 	
Candidate's answers	
(a)	
(b)	
(c)	
Manager's assessment:	
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____

Main area	Outcome
8.7 Preventing the spread of infection	8.7.1 Know the main routes by which an infection can get into the body
Questions/tasks	
List THREE of the main routes by which an infection can get into the body.	
Candidate's answers	
(a)	
(b)	
(c)	
Manager's assessment:	
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____

Main area	Outcome
8.8 Promoting fire safety in the work setting	8.8.2 Be aware of emergency procedures to be followed in the event of a fire in the work setting
Questions/tasks	
You are at work and a fire breaks out in the office. List THREE things that you should do.	
Candidate's answers	
(a)	
(b)	
(c)	
Manager's assessment:	
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____

Main area	Outcome
8.10 Managing stress	8.10.1 Recognise common signs and indicators of stress in yourself and others
Questions/tasks	
Give THREE signs or symptoms that could indicate that you yourself might be suffering from stress	
Candidate's answers	
(a)	
(b)	
(c)	
Manager's assessment:	
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____
Competent >> >> not yet competent	Signed _____ Date _____

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Appendix 1:

Summary marking sheets

(See page 7 for an explanation of how to use these sheets)

(NB: the shaded outcomes are the ones that must be completed each time a worker starts in a new work setting, irrespective of whether he/she has already completed the other parts previously in a different work setting)

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Common Induction Standard 1 – Role of the health and social care worker

Main area	Outcomes	Candidate to tick when ready for assessment	Manager to tick when manager decides candidate is competent
1.1 Responsibilities and limits of your relationship with an individual	1.1.1		
	1.1.2		
1.2 Working in ways that are agreed with your employer	1.2.1		
	1.2.2		
	1.2.3		
1.3 The importance of working in partnership with others	1.3.1		
	1.3.2		
	1.3.3		
1.4 Be able to handle information in agreed ways	1.4.1		
	1.4.2		
	1.4.3		
	1.4.4		

Manager's signature to confirm that Standard 1 is now complete	Date

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Common Induction Standard 2 – Personal development

Main area	Outcomes	Candidate to tick when ready for assessment	Manager to tick when manager decides candidate is competent
2.1 Competence in your own work role within the sector	2.1.1		
	2.1.2		
	2.1.3		
2.2 Reflective practice	2.2.1		
	2.2.2		
2.3 Evaluating own performance	2.3.1		
	2.3.2		
2.4 Producing a personal development plan	2.4.1		
	2.4.2		
	2.4.3		
2.5 Using learning opportunities and reflective practice to contribute to personal development	2.5.1		
	2.5.2		
	2.5.3		
	2.5.4		

Manager's signature to confirm that Standard 2 is now complete	Date

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Common Induction Standard 3- Communicate effectively

Main area	Outcomes	Candidate to tick when ready for assessment	Manager to tick when manager decides candidate is competent
3.1 Importance of effective communication in the work setting	3.1.1		
	3.1.2		
	3.1.3		
3.2 Meeting the communication and language needs, wishes and preferences of individuals	3.2.1		
	3.2.2		
3.3 Overcoming difficulties in promoting communication	3.3.1		
	3.3.2		
	3.3.3		
	3.3.4		
3.4 Understand principles and practices relating to confidentiality	3.4.1		
	3.4.2		
	3.4.3		
	3.4.4		

Manager's signature to confirm that Standard 3 is now complete	Date

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Common Induction Standard 4 – Equality and inclusion

Main area	Outcomes	Candidate to tick when ready for assessment	Manager to tick when manager decides candidate is competent
4.1 The value and importance of equality and inclusion	4.1.1		
	4.1.2		
	4.1.3		
	4.1.4		
4.2 Providing inclusive support	4.2.1		
	4.2.2		
	4.2.3		
4.3 Access information, advice and support about equality and inclusion	4.3.1		
	4.3.2		

Manager's signature to confirm that Standard 4 is now complete	Date

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Common Induction Standard 5 – Principles for implementing duty of care

Main area	Outcomes	Candidate to tick when ready for assessment	Manager to tick when manager decides candidate is competent
5.1 Understand how duty of care contributes to safe practice	5.1.1		
	5.1.2		
5.2 Know how to address dilemmas that may arise between an individual's rights and the duty of care	5.2.1		
	5.2.2		
	5.2.3		
5.3 Know how to recognise and handle comments and complaints	5.3.1		
	5.3.2		
	5.3.3		
	5.3.4		
5.4 Know how to recognise and handle adverse events, incidents, errors and near misses	5.4.1		
	5.4.2		
	5.4.3		

Manager's signature to confirm that Standard 5 is now complete	Date

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Common Induction Standard 6 – Principles of safeguarding in health and social care

Main area	Outcomes	Candidate to tick when ready for assessment	Manager to tick when manager decides candidate is competent
6.1 Recognising signs of harm or abuse	6.1.1		
	6.1.2		
	6.1.3		
	6.1.4		
6.2 Ways to reduce likelihood of abuse	6.2.1		
	6.2.2		
6.3 Responding to suspected or disclosed abuse	6.3.1		
	6.3.2		
	6.3.3		
6.4 National and local context of protection from harm and abuse	6.4.1		
	6.4.2		
	6.4.3		

Manager's signature to confirm that Standard 6 is now complete	Date

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Common Induction Standard 7 – Person-centred support

Main area	Outcomes	Candidate to tick when ready for assessment	Manager to tick when manager decides candidate is competent
7.1 Promote person-centred values in everyday work	7.1.1		
	7.1.2		
	7.1.3		
7.2 Working in a person-centred way	7.2.1		
	7.2.2		
	7.2.3		
	7.2.4		
7.3 Recognising possible signs of dementia	7.3.1		
	7.3.2		
	7.3.3		
	7.4.4		
7.4 Supporting active participation	7.4.1		
	7.4.2		
	7.4.3		
	7.4.4		

(continued)>>>

(continued) Common Induction Standard 7 – Person-centred support

Main area	Outcomes	Candidate to tick when ready for assessment	Manager to tick when manager decides candidate is competent
7.5 Supporting an individual's rights to make choices	7.5.1		
	7.5.2		
	7.5.3		
	7.5.4		
7.6 Promoting spiritual and emotional well being	7.6.1		
	7.6.2		
	7.6.3		
	7.6.4		

Manager's signature to confirm that Standard 7 is now complete	Date

Common Induction Standard 8 – Health & safety in an adult social care setting

Main area	Outcomes	Candidate to tick when ready for assessment	Manager to tick when manager decides candidate is competent
8.1 Roles and responsibilities relating to health and safety in the work setting/situation	8.1.1		
	8.1.2		
	8.1.3		
	8.1.4		
	8.1.5		
8.2 Health and safety risk assessments	8.2.1		
	8.2.2		
8.3 Moving and positioning	8.3.1		
	8.3.2		
	8.3.3		
8.4 responding to accidents and sudden illness	8.4.1		
	8.4.2		
	8.4.3		
8.5 Agreed ways of working regarding medication and health care tasks	8.5.1		
	8.5.2		
	8.5.3		
8.6 Handling hazardous substances	8.6.1		
	8.6.2		

(continued)>>>

***(continued) Common Induction Standard 8 – Health & safety
in an adult social care setting***

Main area	Outcomes	Candidate to tick when ready for assessment	Manager to sign when manager decides candidate is competent
8.7 Preventing the spread of infection	8.7.1		
	8.7.2		
	8.7.3		
	8.7.4		
	8.7.5		
8.8 Promoting fire safety in the work setting	8.8.1		
	8.8.2		
8.9 Security measures in the workplace	8.9.1		
	8.9.2		
8.10 Managing stress	8.10.1		
	8.10.2		
	8.10.3		
8.11 Food safety, nutrition and hydration	8.11.1		
	8.11.2		
	8.11.3		
	8.11.4		

Manager's signature to confirm that Standard 8 is now complete	Date

Appendix 2:

**Common Induction
Standards (2010
“refreshed edition)**

**Links to General Social
Care Council (“GSCC”)
Code of Conduct**

**Glossary of terms used in
the Standards**

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“we help you
improve your
workforce”

**common induction standards (2010 ‘refreshed’ edition) social care
(adults, England) with glossary**

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

See also the guidance documents (for managers and others, and for workers) that accompany these standards. There is also a log book and certificate of successful completion.

The outcomes that are **highlighted** below are workplace-specific requirements, and they should be considered in relation to all workers new to the organisation, including those who have previously had induction training in other care settings.

- 1 Role of the health and social care worker
- 2 Personal development
- 3 Communicate effectively
- 4 Equality and inclusion
- 5 Principles for implementing duty of care
- 6 Principles of safeguarding in health and social care
- 7 Person-centred support
- 8 Health and safety in an adult social care setting

Common Induction Standards (2010 'refreshed' edition) © Skills for Care, 2010

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Standard 1. Role of the health and social care worker			
main area	outcome	additional information	GSCC codes of practice
1. Responsibilities and limits of your relationship with an <i>individual</i>	1.1 Know your main responsibilities to an <i>individual</i> you support	An <i>individual</i> refers to anyone accessing care or support; it will usually mean the person or people supported by the worker	2.7, 5.2, 5.4
	1.2 Be aware of ways in which your relationship with an <i>individual</i> must be different from other relationships		5.4
2. Working in ways that are agreed with your employer	2.1 Be aware of the aims, objectives and values of the service in which you work		
	2.2 Understand why it is important to work in ways that are agreed with your employer		
	2.3 Know how to access full and up-to-date details of agreed ways of working relevant to your role	<i>Agreed ways of working include policies and procedures where these exist; they may be less formally documented among micro-employers and the self employed</i>	
3. The importance of working in partnership with <i>others</i>	3.1 Understand why it is important to work in partnership with carers, families, advocates and <i>others</i> who are significant to an <i>individual</i>	<i>Others</i> e.g. own colleagues, other professionals across health and social care	1.2
	3.2 Recognise why it is important to work in teams and in partnership with others		6.5, 6.6, 6.7
	3.3 Be aware of attitudes and ways of working that help improve partnership with others		
4. Be able to handle information in agreed ways	4.1 Understand why it is important to have secure systems for recording and storing information	e.g Data Protection Act 1998 regarding handling of information	2.3, 6.2
	4.2 Be aware of how to keep records that are up to date, complete, accurate and legible		
	4.3 Be aware of agreed procedures for: <ul style="list-style-type: none"> ▪ recording information ▪ storing information ▪ sharing information 	Includes manual and electronic systems	6.2
	4.4 Be aware of how and to whom to report if you become aware that agreed procedures have not been followed		

Standard 2. Personal development			
main area	outcome	additional information	GSCC codes of practice
1. Competence in your own work role within the sector	1.1 Understand the main duties and responsibilities of your own work role		
	1.2 Be aware of <i>standards</i> and codes of practice that relate to your work role	<i>Standards</i> may include: <ul style="list-style-type: none"> ■ Codes of practice ■ Regulations ■ Registration requirement (Quality standards) ■ National Occupational Standards ■ Human Rights Act 	All
	1.3 Be aware of how your previous experiences, personal attitudes and beliefs may affect the way you work		
2. Reflective practice	2.1 Understand the importance of reflective practice in continuously improving the quality of service provided		
	2.2 Know how to evaluate your own knowledge, performance and understanding against relevant standards		6.8
3. Evaluating own performance	3.1 Understand the <i>functional level</i> of literacy, numeracy and communication skills necessary to carry out your role	<i>Functional level of skills</i> are the essential elements of literacy, numeracy and communication skills you need to operate confidently and effectively in your work	6.8
	3.2 Be aware of ways to assess your current level of literacy, numeracy and communication skills	e.g. Skills for Life audit tools, Care Skillsbase	
	3.3 Know how to record progress in relation to your personal development		
4. Producing a <i>personal development plan</i>	4.1 Be aware of <i>sources of support</i> for your personal development	<i>Sources of support</i> may include: <ul style="list-style-type: none"> ■ formal or informal support ■ supervision ■ appraisal. Support can come from within or outside the organisation you work for.	6.3, 6.4, 6.8
	4.2 Be aware of how others may assist to review and prioritise learning needs and development opportunities	Your <i>personal development plan</i> may have a different name, but it will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.	
	4.3 Know why feedback from others is important in helping to develop and improve the way you work		

Standard 2. Personal development			
main area	outcome	additional information	GSCC codes of practice
5. Using learning opportunities and reflective practice to contribute to personal development	5.1 Recognise ways to measure how effective a learning activity has been.		6.8
	5.2 Recognise how you have used a situation at work to improve the way you work		
	5.3 Understand the system for recording personal development in your work setting		
	5.4 Know how to record and update your own <i>continual professional development</i>		

Standard 3. Communicate effectively			
main area	outcome	additional information	GSCC codes of practice
1. Importance of effective communication in the work setting	1.1 Be aware of the different reasons why people communicate		2.2
	1.2 Understand how communication affects relationships in the work setting		
	1.3 Know why it is important to observe an individual's reactions when communicating with them		
2. Meeting the communication and language needs, wishes and preferences of <i>individuals</i>	2.1 Know how to establish an individual's communication and language needs, wishes and preferences		2.2
	2.2 Understand a range of <i>communication methods</i> and styles that could help meet an individual's communication needs, wishes and preferences	<p><i>Communication methods</i> include:</p> <ul style="list-style-type: none"> ■ non-verbal communication, including: <ul style="list-style-type: none"> - eye contact - touch - physical gestures - body language - behaviour ■ verbal communication, including: <ul style="list-style-type: none"> - vocabulary - linguistic tone - pitch. <p>Communication may include signs, symbols, pictures, writing, objects of reference, human and technical aids, eye contact and touch.</p>	
3. Overcoming difficulties in promoting communication	3.1 Recognise barriers to effective communication	May include a personal audit of your own written and communication needs	2.2
	3.2 Be aware of ways to reduce barriers to effective communication	E.g. culture, religion, health issues, sensory impairment	
	3.3 Know how to check communication has been understood to minimise misunderstandings when communicating		
	3.4 Be aware of sources of information and support or <i>services</i> to enable more effective communication	<p><i>Services</i> may include:</p> <ul style="list-style-type: none"> ■ translation ■ interpreting services ■ speech and language services ■ advocacy services 	

Standard 3. Communicate effectively			
main area	outcome	additional information	GSCC codes of practice
4. Understand principles and practices relating to confidentiality	4.1 Understand what confidentiality means in your work role		2.3 , 5.3
	4.2 Be aware of ways to maintain confidentiality in day to day communication		
	4.3 Be aware of situations where information normally considered to be confidential might need to be passed on		
	4.4 Explain how, when and from whom to seek advice about confidentiality		

Standard 4. Equality and inclusion			
main area	outcome	additional information	GSCC codes of practice
1. The value and the importance of equality and inclusion	1.1 Understand what is meant by diversity and discrimination		1.1, 1.5, 1.6
	1.2 Know how discrimination might occur in your work setting, both deliberately and inadvertently		
	1.3 Understand what is meant by equality and inclusion, and how they reduce discrimination		
	1.4 Know how practices that support equality and inclusion reduce the likelihood of discrimination		5.5, 5.6
2. Providing inclusive support	2.1 Be aware of key legislation and <i>agreed ways of working</i> (where these apply) relating to equality, diversity, discrimination and rights	E.g, CQC ‘Essential Quality Standards’, appendix B <i>Agreed ways of working</i> include policies and procedures where these exist; they may be less formally documented among micro-employers or the self employed	3.1
	2.2 Be aware of how you can ensure that your own work is inclusive and respects the beliefs, culture, values and preferences of individuals		1.2, 1.4, 1.6, 3.8
	2.3 Know how you could challenge discrimination in a way that leads to positive change		3.2, 3.4
3. Access information, advice and support about equality and inclusion	3.1 Know how to access a range of sources of information about equality, diversity and inclusion		
	3.2 Know who to ask for advice and support about equality and inclusion		3.4

Standard 5. Principles for implementing duty of care			
main area	outcome	additional information	GSCC codes of practice
1. Understand how duty of care contributes to safe practice	1.1 Explain what it means to have a duty of care in your own work role		
	1.2 Explain how duty of care contributes to the safeguarding or protection of individuals		
2. Know how to address dilemmas that may arise between an individual's rights and the duty of care	2.1 Be aware of potential dilemmas that may arise between the duty of care and an individual's rights		
	2.2 Be aware of what you can and cannot do within your role in managing conflicts and dilemmas		6.4
	2.3 Know who to ask for advice about anything you feel uncomfortable about in relation to dilemmas in your work		6.4
3. Know how to recognise and handle comments and complaints	3.1 Be aware of any existing comments and complaints procedures in accordance with agreed ways of working		3.7
	3.2 Know what you can and cannot do within of your role in handling comments and complaints and how you should respond	This includes the recording of comments and complaints	
	3.3 Know who to ask for advice in handling comments and complaints		
	3.4 Recognise the importance of learning from comments and complaints to improve the quality of service		
4. Know how to recognise and handle adverse events, incidents, errors and near misses	4.1 Know how to recognise adverse events, incidents, errors and near misses that are likely to affect the well-being of <i>individuals</i>	An <i>individual</i> refers to anyone accessing care or support; it will usually mean the person or people supported by the worker	
	4.2 Be aware of what you can and cannot do within your work role in relation to adverse events, incidents, errors and near misses	This include the recording of incidents	6.4
	4.3 Know the procedures and to whom you should report any adverse events, incidents, errors and near misses	' <i>Whistle blowing</i> ' means bringing these sorts of matters to the attention of the employer, or other appropriate authority	3.3, 3.5, 3.6

Standard 6 Principles of safeguarding in health and social care			
main area	outcome	additional information	GSCC codes of practice
1. Recognising signs of harm or abuse	1.1 Know the main <i>types of abuse</i>	<i>Types of abuse</i> include: <ul style="list-style-type: none"> physical or sexual abuse emotional/psychological abuse, including that related to age, race, gender, sexuality, culture, religion, etc financial abuse institutional abuse self neglect neglect by others 	3.2
	1.2 Recognise the signs and symptoms associated with each <i>type of abuse</i>		
	1.3 Be aware of factors that may contribute to an <i>individual</i> being more vulnerable to harm or abuse	An <i>individual</i> refers to anyone accessing care or support; it will usually mean the person or people supported by the worker	
	1.4 Be aware of sources of information and advice about your role and responsibility in preventing harm and abuse and protecting individuals from it		
2. Ways to reduce likelihood of abuse	2.1 Be aware of how the likelihood of abuse can be reduced by: <ul style="list-style-type: none"> working with person-centred values promoting empowerment <i>managing risk</i> prevention 	<i>Managing risk</i> is a way of working that supports individuals to exercise choices and rights, recognising the balance between managing risk and enabling independence, choice and control.	
	2.2 Be aware of the importance of an accessible complaints procedure for reducing the likelihood of abuse		3.7, 3.8
3. Responding to suspected or disclosed abuse	3.1 Know the actions you must take and who to contact if you suspect an individual is being harmed or abused		3.3
	3.2 Know the actions you must take if an individual discloses that they are being harmed or abused		
	3.3 Know what you must do if you suspect a child, young person or adult (met in any circumstances) is being abused or neglected		

Standard 6 Principles of safeguarding in health and social care			
main area	outcome	additional information	GSCC codes of practice
4. National and local context of protection from harm and abuse	4.1 Be aware of national policies, local systems and existing employer's procedures that relate to protection from harm and abuse.		3.3
	4.2 Be aware of your own role and responsibility in safeguarding individuals		
	4.3 Be aware of reports into serious failures to protect individuals from harm and abuse		

Standard 7. Person-centred support			
main area	outcome	additional information	GSCC codes of practice
1. Promote <i>person-centred values</i> in everyday work.	1.1 Understand how to put <i>person-centred values</i> into practice in your day to day work	<i>Person-centred values include:</i> <ul style="list-style-type: none"> ■ individuality ■ independence ■ privacy ■ partnership ■ choice ■ dignity ■ respect ■ rights 	1.4
	1.2 Understand why it is important to work in a way that promotes these values when providing support to <i>individuals</i>	An <i>individual</i> refers to anyone accessing care or support; it will usually mean the person or people supported by the worker	1.2
	1.3 Understand how to promote dignity in your day to day work with the individuals you support		1.2
2. Working in a person-centred way	2.1 Recognise the features of working in a person-centred way		
	2.2 Understand why it is important to find out the history, preferences, wishes and <i>needs</i> of the individual(s) you are supporting.	<i>Needs</i> – assessed needs can be a variety e.g. physical, emotional, social, spiritual, communication, support or care needs	1.1, 1.2
	2.3 Understand how the changing needs of an individual are reflected in their care plan and how this contributes to working in a person-centred way		
	2.4 Understand the importance of supporting individuals to plan for their future <i>well being</i> and fulfilment, including end of life care where appropriate	May include <i>Advance Care Planning</i> A person's <i>well being</i> may include their: <ul style="list-style-type: none"> ■ sense of hope ■ confidence ■ self esteem ■ ability to communicate their wants and needs ■ ability to make contact with other people ■ ability to show warmth and affection ■ experience and showing of pleasure or enjoyment 	3.1

Standard 7. Person-centred support			
main area	outcome	additional information	GSCC codes of practice
3. Recognising possible signs of dementia	3.1 Be aware of possible signs of dementia in the individuals with whom you work		
	3.2 Be aware why depression, delirium and age related memory impairment may be mistaken for dementia		
	3.3 Understand why early diagnosis is important in relation to dementia		
	3.4 Know who to tell, and how, if you suspect symptoms associated with dementia		
4. Supporting <i>active participation</i>	4.1 Understand the importance of valuing people for who they are and being non-judgemental contributes to <i>active participation</i>	<i>Active participation</i> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than as a passive recipient	1.3, 1.5
	4.2 Know ways of enabling individuals to make informed choices about their lives		1.3, 3.1
	4.3 Be aware of other ways you might support active participation	May include assistive technology, e.g use of electronic or other devices	
	4.4 Know the importance of enabling individuals to develop skills in self care and to maintain their own social and community networks	See Common Core Principles to Support Self Care , principle 6 - www.skillsforcare.org.uk/selfcare	
5. Supporting an individual's rights to make choices	5.1 Be aware of ways of enabling an individual to make informed choices		1.3, 3.1
	5.2 Understand how you can use agreed risk assessment processes to support the right to make choices		4.23
	5.3 Know why your personal views should not be allowed to influence an individual's choices		2.6, 3.8, 5.5
	5.4 Be aware that there may be occasions you may need to support an individual to question or challenge decisions concerning them that are made by others		4.1, 4.3

Standard 7. Person-centred support			
main area	outcome	additional information	GSCC codes of practice
6. Promoting spiritual and emotional well-being	6.1 Be aware of how individual identity and self esteem are linked with spiritual and emotional well-being		1.2, 1.6
	6.2 Be aware of attitudes and approaches that are likely to promote spiritual and emotional well-being		
	6.3 Know how to support an individual in a way that promotes a sense of identity and self esteem		
	6.4 Know how to contribute to an environment that promotes spiritual and emotional well-being		

Standard 8. Health & safety in an adult social care setting			
main area	outcome	additional information	GSCC codes of practice
1. Roles and responsibilities relating to health and safety in the <i>work setting/situation</i> .	1.1 Be aware of key legislation relating to health and safety in your <i>work setting/situation</i>	<i>Work setting</i> may include one specific location or a range of locations, depending on the context of a particular work role	3.3, 3.6, 6.1
	1.2 Understand the main points of the health and safety agreed ways of working in your work setting	<i>Agreed ways of working</i> include policies and procedures where these exist; they may be less formally documented among micro-employers and the self employed	3.2
	1.3 Know the main health and safety responsibilities of: a) you b) your manager c) the individuals you support	<i>Health and safety</i> could be in relation to own personal safety, other colleagues or individuals you support	3.2, 3.3
	1.4 Know what you can and cannot do relating to general health and safety at your current stage of training.		6.3
	1.5 Know where and from whom additional support and information relating to health and safety can be accessed		6.4
2. Health and safety risk assessments	2.1 Know why it is important to assess health and safety risks posed by the work setting/situation or by particular activities		3.4
	2.2 Understand how and when to report health and safety risks that you have identified		
3. Moving and positioning	3.1 Be aware of key pieces of legislation that relate to 'moving and positioning'		3.6
	3.2 Be aware of tasks relating to moving and positioning that you are not allowed to carry out at your current stage of training		
	3.3 Understand how to move and position people and/or objects safely, maintaining the individual's dignity, and in line with legislation and agreed ways of working		3.6

Standard 8. Health & safety in an adult social care setting			
main area	outcome	additional information	GSCC codes of practice
4. Responding to accidents and sudden illness	4.1 Be aware of different types of accidents and sudden illness that may occur in the course of your work		
	4.2 Understand the procedures to be followed if an accident or sudden illness should occur in your work setting/situation		
	4.3 Be aware of tasks relating to emergency first aid that you are not allowed to carry out at your current stage of training.		
5. <i>Agreed ways of working</i> regarding medication and health care tasks	5.1 Understand the main points of <i>agreed ways of working</i> about medication agreed with your employer		3.6
	5.2 Understand the main points of <i>agreed ways of working</i> about <i>health care tasks</i> agreed with your employer	<i>Health care tasks</i> include any medical procedures carried out as part of a plan of care, including those relating to colostomy, catheter, and injections	
	5.3 Be aware of tasks relating to medication and health care procedures that you are not allowed to carry out at the current stage of training		
6. Handling hazardous substances	6.1 Be aware of the hazardous substances in your workplace		3.6
	6.2 Be aware of safe practices for <ul style="list-style-type: none"> ▪ storing hazardous substances ▪ using hazardous substances ▪ disposing of hazardous substances 		
7. Preventing the spread of infection	7.1 Know the main routes by which an infection can get into the body	Health and Social Care Act 2008, Code of practice for infection control , item 10 'compliance criteria'	
	7.2 Understand the principles of effective hand hygiene		
	7.3 Understand ways in which your own health or hygiene might pose a risk to the individuals you support, or to other people at work		
	7.4 Be aware of common types of personal protective clothing, equipment and procedures and how and when to use them.		

Standard 8. Health & safety in an adult social care setting			
main area	outcome	additional information	GSCC codes of practice
	7.5 Be aware of principles of safe handling of infected or soiled linen and <i>clinical waste</i>	<i>Clinical waste</i> includes 'sharps' such as needles, and used dressings	
8. Promoting fire safety in the <i>work setting</i>	8.1 Understand practices that prevent fires from: <ul style="list-style-type: none"> ■ starting ■ spreading 		3.6
	8.2 Be aware of emergency procedures to be followed in the event of a fire in the <i>work setting</i>		
9. Security measures in the <i>work setting</i>	9.1 Understand measures that are designed to protect your own security at work, and the security of those you support	<i>Work setting/situation</i> is used to include workers who do not have a particular work place, such as personal assistants and domiciliary care workers	3.3
	9.2 Know the <i>agreed ways of working</i> for checking the identity of anyone requesting access to premises or information	<i>Agreed ways of working</i> may mean formal policies or procedures where they exist. This applies to workers who are employed by people who use services, or similar, as well as to workers employed by larger companies and self employed workers.	5.7
10. Managing stress	10.1 Recognise common signs and indicators of <i>stress</i> in yourself and others	<i>Stress</i> can have positive as well as negative effects, but in this standard the word is used to refer to negative stress	5.7
	10.2 Be aware of circumstances that tend to trigger stress in yourself and others		
	10.3 Know ways to manage stress		
11. Food safety, nutrition and hydration	11.1 Understand the importance of food safety, including hygiene, in the preparation and handling of food		
	11.2 Understand importance of good nutrition and hydration in maintaining well-being		
	11.3 Recognise signs and symptoms of poor nutrition and hydration		
	11.4 Be aware of ways in which to promote adequate nutrition and hydration		

glossary of words used in the refreshed common induction standards

Additional guidance is given alongside the standards to explain some words and terminology used. However below are additional explanations relating to other terms referred to within the context of the standards.

Words used about people	
Individual(s)	The person or people receiving care or support.
Manager/Line Manager	The person who is directly responsible for supervising a worker, or who has responsibility for a workplace where one or more workers may visit or work. Looking at all the new work roles emerging in adult social care, this role might include someone (e.g. an individual receiving direct payments) instructing a personal assistant or a volunteer.
Carers	“A carer spends a significant proportion of their life providing unpaid support to family or potentially friends. This could be caring for a relative, partner or friend who is ill, frail, disabled or has mental health or substance misuse problems.” (Source: Carers at the Heart of the 21st Century, DH 2008)
Worker	Anyone who has a role caring for or supporting one or more individuals, having been recruited to that role through a social care sector organisation or an individual. A worker may be a paid employee, self-employed or a volunteer.
Words used about work and work documents	
Advance Care Planning	The process of identifying future individual wishes and care preferences. This may or may not result in the recording these discussions in the form of an Advance Care Plan.
Care plan	A required document that sets out in detail the way daily care and support must be provided to an individual. Care plans may also be known as ‘plans of support’, ‘individual plans’, etc.
Continuing Professional Development (CPD)	An ongoing and planned learning process that contributes to personal and professional development and can be applied or assessed against competences and organisational performance. This can include the development of new knowledge, skills and competences. Comprehensive induction can be viewed as the initial building block of an ongoing CPD process. Skills for Care provides CPD support to adult social care employers and workers.
Functional skills / Skills for Life	These terms refer to the skills of reading, writing and handling numbers in various forms and at various levels. “Skills for Life” is the term used for ‘entry level’ skills, but you may find these terms used loosely and interchangeably. Considerable funding and support is available to help staff with these skills needs. See the Skills for Care website www.skillsforcare.org.uk/skillsforlife or www.scie-careskillsbase.org.uk for more details of essential resources in this area.

Person-centred approaches	Approaches to care planning and support which empower individuals to make the decisions about what they want to happen in their lives. These decisions then form the basis for any plans that are developed and implemented.
Personal development plan	This may have a different name but essentially it is a required document drawn up by a worker and line manager, setting out the learning needs, activities and qualification opportunities agreed as a route to develop the worker's knowledge and skills over a stated period.
Self care	Common Core Principles to Support Self Care – www.skillsforcare.org.uk/selfcare
Whistle blowing	Raising concerns with appropriate authorities about the way care and support is being provided, such as practices that are dangerous, abusive, discriminatory or exploitative.
Words used about levels of knowledge	
Be aware of	To know that something exists (e.g. legislation about promoting equal rights), and what it is concerned with at a general level rather than in detail.
Know / know how to	To have a clear and practical understanding of an area of work, with enough detail to be able to carry out any tasks or procedures linked with it.
Understand	To grasp the meaning of a concept and to grasp its broad purpose and principles (such as with legislation, policies and procedures).
Recognise	To understand a concept (e.g. equal opportunities) and how it affects the way work is carried out in practice

Appendix 3:

Skills for Care “Certificate of Successful Completion”

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Certificate of Successful Completion

Employers who have an official stamp should apply it here:

Name of worker

Job role

Name of organisation

Type of care provision

Organisation address

.....

1. I certify that the above named worker has successfully met all the outcomes in the Skills for Care *Common Induction Standards* and is safe to leave alone with responsibility for the individuals s/he is supporting at this stage.

Signed:

Name:

Job Role:

Date:

2. I certify that the above named worker has successfully undertaken learning that will enable him/her to carry out the tasks listed here:

Signed:

Name:

Job Role:

Date:

Tasks covered by section 2 of this certificate:

-
-
-
-
-

3. I certify that I have seen and accepted *original* certification relating to the above named worker covering the following knowledge and/or skills.

Signed:

Name:

Job Role:

Date:

Knowledge &/or skills covered by section 3 of this certificate:

-
-
-
-
-
-
-
-
-

4. Summary of *Common Induction Standards* learning

a) Time taken to complete: weeks

e) Which awarding body?

b) Type of delivery? *Please circle all that apply:*

- Distance learning
- E-learning
- Taught course
- Mentoring
- Private study
- Other

.....

please continue with questions f-h

f) How was the learning assessed? *Please circle all that apply:*

- Written
- Verbal questioning
- Role play
- Other

c) Who provided the learning? *Please circle all that apply:*

- In-house
- Private training provider
- College
- Other

g) Who was the learning assessed by?

.....
.....

d) Did the learning include a formally accredited programme with an awarding body?

- Yes (*go to question e*)
- No (*go to question f*)

h) Was the learning externally assessed?

- Yes
- No

The use of this certificate is a **requirement** in registered services.

In unregistered services its use is evidence of good practice and compliance with the GSCC Codes of Practice by the worker and employers.

As this certificate template is freely downloadable from Skills for Care's website, it is important to complete all of these fields to identify as clearly as possible the particular worker to whom it relates.

section 1

The certificate should be signed and a copy kept by the manager, with the complete original given back to the worker for their future use and to be added to as needed.

Certificates are **not** collected by Skills for Care.

section 2

This section is for certification of successful completion of further learning required at induction to enable the worker to carry out essential specific tasks not covered by the Common Induction Standards. (The worker may be given further copies of this sheet, to allow for more tasks.)

section 3

Manager's acceptance of evidence to support prior learning or skill

If a new worker already has appropriate evidence of prior learning or skill covering the induction standards, it is then necessary for that worker to complete only those induction standards which are specific to the new workplace. The manager should then complete part 3 of this certificate. Examples of evidence which might be relevant here are certificates covering **skills** (e.g, NVQ or, Diploma in Health and Social Care, minibus driving licence, food preparation, moving and handling, first aid, medication, use of hoists or other equipment, ability to use BSL or Makaton) or **knowledge** (e.g. food hygiene, Certificated Induction, health and safety etc).