**All Wales induction framework practice learning outcomes**

**Confirmed competency for domiciliary care worker registration**

**All Wales induction framework practice learning outcomes**

**Confirmed competency for domiciliary care worker registration**

Examples of evidence for these required learning outcomes could include (but is not limited to):

* observation
* feedback from colleagues/ individuals who use the service
* team meetings
* training sessions
* discussions
* induction workbook activities
* supervision notes.

**Section 1:**

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| **1.1 How legislation, national policies and codes of conduct and practice underpin health and social care and support for children and young people** |
| Relate the principles and values of the Social Services and Well-Being (Wales) Act 2014 to your practice |
| Uphold the Codes of Conduct and professional practice in your work |
| **List evidence used:** |

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| **1.2 Rights based approaches. How rights based approaches relate to health and social care** |
| Embed a rights based approach in your practice |
| **List evidence used:** |

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| **1.3 Child centred approaches. How to use child centred approaches** |
| Recognise the importance of knowing an individual’s preferences and background and reflect this in the way that you practice |
| Embed person centred approaches in your practice |
| **List evidence used:** |

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| **1.4 Equality, diversity and inclusion. How to promote equality and diversity and inclusion** |
| Respect and promote equality, diversity and inclusion |
| **List evidence used:** |

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| **1.5 Positive risk taking. How positive risk taking supports well-being, voice, choice and control** |
| Follow workplace policies and procedures for the use of risk assessments to support individuals to take positive risks |
| **List evidence used:** |

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| **1.7 Communication. The importance of effective communication in health and social care** |
| Identify and use a range of communication methods to meet the needs and preferences of the individual/s that you support |
| **List evidence used:** |

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| **1.8 Welsh language and culture. The importance of Welsh language and culture for individuals and carers** |
| Implement the principles of Mwy na Geiriau / More than Just Words in your work |
| **List evidence used:** |

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| **1.9 How positive approaches can be used to reduce restrictive practices in social care. Positive approaches to reduce restrictive practices in health and social care** |
| Embed the use of positive approaches in your practice |
| Follow workplace policies and procedures that are in place for behaviour support |
| **List evidence used:** |

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| **1.11 Reflection. How own beliefs, values and life experiences can affect attitude and behaviour towards individuals and carers** |
| Reflect on how your attitude and behaviour impact on the individual/s that you support |
| **List evidence used:** |

**Section 2:**

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| **2.1 Legislation, national policies and Codes of Conduct and Practice. How legislation, national policies and Codes of Conduct and Practice underpin health and social care and support for children and young people** |
| Relate the principles and values of the Social Services and Well-Being (Wales) Act 2014 and the Children Act (1989) to your practice |
| Uphold the Codes of Conduct and Professional Practice in your work |
| **List evidence used:** |

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| **2.2 Rights based approaches. How rights based approaches relate to health and social care** |
| Embed a rights based approach in your practice |
| **List evidence used:** |

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| **2.3 Child centred approaches. How to use child centred approaches** |
| Embed child centred approaches in your practice |
| Support children and young people to engage in activities and experiences that reflect their preferences and are meaningful and enjoyable |
| Ensure the best interests of the child are paramount |
| **List evidence used:** |

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| **2.4 Equality, diversity and inclusion. How to promote equality and diversity and inclusion** |
| Respect and promote equality, diversity and inclusion |
| **List evidence used:** |

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| **2.5 Positive risk taking. How positive risk taking supports well-being, voice, choice and control** |
| Follow workplace policies and procedures for the use of risk assessments to support children and young people to take positive risks |
| Balance a child or young person’s normal need to experiment and take some risks with your duty to keep them safe |
| **List evidence used:** |
| **2.7 Communication. The importance of effective communication in health and social care** |
| Identify and use a range of communication methods to meet the needs and preferences of the children and young people that you support |
| **List evidence used:** |

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| **2.8 Welsh language and culture. The importance of Welsh language and culture for children and young people** |
| Implement the principles of Mwy na Geiriau / More than Just Words in your work |
| **List evidence used:** |

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| **2.9 Positive approaches to reduce restrictive practices in health and social care. How positive approaches can be used to reduce restrictive practices in social care** |
| Embed the use of positive approaches in your work |
| Follow workplace policies and procedures that are in place for behaviour support |
| **List evidence used:** |

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| **2.11 Reflection. How own beliefs, values and life experiences can affect attitude and behaviour towards children and young people** |
| Reflect on how your attitude and behaviour impact on the children and young people you support |
| **List evidence used:** |

**Section 3:**

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| **3.1 Well-being. What well-being means in the context of health and social care** |
| Recognise the importance of families, friends and community networks and work in a way that supports and develops these relationships |
| Recognise what matters to individuals |
| **List evidence used:** |

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| **3.2 Factors that impact upon health and well-being. Factors that impact upon the health and well-being of individuals** |
| You know where to access further information or support related to the health and well-being of the individuals that you support |
| Take account of any specific factors that impact upon the health and well-being of the individuals that you work with |
| Support health promotion |
| **List evidence used:** |

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| **3.3 Support for personal care and continence. How to support individuals with their personal care and continence management** |
| Follow individuals’ **personal plans** when assisting them with their personal care and / or continence management |
| Follow **workplace** policies and procedures for the recording of information when supporting a person with management of their continence |
| Follow workplace policies and procedures for infection prevention and control when supporting an individual with their personal care and continence management |
| **List evidence used:** |

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| **3.4 Pressure area care. Good practice in relation to pressure area care** |
| Follow individuals’ personal plans and risk assessment when assisting them with pressure area care |
| Follow workplace policies and procedures for infection prevention and control when supporting an individual with pressure area care |
| Follow workplace policies and procedures for reporting and recording any changes in skin condition including improvement or deterioration |
| **List evidence used:** |

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| **3.5 Oral health care. How to support good oral health care and mouth care for individuals** |
| Follow individuals’ personal plans when assisting them with mouth care |
| Follow workplace policies for infection prevention and control when supporting individuals with mouth care |
| Follow workplace policies and procedures for recording and reporting any changes in the condition of the mouths of individuals |
| **List evidence used:** |

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| **3.6 Foot Care. Supporting the health, well-being and development of children with additional support needs** |
| Follow individuals’ personal plans when assisting them with their foot care |
| Follow workplace policies and procedures in the monitoring, recording and reporting of the feet condition of individuals |
| **List evidence used:** |

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| **3.7 Administration of medication. Roles and responsibilities related to the administration of medication in social care settings** |
| You are aware of what you can and cannot do in relation to the administration and use of medication at this stage of your training in the context of your role |
| Follow your workplace policies and procedures in support of the administration and use of medication |
| **List evidence used:** |

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| **3.8 Nutrition and Hydration. The importance of nutrition and hydration for the health and well-being of individuals** |
| Take account of any specific nutrition and hydration requirements for the individuals that you support |
| Follow workplace policies and procedures for monitoring and recording when supporting individuals with the management of their nutrition and hydration |
| **List evidence used:** |

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| **3.9 Falls Prevention. How to support falls prevention** |
| Minimise the factors that can contribute to falls |
| Follow workplace policies and procedures for the recording and reporting of any concerns about factors that may lead to falls |
| **List evidence used:** |

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| **3.10 End of life care. Factors that affect end of life care** |
| Follow workplace policies and procedures when supporting individuals with end of life care |
| **List evidence used:** |

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| **3.11 Assistive Technology. How Assistive Technology can be used to support the health and well-being of individuals** |
| Follow workplace policies and procedures for the use of assistive technology |
| **List evidence used:** |

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| **3.12 Sensory Loss. How sensory loss can impact upon the health and well-being of individuals** |
| Take account of sensory loss support requirements |
| **List evidence used:** |

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| **3.13 Dementia. How living with dementia can impact on the health and well-being of individuals** |
| Support individuals that you work with to live well with dementia |
| **List evidence used:** |

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| **3.14 Mental health. How mental ill-health can impact upon the health and well-being of individuals** |
| Support individuals to live well with mental ill-health |
| **List evidence used:** |

**Section 4:**

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| **4.1 Well-being. What well-being means in the context of health and social care** |
| Recognise the importance of the child’s family / significant others and support and develop these relationships in the interest of the child unless there is evidence that this would be damaging |
| **List evidence used:** |

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| **4.2 Factors that impact upon health and well-being. Factors that impact upon the health and well-being of children and young people** |
| Recognise the impact that experiences and life events have had on children and young people’s lives |
| Promote the self-identity, self-esteem, sense of security and belonging of children and young people |
| Support children and young people to recognise and celebrate their abilities, talents and achievements |
| Embeds a co-productive approach that supports and encourages children and young people to participate in a range of activities and experiences and make developmental progress at a level appropriate to their age, needs and abilities |
| Embeds a co-productive approach that maximises the active participation, independence and responsibility of children and young people |
| **List evidence used:** |

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| **4.3 Positive environments for the health, well-being and development of children and young people. Environments that support the health, well-being and development of children and young people** |
| Support a positive, safe, caring, nurturing and responsive environment that meets the health, well-being, development and individual needs of children and young people |
| **List evidence used:** |

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| **4.4 Play. Supporting the use of play for the health, well-being and development of children** |
| Provide a range of opportunities for different types of play |
| Adapts the environment and activities to support participation |
| Meet the individual needs and preferences of children and young people |
| **List evidence used:** |

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| **4.5 Speech, language and communication. Speech, language and communication development** |
| Take account of the speech and language communication needs of children |
| **List evidence used:** |

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| **4.8 Administration of medication. Roles and responsibilities related to the administration of medication in social care settings** |
| You are aware of what you can and cannot do in relation to the administration and use of medication at this stage of your training in the context of your role |
| Follow your workplace policies and procedures in support of the administration and use of medication |
| **List evidence used:** |

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| **4.9 Personal care. Supporting children and young people with their personal care** |
| Support personal care routines that meet the individual needs of children and young people |
| Support personal care routines of children and young people in a way that treats them with dignity and respect and protects both the child or young person and yourself from harm or allegations of harm |
| Follow policies and procedures for infection prevention and control when supporting children and young people with personal care routines |
| **List evidence used:** |

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| **4.10 Nutrition and hydration. The importance of nutrition and hydration for the health and well-being of children and young people** |
| Take account of any specific nutrition and hydration requirements for the children and young people that you support |
| Provide support for a balanced diet and good hydration |
| **List evidence used:** |

**Section 5:**

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| **5.1 Role and responsibilities of the health and social care worker. The role, responsibilities and accountabilities of health and social care workers** |
| Embed the ethos and structure of the organisation you work for and your role within it |
| Take account of your own job description**,** what it requires you to do and the limits of your role |
| Makes use of support for yourself in undertaking your role |
| Promote good practice by reporting matters that affect the welfare and safety of individuals or their carers or practices that are unsafe or conflict with the ethos, policies and procedures of the organisation |
| Follow **workplace** policies and procedures |
| **List evidence used:** |

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| **5.2 Partnership working. How to develop and maintain effective partnership working with others in health and social care** |
| Recognise the range and roles of other workers in your organisation and other agencies that you may come into contact with |
| Apply the principles of partnership working and co-production in your work with others |
| Apply the principles of confidentiality in all communication with others |
| Develop good working relationships with other workers and professionals whilst maintaining clear professional boundaries |
| **List evidence used:** |

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| **5.3 Team working. How effective team working supports good practice in health and social care** |
| The structure, purpose and make up of your own team and how you contribute to its work |
| **List evidence used:** |

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| **5.4 Handling information. How to handle information** |
| Follow your workplace policies and procedures on the handling of information including: storing, recording, confidentiality and sharing |
| Record written information with accuracy, clarity, relevance and an appropriate level of detail in a timely manner |
| **List evidence used:** |

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| **5.5 Personal conduct of health and social care workers. The importance of upholding the profession of health and social care workers** |
| Uphold the profession of health and social care workers and role model best practice in your work |
| **List evidence used:** |

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| **5.6 Continuing Professional Development. How continuing professional development contributes to professional practice** |
| Meet your workplace requirements regarding learning and development in your role |
| Actively identify your own learning and support needs and work with your manager to develop and follow a personal development plan to meet these |
| Actively prepares for and contributes to supervision and appraisal |
| Reflect on your practice to support your professional development |
| Develop the literacy, numeracy and digital competency skills needed to meet the requirements of your role |
| **List evidence used:** |

**Section 6:**

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| **6.1 Legislative frameworks for Safeguarding. The purpose of legislation, national policies and Codes of Conduct and Professional Practice in relation to the safeguarding of individuals** |
| Follow your local and workplace policies and procedures for safeguarding individuals |
| **List evidence used:** |

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| **6.2 Safeguarding individuals from harm, abuse or neglect. How to work in ways that safeguard individuals from harm, abuse and neglect** |
| Promote and support the safeguarding of individuals |
| **List evidence used:** |

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| **6.3 Factors, situations and actions that could lead or contribute to harm, abuse or neglect. The factors, situations and actions that could lead or contribute to harm, abuse or neglect** |
| Promote safe practice and minimise risks to individuals of harm, abuse or neglect |
| **List evidence used:** |

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| **6.4 Reporting and recording in relation to safeguarding. How to respond, record and report concerns, disclosures or allegations related to safeguarding** |
| Where and how to access additional personal support if dealing with safeguarding issues |
| Adhere to your **workplace** policies and procedures for recording and reporting concerns |
| Follow workplace policies and procedures to record concerns with accuracy, clarity, relevance and an appropriate level of detail in a timely manner |
| **List evidence used:** |

**Section 7:**

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| **7.1 Health and Safety in the workplace. How to meet legislative requirements for health and safety in the work place** |
| Meet your responsibilities in line with health and safety legislation |
| Adhere to your workplace policies and procedures for health and safety |
| Follow workplace processes for the recording and reporting of any concerns or incidents related to health and safety |
| **List evidence used:** |

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| **7.2 Risk assessments for health and safety. How risk assessments are used to support health and safety in the work place** |
| Are compliant with health and safety risk assessments for your workplace and procedures for reporting concerns or incidents |
| **List evidence used:** |

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| **7.3 Fire Safety. How to promote fire safety in work settings** |
| Adhere to the procedures of your work setting that must be followed in the event of a fire |
| **List evidence used:** |

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| **7.4 Moving and Handling and Moving and Positioning. The principles of moving and handling and moving and positioning** |
| Undertake safe moving and positioning and/or moving and handling in accordance with your training and in the context of your role |
| **List evidence used:** |

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| **7.5 Emergency first aid. How and when emergency first aid can be applied in the work setting**  Note: workers in health and social care settings would be expected to attend an external first aid course to complete this area of learning if it is relevant to their role |
| Attended emergency first aid training suitable to your role and know when it is appropriate to apply emergency first aid and when medical help needs to be sought |
| **List evidence used:** |
| **7.6 Infection prevention and control. The main routes to infection and how to prevent the spread of infections in the workplace** |
| Follow good hygiene practice |
| Implement your workplace policies and procedures for infection prevention and control |
| Follow hand washing technique that is used to prevent the spread of infection |
| **List evidence used:** |

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| **7.7 Food Safety. How to implement food safety measures** |
| Follow your workplace policies and procedures in relation to food safety |
| **List evidence used:** |

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| **7.8 Hazardous substances. How to store, use and dispose of hazardous substances safely** |
| Follow your workplace policies and procedures for the storage, use and disposal of hazardous substances |
| **List evidence used:** |

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| **7.9 Security in the work setting. How to maintain security in the work setting** |
| Adhere to arrangements that are in place to ensure that you, individuals and others are safe in the work setting |
| Adhere to workplace policies and procedures for lone working, advising of whereabouts and access to the work setting |
| **List evidence used:** |

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| 7.10 Managing stress. How to manage stress |
| Using supervision to discuss your well-being with your line manager |
| **List evidence used:** |