

Northern Ireland

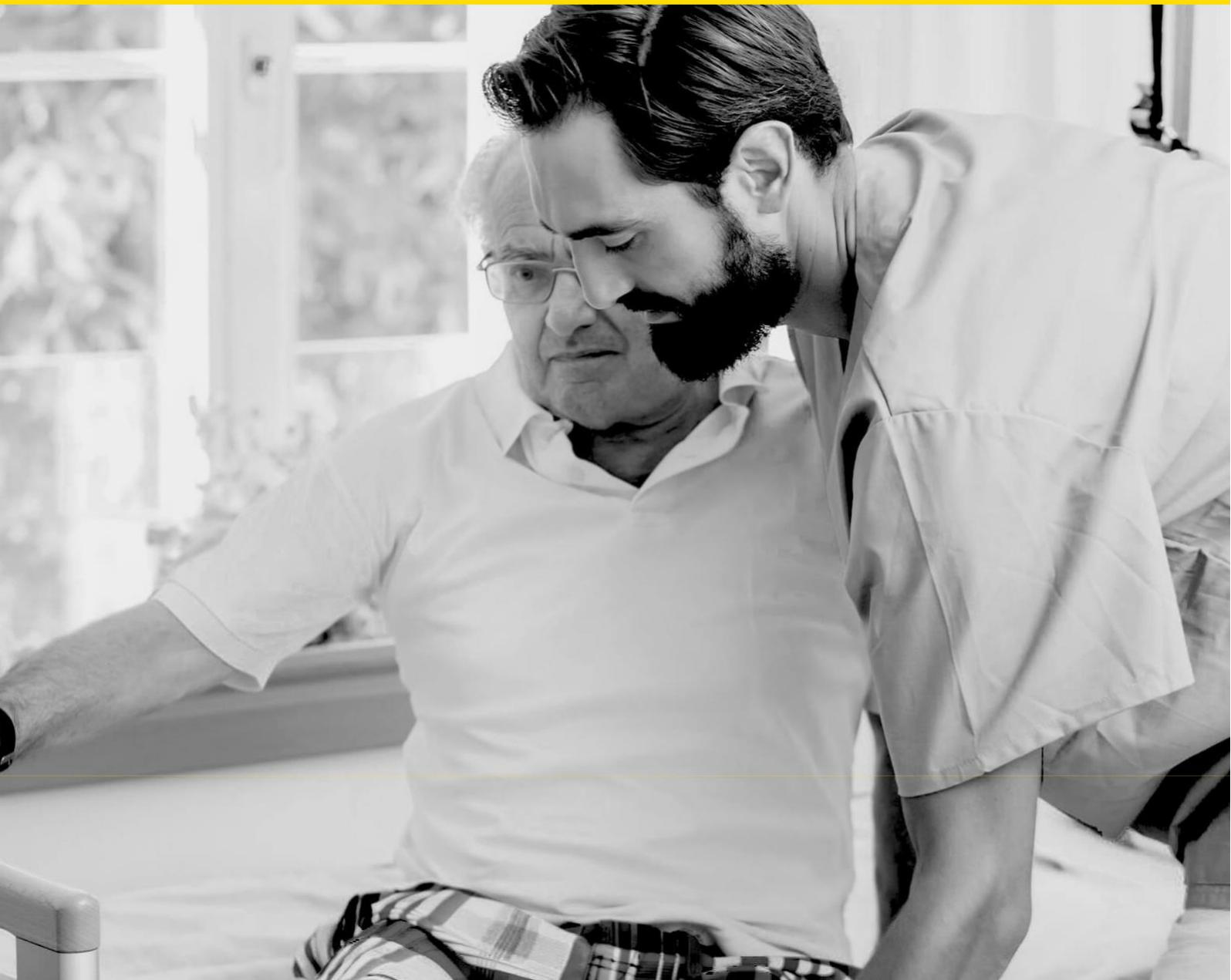
Social

Care

Council

Induction Programme

Develop Yourself as a Social Care Worker



Welcome

Welcome to your new role. It is one in which you will be able to make a real difference to the lives of the people you work with.

Any new role brings with it new things to learn. You are being asked to complete the Social Care Council's Induction Programme to help you build your confidence and make sure you have the skills and knowledge to succeed in your job. Your manager and work colleagues will help you during your induction and you should use the opportunity to ask about anything you do not understand or do not know how to do. Induction is the first step along a learning and developing pathway that will continue throughout your career

As a registered social care worker you are required to work to the Standards of Conduct and Practice which are binding on all social care workers. Social care workers are required to be 'accountable for the quality of your work and take responsibility for maintaining and improving your knowledge and skills'. (Standard 6 of the Standards of Conduct) and 'Develop yourself as a social care worker' (Standard 6 of the Standards of Practice).

This workbook explains what induction is, what to expect when you start your new job, plus how induction can put you on the right track for giving high-quality care and support and assist you in future learning and development





Standards for Employers of Social Workers and Social Care Workers

Your employer and managers or supervisors have a responsibility to support and guide you through the Social Care Council Induction Programme, as well as your continued learning and development.

Social care employers must meet the standards set out in the Social Care Council Standards for Employers of Social Workers and Social Care Workers. These standards require employers to establish a competent workforce and to support employees to develop their skills and knowledge. Successfully completing induction is part of this.

Social Care Council Induction

This edition of the workbook for this Induction Programme has been developed for new social care workers in Northern Ireland. There is a separate guidance publication for managers and supervisors.

Module 1

Understand the main duties and responsibilities of your own role within the context of the organisation in which you work

Module 2

Be able to communicate effectively

Module 3

Deliver person-centred care and support that is safe and effective

Module 4

Support the safeguarding of individuals

Module 5

Maintain health and safety at work

Module 6

Develop yourself as a social care worker

Module 7

Understand how the Social Care Council Standards of Conduct underpin all that you do

Our Induction Programme consists of seven modules that are aligned to the Standards of Conduct and Practice. Each module contains a number of 'areas of knowledge' that workers require before they can work safely without close supervision.

This Induction Programme will not cover induction in its entirety as there will be other knowledge and skills a worker will need that are specific to their role.

Line managers and supervisors are responsible for explaining to each worker what these are, and arranging for them to learn and be assessed in those areas also.

Induction programmes work best as part of performance management systems. All workers should be appraised and supervised as part of these systems. This will give the manager(s) an opportunity to assess their performance (i.e. how they are applying the learning and to identify any extra learning or support they might need).

For those workers who are self-employed (and therefore not part of an organisation), systems for supervision and appraisal may not be readily available.

It is therefore incumbent upon them to find a way to improve their skills and knowledge. This may be by sharing resources with others in a similar situation, through their local Health and Social Care Trust (if they contract with them), or through a professional body.



How to Use This Programme & Your Evidence Workbook

This is your induction workbook, when completed it will act as proof that you have completed your induction and it can be used to show evidence for your Post Registration Training and Learning (PRTL).

This workbook has been designed to help you work through the induction phase of your new role. There are sample questions for each of the learning outcomes. It is not intended that you should write exam-type answers to these questions. If any of the examples do not fit with your work or workplace, then you and your manager should think of examples which do fit with your work.

It is also useful to collect further learning materials that are relevant to your induction. Examples of further learning materials could include:

- Employer pack material
- Employer's Health and Safety Statement
- Employer's Policy/ Procedures documents
- Employer induction materials

Evidence Workbook

'Evidence' should be used to record any other evidence of learning which you collect, for example, supervision and assessment notes. Date signed off' is simply a space for you and your manager to keep a note of which outcomes you have covered. Your manager can put the date and their initials against the outcomes as you demonstrate that you have achieved that area of learning, either in practice or through some form of assessment.

At the end of the evidence book there is a 'Certificate of Successful Completion' to be completed and signed by your assessing manager when you have completed the Social Care Council Induction Programme.

Finally, there is a section for you to make notes as you work through your induction.



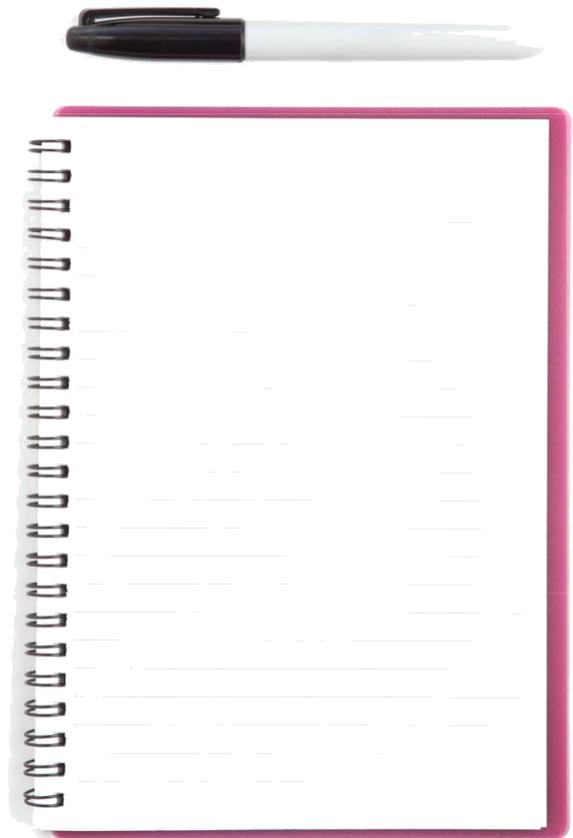
What to Expect from Your Manager

This Induction Programme has been designed to help make sure you can provide a quality service for the people you support, and that includes making sure you are safe to leave alone with responsibilities.

It is your manager who will make the decision about when you have successfully completed induction and that you are safe to work on your own. Your manager has a legal and professional obligation to ensure:

- The safety and well-being of individuals whom the organisation supports
- The safety and well-being of you and your colleagues while at work

During your induction period (which could last between three and six months) you will be assessed to make sure that you have understood everything that you have learned. This assessment will be carried out by someone within your organisation, for example, your line manager.



Completing Induction

The following information will help you and your manager plan how you complete this induction workbook.

The first section of each module in this workbook details the learning outcomes of the module, along with guidance and sample questions.

Your employer will have arranged for you to attend induction training. This training may well include handouts on specific topics, you may be advised to take notes during the training, you may take part in group work/exercises—you should keep a record/note of all this, it will help you when you come to complete this workbook.

The evidence could be:

- A list of questions and your answers to them
- Copies of certificates for training you attended during your induction e.g. Safeguarding

CHECKLIST

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Module 1 Understanding the main duties and responsibilities of your own role within the context of the organisation in which you work

Outcomes	Guidance	Sample Questions
1.1 Knowing the aims, objectives and values of the service in which you work	Understanding how personal experience / attitudes and beliefs fit with the aims, objectives and values of the organisation	1a. Give a definition for the following terms: Values, Aims, Objectives 1b. Describe the Values, Aims and Objectives of your organisation
1.2 Accessing full and up- to- date details of policies, procedures and agreed ways of working from your employer and adhering to them	Full up- to- date comprehensive policies and procedures relevant to the organisation and the people it supports	What is a policy? What is a procedure? Why are policies and procedures important within your organisation? Pick one organisational policy and describe how it affects your work? Where are the policies and procedures for your organisation kept?
1.3 Knowing your main responsibilities to those service users and carers you support including duty of care	Understanding of the specifics within the job description	What does duty of care mean? There are 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 and live as independently as possible

		Name four steps you must consider when faced with this dilemma and explain how they are helpful
1.4 Prioritising and managing your work effectively	This refers to workload management by both managers and staff in your organisation	<p>Explain why it is important that you manage your work effectively.</p> <p>Give 1 example when you had to prioritise your work, explain what you did, why you did it, and what support you received from your line manager.</p>
1.5 Working in partnership with key people, advocates and others who are significant to individual service users and carers	This refers to both staff within your organisation and within other organisations who are involved in the service user's life, care and support	List 5 other professionals you will be working with and explain their role?
1.6 Possessing the required level of literacy, numeracy and communication skills necessary to carry out your role and being able to communicate using written English	The skills of numeracy, literacy and communication are core skills that enable social care workers to use information and communicate effectively.	<p>Describe a situation in your workplace where you demonstrate your literacy skills</p> <p>Describe a situation in your workplace when you need to demonstrate your numeracy skills</p> <p>Describe a situation in your workplace where you are required to demonstrate your communication skills</p> <p>How have/could you check your literacy, numeracy and communication skills are adequate?</p>

		<p>Everyone has a specific way that helps them to learn new skills. Identify 1 way you will be able to develop your skills with relation to</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Communication
1.7 Keeping records that are up to date, complete, accurate and legible	Workers should know that records are legal documents	<p>What records are you expected to keep with regards to</p> <ul style="list-style-type: none"> • people you support • your organisation • your employment
1.8 Reporting adverse events, incidents, errors and near misses that are likely to affect the quality of care and wellbeing of service users or carers	Incidents, accidents, case notes, medicine records	<p>Give a definition of the following in relation to your workplace ;;</p> <ul style="list-style-type: none"> • adverse events • errors • near misses • incidents <p>What steps must you take to report any adverse events, incidents, accidents, errors or near misses?</p>
1.9 Responding appropriately to comments and complaints in accordance with your organisation's complaints procedure.	Be aware of the organisation's complaints procedure	<p>Referring to your organisation's complaints procedures, give 5 reasons why complaints are beneficial to the organisation?</p> <p>In line with your organisation's complaints procedure what are the steps you would take if a service user wanted to make a complaint?</p>

Module 2 Be able to communicate effectively

Outcomes	Guidance	Sample Questions
2.1 Developing effective relationships with service users and carers	Consider how good communication promotes quality care and establishes trust	Why is it important to develop effective relationships with service users and carers?
2.2 Establishing the service user's communication and language needs, wishes and preferences	Consider competence to utilise verbal, non verbal, written, visual and digital skills	List 4 ways you can establish the service user's communication and language needs , wishes and preferences
2.3 Using the range of communication methods and styles to meet the service user's communication needs, wishes and preferences	Consider communication style and methods relevant to the service user group	Name and describe 4 methods of communication suitable to the people you support
2.4 Recognising and addressing barriers to effective communication	Consider diversity and cultural differences	Give 4 examples of barriers to effective communication Explain what you may do to overcome each of these barriers

<p>2.5 Working effectively as part of a team, sharing relevant information to ensure the service user receives the best support and care possible</p>	<p>This involves giving and receiving appropriate, relevant, accurate, factual information through verbal and written communication</p>	<p>How can poor communication among team members affect the care and support of a service user?</p> <p>Name 4 ways in which you are expected to communicate with your team members about an individual in the interest of providing the best care and support?</p>
<p>2.6 Sharing information with other health and social care staff and agencies in a timely manner in line with organisational procedures and principles and practices relating to confidentiality</p>	<p>Refer to the organisation's up-to-date policy and procedures on confidentiality</p>	<p>Explain what is meant by confidentiality and how it applies to your role?</p> <p>State two pieces of legislation which incorporate an individual's right to confidentiality and explain how they apply to the service users you support</p>

Module 3 Deliver person-centred care and support which is safe and effective

Outcomes	Guidance	Sample Questions
<p>3.1 Promoting and applying person-centred values in your day to day work with services users and carers</p>	<p>The Human Rights Act 1998 – sets out the human rights of people in the UK</p>	<p>List the 8 person centred values from the Act.</p> <p>For each one describe:</p> <ul style="list-style-type: none"> • what it is • why the value matters <p>How do you apply person centred values in your day to day work?</p>
<p>3.2 Delivering care in line with assessed needs and service user and carer preferences</p>	<p>Departmental Guidance -</p> <p><u>People First, Care Management: Guidance on Assessment and the Provision of Community Care</u></p>	<p>What is an ‘assessment of need’?</p> <p>What areas would you expect to be covered in an assessment of need</p> <p>How would you incorporate the assessed needs of a service user with their preferences?</p>
<p>3.3 Understanding risk assessments appropriate to your role, in partnership with service users, carers, and other key people</p>	<p>The worker should be able to demonstrate that they are aware of the need to balance risks with a person’s rights and know how to support and safeguard a person taking risks.</p>	<p>What is Risk?</p> <p>What is a risk assessment?</p>

		<p>What responsibilities do you have with regard to risk assessments in your work place?</p> <p>What is meant by the term risk enablement?</p>
<p>3.4 Contributing to the risk assessment process by identifying and reporting risks and concerns</p>	<p><u>Good Practice Guidance on the Assessment and Management of Risk in Mental Health and Learning Disability Services May 2010</u></p>	<p>What are the 5 key steps to a risk assessment?</p> <p>In line with your organisation's policy and procedures what information must be reported and recorded in relation to risk assessment</p>
<p>3.5 Contributing to the planning process with service users and carers</p>	<p><u>SCIE – Person Centred Care</u></p> <p><u>Social Care Council's – Values behaviours and Person Centred Practice</u></p>	<p>Explain how person centred planning and practice supports the people you support/care for</p>
<p>3.6 Working in partnership with service users to enable them to achieve their goals and be as independent as possible</p>	<p>For effective partnership partners should::</p> <ul style="list-style-type: none"> • Communicate • Coordinate • Cooperate <p>What are the benefits of partnership working?</p> <p>A partnership approach founded on co-operation and collaboration between all relevant providers will have a number of benefits for service users and service providers</p>	<p>Describe what is meant by the term Active participation?</p> <p>What are the benefits to active participation?</p> <p>Give an example of how you have worked in partnership with a service user to help them achieve their goals and be as independent as possible</p>

<p>3.7 Developing care and support plans and/or risk management plans where appropriate which promote independence in daily living while taking account of any legal or organisational requirements</p>	<p>Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when developing, implementing and reviewing care plans</p>	<p>What is a care and support plan?</p> <p>Within your role how can you support the development of a care and support plan and/or risk management plan which promotes independence in daily living?</p> <p>What legal or organisational requirements do you need to consider in relation to care and support plans and/or risk management plans</p>
<p>3.8 Contributing to the implementation of care or support plans and risk management plans</p>	<p>Workers should be encouraged to contribute to care and support plans appropriate to their role</p>	<p>Within your role what are your responsibilities for the implementation of a care and support plan and risk management plan?</p>
<p>3.9 Participating in the review of care or support plans and/or risk management plans where appropriate</p>	<p>Workers should be aware of their role in the reviews of the different plans and be encouraged to participate as fully as possible</p>	<p>Explain how you contribute to the review of care and support plans</p>
<p>3.10 Supporting service users with their daily living</p>	<p>Acknowledging that support can change from day to day and from individual to individual and accepting that the person being supported is at the centre of what care/support is provided. Workers should understand the difference between care and support i.e. doing with not for</p>	<p>Give an example of how you have supported a service user with their daily living?</p> <p>Give an example when you have had to change the way you support or care for a service user.</p>

<p>3.11 Supporting service users to retain, regain and develop skills to manage their daily living</p>	<p>Workers should be able to demonstrate understanding of the term Reablement</p>	<p>Why may service users need help to retain, regain and develop skills to manage their daily lives?</p> <p>How can retaining, regaining and developing new skills benefit a person?</p>
<p>3.12 Contributing to the physical and emotional well-being of service users and carers</p>	<p>Social care staff are in a unique position as they have daily contact and may be the best placed to see any decline in an individual's wellbeing and will be able to report that through the agency's reporting process before it becomes a problem</p> <p>Workers should be aware of the positive/negative impact their actions can have on service users.</p>	<p>Give an example of how you have supported a service user with physical or emotional wellbeing?</p>
<p>3.13 Enabling service users and carers to make informed choices about their lives and to actively participate in decision- making processes</p>	<p><u>Community Care Northern Ireland</u></p> <p><u>Consent guides for healthcare professionals</u></p>	<p>What is meant by informed choice?</p> <p>What piece of legislation relates to capacity and consent in Northern Ireland?</p> <p>Give a brief summary of the guidance regarding capacity and consent</p> <p>What skills and methods can help a service user make informed choices and actively participate in the decision-making process ?</p>

<p>3.14 Supporting service users to develop and maintain social networks and relationships</p>	<p>Managers should consider how specific staff roles and responsibilities can influence/impact on how individual staff members can support service users</p> <p>Social isolation, can exacerbate a person's feelings of low self-worth, shame, loneliness, depression, and other mental health concerns. Thus, social isolation can be both a cause and symptom of other mental health issues</p> <p><u>Shielding, Social Isolation and Staying Connected</u></p>	<p>How and where can you access information and support that can inform your practice about supporting individuals to develop and maintain social networks and relationships?</p> <p>What issues are likely to arise when supporting service users to develop, maintain and move on from relationships and social networks and how would you support the service user to deal with these?</p> <p>How can we increase the integration of a person into local community life?</p>
<p>3.15 Contributing to effective group care where appropriate</p>	<p>Workers should be aware of the guidelines and standards that govern the provision of group care e.g. <u>DOH Minimum Standards</u> and <u>RQIA's inspection approach</u></p>	<p>Explain how you have provided individualised care to a service user/resident in a group setting (e.g. day care, care home)</p>
<p>3.16 Ending your involvement with service users and carers in a planned way, ensuring that they are provided with information on the closure and any continuing forms of support for them</p>	<p>Ending involvement with a service is never going to be easy especially if the worker has built up a relationship with the service user. Where possible plan and prepare for this.</p>	<p>Explain how you would approach ending involvement with a service user?</p> <p>What information would you provide to the service user at the end of your involvement?</p>

Module 4 Support the safeguarding of individuals

Outcomes	Guidance	Sample Questions
<p>4.1 Knowing the main types of abuse and the factors that may make a service user or carer vulnerable to harm or abuse</p>	<p>Refer to regional and organisational policy and procedures on safeguarding</p>	<p>Name and explain the main types of abuse?</p> <p>What are the factors that may make a service user or carers at risk of harm?</p>
<p>4.2 Knowing the regional policies and procedures relating to safeguarding</p>	<p>Be aware of all relevant legislation and guidance depending on the people you support. For example;</p> <p><u>The United Nations Convention on the Rights of the Child</u></p> <p><u>NI Adult Safeguarding Partnership</u></p> <p><u>Safeguarding Vulnerable Groups – Disclosure and Barring Service</u></p> <p><u>NI Direct – Human Rights</u></p> <p><u>United Nations Convention on the Rights of Disabled People(2006)</u></p>	<p>Name one piece of regional legislation about protecting people who are at risk of harm.</p> <p>Give a summary of the importance of that legislation</p> <p>Explain the safeguarding protection process</p>
<p>4.3 Knowing your own role and responsibilities in relation to safeguarding</p>	<p>Up- to -date organisational policy and procedures on Safeguarding</p> <p><u>Social Care Council’s Safeguarding Learning Resource</u></p>	<p>What is meant by the term ‘safeguarding’?</p> <p>What are your main responsibilities in relation to safeguarding ?</p>

<p>4.4 Recognising the signs and symptoms of harm or abuse when present</p>	<p><u>Recognising adult abuse, exploitation and neglect</u></p> <p><u>NI Adult Safeguarding Partnership</u></p> <p><u>Social Care Council's Safeguarding Learning Resource</u></p>	<p>Using the main types of abuse already described give examples of the possible signs and symptoms of each type of abuse</p>
<p>4.5 Taking the appropriate actions to safeguard a service user or carer if you suspect they are being harmed or abused or if they disclose that they are being harmed or abused</p>	<p>This should be covered in safeguarding training at the beginning of a new worker's employment</p> <p>Refer to organisational policy and procedures</p>	<p>List the action you MUST take if harm or abuse is suspected or disclosed to you.</p>
<p>4.6 Reporting suspected or actual harm or abuse to the designated person in accordance with employer safeguarding policies</p>	<p>Refer to organisational procedures for clear direction of what must be recorded and what format is appropriate</p>	<p>Referring to your organisational policy and procedures describe how you are required to report suspected or actual harm or abuse?</p>

Module 5 Maintain Health and safety at work

Outcomes	Guidance	Sample Questions
<p>5.1 Applying your organisation’s policies and procedures in relation to health and safety in your work setting and with regard to the service users and carers you support</p>	<p>Health and Safety at Work Act 1974 The Management of Health and Safety at Work Regulations 1999 The Regulatory Reform (Fire Safety) Order 2005 Control of Substances Hazardous to Health Regulations (COSHH) 2002 The Manual Handling Operations Regulations 1992 The Provision and Use of Work Equipment Regulations 2002 The Lifting Operations and Lifting Equipment Regulations 1998 (LOLER)</p> <p>How to safely store and dispose of substances and articles that are harmful to health Emergency first aid course Food hygiene awareness</p>	<p>Why are health and safety policy and procedures important in your workplace?</p> <p>What legislation underpins policies and procedures in your workplace?</p> <p>What does COSHH stand for and give a summary of what this refers to.</p>
<p>5.2 Applying your organisation’s policies and procedures in relations to medication and health care tasks</p>	<p>Policy and procedures for the safe handling of medication in social care settings</p>	<p>Who can handle medication in the workplace?</p> <p>What is the difference between self medication and assisted medication?</p>

		<p>When administering medication there are 7 “rights” that can help a worker make sure they are giving the correct medication – what are these 7 “rights?”</p> <p>Describe your organisational procedure in relation to the storage and disposal of medication</p>
<p>5.3 Applying your organisation’s policies and procedures in relation to moving and handling service users</p>	<p>Knowledge of moving and handling policy and procedures Relevant training on moving and handling prior to using moving and handling equipment</p>	<p>What piece of legislation on moving and handling underpins your organisation’s policy and procedures?</p> <p>What main points are covered in your organisational moving and handling procedures?</p>
<p>5.4 Knowing what you can and cannot do relating to general health and safety commensurate with your role and training</p>	<p>Health & Safety Executive Northern Ireland (HSENI). This site carries up-to-date information on health and safety issues</p> <p>Injuries, Diseases and Dangerous Occurrences Regulations 2013 – are often referred to as ‘RIDDOR’.</p>	<p>List 3 things you CANNOT do in relation to health and safety appropriate to your role</p> <p>List 3 things you CAN do in relation to health and safety appropriate to your role?</p>
<p>5.5 Recognising the risks to your personal safety and wellbeing in your work setting and taking steps to minimise these</p>	<p>The Management of Health and Safety at Work Regulations 1999</p> <p><u>Suzy Lamplugh Trust – Personal Safety</u></p>	<p>List 3 areas of risk to your personal safety</p> <p>What steps would you take in each situation to ensure you minimise these risks</p>

Module 6 Develop yourself as a social care worker

Outcomes	Guidance	Sample Questions
<p>6.1 Being aware of the relevant standards that relate to your work role</p>	<p><u>Northern Ireland Social Care Council – Standards of Conduct and Practice for Social Care Workers</u></p> <p><u>Quality Standards for Health and Social Care</u></p>	<p>What is a standard?</p> <p>Why are standards important?</p> <p>What are the values that underpin the Social Care Council’s Standards of Conduct and Practice?</p> <p>What is meant by standards of conduct?</p> <p>What is meant by standards of practice?</p>
<p>6.2 Evaluating your knowledge, performance and understanding against relevant standards</p>	<p><u>Quality Standards for Health and Social Care</u></p>	<p>State and give a brief summary of each standard of practice as described by the Social care Council</p> <p>Describe 3 different learning opportunities you have experienced and how your understanding has developed as a result</p>

<p>6.3 Reflecting on your practice to continuously improve the quality of service provided</p>	<p>Knowledge of the job description specific to the workers role</p> <p>Knowledge of your organisations values, aims and objectives and</p> <p><u>Working in Social Care</u></p> <p><u>Values, Behaviours and Person Centred Practice</u></p>	<p>Using self reflection explain how your Attitude, values, beliefs</p> <p>have changed having started your new role within the organisation</p>
<p>6.4 Using sources of support for your personal development, including supervision, appraisals and training</p>	<p>Organisational policy and procedures for supervision and appraisal</p>	<p>Explain what supervision means within your workplace and what the supervisor and the supervisee expectations are of each other</p> <p>What is an appraisal and how does it differ from supervision?</p> <p>What source of support has been most beneficial to your personal development and explain how this has been helpful</p>
<p>6.5 Seeking and using feedback, including that from service users and carers to help you develop and improve the way you work</p>	<p>Feedback is important as it helps workers improve their practice, learn from what has worked well and change practice if something hasn't worked well.</p>	<p>What is the difference between formal and informal feedback?</p> <p>Give an example of feedback you have been given by a service user or carer in relation to your work and how you have used this feedback to inform your future practice to improve the care and support you provide.</p>

		<p>What steps can you take to actively encourage feedback for service users and carers to inform your quality of care?</p>
<p>6.6 Recording progress in relation to your personal development</p>	<p>Organisational procedures on personal development plans</p> <p>All social care workers registered with the Social Care Council are required to record their Post Registration Training and Learning – visit the PRTL and CPD pages for information and resources</p>	<p>What is a personal development plan?</p> <p>Give 2 examples of learning and development you have done & 2 examples of your objectives in relation to your development needs & the action you plan to take to ensure they happen</p> <p>Who is responsible for making sure your personal development plan is followed</p>

Module 7 How the Standards of Conduct Underpin all That You Do

The standards of conduct describe the values, attitudes and behaviours expected of social care workers in their day to day work. This module will help you think about how these standards underpin your and your staff's practice and the Induction Practice Standards

Outcomes	Guidance	Sample Questions
1 Protect the rights and promote the interests and wellbeing of service users and carers	<p><u>Human Rights Act 1998</u></p> <p><u>United Nations Convention on the rights of People with Disabilities</u></p>	<p>What are the main human rights as stated in the Human Rights Act</p> <p>Give an example of how you have promoted and protected the rights of the service users and carers you support</p>
2 Strive to establish and maintain the trust and confidence of service users and carers	<p><u>Data Protection Act 1998</u></p> <p>The General Data Protection Regulation (GDPR) is a set of EU-wide data protection rules that have been brought into UK law as the Data Protection Act 2018.</p> <p>For more information click <u>here</u></p>	<p>Give the eight 'data protection principles'</p>
3 Promote the autonomy of service users while safeguarding them as far as possible from danger or harm	<p>Safeguarding policy and procedures</p> <p>Autonomy promotes the individual's right to make their own informed choices.</p>	<p>Explain what autonomy is in social care</p> <p>Give an example of how you promote a service user's autonomy/independence</p> <p>Who would you report unsafe practice to?</p>

<p>4 Respect the rights of service users while seeking to ensure that their behaviour does not harm themselves or other people</p>	<p>What is your organisation's risk assessment and risk management guidance</p>	<p>Explain how you reduced the risk to a service user by following your organisation's risk assessment and management procedures.</p>
<p>5 Uphold public trust and confidence in social care services</p>	<p><u>Working in Social Care</u> <u>Values Behaviours and Person Centred Practice</u></p>	<p>List 3 things as a social care worker you must not do</p> <p>Explain why you as a social care worker have personal responsibility for upholding public trust in social care services?</p>
<p>6 Be accountable for the quality of your work and take responsibility for maintaining and improving your knowledge and skills</p>	<p>Reflective practice and the identification of training and skill development</p> <p>All social care workers registered with the Social Care Council are required to record their Post Registration Training and Learning – visit the <u>PRTL</u> and <u>CPD</u> pages for information and resource</p>	<p>Explain why it is important that you take personal responsibility for your own work and development.</p> <p>In your work role why do you need to develop and improve your knowledge and skills?</p> <p>What is the purpose of your personal development plan and how will you follow this?</p>



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