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| https://www.westsussexcpd.co.uk/_images/14106/Care%20Act/The_Care_Certificate.jpg | ***Learner Resource***  ***Question Workbook*** |
| **Care Certificate Question Workbook – Standard 3** | |

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| --- | --- |
| **Name of Care Worker:** |  |
| **Start Date:** |  |
| **Completion Date:** |  |

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**Contents**

The Care Certificate for Adult Social Care Workers 1

Introduction 1

Developing Knowledge, Skills and Behaviours 1

Assessment 2

Key Terminology 2

Standard 3 - Duty of Care 3

# The Care Certificate for Adult Social Care Workers

## Introduction

Welcome to the Care Certificate Question Workbook for Standard 3. This sets out a series of questions that you need to complete to demonstrate that you have the knowledge, skills and behaviours of an effective Care Worker within Adult Social Care.

The details you provide in this Workbook will be used by your Assessor to determine if you meet the requirements set out in the Standard. There may be times that your Assessor will come back to you and ask for some more information or further details to demonstrate your knowledge, skills and behaviours.

## Developing Knowledge, Skills and Behaviours

You may be an experienced Care Worker or new to a care giving role, but it is essential that you develop and keep your knowledge, skills and behaviours up-to-date to ensure we provide quality service user focussed care services.

We have made available a range of learning resources and eLearning to help you develop and aid the completion of the Care Certificate. These can be accessed on the **Induction Hub for new Care Workers** is available on ASC LeadER ([www.ascleader.co.uk](http://www.ascleader.co.uk)).

Although the majority of learning resources and eLearning are available for those without an ASC LeadER Account, it is recommended that Care Workers create an account. This provides a broader range of services and learning resources.

Care Workers can request an ASC LeadER account on the following link - <https://www.ascleader.co.uk/login/signup.php?>, or by clicking the *Login* button at the top of the screen and then clicking the *Create new account* button. Account requests are validated by the Social Care Academy and approval is normally given within 24 hours.

## Assessment

This Workbook will be assessed by a nominated person that has experience and competence of working in the Adult Social Care Sector.

* Within the East Riding of Yorkshire Council, this will be carried out by an Assessor from the Social Care Academy.
* In the Independent Care Sector this may be a Trainer, Champion or Manager appointed by the provider. You need to discuss this with your Senior or Manager and they will advise who will support you.

# Key Terminology

The following key terms are used throughout the Care Certificate Assessment.

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| **Term** | **Details** |
| Demonstrate | This means to show how a task is completed in the course of real work or a simulated activity |
| Describe | This means to create a picture with words but not simply writing a list of bullet points |
| List | This means to identify the main points which can be written as bullet points |
| Explain | This means you will need to provide a clear account of your understanding, including details like why and how. |
| Define | This means to provide a definition, **in your own words**, to demonstrate your understanding. |
| Identify | This means to point out, highlight or note down the main answers or examples that relate to the subject. |
| Summarise | This means to think about the main points and simplify or shorten these points to provide a basic outline. |

**Note:** Please ensure you refer to and follow the above terminology guidelines when completing your answers to the activity questions.

# Standard 3 - Duty of Care

**Activity 3.1a:** As a social care or health worker, you have a duty of care to all people you support. Use the words highlighted below to help you **define** what is meant by duty of care:

**Responsibility / Safety / Obligation / Wellbeing**

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**Activity 3.1b:** Thinking about your own work role, complete the sentences below to **describe** how the duty of care affects you in practice. The first example has been completed for you:

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| **My job description states that...** |
| I have certain responsibilities to the individuals I provide care and support to and to my colleagues; this includes working safely and with the interests and wishes of the individual at heart. |

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| --- |
| **The code of conduct means that...** |
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| **The organisational policies and procedures are there to...** |
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| **I must report unsafe or abusive practices because...** |
|  |

**Activity 3.2a:** There will be times when your duty to safeguard the wellbeing of the individual is in conflict with your duty to promote the individual’s right to take risks. It is your duty to ensure an individual is kept safe and does not experience harm but these situations may cause you a dilemma and you may not know the right thing to do to keep them safe at the same time as enabling them to make their own choices.

Think of **two** dilemmas that might arise in your work and **describe** these in the space below.

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| **Dilemma 1** |
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| **Dilemma 2** |
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**Activity 3.2b & c:** For the two dilemmas that you have described in 3.2a, complete the table below to **explain** what you must and must not do within your role for each dilemma and where you would get additional support and advice to help you resolve the dilemma:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What you must do within your role** | **What you must not do within your role** | **Where would you get additional support and advice to resolve the dilemma, and why?** |
| **1** |  |  |  |
| **2** |  |  |  |

**Activity 3.3a** Using the words in **bold** below, fill in the gaps to show how to respond to comments, concerns and compliments, in line with legislation and agreed ways of working.

**Manager / Whom / Private / Confidentiality / Judge / Listen / Complaints**

Provide a ………………….. and quiet space for comments, concerns and complaints to be made.

Inform the individual of the …………………………… policy.

……………………… to the individual, ensuring that you do not …………………….

Explain the …………………………. procedure and to ……………………... their comments or complaints should be forwarded to.

Inform your …………………………. so that they are aware of the situation.

**Activity 3.3b:** For each of the three examples below, **describe** who you would ask for advice and support in handling comments, concerns and compliments.

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| --- | --- |
| **A number of individuals you are supporting believe that someone has been tampering with their medical records** |  |
| **You have read the complaints procedure but you would like to ask for further guidance on one section** |  |
| **An individual you support has told you that they wish to make a complaint about the food served at meal times** |  |

**Activity 3.3c:** It is essential to learn from comments and complaints when providing care services. **Explain** the importance of learning from comments, concerns and compliments in order to improve the quality of service that you provide.

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**Activity 3.4a and b:** You have a duty of care to respond to events and incidents in an appropriate and agreed way. To show your understanding, complete the table below to **describe** how you would recognise adverse events, incidents, errors and near misses (scenarios) and **explain** what you must not do in relation to each:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **An investigation is started after a number of patients died unexpectedly in care**. | | | | | |
| **Decide if this is an example of** | Adverse Event | | Incident | Error | Near Miss |
| **Describe how you recognise this scenario as an adverse event, incident, near miss or error** | | | | | |
|  | | | | | |
| **What you must do** | | **What you must not do** | | | |
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| **You arrive at an individual’s home to support them with their shopping to find that a colleague has already arrived to undertake this task**. | | | | | |
| **Decide if this is an example of** | Adverse Event | | Incident | Error | Near Miss |
| **Describe how you recognise this scenario as an adverse event, incident, near miss or error** | | | | | |
|  | | | | | |
| **What you must do** | | **What you must not do** | | | |
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| **When serving lunch, an individual who has a nut allergy was given a peanut butter sandwich by mistake. You notice this just in time to change the sandwich.** | | | | | |
| **Decide if this is an example of** | Adverse Event | | Incident | Error | Near Miss |
| **Describe how you recognise this scenario as an adverse event, incident, near miss or error** | | | | | |
|  | | | | | |
| **What you must do** | | **What you must not do** | | | |
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| **An individual in the bathroom area slips on the wet floor. When investigating you notice that a wet floor sign has not been used.** | | | | | |
| **Decide if this is an example of** | Adverse Event | | Incident | Error | Near Miss |
| **Describe how you recognise this scenario as an adverse event, incident, near miss or error** | | | | | |
|  | | | | | |
| **What you must do** | | **What you must not do** | | | |
|  | |  | | | |

**Activity 3.4c** Thinking about the four scenarios in 3.4a & b, **list** the legislation and agreed ways of working that need to be taken into account when reporting adverse events, incidents, errors and near misses. Please **identify** the main points of the legislation.

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| **1** |
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| **2** |
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| **3** |
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| **4** |
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**Activity 3.5a** Fill in the boxes below to list the factors and difficult situations that may cause confrontation. One example has been provided for you.

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| **1** |
| An individual with dementia may feel misunderstood, frustrated and confused. |

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| **2** |
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| **3** |
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| **4** |
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**Activity 3.5b, c and e:** Thinking about the above factors and difficult situations that may cause confrontation. Select one that relates to your own role and answer the questions below.

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| **What is the factor or difficult situation that may cause confrontation?** |
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| **How could communication be used to solve problems and reduce the likelihood or impact of confrontation?** |
|  |

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| --- |
| **How would you assess and reduce the risks in this situation?** |
|  |

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| **What is the agreed way of working for reporting confrontation in your service?** |
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