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# All Wales induction framework for health and social care workbook 5: Professional practice as a health and social care worker

This workbook will help you explore the roles and responsibilities of being an employee, colleague and a professional worker.

The workbook can either be downloaded and completed electronically or printed and completed by hand.

You can use the completed workbook activities:

* towards achieving the All Wales induction framework for health and social care (Induction framework)
* to help you get ready to complete the core qualification for health and social care
* as evidence towards your practice qualification.

Some words are highlighted in **bold** in the progress log. There’s a glossary at the end of this workbook if you want help to know what these mean.

Where we’ve used the term ‘individuals’ in this workbook, it relates to both adults and children and young people.

Throughout the workbook, we refer to ‘health and social care workers’. This means the person providing care and support or services to individuals.

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## 5.1 Roles, responsibilities and accountabilities of the health and social care worker

This section will help you explore the roles, responsibilities and accountabilities of being a health and social care worker. These will be set out in a range of laws and legislative frameworks, standards, the codes of conduct and professional practice, and your job description.

**Policies, procedures and legislative frameworks**

In your role, you must follow your organisation’s policies and procedures. These are usually created by employers to reflect or meet legislation or laws. You don’t need to know the details of the legislation, but you do need to follow your organisation’s policies and procedures, and if you’re registered with us, the *Code of professional practice for social care workers* and any practice guidance relevant for your role.

Most of your organisation’s policies and procedures are based on legislation or laws.

Legislation or laws sit in something called a legislative framework. This is an example of how it looks in Wales for one part of social care:

* Practice guidance, for example: [*The residential child care worker – practice guidance*](https://socialcare.wales/dealing-with-concerns/codes-of-practice-and-guidance)[[1]](#footnote-1)
* Codes of practice, for example: [*The code of professional practice for social care workers*](https://socialcare.wales/dealing-with-concerns/codes-of-practice-and-guidance)[[2]](#footnote-2)
* Statutory guidance, for example: *Statutory guidance for service providers and responsible individuals on meeting service standard regulations*[[3]](#footnote-3)
* Regulations or statutory instruments, for example: The Regulated Services (Service Providers and Responsible Individuals) (Wales) Regulations 2017[[4]](#footnote-4)
* Act of the Assembly of Wales – Act of Parliament, for example: The Regulation and Inspection of Social Care (Wales) Act 2016[[5]](#footnote-5)

**Pyramid diagram showing the legislative framework**

From the Act come the regulations, which set out the requirements about how the Act must be put into practice

The statutory guidance sets out how regulated services providers may comply with the regulations.

The code of professional practice aligns with the requirements of the Act, the regulations and guidance, but are directed at the role and responsibilities of the workforce rather than providers of services.

The practice guidance sets out how workers can comply with the requirements of the code.

To help you understand this and see how one flows from the other, we’ll look at one part of the Act and see how this runs through all parts of the legislative framework.

Part five of The Regulation and Inspection of Social Care (Wales) Act 2016 says:

**Social care workers: standards of conduct, education**

112 Codes of practice

(1) Social Care Wales must prepare and from time to time publish codes of practice setting:

(a) standards of conduct and practice expected of social care workers;

(b) standards of conduct and practice expected of persons employing or seeking to employ social care workers.

Regulation 38 of The Regulated Services (Service Providers and Responsible Individuals) (Wales) Regulations 2017 says:

**Information for staff**

**38.** (1) The service provider must ensure that all persons working at the service (including any person allowed to work as a volunteer) are provided with information about the service and the way it is provided.

(2) The service provider must ensure that there are arrangements in place to make staff aware of any codes of practice about the standards of conduct expected of social care workers, which is required to be published by Social Care Wales under section 112(1)(a) of the Act.

The *Statutory guidance for service providers and responsible individuals on meeting service standard regulations* says:

Service providers ensure staff have access to and understand up-to-date copies of all relevant policies, procedures and codes of practice. Service providers ensure staff have read these during the induction period and test staff members’ ongoing understanding through supervision and performance reviews.

The *Code of professional practice for social care workers* says :

The Code is a list of statements that describe the standards of professional conduct and practice required of those employed in the social care profession in Wales. The Code plays a key part in raising awareness of the standards of conduct and practice that are expected of the profession

The *Residential child care worker – practice guidance* is for residential child care workers (workers) registered with Social Care Wales:

It builds on the Code of professional practice for social care and aims to:

• describe what is expected of workers

• help workers provide a good service

**Learning activity – policies and procedures**

Ask your manager for a copy of the policy and procedure related to the *Code of professional practice for social care workers* and think about how it relates to the information in this section. You don’t need to write anything down for this learning activity.

**The codes of conduct and professional practice**

The codes of conduct and professional practicedescribe the standards of professional conduct and practice needed by health and social care workers in their everyday work. The codes may be used in many ways. As a health or social care worker, you can use them:

* to let individuals and other carers know about the standard of care and support they can expect from you
* as a guide for the work you do
* as a tool to reflect on and improve what you do
* for discussion in your supervision sessions with your manager
* for discussion with your colleagues and other professionals about your work
* to help you challenge others’ poor work
* as a guide that helps you know what support you can expect from your manager, such as induction and training.

[The Code of professional practice for social care workers](https://socialcare.wales/cms_assets/file-uploads/Code-of-Professional-Practice-for-Social-Care-web-version.pdf) is used by people employed in social care, and the [NHS Wales code of conduct for health care support workers in Wales](http://www.wales.nhs.uk/documents/Code_of_Conduct_for_Healthcare_Support_Workers_in_Wales.pdf) is used by people employed by health. Some social care workers need to register with us as a professional and if this is the case, they must follow the *Code of professional practice*. There will also be extra practice guidance depending on your role, for example:

* [The residential child care worker – practice guidance](https://socialcare.wales/cms_assets/file-uploads/Practice-guidance-residential-child-care-workers.pdf)
* [The domiciliary care worker – practice guidance](https://socialcare.wales/cms_assets/file-uploads/Practice-Guidance-Version-1.pdf)
* [The adult care home worker – practice guidance](https://socialcare.wales/cms_assets/file-uploads/Adult-Care-Home-Worker-Practice-Guidance.pdf)

**Learning activity – codes of conduct and professional practice**

Whatever your role, read the [Code of professional practice](https://socialcare.wales/cms_assets/file-uploads/Code-of-Professional-Practice-for-Social-Care-web-version.pdf) **and** the [NHS Wales code of conduct for health care support workers in Wales](http://www.wales.nhs.uk/documents/Code_of_Conduct_for_Healthcare_Support_Workers_in_Wales.pdf) and answer these questions. Let your manager know if you need help to get copies of the codes:

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| --- |
| 1. What do the *Code of professional practice* **and** the *NHS Wales code of conduct for health care support workers in Wales* tell workers about their responsibilities for equality and diversity?
2. What do the *Code of professional practice* **and** the *NHS Wales code of conduct for health care support workers in Wales* tell workers about being accountable for their work?
 |

**Learning activity – codes of conduct and professional practice**

1. Anna has just started working with you as a social care worker with older people living in their own homes. She asks what the *Code of professional practice* is for and how it applies to her. How would you answer Anna’s question?

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1. Anna has just started working as a healthcare support worker in the community health team. She asks what the *Code of conduct* is for and how it applies to her. How would you answer Anna’s question?

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**Understanding your job description and person specification**

Whatever your role, you’ll be given a job description and person specification that set out how you should do your work. Also, as you start in your new job, it’s important you have a clear understanding of the purpose of the organisation you work for, its culture and values.

**Learning activity – job description**

Look at your job description and make a note of:

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| --- |
| 1. How you think the job description helps you understand what’s expected of you
2. Areas you aren’t clear about
3. Parts where you feel you need to receive training or more support
4. What you would do if you’re asked to do something that’s in your job description, but you don’t feel you have had the training you need yet?
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**Learning activity – roles, responsibilities and accountability for practice**

Read this case study and answer the questions:

**Case study – Carolyn**

Carolyn has been a domiciliary care worker for five years. She enjoys her work and is passionate about doing her job well.

Carolyn has some difficulties in her personal life. Her husband is recovering from a stroke and her father has been diagnosed with dementia. The pressure of looking after her husband and father has resulted in Carolyn being late for work several times. She’s become forgetful and is having difficulties concentrating as she’s so tired.

Carolyn has confided in one of her colleagues, Julie, but hasn’t told her manager as she’s afraid of losing her job. Carolyn and Julie both provide support to Mrs Hughes. Julie has noticed that Carolyn doesn’t always complete the handover log but until now has been covering for her. But Mrs Hughes has complained to Julie that she’s missed a doctor’s appointment because Carolyn was too late to take her.

Answer these questions:

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| * 1. What actions could Julie take?
	2. How could the [Code of professional practice for social care workers](https://socialcare.wales/cms_assets/file-uploads/Code-of-Professional-Practice-for-Social-Care-web-version.pdf) help guide Julie in what to do?
	3. Which section of the [Code of professional practice for social care workers](https://socialcare.wales/cms_assets/file-uploads/Code-of-Professional-Practice-for-Social-Care-web-version.pdf) has Carolyn not been working to?
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**Duty of care**

You have a duty of care towards individuals receiving care and support in your workplaceand to other workers. This means promoting well-being and making sure people are kept safe from harm, abuse and injury. As part of your duty of care, you should pass on any concerns about well-being or safety. It’s a legal requirement, and you can’t choose whether to do it. Duty of care is embedded in the codes of conduct and professional practice.

To show you understand what this term means, answer these questions:

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| --- |
| 1. What is Julie’s duty of care to Mrs Hughes?
2. What is Julie’s duty of care to Carolyn?
3. What might be the consequences of Mrs Hughes missing her doctor’s appointment?
4. How does missing her doctor’s appointment relate to the duty of care Carolyn has for Mrs Hughes?
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**Conflicts and dilemmas**

A conflict could be described as a difference of opinion or an argument. A dilemma could be described as a situation where a difficult choice has to be made.

**Learning activity – conflicts and dilemmas**

Do you think the situation Julie finds herself in with Carolyn is a conflict or a dilemma? Write your answer here:

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**Duty of candour**

Anyone employed in health or social care must keep to the professional duty of candour. This means being open and honest when something goes wrong. Duty of candour is included in section six of the *Code of professional practice for social care*:

“6.3 being open and honest with people if things go wrong, including providing a full and prompt explanation to your employer or the appropriate authority of what has happened.”

We also have practice guidance [Openness and honesty when things go wrong: the professional duty of candour](https://socialcare.wales/dealing-with-concerns/codes-of-practice-and-guidance)[[6]](#footnote-6) to give you advice.

**Learning activity – duty of candour**

Thinking about Carolyn’s situation, answer these questions:

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| 1. What should Carolyn have done when she realised her personal circumstances were affecting her work?
2. What should Carolyn have done when she realised Mrs Hughes had missed her doctor’s appointment?
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**Using reflection to improve practice**

Mistakes do happen and being accountable for the quality of your work means you must work with your manager to deal with them. An important part of this will be reflecting on situations and learning how to do things differently, so the same mistakes won’t be repeated. You should be continually reflecting on your practice, thinking about what has gone well and why, and things that have not gone so well and you could have done differently.

**Learning activity – reflection**

Carolyn is in supervision with her team leader and is talking about what’s happened over the past few weeks. Answer these questions:

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| 1. What do you think are the main points Carolyn needs to learn from?
2. How could she work differently in the future?
3. How can Carolyn use her supervision to help her reflect on this?
 |

**Learning activity – reflecting on your own practice**

Think about your own practice, describe something you’ve done well and why it was successful, and describe something you’ve done that hasn’t gone so well and what you would do differently next time. Make some notes here:

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| --- |
| 1. What you have done well and why it was successful
2. What has not gone so well and what you would do differently next time
 |

**Learning activity – confidentiality**

Confidentiality is an important right of individuals who receive care and support. It’s a vital part of a person’s right to privacy. Social care workers need to respect, protect and keep this, but there are times when confidential information must be passed on.

**Case study – Vicki and George (part 1)**

Vicki is 27 years old. She lives in shared accommodation with two other women and social care workers support her with day-to-day tasks and activities.

Vicki goes to Gateway club every Friday and has confided in one of her social care workers, Carys, that she has a boyfriend there called George. Vicki and George want to go out for a meal together. George also lives in supported accommodation, so Carys and Vicki talk to him and his social care worker to make arrangements to go out the next week. Vicki asks Carys not to tell her mother, because she thinks her mother doesn’t want her to have a boyfriend and she’s afraid she will try to stop her seeing George.

The meal is a success and Vicki and George say they would like to go to the cinema next week. But Carys receives a call from Vicki’s mum, Mrs Williams, because her friend told her she’d seen Vicki having dinner alone with a man.

Mrs Williams is angry and wants to know who George is, including personal details such as his age, where he lives, how long they have known each other and whether he too has a learning disability. She wants any contact between them supervised by a social care worker.

Answer these questions:

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| 1. What should Carys do?
2. What can she tell Vicki’s mum, Mrs Williams?
3. What would happen if Carys gave this information to Mrs Williams without Vicki and George’s consent?
4. How could the [Code](https://socialcare.wales/cms_assets/file-uploads/Code-of-Professional-Practice-for-Social-Care-web-version.pdf) help guide Carys?
5. Do you think this situation is a conflict or dilemma for Carys?
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**Case study – Vicki and George (part 2)**

Six months later…

Things have settled down with Mrs Williams, and Vicki and George now meet at Gateway club every Friday and go out once a week for a meal, to the cinema or bowling.

Carys is supporting Vicki with some cooking. Vicki is much quieter than usual and Carys asks her if anything is wrong. Vicki tells her that George keeps trying to squeeze her breasts when they’re alone. She’s told him that it hurts and she doesn’t like it but he said all boyfriends and girlfriends do this and if she doesn’t let him, he won’t be her boyfriend.

Vicki asks Carys not to tell anyone as she’s afraid George won’t be her boyfriend any more.

Answer these questions:

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| 1. What should Carys do?
2. How is the confidential information here different to that in part one of the case study?
3. How could the [Code](https://socialcare.wales/cms_assets/file-uploads/Code-of-Professional-Practice-for-Social-Care-web-version.pdf) help guide Carys?
4. Do you think this situation is a conflict or a dilemma for Carys?
 |

**Learning activity – the Code of professional practice for social care workers**

Talk to your manager about how you think you’re carrying out your duties and responsibilities in line with your job description and the [Code](https://socialcare.wales/cms_assets/file-uploads/Code-of-Professional-Practice-for-Social-Care-web-version.pdf), and make some notes here:

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**Let’s review what we’ve learnt in this section.**

 **Quiz**

1. What’s the main purpose of a job description?

a) To show the accountability of an employer

b) To list an employee’s legal requirements

c) To explain the overall responsibilities of a role

d) To manage staff disciplinary actions

1. Arthur is an individual that Lisa cares for. He tells Lisa that one of her colleagues has been visiting him for his half hour call, but only staying for around 10 minutes. Arthur is upset by this but doesn’t want to get Lisa’s colleague into trouble, so he asks her not to say anything. What’s the best thing for Lisa to do in this scenario?
2. Wait for a short time to see if the situation improves
3. Write it in the daily records that workers need to complete on all visits
4. Speak to the colleague in question to find out what’s going on
5. Record the information and pass it to a manager immediately.
6. A dilemma is a situation where there’s:
7. A difficult choice
8. A disagreement or conflict
9. An argument
10. True or false?

Duty of candour means being open and honest when something goes wrong

1. True or false?

Confidential information should never be passed on

**Manger’s comments for section 5.1**

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**Progress log – to be completed by the manager**

**5.1 The role, responsibilities and accountabilities of health and social care workers**

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| **By completing the workbook activities in this section, the worker has shown they know:** | **Sign and date** |
| Professional responsibilities and accountabilities within the context of relevant legislative frameworks, standards and **codes of conduct and professional practice**  |  |
| The purpose of **job descriptions** and person specifications for defining the expectations and limits of roles and responsibilities |  |
| The importance of recognising and adhering to the limits of role and responsibilities  |  |
| How and when to seek additional support in situations beyond role, responsibilities, level of experience and expertise or unsure as to how to proceed in a work matter |  |
| The purposes of **policies and procedures** for health and social care practice and how to find out about and follow these |  |
| Why it is important to report practices that are unsafe or conflict with codes of conduct and professional practice, standards or policies and procedures and how this should be done |  |
| What is meant by the term ‘duty of care’ |  |
| Conflicts and dilemmas that may arise between duty of care and the rights of **individuals** |  |
| What is meant by the term ‘**duty of candour’** and why it is important to be open and honest if things go wrong |  |
| Accountability for quality of own practice |  |
| The importance of reflection and how to use this to improve practice |  |
| What is meant by the term ‘confidentiality’ and how this can be maintained by health and social care workers |  |
| Circumstances when ‘confidential’ information must be passed on and who this should be passed on to |  |
| Conflicts and dilemmas that can occur between retaining confidentiality and safe practice |  |
| Why it is important to discuss with individuals and/or carers any ‘confidential’ information that must be passed on |  |

## 5.2 Partnership working

In your role as a health and social care worker, you’ll need to work in partnership with different workers and professionals to provide effective care and support.

Working in partnership with other professionals is an important principle of the Social Services and Well-being (Wales) Act 2014. If you’ve already watched the film [What does the Act mean for me](https://www.youtube.com/watch?v=-Ci5WByP6Gw)[[7]](#footnote-7), you may want to watch it again to remind yourself about the importance of working in partnership.

Partnership working in health and social care means professionals, organisations and agencies working together to support individuals who need to access health and social care services. The main principles of partnership working are:

* shared values
* agreed goals or outcomes for the individuals they support
* trust
* regular communication.

**Co-production and partnership working**

Co-production is about developing more equal partnerships between people who use care and support, workers and professionals. Co-produced services are more effective because individuals who use the service are central to providing the service.

Co-production can help make the best use of resources, offer better outcomes for people who use care and support and carers, build stronger communities and develop citizenship.

**Multi-agency working**

Multi-agency working means working across agencies or organisations to provide care and support to individuals with health and social care needs. Working in this way is essential for individuals to be offered the support they need, when they need it. It’s about providing a seamless response to individuals with multiple and sometimes complex needs.

Multi-agency working is vital because it makes sure resources are shared. It also brings together separate agencies or organisations so they can share expertise.

**Learning activity – partnership working**

Read this case study and answer the questions

**Case study – Glyn**

Glyn lives alone in his own home. His daughter lives 50 miles away and works full time. Glyn is 86 years old and has mixed dementia and he’s having difficulties with his mobility. The stairs in his house are steep, he’s struggling to get in and out of bed and he’s had several falls. His memory loss is getting worse and he needs more help with his personal care, eating and drinking.

Glyn uses direct payments for his care and support, which is managed by his daughter. He receives care three times a day for an hour each time and night sitters have now been employed because he’s had several falls in the night.

The doctor is called out as Glyn is showing symptoms of a urine infection. The doctor talks to Glyn and his daughter about his needs. Glyn wants to stay living at home for as long as possible, but his daughter feels that things are reaching a crisis point where she can no longer manage.

The doctor makes a referral to the local community emergency intervention team for an assessment and more support.

Within 24 hours, the team leader contacts Glyn’s daughter and they arrange an assessment. The team is made up of a social worker, an occupational therapist, a nurse and a physiotherapist.

Within a week, Glyn has been given extra equipment to help with his mobility. The occupational therapist has provided advice about the layout of Glyn’s bedroom, including the addition of a commode and an armchair. The physiotherapist is working with Glyn and his social care workers on exercises to help his mobility. The agency responsible for electronic assistive technology in the local area has been contacted to change his falls alarm pendant to a falls alarm bracelet, which will be more sensitive.

The nurse has taken bloods for testing to make sure there are no underlying causes to the deteriorating mobility, and the social worker is carrying out a full review of his care and support plan and has arranged a mental capacity assessment.

Each team member makes a note about their visit in the handover notebook, which helps the social care workers keep up to date with what’s happening. Glyn’s daughter is given a direct contact number for the team and has found that whoever she speaks to is able to access information and respond to her questions efficiently. She feels confident that he’s getting the immediate help he needs and that the assessments will help them plan for the future.

Answer these questions:

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| 1. What does Glyn’s story tell you about:
* the principles of working in partnership
* the range of roles in health and social care that may play a part in an individual’s well-being
* the importance of multi-agency working
* the importance of developing good relationships
* ways of working to build trust.
1. What’s the impact on Glyn and his daughter of the multi-agency team working in partnership and using co-productive approaches?
2. Who are the other professionals you work with in your job?
3. Ask your manager to give you feedback about how they’ve seen you work in partnership with others, and make some notes here.
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**Let’s review what we’ve learnt in this section by answering these questions**

**Quiz**

1. Co-production relates to:
2. working only with individuals and carers
3. working with individuals, carers and other professionals
4. Which of these are principles of working in partnership?
5. Trust
6. Regular communication
7. Shared values
8. Meeting regularly

**Manger’s comments for section 5.2**

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**Progress log – to be completed by the manager**

**5.2 Partnership working**

**How to develop and maintain effective partnership working with others in health and social care**

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| **By completing the workbook activities in this section, the worker has shown they know:** | **Sign and date** |
| The principles of working in partnership |  |
| What the term ‘co-production’ means in relation to partnership working with **others** |  |
| The range and roles of other workers and professionals in health and social care |  |
| The importance of multi-agency working |  |
| The importance of developing good relationships while maintaining clear professional boundaries when working with other workers and professionals, carers and families as well as individuals |  |
| How to work in ways that build trust |  |
| The importance of respecting diversity and recognising cultural, religious, ethnic and linguistic differences when working in partnership |  |

## 5.3 Team working

Whatever your role is in health and social care, it will involve working as part of a team. There are many different types of teams and the ways they work will be different. Here are some examples:

1. Community integrated intermediate care teams support people when they have been discharged from hospital or to prevent unnecessary admission. They also support individuals in their own homes. The teams can be made up of physiotherapists, occupational therapists, nurses, social workers and rehabilitation assistants who work together to help individuals become as independent as possible.
2. Nurses, social care workers, team leaders, managers and activity coordinators are part of the teams that provide 24-hour care and support in residential care home settings. They work closely with GPs, social workers and allied health professionals, such as occupational therapists or physiotherapists, to make sure an individual’s personal outcomes and needs are met as part of a personal plan of care.
3. Foster carers work as part of a wider team, which could include supervising social workers, health visitors, teachers, parents and child psychologists, to provide care and support to children and young people who are ‘looked after’ by local authorities.
4. Residential child care workers are part of a team within a residential care home setting for children and young people, as well as a larger team that would include other professionals working with individual children, for example, social workers, teacher and child psychologists
5. Social care workers, team leaders and managers may work in teams that provide ‘domiciliary care’ support to people living in their own homes. They work closely with doctors, social workers, allied health professionals, such as occupational therapists, and community support groups. Domiciliary care support includes ‘supported living arrangements’, which is usually shared accommodation in a house or a flat. Social care workers, team leaders and managers may also work in teams that provide day services.
6. Adult placement or shared lives carers work as part of a wider team, which could include adult placement / shared lives workers, social workers, mental health professionals, families and allied health professionals, to provide opportunities for adults who need care and support to live with them.

**Learning activity – team working**

Think about your own team and answer these questions:

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| 1. Describe the structure of your own team and give an example of how you work together
2. Write down what you think the principles of good team working are, for example, good communication
 |

**Let’s review what we’ve learnt in this section.**

**Quiz**

1. What’s most likely to promote effective team working in a care setting?

a) Make sure new team members update all personal plans

b) Record all observations in a personal reflective diary

c) Provide feedback to an individual’s family and friends

d) Pass information to other team members consistently

**Manger’s comments for section 5.3**

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**Progress log – to be completed by the manager**

**5.3 Team working**

**How effective team working supports good practice in health and social care**

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| **By completing the workbook activities in this section, the worker has shown they know:** | **Sign and date** |
| Types of team working and how teams may differ in structure, purpose and constitution |  |
| The principles that underpin effective team working |  |
| How effective team working contributes to the well-being of individuals |  |

## 5.4 Handling information

In your role as a health and social care worker, you’ll deal with a lot of personal information about the individuals, families and carers you work with. You need to know how to handle this information, so you work in line with the law or legislation and your organisation’s policies and procedures.

Personal information is protected by law or legislation. The Data Protection Act (2018) and the General Data Protection Regulation (2018) protect people from having their personal information shared.

The Data Protection Act sets out the framework for data protection law or legislation in the UK. It sits alongside the General Data Protection Regulation (GDPR), which is a European wide law or legislation that sets out how organisations handle personal data or personal information.

The Information Commissioner’s Office (ICO) is an independent official organisation, which is responsible for overseeing all the laws or legislation about data protection. All public and private organisations must protect any personal information they hold.

Data protection law or legislation protects the rights of individuals using health and social care services by making sure information about individuals is:

* held only with consent
* held securely
* shared only on a ‘need to know’ basis
* accessible to them.

So, what’s meant by ‘information should always be shared on a need-to-know basis’? An example of this is sharing information with other workers involved in the individual’s care, such as in a care and support or personal plan, or by completing handover notes. You shouldn’t share information with anybody else, even the person’s family or friends, without the individual’s permission. For example, an individual may not want a friend to know about their health or if they’ve been unhappy.

It’s also essential to protect private information from accidental viewing or hearing. For example, if you meet another worker and chat about your work you should think about if others can overhear you.

Social media means we can keep in touch with people and share information instantly. As a health and social care worker, you should be careful to use this responsibly, and be mindful about the confidentiality rights of individuals and other workers.

Many workers have mobile devices with them at work, which means it’s possible to share information about their day or about individuals, without thinking things through, so there are increased risks of breaching confidentiality. This is just as much a breach as leaving a record out of the filing system or staying logged into a computer when you aren’t present. Breaching confidentiality by using social media, including taking or sharing photos or videos, may be a disciplinary offence. In some cases it may even be a criminal offence, depending on what’s shared.

You have a responsibility as a health or social care worker to safeguard an individual’s personal information. You should also treat personal information about other workers you have access to in the same way. Your employer must have systems in place to meet the legal requirements about storing information.

Your employer will have policies and procedures in place to protect information, which will be based on the Data Protection Act and the General Data Protection Regulation legislation. Policies and procedures around electronic information will include having a computer firewall and password protection. Passwords should only be shared with people who have permission to access the information. If you have a personal password to access information at work, you shouldn’t share it with anyone else.

There will also be policies and procedures for paper-based systems, such as where they are kept and who can access them. Even when providing care and support in someone’s own home, it’s important to know what records there are and where they are kept, to make sure personal information is safe.

**Learning activity – handing information**

Answer these questions:

|  |
| --- |
| 1. Read your organisation’s policy for data protection and write a summary of your role
2. Write a brief description of what you think is meant by ‘handling information’
3. Give an example of how you store information securely
4. What information do you need to record?
5. Which section of the *Code of professional practice* relates to confidential information?
 |

**Facts, opinions and judgements**

When working in health and social care, you should know the difference between fact, opinion and judgement, particularly in relation to reporting and recording important information.

* Facts are facts and they can’t be changed or influenced in any way. They should be accurate because otherwise the information being presented is false.
* Opinion is the impression or view the individual’s reporting or recording about the situation .
* A judgement is based on an evaluation or review of evidence, taking into account both opinion and the facts.

It’s important the records you complete in your everyday work are done to a high standard. They need to be accurate, clear and up to date to support good communication in the team and to make sure individuals who access their records understand them. They may also be needed as evidence in court proceedings or coroner inquests in the future.

**Learning activity – recording information**

Look at these examples of recordings and make some notes about what you think is wrong with them.

|  |
| --- |
| 1. Daniel seemed ok today. He spent most of the day in his room.
2. Doreen is having a bad day today with her COPD. The DN visited and I think she’s arranging for an oxygen therapy assessment. Her daughter-in-law came when I was here. She said she thinks the tablets are making Doreen worse. The COT is supposed to be coming tomorrow too.
3. Wynn came in around 11p.m. He seemed high on something. He wouldn’t say what he had been doing but there was a strange smell about him.
4. John kicked off from the time he got home from school until bedtime. Sanctioned – not allowed to go to cinema tomorrow.
5. Abu was non-compliant this morning for his personal care.
 |

**Learning activity – recording information**

Read these recordings of daily logs and answer the questions:

**Daily log – version 1**

Jeff was on a right one this morning. When I tried to get him up, he pulled the quilt over his head. He was non-compliant with his personal care again. I think he must be tired and he doesn’t seem to be hungry or thirsty so I left him in bed.

Answer this question:

|  |
| --- |
| 1. What do you think is wrong with this recording?
 |

**Daily log – version 2**

Jeff didn’t want to get out of bed this morning. When I went into his room to wake him, he pulled the quilt over his head. I asked him if he was tired but he didn’t respond. When I told him it was time to get up for his shower and breakfast and pulled the cover off his head, he hit out at me and was verbally abusive.

I asked Jeff if he wanted a drink or breakfast and he told me to leave him alone. I have checked with the night staff and they confirmed that Jeff had a disturbed night’s sleep.

I left Jeff for 30 minutes. I then went back to his room and asked him if he would like his radio on and curtains opened a little and he said yes. I told him I would come back again in 15 minutes to get him up for his shower and breakfast. I promised him a cup of coffee before his shower. Jeff was happy to get up when I went back 15 minutes later.

Answer these questions:

|  |
| --- |
| 1. How is the second version of the handover notes different to the first version?
2. How has the worker used facts to help her make a judgement?
3. How might these notes help workers think about the best approach with Jeff in the morning?
 |

**Learning activity – handling information**

Answer these questions:

|  |
| --- |
| 1. What are the important things to remember when recording information in your day-to-day work?
2. Why do you think individuals should be able to see the information recorded about them?
3. When can’t you share recorded information with individuals?
 |

**Learning activit**y **– handling information**

Ask your manager or team leader to give you feedback about how you record and handle information in your work and write some notes here:

|  |
| --- |
|  |

**Let’s review what we’ve learnt in this section.**

**Quiz**

1. Which legislation relates to the storing of information?

a) General Data Protection Regulation

b) Control of Substances Hazardous to Health

c) Lifting Operations and Lifting Equipment Regulations

d) Reporting of Injuries, Diseases and Dangerous Occurrences Regulations

1. Which of the following are correct:

Data protection legislation protects the rights of individuals using health and social care services by making sure information about individuals is:

1. Held only with consent
2. Held securely
3. Shared only on a ‘need to know’ basis
4. Accessible to them
5. Accessible to others

3. Which is the most important when recording information?

a) Facts

b) Ideas

c) Opinions

d) Judgements

**Manager’s comments for section 5.4**

|  |
| --- |
|  |

**Progress log – to be completed by the manager**

 **5.4 Handling information**

**How to handle information**

|  |  |
| --- | --- |
| **By completing the workbook activities in this section, the worker has shown they know:** | **Sign and date**  |
| What is meant by the term ‘handling information’ |  |
| The legislation and codes of conduct and professional practice that relate to the handling of information including: storing, recording, confidentiality and sharing  |  |
| What is meant by ‘secure systems for recording and storing information’ |  |
| Why it is important to have secure systems for recording and storing information in health and social care |  |
| The features of manual and electronic information storage systems that help ensure security of information |  |
| Information that needs to be recorded, reported and stored |  |
| How to record written information with accuracy, clarity, relevance and an appropriate level of detail in a timely manner |  |
| The difference between fact, opinion and judgement and why understanding this is important when recording and reporting information about individuals and their families or carers |  |
| The importance of sharing recorded information with individuals and knowing when and why this can’t occur  |  |

## 5.5 Personal conduct of health and social care workers

As a health and social care worker, you have a responsibility to make sure your conduct doesn’t fall below the standards in the codes of conduct and professional practice. It’s important for you to uphold public trust and confidence in the health and social care professions.

**Learning activity – the importance of upholding the profession of social care workers**

Read this case study and answer the questions:

**Case study – Amy**

Following a weekend away at a hen party, Amy, a social care worker, has posted photos of herself with friends in a drunken state on a social media site. After returning home, she updates her social media status saying she had too much to drink over the weekend and is suffering with a terrible hangover.

Her friends on the social media site include three other social care workers from the residential child care home where she works, and Jane, one of the young people living there. Jane ‘likes’ Amy’s status and pictures, and shows them to the other young people in the home. Before long, they’re telling all the staff about Amy being drunk at the weekend and one of the young people shows the pictures to her mother when she visits her.

Answer these questions:

|  |
| --- |
| 1. What parts of the [Code](https://socialcare.wales/cms_assets/file-uploads/Code-of-Professional-Practice-for-Social-Care-web-version.pdf) has Amy broken?
2. What impact could Amy’s behaviour and her use of social media have:
* on the young people she works with?
* on her colleagues?
* on the families of the young people?
* on how she’s seen as a professional worker?
1. What should you always remember when using social media in relation to your role as a social care worker?
2. What does the term ‘positive role modelling’ mean and why do you think this is important?
 |

**Inappropriate relationships**

Positive relationships are an important part of person-centred practice. But, it’s just as important that you don’t form inappropriate relationships with individuals, family members or carers.

**Learning activity – personal conduct of health and social care workers**

Read this case study and answer the questions:

**Case study – Bethan**

Jan has Parkinson’s disease and lives with her husband Dafydd. Dafydd has been managing to care for Jan but has had a fall in the garden and badly sprained his ankle. Their son Mark has moved in to support to his parents until his father’s ankle is better.

Bethan is one of the team of social care workers who visit every day to support Jan with her personal care. Bethan and Mark get on well straight away. Mark asks Bethan out for a drink, which she agrees to.

When Bethan is alone with Jan, she asks her about Mark and whether he’s married or has a partner. Jan is uncomfortable talking about her son and has told Bethan this, but she still keeps asking lots of personal questions about him – where does he work, does he earn lots of money, does he own his own house? Jan is afraid to offend Bethan in case she doesn’t want to work with her any more. The agency providing care has a high turnover of staff and Jan is fed up having different social care workers all the time.

Answer these questions:

|  |
| --- |
| 1. How has Bethan’s behaviour been inappropriate?
2. Why is it important that you don’t form inappropriate relationships with individuals, their families or carers?
3. How is there a power imbalance here between Bethan and Jan?
4. What do the codes tell you about inappropriate relationships, and recognising and using power sensitively with individuals?
 |

**Let’s review what we’ve learnt in this section.**

**Quiz**

1. Greg has received a social media ‘friend request’ from one of the individuals he supports. What should Greg do with the request?
2. Ignore it and ask all colleagues to do the same.
3. Explain to the individual that they can’t accept it.
4. Decline it and change his security settings to the highest available.
5. Accept it, but not post any comments about work from now on.
6. Section 5 of the Code says:
7. You must act with integrity and uphold public trust and confidence in the social care profession
8. You must act with integrity and uphold trust and confidence in the social care profession
9. You must act with integrity and uphold public confidence in the social care profession

**Manger’s comments for section 5.5**

|  |
| --- |
|  |

**Progress log – to be completed by the manager**

**5.5 Personal conduct of health and social care workers**

**The importance of upholding the profession of health and social care workers**

|  |  |
| --- | --- |
| **By completing the workbook activities in this section, the worker has shown they know:** | **Sign and date** |
| What is meant by positive role modelling in health and social care  |  |
| Why it is important not to behave in a way, in work or outside work, that would call into question your suitability to work in the health and social care profession |  |
| The relationship between the use of social media and personal and professional conduct |  |
| Why it is important not to form inappropriate relationships with individuals, their families, carers, colleagues or others |  |
| Why it is important to recognise and use sensitively the power that comes from working with individuals and carers and not act in any way that abuses this power |  |

## 5.6 Continuing professional development

The [Code of professional practice for social care workers](https://socialcare.wales/cms_assets/file-uploads/Code-of-Professional-Practice-for-Social-Care-web-version.pdf) sets out the need for you to continually develop your knowledge and skills to improve your practice.

**What is continuing professional development?**

Continuing professional development (CPD) is the planned, ongoing development of your professional knowledge and skills throughout your working life. It’s an approach that views everyday experiences as learning opportunities. CPD is about achieving professionalism in everything you do. It’s a personal commitment to continuously updating your knowledge and skills.

It’s important you take pride in your work, take responsibility for your professional development and recognise how this can help you do your job safely and well.

CPD provides:

* stimulation and job satisfaction. Developing knowledge and skills that have a positive impact on your work can help you feel fulfilled in your role
* evidence of your learning and development for current and future employers
* evidence of your learning and development if you’re registered with us
* evidence that you invest time and energy in your personal development
* a chance to think about the knowledge and skills you need to fulfil your role, your learning needs, and what needs to happen to meet them
* opportunities to develop a career within the sector
* help to keep up to date with new ideas and best practice, improving the way you provide care and support.

CPD can take many forms, including learning from everyday activities.

It’s important you take the initiative and are proactive about managing your own development. Where am I starting from? Where do I want to be in the future? How do I get there? These questions are essential to CPD and the answers give you a starting point for keeping up to date with current practice and professional standards.

Working out what your own learning needs are could include:

* establishing your existing knowledge, skills and experience

evaluating your knowledge, skills and experience against the standards for your role. These could be things such as your job description, person specification or a law/legislation.

This pattern of establishing and evaluating your learning needs can be used for different reasons:

* in your existing role – do you have all the knowledge and skills you need to carry out your work?
* in a new role, you may be thinking of taking on new tasks your manager has asked you to take responsibility for
* the changing needs of the individuals you work with need extra knowledge and skills
* new research that shows practice needs to change
* feedback from individuals who use services and their families or carers.

There are lots of different ways of learning and it’s important to use a range of different methods. Here are some examples:

* attending a training course or workshop
* completing a qualification
* e-learning
* discussion with other colleagues or workers from other agencies such as health or education
* attending forums or networking groups
* briefing sessions
* guided reading, such as textbooks, reports and professional magazines
* research
* mentoring
* coaching
* buddying – having another member of staff nominated to help you learn
* practising a skill
* placement in another setting or role
* acting up or deputising
* networks, meetings and forums
* shadowing
* observing others in the workplace
* supervision.

**Learning activity – continuing professional development**

Answer these questions:

|  |
| --- |
| 1. What is continuing professional development?
2. Why is continuing professional development important in your role as a social care worker?
3. Give an example of how you have applied something you have learnt in your practice
4. Give an example of a legislative requirement or standard that relates to continuing professional development
5. What are the responsibilities of:
* an employer for making sure that social care workers develop and learn within their role?
* social care workers for developing and learning within their role?
 |

**Learning activity – using feedback**

Feedback is important for your learning and development. During your induction, you should receive regular feedback from your manager. This will help you develop awareness of your strengths, as well as areas of improvement. Constructive feedback helps develop your confidence and plan for future development.

Answer these questions:

|  |
| --- |
| 1. Apart from your manager who else could give you feedback on your practice?
2. Give an example of how you’ve used feedback to improve your practice
 |

**Supervision and appraisal**

Supervision and appraisal are a chance for you to have feedback on your work, set goals and objectives for your development, and discuss progress and concerns. Appraisals usually take place once a year but supervision happens more regularly.

Supervision allows you to get feedback, guidance and support, and helps you:

* reflect on your practice
* focus on your strengths
* identify and review areas for personal development
* feel safe in your practice, especially when faced with difficult and challenging situations.

Supervision should be helpful and enjoyable, and give you the support you need to carry out your role to the best of your abilities.

Appraisal is a more formal review of your performance and improvement over time. Appraisals are usually carried out once a year. It’s an opportunity to:

* evaluate your work objectives
* recognise and celebrate your successes and achievements
* motivate you and build on your strengths
* identify areas for improvement and how your training needs will be met.

Reflection on your practice is also important for your CPD. It allows you to think about your practice, attitudes and values. It’s a chance to:

* evaluate how well you’re doing, including what’s working well and what’s not working
* discuss any problems or difficulties, and how they can be avoided
* think about any conflicts and dilemmas
* identify any stresses or worries relating to work
* make sure you’re achieving the best possible outcomes for individuals
* identify any learning and development opportunities to improve practice
* think about potential barriers to different ways of working and how they could be overcome.

**Learning activity – using reflection to improve your practice**

Reflect on something you’ve done in work recently and answer these questions:

|  |
| --- |
| 1. Think about your actions or the actions of others. What happened?
2. Was the result expected or unexpected?
3. What was the desired outcome?
4. Could you or others have acted differently?
5. What would this have looked like?
6. If you had the chance to relive that moment, would you have done the same thing or acted differently?
 |

**Learning activity – using reflection to improve your practice**

Ask your manager to give you feedback about how you’re using reflection in your supervision to help you develop your practice. Write some notes here:

|  |
| --- |
|  |

**Learning activity – literacy, numeracy and digital competency**

Whatever your role in social care, it’s important you have the right level of literacy, numeracy and digital competencyskills to support your professional practice.

Describe how you will need to use these skills in your job:

|  |
| --- |
| 1. I will need to use my literacy skills when I …
2. I will need to use my numeracy skills when I …
3. I will need to use my communication skills when I …
4. I will need to use my digital skills when I …
5. Talk to your manager about how you may develop these skills and make some notes here
 |

**Let’s review what we’ve learnt in this section.**

**Quiz**

1. CPD is short for:
2. Continue professional development
3. Continued professional development
4. Continuing professional development
5. True or false?

The main purpose of supervision is to make sure you’re doing your job properly

1. True or false?

Reflection should only take place when things have gone wrong

**Progress log – to be completed by the manager**

**5.6 Continuing professional development**

**How continuing professional development contributes to professional practice**

|  |  |
| --- | --- |
| **By completing the workbook activities in this section, the worker has shown they know:** | **Sign and date** |
| What is meant by the term ‘continuing professional development’ |  |
| Legislative requirements, standards and codes of conduct and professional practice that relate to continuing professional development |  |
| How to evaluate your own knowledge, understanding and practice against relevant standards and information  |  |
| Responsibilities of employers and workers for continuing professional development |  |
| The range of learning opportunities and how these can be used to improve knowledge and practice |  |
| How to access and use information and support on knowledge and best practice relevant to role |  |
| How to apply learning to practice and transfer knowledge and skills to new situations |  |
| Why it is important to seek and learn from feedback on practice from individuals, families and carers, colleagues and other professionals |  |
| The principles of **reflective practice** and why this is important |  |
| The purpose of supervision and appraisal |  |
| The role and responsibilities of employers and workers for undertaking supervision and appraisal |  |
| The use of reflective practice in supervision and appraisal |  |
| The importance of effective supervision, reflective practice and relevant learning opportunities on the well-being of individuals |  |
| Areas of work where own literacy, numeracy and **digital competency** skills are needed to support professional practice and ways to develop them |  |

**5.7 Workbook reflection**

**Learning activity**

Reflection is an essential part of health and social care practice. In the space below, identify three things that you’ve learnt from completing this workbook and how you’ll put these into practice.

|  |
| --- |
| a)b)c) |

|  |
| --- |
| **New worker’s declaration**I confirm that the evidence listed for the workbook is authentic and a true representation of my own work.Learner’s signature:Date:**Manager’s declaration**I confirm that the new worker has achieved all the requirements of the workbook with the evidence submitted.Manager’s signature:Date: |

## Practice learning outcomes

These are the practice learning outcomes of the All Wales induction framework (AWIF). It may be helpful to ask your manager to complete these here rather than have a separate document to record evidence of how you apply your knowledge in your day-to-day work.

**5.1 Role and responsibilities of the health and social care worker**

|  |  |  |
| --- | --- | --- |
| **5.1b AWIF practice learning outcomes: You are able to work in ways that:** | **Evidence used** | **Signatures and date** |
| 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 |  |  |

**5.2 Partnership working**

**How to develop and maintain effective partnership working with others in health and social care**

|  |  |  |
| --- | --- | --- |
| **5.2b AWIF practice learning outcomes: You are able to work in ways that:** | **Evidence used** | **Signatures and date** |
| 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 while maintaining clear professional boundaries |  |  |
| Recognise the range and roles of other workers in your organisation and other agencies that you may come into contact with |  |  |

**5.3 Team working**

**How effective team working supports good practice in health and social care**

|  |  |  |
| --- | --- | --- |
| **5.3b AWIF practice learning outcomes: You are able to work in ways that:** | **Evidence used** | **Signatures and date** |
| Contribute to the work of your team  |  |  |
| Fulfil your role and responsibilities in your own team  |  |  |
| Support effective communication with other team members  |  |  |
| Reflect on your own performance, that of other team members and the team as a whole |  |  |

**5.4 Handling information**

**How to handle information**

|  |  |  |
| --- | --- | --- |
| **5.4b AWIF practice learning outcomes: You are able to work in ways that:** | **Evidence used** | **Signatures and date** |
| 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**

|  |  |  |
| --- | --- | --- |
| **5.5b AWIF practice learning outcomes: You are able to work in ways that:** | **Evidence used** | **Signatures and date** |
| 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**

|  |  |  |
| --- | --- | --- |
| **5.6b AWIF practice learning outcomes: You are able to work in ways that:** | **Evidence used** | **Signatures and date** |
| 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 |  |  |

## Checklist for related workplace policies and procedures

[ ]  Code of conduct and practice

[ ]  Confidentiality / data protection

[ ]  Team working

[ ]  Continuing professional development

## Glossary

The **codes of conduct and professional practice** should include:

* the *Code of Professional Practice for Social Care*
* the *NHS Wales Code of Conduct for Healthcare Support Workers in Wales*
* the *Code of Practice for NHS Wales Employers*
* any additional practice guidance issued by NHS Wales or the regulators of health or social care in Wales, such as the *Practice guidance for residential child care workers registered with Social Care Wales*.

**Digital competency** may be known as digital literacy or information communication technology.

**Duty of candour** as set out in:

*Openness and honesty when things go wrong: the professional duty of candour – Explanatory guidance for social care professionals registered with Social Care Wales*.

The **individual** is the person you support or care for in your work. This could be a child or an adult.

**Policies and procedures** are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

**Reflective practice** is being able to reflect on actions and learn from them to improve practice.

1. <https://socialcare.wales/dealing-with-concerns/codes-of-practice-and-guidance> [↑](#footnote-ref-1)
2. <https://socialcare.wales/dealing-with-concerns/codes-of-practice-and-guidance> [↑](#footnote-ref-2)
3. [Statutory Guidance for service providers (gov.wales)](https://gov.wales/sites/default/files/publications/2019-04/guidance-for-providers-and-responsible-individuals.pdf) <https://gov.wales/sites/default/files/publications/2019-04/guidance-for-providers-and-responsible-individuals.pdf> [↑](#footnote-ref-3)
4. [The Regulated Services (Service Providers and Responsible Individuals) (Wales) Regulations 2017 (legislation.gov.uk)](https://www.legislation.gov.uk/wsi/2017/1264/contents/made) https://www.legislation.gov.uk/wsi/2017/1264/contents/made [↑](#footnote-ref-4)
5. [Regulation and Inspection of Social Care (Wales) Act 2016 (legislation.gov.uk)](https://www.legislation.gov.uk/anaw/2016/2/contents/enacted) [Regulation and Inspection of Social Care (Wales) Act 2016 (legislation.gov.uk)](https://www.legislation.gov.uk/anaw/2016/2/contents/enacted) [↑](#footnote-ref-5)
6. Web address: <https://socialcare.wales/dealing-with-concerns/codes-of-practice-and-guidance> [↑](#footnote-ref-6)
7. <https://www.youtube.com/watch?v=-Ci5WByP6Gw> [↑](#footnote-ref-7)