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NISCC would like to acknowledge the contribution of the Children's Workforce Development Council and especially of Skills for Care in the development of the standards and guidance materials for the Northern Ireland Induction Standards for the Social Care and Children's Services workforce.

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## > Introduction

Northern Ireland Social Care Council is an independent public body, working to raise standards in social care through workforce regulation and promotion of training and development for the social care and children's services workforce in Northern Ireland.

NISCC is a partner in the UK Alliance 'Skills for Care & Development', which is the Sector Skills Council for the Social Care, Children and Young People's workforce. Sector Skills Councils are licensed to facilitate a network of key employers, education interests, government agencies, service users, carers and stakeholders from across the sector to identify and address skills needs for their sector and to help build a competent and confident workforce.

NISCC has consulted widely with employers, stakeholders, service users and carers in NI to develop the Induction Standards. The standards will be applicable to all new workers entering the workforce and those changing roles or employers within the sector - irrespective of their qualification level. They will be implemented by employers as part of normal induction arrangements. There are not requirements for external training to meet these standards. To ensure that new workers are inducted to consistently high standards across the UK, these standards also reflect the knowledge, skills and values set out in the Induction Standards currently in operation in England and Wales.

Please note - the standards will not be affected by revisions to job roles resulting from the Review of Public Administration, or Agenda for Change requirements.

NISCC's current policy is to require that workers in social care have successfully completed induction for their existing post, in order to be registered. This policy will continue until it is superseded by qualification requirements to be introduced in 2016, as specified in the DHSSPS(NI) Development and Training Strategy for the Personal Social Services Workforce 2006-2016.

For children's services workers not required to register with the NISCC, the standards are offered as 'best practice'.

These standards set out clearly what new workers should know, understand and be able to do within three to six months of starting work. They were developed to reflect both the NISCC Code of Practice for Social Care Workers and requirements of the National Vocational Qualifications in Health and Social Care. They are intended to ensure workers are able



to provide high quality care and support, offering them the first step in continuing professional career development.

The NISCC has also published the following supporting documents which are available from the NISCC website **[www.niscc.info](http://www.niscc.info)**

- Guidance for those responsible for new social care workers' induction
- A workbook for new workers to plan and record their induction



## > Summary of the Standards

The Induction Standards consist of six standards which each contain a number of areas of knowledge that workers need to know about before they can work safely without close supervision.

- 1 Understand the principles of care
- 2 Understand the organisation and the role of the worker
- 3 Maintain safety at work
- 4 Communicate effectively
- 5 Recognise and respond to abuse and neglect
- 6 Develop as a worker.

Managers have a duty to ensure that new staff know enough to meet the required outcomes in each knowledge area. This knowledge should be gained in a flexible way and can include observation, reading books, attending training courses and discussion with others.

NISCC believes that line managers are best placed to make sure induction of new staff is carried out properly.

The new Induction Standards provide a structured induction to work for new staff. Previous research has demonstrated that a structured start, provided alongside opportunities for professional development, plays an important part in improved staff retention.

This booklet provides details of the key areas of achievement within each of the six standards, the outcomes which should evidence achievement for the standard and the element of the NISCC Code of Practice it relates to. The outcomes highlighted in the following tables are workplace-specific requirements, and they should be considered in relation to all workers new to the organisation.

It is NISCC'S intention that these standards will be applicable to all registrants irrespective of work setting or the professional training requirements of their job.

NISCC has produced a workbook which workers and their managers can use to log progress against the standards. Additional guidance for managers on using the Induction Standards is also available. These can be downloaded free of charge from the NISCC website [www.niscc.info](http://www.niscc.info)

## > Standard 1 | Understand the principles of care

Main Areas	Outcomes	NISCC Code of Practice for Social Care Workers
<p>1.1 The values</p>	<p>1.1.1 Understand the need to promote the following values at all times: individuality, rights, choice, privacy, independence, dignity, respect and partnership.</p>	<p>1.1-1.4, 3.1</p>
	<p>1.1.2 Understand the need to promote equal opportunities for the children and/or adults(s) you are supporting.</p>	<p>1.5, 5.5, 5.6</p>
	<p>1.1.3 Understand the need to support and respect diversity and different cultures and values for all age groups</p>	<p>1.6</p>
<p>1.2 Confidentiality</p>	<p>1.2.1 Understand the importance of confidentiality.</p>	<p>2.3, 5.3</p>
	<p>1.2.2 Understand the limits of confidentiality.</p>	<p>2.3, 5.3</p>
	<p><b>1.2.3 Know how to apply your organisation's policies and procedures about sharing information.</b></p>	<p>2.3, 5.3</p>

## > Standard 1 | Understand the principles of care

Main Areas	Outcomes	NISCC Code of Practice for Social Care Workers	
<p><b>1.3</b> Person centred approaches</p>	<p>1.3.1 Know how to support the privacy and dignity of the children and/or adults you support.</p>	<p>1.4</p>	
	<p>1.3.2 Understand the importance of finding out the history, preferences, wishes and needs of the children and/or adults you are supporting.</p>	<p>Guidance: You should meet with the person and if necessary their carer and plan how to meet their needs</p>	<p>1.1, 1.2</p>
	<p>1.3.3 Understand the range of development needs of children and young people.</p>	<p>Guidance: You should have knowledge of attachment, play, transitions related to the child/young person</p>	<p>1.1</p>
	<p>1.3.4 Understand the need to make sure that everything you do is based around the children and/or adults you are supporting.</p>		<p>1.2, 3.1</p>
	<p>1.3.5 Understand the need to enable the children and/or adults you support to control their own lives and make informed choices about the services they receive.</p>		<p>1.3</p>
	<p><b>1.3.6</b> <b>Know how to use a care plan or work plan when providing support.</b></p>		<p>4.3</p>

## > Standard 1 | Understand the principles of care

Main Areas	Outcomes	NISCC Code of Practice for Social Care Workers
1.4 Risk assessment	<b>1.4.1</b> Recognise that the children and/or adults you support have the right to take risks.	4.1
	<b>1.4.2</b> <b>Understand how to use your organisation's risk assessment procedures to assess whether the behaviour/activities of the children and/or adults you support present a risk of harm to themselves or others.</b>	4.2, 4.3, 5.7
	<b>1.4.3</b> <b>Know how to inform relevant people about any risks identified.</b>	4.4



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

Main Areas	Outcomes	NISCC Code of Practice for Social Care Workers
2.1 Your role as a worker	2.1.1 Understand your responsibilities as outlined in the NISCC Code of Practice for Social Care Workers.	All
	<b>2.1.2</b> <b>Understand your job role in relation to the aims and values of the organisation.</b>	6.1
	<b>2.1.3</b> <b>Understand the roles of other workers and the importance of working in partnership with them.</b>	6.6, 6.7
	2.1.4 Understand the value and importance of working in partnership with family members, unpaid carers / advocates / significant others.	1.2

### Guidance:

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.

### Guidance:

'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.

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

Main Areas	Outcomes	NISCC Code of Practice for Social Care Workers
2.2 Policies and procedures	2.2.1 Understand why it is important for you to know and follow policies and procedures for both children and adults, as appropriate to the job.	6.1
	<b>2.2.2</b> <b>Know how to access a full list and up to date copy of all organisational policies and procedures.</b>	6.2
2.3 Worker relationships	2.3.1 Understand the responsibilities and limits of your relationship with the children and/or adults you support.	2.7, 5.2, 5.4
	2.3.2 Understand the need to be reliable and dependable.	2.4

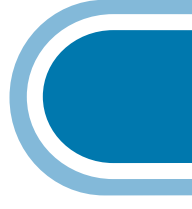


## > Standard 3 | Maintain safety at work

Main Areas	Outcomes	NISCC Code of Practice for Social Care Workers
3.1 Health and safety	<p><b>3.1.1</b> Be aware of key legislation relating to health and safety in your work setting(s) and understand the responsibilities of yourself and your employer for the children and/or adults you support.</p>	3.6
	<p><b>3.1.2</b> <b>Understand your organisation's policies and procedures in relation to health and safety in your work setting(s) and the children and/or adults you support.</b></p>	3.6
	<p><b>3.1.3</b> <b>Know how to apply your organisation's policies and procedures in relation to health and safety in your work setting(s) and the children and/or adults you support.</b></p>	3.6
	<p><b>3.1.4</b> <b>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 children and/or adults you support.</b></p>	3.6
	<p>Guidance example: How to safely store and dispose of substances and articles that are harmful to health.</p>	3.6

## > Standard 3 | Maintain safety at work

Main Areas	Outcomes	NISCC Code of Practice for Social Care Workers
3.2 Moving and handling	3.2.1 Be aware of key legislation that governs all moving and handling tasks.	3.6
	3.2.2 Know how to assess risks in relation to moving and handling children and /or adults and/or objects.	3.4
	3.2.3 Know safe moving and handling techniques in relation to people and/or objects.	3.3
	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.	3.6
3.3 Fire Safety	3.3.1 <b>Understand how to promote fire safety in your work setting.</b>	3.6
	Guidance example: You must not use moving and handling equipment until you have been trained to do so.	



## > Standard 3 | Maintain safety at work

Main Areas	Outcomes	NISCC Code of Practice for Social Care Workers
3.4 Emergency first aid	3.4.1 Know what to do in response to illness or accident.	3.6
	3.4.2 Understand basic emergency first aid techniques for both.	Guidance example: This could be covered by an emergency first aid course or an appointed person's course.  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.	Guidance example: You must not attempt to undertake any emergency first aid that you have not been trained to offer.  3.6
3.5 Infection prevention & control	3.5.1 Understand the main routes of infection.	3.6
	3.5.2 Know how to prevent the spread of infection.	Guidance: You should demonstrate food hygiene awareness at a basic level in a domestic environment. This may include the use of personal protective equipment.  3.6
	3.5.3 Know how to wash hands properly.	3.6

## > Standard 3 | Maintain safety at work

Main Areas	Outcomes	NISCC Code of Practice for Social Care Workers
3.6 Medication and health care procedures	<p><b>3.6.1</b> Understand your organisation's policies and procedures in relation to medication and health care tasks.</p> <p><b>3.6.2</b> Understand how to apply these policies and procedures in relation to the children and adults you support.</p>	3.6
3.7 Security	<p><b>3.7.1</b> Be aware of security measures in your workplace.</p> <p><b>3.7.2</b> Recognise the risks to your personal safety and well being in your work setting(s), and the safeguards required to minimise these.</p>	3.6



## > Standard 4 | Communicate effectively

Main Areas	Outcomes	NISCC Code of Practice for Social Care Workers
4.1 Encourage communication	<p>4.1.1 Know what motivates people to communicate.</p> <p>4.1.2 Recognise main barriers to communication for children and adults.</p> <p>4.1.3 Understand how behaviour is a form of communication.</p> <p>Guidance: This may include behaviours that challenge.</p>	2.2 2.2 1.1 1.2
4.2 Use communication techniques	<p><b>4.2.1 Understand the basic forms of verbal/non-verbal communication and how to use these in your work setting(s) and with children and/or adults.</b></p> <p>4.2.2 Understand how to listen effectively.</p> <p>Guidance: This involves 'active listening', which includes paying attention to non-verbal as well as verbal communication.</p> <p>4.2.3 Understand how to use touch to promote communication.</p> <p>4.2.4 Understand when touch is not appropriate.</p>	2.2 2.2 2.2 2.2

## > Standard 4 | Communicate effectively

Main Areas	Outcomes	NISCC Code of Practice for Social Care Workers
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>	6.2
	4.3.2 Know how to record information that is: <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>	6.2
	4.3.3 Understand the importance of, and your role in, record keeping.	6.2
	<b>4.3.4 Understand how to use reports and records appropriately.</b>	2.3 6.2



## > Standard 5 | Recognise and respond to abuse and neglect

Main Areas	Outcomes	NISCC Code of Practice for Social Care Workers
5.1 Legislation, policies and procedures	5.1.1 Be aware of key legislation in relation to abuse and neglect of children and/or adults.	3.2
<b>5.1.2</b> <b>Understand your organisation's policies and procedures in relation to abuse and neglect of children and/or adults.</b>	Guidance example: The need for, and importance of, POCVA checks.  Guidance: To understand the definition of a vulnerable adult and/or child in need of protection	3.2
<b>5.1.3</b> <b>Know how to apply your organisation's policies and procedures in relation to abuse and neglect of children and/or adults.</b>		3.2 3.4
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>	3.2

## > Standard 5 | Recognise and respond to abuse and neglect

Main Areas	Outcomes	NISCC Code of Practice for Social Care Workers
<p>5.3 Recognise the signs and symptoms of abuse and neglect</p>	<p>5.3.1 Recognise the signs and symptoms associated with the following:</p> <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>	3.2
<p>5.4 Understand how to respond to suspected abuse or neglect</p>	<p>5.4.1 Understand the need to report any suspicions about the abuse or neglect of the children and/or adults you support.</p> <p><b>5.4.2 Know when and to whom suspected abuse/neglect should be reported.</b></p> <p>5.4.3 Know what to do if you suspect any child or adult is being abused or neglected.</p>	<p>3.2 6.2</p> <p>3.2, 3.3, 3.5</p> <p>3.2, 3.3, 3.5</p>



## > Standard 5 | Recognise and respond to abuse and neglect

Main Areas	Outcomes	NISCC Code of Practice for Social Care Workers
5.5 'Whistle Blowing'	<p>5.5.1 Understand that your first responsibility is to the safety and well being of the children and/or adults you support.</p>	3.2
	<p><b>5.5.2 Know how and when to report any resource or operational difficulties that might affect the delivery of safe care.</b></p>	3.4
	<p><b>5.5.3 Know how and when it is your duty to report the practice of colleagues which may be unsafe.</b></p>	3.5
	<p>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.</p>	3.2 3.5

Guidance example:  
Inadequate staff cover.

Guidance example:  
Not following agreed procedures or a care plan.

## > Standard 6 | Develop as a worker

Main Areas	Outcomes	NISCC Code of Practice for Social Care Workers
6.1 Support and supervision	<p><b>6.1.1</b> Know how to get advice, information and support about the organisation, your own role and responsibilities and the role/responsibilities of others.</p> <p><b>6.1.2</b> Understand the purpose and arrangements for supervision in your work setting.</p> <p><b>6.1.3</b> Know how to use supervision effectively.</p>	6.1  6.1  6.3, 6.4
6.2 Knowledge and skill development	<p><b>6.2.1</b> Understand the need to gain skills and knowledge to support and develop your work.</p> <p><b>6.2.2</b> Know how to work with your line manager to agree and follow your personal development plan.</p> <p><b>Guidance:</b> This should happen as part of performance management systems, and be linked to supervision and appraisal.</p>	6.8  6.8



## > Glossary of terms

This section clarifies some of the words used in the Northern Ireland Induction Standards for Social Care and Children's Services Workers

### Words used about people

#### Individual(s)

The person or people receiving care or support.

#### Manager/Line Manager

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 sector this role might include someone (e.g. an individual receiving direct payments) instructing a personal assistant or a volunteer.

#### Significant others

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.

#### Unpaid carers

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.

#### Worker

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.



## Words used about work and work documents

### Active listening

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).

### Care plan

A formal document that sets out in detail the way daily care and support must be provided for an individual. Care plans may also be known as 'plans of support', 'individual plans', etc.

### Continuing Professional Competence (CPC)

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).

### Continuing Professional Development (CPD)

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 Life / Essential Skills / Basic Skills / Key Skills

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).

### Healthcare procedures/tasks

Procedures of a medical nature, carried out following training 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.



### Person-centred approaches

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.

### Personal development plan

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.

### Safe care

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.

### Safe to leave

The definition of 'safe to leave' may change according to the context and circumstances. Managers will have to assess a worker's skills to 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 Induction Standards 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. 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.

### Whistle blowing

Raising concerns about the way care and support is being provided, such as practices that are dangerous, abusive, discriminatory or exploitative.



## Words used about levels of knowledge

### Be aware of

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.

### Know / know how to

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.

### Understand

To grasp the meaning of a concept and to grasp its broad purpose and principles (such as with legislation, policies and procedures).

### Recognise

To understand a concept (e.g. equal opportunities) and how it affects the way work is carried out in practice

## Acronyms explained

- BSL** British Sign Language
- CPD** Continuing Professional Development
- CPC** Continuing Professional Competence
- NISCC** Northern Ireland Social Care Council
- NVQ** National Vocational Qualification



> notes

