National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England

The National Minimum Training Standards cover:

1. **The roles of the Healthcare Support Worker and Adult Social Care Worker**
2. **Your personal development**
3. **Effective communication**
4. **Equality, diversity and inclusion**
5. **Duty of care**
6. **Safeguarding**
7. **Person-centred care and support**
8. **Health and safety**
9. **Handling information**
10. **Infection prevention and control**

Purpose

The purpose of this document is to set out the National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England. These **standards** define the minimum you should know, irrespective of your **individual** work role. Often you will gain this knowledge during a period of **induction** in the first weeks or months of your employment. While meeting these minimum **standards** is not the same as being competent in your role, they do provide the foundation for safe and effective practice. The **standards** do not seek to set out competences for workers, but correspond to the underpinning knowledge within the Core Competences for Healthcare Support Workers and Adult Social Care Workers in England.

Scope

These **standards** apply to you if you are a:

- **Healthcare Support Worker** (including an Assistant Practitioner) in England who reports to a Registered Nurse or Midwife. Healthcare Support Workers reporting to other healthcare professionals are not currently included.

- **Adult Social Care Worker** in England. This could either be in an independent capacity (for example, as a Personal Assistant); for a residential care provider; or as a supported living, day support or domiciliary care worker. The Code does not apply to Social Work Assistants.

You can find a glossary of terms and key words (shown in **bold**) at the end of this document.

Standard 1 – The roles of the Healthcare Support Worker and Adult Social Care Worker

1.1. Understanding your own role

1.1.1   Understand your main duties and responsibilities

1.1.2   Understand the **standards** and codes of conduct and practice that relate to your role

1.1.3   Be aware of how your previous experiences, attitudes and beliefs may affect the way you work

1.2. Your relationship with others

1.2.1   Know your responsibilities to the **individuals** you support

1.2.2   Understand how your relationship with **individuals** must be different from your personal relationships outside of work

1.3. Working in ways that have been agreed with your employer

1.3.1   Understand your employment rights and responsibilities

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

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

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

1.3.5   Know how and when to escalate any concerns you might have (**whistleblowing**)

1.4. Working in partnership with others

1.4.1   Understand why it is important to work in partnership with **key people**, advocates and **others** who are significant to an **individual**

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

1.4.3   Be aware of behaviours, attitudes and **agreed ways of working** that can help improve partnerships with **others**

Standard 2 – Your personal development

2.1. Produce a personal development plan

2.1.1   Know where you can get **support** for your personal development

2.1.2   Be aware of how **others** can help to review and prioritise your learning **needs** and development opportunities

2.1.3   Understand why feedback from **others** is important in helping to develop and improve the way you work

2.1.4   Know how to record the progress you make in relation to your **personal development plan**

2.2. Use learning opportunities and 'reflective practice' to contribute to personal development

2.2.1   Know the **functional level** of literacy, numeracy and **communication** skills necessary to carry out your role

2.2.2   Be aware of ways to check your current level of literacy, numeracy and **communication** skills

2.2.3   Understand the importance of **reflective practice** to continuously improve the quality of the service you provide

2.2.4   Know how to measure your own knowledge, performance and understanding against relevant **standards**

2.2.5   Be aware of the learning opportunities available to you and how you can use them to improve the way you work

2.2.6   Know how to measure whether a learning activity has improved your knowledge, skills and understanding

2.2.7   Understand the importance of your own **continuing professional development**

Standard 3 – Effective communication

3.1. The importance of effective communication at work

3.1.1   Understand the different ways that people communicate

3.1.2   Understand how **communication** affects your relationships **at work**

3.1.3   Know why it is important to observe and be receptive to an **individual's** reactions when communicating with them

3.2. Meeting the communication and language needs, wishes and preferences of individuals

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

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

3.3. Promoting effective communication

3.3.1   Recognise **barriers** to effective **communication**

3.3.2   Be aware of ways to reduce **barriers** to effective **communication**

3.3.3   Know how to check whether you have been understood

3.3.4   Know where you can find information and support or **services**, to help you to communicate more effectively

3.4. Understand the principles and practices relating to confidentiality

3.4.1   Understand what confidentiality means in your role

3.4.2   Be aware of any **legislation** and **agreed ways of working** to maintain confidentiality in day-to-day **communication**

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

3.4.4   Know who to ask for **advice and support** about confidentiality

Standard 4 – Equality, diversity and inclusion

4.1. The value and the importance of equality and inclusion

4.1.1   Understand what is meant by **diversity** and **discrimination**

4.1.2   Know how discrimination might occur where you work

4.1.3   Understand what is meant by **equality** and **inclusion**

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

4.2. Providing inclusive support

4.2.1   Be aware of any **legislation** and **agreed ways of working** that relate to **equality**, **diversity**, discrimination and rights

4.2.2   Know how to ensure that your own work is inclusive and respects the beliefs, culture, values and preferences of **individuals**

4.2.3   Know how to challenge discrimination in a way that leads to positive change

4.3. Accessing information, advice and support about equality and inclusion

4.3.1   Know how to find a range of sources of information about **equality**, **diversity** and **inclusion**

4.3.2   Know who to ask for **advice and support** about **equality** and **inclusion**

Standard 5 – Duty of care

5.1. Understand how duty of care contributes to safe practice

5.1.1   Know what it means to have a **duty of care** in your role

5.1.2   Know how a **duty of care** contributes to the safeguarding or protection of **individuals**

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

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

5.2.2   Be aware of what you must and must not do within your role in managing conflicts and **dilemmas**

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

5.3. Comments and complaints

5.3.1   Know how to respond to comments and complaints in line with **legislation** and **agreed ways of working**

5.3.2   Know who to ask for **advice and support** in **handling comments and complaints**

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

5.4. Incidents, errors and near misses

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

5.4.2   Be aware of what you must and must not do in relation to adverse events, incidents, errors and near misses

5.4.3   Know the **legislation** and **agreed ways of working** in relation to **reporting** any adverse events, incidents, errors and near misses

5.5. Dealing with confrontation and difficult situations

5.5.1   Be aware of the factors and difficult situations that may cause confrontation

5.5.2   Know how **communication** can be used to solve problems and reduce the likelihood or impact of confrontation

5.5.3   Know how to assess and reduce risks in confrontational situations

5.5.4   Know the **agreed ways of working** to follow and to whom you must report any confrontations

Standard 6 – Safeguarding

6.1. Recognising harm or abuse

6.1.1   Know the main types of **abuse**

6.1.2   Know what constitutes **harm**

6.1.3   Know what constitutes **restraint and restrictions**

6.1.4   Recognise the signs and symptoms associated with **abuse**

6.1.5   Be aware of why an **individual** may be more vulnerable to **harm** or **abuse**

6.1.6   Be aware of where to get information and advice about your role and responsibilities in preventing and protecting **individuals** from **harm** and **abuse**

6.2. Reducing the likelihood of abuse

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

    a) working with **person-centred values**

    b) putting people in control

    c) **managing risk**

    d) focusing on prevention

6.2.2   Be aware of the importance of a clear complaints procedure for reducing the likelihood of **abuse**

6.3. Responding to suspected or disclosed abuse

6.3.1   Know what you must do if you suspect an **individual** is being **harmed** or **abused**

6.3.2   Know what you must do if an **individual** discloses that they are being **harmed** or **abused**

6.4. Protecting people from harm and abuse – locally and nationally

6.4.1   Be aware of any **legislation** and **agreed ways of working** that relate to the protection of **individuals** from **harm** and **abuse**

6.4.2   Be aware of your own role and responsibilities in safeguarding **individuals**

Standard 7 – Person-centred care and support

7.1. Person-centred values

7.1.1   Know how to put **person-centred values** into practice in your day-to-day work

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

7.1.3   Know how to promote dignity in your day-to-day work with the **individuals** you support

7.2. Working in a person-centred way

7.2.1   Understand why it is important to find out the history, preferences, wishes and **needs** of the **individual**

7.2.2   Know why the changing **needs** of an i**ndividual** must be reflected in their care or support plan

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

7.3 Recognising cognitive issues

7.3.1   Know the possible signs of **cognitive issues** in the **individuals** with whom you work

7.3.2   Understand why depression, delirium and age-related memory impairment may be mistaken for dementia

7.3.3   Understand why early diagnosis is important in relation to **cognitive issues**

7.3.4   Understand when assessments of capacity need to be made and used in accordance with **legislation** and **agreed ways of working**

7.3.5   Know who to ask for **advice and support** if you suspect an **individual** is showing signs of having **cognitive issues**

7.4. Supporting active participation

7.4.1   Understand the importance of how valuing people contributes to **active participation**

7.4.2   Know how to enable **individuals** to make informed choices about their lives

7.4.3   Be aware of other ways you might support **active participation**

7.4.4   Understand the importance of enabling **individuals** to develop skills in **self-care** and to maintain their own network of friends within their community

7.5. Supporting an individual's right to make choices

7.5.1   Be aware of ways of helping **individuals** to make informed choices

7.5.2   Understand how risk assessment processes can be used to support the right of **individuals** to make their own decisions

7.5.3   Know why your personal views must not influence an **individual's** own choices or decisions

7.5.4   Understand that there may be times when you need to support an **individual** to question or challenge decisions made about them by **others**

7.6. Promoting the emotional and spiritual wellbeing of those you support

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

7.6.2   Be aware of attitudes and approaches that are likely to promote emotional and spiritual **wellbeing**

7.6.3   Know how to support an **individual** and encourage their sense of identity and self-esteem

Standard 8 – Health and safety

8.1. Roles and responsibilities

8.1.1   Be aware of key legislation and the agreed **ways of working** relating to **health and safety at work**

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

    a) yourself

    b) your manager

    c) the **individuals** you support

    d) **others**

8.1.3   Know what you must and must not do in relation to general **health and safety** until you are competent

8.1.4   Know who to ask for **advice and support** about **health and safety at work**

8.2. Risk assessments

8.2.1   Know why it is important to assess the **health and safety** risks posed by particular work settings, situations or activities

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

8.3. Moving and assisting

8.3.1   Be aware of key pieces of **legislation** that relate to **moving and assisting**

8.3.2   Be aware of tasks relating to **moving and assisting** that you are not allowed to carry out until you are competent

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

8.4. Responding to accidents and sudden illness

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

8.4.2   Understand the **agreed ways of working** to be followed if an accident or sudden illness should occur **at work**

8.4.3   Know which emergency first aid you are and are <u>not</u> allowed to carry out

8.5. Medication and healthcare tasks

8.5.1   Know the **agreed ways of working** in relation to medication

8.5.2   Know the **agreed ways of working** in relation to **healthcare tasks**

8.5.3   Know the tasks relating to medication and health care procedures that you are <u>not</u> allowed to carry out until you are competent

8.6. Handling hazardous substances

8.6.1   Be aware of the hazardous substances in your workplace

8.6.2   Be aware of safe practices for storing, using and disposing of hazardous substances

8.7. Promoting fire safety

8.7.1 Understand how to prevent fires from starting or spreading

8.7.2 Know what to do in the event of a fire

8.8. Security at work

8.8.1 Understand the measures that are designed to protect your own security **at work**, and the security of those you support

8.8.2 Know the **agreed ways of working** for checking the identity of anyone requesting access to premises or information

8.9. Managing stress

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

8.9.2 Be aware of circumstances that tend to trigger **stress** in yourself and **others**

8.9.3 Know ways to manage **stress**

8.10. Food safety, nutrition and hydration

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

8.10.2 Understand the importance of good nutrition and hydration in maintaining health and **wellbeing**

8.10.3 Recognise signs and symptoms of poor nutrition and hydration

8.10.4 Know how to promote adequate nutrition and hydration

Standard 9 – Handling information

9.1. Handling information in agreed ways

9.1.1   Know the **agreed ways of working** and **legislation** regarding the recording, storing and sharing of information

9.1.2   Understand why it is important to have **secure systems** for recording, storing and sharing information

9.1.3   Know how to keep records that are up to date, complete, accurate and legible

9.1.4   Know how, and to whom, to report if you become aware that **agreed ways of working** have not been followed

Standard 10 – Infection prevention and control

10.1. Preventing the spread of infection

10.1.1   Know the main ways an infection can get into the body

10.1.2   Understand the principles of effective hand hygiene

10.1.3   Understand how your own health or hygiene might pose a risk to the **individuals** you support or work with

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

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

Glossary of terms

ABUSE: Abuse may be physical, sexual, emotional or psychological. It may be related to a person's age, race, gender, sexuality, culture or religion and may be financial, institutional in nature. It includes both self-neglect and neglect by others.

ACTIVE PARTICIPATION: Active participation 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. Ways to support active participation may include assistive technology, for example use of electronic or other devices. Adult Social Care Workers should refer to Common Core Principles to Support Self Care, principle 6 (www.skillsforcare.org.uk/selfcare). Healthcare Support Workers should refer to the Essence of Care Department of Health Publication (2010).

ADVICE AND SUPPORT: Advice and support can come from within or outside of your organisation and may include raising any concerns you may have.

AGREED WAYS OF WORKING: This refers to company policies and procedures. This includes those less formally documented by individual employers and the self-employed, or formal policies such as the Dignity Code, Essence of Care and Compassion in Practice.

AT WORK: The definition of 'at work' may include within the home of the individual you are supporting.

BARRIERS: These can include barriers of culture, gender, religion, language, literacy, health issues, disability, sensory or physical impairment.

CARE AND SUPPORT: Care and support enables people to do the everyday things like getting out of bed, dressed and into work; cooking meals; seeing friends; caring for our families; and being part of our communities. It might include emotional support at a time of difficulty or stress, or helping people who are caring for a family member or friend. It can mean support from community groups or networks: for example, giving others a lift to a social event. It might also include state-funded support, such as information and advice, support for carers, housing support, disability benefits and adult social care.

CLINICAL WASTE: This includes 'sharps', such as needles, bodily fluids and used dressings.

COGNITIVE ISSUES: Examples of cognitive issues include dementia, learning disabilities, anxiety, depression and eating disorders.

COMMUNICATION: This includes verbal and non-verbal communication such as signs, symbols, pictures, writing, objects of reference, human and technical aids, eye contact, body language and touch. Communication may take place face to face, by telephone, email, text, via social networks, written reports and letters.

CONTINUING PROFESSIONAL DEVELOPMENT: This is the way in which a worker continues to learn and develop throughout their careers, keeping their skills and knowledge up to date and ensuring they can work safely and effectively.

DILEMMA: A difficult situation or problem.

DIVERSITY: celebrating differences and valuing everyone. Diversity encompasses visible and non-visible individual differences and is about respecting those differences.

DUTY OF CARE: Your duty of care means that you must aim to provide high quality care to the best of your ability and say if there are any reasons why you may be unable to do so.

EQUALITY: being equal in status, rights, and opportunities.

FUNCTIONAL LEVEL: The essential elements of literacy, numeracy and communication skills you need to perform your work confidently and effectively.

HANDLING COMMENTS AND COMPLAINTS: This includes recording them.

HARM: Harm includes ill treatment (including sexual abuse, exploitation and forms of ill treatment which are not physical); the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural); self-harm and neglect; unlawful conduct which adversely affects a person's property, rights or interests (for example, financial abuse).

HEALTH AND SAFETY: This could be in relation to the safety of yourself, your colleagues or the people you support.

HEALTHCARE TASKS: These include any clinical procedures carried out as part of a care or support plan, for example those relating to stoma care, catheter or injections.

INCLUSION: ensuring that people are treated equally and fairly and are included as part of society.

INDIVIDUAL: This refers to any adult, child or young person accessing care or support; it will usually mean the person or people supported by the worker.

INDUCTION: This is the initial introduction to work that employees receive. The length of induction is determined by local employers and will vary in length and delivery.

KEY PEOPLE: The people who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

LEGISLATION: Important legislation includes the Data Protection Act, the Human Rights Act and the Mental Capacity Act.

MANAGING RISK: Supporting individuals to exercise their choices and rights, recognising the balance between managing risk and enabling independence, choice and control.

MOVING AND ASSISTING: This is often referred to as 'moving and handling' in health and 'moving and positioning' in social care.

NEEDS: Assessed needs can include a variety of physical, emotional, social, spiritual, communication, learning, support or care needs.

OTHERS: For example, your own colleagues and other professionals across health and social care.

PERSONAL DEVELOPMENT PLAN: Yours may have a different name, but it will record information such as agreed objectives for development, proposed activities to meet those objectives and timescales for review.

PERSON-CENTRED VALUES: These include individuality, independence, privacy, partnership, choice, dignity, respect and rights.

REFLECTIVE PRACTICE: This is the process of thinking about every aspect of your work, including identifying how and where it could be improved.

REPORTING: This includes the recording of adverse events, incidents, confrontations, errors and issues.

RESTRAINT AND RESTRICTIONS: Section 6 (4) of the Mental Capacity Act 2005 states that someone is using restraint if they use or threaten to use force to make someone do something that they are resisting; or restrict a person's freedom of movement, whether they are resisting or not.

SECURE SYSTEMS: This includes both manual and electronic systems.

SELF-CARE: This refers to the practices undertaken by people towards maintaining health and wellbeing and managing their own care needs. It has been defined as: "the actions people take for themselves, their children and their families to stay fit and maintain good physical and mental health; meet social and psychological needs; prevent illness or accidents; care for minor ailments and long-term conditions; and maintain health and wellbeing after an acute illness or discharge from hospital." (Self care – A real choice: Self care support – A practical option, published by Department of Health, 2005).

SERVICES: Services may include translation, interpreting, speech and language therapy and advocacy services.

SOURCES OF SUPPORT: These may include formal or informal support, supervision and appraisal.

STANDARDS: These may include codes of conduct and practice, regulations, registration requirement (quality standards), National Occupational Standards and the Human Rights Act.

STRESS: While stress can have positive as well as negative effects, but in this document the word is used to refer to negative stress.

WELLBEING: A person's wellbeing may include their sense of hope, confidence and self-esteem, their ability to communicate their wants and needs, to make contact with others, to show warmth and affection, and to experience and show pleasure or enjoyment.

WHISTLEBLOWING: Whistleblowing is when a worker reports suspected wrongdoing at work. Officially this is called 'making a disclosure in the public interest' and may sometimes be referred to as 'escalating concerns.' You must report things that you feel are not right, are illegal or if anyone at work is neglecting their duties. This includes when someone's health and safety is in danger; damage to the environment; a criminal offence; that the company is not obeying the law (like not having the right insurance); or covering up wrongdoing.