**Managers’ Guide and Assessment Record for the**

**Care Certificate**

|  |  |
| --- | --- |
| Employee’s Full Name |  |
| Employee’s Job Title |  |
| Workplace |  |
| Name of Manager Completing the Assessment Record |  |
| Job Title of Manager Completing the Assessment Record |  |
| Date Assessment Record Commenced |  |
| Date Assessment Record Completed |  |
| Date Record of Completion sent to Head Office (Training@creativesupport.co.uk) |  |
| Signature of Employee Confirming Completion |  |
| Signature of Assessing Supervisor/Manager Confirming Satisfactory Completion |  |
| Second Signature by Registered Manager or Other Senior Manager |  |

# **CHECKLIST FOR COMPLETION**

To be completed by manager and sent (pages 1 & 2 only), to the training department.

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | **Complete? (Y/N)** | **Signature** | **Date** |
| 1. **E-learning Care Certificate completed (or workbooks)** |  |  |  |
| 1. **Assessment Record (this document)** |  |  |  |
| 1. **Learner Reflective Accounts** |  |  |  |

\*Once this assessment is complete, please send/email/scan this completed checklist to the Training Department at [training@creativesupport.co.uk](mailto:training@creativesupport.co.uk) so we can produce the **Certificate of Competence** for the staff member.

# HOW TO USE THIS DOCUMENT

The staff member’s competence should be assessed by the line manager over time and a description of how the staff member demonstrates they meet the criteria within their daily work written into the General assessment of competence in relation to this standard. It is important that the manager has witnessed and can give examples of how the staff member relates theory to practice.

**Please refer to the ‘Minimum evidence required’ column in the table beginning on page 8. There are also some guidance notes in the** General assessment of competence in relation to this standard

**Dates of training attendance (from Induction and other sessions) can be used as evidence for the following modules:**

**Standard 1** The role of the health and social care worker (within Induction)

Standard 3 Duty of care (within Induction)

Standard 4 Equality and diversity (within Induction)

Standard 10 Safeguarding of adults (2nd day of induction or stand-alone safeguarding session)

Standard 11 Safeguarding of children (2nd day of induction or stand-alone safeguarding session)

Standard 12 Basic life support (First Aid)

Standard 13 Health and safety (e-learning)

Moving & Handling

Fire Safety (e-learning)

Standard 15 Infection prevention and control (withFood Hygiene training)

# The standards (section 1)

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| Standard 1 | Minimum evidence requirements | |
| 1.The Role of the Health and Social Care Worker | 1.1 Attended Induction | Date attended |
| * 1. General assessment of competence in relation to this standard   How does the staff member demonstrate through their practice that they understand their role and responsibilities and evidence this in their daily work? Are they familiar with key policies and procedures? Do they have a copy of, and understand their job description? | |
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| **Assessed as competent: Yes/No Signature: Date:** | | |

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| Standard 2 | Minimum evidence requirements |
| 2.Personal and professional development | 2.1 Attended Induction  2.2 Supervision dates for 3 supervisions  Dates of Induction \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervision 1\_\_\_\_\_\_\_\_\_\_\_\_  Supervision 2\_\_\_\_\_\_\_\_\_\_\_\_ Supervision 3\_\_\_\_\_\_\_\_\_\_\_\_ |
| * 1. General assessment of competence in relation to this standard   Have you observed the staff member taking responsibility for their professional development and engaging with their supervisions? Do they attend training and reflect on their practice, their relationships with people and how they can positively contribute to the vision and purpose of where they work? (explain how) | |
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| **Assessed as competent: Yes/No Signature: Date:** | |

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| Standard 3 | Minimum evidence requirements | |
| 3.Duty of care | 3.1 Attended Induction | Date attended |
| 3.2 General assessment of competence in relation to this standard  Identify ways in which the staff member has demonstrated that they understand their duty of care to the people they support. Have you witnessed them dealing with dilemmas? Please give examples? Do they focus on positive outcomes for service users? (explain)  How does the staff member take part in the handover? Give examples.. | | |
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| **Assessed as competent: Yes/No Signature: Date:** | | |

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| Standard 4 | Minimum evidence requirements | |
| 4.Equality and diversity | 4.1 Attended Induction | Date attended |
| 4.2 General assessment of competence in relation to this standard  Have you observed the staff member being respectful to service users? How do they ensure that they are delivering a fair service to all? Does the staff member show that they understand diversity, equality and inclusion? Do they know what to do if they witness discrimination in any form in the workplace? Do they know reporting procedures, support mechanisms? (explain) | | |
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| **Assessed as competent: Yes/No Signature: Date:** | | |

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| Standard 5 | Minimum evidence requirements | |
| 5.Work in a person centred way | 5.1 Attended Induction | Date attended |
| 5.2 General assessment of competence in relation to this standard  Have you observed the staff member being person centred in their interactions with service users? How do they respond to service users? Do they behave in ways which promote dignity with all individuals and do they understand individual needs? Are they familiar with all support plans for their service users and do they implement them effectively? Do they work with the people who are important to the service user in positive ways and involve them as much as possible? (explain) | | |
| **Assessed as competent: Yes/No Signature: Date:** | | |

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| Standard 6 | Minimum evidence requirements | |
| 6.Communication | 6.1 Attended Induction | Date attended |
| 6.2 General assessment of competence in relation to this standard  Have you observed the staff member communicating effectively? What methods do they use? (such as the diary, hand over sheets, positive telephone manner etc?) Do they support their service user with their unique communication styles and needs? Do they report any concerns professionally and promptly? (explain) | | |
| **Assessed as competent: Yes/No Signature: Date:** | | |

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| Standard 7 | Minimum evidence requirements | |
| 7.Privacy and Dignity | 7.1 Attended Induction | Date attended |
| 7.2 General assessment of competence in relation to this standard  How does the staff member support service users’ privacy and dignity? How do they demonstrate that they treat each person as an individual, with unique strengths and aspirations? Do they support individual rights to make choices? Are they aware of the needs of privacy within their teams? Are they aware of how to treat all people in a respectful and dignified manner? Do they treat the service as the service users’ home? (explain) | | |
| **Assessed as competent: Yes/No Signature: Date:** | | |

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| Standard 8 | Minimum evidence requirements | |
| 8.Fluids and nutrition | 8.1 Attended Induction | Date attended |
| 8.2 General assessment of competence in relation to this standard  How does the staff member show that they understand the importance of hydration and nutrition to promote well-being? Do they know what to do if they have any concerns? Do they understand the implications of a poor diet such as constipation, vomiting, nausea? Do they know where to find information about this? (Explain) | | |
| **Assessed as competent: Yes/No Signature: Date:** | | |

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| Standard 9 | Minimum evidence requirements | |
| 9. Awareness of mental health conditions, dementia and learning disabilities | 9.1 Attended Induction  Dates the staff member attended training in their main line of work; Dementia Awareness; Mental health Awareness; LD Awareness; Working with older people | Date attended |
| 9.2 General assessment of competence in relation to this standard  How does the staff member show that they have an awareness of the specific needs of the service user group they work with? Are they familiar with conditions relating to the service users they support? Their support plans? Their individual needs? (explain) | | |
| **Assessed as competent: Yes/No Signature: Date:** | | |

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| Standards 10 & 11 | Minimum evidence requirements | |
| 1. Safeguarding adults   11. Safeguarding children | * 1. & 11.1 Attended Day 2 Induction (covers Safeguarding) or other Safeguarding training | Date attended |
| 10.2 & 11.2 General assessment of competence in relation to this standard  Have you observed the staff member supporting service users to remain safe? Do they understand safety in relation to safeguarding? Do they understand safeguarding and whistle blowing procedures? Do they understand their duty of care and role within safeguarding? Do they understand different forms of abuse? Have you observed them demonstrating that they understand what restrictive practices are and how to challenge and report them? Can they explain what constitutes harm? | | |
| **Assessed as competent: Yes/No Signature: Date:** | | |

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| Standard 12 | Minimum evidence requirements | |
| 1. Basic life support | 12.1 Attended induction and passed First Aid course | Date attended |
| 12.2 General assessment of competence in relation to this standard  Has the staff member attended and passed an accredited first aid course?  Do they feel confident in this area? | | |
| **Completed and passed First Aid course: Yes/No Signature: Date:** | | |

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| Standard 13 | Minimum evidence requirements | |
| 1. Health & Safety | * 1. E-Learning Fire Awareness   E-Learning Health and Safety  Attended Moving and Handling training | Dates  E-Learning Fire Awareness \_\_\_\_\_\_\_\_\_\_\_\_  E-Learning Health & Safety \_\_\_\_\_\_\_\_\_\_\_\_  Moving & Handling Certificate date \_\_\_\_\_\_\_\_\_\_\_\_ |
| 13.2 General assessment of competence in relation to this standard  How does the staff member show that they encourage and maintain their own health and safety, that of the people they support and the environment/colleagues? Can they support people safely and effectively with their mobility? Have they read the Health and Safety policy? Are they aware of their responsibilities in respect of fire prevention and safety and do they know what to do in the event of a fire? Do they take part in, and take personal responsibility with health and safety checks within the service? | | |
| **Assessed as competent: Yes/No Signature: Date:** | | |

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| Standard 14 | Minimum evidence requirements | |
| 1. Handling information | * 1. Attended Induction and   Information Governance (GDPR) Training  (e-learning) | Date  Attended induction \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Completed GDPR/IG \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 14.2 General assessment of competence in relation to this standard  How does the staff member demonstrate that they handle information well in the service? Do they understand the principles of confidentiality and know how to report breaches in confidentiality/GDPR/IG? Do they use the diary effectively, keep records up to date, are their records legible, accurate and professional? Do they ensure that support/care plans are reviewed regularly and kept up to date?(explain) | | |
| **Assessed as competent: Yes/No Signature: Date:** | | |

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| Standard 15 | Minimum evidence requirements | |
| 1. Infection prevention and control | 15.1 Attended Food Hygiene and Infection Control training | Date |
| 15.2 General assessment of competence in relation to this standard  Has the staff member attended this training and do they act in a way that maintains good standards of hygiene and infection control? Do they understand when it is appropriate to use Personal Protective Equipment/clothing (PPE)? Do they demonstrate good hand hygiene? Do they take personal responsibility to ensure areas are clean, tidy and manage clinical waste appropriately where necessary? | | |
| **Assessed as competent: Yes/No Signature: Date:** | | |

# **ate attended eey reness traininging ate attended eey reness traininging Reflective Reflective statements from learner (section 2)**

In the table below, please give examples of your reflections on how you implement each of the elements listed

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| Standard | Reflective description of how you implement this is your daily work |
| Standard 1  Your role as a health and social care worker | Reflect on what you understand to be your role; are you familiar with policies and procedures? Do you understand your job description? If so, how? |
| Standard 2  Your personal and professional development | How do you take responsibility for your professional development? How do you engage in your supervisions? What training have you completed and how has this improved your knowledge and understanding? |
| Standard 3  Your duty of care | Reflect on what ‘duty of care means’. How do you ensure positive outcomes for the service users you support? |
| Standard 4  Equality and Diversity | Reflect on what it means to be respectful to service users; how do you ensure you treat everyone with fairness and equality? Do you understand diversity and inclusion? How do ensure you treat everyone without discrimination or prejudice? |
| Standard 5  Work in a person centred way | Reflect on what it means to be person centred? How do you promote dignity and individual choice? How do you work with people who are important to service users in a positive and consistent way? |
| Standard 6  Communication | What is good and effective communication? Reflect on the methods you use and why you use them with particular service users; How would you/do you report concerns relating to communication? Reflect on what may happen if communication breaks down. |
| Standard 7  Privacy and Dignity | How do you support service users’ privacy and dignity – give examples; Reflect on how you show respect for an individual, recognising their strengths and aspirations. Do you support individual rights to make choices? How do you ensure that service users feel like they are ‘at home’? |
| Standard 8  Fluids and nutrition | Explain the importance of supporting good nutrition and hydration with your service users; Reflect on what you would do if you are worried that a service user may not have good levels of nutrition and fluids? What steps would you take? Do you understand the implications of a poor diet? Where can you find information about this if you need it? |
| Standard 9  Awareness of conditions which may affect your service users  (mental health conditions, dementia, learning disabilities, autism etc…) | Reflect on the specific needs of you r service user group; what do you understand about their needs? Are you familiar with their care plans? Where to find information? Training? |
| Standards  10 & 11  Safeguarding your service users and children | Reflect on how you support your service users with their safety and what may happen if you did not do this; Do you understand the whistleblowing procedures? Code RED? Reflect on how you balance a person’s capacity, freedom of choice and risk. |
| Standard 13  Health and Safety | How do you maintain and support your own health and safety in the workplace? How do you also support the health and safety of your colleagues, service users and the workplace itself? Are you able to support people with their safety needs such as their mobility/general health/ their surroundings and home? |
| Standard 14  Handling information | Reflect on how effectively and professionally you handle information. Do you understand the importance of keeping information safe? Who to share information with and who you cannot? Have you been on your Information Governance and GDPR training? If not, is it booked? Do you keep the diary well and keep service user records up to date? |
| Standard 15  Infection prevention and control | Reflect on what may happen if you do not follow good food hygiene standards; How do you support good infection control processes in your service? Do you understand when to use personal protective clothing and equipment? |
| Handling Medication | Reflect on what you consider to be good practice when administering or supporting your service users with their medication; Have you been shown how to safely administer medication in your workplace by senior members of staff? Have you attended medication training? Explain the importance of being vigilant and consistent when administering medication. |

Completion sign off (please send the signed front page to [training@creativesupport.co.uk](mailto:training@creativesupport.co.uk) )

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| --- | --- | --- | --- |
| Learner name |  | Date |  |
| Line manager name |  | Date |  |

**Appendix**

**Assessment of Knowledge and Understanding**

The assessment of the Care Certificate should be rigorous, and the manager of the staff member should be confident that the staff member is ‘competent’ in their daily work. The learner can’t be ‘part skilled‟ or have ‘some knowledge‟ and meet the Standards.

Legitimate evidence should be:

* **Valid** – relevant to the standards for which competence is claimed
* **Authentic** – produced by the learner
* **Current** – sufficiently recent for assessors to be confident that the learner still has that same level of skills or knowledge
* **Reliable** - genuinely representative of the learner’s knowledge and skills
* **Sufficient** – meets in full all the requirements of the standards

There is no ‘best way‟ to assess the care certificate. Each assessment should be appropriate to the employment setting (e.g. domiciliary care, residential, hospital or community healthcare setting), the learner and the outcomes to be assessed. There is no requirement for any end testing.   
  
**Definitions of some common operative verbs used in observation of practice**

* **Appraise –** consider the positive and negative points and give a reasoned judgement
* **Assess –** make a judgement on the importance of something – similar to evaluate
* **Analyse –** identify separate factors, say how they are related and how each one contributes to the topic
* **Compare/contrast –** identify the main factors that apply in two or more situations and

explain the similarities and differences or advantages and disadvantages

* **Comment critically –** give your view after you have considered all the evidence. In

particular decide the importance of all the relevant positive and negative aspects

* **Criticise –** review a topic or issue objectively and weigh up both positive and negative

points before making a decision

* **Draw conclusions –** use the evidence you have provided to reach a reasoned judgement
* **Demonstrate –** provide several relevant examples or related evidence which clearly support the arguments you are making. This may include showing practical skills
* **Describe** – give a clear description that includes all the relevant features - think of it as

‘painting a picture with words’

**Define** – clearly explain what a particular term means and give an example, if appropriate,  
to show what you mean

* **Design** – create a plan, proposal or outline to illustrate a straightforward concept or idea
* **Explain –** set out in detail the meaning of something, with reasons. More difficult than

describe or list, so it can help to give an example to show what you mean. Start by

introducing the topic then give the ‘how’ or ‘why’

* **Evaluate –** review the information then bring it together to form a conclusion. Give

evidence for each of your views or statements

* **Evaluate critically -** decide the degree to which a statement is true or the importance or value of something by reviewing the information. Include precise and detailed information and assess possible alternatives, bearing in mind their strengths and weaknesses if they were applied instead
* **How/Why justify –** give reasons or evidence to support your opinion or view to show how you arrived at these conclusions
* **Identify –** point out or choose the right one or give a list of the main features
* **Illustrate –** include examples or a diagram to show what you mean
* **Interpret –** define or explain the meaning of something
* **List -** provide the information in a list, rather than in continuous writing
* **Outline -** write a clear description but not a detailed one
* **Plan –** work out and plan how you would carry out a task or activity
* **State –** write a clear and full account
* **Summarise –** write down or articulate briefly the main points or essential feature

**INDUCTION AND MANDATORY TRAINING GUIDANCE**

|  |  |
| --- | --- |
| First 3 months | Advice |
| The Care Certificate (if the staff member is new to care or does not have a level 2 Health and Social Care Certificate as a minimum)  When the staff member has completed the e-learning Care Certificate course or the downloaded individual units from the Care Certificate pages of the Creative Academy site: <http://www.creativesupport.co.uk/creative-academy/the-care-certificate/paper-based-version/> the line manger should then complete the Care Certificate Assessment Record which can be found here:  <http://www.creativesupport.co.uk/creative-academy/wp-content/uploads/2018/04/Care-Certificate-Observation-Record-revised-2018.docx>  Care Certificate Workshops  See training calendar page 2 for dates. | Booked through the Training Team at Head Office – This is primarily completed as an e-learning course.  See**:**[**http://www.creativesupport.co.uk/creative-academy/the-care-certificate/**](http://www.creativesupport.co.uk/creative-academy/the-care-certificate/)  If the staff member is not able to complete the e-learning course for whatever reason, individual paper based documents can be downloaded from  [**http://www.creativesupport.co.uk/creative-academy/the-care-certificate/paper-based-version/**](http://www.creativesupport.co.uk/creative-academy/the-care-certificate/paper-based-version/)  As part of this assessment, the staff member needs to complete a 500 word (approx) case study which explains how they are putting the elements within the Care Certificate into practice in their daily work. There are supporting instructions within the document.  The workshops are available to anyone completing the Care Certificate who may need assistance or a space to work. There will be trainers on hand throughout the day to assist with any queries. Also, learners who may be struggling to complete the Care Certificate online will be given the opportunity to complete via workbooks in the session. |
| Classroom based induction  Day One Introduction to CS, values and vision, the importance of the care certificate and the 15 standards.  Day Two Morning - Safeguarding of Vulnerable Adults & Children  Afternoon - Mental Capacity Act & Deprivation of Liberty Safeguards  Information can be found in the L&D handbook here: <http://www.creativesupport.co.uk/creative-academy/wp-content/uploads/2018/06/Learning-Development-Guide-2018-2019.pdf> | This is for all staff new to the organisation and will help the transition into the agency’s values, vision, policies and procedures.  Initial classroom session, update every year by e-learning.  Initial classroom based training during Induction. Following this, the full standalone day of MCA & DoLS must be completed within 12 months of employment. No update required. If knowledge needs to be refreshed, e-learning is available for all staff.  Initial classroom session. Does not need to be repeated. |
| Emergency First Aid in the Workplace | Initial classroom session, update every 3 years by classroom or e-learning. |
| Fire Safety Awareness | E-learning and full annual fire drills in the service to maintain competence. |
| Food Safety in Catering &  Infection Control | Delivery by e-learning or classroom - (classroom recommended as initial method, particularly if the staff member’s job role has a large percentage of food handling). Update every 3 years by e-learning. |
| Health and Safety | Initial e-learning or classroom. Health and safety is covered in Induction and in the Care Certificate. No update required, but recommended every 3 years. |
| Medication Administration | Classroom session and minimum of 3, recorded, successful observations before being deemed competent to administer.  Annual, recorded, successful observations of practice in the workplace are necessary to maintain competence. Observations should be recorded and evidence kept in the staff members’ supervision files. Update required every 3 years, but staff must be aware of their local policies as they may differ slightly due to Local Authority contractual requirements. |
| Moving and Handling | Update every 2 years: initial classroom session and then e-learning update. |

This form should be held in the individual’s supervision file in readiness for the CQC/Local Authority inspection.

**For more information please go to our website** [**http://www.creativesupport.co.uk/creative-academy/the-care-certificate/**](http://www.creativesupport.co.uk/creative-academy/the-care-certificate/)

The worker must have completed the knowledge aspect of the Care Certificate as e-learning, or downloaded and completed the workbooks before you complete this assessment record. The assessment should be carried out within the first 3 months of employment.

You do not need to add any documents (eg. Supervision records or actual certificates) to this form. Just be sure that they are available if needed for audit purposes.