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CACHE Level 2
Certificate in Preparing to
Work in Adult Social Care

SAMPLE

Part A

Certificate in Preparing to Work in Adult Social Care

Welcome to this Level 2 Certificate in Preparing to Work in Adult Social Care.

We hope you find all of the information contained in this resource pack interesting and informative. This learning resource and the assessment questions have been approved by CACHE as a great way to meet the learning outcomes for this qualification. (A complete list of the learning outcomes can be found on the last page of this resource.)

The course is made up of **four** parts (A, B, C and D). This is **Part A** which contains **two** units:

UNIT 1: Principles of communication in adult social care settings

UNIT 2: Principles of personal development in adult social care settings

As you start to read through each page you will be able to make notes and comments on things you have learnt or may want to revisit at a later stage. At the end of each section you will be asked to answer the relevant assessment questions.

Once you have answered the questions, go to the next section and continue studying until all of the assessment questions have been completed.

Please make sure that you set aside enough time to read each section carefully, making notes and completing all of the activities. This will allow you to gain a better understanding of the subject content, and will help you to answer all of the assessment questions accurately.

Good luck with your study. Now let's begin!

Unit 1: Principles of communication in adult social care settings

Welcome to unit one.

This unit is split into **four** sections. These are:

Section 1: The importance of communication in adult social care settings

Section 2: Meeting the communication and language needs, wishes and preferences of an individual

Section 3: Reducing barriers to communication

Section 4: Confidentiality in adult social care settings

Section 1: The importance of communication in adult social care settings

This section will explore the following:

- Why people communicate

- How effective communication affects working in adult social care settings

- The importance of observing an individual's reactions while communicating.

Why people communicate

Q. What is communication?

A. Communication is the giving or receiving of information in various ways, such as speaking, writing or gesturing (communicating through hand movements, such as pointing).

> **!** **STOP AND THINK!**
>
> Everyone communicates on a daily basis for all manner of reasons and in a variety of forms. Think about the different places you go on a typical day and how you communicate with people in different situations. Make a list of all the different ways that you communicate throughout the day in the space below.

You may have identified several different ways that you communicate within a typical day – some of these will be conscious and some will be unconscious. Some examples include:

- Answering the phone

- Listening to music

- Reading information in a magazine or a book

- Smiling at someone

- Speaking to someone in a shop whilst making a purchase

- Taking a message

- Talking to a friend, family member or colleague

- Taking note of road signs

- Texting or sending an email

- Writing an assignment

- Writing a note.

Your reasons for communicating can differ between care settings. For example, in a day care setting you may speak with an individual's family to get an update on any changes to their care needs, whereas if you are providing care in a person's home, you may communicate to help them create a shopping list. Social care workers commonly provide care in the following places:

- **Residential care homes** – homes where service users live and receive care

- **Day care centres** – where individuals visit for specialised care or which family carers use so they can receive respite from a full-time caring role

- **The individual's own home** – when social care workers provide care for service users in their own home. This is also known as 'domiciliary care'.

A

Activity 1: Reasons for communicating

Communication in whatever form is a way of getting a message across. Think about why people might communicate within an adult social care setting and make notes in the space below. There is one example already provided to start you off.

- *To build relationships between individuals and carers.*

People communicate for a wide variety of reasons, including:

- To express thoughts and feelings

- To ask questions

- To socialise and build relationships

- To share knowledge and opinions

- To gain reassurance and give encouragement.

i

Key Fact

Communication is a way of getting a message across. People communicate in order to exchange information and share thoughts and ideas.

## How effective communication affects working in adult social care settings

Q. What is effective communication?

A. An effective communication is one where the message has been clearly received.

It is important to communicate effectively in all areas of adult social care, whether it be assisting individuals (those who receive care) with their day to day living or discussing aspects of their care with colleagues. If communication is not effective, this could lead to issues such as poor care, the needs and wishes of the individual not being met and the potential for neglect and abuse.

Effective communication is vital in ensuring that messages are exchanged accurately. There are many paths of communication in adult social care settings, including:

- Communication between individuals and carers

- Communication between colleagues.
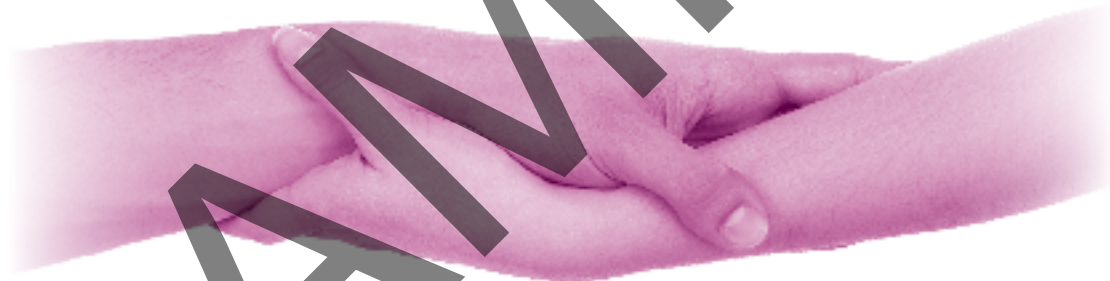
Communication between individuals and carers

Effective communication between the individual and carer is essential in order to build up mutual trust and respect. If an individual does not feel they can trust their carer it can make it difficult to provide support – for example, when carrying out personal care or supporting an individual to have choice or control over their lives.

Communication between colleagues

Effective communication is also important between the people working within an adult social care setting, as colleagues, supervisors and managers must share information about individuals to ensure the provision of care is consistent and carried out in line with agreed procedures.

The importance of observing an individual's reactions while communicating

After taking part in communication with a person, it is important to observe their reaction. By doing this, you can ascertain whether or not the communication has been effective by gauging if the person is happy, sad, upset or worried about the information you have communicated. This can then help you to either identify any problems, or confirm that the individual is satisfied.

By working with individuals on a regular basis, you will begin to recognise what their normal behaviours and reactions are. This will make it easier for you to identify any problems when communicating, as you will recognise behaviours and reactions that are out of character.

You can also use each individual's care and support plan to gain an understanding of their communication and language needs, wishes and preferences, in order to make sure you communicate in a way that is suitable for each person. We will go on to look at this in the next section.

Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the questions in your assessment.

1. Gesturing is not a form of communication.

True ◯   False ◯

2. In an adult social care setting, effective communication between colleagues is just as important as that between a carer and a service user.

True ◯   False ◯

3. How can working with individuals regularly help with observing reactions while communicating?

Check your answers by looking back over this section.

CONGRATULATIONS, YOU HAVE NOW COMPLETED SECTION 1.
PLEASE NOW GO TO YOUR ASSESSMENT AND ANSWER
QUESTIONS Q1 TO Q3.

Section 2: Meeting the communication and language needs, wishes and preferences of an individual

This section will explore the following:

- The importance of knowing an individual's communication and language needs, wishes and preferences

- Communication methods.

The importance of knowing an individual's communication and language needs, wishes and preferences

Why it is important to understand communication preferences

When working within adult social care settings, it is vital that the communication and language needs, wishes and preferences of each individual that you are caring for are taken into account.

> **!** **STOP AND THINK!**
>
> There are many reasons why it is important to understand the communication and language needs, wishes and preferences of individuals. How many examples can you think of? Make a note of your thoughts in the space below.

Some reasons why it is important to understand the communication and language needs, wishes and preferences of individuals include:

- Building trust

- Building relationships

- Meeting the needs of the individual

- Providing a high level of care

- Meeting standards

- Following codes of practice.

You may have thought of other examples. You can use your notes to help with the assessment at the end of this section.

Finding out how individuals prefer to communicate

A **Activity 2: Finding out how individuals prefer to communicate**

When meeting someone for the first time, it is vital that you find out how the individual prefers to communicate. From the list below, identify the behaviours that could help you achieve this.

○ Introduce yourself and observe the individual's response

○ Use open and friendly communication, including body language

○ Presume the individual cannot communicate if they do not speak to you

○ Speak to colleagues who already know the individual

○ Treat each person as if they have the same communication and language preferences

○ Consult individuals' care and support plans.

Check your answers at the end of this workbook.

When meeting an individual for the first time, you should make sure you introduce yourself and ask how the person likes to be addressed. You can use the initial response given to start a conversation, which will begin the process of understanding how the person prefers to communicate.

You could also ensure that you have read the individual's care and support plan, as this could provide useful information about how the person prefers to communicate, as well as how the person wishes to be communicated with. It is also important that you appear friendly and open, as this will greatly help the communication process.

Effective communication can enable a person to put across their needs and emotions – if they cannot express these, then these needs will not be met. By using good communication skills, you will be better enabled to support the individual with their day to day living, therefore making them feel valued and respected.

Poor communication can have a negative effect on an individual, leaving them feeling vulnerable, isolated and misunderstood. In turn, this can lead to a person developing low self-esteem, low self-confidence and a lack of self-worth. This can have a detrimental effect on their overall well-being.

> **i** **Key Fact**
>
> **Finding out an individual's preferred method of communication allows them to express their wishes, needs and preferences, therefore enabling you to support them effectively with their day to day living.**

Communication methods

There are many different methods of communication to consider when working in an adult social care setting. Individuals may prefer to communicate verbally or non-verbally, or use a combination of both. Read the definitions of these key terms below before going on to look at each method of communication in more detail.

> **Verbal communication:**
>
> Communication that is expressed through the spoken word.
>
> **Non-verbal communication:**
>
> Communication that is expressed through wordless cues, such as body language and gestures.

Verbal communication

When we communicate verbally we use our voices to convey ideas, thoughts, messages and feelings to another person. While speaking with others, it is important to vary the tone and pitch of the voice and use appropriate vocabulary that is suited to the situation.

Vocabulary – The vocabulary that people use will vary from person to person – for example, you would not speak to your friends using the same words that you would use while speaking to your manager or an individual that you are caring for. While speaking to friends you may use more relaxed, friendly and informal vocabulary, whereas you would adopt a more formal approach while speaking to your manager, and alter your choice of words again to communicate with the individuals you are supporting.

Tone – Tone of voice refers to the way that the voice sounds while speaking. The tone you use can convey more than the actual words you are speaking – for example, a lower tone is associated with authority and harsh, loud words can indicate that a person is angry. Soft, gentle tones can be indicative of love and fondness.

Pitch – Pitch refers to the pattern of your voice as you speak, ranging from low to high. By changing the pitch of your voice appropriately, you can change the meaning of your communication by emphasising certain words.

Non-verbal communication

Non-verbal communication is that which is given and received without using the voice. It is thought that 70% of all communication is non-verbal – for example in the form of gestures or body language.

Eye contact – Making eye contact with a person can help to gain their attention, and can signify other key information about the communication. There are cultural differences with regards to this – for example, in some East Asian cultures it is disrespectful to make eye contact with another person. If a person is not making eye contact, it may be that they are shy, or they are trying to avoid listening to what you are saying. People who are angry may stare or glare at the person they are interacting with. If an individual does not make eye contact, this may indicate that a person is not interested in what you are saying.

Touch – The use of touch can help us to show people that we are there to care for them. It is important to know the preferences of the individuals you are working with, as some people do not like to be touched, and in some Asian cultures, it is frowned upon. You should always be respectful of people's 'personal space', and not breach the boundaries of this if it makes them uncomfortable. By getting to know a person, you will be able to decide if communication through touch is appropriate or not.

Physical gestures – Gestures can be very important in promoting effective communication. Some people 'talk with their hands' and move them very animatedly while they are speaking. Using physical gestures in this way can reinforce key points of the communication. However, it also needs to be remembered that some gestures can be seen as offensive, and may mean one thing within one culture and something entirely different in another.

Body language – Body language is a term used to describe a variety of different physical signs that we give to people when we are communicating, often without realising. This can include a person's posture and facial expressions. While communicating with someone, it is important to interpret their body language as part of the whole message, and also to be aware of the signals your own body language is conveying to them.

Behaviour – Any change in what is considered to be an individual's 'normal pattern of behaviour' could be a means of communicating distress or pain. It is therefore important to be aware of an individual's typical behaviour patterns in order to be able to identify when they are using behaviour as a method of communication.

Choosing a method of communication

The method of communication you use for each individual should be carefully chosen according to their specific preferences, wishes and needs. For example, if a person is profoundly deaf, they may prefer to communicate using British Sign Language, or you may choose to write a message down for them to read.

Working with individuals on a regular basis will help you to be aware of their communication needs. Care and support plans are also a useful source of information regarding communication preferences, as are colleagues, the individual themselves and their friends and family.

> **i Key Fact**
>
> **It is important to adapt to the needs of each person you communicate with.**

Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the questions in your assessment.

1. Give <u>three</u> reasons why it is important to understand the communication needs, wishes and preferences of individuals.

> 1.
>
> 2.
>
> 3.

2. If an individual does not respond to your communication verbally, you should presume they are unable to communicate.

True ◯ False ◯

3. Body language is a form of verbal communication.

True ◯ False ◯

4. You should change your choice of vocabulary according to each individual you are speaking to.

True ◯ False ◯

Check your answers by looking back over this section.

CONGRATULATIONS, YOU HAVE NOW COMPLETED SECTION 2. PLEASE NOW GO TO YOUR ASSESSMENT AND ANSWER QUESTIONS Q4a TO Q5b.

Section 3: Reducing barriers to communication

This section will explore the following:

- Barriers to communication

- How to reduce barriers to communication

- Checking that communication has been understood

- Sources of information, support and services to enable effective communication.

Barriers to communication

Before we look at how to reduce barriers to communication, think about what some of these barriers may be. Barriers are things that stop communication from being effective.

> **A** **Activity 3: Barriers to effective communication**
>
> Using a workplace you are familiar with, think about how you would communicate with the people you work with and the individuals that you care for. Think of the potential barriers to communication and make a note of them below.

Examples of barriers to communication include:

- Cultural differences

- Dialect

- Effects of alcohol/drugs

- Emotional difficulties

- Environmental factors such as lighting and temperature

- Foreign languages

- Jargon

- Sensory deprivation

- Slang

- Social barriers

- Use of inappropriate language.

We will now go on to look at each of these barriers to communication in more detail.

Cultural differences

Forms of communication can mean different things to people of different cultures – for example, eye contact is seen as polite and respectful in western culture, but to someone of East Asian origin it could be seen as rude. Touch can also be interpreted differently within different cultures – in western cultures, we show affection through touch, whereas in many Asian cultures, touch is not appropriate and can be seen as offensive. It is also important to be aware that English may not be an individual's first language, or they may not speak English at all. Females may not want a male carer to attend to their personal needs, and males may not want a female carer. You should always be aware of the cultural preferences of the individual you are caring for, in order to ensure your communication is appropriate.

Dialect

If a person has a strong dialect that is not familiar to you, it can be difficult to understand what they are saying. Different words may also have different meanings depending on where you are in the country.

Effects of alcohol/drugs

If someone has taken medication or drugs that has made them drowsy, they may not understand what is being said, or may interpret the communication incorrectly. If drunk in large quantities, alcohol can also affect a person's judgement, leading to misinterpretation of information, or oversharing of information due to a lack of inhibition.

Emotional difficulties

Conditions such as anxiety and depression can affect a person's ability to hear what is being said and to understand the message that is being conveyed. The information that is being given may be sensitive, which can be upsetting and distressing for a person to hear. While experiencing emotional difficulties, the individual may struggle to concentrate on the information being conveyed to them, leading to potential misunderstandings.

Environmental factors

Different environments can bring with them a range of potential barriers to communication. A person who uses lip reading to support their communication will struggle to do so in a poorly lit room. Someone who has poor hearing may struggle to understand a conversation in a room full of people who are talking. If a person is feeling too hot or cold it can affect their ability to concentrate on communication. Time is another barrier to communication – if a person feels the communication is rushed, they may miss vital pieces of information.

Foreign languages

If a person's first language is not the same as your own, the information being passed on may be lost in translation, or may not make sense to the individual at all. If you do not speak the same language as the person you are caring for, it will be difficult to find out what support they require, therefore making it harder for you to meet their needs, wishes and preferences.

Jargon

Using jargon, such as very specific and technical terms, with an individual can leave them unsure of the meaning behind the communication, which can cause confusion and frustration. Clear and concise information should be communicated in order to ensure an individual understands what has been said.

Sensory deprivation

Sensory deprivation means to have an impairment to one or more of the senses, and can refer to people who are deaf or have a speech and language problem. This means they will find it difficult to exchange information using typical methods. This must be taken into account when choosing a method of communication.

Slang

Words can change meaning over a period of time, and can therefore be used in different ways, often as slang – for example, the slang term 'busted' might be used by a teenager to mean that someone has been caught out. However, to another person, it may mean something is broken. Another commonly heard slang term is 'cool', which to many means that something is rather good, whereas to others it may simply mean that something is not warm. Any language that may be open to misinterpretation, or may cause offence, should be avoided when working with individuals and other professionals in a social care setting, in order to ensure that communication is effective.

Social barriers

Our social surroundings can lead to misinterpretation, as some words can have different meanings in different parts of the country, and even in different towns – this includes communication methods such as sign language, which is known to have regional variations within Britain.

Use of inappropriate language

There are situations in which certain language is not appropriate. If inappropriate language is used in a particular setting, it can act as a barrier to effective communication. For example, in a social care setting, it would not be acceptable for a care worker to use swear words while speaking to a service user. We all automatically alter the way that we use language when communicating with different people at different times in order to make our communication effective and appropriate. We take cues from a number of factors such as the person we are speaking to, the environment around us, and the conversation that is being held, in order to decide which language is appropriate.

> **!** **STOP AND THINK!**
>
> **Do any of the barriers to effective communication feature in your own speech? Do you use jargon or slang when you are talking? Make a note in the space below of any barriers to communication that you use within your speech.**

We will now look at how these barriers can be reduced within a social care setting.

How to reduce barriers to communication

There are many ways of reducing the barriers to communication that have been identified so far in this section. Consider each of the following methods.

Appropriate attitude

Making sure that you approach the communication with the correct attitude will ensure it is effective. If you are feeling hurt, angry or sad, it is probably not the best time to go and speak to someone who needs to be told an important piece of information. Think about how you are feeling at the time of the communication, as this can come across in the words that you are saying and also through your body language.

Appropriate environment

Think about the environment in which you are communicating and the impact environmental factors could have on the individual you are communicating with. If it is too noisy, too crowded, too hot or cold, or too bright or dark, the person could be distracted and therefore the communication will not be effective.

Appropriate verbal/non-verbal communication

The way that we speak to people will differ, depending on who we are communicating with. You should always ensure that the communication is appropriate to the situation and the particular person you are talking to. You can do this by:

- Ensuring you are communicating with the individual using their preferred method, whether it be verbal or non-verbal

- Being aware of your non-verbal communication – such as body language, touch and eye contact – as this can cause offence or confusion if it is not used in an appropriate way

- Asking open ended questions to ensure you are receiving all the information that you need to be able to carry out your job to the best of your ability

- Asking closed questions if the person is struggling to give you necessary information – these questions can provide the basic facts

- Paraphrasing – repeating back what you have heard from the person to ensure that you have understood the message that has been communicated

- Clarifying anything that you are unsure of – check and double check if needed to make sure that you understand what has been said, or that the person has understood what you have said.

Assessment of the person's needs

You should always assess an individual's needs and preferred method of communication in order to provide relevant support. This can be done by making sure their care and support plan is up to date, for example.

Being assertive

Assertion is a skill that enables you to be firm and calm without being aggressive. In order to be assertive, you must know what you are looking for and how this can be achieved, and also take into consideration the feelings of others, whilst being clear, polite, confident and concise in your communication. Although speaking in an assertive tone involves being confident and sure of what you want, you must be prepared to negotiate and look for other solutions to problems. Ensure that you show respect for the other person at all times, and take the time to listen to what they have to say.

Building relationships

Taking into account all of the different skills that are necessary to ensure effective communication, and practising these on a regular basis, will ensure that the relationships you build with the people you work with and care for begin on solid foundations. This may be easy or it could take time, but essentially, having a good relationship with those around you will help to ensure that communication is effective and is helping to support the needs of the people that you are caring for. Each relationship will be unique and require different skills, so it is essential that regular reviewing of conversations and communications takes place.

Defusing aggression

Aggression can take a number of different forms and it can be intimidating, scary and unpleasant to encounter. Knowing how to deal with a person who is being aggressive towards you can help to defuse a situation that has the potential to become physical and harmful, both to yourself and to others.

Maintaining confidentiality

If people think you are sharing their personal information without good reason, they will not trust you or give you information that could help you provide appropriate support for them. Keeping an individual's personal information confidential can help to develop a strong working relationship that will allow you to meet their needs.

Promotion of the person's rights

It is important to ensure that each individual you work with is listened to, and their needs and requirements are taken into account. Using a person-centred approach to care will help you promote individuals' rights and provide appropriate support.

Staff training

Throughout your career working in adult social care you should continue to learn by undertaking training programmes and courses. Among other things, training can help you broaden your knowledge of different cultures and religions, and learn how to use communication techniques such as Makaton or British Sign Language. By continually adding to your knowledge, you will be able to provide an increased standard of support for service users in your care.

Using preferred methods of communication

You can learn about an individual's preferred methods of communication through various means – for example, by reading their care and support plans, speaking to their friends and family, asking colleagues or building a relationship with the person and asking them how they would like to communicate. It is important to find out how each individual prefers to communicate in order to allow them to voice their wants and needs so you can provide appropriate support.

> **!** **STOP AND THINK!**
>
> Refer back to the barriers you identified within your own speech and language in the previous Stop and Think. Can you think of ways you could reduce these barriers? Make notes in the space below.

> **i** **Key Fact**
>
> Not all barriers to communication can be removed all of the time, but identifying the barriers and reducing them as much as possible will greatly help the communication process.

Checking that communication has been understood

Although you may have communicated information to an individual using their preferred method, you should not presume they have understood what you have said. In adult social care settings, you may work with individuals with medical conditions which inhibit their ability to understand what you are saying, or it may seem they have understood when they have not.

If a communication causes confusion, the service user may not feel able to question or challenge what has been said, which could lead to unnecessary worry or anxiety. There is also the danger of misinterpretation, where an individual might understand something differently from what your communication originally meant.
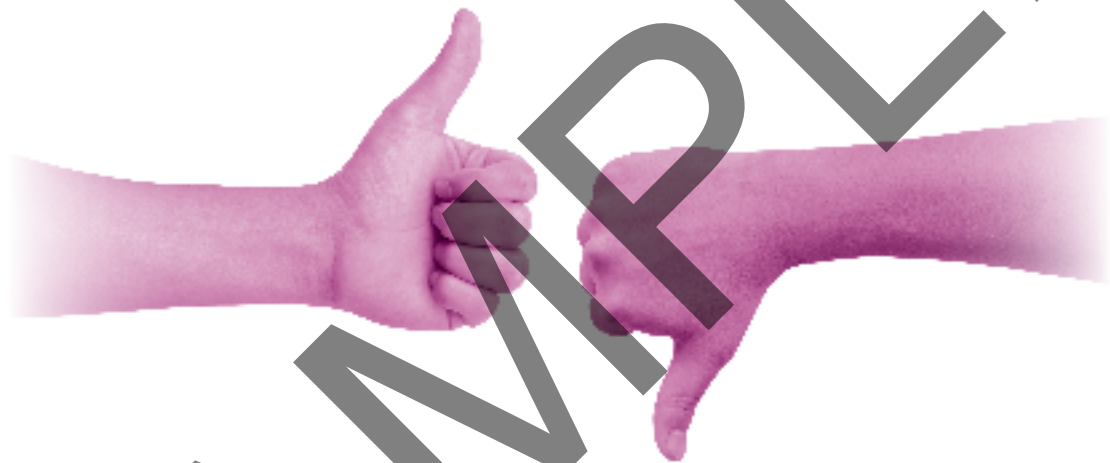
Case Study: Sarah

Sarah is on the early shift and has come to help Mr Reynolds get washed and dressed before breakfast. Mr Reynolds has limited sight and poor hearing. Sarah chats away to Mr Reynolds, asking him about what he'll be doing that day, what clothes he would like to wear, holding up examples of clothes every so often, and questioning Mr Reynolds as to what he thinks he will be having for breakfast that morning.

Mr Reynolds has no idea what Sarah is talking about, as she is rushing around all over the room and has her back to him most of the time. He nods in what he hopes are the right places, picks up part of the conversation and answers when he feels he can. He has no idea why Sarah is showing him so many different clothes, and all he really wants is to go for breakfast.

> **!** **STOP AND THINK!**
>
> **Read the previous case study about Sarah and Mr Reynolds then answer the questions below.**
>
> **1. Has Sarah's communication with Mr Reynolds been effective?**
>
> **2. How could she make sure that future communication was effective?**

It is important to make sure that your communication is fully understood. This can be done in a variety of ways, for example:

- Asking the person to repeat back to you what has been said

- Using a simple gesture, like a 'thumbs up', to clarify the person has understood and is ok with what you have said to them

- Understanding the behaviour patterns of the individual you are caring for will help you to interpret whether or not they have understood your communication, and if they are happy or unhappy with what you have said

- Looking directly at the person while you are communicating with them will keep them engaged in the interaction and ensure you can see any non-verbal reaction.

Making sure that you are aware of the person's communication needs will also help – for example, in the previous case study, Sarah should have known to face Mr Reynolds while speaking to him, as he is hard of hearing. She should also have taken the time to ensure he was aware of what she was communicating, and given him simple choices to make where possible.

! **STOP AND THINK!**

How do you make sure that you know about the communication needs of the people that you care for and support in your workplace, or a workplace that you are familiar with? Make notes in the space below.

Sources of information, support and services to enable effective communication

There are many people who can provide information and support to enable effective communication between service users and care workers. Consider the following examples.

Translators

Translators are used to convert written communication from one language to another – for example, standard text into Braille – or from one cultural language to another, such as English to Chinese, and vice-versa.

Interpreters

If you need to speak to someone in a different language, be it spoken or signed, then an interpreter can help you communicate. They will listen to what you want to say and interpret this into the correct language to enable the other person to understand you. They will then listen to the individual's response and interpret this into your own language to enable a conversation to flow. The interpreted version must express the communication's original meaning.

Speech and language services

These services provide specialist assessment, diagnosis and treatment for individuals with a range of speech, language and communication difficulties.

Advocates

An advocate is a person who speaks to others on behalf of someone who is unable to do so for themselves. They will only tell others what has been agreed and will defend and safeguard the rights of the individual. They can also help someone to make informed choices and decisions.

Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the questions in your assessment.

1. State five examples of barriers to communication.

1.

2.

3.

4.

5.

2. The use of jargon will help a service user understand your communication.

True ◯ False ◯

3. Building a relationship with an individual is an effective way of reducing barriers to communication.

True ◯ False ◯

4. Ensuring an individual has understood your communication will reduce misunderstanding, confusion and anxiety.

True ◯ False ◯

5. The role of an advocate is to convert written communication into a different language.

True ◯ False ◯

Check your answers by looking back over this section.

**CONGRATULATIONS, YOU HAVE NOW COMPLETED SECTION 3.
PLEASE NOW GO TO YOUR ASSESSMENT AND ANSWER
QUESTIONS Q6a TO Q8.**

Section 4: Confidentiality in adult social care settings

This section will explore the following:

- The meaning of confidentiality

- How to maintain confidentiality in day to day communication

- Situations where it may be necessary to share confidential information with others

- How and when to seek advice about confidentiality.

The meaning of confidentiality

Q. What is confidentiality?

A. Confidentiality is the right of the individual to have information about themselves kept private.

Within adult social care settings, confidentiality refers to keeping information regarding the individuals you are caring for private. Any personal information must not be disclosed to colleagues who are not authorised to know it, and must not be spoken about in public places where others may overhear. If this occurred it would be a breach of confidentiality.

It is your responsibility to ensure that you adhere to the confidentiality policy within your workplace. The policy will cover many different aspects of your work, and will be given to you by your employer for you to read and understand. There are also other guidelines that you must follow, including:

- Codes of practice/conduct

- Your contract of employment

- Common law (the decisions of the court)

- Statute law (laws that are passed by parliament).

The Data Protection Act 1998

The Data Protection Act 1998 is the key piece of legislation that was put in place to govern the management of all records. This includes access to and storage of all forms of information, be it on paper or digitally on a computer. The Act also governs the rules surrounding the sharing of information.

The Data Protection Act gives people the right to know what information is held about them and also ensures that all information is handled in the correct manner. This is achieved through eight strict and enforceable principles, which state that any information should be:

1. Fairly and lawfully used

2. Used for limited, specifically noted purposes

3. Adequate, relevant and not excessive

4. Accurate and up to date, where necessary

5. Not kept for longer than is required

6. Handled in accordance with the individual's data protection rights

7. Kept safely and securely

8. Not transferred outside of the UK without adequate protection.

There is also stronger protection for 'protected characteristics'. This term refers to information that is classed as sensitive. Protected characteristics include information relating to:

• Ethnicity

• Political opinions

• Religious beliefs

• Health

• Sexual orientation

• Criminal records.

> **i Key Fact**
>
> **The Data Protection Act 1998 is the key piece of legislation in place to govern the management of all records, including the access, storage and sharing of information.**

The common law of confidentiality states that a person has the right to expect that information given to a health or social care worker will only ever be used for the purpose for which it was given, and will not be disclosed without permission.

For those working within adult social care settings, this means that any information that is disclosed by or about a service user cannot be discussed outside of their place of work. It is important that information is not discussed in a public place where it may be overheard, and that documented or recorded information is not left where it could be seen by unauthorised people.

C **Case Study: Disclosing information in public**

Jillian and Kasia are on the bus home after a busy day at work. The bus is quite busy, and there is a gentleman sat directly behind them. Jillian and Kasia are discussing a particular lady who has dementia and became aggressive during the afternoon as she was looking for her husband, who passed away some time ago. They are laughing at the situation, discussing some of the things that the lady had shouted at them, and talking about the lady's health needs. By the time they leave the bus, the gentleman has enough information about the lady and where she is residing to be able to phone the care home to make a formal complaint about Jillian and Kasia.

! **STOP AND THINK!**

Read the previous case study. Was the gentleman right to make a complaint? What do you think the consequences of Jillian and Kasia's breach of confidentiality could be? Make a note of your ideas in the space below.

It is important that information is only ever shared with people who are authorised to know it. If you are ever uncertain as to whether someone has the right to information they are requesting from you, you should check with your supervisor or manager. People who may need to know information about an individual receiving social care are known as 'agreed others' and could include:

- Colleagues

- Social workers

- Occupational therapists

- General Practitioners (GPs)

- Speech and language therapists (SLTs)

- Physiotherapists

- Pharmacists

- Nurses

- Specialist nurses

- Psychologists

- Psychiatrists

- Advocates

- Dementia care advisors

- Family or carers.

How to maintain confidentiality in day to day communication

There are many procedures in place to ensure confidentiality is maintained in day to day communication. In order to keep personal information about others safe you must:

- Ensure that personal information about individuals that you support is never left unattended. Records should be locked away securely, or kept safe in an easy to access place in the individual's room or home. Never leave personal records or information unattended in public places.

- Ensure that computers are password protected, and if you are working on a computer, ensure that it is locked when you are away from it so that other people cannot access the information.

- Ensure that conversations (including those held over the telephone) that you have about individuals you support or work with are held in private and in a place where you will not be overheard.

- Ensure that information is only disclosed to people who have a right to the information. You must always ask a supervisor or manager if you are ever unsure.

- Ensure that the individual's identity is kept private – for example, at training sessions where you may discuss an example of a problem using the case of an individual that you are working or have worked with. In cases such as these, you must never disclose the identity of the individual.

It is important to report and record any breach of confidentiality you feel may have occurred according to the procedures put in place by the organisation you are working for.

i Key Fact

It is important to ask if you are unsure of how to store confidential information in the correct way. If you are unsure of whether or not you should share information about an individual with another person, you should consult your supervisor or manager first.

Situations where it may be necessary to share confidential information with others

There are occasions when it may be necessary to breach confidentiality. This could be if the individual tells you something that may put them, yourself or others at risk. It is important to remember that any decisions made about the individual must also be made with their best interests at heart.

If an individual does not give permission for information to be passed on, then disclosures can be made under the following circumstances:

- If requested by a court of law, or a court order is issued

- If there is a threat to public safety

- If the information is being disclosed in the best interests of the individual

- Where a criminal offence has taken place or could take place.

All requests should be referred to your supervisor or manager.

The individuals that you are working with and caring for will tell you confidential information. Because of confidentiality, you will have to make the decision as to what happens to this information – either keeping it to yourself, or passing the information on to your supervisor or manager. You must take responsibility for your practice regarding confidentiality.

A **Activity 4: Maintaining confidentiality**

Using a social care setting you are familiar with, find out which policies and procedures are in place in relation to confidentiality, and the procedures to follow when sharing information. Make a note of your findings in the space below.

You can use your notes to help with the assessment at the end of this section.

How and when to seek advice about confidentiality

It is your responsibility to follow and adhere to the confidentiality policy that is in place within your setting. If you have any concerns or worries about confidentiality, or suspect a breach of confidentiality, then you must refer this to your supervisor or manager.

i **Key Fact**

You should keep up to date with legislation, policies and procedures regarding confidentiality in your role.

Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the questions in your assessment.

1. State the key piece of legislation governing the management of records.

2. Confidentiality is the right of a care worker to disclose information regarding service users in a public place.

True ◯   False ◯

3. Everyone working in an adult social care setting is authorised to know all information about every service user.

True ◯   False ◯

4. It is your responsibility to adhere to confidentiality policies, procedures and legislation.

True ◯   False ◯

Check your answers by looking back over this section.

CONGRATULATIONS, YOU HAVE NOW COMPLETED SECTION 4 AND UNIT 1. PLEASE NOW GO TO YOUR ASSESSMENT AND ANSWER QUESTIONS Q9 TO Q12.

Unit 2: Principles of personal development in adult social care settings

Welcome to unit two.

This unit is split into **three** sections. These are:

> **Section 1: Understanding what is required for good practice in adult social care roles**
>
> **Section 2: How learning activities can develop knowledge, skills and understanding**
>
> **Section 3: How a personal development plan can contribute to own learning and development**

Section 1: Understanding what is required for good practice in adult social care roles

This section will explore the following:

- Standards that influence the way adult social care job roles are carried out

- Reflecting on work activities as a way to develop your own knowledge and skills

- Ensuring personal attitudes and beliefs do not obstruct the quality of work.

Standards that influence the way adult social care job roles are carried out

The social care sector is broad and covers many care environments and activities. In each setting and for every task, it is important that care is carried out consistently. For this reason, standards have been produced to guide and influence social care workers to use the best care practices in all situations. All who gain employment in adult social care will receive information regarding these standards in order to understand the requirements of the role.

Standards within adult social care roles include:

- Codes of practice

- Regulations

- Fundamental Standards

- National Occupational Standards.

We will now go on to look at each of these and how they influence roles in adult social care.

Codes of practice

The General Social Care Council (GSCC) Code of Practice has now been replaced by the Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England. Adherence to the new code is not mandatory but doing so is seen as an example of good practice. The Code of Conduct provides a clear set of standards and is essential to protect people who use health and social care services, the public and others from harm.

Use the link provided at the end of this workbook to find out more about the Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England.

A ### Activity 1: Codes of practice

Using an internet search engine, type in 'Codes of Practice for Social Care Workers' and open the PDF document. Make a note of any key requirements for a role in adult social care in the space below. If you need help using the internet, seek advice from your tutor.

SAMPLE

Care Certificate

The Care Certificate was introduced nationally in March 2015 with the aim of providing clear evidence to employers, patients and people who receive care and support that social care workers have been trained to a specific set of standards. The Care Certificate replaced and amalgamated the National Minimum Training Standards and the Common Induction Standards.

The Care Certificate sets out explicitly the learning outcomes, competencies and behaviours that are expected of people working in social care roles, ensuring that the person is caring, compassionate and is providing quality care. It also reflects on how these behaviours are underpinned by the Chief Nursing Officer's **six Cs**:

1. Care

2. Compassion

3. Competence

4. Communication

5. Courage

6. Commitment.

> ## ℹ Key Fact
>
> **The Care Certificate will form an important part of the induction that your employer must provide to you on commencement of your role in adult social care. This is a legal requirement and ensures that the Fundamental Standards of care issued by the Care Quality Commission (CQC) are met.**

Regulations

Within every workplace there are regulations which set out policies and procedures which you must adhere to in order to work safely and comply with the law. In adult social care settings, there are many policies and procedures in place to ensure care workers provide appropriate and safe support for service users. Your employer may also have agreed ways of working specific to your particular care setting, which you will also be expected to meet.

We will now look at some of the key regulations relevant to adult social care settings.

Health and Safety at Work etc. Act 1974 (HASAWA)

This is the primary piece of legislation which enables, or 'makes law', all other health and safety regulations within the workplace. This Act puts responsibilities on employers to provide a safe working environment, and responsibilities on employees to follow all policies and procedures relating to health and safety. The aim of the HASAWA is to put in place safe ways of working to reduce the risk of harm or injury to anyone in the workplace. In an adult social care setting, this includes employers, social care workers, service users and any other people within the care setting.

It is the legal responsibility of employers to provide all employees with specific health and safety information, either in the form of the health and safety law poster or the equivalent leaflet.

We will look at the Health and Safety at Work etc. Act 1974 in more detail later in the course.

Equality Act 2010

This Act prohibits discrimination on the grounds of what are called 'protected characteristics' – for example, age, disability, religion, belief or lack of belief. The Act prohibits not only direct discrimination, but also indirect discrimination, harassment and victimisation.

> ### i Key Fact
>
> **In Britain, complete social equality has not yet been achieved, there are still inequalities relating to the distribution of wealth, differences of social status and other factors of society. Nevertheless, the pursuit of a more equal society has been the aim of successive British governments and other organisations that support equality and diversity. This aim is supported by laws to promote equality and outlaw discrimination, such as the Equality Act 2010. The Equality Act 2010 is one important law that underpins British Values.**

Human Rights Act 1998

This Act grants people rights and freedoms that affect their life and death, including aspects that affect everyday life. The Act has many 'Articles' which detail specific human rights. The following are particularly relevant to adult social care:

- The right to life

- Freedom from torture and inhuman or degrading treatment or torture

- The right to liberty and security

- Freedom from slavery and forced labour

- The right to a fair trial

- No punishment without law

- Respect for your private and family life, home and correspondence

- Freedom of thought, belief and religion

- Freedom of expression

- Freedom to marry and start a family.

Health and Social Care Act 2012

The Health and Social Care Act is the primary piece of legislation relating to health and social care. This Act helps to ensure that people are protected within the health and social care sector. It also established the Care Quality Commission (CQC) to regulate all health and social care services and ensure the regulations set out in the Health and Social Care Act 2008 (Regulated Activities) Regulations 2014 are adhered to within care settings. The CQC is responsible for inspecting adult social care services to ensure people both working within and using the service are protected.

Fundamental Standards

Under the powers set out by the Health and Social Care Act 2012, the Health and Social Care Act 2008 (Regulated Activities) Regulations 2014 were introduced, setting out how health and social care settings should be providing care. From this legislation, the CQC established a set of Fundamental Standards, which they state are the standards below which the level of care should never fall and are therefore used as guidance in a health and social care setting.

The CQC state that everyone has the right to expect appropriate standards of care in the following areas:

- Person-centred care
- Dignity and respect
- Consent
- Safety
- Safeguarding from abuse
- Food and drink
- Premises and equipment
- Complaints
- Good governance
- Staffing
- Fit and proper staff
- Duty of candour
- Display of ratings.

The CQC continually monitors services to ensure compliance with these Fundamental Standards.

A **Activity 2: Fundamental Standards of quality and safety**

Visit the CQC's website using the link below and search for 'Fundamental Standards'. Make notes in the space below about each of the standards that are listed on the previous page.

Which standards do you think are most relevant to your particular role and why? If you cannot find the information, search for the Fundamental Standards in a search engine and carry out your own research.

http://www.cqc.org.uk/

National Occupational Standards

The National Occupational Standards relate to every job role throughout the UK and explain the performance expectations employees need to meet in relation to the knowledge, skills and values required for their specific job. These standards act as a benchmark and help define job roles, set out the qualifications needed to perform a specific job, and give guidance on how employers should go about recruiting, supervising and appraising staff within each sector.

A **Activity 3: National Occupational Standards**

Using an internet search engine, type in 'National Occupational Standards' then open the link to the Skills for Care website. Under the 'Health and Social Care' tab, select to view the National Occupational Standards database, select to start your search for your National Occupational Standards and type 'Social care' into the box that appears. Make any notes relating to the standards expected of you in your role in adult social care in the space below.

If you cannot find the database using an internet search engine, a link is provided at the end of this workbook.

i **Key Fact**

It is expected for all social care workers to comply with regulations in order to work appropriately and within the law. Codes of practice and standards are provided to help care workers achieve these expectations, and influence how job roles are carried out in the social care sector.

Reflecting on work activities as a way to develop your own knowledge and skills

When you have carried out any form of activity, it is always useful to reflect upon what you have done to identify what you learnt from it, or see where you might need to develop your skills or knowledge.

You can reflect upon activities by asking yourself:

- What went well?

- What techniques or skills did I use?

- What did not go well?

- What could have been done differently?

- Are there any skills I need to develop that would have been useful for carrying out this task?

By reflecting on your work activities in this way, you can gain an understanding of what you do well and where you need to develop your knowledge and skills in order to improve how you perform tasks in future.

i Key Fact

Reflecting on and analysing the way you work is an ideal way of identifying changes you can make to improve your care practice.

Ensuring personal attitudes and beliefs do not obstruct the quality of work

Everyone has their own personal attitudes, beliefs and values, but in a care setting, it is important not to allow these to have a negative influence on the way that care is delivered.

Q. How could your personal attitudes and beliefs obstruct the quality of your work?

A. If you allow your attitudes and beliefs to obstruct the quality of your work it could lead to:

- **Assumptions being made about another person if their beliefs do not reflect your own, leading you to treat them differently as a result**

- **Damaging a person's self-esteem and self-worth by not treating them as an individual**

- **A lack of person-centred approaches**

- **Removing a person's human rights to believe what they choose.**

Here are some examples of everyday attitudes and beliefs that can divide opinion:

- Smoking

- Religion

- Vegetarianism and animal rights

- Politics

- Abortion.

> **!** **STOP AND THINK!**
>
> **What attitudes and beliefs do you hold? How do you think other people should behave? Do you have opinions about the capabilities of other people? Take some time to think about your own views and make a note of them in the space below. You may find it useful to talk to another person to see if they agree or disagree with any of your attitudes and beliefs.**

Within any care environment it is likely that there will be people who hold different beliefs, attitudes and values from you and from each other. It is every person's right to hold their own beliefs, but it is nobody's right to impose their beliefs upon others or treat them differently.

Read the following case study to see how attitudes can lead to presumptions which can obstruct the quality of care.

C **Case Study: Karl**

Karl has begun working in a day centre that specialises in dementia respite care. In his previous job, Karl provided support for Amina who had advanced dementia, and could not be taken into public places because of her behaviour. She also refused to take part in any group activities and preferred to sit and watch TV instead.

Karl is designated the task of creating activities for the people who are attending the day centre. He makes sure none of the activities take place outside of the care setting, and chooses a television programme to play in the common room.

When his supervisor asks why the activities list is so limited, Karl explains that in his experience, people living with dementia cannot be taken out safely, and do not like to join in with group activities.

A **Activity 4: Karl**

How does Karl let his beliefs and attitudes from his previous care experience obstruct the quality of his care towards the people in his new setting? How does this affect the care he provides?

Compare your answer with that given at the end of this workbook.

In order to avoid allowing your personal attitudes and beliefs to obstruct your work, you should be aware of what they are and understand that others may not feel the same way. You should:

- Support each person according to their individual needs regardless of their attitudes or beliefs

- Learn about a person's attitudes by talking to them and being open and understanding about their beliefs

- Work in person-centred ways to ensure you are supporting each individual's preferences, needs and wishes, even if they do not comply with your own attitudes or beliefs

- Adhere to policies, procedures and national standards to ensure you provide appropriate, person-centred care for each individual.

Regardless of their attitudes and beliefs, everyone must be treated equally and you must work in ways which promote a person's individuality, regardless of your own views.
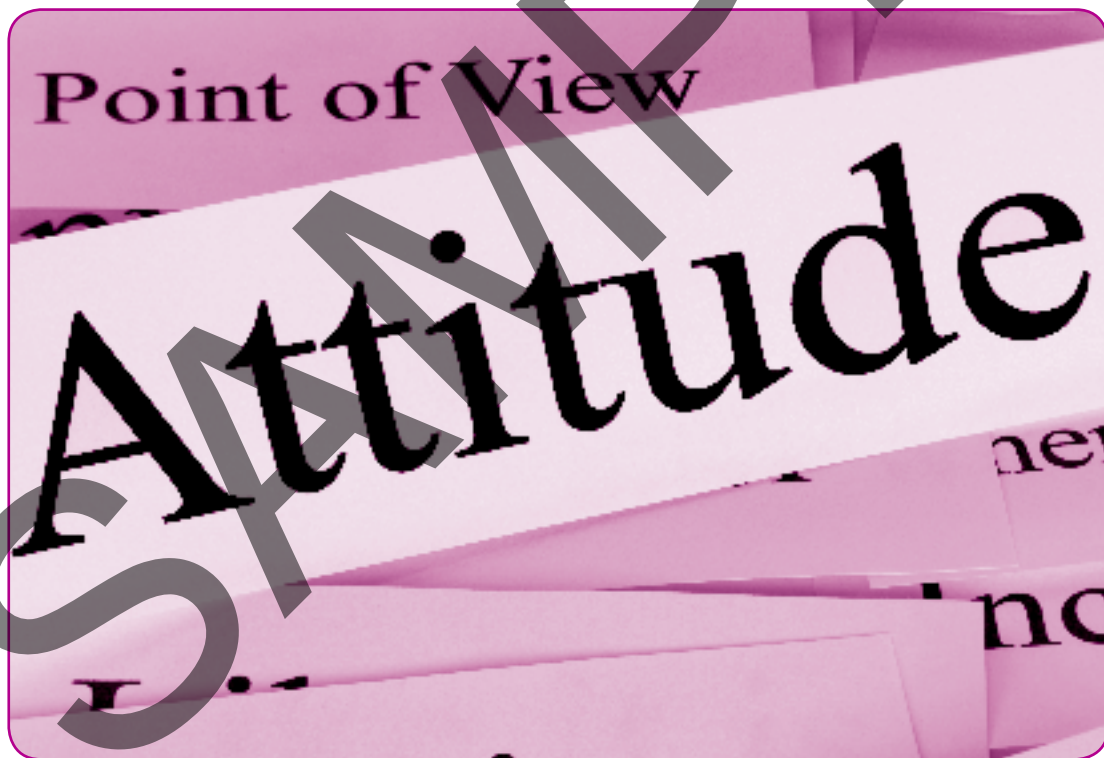
i Key Fact

If you are struggling to care for or support someone who has very different opinions, beliefs and attitudes from your own, you should speak to your supervisor or manager for support.

Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the questions in your assessment.

1. Identify three regulations which will influence the way that you carry out a role in adult social care.

> **1.**
>
> **2.**
>
> **3.**

2. Reflecting on how you carry out activities is useful in helping you make sure you do them the same way every time.

True ◯   False ◯

3. Give two examples of attitudes and beliefs that could obstruct the quality of your work.

> **1.**
>
> **2.**

Check your answers by looking back over this section.

CONGRATULATIONS, YOU HAVE NOW COMPLETED SECTION 1. PLEASE NOW GO TO YOUR ASSESSMENT AND ANSWER QUESTIONS Q1 TO Q3.

Section 2: How learning activities can develop knowledge, skills and understanding

This section will explore the following:

- How learning activities improve own knowledge, skills and understanding

- How reflecting on situations improves own knowledge, skills and understanding

- How feedback from others can develop own knowledge, skills and understanding.

How learning activities improve own knowledge, skills and understanding

By carrying out regular learning activities, such as courses, professional updates and regular reading, you can develop your own knowledge, skills and understanding about your role in order to improve the quality of care you provide.

Carrying out learning activities throughout your working life allows you to expand your knowledge and open up new areas of interest within the social care sector. Learning while working will allow you to put the theories from your studies into practice in your work, allowing you to become a more skilled and knowledgeable social care worker.

Within adult social care, the types of learning activities you may undertake can include updates in key areas such as:

- First aid

- Moving and handling

- Medication training

- Food preparation.

A **Activity 5: Learning activites**

Think of a learning activity you have carried out that has improved your knowledge, skills and understanding in a particular area. Make a note of it in the space below.

You can use your notes to help with the assessment at the end of this section.

i **Key Fact**

Continually building on your knowledge will allow you to develop the skills, knowledge and understanding of your role in adult social care, and improve the support you provide to service users. Having a more rounded knowledge of your job and the social care sector will also give you increased confidence in your role.

How reflecting on situations improves own knowledge, skills and understanding

As we have already discovered, reflecting on situations, learning activities and care tasks is a beneficial way of evaluating how effectively you work and identifying where you can improve your knowledge, skills and understanding.

Refresh your memory about how you can reflect on activities and care situations, then go on to complete the activity on the following page.

Reflective practice involves:

- Considering what you do

- Considering why you do it like that

- Considering whether or not it was successful

- Considering if it can be done any better

- Planning for any changes to what you do in future.

A **Activity 6: Reflecting on activites**

Think about an activity you have carried out today, whether it be at home or at work. Make a note of the activity and use it to answer the following questions.

1. What went well?

2. What didn't go well?

3. How can you improve in order to carry out this task more successfully in future?

You can use your notes to help with the assessment at the end of this section.

i **Key Fact**

Reflection is important to ensure that you are constantly striving to improve the service you provide to individuals.

How feedback from others can develop own knowledge, skills and understanding

There are many different people that you may come across when working within adult social care that can help you to develop your knowledge, skills and understanding – for example:

- Manager
- Supervisor
- Colleagues
- Professionals
- The individuals you support.

Now go on to consider how each of these people can provide feedback for your improvement.

Manager

Your manager will, most likely, be the person that undertakes your appraisal.

Q. What is an appraisal?

A. Appraisals form part of most formal employment. They are a meeting between you and your manager where you can discuss what is going well with your role, and what can be improved. Appraisals are a two-way forum in which your manager can identify any concerns, and you can address any issues you may have, including requesting training to improve your knowledge, skills and understanding in specific areas.

Managers will help you to identify good practice, areas that you are doing well in, and will also help you to think about areas in which you could improve. They will offer suggestions as to how this can be achieved and will access suitable training to help support your development.

Supervisor

Your supervisor will undertake regular observations on your care approach and practices and will offer feedback to help you improve the way you work. Constructive criticism may be offered to help highlight aspects of your care practices that you could carry out more successfully.

Colleagues

Working closely with colleagues means they are in a position to observe your care practice and help you identify any potential learning requirements that could help you improve. If you are struggling with any part of your role, your colleagues can be a source of support and guidance, and can provide effective and informed feedback.

Professionals

Depending on which area of adult social care you are working in, you may encounter many different professionals who will all have unique skills that could be useful to you in your working practice. Observing them in their role is a useful way of learning new skills, and can help you apply the same high level of care to your own practice.

The individuals you support

The individuals that you are caring for can provide feedback on your specific ways of working, and guide you to provide individualised support that meets their needs. Remember that everyone has their own unique needs and preferences, and you will have to adapt your care practices in order to provide the most appropriate support for each individual.

> **!** **STOP AND THINK!**
>
> **Think of a time when you received feedback. How did you use this to develop your knowledge, skills and understanding? Makes notes in the space below.**

You can use your notes to help with the assessment at the end of this section.

> **i** **Key Fact**
>
> **There are many people in a social care setting who can provide feedback regarding different aspects of your work and practice to help you identify areas in which you can improve.**

Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the questions in your assessment.

1. It is essential to carry out training and learning activities in order to ensure your knowledge and skills are up to date.

True ◯   False ◯

2. Reflecting on learning activities can help you evaluate how you work and identify areas that need improving.

True ◯   False ◯

3. Outline how feedback from colleagues can help you improve your knowledge, skills and understanding of your role.

Check your answers by looking back over this section.

CONGRATULATIONS, YOU HAVE NOW COMPLETED SECTION 2.
PLEASE NOW GO TO YOUR ASSESSMENT AND ANSWER
QUESTIONS Q4 TO Q6.

Section 3: How a personal development plan can contribute to own learning and development

This section will explore the following:

- Personal development plans

- People involved in the personal development plan process

- Sources of support for own learning and development

- The benefits of using a personal development plan to identify ongoing improvements.

Personal development plans

Q. What is a personal development plan?

A. A personal development plan is a process whereby an individual is encouraged to reflect upon their own performance and put plans in place to develop skills, knowledge and understanding.

Personal development planning involves:

- Devising long and short-term goals

- Agreeing objectives for development

- Proposing activities to meet objectives

- Creating timescales and identifying a deadline.

Personal development plans should always be reviewed in order to evaluate how successful they have been and whether or not the goal or objective has been achieved.

Key Fact

Personal development plans may be called different things within different social care settings, but they all serve the same purpose to help you identify ways of improving your care practice, and achieve your development goals.

People involved in the personal development plan process

In order to create and implement your personal development plan, you could involve different people who can widen your perspective, help you identify areas for development and suggest learning activities you can carry out to achieve your goals. Others can also help you assess whether or not you have been successful in achieving your objectives.

> **!** **STOP AND THINK!**
>
> **Within an adult social care setting, who do you think could be involved in the personal development plan process? Make a note of your thoughts in the space below.**

The people in an adult social care environment who could be involved in the personal development plan process include:

- Manager
- Supervisor
- Colleagues
- The individuals you support
- Colleagues
- Professionals who work in the care setting such as doctors or district nurses.

Sources of support for own learning and development

Learning and development should be a continuous process while working in adult social care, and there are many places you can go for support both within and outside of the workplace, including:

- Managers

- Colleagues

- Professionals

- Professional bodies and organisations.

Now go on to look at how each source of support can help you learn and develop in your role.

Managers

> **! STOP AND THINK!**
>
> **How do you think managers and supervisors can support you to learn and develop within your role?**

Your manager or supervisor will carry out your formal appraisals which you can use to help identify and request training. Your manager can also support you by accessing training opportunities to address your development needs, such as:

- Training courses

- E-learning

- Going to conferences to gather information

- Gaining a mentor.

Colleagues

Your colleagues can give you a new perspective on your care practice, and provide informal support by suggesting areas you could develop. They could also support you by helping you implement any new skills you have learnt.

Professionals

You could ask professionals in the care setting about aspects of their role that you may be interested in, and what might be involved in developing these skills within your own role.

Professional bodies and organisations

There are sources of support outside of your care setting that can also help you with your learning and development, such as:

- **The CQC:** You can remind yourself of the CQC's Fundamental Standards of care that are in place to guide you to work in ways that adhere to the Health and Social Care Act 2012. By referring to these standards, you can continually evaluate your own practice and identify areas for improvement and development in order to comply with legislation and ensure that levels of care never fall below acceptable standards.

- **Care Certificate:** You can also remind yourself of the standards you met to obtain the Care Certificate in order to ensure you continue to provide the compassionate and high quality care expected of an adult social care worker. These are available on the Skills for Care website.

- **Social Care Institute for Excellence (SCIE):** On the SCIE website you can find information and case studies showing best practice in adult social care, which you can use to identify skills you may need to develop.

The benefits of using a personal development plan to identify ongoing improvements

> **!** **STOP AND THINK!**
>
> **From what you have learnt throughout this section so far, think about the benefits of using a personal development plan to identify ongoing improvements in the role of an adult social care worker. Make a note of your thoughts in the space below. There is one example provided to get you thinking.**
>
> - *Helps care practices meet national standards and employers' agreed ways of working.*

You can use your notes to help with the assessment at the end of this section.

Personal development plans can help you evaluate your current care practice and focus on an area that could be improved. Plans also encourage you to find learning activities and development techniques to help you achieve your objectives within a reasonable timescale. Continually using personal development plans in this way means you will have a greater awareness of your own care practices.

Using personal development plans also provides a source of evidence of the actions you have taken to improve knowledge, skills and understanding of your role, and contributes to your continuing professional development (CPD). Your CPD is a record of your achievements and aspirations for the future, and documents the actions you have taken to improve your skills and approach to care. This can be helpful when identifying new development goals, or when showcasing your skills and ambition to a potential new employer.

Ultimately, development plans allow social care workers to constantly review and update their skills in order to provide the best possible care for the individuals they support in any care setting.

Key Fact

Reflecting on and evaluating your own performance using personal development plans should become a continuous process of professional self-improvement.

Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the questions in your assessment.

1. Personal development plans are called the same thing in every care setting.

   True ◯   False ◯

2. Involving others in the personal development plan process can help widen your perspective.

   True ◯   False ◯

3. One benefit of using personal development plans is that they encourage you to continually identify and develop new skills.

   True ◯   False ◯

Check your answers by looking back over this section.

CONGRATULATIONS, YOU HAVE NOW COMPLETED SECTION 3 AND UNIT 2. PLEASE NOW GO TO YOUR ASSESSMENT AND ANSWER QUESTIONS Q7 TO Q10.

Answers to activities Unit 1

Activity 2: Finding out how individuals prefer to communicate

When meeting an individual for the first time, you should:

- Introduce yourself and observe the individual's response

- Use open and friendly communication, including body language

- Speak to colleagues who already know the individual

- Consult individuals' care and support plans.

Answers to activities Unit 2

Activity 4: Karl

Karl makes the assumption that all people with dementia behave in a particular way and like to do the same things due to their condition. By allowing his attitudes and beliefs to obstruct his work, he stops seeing each person as an individual and doesn't provide person-centred care.

Further information Unit 1

Useful websites:

The Data Protection Act 1998

Use this website to find out more information in relation to the Data Protection Act 1998, and the importance of confidentiality when dealing with personal information.

www.gov.uk/data-protection/the-data-protection-act

NHS Digital

The NHS digital website provides useful information in relation to the handling of confidential health and social care information and the relevant laws and regulations.

https://digital.nhs.uk/article/220/Our-purpose

Further information Unit 2

Useful websites

Code of Conduct

http://www.skillsforcare.org.uk/Standards-legislation/Code-of-Conduct/Code-of-Conduct.aspx

Guidance about compliance: Fundamental Standards of care by the Care Quality Commission can be found at:

https://www.cqc.org.uk/what-we-do/how-we-do-our-job/fundamental-standards

National Occupational Standards database

http://nos.ukces.org.uk/Pages/index.aspx

Care Certificate

Standards all social care workers must meet.

http://www.skillsforcare.org.uk/Standards/Care-Certificate/Care-Certificate-Materials.aspx

Social Care Institute for Excellence (SCIE)

On the SCIE website you can find videos showcasing good practice in adult social care settings.

www.scie.org.uk

Health and Safety Executive

Use the link below to find out more about employer and employee responsibilities regarding health and safety in the workplace.

http://www.hse.gov.uk/legislation/hswa.htm

National Occupational Standards

The following website sets out the purpose of National Occupational Standards.

http://www.ukstandards.org.uk/Pages/index.aspx

The Equality Act 2010

Use the following links to research how the Equality Act 2010 influences roles in adult social care.

http://www.acas.org.uk/index.
aspx?articleid=3017&gclid=CL2prZPqnaQCFRr92AodGUjYFQ

http://www.legislation.gov.uk/ukpga/2010/15/contents

Care Quality Commission

Visit the CQC website to find out more about the Health and Social Care Act 2012.

http://www.cqc.org.uk/

The Human Rights Act 1998

Use the following link to conduct further research into the Human Rights Act 1998.

http://www.equalityhumanrights.com/your-rights/human-rights/what-are-human-rights/human-rights-act

Learning Outcomes for Unit 1

1. Understand why communication is important in adult social care settings

1.1 Identify different reasons why people communicate

1.2 Explain how effective communication affects all aspects of working in adult social care settings

1.3 Explain why it is important to observe an individual's reactions when communicating with them.

2. Understand how to meet the communication and language needs, wishes and preferences of an individual

2.1 Explain why it is important to find out an individual's communication and language needs, wishes and preferences

2.2 Describe a range of communication methods.

3. Understand how to reduce barriers to communication

3.1 Identify barriers to communication

3.2 Describe ways to reduce barriers to communication

3.3 Describe ways to check that communication has been understood

3.4 Identify sources of information and support or services to enable more effective communication.

4. Understand confidentiality in adult social care settings

4.1 Define the tem 'confidentiality'

4.2 Describe ways to maintain confidentiality in day to day communication

4.3 Describe situations where information normally considered to be confidential might need to be shared with agreed others

4.4 Explain how and when to seek advice about confidentiality.

Learning Outcomes for Unit 2

1. Understand what is required for good practice in adult social care roles

1.1 Identify standards that influence the way adult social care job roles are carried out

1.2 Explain why reflecting on work activities is an important way to develop own knowledge and skills

1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work.

2. Understand how learning activities can develop knowledge, skills and understanding

2.1 Describe how a learning activity has improved own knowledge, skills and understanding

2.2 Describe how reflecting on a situation has improved own knowledge, skills and understanding

2.3 Describe how feedback from others has developed own knowledge, skills and understanding.

3. Know how a personal development plan can contribute to own learning and development

3.1 Define the term 'personal development plan'

3.2 Identify who could be involved in the personal development plan process

3.3 Identify sources of support for own learning and development

3.4 List the benefits of using a personal development plan to identify ongoing improvements in own knowledge and understanding.

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Upon successful completion of this qualification, learners will be awarded the NCFE CACHE Level 2 Certificate in Preparing to Work in Adult Social Care (600/0047/8). This CACHE branded qualification is certified by the Awarding Organisation, NCFE.

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