

## Social Care (Adults, England)

# Common Induction Standards, with Glossary

See also the guidance documents (for managers and others, and for workers) to accompany these standards.

The outcomes that are **highlighted** below are workplace-specific requirements, and they should be considered in relation to **all** workers new to the organisation.

### Standard 1 Understand the principles of care

Main areas	Outcomes		Links to NVQ Core units (HSC NVQ unit and "Knowledge Evidence" number)			GSCC Code for workers
			Level 2	Level 3	Level 4	
1.1 The values	1.1.1 Understand the need to promote the following values at all times: individuality, rights, choice, privacy, independence, dignity, respect and partnership.		HSC 21 1,3 HSC 22 1,2 HSC 23 1 HSC 24 1,2,3,4,6,8	HSC 31 1,2 HSC 32 1,2 HSC 33 1 HSC 35 1,3	HSC 41 1,3 HSC 42 1,2 HSC 43 1 HSC 45 1,3,4,6,10, 11,15,16	1.1-1.4, 3.1
	1.1.2 Understand the need to promote equal opportunities for the individual(s) you are supporting.	<i>Guidance:</i> You should know practical ways to do this.	HSC 21 1,3 HSC 22 1 HSC 23 1 HSC 24 1,2,7	HSC 31 1,3 HSC 32 1 HSC 33 1 HSC 35 1,5	HSC 41 1,3,5 HSC 42 1,2 HSC 43 1 HSC 45 1,3	1.5, 5.5, 5.6
	1.1.3 Understand the need to support and respect diversity and different cultures and values.	<i>Guidance:</i> You should know practical ways to do this.	HSC 21 1,3 HSC 22 1 HSC 23 1 HSC 24 1,2,7	HSC 31 1,3 HSC 32 1 HSC 33 1 HSC 35 1,5	HSC 41 1,3,5 HSC 42 1,2 HSC 43 1 HSC 45 1,3	1.6
1.2 Confidentiality	1.2.1 Understand the importance of confidentiality.		HSC 21 1,4,5,10, 11,12, 13,14 HSC 22 4,5 HSC 24 9,18,21	HSC 31 1,2,5, 17,18,19 HSC 32 4 HSC 33 6 HSC 35 7,21	HSC 41 1,4,5,6,8,9, 10,11,12,13,14,17, 18,19,20,23,26,27, 28,30,31 HSC 42 19,20 HSC 43 1,4 HSC 45 8	2.3, 5.3
	1.2.2 Understand the limits of confidentiality.		HSC 21 1,4,5,10, 11,12, 13,14 HSC 22 4,5 HSC 24 9,18,21	HSC 31 1,2,5, 17,18,19 HSC 32 4 HSC 33 6 HSC 35 7,21	HSC 41 1,4,5,6,8, 9,10,11,12,13,14, 17,18,19,20,23,26, 27,28,30,31 HSC 42 19,20 HSC 43 1,4 HSC 45 8	2.3, 5.3
	<b>1.2.3 Know how to apply your organisation's policies and procedures about sharing information.</b>		HSC 21 1,4,5,10, 11,12,13,14 HSC 22 1,3,4,5 HSC 23 1,2,3 HSC 24 1,8,9,18,21	HSC 31 1,2,4,5, 17,18,19 HSC 32 1,3,4 HSC 33 1,3,4,6 HSC 35 1,3,6, 7,21	HSC 41 1,3,4,5,6, 7,8,9,10,11,12,13, 14,17,18,19,20,23, 26,27,28,30,31 HSC 42 1,3,4,6, 19,20 HSC 43 3,4,5 HSC 45 1,3,7,8,9, 10,12,15,21	2.3, 5.3

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Standard 1 continued

Main areas	Outcomes		Links to NVQ Core units (HSC NVQ unit and "Knowledge Evidence" number)			GSCC Code for workers
			Level 2	Level 3	Level 4	
1.3 Person centred approaches	1.3.1 Know how to support the privacy and dignity of the individual(s) you support.	<i>Guidance:</i> You should know practical ways to do this.	HSC 21 1,2,3,9 HSC 22 1,2 HSC 23 1 HSC 24 1,2,3,4,5,6,8,14	HSC 31 1,2,8 HSC 32 1,2,9 HSC 33 1 HSC 35 1,2,3,16	HSC 41 1,2,3,22 HSC 42 1,2,14 HSC 43 1 HSC 45 1,2,3,4,6,10,11,15,16	1.4
	1.3.2 Understand the importance of finding out the history, preferences, wishes and needs of the people you are supporting.		HSC 21 1,3,6,7,8,9 HSC 22 1,2,6,17 HSC 23 1 HSC 24 1,2,3,4,6,8,12,13	HSC 31 1,2,5,8,9,10 HSC 32 1,2,7,8,9 HSC 33 1 HSC 35 1,2,3,8,9,12,15,16	HSC 41 1,2,3,10,17,18,21,22,23 HSC 42 1,2,13 HSC 43 1 HSC 45 1,2,3,4,6,7,10,11,15,16,17,18,20	1.1, 1.2
	1.3.3 Understand the need to make sure that everything you do is based around the individuals(s) you are supporting.		HSC 21 6,7,8,9 HSC 22 6,17 HSC 24 2,4,6,12,13	HSC 31 2,5,8,9,10 HSC 32 7,8,9 HSC 35 2,3,8,9,12,15,16	HSC 41 2,10,17,18,21,22,23 HSC 42 13 HSC 45 1,2,7,16,17,18,20	1.2, 3.1
	1.3.4 Understand the need to enable the individual(s) you support to control their own lives and make informed choices about the services they receive.		HSC 21 1,2,3,9 HSC 22 1,2 HSC 23 1 HSC 24 1,2,3,4,5,6,8,14	HSC 31 1,2,8 HSC 32 1,2,9 HSC 33 1 HSC 35 1,2,3,16	HSC 41 1,2,3,22 HSC 42 1,2,14 HSC 43 1 HSC 45 1,2,3,4,6,10,11,15,16	1.3
	<b>1.3.5 Know how to use an individual's care plan when providing support.</b>		HSC 21 6,7,8,9 HSC 22 6,17 HSC 24 2,4,6,12,13	HSC 31 2,5,8,9 HSC 32 2,7,8,9 HSC 35 2,3,8,9,12,15,16	HSC 41 2,7,10,17,18,19,21 HSC 42 13 HSC 45 1,2,6,7,16,17,18,20	
1.4 Risk assessment	1.4.1 Recognise that the individual(s) you support have the right to take risks.		HSC 22 15 HSC 24 9	HSC 32 4,9,11,12,14 HSC 35 7,16	HSC 42 4,14 HSC 45 8,19	4.1
	<b>1.4.2 Understand how to use your organisation's risk assessment procedures to assess whether the behaviour/activities of the individual(s) you support present a risk of harm to themselves or others.</b>		HSC 22 15 HSC 24 9	HSC 32 4,9,11,12,14 HSC 35 7,16	HSC 42 4,14 HSC 45 8,19	4.2, 4.3, 5.7
	<b>1.4.3 Know how to inform relevant people about any risks identified.</b>		HSC 22 15 HSC 24 9	HSC 32 4,9,11,12,14 HSC 35 7,16	HSC 42 4,14 HSC 45 8,19	4.4

## Standard 2 Understand the organisation and the role of the worker

Main areas	Outcomes	Links to NVQ Core units (HSC NVQ unit and "Knowledge Evidence" number)			GSCC Code for workers	
		Level 2	Level 3	Level 4		
2.1 Your role as a worker	2.1.1 Understand your responsibilities as outlined in the GSCC Code of Practice for Social Care Workers.	HSC 21 1,4,5 HSC 22 1,3,4 HSC 23 1,2,3 HSC 24 1,8,9	HSC 31 1,4,5,17 HSC 32 1,3,4 HSC 33 1,3,4 HSC 35 1,3,6,7	HSC 41 1,3,6,7, 8,9,12 HSC 42 1,3,4,6 HSC 43 3,4,5 HSC 45 1,3,7,8,9, 10,12,15,21	All	
	<b>2.1.2 Understand your job role in relation to the aims and values of the organisation.</b>	HSC 21 1,4,5,14 HSC 22 1,3,4 HSC 23 1,2,3 HSC 24 1,8,9, 10,18	HSC 31 1,4,5, 17,19 HSC 32 1,3,4, 16,17 HSC 33 1,3,4 HSC 35 1,3,6, 7,14	HSC 41 1,3,6,7,8, 9,12,26 HSC 42 1,3,4,6 HSC 43 3,4,5 HSC 45 1,3,7,8,9, 10,12,15,21		
	<b>2.1.3 Understand the roles of other workers and the importance of working in partnership with them.</b>	<i>Guidance:</i> This refers to colleagues within your organisation, and workers from other organisations with whom you are likely to come into regular contact during the course of your work.	HSC 21 4,14 HSC 22 3,4 HSC 23 2,12 HSC 24 8,10,18	HSC 31 4,14, 17,19 HSC 32 3,7,8, 16,17,18 HSC 33 3,8,10 HSC 35 1,4,6,7, 14,15,18,22,23	HSC 41 7,8,11, 12,26 HSC 42 3,7,12 HSC 43 3,13,21 HSC 45 7,8,11,12, 16,22,23,24	6.6, 6.7
	2.1.4 Understand the value and importance of working in partnership with unpaid carers / advocates / significant others.	<i>Guidance:</i> 'Unpaid carers' refers to those who provide unpaid support to relatives, friends or partners. 'Significant other' means anyone who is significant to the individual(s) you are supporting.	HSC 21 4,14 HSC 22 3,4 HSC 23 2,12 HSC 24 8,10,18	HSC 31 4,14, 17,19 HSC 32 3,7,8, 16,17,18 HSC 33 3,8,10 HSC 35 1,4,6,7, 14,15,18,22,23	HSC 41 7,8,11, 12,26 HSC 42 3,7,12 HSC 43 3,13,21 HSC 45 7,8,11,12, 16,22,23,24	1.2
2.2 Policies and procedures	2.2.1 Understand why it is important for you to follow policies and procedures.	HSC 21 1,4,5 HSC 22 1,3,4 HSC 23 1,2,3 HSC 24 1,8,9	HSC 31 1,4,5,17 HSC 32 1,3,4 HSC 33 1,3,4 HSC 35 1,3,6,7	HSC 41 1,3,6,7, 8,9,12 HSC 42 1,3,4,6 HSC 43 3,4,5 HSC 45 1,3,7,8, 9,10,12,15,21		
	<b>2.2.2 Know how to access a full list and up to date copy of all organisational policies and procedures.</b>	HSC 21 1,4,5,14 HSC 22 1,3,4 HSC 23 1,2,3 HSC 24 1,8,9, 10,18	HSC 31 1,4,5, 17,19 HSC 32 1,3,4, 16,17 HSC 33 1,3,4 HSC 35 1,3,6, 7,14	HSC 41 1,3,6,7,8, 9,12,26 HSC 42 1,3,4,6 HSC 43 3,4,5 HSC 45 1,3,7,8,9, 10,12,15,21		
2.3 Worker relationships	2.3.1 Understand the responsibilities and limits of your relationship with the individual(s) you support.	HSC 21 4,14 HSC 22 3,4 HSC 23 2 HSC 24 8,10,18	HSC 31 4,17,19 HSC 32 3,16,17 HSC 33 3 HSC 35 6,14	HSC 41 26 HSC 42 3 HSC 43 3 HSC 45 7	2.7, 5.2, 5.4	
	2.3.2 Understand the need to be reliable and dependable.	HSC 21 4,14 HSC 22 3,4 HSC 23 2 HSC 24 8,10,18	HSC 31 4,17,19 HSC 32 3,16,17 HSC 33 3 HSC 35 6,14	HSC 41 26 HSC 42 3 HSC 43 3 HSC 45 7	2.4	

## Standard 3 Maintain safety at work

Main areas	Outcomes	Links to NVQ Core units (HSC NVQ unit and "Knowledge Evidence" number)			GSCC Code for workers	
		Level 2	Level 3	Level 4		
3.1 Health and safety	3.1.1 Be aware of key legislation relating to health and safety in your work setting(s) and understand the responsibilities of yourself, your employer and the individuals you support.	HSC 21 1,4,5,14 HSC 22 1,3,4 HSC 23 1,2,3 HSC 24 1,8,9, 10,18 <i>Especially HSC 22</i>	HSC 31 1,4,5,17,19 HSC 32 1,3,4 HSC 33 1,3,4 HSC 35 1,3,6,7,14 <i>Especially HSC 32</i>	HSC 41 1,3,6,7, 8,9,12,26 HSC 42 1,3,4,6 HSC 43 3,4,5 HSC 45 1,3,7,8, 9,10,12,15,21 <i>Especially HSC 42</i>	3.6	
	<b>3.1.2 Understand your organisation's policies and procedures in relation to health and safety in your work setting(s) and the individual(s) you support.</b>	HSC 21 1,4,5 HSC 22 1,3,4 HSC 23 1,2,3 HSC 24 1,8,9, 10,18 <i>Especially HSC 22</i>	HSC 31 1,4,5,17 HSC 32 1,3,4 HSC 33 1,3,4 HSC 35 1,3,6,7 <i>Especially HSC 32</i>	HSC 41 1,3,6,7, 8,9,12 HSC 42 1,3,4,6 HSC 43 3,4,5 HSC 45 1,3,7,8, 9,10,12,15,21 <i>Especially HSC 42</i>	3.6	
	<b>3.1.3 Know how to apply your organisation's policies and procedures in relation to health and safety in your work setting(s) and the individual(s) you support.</b>	<i>Guidance example:</i> Know what to do if electricity, gas or water need to be turned off in an emergency; how to safely store and dispose of substances and articles that are harmful to health.	HSC 21 1,4,5 HSC 22 1,3,4 HSC 23 1,2,3 HSC 24 1,8,9, 10,18 <i>Especially HSC 22</i>	HSC 31 1,4,5,17 HSC 32 1,3,4, HSC 33 1,3,4 HSC 35 1,3,6,7 <i>Especially HSC 32</i>	HSC 41 1,3,6,7, 8,9,12 HSC 42 1,3,4,6 HSC 43 3,4,5 HSC 45 1,3,7,8, 9,10,12,15,21 <i>Especially HSC 42</i>	3.6
	<b>3.1.4 Know what you are <u>not</u> allowed to do at this stage of your training in relation to health and safety in your work setting(s) and the individual(s) you support.</b>		HSC 21 1,4,5 HSC 22 1,3,4 HSC 23 1,2,3 HSC 24 1,8,9, 10,18 <i>Especially HSC 22</i>	HSC 31 1,4,5,17 HSC 32 1,3,4 HSC 33 1,3,4 HSC 35 1,3,6,7 <i>Especially HSC 32</i>	HSC 41 1,3,6,7, 8,9,12 HSC 42 1,3,4,6 HSC 43 3,4,5 HSC 45 1,3,7,8, 9,10,12,15,21 <i>Especially HSC 42</i>	3.6
3.2 Moving and handling	3.2.1 Be aware of key legislation that governs all moving and handling tasks.	HSC 22 1,3,4	HSC 32 1,3,4	HSC 42 1,3,4,6		
	3.2.2 Know how to assess risks in relation to moving and handling people and/or objects.	HSC 22 15	HSC 32 4,9,11, 12,14	HSC 42 4,14		
	3.2.3 Know safe moving and handling techniques in relation to people and/or objects.	HSC 22 11,12,15	HSC 32 4,9,11, 12,13,14	HSC 42 4,14		
	3.2.4 Know what you are <u>not</u> allowed to do in relation to moving and handling at this stage of your training.	<i>Guidance example:</i> You must not use moving and handling equipment until you have been trained to do so.	HSC 22 11,12,15	HSC 32 4,9,11,12, 13,14	HSC 42 4,14	
3.3 Fire safety	<b>3.3.1 Understand how to promote fire safety in your work setting.</b>	HSC 22 1,2,3,4, 5,7,8,9,10,11,12,1 3,14,15,16,17,18	HSC 32 1,2,3,4, 5,6,9,11,12,13,15, 16,17,18	HSC 42 1,2,3,4, 5,6,7,8,9,10,11, 13,14,15,16,17, 18,20	3.6	

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3.4 Emergency first aid	3.4.1 Know what to do in response to illness or accident.		HSC 22 1,2,3,4, 5,7,8,9,10,11,12, 13,14,15,16,17,18	HSC 32 1,2,3,4, 5,6,9,11,12,13,15, 16,17,18	HSC 42 1,2,3,4, 5,6,7,8,9,10,11, 13,14,15,16,17, 18,20	3.6
	3.4.2 Understand basic emergency first aid techniques.	<i>Guidance example:</i> This could be covered by an emergency first aid course or an appointed person's course.	HSC 22 1,2,3,4, 5,7,8,9,10,11,12, 13,14,15,16,17,18	HSC 32 1,2,3,4, 5,6,9,11,12,13,15, 16,17,18	HSC 42 1,2,3,4, 5,6,7,8,9,10,11, 13,14,15,16,17, 18,20	3.6
	3.4.3 Understand what you are <u>not</u> allowed to do in relation to emergency first aid at this stage of your training.	<i>Guidance example:</i> You must not attempt to undertake any emergency first aid that you have not been trained to offer.	HSC 22 1,2,3,4, 5,7,8,9,10,11,12, 13,14,15,16,17,18	HSC 32 1,2,3,4, 5,6,9,11,12,13,15, 16,17,18	HSC 42 1,2,3,4, 5,6,7,8,9,10,11, 13,14,15,16,17, 18,20	
3.5 Infection prevention & control	3.5.1 Understand the main routes of infection.		HSC 22 1,2,3,4, 5,7,8,9,10,11,12, 13,14,15,16,17,18	HSC 32 1,2,3,4, 5,6,9,11,12,13,15, 16,17,18	HSC 42 1,2,3,4, 5,6,7,8,9,10,11, 13,14,15,16,17, 18,20	
	3.5.2 Know how to prevent the spread of infection.	<i>Guidance:</i> This may include the use of personal protective equipment.	HSC 22 1,2,3,4, 5,7,8,9,10,11,12, 13,14,15,16,17,18	HSC 32 1,2,3,4, 5,6,9,11,12,13,15, 16,17,18	HSC 42 1,2,3,4, 5,6,7,8,9,10,11, 13,14,15,16,17, 18,20	
	3.5.3 Know how to wash hands properly.		HSC 22 1,2,3,4, 5,7,8,9,10,11,12, 13,14,15,16,17,18	HSC 32 1,2,3,4, 5,6,9,11,12,13,15, 16,17,18	HSC 42 1,2,3,4, 5,6,7,8,9,10,11, 13,14,15,16,17, 18,20	
3.6 Medication and health care procedures	<b>3.6.1 Understand your organisation's policies and procedures in relation to medication and health care tasks.</b>		HSC 22 1,3,4	HSC 32 1,3,4	HSC 42 1,3,4,6	
	<b>3.6.2 Understand how to apply these policies and procedures in relation to the individuals, you support.</b>		HSC 22 1,3,4	HSC 32 1,3,4	HSC 32 1,3,4	
	<b>3.6.3 Know what you are <u>not</u> allowed to do in relation to medication and health care procedures at this stage of your training.</b>	<i>Guidance example:</i> You must not administer medication until you have been trained to do so.	HSC 22 1,3,4	HSC 32 1,3,4	HSC 32 1,3,4	
3.7 Security	<b>3.7.1 Be aware of security measures in your workplace</b>	<i>Guidance example:</i> How to use alarms and locks; how to check the identity of visitors (this will need to be done in partnership with the individual(s) you support); missing people; bomb scares.	HSC 22 1,2,3,4, 5,7,8,9,10,11,12, 13,14,15,16,17,18	HSC 32 1,2,3,4, 5,6,9,11,12,13,15, 16,17,18	HSC 42 1,2,3,4, 5,6,7,8,9,10,11, 13,14,15,16,17, 18,20	
	<b>3.7.2 Recognise the risks to your personal safety and well being in your work setting(s), and the safeguards required to minimise these.</b>	<i>Guidance example:</i> The risks arising from transporting money or being alone at night.	HSC 22 1,2,3,4, 5,7,8,9,10,11,12, 13,14,15,16,17,18	HSC 32 1,2,3,4, 5,6,9,11,12,13,15, 16,17,18	HSC 42 1,2,3,4, 5,6,7,8,9,10,11, 13,14,15,16,17, 18,20	

## Standard 4 Communicate effectively

Main areas	Outcomes		Links to NVQ Core units (HSC NVQ unit and "Knowledge Evidence" number)			GSCC Code for workers
			Level 2	Level 3	Level 4	
4.1 Encourage communication	4.1.1 Know what motivates people to communicate.		HSC 21 1,2,3,4, 5,6,7,8,9 HSC 24 2 <i>Especially HSC 21</i>	HSC 31 1,2,3,4, 5,6,7,8,9,10,11, 12,13,14,15,16,19 HSC 35 1,2,3 <i>Especially HSC 31</i>	HSC 41 1,3,4,5, 6,8,9,10,11,12,13, 14,17,18,19,21,22, 23,24,28,29,30,31 HSC 45 3,16 <i>Especially HSC 41</i>	2.2
	4.1.2 Recognise main barriers to communication.		HSC 21 1,2,3,4, 5,6,7,8,9 HSC 24 2 <i>Especially HSC 21</i>	HSC 31 1,2,3,4, 5,6,7,8,9,10,11, 12,13,14,15,16,19 HSC 35 1,2,3 <i>Especially HSC 31</i>	HSC 41 1,3,4,5, 6,8,9,10,11,12,13, 14,17,18,19,21,22, 23,24,28,29,30,31 HSC 45 3,16 <i>Especially HSC 41</i>	2.2
	4.1.3 Understand how behaviour is a form of communication.	<i>Guidance:</i> This may include behaviours that challenge.	HSC 21 1,2,3,4, 5,6,7,8,9 HSC 24 2 <i>Especially HSC 21</i>	HSC 31 1,2,3,4, 5,6,7,8,9,10,11, 12,13,14,15,16,19 HSC 35 1,2,3 <i>Especially HSC 31</i>	HSC 41 1,3,4,5, 6,8,9,10,11,12,13, 14,17,18,19,21,22, 23,24,28,29,30,31 HSC 45 3,16 <i>Especially HSC 41</i>	
4.2 Use communication techniques	<b>4.2.1 Understand the basic forms of verbal/non-verbal communication and how to use these in your work setting(s).</b>		HSC 21 1,2,3,4, 5,6,7,8,9 HSC 24 2 <i>Especially HSC 21</i>	HSC 31 1,2,3,4, 5,6,7,8,9,10,11, 12,13,14,15,16,19 HSC 35 1,2,3 <i>Especially HSC 31</i>	HSC 41 1,3,4,5, 6,8,9,10,11,12,13, 14,17,18,19,21,22, 23,24,28,29,30,31 HSC 45 3,16 <i>Especially HSC 41</i>	2.2
	4.2.2 Understand how to listen effectively.	<i>Guidance:</i> This involves 'active listening', which includes paying attention to non-verbal as well as verbal communication.	HSC 21 1,2,3,4, 5,6,7,8,9 HSC 24 2 <i>Especially HSC 21</i>	HSC 31 1,2,3,4, 5,6,7,8,9,10,11, 12,13,14,15,16,19 HSC 35 1,2,3 <i>Especially HSC 31</i>	HSC 41 1,3,4,5, 6,8,9,10,11,12,13, 14,17,18,19,21,22, 23,24,28,29,30,31 HSC 45 3,16 <i>Especially HSC 41</i>	2.2
	4.2.3 Understand how to use touch to promote communication.		HSC 21 1,2,3,4, 5,6,7,8,9 HSC 24 2 <i>Especially HSC 21</i>	HSC 31 1,2,3,4, 5,6,7,8,9,10,11, 12,13,14,15,16,19 HSC 35 1,2,3 <i>Especially HSC 31</i>	HSC 41 1,3,4,5, 6,8,9,10,11,12,13, 14,17,18,19,21,22, 23,24,28,29,30,31 HSC 45 3,16 <i>Especially HSC 41</i>	2.2
	4.2.4 Understand when touch is not appropriate.		HSC 21 1,2,3,4, 5,6,7,8,9 HSC 24 2 <i>Especially HSC 21</i>	HSC 31 1,2,3,4, 5,6,7,8,9,10,11, 12,13,14,15,16,19 HSC 35 1,2,3 <i>Especially HSC 31</i>	HSC 41 1,3,4,5, 6,8,9,10,11,12,13, 14,17,18,19,21,22, 23,24,28,29,30,31 HSC 45 3,16 <i>Especially HSC 41</i>	
4.3 The principles of good record keeping	<b>4.3.1 Know the use and purpose of each record or report the worker has to use or contribute to.</b>		HSC 21 1,4,5,10, 11,12,13,14 HSC 22 4,5 HSC 24 9,18,21	HSC 31 1,2,5, 17,18,19 HSC 32 4 HSC 33 6 HSC 35 7,21	HSC 41 1,4,5,6,8,9, 10,11,12,13,14,17, 18,19,20,23,26,27, 28,30,31 HSC 42 19,20 HSC 43 1,4 HSC 45 8	6.2

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	<p>4.3.2 Know how to record information that is:</p> <ul style="list-style-type: none"> <li>• Understandable</li> <li>• Relevant to purpose</li> <li>• Clear and concise</li> <li>• Factual and checkable.</li> </ul>	<p><i>Guidance:</i> Where information is written, it must be legible. Where information is recorded on tape, it must be audible.</p>	<p>HSC 21 1,4,5,10,11, 12,13,14 HSC 22 4,5 HSC 24 9,18,21</p>	<p>HSC 31 1,2,5, 17,18,19 HSC 32 4 HSC 33 6 HSC 35 7,21</p>	<p>HSC 41 1,4,5,6,8,9, 10,11,12,13,14,17, 18,19,20,23,26,27, 28,30, 31 HSC 42 19,20 HSC 43 1,4 HSC 45 8</p>	6.2
	<p>4.3.3 Understand the importance of, and your role in, record keeping.</p>		<p>HSC 21 1,4,5,10, 11,12,13,14 HSC 22 4,5 HSC 24 9,18,21</p>	<p>HSC 31 1,2,5, 17,18,19 HSC 32 4 HSC 33 6 HSC 35 7,21</p>	<p>HSC 41 1,4,5,6,8,9, 10,11,12,13,14,17, 18,19,20,23,26,27, 28,30, 31 HSC 42 19,20 HSC 43 1,4 HSC 45 8</p>	6.2
	<p><b>4.3.4 Understand how to use reports and records appropriately.</b></p>		<p>HSC 21 1,4,5,10, 11,12,13,14 HSC 22 4,5 HSC 24 9,18,21</p>	<p>HSC 31 1,2,5, 17,18,19 HSC 32 4 HSC 33 6 HSC 35 7,21</p>	<p>HSC 41 1,4,5,6,8,9, 10,11,12,13,14,17, 18,19,20,23,26,27, 28,30,31 HSC 42 19,20 HSC 43 1,4 HSC 45 8</p>	

## Standard 5 Recognise and respond to abuse and neglect

Main areas	Outcomes		Links to NVQ Core units (HSC NVQ unit and "Knowledge Evidence" number)			GSCC Code for workers
			Level 2	Level 3	Level 4	
5.1 Legislation, policies and procedures	5.1.1 Be aware of key legislation in relation to abuse and neglect.	<i>Guidance example:</i> The need for, and importance of, POVA checks.	HSC 24 2,3,8,9, 10,15,16,17,18,19	HSC 35 3,6,7,8, 11,17,18,19,20, 21,23	HSC 45 1,2,8,9, 10,11,12,14,15, 18,20,21	
	<b>5.1.2 Understand your organisation's policies and procedures in relation to abuse and neglect.</b>		HSC 24 2,3,8,9, 10,15,16,17,18,19	HSC 35 3,6,7,8, 11,17,18,19,20, 21,23	HSC 45 1,2,8,9, 10,11,12,14,15, 18,20,21	
	<b>5.1.3 Know how to apply your organisation's policies and procedures in relation to abuse and neglect.</b>		HSC 24 2,3,8,9, 10,15,16,17,18,19	HSC 35 3,6,7,8, 11,17,18,19,20, 21,23	HSC 45 1,2,8,9, 10,11,12,14,15, 18,20,21	
5.2 Understand the nature of abuse and neglect	5.2.1 Know what the following terms mean: <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Sexual abuse</li> <li>• Emotional abuse</li> <li>• Financial abuse</li> <li>• Institutional abuse</li> <li>• Self neglect</li> <li>• Neglect by others.</li> </ul>		HSC 24 2,3,8,9, 10,15,16,17,18,19	HSC 35 3,6,7,8, 11,17,18,19,20, 21,23	HSC 45 1,2,8,9, 10,11,12,14,15, 18,20,21	

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5.3 Recognise the signs and symptoms of abuse and neglect	5.3.1 Recognise the signs and symptoms associated with the following: <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Sexual abuse</li> <li>• Emotional abuse</li> <li>• Financial abuse</li> <li>• Institutional abuse</li> <li>• Neglect by self or others.</li> </ul>		HSC 24 2,3,8,9, 10,15,16,17,18,19	HSC 35 3,6,7,8, 11,17,18,19,20, 21,23	HSC 45 1,2,8,9, 10,11,12,14,15, 18,20,21	
5.4 Understand how to respond to suspected abuse or neglect	5.4.1 Understand the need to report any suspicions about the abuse or neglect of the individual(s) you support.		HSC 24 2,3,8,9, 10,15,16,17,18,19	HSC 35 3,6,7,8, 11,17,18,19,20, 21,23	HSC 45 1,2,8,9, 10,11,12,14,15, 18,20,21	
	<b>5.4.2 Know when and to whom suspected abuse/neglect should be reported.</b>		HSC 24 2,3,8,9, 10,15,16,17,18,19	HSC 35 3,6,7,8, 11,17,18,19,20, 21,23	HSC 45 1,2,8,9, 10,11,12,14,15, 18,20,21	3.2, 3.3, 3.5
	5.4.3 Know what to do if you suspect any <i>child</i> is being abused or neglected.	<i>Guidance:</i> Although these standards relate to adults only, you may in the course of your work come across a child who you suspect is being abused or neglected.	HSC 24 2,3,8,9, 10,15,16,17,18,19	HSC 35 3,6,7,8, 11,17,18,19,20, 21,23	HSC 45 1,2,8,9, 10,11,12,14,15, 18,20,21	3.2, 3.3, 3.5
5.5 'Whistle Blowing'	5.5.1 Understand that your first responsibility is to the safety and well being of the individual(s) you support.		HSC 24 2,3,8,9, 10,15,16,17,18,19	HSC 35 3,6,7,8, 11,17,18,19,20, 21,23	HSC 45 1,2,8,9, 10,11,12,14,15, 18,20,21	
	<b>5.5.2 Know how and when to report any resource or operational difficulties that might affect the delivery of safe care.</b>	<i>Guidance example:</i> Inadequate staff cover.	HSC 24 2,3,8,9, 10,15,16,17,18,19	HSC 35 3,6,7,8, 11,17,18,19,20, 21,23	HSC 45 1,2,8,9, 10,11,12,14,15, 18,20,21	3.4
	<b>5.5.3 Know how and when and your duty to report the practice of colleagues which may be unsafe.</b>	<i>Guidance example:</i> Not following agreed procedures or a care plan.	HSC 24 2,3,8,9, 10,15,16,17,18,19	HSC 35 3,6,7,8, 11,17,18,19,20, 21,23	HSC 45 1,2,8,9, 10,11,12,14,15, 18,20,21	3.5
	5.5.4 Know what to do if you have followed your organisation's policies and procedures to report suspected abuse, neglect, operational difficulties or unsafe practices, and no action has been taken.		HSC 24 2,3,8,9, 10,15,16,17,18,19	HSC 35 3,6,7,8, 11,17,18,19,20, 21,23	HSC 45 1,2,8,9, 10,11,12,14,15, 18,20,21	3.2, 3.5

## Standard 6 Develop as a worker

Main areas	Outcomes	Links to NVQ Core units (HSC NVQ unit and "Knowledge Evidence" number)			GSCC Code for workers
		Level 2	Level 3	Level 4	
6.1 Support and supervision	<b>6.1.1 Know how to get advice, information and support about the organisation, your own role and responsibilities and the role/responsibilities of others.</b>	HSC 23 2,4,6,7,9,10,12	HSC 33 3,6		
	<b>6.1.2 Understand the purpose and arrangements for supervision in your work setting.</b>	HSC 23 3,4,5,6,7,8,9,10,11 HSC 24 11,19	HSC 32 5 HSC 33 4,5,7,8,9 HSC 35 10	HSC 43 1,2,3,4,5,7,8,9,10,13,16,18,20,21 HSC 45 13,17,18	
	6.1.3 Know how to use supervision effectively.	<i>Guidance:</i> This includes using supervision to help identify symptoms of stress and deciding what to do if you experience any of these.	HSC 23 3,4,5,6,7,8,9,10,11 HSC 24 11,19	HSC 32 5 HSC 33 4,5,7,8,9 HSC 35 10	HSC 43 1,2,3,4,5,7,8,9,10,13,16,18,20,21 HSC 45 13,17,18
6.2 Knowledge and skill development	6.2.1 Understand the need to gain skills and knowledge to support and develop your work.	HSC 23 3,4,5,6,7,8,9,10,11 HSC 24 11,19	HSC 32 5 HSC 33 4,5,7,8,9 HSC 35 10	HSC 43 1,2,3,4,5,7,8,9,10,13,16,18,20,21 HSC 45 13,17,18	6.8
	<b>6.2.2 Know how to work with your line manager to agree and follow your personal development plan.</b>	<i>Guidance:</i> This should happen as part of performance management systems, and be linked to supervision and appraisal.	HSC 23 3,4,5,6,7,8,9,10,11 HSC 24 11,19	HSC 32 5 HSC 33 4,5,7,8,9 HSC 35 10	HSC 43 1,2,3,4,5,7,8,9,10,13,16,18,20,21 HSC 45 13,17,18

## Glossary of words used in the *Common Induction Standards*

<b>Words used about people</b>	
<b>Individual(s)</b>	The person or people receiving care or support.
<b>Manager/Line Manager</b>	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 the social care sector this role might include someone (e.g. an individual receiving direct payments) instructing a personal assistant or a volunteer.
<b>Significant others</b>	Those, other than workers, who are significant to the person receiving care or support. These are likely to include family members, friends, and others in a person's local community or network.
<b>Unpaid carers</b>	Anyone who has a role caring for or supporting one or more individuals, having acquired that role by virtue of their relationship to that person. Unpaid carers are frequently family members.
<b>Worker</b>	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.
<b>Words used about work and work documents</b>	
<b>Active listening</b>	The process of actively seeking to understand the meaning of another person's communication, whether the communication is spoken or conveyed in a different way. Active listening includes the use of verbal and non-verbal skills (and may also involve use of technological or other aids).
<b>Care plan</b>	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.
<b>Continuing Professional Competence (CPC)</b>	The maintenance or updating of knowledge, skills and competence to keep abreast of good practice and changes in legislation (e.g. the need to update or refresh your First Aid course every three years).
<b>Continuing Professional Development (CPD)</b>	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 is developing a CPD strategy for the social care sector.
<b>Skills for Life / Essential Skills / Basic Skills / Key Skills</b>	All of these terms refer to the skills of reading, writing and handling numbers in various forms and at various levels. "Skills for Life" is now the official term used by the Skills for Business network for 'entry level' skills, but you may find these terms used loosely and interchangeably (strictly speaking they are not interchangeable). Considerable funding and support is available to help staff with these skill deficits. See the Skills for Care website <a href="http://www.skillsforcare.org.uk">www.skillsforcare.org.uk</a> for more details.
<b>Healthcare procedures/tasks</b>	Procedures of a medical nature, carried out by workers or unpaid carers, as part of a person's care or treatment. These may include tasks relating to colostomy, catheter, peg feeding, injections, etc.
<b>Person-centred approaches</b>	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.

<b>Personal development plan</b>	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 period of time.
<b>Safe care</b>	Care and support provided by workers who have the knowledge and skills to carry out their responsibilities safely. This includes workers knowing what their own responsibilities are and where the limits of their capabilities and responsibilities lie.
<b>Safe to leave</b>	<p>The definition of 'safe to leave' may change according to the context and circumstances. Managers may find it useful to use a 'skills scan' device—a tool to help them define 'safe to leave' in relation to any one worker and any one job role. Ultimately, the manager is responsible for the definition. S/he should use a risk assessment in relation to a worker's capabilities and the specific tasks required by the job role. Induction should cover all those things a worker needs to know/be able to do to be safe to leave alone in their particular context. If the worker needs to know more than the <i>Common Induction Standards</i> provide, then essential additional learning must be provided (e.g. using moving and handling equipment or handling medications), before the worker undertakes these tasks alone. The manager might decide that one worker can do most things alone, but that certain more specialist tasks should be supervised until appropriate learning has taken place and been assessed. A successfully completed induction may provide another worker with everything that is needed at that point. Similarly, one worker may be assessed as being safe to leave alone with help at the end of a phone, or in another building, whereas another might be assessed as needing line of sight supervision, at least for certain tasks.</p> <p>Managers will always need to take into account and make a judgement about a worker's spoken English, literacy and numeracy in relation to their ability to safely undertake given tasks.</p>
<b>Whistle blowing</b>	Raising concerns about the way care and support is being provided, such as practices that are dangerous, abusive, discriminatory or exploitative.
<b>Words used about levels of knowledge</b>	
<b>Be aware of</b>	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.
<b>Know / know how to</b>	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.
<b>Understand</b>	To grasp the meaning of a concept and to grasp its broad purpose and principles (such as with legislation, policies and procedures).
<b>Recognise</b>	To understand a concept (e.g. equal opportunities) and how it affects the way work is carried out in practice
<b>Acronyms explained</b>	<p><b>BSL</b> British Sign Language</p> <p><b>CPD</b> Continuing Professional Development</p> <p><b>CPC</b> Continuing Professional Competence</p> <p><b>GSCC</b> General Social Care Council</p> <p><b>KSS</b> Knowledge and Skills Sets</p> <p><b>LDAF</b> Learning Disability Awards Framework</p> <p><b>NVQ</b> National Vocational Qualification</p> <p><b>OCN</b> Open College Network</p>

