**Care Certificate Competence Standards to be completed.**

USE other co-workers/ team leaders and online training to support this / Care Certificate skills for care/ training IPADS.

You are expected to complete your Care Certificate competencies.

Please ask them any questions whilst you’re out on shift.

Additionally, you can also refer to your online training for further guidance. This is available on the IPADs and on line.

[Champion Workshops | LeafCareTraining (leafcareservices.wixsite.com)](https://leafcareservices.wixsite.com/training/carercompetency)

You have completed the learning and training which consists of Workplace induction training e-learning

This session is classroom bases training involving part 2 of Moving and handling / Part 2

This worker has fully completed the common induction standards. The person is signed off as completing their training and is safe to work alone for

Leaf Care Staffing.

PART 1

|  |  |
| --- | --- |
| **Health Declaration:** | **Signature:** |
| **I am mentally and physically able to undertake the role of a health care assistant/ home carer** |  |
| **I am showing no signs of Covid 19** |  |
| **I have not been in contact with anyone showing signs of Covid 19** |  |

**Moving and Handling People Competence checks**

**I confirm that I have received training in the topics and practical skills as indicated. I have also been given the opportunity to discuss relevant issues and ask questions. I confirm that I feel adequately trained in moving and handling people tasks.**

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| **Moving and handling** | **Content** | **Staff answers** | **Team leader comments** |
| **Moving and handling of people Theory** | What is TILE?  What do you need to check before moving somebody? |  |  |
| **Back Care** | What does BIBO stand for?  How do you perform a box lift? |  |  |
| **Health and Safety** | What does LOLER and PUWER stand for?  What does Lone Worker mean?  What do you need to check before using any electrical items? (what do you report) e.g. broken extension lead. What would you do if you found any electrical items not fit for use? |  |  |
| **Moving & Handling Practical** | I can confirm I have undergone practical training and competency with the Trainer (see separate document) |  |  |
| **Safeguarding** | **Content** | **Staff answer** | **Senior comments** |
| **Keeping service users safe in their own homes** | Name different Types of abuse  How do we recognizing and responding to abuse?  Name a Sign and symptom.  Reporting and Recording- how do we do this?  What is the Escalation process |  |  |
| **Basic Life Support** | **Content** | **Staff answer and signature** | **Trainer sign off** |
| **Online theory completed date:**  **Workbook completion date:** | What should you do if you find someone on the floor?  What should you do if you find someone not responding to you?  What should you do if we find someone ill  DNR Form  Respect Form |  |  |
| **Continence Support** | **Content** | **Staff answer and signature** | **Trainer sign off** |
| **Supporting Individuals with their continence needs**  **To remain as independent as possible with this** | **Pad Changes**  - Why is it important to change a pad at all call times? Is it abuse to leave a Service User in the same Pad?  **Catheter Care**  - What is important when you change or attach a night bag?  - When should you change a leg bag?  - What does it mean when a leg bag goes blue?  **Stoma Care**   * When do we change a stoma bag? * What do we need before changing a stoma bag (list items) * What are the types of stoma bags we may come across |  |  |

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| **Medication** | **Content** | **Staff answer and signature** | **Trainer sign off** |
| **Standard 12 Medication**  **Online theory completed date:** | Tell me a side effect of medication  Where would you look to see if a service user needs help with medication?  What does MAR stand for  What is PRN  If you felt a service user needed PRN medication, who would you discuss this with? (think constipation, pain) |  |  |
| **Due Diligence** | - What happens if you give the wrong medicine?  - What happens when medication goes out of date? How would you check?  - why should you always check the label not just the MAR  - Rights to medication administration |  |  |
| **competent** | I am able to safely assist with medication administration and record accordingly- (black ink) |  |  |
| **Homely remedies** | Homely remedies – tell me about this and when we can administer this |  |  |
| **Systems** | What is MAR chart medication? How do you help a service user with this?  What is a Dossett box? How do you help a service user with this?  What is a carousel? How do you help a service user with this?  How would you help a service user be independent with their medications?  What would you do if you believe a service user can no longer be independent?  - What do you record and where if prompting?  - What do you record and where if administering? |  |  |
| **Creams** | Where do you record creams you have applied  How long do we use tub creams for?  How long do we use tube or pump creams for?  What is a medicated cream?  What is a non – medicated cream?  **Demonstrated using TMAR correctly checking when, to use the cream and recording after use correctly.** |  |  |

**Name of Carer:** **Date:**

**Name of Team Leader:**

**Aims and objectives of everyone at Leaf Care Staffing:  *The staffing at leaf care services is to a competent to level and have a good understanding of the role of homecare worker which is linked into the care certificate standards.***

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| **Care Certificate**  **Standards** | Questions | Workers Comments | Team leader comments and observations |
| **Care plans and risk assessments** | **Care Plans**  - How can you ensure care and treatment is given in line with a person’s care plan?  -How do you offer choice when giving food and drinks? **(Think** about people with no mobility, people with Parkinson’s who may shake, or people with dementia)  - What drinks should be left at every call? Where and why?  - What is our food preparation policy?  - Why is it important to change a pad at all call times? Is it abusive to leave a Service User in the same Pad?  **Catheter Bag**  - What is important when you change a night bag and attach night bag, and why?  **Risk Assessments**  -Are you confident you are able to follow and understand risk assessments?  - Explain any fire risks you need to be vigilant of?  -What would you expect to see on a risk assessment and why?  **Premises and Mobility**  - How do we work with people with pets?  - Also explain how this supports people choice to live the way they want to do |  |  |
| **Standards**  **1. Understand your role** | **Demonstrate that you are working in accordance with your agreed ways of working with your employer**   1. This is the signed copy of your job description   **Demonstrate how to access full and up to date details of agreed ways of working with their employer**   1. **Care plans** 2. **Risk assessments**   1. Do you have copy of your job description – yes/no  If no give copy of the job description and obtain signature for staffing file  2.show the app and how you would book on and off at a visit  3. show me how to find a risk assessment  *4* discuss what you would do on a hot day |  |  |
| **Standard 1**  **Work in partnership with others** | **Demonstrate ways of working that can help improve partnership working**  **Demonstrate how and when to access support and advise about partnership working**  **Resolving conflict**  **Its important we remain professional at work and follow the correct lines for support.**  **We have HR Support line for staff at Leaf care services**  [Hi@leafcaregroup.co.uk](mailto:Hi@leafcaregroup.co.uk)  Escalation policy – working with your team  Are you aware of the escalation policy – who to speak to when you need support at work? This is in the staff handbook –  Do you have copy of the staff handbook YES/ No  .  Question Who in the team makes calls to GP?  Question Who in the team can you go to, for support about a service user in the day-to-day care?  Question Who can you use to support any areas of conflict in support a service user and resolving issues, who is your care manager? |  | Ensure the staff member has a copy of the hr support line  [Hi@leafcaregroup.co.uk](mailto:Hi@leafcaregroup.co.uk) |
| **Standard 2**  **Your personal development** | **Demonstrate how to measure your own knowledge and performance and understanding against relevant standards**  Demonstrate your competencies you need to work towards.  Question how you would, work alongside someone at work for additional guidance and support |  | Buddy up new workers with confident team members  Actions:  Job description and  Competencies available for worker to follow: |
| **Standards 3**  **3. Duty of Care** | **deal with comments from other team members/ visiting families**  Escalation processes how do you manage correct responses involving your Line manager  Demonstrate how you support a family member / sharing information when providing a key worker role Demonstrate how you work around ‘gossip and hearsay’ not repeating this, how would you tackle this at work?  How would you work with your team leader in resolving working to task alongside others who aren’t.  Demonstrate how you provide good quality recording when recording an refusal of care  Demonstrate how you provide ‘code of conduct’ standards of working *(if colleagues are shouting at you down a talking during double up care, family members are asking about care needs* |  |  |
| **Standard 4**  **Equality and Diversity** | **Demonstrate interaction with individuals that respect their beliefs, culture, values and preferences**  *A person with dementia has cognitive impairment which means they live in the past and behave in the present.*  Demonstrate how you provide care in a way that you have respected that the people you have cared for are different?  What have you done and provided differently for the people you have cared for?  If someone is not ready for day, dressed for the day, missing a shoe, wearing a jumper on a hot day and is not wanting to be interrupted, how would you manage this? |  | Try later – go back ensure you are managing this , prepare food , make bed – try again  Using blankets to help with dignity  Clean property and leave tidy on exit |
| **Standard 5**  **Work in a Person-Centred Way** | **Take appropriate steps to remove or minimise the environmental factors causing the discomfort or distress**  **This could include**  **Lighting**  **Noise**  **Temperature**  **Unpleasant Odours**  **Recognising breakfast/lunch / dinner**  Demonstrate providing personal care with curtains closed  Demonstrate asking service users and ensuring TV is set to service user choice |  |  |
| **Standard 5**  **Work in a person centred way** | **Demonstrate how you take action with making others aware that their practice is causing discomfort or distress to individuals**  Demonstrate improving practice for others in a good practice way- eg changing TV to appropriate TV channel for a service user  Demonstrate how you manage to provide personal care to a person who is not wanting to put their shoes on ‘ready for the day.  Demonstrate how you would report any bad practice and how you would follow the escalation process, eg it may be that a person requires more training/ |  |  |
| **Standard 5**  **Work in a person centred way** | **Checks on a person with restricted movement they are comfortable**  **Checks on a person in pain and how this is minimised**  **Checks on mobility equipment**  **Minimise noise**  **Minimise soiled pads**  Demonstrate a turn and recording of this  Demonstrate how you would check if someone requires pressure relieving cushions while sat on a chair .  Demonstrate that a person is in pain, by observing their behaviour discussing with team leader  Demonstrating the use of mobility equipment such as walking aid.  Demonstrate the use of double of care checked equipment turned down  Demonstrate changing a soiled pad in a positive way |  |  |
| **Standard 5 Work in a person centred way** | **Support individuals to maintain their identity and self esteem**  **Checks on working with person who is stressed not wanting personal care,**  **People with Dementia do not loose the ability to show emotion- if you upset someone they will remain upset-this is why in dementia care you will often here, if you do this they wont let you help**  **If you try again later, if you interrupt someone that will cause problems**  Demonstrate the ability to show how you support a person with dementia be less stressed when accepting support – this could be for food and fluids at the kitchen table, this could be personal care by showing and not doing to them…  Demonstrate good practice showing a service user you are safe / someone they can trust and explain how you did this. |  | Seek guidance from a team leader |
| **Standard 6**  **Communication** | **Demonstrate the use of appropriate verbal and non-verbal communication**  Demonstrate the use of picture prompts and support |  |  |
| **Standard 7**  **Privacy & Dignity** | **Demonstrate your actions maintain the privacy and dignity of the individuals**   * **Discussing needs of the service user** * **Delivery of personal care** * **Supporting a resident who is distressed**   Demonstrate how you discuss a service user care need in a confidential way with your team leader  Demonstrate giving personal care with curtains closed and correct flannels – light top half- dark bottom half  Demonstrate supporting a service user with dementia who is in a state of undress – how is your care dignified.  Demonstrate supporting a person who has incontinence concerns and how we can support and maintains their dignity –  how this is managed when the person is upset.  Report any concerns around dignity and caring for persons to your line manager |  | Use team leader and care plan for assistance  Make sure there is relevant equipment eg blankets/ clothes for persons who are in a state of undress.  Discuss this with your team  Report ‘dignity, state of undress to your line manager so they can address this with family and change the care plan |
| **Standard 7**  **Privacy & Dignity**  **Support individuals in making choices about their care** | **Demonstrate how to support individuals to make informed choices**  **Check risk processes are used to support individuals to make their own decisions**  Demonstrate how you use the risk assessments to ensure practice and risk is managed at each visit  Demonstrate how you enable people to eat and drink independently |  |  |
| **Standard 8**  **Fluids and Nutrition** | **Support individuals to have access to fluids**  **(All service users should have access to drinks and snacks)**  Demonstrate that drinks are in reach of a person who is in bed/ receiving bed care  Demonstrate that drinks are refreshed at regular basis / water jugs in reach refreshed at lunch and tea calls  Demonstrate that you offer the drink of choice which matches the care plan *eg coffee with milk two sugars*  Demonstrate you can support a person to eat and drink  Demonstrate you can support a person eat in bed *(90 degrees angle at all times)*  Demonstrate how you know the food is at the correct temperature from serving temperature.  Demonstrate that you can provide feeding assistance using a spoon (not fork)  Discuss any issues with your seniors/ line managers who do you escalate these to (using escalation policy)  Demonstrate how/where to access the food/ dietary sheets and how to follow them when assisting someone who has food eating and drinking needs ( choking , diabetes etc ) |  |  |
| **Standard 10 Safeguarding Adults**  **Date online theory completed :**  **Date workbook completed :** | **Demonstrate the importance of treating individuals with dignity and respect.**  Demonstrate how you treat a person with Dignity and respect for example in state of undress – how would you manage this situation (use of blanket, support re what to do when to minimise the distress.  Demonstrate how to manage this / with empathy, respect and escalation to the correct person within the organisation  **Reporting abuse**  -Can you identify how to report a service user that may show signs of abuse?  **Think…** they have no food or drink  **Our level of support**  **Telephoning monitoring- evidence times of vists**  - How does this work?  - Why is this important for home care visits?  (Link the relationship between ICARE HEALTH to your own safety and the Service User’s safety.)  - What happens if a visit is missed? |  |  |
| **Standard 13**  **Health and Safety** | **Demonstrate how to move and assist people and objects safely, maintaining the individuals dignity and in line with legislation** Demonstrate moving and assisting a resident from bed to chair using equipment.  Demonstrate talking to a service user whilst moving and handling in agreed ways of working and not having conversations to peers , talking to service user through process  Demonstrate using correct labelled equipment for person. |  |  |
| **Standard 13.6** | **Handle Hazardous substances COSHH**  Demonstrate understanding of COSHH chemical *(name of* product*, storage )*  **Demonstrate only using a cream in date, tubes 3 months/ tubs one month/ discard creams to the pharmacy do not use if out of date or not labelled**  **Demonstrate using TMAR correctly checking when, to use the cream and recording after use correctly**  Demonstrate washing hands correctly |  |  |
| **Standard 14**  **Handling information** | **Demonstrate how to keep records that are up to date, complete, accurate and legible**  Demonstrate recording in a dignified way  What colour INK should you use for a MAR chart  Explain to me the tasks on each visit  What would you do if a task wasn’t relevant for a service user?  If you do not tick a task as this was refused or not applicable, where should you record this? |  |  |
| **Standard 15**  **Prevent the spread of infection** | **Demonstrate effective hand hygiene**  Demonstrate washing hands before handling food  Demonstrate washing hands before personal care/ after personal care  Demonstrate washing hands correctly  Demonstrate the use of PPE correctly and washing hands |  |  |

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| **ACTIONS/ COMMENTS (what have you done about the above feedback and observations)** |
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| Date completed:  By whom: |
| **Wellbeing and support** |
| Are you happy with your working hours? |
| Are you having any moving and handling are there any difficulties with any of your service users? |
| Do the care plans match what you do? If no, then why? what is missing? |
| How’s are the rounds you do? (do you enjoy them) |
| Would like any additional training? |
| Would you like me to book you in for a scheduled 1-1 meeting, if so, where would you like this to take place? Office/mutual grounds e.g. Coffee shop, this will be outside of your working hours whilst on round) |
| Are you currently concerned with any of the service users or rounds you currently do? If yes, can you tell me why? |
| Do you feel I can support you better in anyway? |
| How are you? |
| Other comments: |
| Staff Name:  Signature: Date:  Team Leader Name:  Signature: Date: |