

Care Certificate *progress log, mapping and sign-off document*

Standard Number: 1

Standard Title: Understand Your Role

Document guidance

This document provides an overview of the outcomes and assessment criteria for Standard 1: Understand Your Role. It identifies the criteria within the Standard that should have been achieved upon successful completion of the underpinning knowledge within the Care Certificate workbook. Employees must demonstrate their competence in practice in order to fully achieve this Standard of the Care Certificate.

This progress log and sign-off document should be completed jointly by the employee and the manager/supervisor/assessor to confirm that all outcomes and criteria have been achieved in practice in the work setting. Supplementary evidence can be attached to demonstrate achievement and it is suggested to do so as good practice.

This document also provides an outline of the suggested mapping of outcomes and criteria within Standard 1: Understand Your Role of the Care Certificate to the recommended Qualifications and Credit Framework (QCF) unit, the National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England and the Common Induction Standards. This document does not necessarily indicate direct mapping of criteria and therefore assessors and/or managers should ensure they follow the guidance below. Please note that when the term assessor is used throughout this document this could be the manager, supervisor or assessor and will be decided by the employing organisation.

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Guidance for assessors

Assessors must ensure that the learner has produced evidence for each assessment criterion that is valid, authentic, reliable, current and sufficient. Therefore assessors **must not assume** that if the mapping document indicates a criterion could have already been achieved, the mapped criteria within the QCF unit should automatically be awarded. Learners and assessors are responsible for ensuring that the outcomes and criteria within the QCF unit and standards below have been achieved to the required standard. For reference, within the column that refers to coverage of the relevant QCF unit, a **P** indicates that the Care Certificate criteria provides partial coverage of the relevant criteria within the QCF unit, whereas an **F** indicates full coverage.

The **Assessment method used** column is included to allow assessors to provide evidence of the type of assessment method that has been used to assess the Care Certificate criteria. This is likely to be noted as the Care Certificate Workbook; however further evidence could include professional discussion, observation, question and answer, e-learning, witness testimony, etc. This column can also be completed to evidence competence using these example assessment methods.

The **Evidence location** column is included to provide a clear signpost to where the learner's evidence can be found. This may be within a portfolio of evidence, a continued professional development (CPD) file or electronically via e-learning or e-portfolio.

Unit number	Unit title	Level	Credit
J/601/8576	The role of the health and social care worker	2	2

Care Certificate Standard 1 Outcome	Care Certificate Standard 1 Criteria	Knowledge/ Competence	Question within workbook	QCF unit: The role of the health and social care worker P = Partial F = Full	National Minimum Training Standards: Standard 1 - The Roles of the Healthcare Support Worker and Adult Social Care Worker	Common Induction Standards: Standard 1 - Role of the health and social care worker, Standard 2 - Personal Development and Standard 5 - Principles for implementing duty of care	Assessment method used	Evidence location	Sign-off initials	Date
1.1 Understand their own role	1.1a Describe their main duties and responsibilities	K	1.1a			S2 - 1.1				
	1.1b List the standards and codes of conduct and practice that relate to their role	K	1.1b			S2 - 1.2				
	1.1c Demonstrate that they are working in accordance with the agreed ways of working with their employer	C		AC2.3 - P						
	1.1d Explain how their previous experiences, attitudes and beliefs may affect the way they work	K	1.1d			S2 - 1.3				
1.2 Work in ways that have been agreed with their employer	1.2a Describe their employment rights and responsibilities	K	1.2a		1.3.1					
	1.2b List the aims, objectives and values of the service in which they work	K	1.2b		1.3.2	S1- 2.1				

	1.2c Explain why it is important to work in ways that are agreed with their employer	K	1.2c	AC2.1 - P	1.3.3	S1 - 2.2				
	1.2d Demonstrate how to access full and up-to-date details of agreed ways of working that are relevant to their role	C		AC2.2 - F	1.3.4	S1 - 2.3				
	1.2e Explain how and when to escalate any concerns they might have (whistleblowing)	K	1.2e Part i 1.2e Part ii		1.3.5					
	1.2f Explain why it is important to be honest and identify where errors may have occurred and to tell the appropriate person	K	1.2f							
1.3 Understand working relationships in health and social care	1.3a Describe their responsibilities to the individuals they support	K	1.3a		1.2.1	S1 - 1.1				
	1.3b Explain how a working relationship is different from a personal relationship	K	1.3b	AC1.1 - F	1.2.2	S1- 1.2				
	1.3c Describe different working relationships in health and social care settings	K	1.3c	AC1.2 - F	1.2.2	S1 - 1.2				

1.4 Work in partnership with others	1.4a Explain why it is important to work in teams and in partnership with others	K	1.4a and b	AC3.1 -F	1.4.2	S1 - 3.2				
	1.4b Explain why it is important to work in partnership with key people, advocates and others who are significant to an individual	K	1.4a and b	AC3.1 - P	1.4.1	S1 - 3.1				
	1.4c Demonstrate behaviours, attitudes and ways of working that can help improve partnership working	C		AC3.2 - F	1.4.3	S1 - 3.3				
	1.4d Demonstrate how and when to access support and advice about: <ul style="list-style-type: none"> Partnership working Resolving conflicts 	C		AC3.4 - F		S5 - 2.2				

Declaration of completion

I confirm that the evidence provided by the employee meets the full requirements for **Standard 1: Understand Your Role of the Care Certificate.**

Employee signature:

Name of assessor*:

Assessor* signature:

Completion date:

* The Assessor can be your Manager, Supervisor or someone else authorised by your employing organisation. This individual provides confirmation that all learning outcomes and assessment criteria for the Care Certificate standard identified above have been completed and signed off by and authorising person.

Care Certificate *progress log, mapping and sign-off document*

Standard Number: 2

Standard Title: Your Personal Development

Document guidance

This document provides an overview of the outcomes and assessment criteria for Standard 2: Your Personal Development. It identifies the criteria within the Standard that should have been achieved upon successful completion of the underpinning knowledge within the Care Certificate workbook. Employees must demonstrate their competence in practice in order to fully achieve this Standard of the Care Certificate.

This progress log and sign-off document should be completed jointly by the employee and the manager/supervisor/assessor to confirm that all outcomes and criteria have been achieved in practice in the work setting. Supplementary evidence can be attached to demonstrate achievement and it is suggested to do so as good practice.

This document also provides an outline of the suggested mapping of outcomes and criteria within Standard 2: Your Personal Development of the Care Certificate to the recommended Qualifications and Credit Framework (QCF) unit, the National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England and the Common Induction Standards. This document does not necessarily indicate direct mapping of criteria and therefore assessors and/or managers should ensure they follow the guidance below. Please note that when the term assessor is used throughout this document this could be the manager, supervisor or assessor and will be decided by the employing organisation.

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Unit number	Unit title	Level	Credit
L/601/5470	Introduction to personal development in health, social care or children's and young people's settings	2	3
A/601/1429	Engage in personal development in health, social care or children's and young people's settings	3	3

Care Certificate Standard 2 Outcome	Care Certificate Standard 2 Criteria	Knowledge/ Competence	Question within workbook	QCF unit: Introduction to personal development in health, social care or children's and young people's settings P = Partial F = Full	QCF unit: Engage in personal development in health, social care or children's and young people's settings P = Partial F = Full	National Minimum Training Standards: Standard 2 – Your Personal Development	Common Induction Standards: Standard 2 – Personal Development	Assessment method used	Evidence location	Sign-off initials	Date
2.1 Agree a personal development plan	2.1a Identify sources of support for their own learning and development	K	2.1a	AC3.1 - F	AC4.1 - P	2.1.1	4.1				
	2.1b Describe the process for agreeing a personal development plan and who should be involved	K	2.1b	AC3.2 - F	AC4.3 - P	2.1.2	4.2				
	2.1c Explain why feedback from others is important in helping to develop and improve the way they work	K	2.1c		AC3.2 – P	2.1.3	4.3				
	2.1d Contribute to drawing up own personal development plan	C		AC3.3 – F							
	2.1e Agree a personal development plan	C			AC3.2 – P AC5.3 – P	2.1.4	3.3				
2.2 Develop their knowledge, skills and understanding	2.2a Describe the functional level of literacy, numeracy and communication skills necessary to carry out their role	K	2.2a			2.2.1	3.1				

	2.2b Explain how to check their current level of literacy, numeracy and communication skills	K	2.2b			2.2.2	3.2				
	2.2c Describe how a learning activity has improved their own knowledge, skills and understanding	K	2.2c, d and e	AC2.1 – P AC4.1 – P		2.2.6					
	2.2d Describe how reflecting on a situation has improved their own knowledge, skills and understanding	K	2.2c, d and e	AC2.1 – P AC4.2 – P							
	2.2e Describe how feedback from others has developed their own knowledge, skills and understanding	K	1.2e Part i 1.2e Part ii	AC2.1 – P AC4.3 – P							
	2.2f Demonstrate how to measure their own knowledge, performance and understanding against relevant standards	C		AC2.3 – P	AC3.1 – P	2.2.4	2.2				
	2.2g List the learning opportunities available to them and how they can use them to improve the way they work	K	2.2g Part i 2.2g Part ii			2.2.3 2.2.5	2.1				

	2.2h Demonstrate how to record progress in relation to their personal development	C		AC4.4 – F							
	2.2i Explain why continuing professional development is important	K	2.2i		AC2.1 – P	2.2.3 2.2.7	2.1				

Declaration of completion

I confirm that the evidence provided by the employee meets the full requirements for **Standard 2: Your Personal Development of the Care Certificate**.

Employee signature:

Name of assessor*:

Assessor* signature:

Completion date:

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Care Certificate *progress log, mapping and sign-off document*

Standard Number: 3

Standard Title: Duty of Care

Document guidance

This document provides an overview of the outcomes and assessment criteria for Standard 3: Duty of Care. It identifies the criteria within the Standard that should have been achieved upon successful completion of the underpinning knowledge within the Care Certificate workbook. Employees must demonstrate their competence in practice in order to fully achieve this Standard of the Care Certificate.

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This document also provides an outline of the suggested mapping of outcomes and criteria within Standard 3: Duty of Care of the Care Certificate to the recommended Qualifications and Credit Framework (QCF) unit, the National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England and the Common Induction Standards. This document does not necessarily indicate direct mapping of criteria and therefore assessors and/or managers should ensure they follow the guidance below. Please note that when the term assessor is used throughout this document this could be the manager, supervisor or assessor and will be decided by the employing organisation.

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Guidance for assessors

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The **Evidence location** column is included to provide a clear signpost to where the learner's evidence can be found. This may be within a portfolio of evidence, a continued professional development (CPD) file or electronically via e-learning or e-portfolio.

Unit number	Unit title	Level	Credit
H/601/5474	Introduction to duty of care in health, social care or children's and young people's settings	2	1
R/601/1436	Principles for implementing duty of care in health, social care or children's and young people's settings	3	1

Care Certificate Standard 3 Outcome	Care Certificate Standard 3 Criteria	Knowledge/ Competence	Question within workbook	QCF unit: Introduction to duty of care in health, social care or children's and young people's settings P = Partial F = Full	QCF unit: Principles for implementing duty of care in health, social care or children's and young people's settings P = Partial F = Full	National Minimum Training Standards: Standard 5 – Duty of care	Common Induction Standards: Standard 5 – Principles for implementing duty of care	Assessment method used	Evidence location	Sign-off initials	Date
3.1 Understand how duty of care contributes to safe practice	3.1a Define 'duty of care'	K	3.1a	AC1.1 – F	AC1.1 – P	5.1.1	S5 – 1.1				
	3.1b Describe how the duty of care affects their own work role	K	3.1b	AC1.2 – F	AC1.1 – P	5.1.1	S5 – 1.1				
3.2 Understand the support available for addressing dilemmas that may arise about duty of care	3.2a Describe dilemmas that may arise between the duty of care and an individual's rights	K	3.2a	AC2.1 – F	AC2.1 – P	5.2.1	S5 – 2.1				
	3.2b Explain what they must and must not do within their role in managing conflicts and dilemmas	K	3.2b and c			5.2.2	S5 – 2.2				
	3.2c Explain where to get additional support and advice about how to resolve such dilemmas	K	3.2b and c	AC2.2 – F	AC2.3 P	5.2.3	S5 – 2.3				
3.3 Deal with comments and complaints	3.3a Demonstrate how to respond to comments and complaints in line with legislation and agreed ways of working	C	3.3a	AC3.1 – P AC3.2 – P	AC3.1 – P AC3.2 – P	5.3.1	S5 – 3.1				

	3.3b Describe whom to ask for advice and support in handling comments and complaints	K	3.3b	AC3.1 – P AC3.2 – P	AC3.1 – P AC3.2 – P	5.3.2	S5 – 3.2 S5 – 3.3				
	3.3c Explain the importance of learning from comments and complaints to improve the quality of service	K	3.3c			5.3.3	S5 – 3.4				
3.4 Deal with Incidents, errors and near misses	3.4a Describe how to recognise adverse events, incidents, errors and near misses	K	3.4a and b			5.4.1	S5 – 4.1				
	3.4b Explain what they must and must not do in relation to adverse events, incidents, errors and near misses	K	3.4a and b			5.4.2	S5 – 4.2				
	3.4c List the legislation and agreed ways of working in relation to reporting any adverse events, incidents, errors and near misses	K	3.4c			5.4.3	S5 – 4.3				
3.5 Deal with confrontation and difficult situations	3.5a List the factors and difficult situations that may cause confrontation	K	3.5a			5.5.1					
	3.5b Describe how communication can be used to solve problems and reduce the likelihood or impact of confrontation	K	3.5b, c and e			5.5.2					

	3.5c Describe how to assess and reduce risks in confrontational situations	K	3.5b, c and e			5.5.3					
	3.5d Demonstrate how and when to access support and advice about resolving conflicts	C				5.5.4					
	3.5e Explain the agreed ways of working for reporting any confrontations	K	3.5b, c and e			5.5.4					

Declaration of completion

I confirm that the evidence provided by the employee meets the full requirements for **Standard 3: Duty of Care of the Care Certificate**.

Employee signature:

Name of assessor*:

Assessor* signature:

Completion date:

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Care Certificate *progress log, mapping and sign-off document*

Standard Number: 4

Standard Title: Equality and Diversity

Document guidance

This document provides an overview of the outcomes and assessment criteria for Standard 4: Equality and Diversity. It identifies the criteria within the Standard that should have been achieved upon successful completion of the underpinning knowledge within the Care Certificate workbook. Employees must demonstrate their competence in practice in order to fully achieve this Standard of the Care Certificate.

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Unit number	Unit title	Level	Credit
R/601/5471	Introduction to equality and inclusion in health, social care or children's and young people's services	2	2
Y/601/1437	Promote equality and inclusion in health, social care or children's and young people's settings	3	2

Care Certificate Standard 4 Outcome	Care Certificate Standard 4 Criteria	Knowledge/ Competence	Question within workbook	QCF unit: Introduction to equality and inclusion in health, social care or children's and young people's services P = Partial F = Full	QCF unit: Promote equality and inclusion in health, social care or children's and young people's settings P = Partial F = Full	National Minimum Training Standards: Standard 4 – Equality, diversity and inclusion	Common Induction Standards: Standard 4 – Equality and Inclusion	Assessment method used	Evidence location	Sign-off initials	Date
4.1 Understand the importance of equality and inclusion	4.1a Explain what is meant by: <ul style="list-style-type: none">• Diversity• Equality• Inclusion• Discrimination	K	4.1a	AC1.1 – F	AC1.1 – F	4.1.1 4.1.3	S4 – 1.1 S4 – 1.3				
	4.1b Describe ways in which discrimination may deliberately or inadvertently occur in the work setting	K	4.1b	AC1.2 – F		4.1.2	S4 – 1.2				
	4.1c Explain how practices that support equality and inclusion reduce the likelihood of discrimination	K	4.1c	AC1.3 – F	AC1.3 – P	4.1.4	S4 – 1.3 S4 – 1.4				
4.2 Work in an inclusive way	4.2a Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to their own role	K	4.2a	AC2.1 – F	AC2.1 - P	4.2.1	S4 – 2.1				
	4.2b Demonstrate interaction with individuals that respects their beliefs, culture, values and preferences	C		AC2.2 – F	AC2.2 – F	4.2.2	S4 – 2.2				
	4.2c Describe how to challenge discrimination in a way that encourages positive change	K	4.2c	AC2.3 - F	AC3.3 - F	4.2.3	S4 – 2.3				

4.3 Access information, advice and support about diversity, equality and inclusion	4.3a Identify a range of sources of information, advice and support about diversity, equality and inclusion	K	4.3a	AC3.1 – F		4.3.1	S4 – 3.1				
	4.3b Describe how and when to access information, advice and support about diversity, equality and inclusion	K	4.3b and c	AC3.2 – F		4.3.1	S4 – 3.1				
	4.3c Explain whom to ask for advice and support about equality and inclusion	K	4.3b and c			4.3.2	S4 – 3.2				

Declaration of completion

I confirm that the evidence provided by the employee meets the full requirements for **Standard 4: Equality and Diversity of the Care Certificate**.

Employee signature:

Name of assessor*:

Assessor* signature:

Completion date:

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Care Certificate *progress log, mapping and sign-off document*

Standard Number: 5

Standard Title: [Work in a Person-Centred Way](#)

Document guidance

This document provides an overview of the outcomes and assessment criteria for Standard 5: Work in a Person-Centred Way. It identifies the criteria within the Standard that should have been achieved upon successful completion of the underpinning knowledge within the Care Certificate workbook. Employees must demonstrate their competence in practice in order to fully achieve this Standard of the Care Certificate.

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This document also provides an outline of the suggested mapping of outcomes and criteria within Standard 5: Work in a Person-Centred Way of the Care Certificate to the recommended Qualifications and Credit Framework (QCF) unit, the National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England and the Common Induction Standards. This document does not necessarily indicate direct mapping of criteria and therefore assessors and/or managers should ensure they follow the guidance below. Please note that when the term assessor is used throughout this document this could be the manager, supervisor or assessor and will be decided by the employing organisation.

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Unit number	Unit title	Level	Credit
A/601/8140	Implement person-centred approaches in health and social care	2	5
Y/601/8145	Promote person-centred approaches in health and social care	3	6

Care Certificate Standard 5 Outcome	Care Certificate Standard 5 Criteria	Knowledge/ Competence	Question within workbook	QCF unit A/601/8140 Implement person-centred approaches in health and social care P = Partial F = Full	QCF unit Y/601/8145 Promote person-centred approaches in health and social care P = Partial F = Full	National Minimum Training Standards Standard 3: Effective communication Standard 7: Person-centred care and support	Common Induction Standards Standard 3: Communicate effectively Standard 7: Person-centred support	Assessment method used	Evidence location	Sign-off initials	Date
5.1 Understand person-centred values	5.1a Describe how to put person-centred values into practice in their day-to-day work	K	5.1a and b	AC1.2 – P AC1.4 – P	AC1.1 – P	3.2.2 7.1.1	S7 – 1.1				
	5.1b Describe why it is important to work in a way that promotes person-centred values when providing support to individuals	K	5.1a and b	AC1.2 – P AC1.4 – P		7.1.2	S7 – 1.2				
	5.1c Identify ways to promote dignity in their day-to-day work	K	5.1c	AC2.2 – P AC4.1 – P AC5.1 – P AC6.3 – P AC6.4 – P	AC1.1 – P AC4.1 – P AC5.3 – P	7.1.3	S7 – 1.3				
5.2 Understand working in a person-centred way	5.2a Describe the importance of finding out the history, preferences, wishes and needs of the individual	K	5.2a	AC1.4 – P AC2.1 – P AC6.2 – P AC6.3 – P	AC1.2 – P AC4.1 – P AC5.4 – P AC7.3 – P	3.2.1 3.2.2 7.2.1	S7 – 2.2				
	5.2b Explain why the changing needs of an individual must be reflected in their care and/or support plan	K	5.2b	AC2.2 – P	AC1.2 – P AC2.1 – P AC2.2 – P	7.2.2	S7 – 2.3				
	5.2c Explain the importance of supporting individuals to plan for their future wellbeing and fulfilment, including end-of-life care	K	5.2c		AC4.1 – P AC6.2 – P	7.2.3	S7 – 2.4				

5.3 Demonstrate awareness of the individuals immediate environment and make changes to address factors that may be causing discomfort or distress	5.3a Take appropriate steps to remove or minimise the environmental factors causing the discomfort or distress. This could include: • Lighting • Noise • Temperature • Unpleasant odours	C		AC6.4 – P	AC6.4 – P	3.1.1 3.1.3 3.3.1 3.3.2 3.3.3 7.2.1					
	5.3b Report any concerns they have to the relevant person. This could include: • Senior member of staff • Carer • Family member	C		AC3.2 – P AC6.4 – P	AC5.2 – P AC5.3 – P AC5.4 – P AC6.3 – P AC6.4 – P	3.1.2 3.4.1 3.4.2 3.4.3 3.4.4	S3 – 4.1 S3 – 4.3				
5.4 Make others aware of any actions they may be undertaking that are causing discomfort or distress to individuals	5.4a Raise any concerns directly with the individual concerned	C		AC6.4 – P	AC6.4 – P	3.4.3 7.5.3	S3 – 4.3				
	5.4b Raise any concern with their supervisor/manager	C		AC6.4 – P	AC6.4 – P	3.4.1 3.4.2 3.4.3 3.4.4 7.5.3	S3 – 4.2 S3 – 4.3				
	5.4c Raise any concerns via other channels or systems e.g. at team meetings	C		AC6.4 – P	AC6.4 – P	3.4.1 3.4.2	S3 – 4.1 S3 – 4.3				
5.5 Support individuals to minimise pain or discomfort	5.5a Ensure that where individuals have restricted movement or mobility that they are comfortable.	C		AC1.4 – P AC2.2 – P	AC6.4 – P	3.1.1 3.1.3 3.1.1 3.3.2 3.3.3 7.2.1	S7 – 1.1 S7 – 1.2 S7 – 2.2				

	5.5b Recognise the signs that an individual is in pain or discomfort. This could include: <ul style="list-style-type: none"> • Verbal reporting from the individual • Non-verbal communication • Changes in behaviour. 	C				3.1.1 3.1.3 7.2.1 7.2.2 7.5.1 7.5.2	S7 – 2.2 S7 – 2.3				
	5.5c Take appropriate action where there is pain or discomfort. This could include: <ul style="list-style-type: none"> • Re-positioning • Reporting to a more senior member of staff • Giving prescribed pain relief medication • Equipment or medical devices are working properly or in the correct position, e.g. wheelchairs, prosthetics, catheter tubes. 	C		AC2.1 – P	AC2.1 – P AC3.2 – P AC6.4 – P	3.1.3 3.2.1 3.2.2 7.2.1 7.2.2 7.5.1 7.5.2	S7 – 2.2 S7 – 2.3				
	5.5d Remove or minimise any environmental factors causing pain or discomfort. These could include. <ul style="list-style-type: none"> • Wet or soiled clothing or bed linen • Poorly positioned lighting • Noise. 	C		AC2.2 – P	AC2.1 – P AC2.2 – P AC2.3 – P AC6.4 – P	3.1.3 3.2.1 3.2.2 7.1.1 7.1.2 7.1.3	S7 – 2.1				
5.6 Support the individual to maintain their identity and self-esteem	5.6a Explain how individual identity and self-esteem are linked to emotional and spiritual wellbeing	K	5.6a	AC5.1 – P AC5.4 – P AC6.1 – F	AC6.1 – P AC6.2 – P	7.6.1	S7 – 6.1				

	5.6b Demonstrate that their own attitudes and behaviours promote emotional and spiritual wellbeing	C		AC4.3 – P	AC2.2 – P AC4.2 – P	7.6.2	S7 – 6.2				
	5.6c Support and encourage individuals own sense of identity and self-esteem	C		AC6.3 – F	AC4.3 – P AC4.4 – P AC6.3 – P	7.6.3	S7 6.3				
	5.6d Report any concerns about the individual's emotional and spiritual wellbeing to the appropriate person. This could include: • Senior member of staff • Carer • Family member.	C		AC6.4 – P	AC6.4 – P	3.1.1 3.1.3 3.3.1 3.3.2 3.3.3 3.4.1 3.4.2 3.4.3 3.4.4 7.6.3	S3 – 4.1 S3 – 4.3				
5.7 Support the individual using person-centred values	5.7a Demonstrate that their actions promote person-centred values including: • Individuality • Independence • Privacy • Partnership • Choice • Dignity • Respect • Rights	C		AC2.1 – P AC2.2 – P AC4.3 – P AC5.1 – P AC6.3 – P AC6.4 – P	AC2.1 – P AC2.2 – P AC4.2 – P AC4.3 – P AC4.4 – P AC5.1 – P AC5.2 – P	3.1.1 3.1.3 3.2.1 3.2.2 3.3.3 7.2.1	S7 – 1.1				

Declaration of completion

I confirm that the evidence provided by the employee meets the full requirements for **Standard 5: Work in a Person-Centred Way**.

Employee signature:

Name of assessor*:

Assessor* signature:

Completion date:

* The Assessor can be your Manager, Supervisor or someone else authorised by your employing organisation. This individual provides confirmation that all learning outcomes and assessment criteria for the Care Certificate standard identified above have been completed and signed off by an authorising person.

Care Certificate *progress log, mapping and sign-off document*

Standard Number: 6

Standard Title: Communication

Document guidance

This document provides an overview of the outcomes and assessment criteria for Standard 6: Communication. It identifies the criteria within the Standard that should have been achieved upon successful completion of the underpinning knowledge within the Care Certificate workbook. Employees must demonstrate their competence in practice in order to fully achieve this Standard of the Care Certificate.

This progress log and sign-off document should be completed jointly by the employee and the manager/supervisor/assessor to confirm that all outcomes and criteria have been achieved in practice in the work setting. Supplementary evidence can be attached to demonstrate achievement and it is suggested to do so as good practice.

This document also provides an outline of the suggested mapping of outcomes and criteria within Standard 6: Communication of the Care Certificate to the recommended Qualifications and Credit Framework (QCF) unit, the National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England and the Common Induction Standards. This document does not necessarily indicate direct mapping of criteria and therefore assessors and/or managers should ensure they follow the guidance below. Please note that when the term assessor is used throughout this document this could be the manager, supervisor or assessor and will be decided by the employing organisation.

This document should always be used in conjunction with the guidance provided in the Care Certificate Framework Technical Document.

Guidance for assessors

Assessors must ensure that the learner has produced evidence for each assessment criterion that is valid, authentic, reliable, current and sufficient. Therefore assessors **must not assume** that if the mapping document indicates a criterion could have already been achieved, the mapped criteria within the QCF unit should automatically be awarded. Learners and assessors are responsible for ensuring that the outcomes and criteria within the QCF unit and standards below have been achieved to the required standard. For reference, within the column that refers to coverage of the relevant QCF unit, a **P** indicates that the Care Certificate criteria provides partial coverage of the relevant criteria within the QCF unit, whereas an **F** indicates full coverage.

The **Assessment method used** column is included to allow assessors to provide evidence of the type of assessment method that has been used to assess the Care Certificate criteria. This is likely to be noted as the Care Certificate Workbook; however, further evidence could include professional discussion, observation, question and answer, e-learning, witness testimony, etc. This column can also be completed to evidence competence using these example assessment methods.

The **Evidence location** column is included to provide a clear signpost to where the learner's evidence can be found. This may be within a portfolio of evidence, a continued professional development (CPD) file or electronically via e-learning or e-portfolio

Unit number	Unit title	Level	Credit
F/601/5465	Introduction to communication in health, social care or children's and young people's place of work	2	3
J/601/1434	Promote communication in health, social care or children's and young people's young people's settings	3	3

Care Certificate Standard 6 Outcome	Care Certificate Standard 6 Criteria	Knowledge/ Competence	Question within workbook	QCF unit F/601/5465 Introduction to communication in health, social care or children's and young people's place of work P = Partial F = Full	QCF unit J/601/1434 Promote communication in health, social care or children's and young people's place of work P = Partial F = Full	National Minimum Training Standards Standard 3: Effective communication	Common Induction Standards Standard 3: Communicate effectively	Assessment method used	Evidence location	Sign-off initials	Date
6.1 Understand the importance of effective communication at work	6.1a Describe the different ways that people communicate	K	6.1a	AC1.1 – P	AC1.1 – P	3.1.1	S3 – 1.1				
	6.1b Describe how communication affects relationships at work	K	6.1b	AC1.2 – P	AC1.2 – P	3.1.2	S3 – 1.2				
	6.1c Describe why it is important to observe and be receptive to an individual's reactions when communicating with them	K	6.1c	AC1.3 – P AC3.3 – P		3.1.3	S3 – 1.3				
6.2 Understand how to meet the communication and language needs, wishes and preferences of individuals	6.2a Describe how to establish an individual's communication and language needs, wishes and preferences	K	6.2a part i 6.2a part ii	AC2.1 – P	AC2.1 – P	3.2.1	S3 – 2.1				
	6.2b List a range of communication methods and styles that could help meet an individual's communication needs, wishes and preferences	K	6.2b	AC2.2 – P	AC2.3 – P	3.2.2	S3 – 2.2				

6.3 Understand how to promote effective communication	6.3a List barriers to effective communication	K	6.3a and b	AC3.1 – F	AC3.2 – F	3.1.1	S3 – 3.1				
	6.3b Describe ways to reduce barriers to effective communication	K	6.3a and b	AC3.2 – P	AC3.3 – P	3.3.2	S3 – 3.2				
	6.3c Describe how to check whether they (the HCSW/ ASCW) have been understood	K	6.3c	AC3.3 – P	AC3.4 – P	3.3.3	S3 – 3.3				
	6.3d Describe where to find information and support or services, to help them communicate more effectively	K	6.3d	AC3.4 – F	AC3.5 – P	3.3.4	S3 – 3.4				
6.4 Understand the principles and practices relating to confidentiality	6.4a Describe what confidentiality means in relation to their role	K	6.4a	AC4.1 – P AX4.3 – P	AC4.1 – P	3.4.1	S3 – 4.1				
	6.4b List any legislation and agreed ways of working to maintain confidentiality in day-to-day communication	K	6.4b	AC4.4 – P	AC4.2 – P	3.4.2	S3 – 4.1 S3 – 4.2				
	6.4c Describe situations where information, normally considered to be confidential, might need to be passed on	K	6.4c	AC4.3 – F	AC4.3 – P	3.4.3	S3 – 4.3				
	6.4d Describe who they should ask for advice and support about confidentiality	K	6.4d	AC4.4 – P		3.4.4	S3 – 4.4				

6.5 Use appropriate verbal and non-verbal communication	6.5a Demonstrate the use of appropriate verbal and non-verbal communication: Verbal: • Tone • Volume Non-verbal: • Position/ proximity • Eye contact • Body language • Touch • Signs • Symbols and pictures • Writing • Objects of reference • Human and technical aids. Communication may take place: • Face-to-face • By telephone or text • By email, internet or social networks • By written reports or letters	C		AC2.2 – P	AC2.3 – P AC2.4 – P AC3.3 – P AC3.4 – P	3.2.1 3.2.2 3.3.1 3.3.2 3.3.3	S3 – 2.2 S3 – 3.1 S3 – 3.2 S3 – 3.3				
6.6 Support the use of appropriate communication aids/ technologies	6.6a Ensure that any communication aids/ technologies are: • Clean • Work properly • In good repair	C		AC3.2 – P	AC3.3 – P	3.3.2	S3 – 3.2				

	6.6b Report any concerns about the communication aid/technology to the appropriate person. This could include: <ul style="list-style-type: none"> • Senior member of staff • Carer • Family member. 	C		AC3.4 – P	AC3.5 – P	3.3.4	S3 – 3.4				
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Declaration of completion

I confirm that the evidence provided by the employee meets the full requirements for **Standard 6: Communication**.

Employee signature:

Name of assessor*:

Assessor* signature:

Completion date:

* The Assessor can be your Manager, Supervisor or someone else authorised by your employing organisation. This individual provides confirmation that all learning outcomes and assessment criteria for the Care Certificate standard identified above have been completed and signed off by an authorising person.

Care Certificate *progress log, mapping and sign-off document*

Standard Number: 7

Standard Title: Privacy and Dignity

Document guidance

This document provides an overview of the outcomes and assessment criteria for Standard 7: Privacy and Dignity. It identifies the criteria within the Standard that should have been achieved upon successful completion of the underpinning knowledge within the Care Certificate workbook. Employees must demonstrate their competence in practice in order to fully achieve this Standard of the Care Certificate.

This progress log and sign-off document should be completed jointly by the employee and the manager/supervisor/assessor to confirm that all outcomes and criteria have been achieved in practice in the work setting. Supplementary evidence can be attached to demonstrate achievement and it is suggested to do so as good practice.

This document also provides an outline of the suggested mapping of outcomes and criteria within Standard 7: Privacy and Dignity of the Care Certificate to the recommended Qualifications and Credit Framework (QCF) unit, the National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England and the Common Induction Standards. This document does not necessarily indicate direct mapping of criteria and therefore assessors and/or managers should ensure they follow the guidance below. Please note that when the term assessor is used throughout this document this could be the manager, supervisor or assessor and will be decided by the employing organisation.

This document should always be used in conjunction with the guidance provided in the Care Certificate Framework Technical Document.

Guidance for assessors

Assessors must ensure that the learner has produced evidence for each assessment criterion that is valid, authentic, reliable, current and sufficient. Therefore assessors **must not assume** that if the mapping document indicates a criterion could have already been achieved, the mapped criteria within the QCF unit should automatically be awarded. Learners and assessors are responsible for ensuring that the outcomes and criteria within the QCF unit and standards below have been achieved to the required standard. For reference, within the column that refers to coverage of the relevant QCF unit, a **P** indicates that the Care Certificate criteria provides partial coverage of the relevant criteria within the QCF unit, whereas an **F** indicates full coverage.

The **Assessment method used** column is included to allow assessors to provide evidence of the type of assessment method that has been used to assess the Care Certificate criteria. This is likely to be noted as the Care Certificate Workbook, however, further evidence could include professional discussion, observation, question and answer, e-learning, witness testimony, etc. This column can also be completed to evidence competence using these example assessment methods.

The **Evidence location** column is included to provide a clear signpost to where the learner's evidence can be found. This may be within a portfolio of evidence, a continued professional development (CPD) file or electronically via e-learning or e-portfolio.

Unit number	Unit title	Level	Credit
A/601/8140	Implement person-centred approaches in health and social care	2	5
Y/601/8145	Promote person-centred approaches in health and social care	3	6

Care Certificate Standard 7 Outcome	Care Certificate Standard 7 Criteria	Knowledge/ Competence	Question within workbook	QCF unit: Implement person-centred approaches in health and social care P = Partial F = Full	QCF unit: Promote person-centred approaches in health and social care P = Partial F = Full	National Minimum Training Standards: Standard 7 – Person-centred care and support, Standard 8	Common Induction Standards: Standard 7 – Person-centred support, Standard 8 – Health and safety in an adult social care setting	Assessment method used	Evidence location	Sign-off initials	Date
7.1 Understand the principles that underpin privacy and dignity in care	7.1a Describe what is meant by privacy and dignity	K	7.1a	AC1.1 – P		7.1.1 7.1.2 7.1.3	S7 – 1.1 S7 – 1.2				
	7.1b List situations where an individual's privacy and dignity could be compromised	K	7.1b and c			7.1.1 7.1.2 7.1.3	S7 – 1.1 S7 – 1.2				
	7.1c Describe how to maintain privacy and dignity in the work setting	K	7.1b and c			7.1.1 7.1.2 7.1.3 8.3.3	S7 – 1.3 S8 – 3.3				
7.2 Maintain the privacy and dignity of the individual(s) in their care	7.2a Demonstrate that their actions maintain the privacy of the individual. This could include: • Using appropriate volume to discuss the care and support of an individual • Discussing the individual's care and support in a place where others cannot overhear	C		AC2.1 – P AC2.2 – P	AC2.1 – P AC2.2 – P AC2.3 – P	7.2.1 7.2.2 8.3.3	S7 – 2.1 S7 – 2.2 S7 – 2.3 S8 – 3.3				

	<p>7.2b Demonstrate that the privacy and dignity of the individual is maintained at all times being in line with the person's individual needs and preferences when providing personal care. This could include:</p> <ul style="list-style-type: none"> • Making sure doors, screens or curtains are in the correct position • Getting permission before entering someone's personal space • Knocking before entering the room • Ensuring any clothing, hospital gowns are positioned correctly • The individual is positioned appropriately and the individual is not exposing any part of their body they would not want others to be able to see 	C		AC2.1 – P AC2.2 – P	AC2.1 – P AC2.2 – P AC2.3 – P	7.2.1 7.2.2 8.3.3	S7 – 2.1 S7 – 2.2 S7 – 2.3 S8 – 3.3				
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	7.2c Explain why it is important not to disclose anything about the individual that they may wish to be kept private, unless it is appropriate to do so. This could include: <ul style="list-style-type: none"> • Health condition • Sexual orientation • Personal history • Social circumstances 	K	7.2c	AC2.2 – P	AC2.1 – P AC2.2 – P AC2.3 – P	7.2.1 7.2.2	S7 – 2.1 S7 – 2.2 S7 – 2.3				
	7.2d Report any concerns they have to the relevant person. This could include: <ul style="list-style-type: none"> • Senior member of staff • Carer • Family member 	C									
7.3 Support an individual's right to make choices	7.3a Describe ways of helping individuals to make informed choices	K	7.3a	AC5.1 – P	AC5.1 – P	7.5.1	S7 – 5.1				
	7.3b Explain how risk assessment processes can be used to support the right of individuals to make their own decisions	K	7.3b and c	AC5.2 – P	AC5.3 – P	7.5.2	S7 – 5.2				

	7.3c Explain why personal views must not influence an individual's own choices or decisions	K	7.3b and c	AC5.3 – P		7.5.3	S7 – 5.3				
	7.3d Describe why there may be times when they need to support an individual to question or challenge decisions made about them by others	K	7.3d	AC5.4 – P	AC5.4 – P	7.5.4	S7 – 5.4				
7.4 Support individuals in making choices about their care	7.4a Demonstrate how to support individuals to make informed choices	C		AC5.1 – F	AC5.1 – F	7.5.1	S7 – 5.1				
	7.4b Ensure any risk assessment processes are used to support the right of individuals to make their own decisions	C		AC5.2 – F	AC5.3 – P	7.5.2	S7 – 5.2				
	7.4c Ensure their own personal views do not influence an individual's own choices or decisions	C		AC5.3 – P		7.5.3	S7 – 5.3				
	7.4d Describe how to report any concerns they have to the relevant person. This could include: • Senior member of staff • Carer • Family member	K	7.4d								

7.5 Understand how to support active participation	7.5a Describe the importance of how valuing people contributes to active participation	K	7.5a, b and d	AC4.1 – P	AC4.1 – P	7.4.1	S7 – 4.1				
	7.5b Explain how to enable individuals to make informed choices about their lives	K	7.5a, b and d			7.4.2	S7 – 4.2				
	7.5c List other ways they can support active participation	K	7.5c			7.4.3	S7 – 4.3				
	7.5d Describe the importance of enabling individuals to develop skills in self-care and to maintain their own network of friends within their community	K	7.5a, b and d		AC4.3 – P AC4.4 – P	7.4.4	S7 – 4.4				
7.6 Support the individual in active participation in their own care	7.6a Demonstrate that they can support the active participation of individuals in their care	C		AC4.3 – P	AC4.4 - P						
	7.6b Reflect on how their own personal views could restrict the individual's ability to actively participate in their care	K	7.6b	AC4.2 – P							

	7.6c Report any concerns to the relevant person. This could include: <ul style="list-style-type: none"> • Senior member of staff • Carer • Family member 	C									
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Declaration of completion

I confirm that the evidence provided by the employee meets the full requirements for **Standard 7: Privacy and Dignity of the Care Certificate**.

Employee signature:

Name of assessor*:

Assessor* signature:

Completion date:

*The Assessor can be your Manager, Supervisor or someone else authorised by your employing organisation. This individual provides confirmation that all learning outcomes and assessment criteria for the Care Certificate standard identified above have been completed and signed off by an authorising person.

Care Certificate *progress log, mapping and sign-off document*

Standard Number: 8

Standard Title: Fluids and nutrition

Document guidance

This document provides an overview of the outcomes and assessment criteria for Standard 8: Fluids and nutrition. It identifies the criteria within the Standard that should have been achieved upon successful completion of the underpinning knowledge within the Care Certificate workbook. Employees must demonstrate their competence in practice in order to fully achieve this Standard of the Care Certificate.

This progress log and sign-off document should be completed jointly by the employee and the manager/supervisor/assessor to confirm that all outcomes and criteria have been achieved in practice in the work setting. Supplementary evidence can be attached to demonstrate achievement and it is suggested to do so as good practice.

This document also provides an outline of the suggested mapping of outcomes and criteria within Standard 8: Fluids and nutrition of the Care Certificate to the recommended Qualifications and Credit Framework (QCF) unit, the National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England and the Common Induction Standards. This document does not necessarily indicate direct mapping of criteria and therefore assessors and/or managers should ensure they follow the guidance below. Please note that when the term assessor is used throughout this document this could be the manager, supervisor or assessor and will be decided by the employing organisation.

This document should always be used in conjunction with the guidance provided in the Care Certificate Framework Technical Document.

Guidance for assessors

Assessors must ensure that the learner has produced evidence for each assessment criterion that is valid, authentic, reliable, current and sufficient. Therefore assessors **must not assume** that if the mapping document indicates a criterion could have already been achieved, the mapped criteria within the QCF unit should automatically be awarded. Learners and assessors are responsible for ensuring that the outcomes and criteria within the QCF unit and standards below have been achieved to the required standard. For reference, within the column that refers to coverage of the relevant QCF unit, a **P** indicates that the Care Certificate criteria provides partial coverage of the relevant criteria within the QCF unit, whereas an **F** indicates full coverage.

The **Assessment method used** column is included to allow assessors to provide evidence of the type of assessment method that has been used to assess the Care Certificate criteria. This is likely to be noted as the Care Certificate Workbook; however, further evidence could include professional discussion, observation, question and answer, e-learning, witness testimony, etc. This column can also be completed to evidence competence using these example assessment methods.

The **Evidence location** column is included to provide a clear signpost to where the learner's evidence can be found. This may be within a portfolio of evidence, a continued professional development (CPD) file or electronically via e-learning or e-portfolio.

Unit number	Unit title	Level	Credit
M/601/8054	Support individuals to eat and drink	2	2

Care Certificate Standard 8 Outcome	Care Certificate Standard 8 Criteria	Knowledge/ Competence	Question within workbook	QCF unit: Support individuals to eat and drink (M/601/8054) P = Partial F = Full	National Minimum Training Standards: Standard 8 – Health and safety	Common Induction Standards: Standard 8 – Health and safety in an adult social care workplace	Assessment method used	Evidence location	Sign-off initials	Date
8.1 Understand the principles of hydration, nutrition and food safety	8.1a Describe the importance of food safety, including hygiene, in the preparation and handling of food	K	8.1a part i 8.1a part ii		8.10.1	S8 – 11.1				
	8.1b Explain the importance of good nutrition and hydration in maintaining health and wellbeing	K	8.1b part i 8.1b part ii	AC5.1 - P	8.10.2	S8 – 11.2				
	8.1c List signs and symptoms of poor nutrition and hydration	K	8.1c part i 8.1c part ii		8.10.3	S8 – 11.3				
	8.1d Explain how to promote adequate nutrition and hydration	K	8.1d		8.10.4	S8 – 11.4				
8.2 Support individuals to have access to fluids in accordance with their plan of care	8.2a Ensure drinks are within reach of those that have restrictions on their movement/ mobility	C		AC2.3 – P	8.10.4	S8 – 11.4				
	8.2b Ensure that drinks are refreshed on a regular basis	C		AC2.3 – P	8.10.4	S8 – 11.4				
	8.2c Ensure that individuals are offered drinks in accordance with their plan of care	C		AC2.3 - P	8.10.4	S8 – 11.4				

	8.2d Support and encourage individuals to drink in accordance with their plan of care	C		AC3.2 – P AC3.3 – P	8.10.4	S8 – 11.4				
	8.2e Report any concerns to the relevant person. This could include: • Senior member of staff • Carer • Family member	C		AC5.3 – P						
8.3 Support individuals to have access to food and nutrition in accordance with their plan of care	8.3a Ensure any nutritional products are within reach of those that have restrictions on their movement/ mobility	C		AC2.3 – P	8.10.4	S8 – 11.4				
	8.3b Ensure food is provided at the appropriate temperature and in accordance with the plan of care i.e. the individual is able to eat it	C		AC2.3 – P	8.10.4	S8 – 11.4				
	8.3c Ensure that appropriate utensils are available to enable the individual to meet their nutritional needs as independently as possible	C		AC2.4 – P	8.10.4	S8 – 11.4				
	8.3d Support and encourage individuals to eat in accordance with their plan of care	C		AC3.2 – P & AC3.3 – P	8.10.4	S8 – 11.4				

	8.3e Report any concerns to the relevant person. This could include: <ul style="list-style-type: none"> • Senior member of staff • Carer • Family member 	C		AC5.3 – P	8.10.4	S8 – 11.4				
	8.3f Report any concerns to the relevant person. This could include: <ul style="list-style-type: none"> • Senior member of staff • Carer • Family member 	C		AC5.3 – P						

Declaration of completion

I confirm that the evidence provided by the employee meets the full requirements for **Standard 8: Fluids and nutrition of the Care Certificate**.

Employee signature:

Name of assessor*:

Assessor* signature:

Completion date:

*The Assessor can be your Manager, Supervisor or someone else authorised by your employing organisation. This individual provides confirmation that all learning outcomes and assessment criteria for the Care Certificate standard identified above have been completed and signed off by and authorising person.

Care Certificate *progress log, mapping and sign-off document*

Standard Number: 9

Standard Title: Awareness of Mental Health conditions, Dementia and Learning Disability

Document guidance

This document provides an overview of the outcomes and assessment criteria for Standard 9: Awareness of Mental Health conditions, Dementia and Learning Disability. It identifies the criteria within the Standard that should have been achieved upon successful completion of the underpinning knowledge within the Care Certificate workbook. Employees must demonstrate their competence in practice in order to fully achieve this Standard of the Care Certificate.

This progress log and sign-off document should be completed jointly by the employee and the manager/supervisor/assessor to confirm that all outcomes and criteria have been achieved in practice in the work setting. Supplementary evidence can be attached to demonstrate achievement and it is suggested to do so as good practice.

This document also provides an outline of the suggested mapping of outcomes and criteria within Standard 9: Awareness of Mental Health conditions, Dementia and Learning Disability of the Care Certificate to the recommended Qualifications and Credit Framework (QCF) unit, the National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England and the Common Induction Standards. This document does not necessarily indicate direct mapping of criteria and therefore assessors and/or managers should ensure they follow the guidance below. Please note that when the term assessor is used throughout this document this could be the manager, supervisor or assessor and will be decided by the employing organisation.

This document should always be used in conjunction with the guidance provided in the Care Certificate Framework Technical Document.

Guidance for assessors

Assessors must ensure that the learner has produced evidence for each assessment criterion that is valid, authentic, reliable, current and sufficient. Therefore assessors **must not assume** that if the mapping document indicates a criterion could have already been achieved, the mapped criteria within the QCF unit should automatically be awarded. Learners and assessors are responsible for ensuring that the outcomes and criteria within the QCF unit and standards below have been achieved to the required standard. For reference, within the column that refers to coverage of the relevant QCF unit, a **P** indicates that the Care Certificate criteria provides partial coverage of the relevant criteria within the QCF unit, whereas an **F** indicates full coverage.

The **Assessment method used** column is included to allow assessors to provide evidence of the type of assessment method that has been used to assess the Care Certificate criteria. This is likely to be noted as the Care Certificate Workbook; however, further evidence could include professional discussion, observation, question and answer, e-learning, witness testimony, etc. This column can also be completed to evidence competence using these example assessment methods.

The **Evidence location** column is included to provide a clear signpost to where the learner's evidence can be found. This may be within a portfolio of evidence, a continued professional development (CPD) file or electronically via e-learning or e-portfolio.

Unit number	Unit title	Level	Credit
J/601/2874	Dementia Awareness	2	2
J/601/3538	Understand the process and experience of Dementia	3	3
J/602/0103	Understand Mental Health Problems	3	3

Care Certificate Standard 9 Outcome	Care Certificate Standard 9 Criteria	Knowledge/ Competence	Question within workbook	QCF unit: Dementia Awareness P = Partial F = Full	QCF unit: Understand the process and experience of Dementia P = Partial F = Full	QCF unit: Understand Mental Health Problems P = Partial F = Full	National Minimum Training Standards: Standard 7 – Person-centred care and support	Common Induction Standards: Standard 7 – Person-centred support	Assessment method used	Evidence location	Sign-off initials	Date
9.1 Understand the needs and experiences of people with mental health conditions, dementia or learning disabilities	9.1a. List how someone may feel if they have: 1. Mental health conditions such as: 2. Psychosis 3. Depression 4. Anxiety 5. Dementia 6. Learning Disabilities The issues may be physical, social or psychological and will affect the individual in different ways	K	9.1a, b and c Part i) 9.1a, b and c Part ii)	AC1.2 – P AC3.2 – P	AC1.2 – P AC1.3 – P	AC1.1 – P	7.3.1	S7 – 3.1				
	9.1b. Explain how these conditions may influence a person's needs in relation to the care that they may require	K	9.1a, b and c Part i) 9.1a, b and c Part ii)	AC4.1 – P	AC1.4 – P AC1.5 – P	AC2.1 – P						
	9.1c. Explain why it is important to understand that the causes and support needs are different for people with mental health conditions, dementia and learning disabilities	K	9.1a, b and c Part i) 9.1a, b and c Part ii)	AC4.1 – P	AC1.1 – P	AC2.1 – P	7.3.1					

9.2 Understand the importance of promoting positive health and wellbeing for an individual who may have a mental health condition, dementia or learning disability	9.2a. Explain how positive attitudes towards those with mental health conditions, dementia or learning disabilities will improve the care and support they receive	K	9.2a	AC4.1 - P	AC3.3 – P AC3.4 - P	AC2.1 - P						
	9.2b. Describe the social model of disability and how it underpins positive attitudes towards disability and involving people in their own care	K	9.2b	AC2.2 - P								
9.3 Understand the adjustments which may be necessary in care delivery relating to an individual who may have a mental health condition, dementia or learning disability	9.3a. Describe what adjustments might need to be made to the way care is provided if someone has 1. A mental health condition such as: a. Psychosis b. Depression c. Anxiety 2. Dementia 3. Learning Disabilities	K	9.3a									

	9.3b. Describe how to report concerns associated with any unmet needs which may arise from mental health conditions, dementia or learning disability through agreed ways of working	K	9.3b		AC2.2 – P AC2.3 – P		7.3.5	S7 – 3.4				
9.4 Understand the importance of early detection of mental health conditions, dementia and learning disabilities	9.4a. Explain why early detection of mental health needs, dementia or learning disability is important	K	9.4a		AC2.1 – P AC2.4 – P	AC2.1 - P	7.3.3	S7 – 3.3				
	9.4b. Give examples of how and why adjustments to care and support might need to be made when a mental health condition, dementia or learning disability is identified	K	9.4b									
9.5 Understand legal frameworks, policy and guidelines relating to mental health conditions, dementia and learning disabilities	9.5a List the main requirements of legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with mental health conditions, dementia or learning disabilities	K	9.5a and b				7.3.4					

	9.5b Explain how the legislation and policies listed may affect the day to day experiences of individuals with mental health needs, dementia or learning disabilities and their families	K	9.5a and b				7.3.4					
9.6 Understand the meaning of mental capacity in relation to how care is provided	9.6a Explain what is meant by the term “capacity”	K	9.6a				7.3.4					
	9.6b. Explain why it is important to assume that someone has capacity unless there is evidence that they do not	K	9.6b				7.3.4					
	9.6c Explain what is meant by “consent”, and how it can change according to what decisions may need to be taken	K	9.6c				7.3.4					
	9.6d Describe situations where an assessment of capacity might need to be undertaken and the meaning and significance of “advance statements” regarding future care	K	9.6d		AC3.4 - P		7.3.4					

Declaration of completion

I confirm that the evidence provided by the employee meets the full requirements for **Standard 9: Awareness of Mental Health conditions, Dementia and Learning Disability of the Care Certificate.**

Employee signature:

Name of assessor*:

Assessor* signature:

Completion date:

*The Assessor can be your Manager, Supervisor or someone else authorised by your employing organisation. This individual provides confirmation that all learning outcomes and assessment criteria for the Care Certificate standard identified above have been completed and signed off by an authorising person.

Care Certificate *progress log, mapping and sign-off document*

Standard Number: 10

Standard Title: Safeguarding Adults

Document guidance

This document provides an overview of the outcomes and assessment criteria for Standard 10: Safeguarding Adults. It identifies the criteria within the Standard that should have been achieved upon successful completion of the underpinning knowledge within the Care Certificate workbook. Employees must demonstrate their competence in practice in order to fully achieve this Standard of the Care Certificate.

This progress log and sign-off document should be completed jointly by the employee and the manager/supervisor/assessor to confirm that all outcomes and criteria have been achieved in practice in the work setting. Supplementary evidence can be attached to demonstrate achievement and it is suggested to do so as good practice.

This document also provides an outline of the suggested mapping of outcomes and criteria within Standard 10: Safeguarding Adults of the Care Certificate to the recommended Qualifications and Credit Framework (QCF) unit, the National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England and the Common Induction Standards. This document does not necessarily indicate direct mapping of criteria and therefore assessors and/or managers should ensure they follow the guidance below. Please note that when the term assessor is used throughout this document this could be the manager, supervisor or assessor and will be decided by the employing organisation.

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Guidance for assessors

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The **Assessment method used** column is included to allow assessors to provide evidence of the type of assessment method that has been used to assess the Care Certificate criteria. This is likely to be noted as the Care Certificate Workbook; however, further evidence could include professional discussion, observation, question and answer, e-learning, witness testimony, etc. This column can also be completed to evidence competence using these example assessment methods.

The **Evidence location** column is included to provide a clear signpost to where the learner's evidence can be found. This may be within a portfolio of evidence, a continued professional development (CPD) file or electronically via e-learning or e-portfolio.

Unit number	Unit title	Level	Credit
A/601/8574	Principles of safeguarding and protection in health and social care	2	3

Care Certificate Standard 10 Outcome	Care Certificate Standard 10 Criteria	Knowledge/ Competence	Question within workbook	QCF unit A/601/8574 Principles of safeguarding and protection in health and social care P = Partial F = Full	National Minimum Training Standards Standard 5: Duty of Care Standard 6: Safeguarding	Common Induction Standards Standard 5: Principles for implementing duty of care Standard 6: Principles of safeguarding in health and social care	Assessment method used	Evidence location	Sign-off initials	Date
10.1 Understand the principles of Safeguarding Adults	10.1a Explain the term safeguarding adults	K	10.1a and b							
	10.1b Explain their own role and responsibilities in safeguarding individuals	K	10.1a and b	AC 2.1 – P AC 2.2 – P AC 5.2 – P AC 5.3 – P	5.1.2 6.2.1 6.3.1 6.3.2 6.4.2	S5 – 1.2 S6 – 4.2				
	10.1c List the main types of abuse	K	10.1c and g	AC 1.1 – P	6.1.1	S6 – 1.1				
	10.1d Describe what constitutes harm	K	10.1d	AC 1.1 – P AC 1.2 – P	6.1.2	S6 – 1.1				
	10.1e Explain why an individual may be vulnerable to harm or abuse	K	10.1e and h Part i 10.1e and h Part ii	AC 1.3 – P	6.1.5	S6 – 1.3				
	10.1f Describe what constitutes restrictive practices	K	10.1f	AC 1.1 – P	6.1.3	S6 – 1.1				
	10.1g List the possible indicators of abuse	K	10.1c and g	AC 1.2 – P	6.1.4	S6 – 1.2				

	10.1h Describe the nature and scope of harm to and abuse of adults at risk	K	10.1e and h Part i 10.1e and h Part ii	AC 1.1 – P AC 1.3 – P	6.1.1 6.1.2	S6 – 1.1 S6 – 1.2				
	10.1i List a range of factors which have featured in adult abuse and neglect	K	10.1i	AC 3.3 – P		S6 – 4.3				
	10.1j Demonstrate the importance of ensuring individuals are treated with dignity and respect when providing health and care services	C		AC 4.1 – P	6.2.1	S6 – 2.1				
	10.1k Describe where to get information and advice about their role and responsibilities in preventing and protecting individuals from harm and abuse	K	10.1k	AC 3.4 – P	5.1.2 6.1.6	S6 – 1.4 S6 – 4.1				
10.2 Reduce the likelihood of abuse	10.2a Describe how care environments can promote or undermine people's dignity and rights	K	10.2a	AC 4.1 – P	5.1.2 6.2.1	S6 – 2.1				
	10.2b Explain the importance of individualised, person-centred care	K	10.2b	AC 4.1 – P	6.2.1	S6 – 2.1				

	10.2c Explain how to apply the basic principles of helping people to keep themselves safe	K	10.2c		5.1.2 6.2.1 6.3.1	S6 – 2.1				
	10.2d Explain the local arrangements for the implementation of multi-agency Safeguarding Adult's policies and procedures	K	10.2d	AC 3.1 – P AC 3.2 – P AC 5.3 – P	6.4.1	S6 – 4.1				
	10.2e List ways in which the likelihood of abuse can be reduced by managing risk and focusing on prevention	K	10.2e	AC 4.1 – P	6.2.1	S6 – 2.1				
	10.2f Explain how a clear complaints procedure reduces the likelihood of abuse	K	10.2f	AC 4.2 – P	6.2.2	S6 – 2.2				
10.3 Respond to suspected or disclosed abuse	10.3a Explain what to do if abuse of an adult is suspected including how to raise concerns within local whistleblowing policy procedures	K	10.3a	AC 2.1 – P AC 2.2 – P AC 3.1 – P AC 4.2 – P AC 5.2 – P AC 5.3 – P	6.3.1 6.3.2 6.4.1 6.4.2	S6 – 3.1 S6 – 3.2 S6 – 4.1				

10.4 Protect people from harm and abuse – locally and nationally	10.4a List relevant legislation, local and national policies and procedures which relate to safeguarding adults	K	10.4a	AC 3.1 – P AC 3.4 – P	6.4.1	S6 – 4.1				
	10.4b Explain the importance of sharing information with the relevant agencies	K	10.4b	AC 3.2 – P	6.4.1	S6 – 4.1				
	10.4c Describe the actions to take if they experience barriers in alerting or referring to relevant agencies	K	10.4c	AC 3.1 – P AC 3.2 – P AC 5.3 – P	6.4.1 6.4.2	S6 – 4.1 S6 – 4.2				

Declaration of completion

I confirm that the evidence provided by the employee meets the full requirements for **Standard 10: Safeguarding Adults**.

Employee signature:

Name of assessor*:

Assessor* signature:

Completion date:

*The Assessor can be your Manager, Supervisor or someone else authorised by your employing organisation. This individual provides confirmation that all learning outcomes and assessment criteria for the Care Certificate standard identified above have been completed and signed off by an authorising person.

Care Certificate *progress log, mapping and sign-off document*

Standard Number: 11

Standard Title: Safeguarding Children

Document guidance

This document provides an overview of the outcomes and assessment criteria for Standard 11: Safeguarding Children. It identifies the criteria within the Standard that should have been achieved upon successful completion of the underpinning knowledge within the Care Certificate workbook. Employees must demonstrate their competence in practice in order to fully achieve this Standard of the Care Certificate.

This progress log and sign-off document should be completed jointly by the employee and the manager/supervisor/assessor to confirm that all outcomes and criteria have been achieved in practice in the work setting. Supplementary evidence can be attached to demonstrate achievement and it is suggested to do so as good practice.

This document also provides an outline of the suggested mapping of outcomes and criteria within Standard 11: Safeguarding Children of the Care Certificate to the recommended Qualifications and Credit Framework (QCF) unit, the National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England and the Common Induction Standards. This document does not necessarily indicate direct mapping of criteria and therefore assessors and/or managers should ensure they follow the guidance below. Please note that when the term assessor is used throughout this document this could be the manager, supervisor or assessor and will be decided by the employing organisation.

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Guidance for assessors

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Unit number	Unit title	Level	Credit
Y/601/1695	Understand How to Safeguard the Wellbeing of Children and Young People	3	3

Care Certificate Standard 11 Outcome	Care Certificate Standard 11 Outcome	Knowledge/ Competence	Question within workbook	QCF unit Y/601/1695 Understand how to safeguard the wellbeing of children and young people P = Partial F = Full	National Minimum Training Standards Standard 5: Duty of Care Standard 6: Safeguarding	Common Induction Standards Standard 5: Principles for implementing duty of care Standard 6: Principles of safeguarding in health and social care	Assessment method used	Evidence location	Sign-off initials	Date
11.1 Safeguard Children	Recognise potential indicators of child maltreatment – physical, emotional, sexual abuse and neglect including radicalisation, child trafficking and FGM	K	11.1	AC 4.1 – P	5.1.2 6.1.1 6.1.2 6.1.4	S5 – 1.2 S6 – 1.1 S6 – 1.2				
	Understand the impact a parent/ carer's physical and mental health can have on the well-being of a child or young person, including the impact of domestic violence	K	11.2 part i 11.2 part ii	AC 5.3 – P	5.1.2 6.1.5	S5 – 1.2 S6 – 1.3				
	Understand the importance of children's rights in the safeguarding/ child protection context	K	11.3	AC 2.1 – P AC 4.3 – P	5.1.2 6.4.1	S5 – 1.2 S6 – 4.1				
	Know what action to take if you have concerns, including to whom you should report your concerns and from whom to seek advice	K	11.4	AC 2.4 – P AC 4.2 – P AC 4.3 – P AC 5.2 – P AC 5.3 – P	5.1.2 6.1.6 6.3.1 6.3.2 6.4.2	S5 – 1.2 S6 – 3.1 S6 – 3.2 S6 – 3.3				

Demonstrate an understanding of the risks associated with the internet and online social networking	K	11.6	AC 1.1 – P AC 4.3 – P	5.1.2 6.4.1	S5 – 1.2 S6 – 4.1				
Understand the basic knowledge of legislation (Children Acts 1989, 2004 and the Sexual Offences Act 2003)	K	11.6	AC 1.1 – P AC 4.3 – P	5.1.2 6.4.1	S5 – 1.2 S6 – 4.1				

Declaration of completion

I confirm that the evidence provided by the employee meets the full requirements for **Standard 11: Safeguarding Children**.

Employee signature:

Name of assessor*:

Assessor* signature:

Completion date:

*The Assessor can be your Manager, Supervisor or someone else authorised by your employing organisation. This individual provides confirmation that all learning outcomes and assessment criteria for the Care Certificate standard identified above have been completed and signed off by and authorising person.

Care Certificate *progress log, mapping and sign-off document*

Standard Number: 12

Standard Title: Basic Life Support

Document guidance

This document provides an overview of the outcomes and assessment criteria for Standard 12: Basic Life Support. It identifies the criteria within the Standard that should have been achieved upon successful completion of the underpinning knowledge within the Care Certificate workbook. Employees must demonstrate their competence in practice in order to fully achieve this Standard of the Care Certificate.

This progress log and sign-off document should be completed jointly by the employee and the manager/supervisor/assessor to confirm that all outcomes and criteria have been achieved in practice in the work setting. Supplementary evidence can be attached to demonstrate achievement and it is suggested to do so as good practice.

This document also provides an outline of the suggested mapping of outcomes and criteria within Standard 11: Basic Life Support of the Care Certificate to the recommended Qualifications and Credit Framework (QCF) unit, the National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England and the Common Induction Standards. This document does not necessarily indicate direct mapping of criteria and therefore assessors and/or managers should ensure they follow the guidance below. Please note that when the term assessor is used throughout this document this could be the manager, supervisor or assessor and will be decided by the employing organisation.

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Guidance for assessors

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The **Evidence location** column is included to provide a clear signpost to where the learner's evidence can be found. This may be within a portfolio of evidence, a continued professional development (CPD) file or electronically via e-learning or e-portfolio.

Unit number	Unit title	Level	Credit
L/602/5058	Basic adult life support and automated external defibrillation	2	2

Care Certificate Standard 12 Outcome	Care Certificate Standard 12 Criteria	Knowledge/ Competence	Question within workbook	QCF unit L/602/5058 Basic adult life support and automated external defibrillation	National Minimum Training Standards N/A	Common Induction Standards N/A	Assessment method used	Evidence location	Sign-off initials	Date
12.1 Provide basic life support	<p>Be able to carry out basic life support.</p> <p>Complete practical Basic Life Support Training that meets the UK Resuscitation Council guidelines.</p> <ul style="list-style-type: none"> • If working with adults in health and social care they will undertake training in adult basic life support. • If working with paediatric patients in health they will undertake training in paediatric basic life support. • If working with newborn patients in health they will undertake training in newborn life support. <p>Guidance:</p> <ul style="list-style-type: none"> • Resuscitation Council 2010 Resuscitation Guidelines • Cardiopulmonary Resuscitation – Standards for clinical practice and training joint statement 	K&C	N/A	Learners are provided with basic life support underpinning knowledge within the Care Certificate Workbook in addition to completion of relevant training for their workplace. The knowledge and skills gained may provide mapping to the basic adult life support and automated external defibrillation unit.						

Declaration of completion

I confirm that the evidence provided by the employee meets the full requirements for **Standard 12: Basic Life Support**.

Employee signature:

Name of assessor*:

Assessor* signature:

Completion date:

*The Assessor can be your Manager, Supervisor or someone else authorised by your employing organisation. This individual provides confirmation that all learning outcomes and assessment criteria for the Care Certificate standard identified above have been completed and signed off by an authorising person.

Care Certificate *progress log, mapping and sign-off document*

Standard Number: 13

Standard Title: Health and Safety

Document guidance

This document provides an overview of the outcomes and assessment criteria for Standard 13: Health and Safety. It identifies the criteria within the Standard that should have been achieved upon successful completion of the underpinning knowledge within the Care Certificate workbook. Employees must demonstrate their competence in practice in order to fully achieve this Standard of the Care Certificate.

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This document also provides an outline of the suggested mapping of outcomes and criteria within Standard 13: Health and Safety of the Care Certificate to the recommended Qualifications and Credit Framework (QCF) unit, the National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England and the Common Induction Standards. This document does not necessarily indicate direct mapping of criteria and therefore assessors and/or managers should ensure they follow the guidance below. Please note that when the term assessor is used throughout this document this could be the manager, supervisor or assessor and will be decided by the employing organisation.

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Guidance for assessors

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Unit number	Unit title	Level	Credit
R/601/8922	Contribute to health and safety in health and social care	2	4
J/601/8027	Move and position individuals in accordance with their plan of care	2	4
T/502/7585	Understanding assisting and moving individuals	2	4
K/502/7583	Understanding and enabling assisting and moving individuals	2	4
A/601/9420	Assist in the administration of medication	2	4
F/601/8138	Promote and implement health and safety in social care	3	6

Care Certificate Standard 13 Outcome	Care Certificate Standard 7 Criteria	K/ C	Question within workbook	QCF unit R/601/8922 Contribute to health and safety in health and social care P = Partial F = Full	QCF unit J/601/8027 Move and position individuals in accordance with their plan of care P = Partial F = Full	QCF unit T/502/7585 Understanding assisting and moving individuals P = Partial F = Full	QCF unit K/502/7583 Understanding and enabling assisting and moving individuals P = Partial F = Full	QCF unit A/601/9420 Assist in the administration of medication P = Partial F = Full	QCF unit F/601/8138 Promote and implement health and safety in social care P = Partial F = Full	National Minimum Training Standards Standard 8: Health and Safety	Common Induction Standards Standard 8: Health and safety in an adult social care workplace	Assessment method	Evidence location	Sign- off initials	Date
13.1 Understand their own responsibilities, and the responsibilities of others, relating to health and safety in the workplace	13.1a Identify legislation relating to general health and safety in a health or social care workplace	K	13.1a	AC 1.1 - F					AC 1.1 – P (Level 3)	8.1.1	S8 - 1.1				
	13.1b Describe the main points of the health and safety policies and procedures agreed with the employer	K	13.1b	AC 1.2 - F					AC 1.2 – P (Level 3)	8.1.1	S8 - 1.2				
	13.1c Outline the main health and safety responsibilities of: • Self • The employer or manager • Others in the workplace	K	13.1c	AC 1.3 - F					AC 1.3 – P (Level 3)	8.1.2	S8 - 1.3				
	13.1d List tasks relating to health and safety that should not be carried out without special training	K	13.1d	AC 1.4 - F					AC 1.4 – P (Level 3)	8.1.3	S8 - 1.4				
	13.1e Explain how to access additional support and information relating to health and safety	K	13.1e	AC 1.5 - F					AC 2.6 – P (Level 3)	8.1.4	S8 - 1.5				
	13.1f Describe different types of accidents and sudden illness that may occur in their own workplace	K	13.1f, 13.4a and b part i 13.1f, 13.4a and b part ii	AC 3.1 - F					AC 3.1 – F (Level 3)	8.4.1	S8 – 4.1				

13.2 Understand Risk Assessment	13.2a Explain why it is important to assess the health and safety risks posed by particular workplaces, situations or activities	K	13.2a	AC 2.1 - F						8.2.1	S8 - 2.1				
	13.2b Describe how and when to report health and safety risks that they have identified	K	13.2b	AC 2.2 - F						8.2.2	S8 - 2.2				
13.3 Move and assist safely	13.3a Identify key pieces of legislation that relate to moving and assisting	K	13.3a	AC 5.1 - P	AC2.1 - P	AC 1.3 – P AC 2.1 - P	AC1.3 - P		AC 5.1 – P (Level 3)	8.3.1	S8 - 3.1				
	13.3b List tasks relating to moving and assisting that they are not allowed to carry out until they are competent	K	13.3b			AC 3.1 - P	AC 1.4 – P AC3.1 - P			8.3.2	S8 - 3.2				
	13.3c Demonstrate how to move and assist people and objects safely, maintaining the individual's dignity, and in line with legislation and agreed ways of working	C			AC 4.2 – P AC 3.1 – P AC 3.2 – P AC 3.3 – P AC 3.6 – P AC 3.7 – P AC 4.1 – P AC 4.2 – P AC 5.1 – P AC 5.2 – P AC 5.5 – P AC 5.6 – P	AC 4.2 – P AC 4.7 – P AC 5.1 – P AC 6.1 – P AC 6.2 – P AC 6.3 – P AC 6.5 – P AC 6.6 – P	AC 4.2 – P AC 4.7 – P AC 5.1 – P AC 6.1 – P AC 6.2 – P AC 6.3 – P AC 6.4 – P AC 6.5 – P AC 6.6 – P		AC 5.3 – P (Level 3)	8.3.3	S8 - 3.3				
13.4 Understand procedures for responding to accidents and sudden illness	13.4a List the different types of accidents and sudden illness that may occur in the course of their work	K	13.1f, 13.4a and b part i 13.1f, 13.4a and b part ii	AC 3.1 - P					AC 3.1 – F (Level 3)	8.4.1	S8 - 4.1				
	13.4b Describe the procedures to be followed if an accident or sudden illness should occur	K	13.1f, 13.4a and b part i 13.1f, 13.4a and b part ii	AC 3.2 - P					AC 3.2 – P (Level 3)	8.4.2	S8 - 4.2				

	13.4c List the emergency first aid actions they are and are not allowed to carry out	K	13.4c						AC 1.4 P (Level 3)	8.4.3	S8 - 4.3				
13.5 Understand medication and healthcare tasks	13.5a Describe the agreed ways of working in relation to medication	K	13.5a and b					AC 2.1 - P		8.5.1	S8 - 5.1				
	13.5b Describe the agreed ways of working in relation to healthcare tasks	K	13.5a and b					AC 1.1 - P AC 1.2 - P		8.5.2	S8 - 5.2				
	13.5c List the tasks relating to medication and health care procedures that they are not allowed to carry out until they are competent	K	13.5c					AC 2.3 - P		8.5.3	S8 - 5.3				
13.6 Handle hazardous substances	13.6a Describe the hazardous substances in their workplace	K	13.6a	AC 6.1 - F					AC 6.1 – P (Level 3)	8.6.1	S8 - 6.1				
	13.6b Demonstrate safe practices for storing, using and disposing of hazardous substances	C		AC 6.2 – P					AC 6.2 – F (Level 3)	8.6.2	S8 - 6.2				
13.7 Promote fire safety	13.7a Explain how to prevent fires from starting or spreading	K	13.7a	AC 7.1 - F					AC 7.1 – P (Level 3)	8.7.1	S8 - 8.1				

	13.7b Describe what to do in the event of a fire	K	13.7b	AC 7.2 - F					AC 7.3 – P (Level 3)	8.7.2	S8 - 8.2				
13.8 Work securely	13.8a Describe the measures that are designed to protect their own security at work, and the security of those they support	K	13.8a	AC 8.2 - P					AC 8.2 – P (Level 3)	8.8.1	S8 - 9.1				
	13.8b Explain the agreed ways of working for checking the identity of anyone requesting access to premises or information	K	13.8b	AC 8.1 - P					AC 8.1 – P (Level 3)	8.8.2	S8 - 9.2				
13.9 Manage stress	13.9a Recognise common signs and indicators of stress in themselves and others	K	13.9a	AC 9.1 - F					AC 9.1 – P AC 9.2 - P (Level 3)	8.9.1	S8 - 10.1				
	13.9b Identify circumstances that tend to trigger stress in themselves and others	K	13.9b	AC 9.2 - F					AC 9.3 – P (Level 3)	8.9.2	S8 - 10.2				
	13.9c List ways to manage stress	K	13.9c	AC 9.3 - F					AC 9.4 – P (Level 3)	8.9.3	S8 - 10.3				

Declaration of completion

I confirm that the evidence provided by the employee meets the full requirements for **Standard 13: Health and Safety**.

Employee signature:

Name of assessor*:

Assessor* signature:

Completion date:

*The Assessor can be your Manager, Supervisor or someone else authorised by your employing organisation. This individual provides confirmation that all learning outcomes and assessment criteria for the Care Certificate standard identified above have been completed and signed off by an authorising person.

Care Certificate *progress log, mapping and sign-off document*

Standard Number: 14

Standard Title: Handling Information

Document guidance

This document provides an overview of the outcomes and assessment criteria for Standard 14: Handling Information. It identifies the criteria within the Standard that should have been achieved upon successful completion of the underpinning knowledge within the Care Certificate workbook. Employees must demonstrate their competence in practice in order to fully achieve this Standard of the Care Certificate.

This progress log and sign-off document should be completed jointly by the employee and the manager/supervisor/assessor to confirm that all outcomes and criteria have been achieved in practice in the work setting. Supplementary evidence can be attached to demonstrate achievement and it is suggested to do so as good practice.

This document also provides an outline of the suggested mapping of outcomes and criteria within Standard 14: Handling Information of the Care Certificate to the recommended Qualifications and Credit Framework (QCF) unit, the National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England and the Common Induction Standards. This document does not necessarily indicate direct mapping of criteria and therefore assessors and/or managers should ensure they follow the guidance below. Please note that when the term assessor is used throughout this document this could be the manager, supervisor or assessor and will be decided by the employing organisation.

This document should always be used in conjunction with the guidance provided in the Care Certificate Framework Technical Document.

Guidance for assessors

Assessors must ensure that the learner has produced evidence for each assessment criterion that is valid, authentic, reliable, current and sufficient. Therefore assessors **must not assume** that if the mapping document indicates a criterion could have already been achieved, the mapped criteria within the QCF unit should automatically be awarded. Learners and assessors are responsible for ensuring that the outcomes and criteria within the QCF unit and standards below have been achieved to the required standard. For reference, within the column that refers to coverage of the relevant QCF unit, a **P** indicates that the Care Certificate criteria provides partial coverage of the relevant criteria within the QCF unit, whereas an **F** indicates full coverage.

The **Assessment method used** column is included to allow assessors to provide evidence of the type of assessment method that has been used to assess the Care Certificate criteria. This is likely to be noted as the Care Certificate Workbook; however, further evidence could include professional discussion, observation, question and answer, e-learning, witness testimony etc. This column can also be completed to evidence competence using these example assessment methods.

The **Evidence location** column is included to provide a clear signpost to where the learner's evidence can be found. This may be within a portfolio of evidence, a continued professional development (CPD) file or electronically via e-learning or e-portfolio.

Unit number	Unit title	Level	Credit
J/601/8142	Handle information in health and social care settings	2	1

Care Certificate Standard 14 Outcome	Care Certificate Standard 14 Criteria	Knowledge/ Competence	Question within workbook	QCF unit: Handle information in health and social care settings P = Partial F = Full	National Minimum Training Standards: Standard 9 – handling information	Common Induction Standards: Standard 1 – Role of the health and social care worker	Assessment method used	Evidence location	Sign-off initials	Date
14.1 Handle information	14.1a Describe the agreed ways of working and legislation regarding the recording, storing and sharing of information	K	14.1a	AC1.1 – P	9.1.1	4.1				
	14.1b Explain why it is important to have secure systems for recording, storing and sharing information	K	14.1b part i 14.1b part ii	AC1.2 – F	9.1.2	4.2				
	14.1c Demonstrate how to keep records that are up to date, complete, accurate and legible	C		AC3.1 – F	9.1.3	4.3				
	14.1d Explain how, and to whom, to report if they become aware that agreed ways of working have not been followed	K	14.1d part i 14.1d part ii	AC2.2 – P	9.1.4	4.4				

Declaration of completion

I confirm that the evidence provided by the employee meets the full requirements for **Standard 14: [Handling Information of the Care Certificate](#)**.

Employee signature:

Name of assessor*:

Assessor* signature:

Completion date:

*The Assessor can be your Manager, Supervisor or someone else authorised by your employing organisation. This individual provides confirmation that all learning outcomes and assessment criteria for the Care Certificate standard identified above have been completed and signed off by an authorising person.

Care Certificate *progress log, mapping and sign-off document*

Standard Number: 15

Standard Title: Infection prevention and control

Document guidance

This document provides an overview of the outcomes and assessment criteria for Standard 15: Infection prevention and control. It identifies the criteria within the Standard that should have been achieved upon successful completion of the underpinning knowledge within the Care Certificate workbook. Employees must demonstrate their competence in practice in order to fully achieve this Standard of the Care Certificate.

This progress log and sign-off document should be completed jointly by the employee and the manager/supervisor/assessor to confirm that all outcomes and criteria have been achieved in practice in the work setting. Supplementary evidence can be attached to demonstrate achievement and it is suggested to do so as good practice.

This document also provides an outline of the suggested mapping of outcomes and criteria within Standard 15: Infection prevention and control of the Care Certificate to the recommended Qualifications and Credit Framework (QCF) unit, the National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England and the Common Induction Standards. This document does not necessarily indicate direct mapping of criteria and therefore assessors and/or managers should ensure they follow the guidance below. Please note that when the term assessor is used throughout this document this could be the manager, supervisor or assessor and will be decided by the employing organisation.

This document should always be used in conjunction with the guidance provided in the Care Certificate Framework Technical Document.

Guidance for assessors

Assessors must ensure that the learner has produced evidence for each assessment criterion that is valid, authentic, reliable, current and sufficient. Therefore assessors **must not assume** that if the mapping document indicates a criterion could have already been achieved, the mapped criteria within the QCF unit should automatically be awarded. Learners and assessors are responsible for ensuring that the outcomes and criteria within the QCF unit and standards below have been achieved to the required standard. For reference, within the column that refers to coverage of the relevant QCF unit, a **P** indicates that the Care Certificate criteria provides partial coverage of the relevant criteria within the QCF unit, whereas an **F** indicates full coverage.

The **Assessment method used** column is included to allow assessors to provide evidence of the type of assessment method that has been used to assess the Care Certificate criteria. This is likely to be noted as the Care Certificate Workbook, however if further evidence is also provided this could include professional discussion, observation, question and answer, e-learning, witness testimony etc. This column can also be completed to evidence competency using these example assessment methods.

The **Evidence location** column is included to provide a clear signpost to where the learner's evidence can be found. This may be within a portfolio of evidence, a continued professional development (CPD) file or electronically via e-learning or e-portfolio.

Unit number	Unit title	Level	Credit
L/501/6737	The principles of Infection Prevention and Control	2	3
H/501/7103	Causes and Spread of Infection	2	2

Care Certificate Standard 15 Outcome	Care Certificate Standard 15 Criteria	Knowledge/ Competence	Question within workbook	QCF unit L/501/6737 The principles of Infection Prevention and Control P = Partial F = Full	QCF unit LH/501/7103 Causes and Spread of Infection P = Partial F = Full	National Minimum Training Standards Standard 10: Infection prevention and control	Common Induction Standards Standard 8: Health and Safety in an adult social care workplace	Assessment method used	Evidence location	Sign- off initials	Date
15.1 Prevent the spread of infection	15.1a Describe the main ways an infection can get into the body	K	15.1a		AC2.2 - F	10.1.1	S8 7.1				
	15.1b Demonstrate effective hand hygiene	C		AC6.2 - F		10.1.2	S8 7.2				
	15.1c Explain how their own health or hygiene might pose a risk to the individuals they support or work with	K	15.1c	AC3.2 - P	AC2.4 – P AC2.5 - P	10.1.3	S8 7.3				
	15.1d List common types of personal protective clothing, equipment and procedures and how and when to use them	K	15.1d	AC5.2 – P AC5.3 - P		10.1.4	S8 7.4				
	15.1e Explain the principles of safe handling of infected or soiled linen and clinical waste	K	15.1e	AC3.1 - P AC5.8 - P		10.1.5	S8 7.5				

Declaration of completion

I confirm that the evidence provided by the employee meets the full requirements for **Standard 15: Infection prevention and control**.

Employee signature:

Name of assessor*:

Assessor* signature:

Completion date:

*The Assessor can be your Manager, Supervisor or someone else authorised by your employing organisation. This individual provides confirmation that all learning outcomes and assessment criteria for the Care Certificate standard identified above have been completed and signed off by and authorising person.