**Confirmed competence for domiciliary care worker registration**

**Required competencies**

Employers should use this guide to determine if a worker meets the required competencies to be able to apply for registration with Social Care Wales. It is a legal requirement for evidence of competence to be available as part of an application to the Register. Full use of this guidance will help workers and managers provide appropriate evidence.

The competencies are based on the practice outcomes set out in the all-Wales induction framework for health and social care. There are seven sections in total. Those working with adults need to complete sections 1, 3, 5, 6 and 7, and those working with children and young people need to complete sections 2, 4, 5, 6 and 7.

Each section lists ways in which the worker should be practising. There is a column next to each outcome where any evidence you may have used should be recorded. It is likely that some pieces of evidence may cover more than one learning outcome across more than one section.

Some of the elements are specific to a worker’s role. For example, those who do not support people with foot care will **not** be expected to show their practice in this area.

A suggested starting point for evidence mapping would be the worker’s job description and probationary review. Once a worker has completed and passed their probation review, this could be used as evidence of competence.

Social Care Wales may sample the evidence used to support your decision, so you should be able to make this available to us should we request it from you.

Examples of evidence for these competencies could include (but is not limited to):

* probationary review and job description
* induction workbook activities
* training records
* certificates gained through assessed training e.g. moving and handling, first aid, food hygiene, etc
* supervision and/ or appraisal notes
* team meetings
* observation
* discussions
* feedback from colleagues and people who use the service

**How to confirm a worker’s competence**

As part of their application, the worker will be asked to identify their manager from a list on our IT system. The manager will be contacted by email to confirm the application and competence.

**Confirmed competence can be used to apply for registration until 1October 2022.**

**Section 1: Principles and values (adults)**

Workers should complete the planned learning for five of the seven sections (1, 3, 5, 6 and 7 for those working with adults; and 2, 4, 5, 6 and 7 for those working with children and young people).

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| **1.1 How legislation, national policies and codes of conduct and practice underpin health and social care and support for individuals** | **List evidence used** |
| 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 |  |
| **1.2 Rights based approaches. How rights-based approaches relate to health and social care** | |
| Embed a rights-based approach in your practice |  |
| **1.3 Person-centred approaches. How to use person-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 |  |
| **1.4 Equality, diversity and inclusion. How to promote equality and diversity and inclusion** | |
| Respect and promote equality, diversity and inclusion |  |
| **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 |  |
| **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 |  |
| **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 |  |
| **1.9 How positive approaches can be used to reduce restrictive practices in social care.** | |
| Embed the use of positive approaches in your practice |  |
| Follow workplace policies and procedures that are in place for behaviour support |  |
| **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 |  |

**Section 2: Principles and values (children and young people)**

Workers should complete the planned learning for five of the seven sections (1, 3, 5, 6 and 7 for those working with adults; and 2, 4, 5, 6 and 7 for those working with children and young people).

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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** | **List evidence used** |
| 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 |  |
| **2.2 Rights based approaches. How rights-based approaches relate to health and social care** | |
| Embed a rights-based approach in your practice |  |
| **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 |  |
| **2.4 Equality, diversity and inclusion. How to promote equality and diversity and inclusion** | |
| Respect and promote equality, diversity and inclusion |  |
| **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 |  |
| **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 |  |
| **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 |  |
| **2.9 Positive approaches to reduce restrictive practices in health and social care.** | |
| Embed the use of positive approaches in your work |  |
| Follow workplace policies and procedures that are in place for behaviour support |  |
| **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 |  |

**Section 3: Health and wellbeing (adults)**

Workers should complete the planned learning for five of the seven sections (1, 3, 5, 6 and 7 for those working with adults; and 2, 4, 5, 6 and 7 for those working with children and young people).

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| **3.1 Well-being. What well-being means in the context of health and social care** | **List evidence used** |
| 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 |  |
| **3.2 Factors that impact upon health and well-being. Factors that impact upon the health and well-being of individuals** | |
| 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 |  |
| **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 |  |
| **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 |  |
| **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 |  |
| **3.6 Foot Care. The importance of footcare to the health and well-being of individuals** | |
| 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 |  |
| **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 |  |
| **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 |  |
| **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 |  |
| **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 |  |
| **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 |  |
| **3.12 Sensory Loss. How sensory loss can impact upon the health and well-being of individuals** | |
| Take account of sensory loss support requirements |  |
| **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 |  |
| **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 |  |

**Section 4: Health and wellbeing (children and young people)**

Workers should complete the planned learning for five of the seven sections (1, 3, 5, 6 and 7 for those working with adults; and 2, 4, 5, 6 and 7 for those working with children and young people).

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| **4.1 Well-being. What well-being means in the context of health and social care** | **List evidence used** |
| 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 |  |
| **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 |  |
| Embed 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 |  |
| Embed a co-productive approach that maximises the active participation, independence and responsibility of children and young people |  |
| **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 |  |
| **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 |  |
| Adapt the environment and activities to support participation |  |
| Meet the individual needs and preferences of children and young people |  |
| **4.5 Speech, language and communication development** | |
| Take account of the speech and language communication needs of children |  |
| **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 |  |
| **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 |  |
| **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 |  |

**Section 5: Professional Practice**

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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** | **List evidence used** |
| 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 |  |
| Make 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 |  |
| **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 |  |
| **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 |  |
| **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 |  |
| **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 |  |
| **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 |  |

**Section 6: Safeguarding individuals**

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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** | **List evidence used** |
| Follow your local and workplace policies and procedures for safeguarding individuals |  |
| **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 |  |
| **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 |  |
| **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 |  |

**Section 7: Health and safety**

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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** | **List evidence used** |
| 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 |  |
| **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 |  |
| **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 |  |
| **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 |  |
| **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 | |
| Attend 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 |  |
| **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 |  |
| **7.7 Food Safety. How to implement food safety measures** | |
| Follow your workplace policies and procedures in relation to food safety |  |
| **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 |  |
| **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 |  |
| 7.10 Managing stress. How to manage stress | |
| Use supervision to discuss your well-being with your line manager |  |