

# First Steps competence checklists

## Introduction

First Steps for HCAs has been developed as a programme for self-directed learning.

Learners who wish to formalise their learning may choose to download the competence assessment pack. This pack contains the **performance criteria** from a range of National Occupational Standards (NOS) that are relevant for each UK country's HCSW National Minimum Training Standards and equivalent. You can use them, in conjunction with your mentor or registered nursing colleagues to record that you have achieved competence in the skills required by the NOS. They can also be printed off separately or as a pack. This is completely optional, and the most appropriate assessments can be used according to the needs of your workplace or your personal choice. They have been included so you can take this evidence of your competence to other workplaces in the future or to apply to receive credit for any formal training programme you might undertake.

These checklists have been mapped to the Knowledge and Skills Framework and the National Occupational Standards they refer to are indicated on the checklist forms. For the full National Occupational Standards including the "knowledge and understanding" criteria for each please refer to the Skills for Health website [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk).

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### Contents

SCDHSC0234	Uphold the rights of individuals	3
SCDHSC0024	Support the safeguarding of individuals	8
SCDHSC0034	Promote the safeguarding of children and young people	13
SCDHSC0213	Provide food and drink to promote individuals' health and wellbeing	21
SCDHSC0021	Support effective communication	27
GEN97	Communicate effectively in a healthcare environment	34
CHS169	Comply with legal requirements for maintaining confidentiality in healthcare	36
MH14.2013	Identify potential mental health needs and related issues	38
SCDHSC0022	Support the health and safety of yourself and individuals	41
IPC2.2012	Perform hand hygiene to prevent the spread of infection	45
IPC6.2012	Use personal protective equipment to prevent the spread of infection	50
GEN12	Reflect on and evaluate your own values, priorities, interests and effectiveness	54
SCDHSC0023	Develop your own knowledge and practice	56
CHS131	Obtain and test capillary blood samples	59
CHS7.2012	Obtain and test specimens from individuals	63
CHS19.2012	Undertake routine clinical measurements	67
CHS2	Assist in the administration of medicine	70

## SCDHSC0234 – Uphold the rights of individuals

### KSF Core 6 Equality and diversity

Performance criteria	Activity observed by HCA (Date/Sign)	Activity performed under supervision by HCA (Date/Sign)	Activity performed independently by HCA (Date/Sign)	Comments	Competence achieved (Date/Sign)
Uphold the individual's right to be in control of their life.					
1	Support the <b>individual</b> to understand their <b>rights</b> .				
2	Ensure the individual has access to any advocacy services they wish or require to use.				
3	Support the individual to regain or retain their right to be in control of their own life.				
4	Work in ways that promote <b>active participation</b> and enable the individual to be in control of their own life.				
5	Support the individual's right to make informed choices and decisions about their life and well being.				

6	Support the individual's right to make informed decisions about taking and managing potential and actual <b>risks</b> .					
7	Support the individual to recognise conflicts that may arise between their rights and their responsibilities towards other people.					
8	Seek support to resolve conflicts between the individual's rights and their responsibilities towards other people.					
9	Challenge practices that may inappropriately prevent the individual from exercising their rights.					
10	Seek advice when you are having difficulty in upholding and individual's rights.					
Uphold the right to be respected as an individual						
11	Work in ways that demonstrate respect for diversity					

12	Support the right of the individual to <b>communicate</b> using their preferred method of communication and language.					
13	Work in ways that demonstrate respect for the individual and their background, beliefs, cultures, values and preferences.					
14	Work in ways that put the individual's preferences and best interests at the centre of everything you do.					
15	Work in ways that demonstrate respect for the individual's dignity and privacy.					
16	Challenge the actions of others where they lead to discrimination.					
Uphold the individual's right to privacy of information						
17	Support the individual to understand your duty of confidentiality and in what circumstances you may need to pass on otherwise confidential information.					

18	Maintain clear, accurate and up-to-date records of information relevant to the individual's well-being and their care or support.					
19	Ensure that information about the individual is kept confidential within work setting requirements.					
20	Confirm proof of identity and the right to access information before disclosing any information to others.					
21	Disclose information only to those who have the right and the need to know.					
22	Support the rights of the individual to access information about themselves.					
Promote confidence in your capacity to uphold the individual's rights						
23	Act in ways that are consistent with the law, regulation and work setting procedures					
24	Communicate in appropriate, open, accurate and straightforward ways.					

25	Ensure that you are always honest, trustworthy, reliable and dependable.					
26	Explain to the individual the reasons for any work commitments you are not able to honour.					
27	Declare personal interests when they might influence your judgement or practice.					
28	Ensure your actions never make the individual feel inferior.					
29	Ensure the individual knows how to make comments or complaints about their care or support.					
30	Support the individual to make compliments and complaints.					

## SCDHSC0024 – Support the safeguarding of individuals

### KSF Core 6 Equality and diversity

Performance criteria	Activity observed by HCA (Date/Sign)	Activity performed under supervision by HCA (Date/Sign)	Activity performed independently by HCA (Date/Sign)	Comments	Competence achieved (Date/Sign)
Clarify your awareness of harm, abuse and safeguarding.					
1	Access information about harm, abuse and <b>safeguarding</b> .				
2	Show that you know factors, situations and actions that may cause or lead to <b>harm and abuse</b> .				
3	Show that you know signs and symptoms that may indicate that an <b>individual</b> has been, or is in danger of being, harmed or abused.				
4	Show that you know your role in safeguarding individuals and how this fits with local procedures and agreements.				



5	Show that you know the role of different agencies and multi-agency working in the safeguarding of individuals.					
6	Show that you know the actions you need to take when harm or abuse is suspected or has been disclosed, in line with the responsibilities of your role and local procedures.					
7	Show that you know the actions you must take and those you must avoid, taking account of any future investigation into possible harm or abuse.					
8	Ensure your own actions and attitudes do not contribute to situations, actions or behaviour that may be harmful or abusive.					
Support practices that help to safeguard individuals from harm or abuse.						
9	Recognise actions, behaviours and situations that may lead to harm or abuse.					
10	Recognise signs that may indicate an individual has been, or is in danger of being, harmed or abused.					

11	<b>Report</b> in accordance with work setting requirements any changes, events or occurrences that cause you concern about the welfare of an individual.					
12	Seek support in situations beyond your experience or expertise.					
13	Use supervision and support to deal with your own reactions to possible harm or abuse, within confidentiality requirements.					
Relate to individuals and key people in ways that support safeguarding.						
14	Relate to the individual and <b>key people</b> in ways that support trust.					
15	Relate to the individual and key people in ways that help them feel able to express their fears, anxieties, feelings and concerns without worry of ridicule rejection or retribution.					
16	Relate to the individual using the way they prefer to <b>communicate</b> .					

17	Follow work setting requirements whenever you acquire or use information that is confidential.					
18	Support the individual to understand when and why you may sometimes need to share information that would otherwise be confidential.					
Work in ways that support the rights, inclusion and well being of individuals.						
19	Work with the individual to find out about their <b>background</b> and preferences.					
20	Ensure your own actions support the individual in <b>person centred</b> ways.					
21	Ensure your own actions respect the individual's dignity, privacy, beliefs, preferences, culture, values and rights.					
22	Ensure your own actions support the individual's self esteem, sense of security and belonging.					
23	Ensure your own actions support the individual's <b>active participation</b> , independence and responsibility.					

24	Ensure your own actions support equity and inclusion and do not discriminate.					
25	Take appropriate steps where the behaviour and actions of others do not support the rights, inclusion and well being of the individual.					
Support the individuals to keep themselves safe						
26	Support the individual to be aware of personal safety.					
27	Support the individual to be aware of risks associated with the use of <b>electronic communications</b> .					
28	Support the individual, key people and <b>others</b> to challenge any behaviour and actions that may lead to harm or abuse.					
29	Support the individual and key people to make comments and complaints where necessary.					

## SCDHSC0034 — Promote the Safeguarding of Children and Young People

Performance criteria	Activity observed by HCA (Date/Sign)	Activity performed under supervision by HCA (Date/Sign)	Activity performed independently by HCA (Date/Sign)	Comments	Competence achieved (Date/Sign)
<b>Maintain your understanding and awareness of harm, abuse and safeguarding</b>					
1	Demonstrate understanding of factors, situations and actions that may cause or lead to <b>harm and abuse</b> .				
2	Demonstrate understanding of signs and symptoms that may indicate that a child or young person has been, or is in danger of being, harmed or abused.				
3	Demonstrate understanding of legal requirements, local procedures and your own accountability where there are concerns that a child or young person has been, or is in danger of being, harmed or abused.				

4	Demonstrate understanding of the role of different agencies and the central place of multi-agency working in the <b>safeguarding</b> of children and young people.					
5	Demonstrate understanding of the actions you need to take when harm or abuse is suspected or has been disclosed, in line with local procedures and the responsibilities and boundaries of your role.					
6	Demonstrate understanding of actions you must take and those you must avoid in order to protect the integrity of evidence relating to possible harm or abuse.					
7	Reflect on your own behaviour and values to ensure that they do not contribute to situations, actions or behaviour that may be harmful or abusive.					

Implement practices that help to safeguard children and young people from harm or abuse						
8	Monitor actions, behaviours and situations that may lead to harm or abuse.					
9	Monitor significant changes in a child or young person's emotional or physical health, personal appearance or behaviour.					
10	Follow required procedures for reporting concerns about the welfare of a child or young person and any actions, behaviours or situations that may lead to harm or abuse.					
11	Keep detailed, accurate, timed, dated and signed records about any changes, events or occurrences that cause concern.					
12	Use supervision and support to consider the impact on yourself and other people of suspected or disclosed harm or abuse.					

Develop relationships that promote the safeguarding of children and young people						
13	Establish <b>relationships</b> that support trust and rapport with children and young people and <b>key people</b> .					
14	Establish relationships in which children, young people and key people are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution.					
15	Use the child or young person's preferred communication methods and language.					
16	Support the child or young person to <b>communicate</b> their views and preferences, according to their age, ability and level of development.					
17	Explain to the child or young person your responsibilities to disclose any information about potential or actual harm or abuse, according to their age, ability and level of development.					



18	Maintain confidentiality within the boundaries of your own role and the safeguarding of children and young people.					
<b>Promote rights and inclusion with children and young people</b>						
19	Provide information to children, young people and key people about their rights and responsibilities.					
20	Work with the child or young person in ways that respect their dignity, privacy, beliefs, preferences, culture, values and rights.					
21	Work with the child or young person, key people and others to balance rights, responsibilities and risks.					
22	Ensure your own actions promote equity and inclusion and do not discriminate.					
23	Take appropriate steps when the actions of others are discriminatory.					

Work in ways that promote the wellbeing of children and young people						
24	Support key people and <b>others</b> to recognise and respect the <b>background</b> and preferences of the child or young person.					
25	Work with the child or young person in <b>child centred</b> ways.					
26	Work with the child or young person in ways that recognise the impact that experiences, losses and life events have had on their lives.					
27	Work with the child or young person in ways that promote their self-esteem, sense of security and belonging.					
28	Work with the child or young person in ways that maximise their <b>active participation</b> , independence and responsibility.					
29	Support the child or young person to maximise their decision-making and control over their lives.					

Support children and young people to keep themselves safe						
30	Promote the child or young person's awareness of personal safety, according to their age, ability and level of development.					
31	Promote the child or young person's awareness of risks associated with the use of <b>electronic communications</b> , according to their age, ability and level of development.					
32	Work with the child or young person to help them understand bullying and the action to take if it occurs, according to their age, ability and level of development.					
33	Support the child or young person to recognise when the behaviour towards them of any child, young person or adult is inappropriate or unacceptable, according to their age, ability and level of development.					

34	Work with the child or young person, key people and others to challenge practices that may lead to harm or abuse, according to their age, ability and level of development.					
35	Support the child or young person and key people to express concerns or make complaints, according to their age, ability and level of development.					

## SCDHSC0213 – Provide food and drink to promote individuals’ health and well being

Performance criteria	Activity observed by HCA (Date/Sign)	Activity performed under supervision by HCA (Date/Sign)	Activity performed independently by HCA (Date/Sign)	Comments	Competence achieved (Date/Sign)
<b>Support individuals to identify what they will eat and drink</b>					
1	Support the <b>individual</b> and <b>key people</b> to <b>communicate</b> the types of <b>food and drink</b> the individual prefers.				
2	Offer the individual information about food and drink options that will promote their health and well being.				
3	Support the individual to choose food and drink that adhere to their <b>care or support plan</b> , that take account of their <b>dietary requirements</b> and preferences and of any religious, cultural and personal beliefs, and that are within the available resources.				

4	Support the individual to consider suitable alternatives where their initial preferences cannot be met.					
5	Work with the individual to resolve any problems about their choice of food and drink.					
6	Take appropriate action if there are concerns about the individual’s diet.					
<b>Prepare food and drink relevant to individuals’ dietary needs and preferences</b>						
7	Ensure your own personal cleanliness and hygiene when preparing and serving food.					
8	Wash your hands and before, during and after handling food.					
9	Clean work surfaces, cooking utensils and equipment thoroughly before use.					
10	<b>Prepare food</b> in ways that make the food appetising to the individual.					
11	Prepare food in ways that meet safety requirements and minimise the <b>risks</b> of food-associated illness or infection.					

12	Prepare food in ways that follow <b>guidelines for healthy eating</b> , where these are in keeping with any specific dietary requirements of the individual.					
13	Follow work setting requirements for safe storage or disposal of any food and drink left over from preparation.					
<b>Serve food and drink to individuals</b>						
14	Prepare the immediate environment to ensure that eating and drinking will be as enjoyable as possible to the individual.					
15	Provide any aids or <b>specialist equipment</b> the individual needs to enable them to eat and drink.					
16	Serve food and drink with the appropriate utensils, in a hygienic manner and in accordance with health and safety requirements.					

17	Present food attractively and in ways that meet the individual's preferences about quantity, temperature, consistency and appearance.					
18	Place food and drink within easy reach of the individual.					
19	Support the <b>active participation</b> of the individual in consuming their chosen food and drink.					
20	Support the individual to consume manageable quantities of food and drink and to eat and drink at their own pace.					
21	Support the individual to make themselves clean and tidy if food or drink is dropped or spilt.					
22	Ensure the individual has access to water or other appropriate fluids between meals.					
<b>Clear away when individuals have finished eating and drinking</b>						
23	Check that the individual has finished eating and drinking before removing utensils and crockery.					



24	Where food and drink has not all been consumed, clarify with the individual the reasons for this.					
25	Take appropriate action if the individual appears to be still hungry or thirsty after they have finished eating and drinking, or if the reasons for leaving food and drink cause concern.					
26	Encourage the individual to wash their hands and make themselves clean and tidy at the end of the meal.					
27	Support the active participation of the individual in removing used utensils and crockery.					
28	Follow work setting requirements to dispose of stale and unusable left-over food.					
29	Clean work surfaces after use with appropriate cleaning materials.					

30	Clean and store cooking utensils and equipment correctly or return them for cleaning.					
31	Ensure your own cleanliness and hygiene after clearing away utensils, crockery and equipment.					
32	Where required, record accurately the individual’s intake of food and drink.					
33	Complete records and reports on any issues or concerns about the individual and their eating and drinking, in accordance with work setting requirements.					

# SCDHSC0021 – Support effective communication

## KSF Core 1 Communication

Performance criteria	Activity observed by HCA (Date/Sign)	Activity performed under supervision by HCA (Date/Sign)	Activity performed independently by HCA (Date/Sign)	Comments	Competence achieved (Date/Sign)
Identify how best to support communication with and by individuals.					
1	Seek information and advice about the <b>individual's</b> specific communication preferences and needs.				
2	Confirm with the individual their preferred ways to <b>communicate</b> and any changes in their needs.				
3	Review your own communication skills to see if they will be suitable to meet the individual's preferences and needs.				
4	Where necessary, seek <b>extra support</b> to ensure you are able to communicate with the individual and understand their views.				

5	Where necessary, seek extra support to ensure that the individual is able to communicate with and understand you.					
6	Share information with <b>others</b> about the individual's communication and language preferences and needs, within confidentiality agreements and according to legal and work setting requirements.					
Support individuals to communicate.						
7	Work in ways that promote <b>active participation</b> when supporting the individual to communicate.					
8	Check whether the individual has the support they need to communicate their views, wishes and preferences.					
9	Take appropriate action to ensure that any required support is available.					
10	Support the individual to use their preferred means of communication and language.					

11	Give the individual sufficient time to communicate without interrupting or finishing off their communication.					
12	Take appropriate action to address any misunderstandings.					
Communicate with individuals and key people.						
13	Position yourself so that you can give full attention to what the individual and <b>key people</b> wish to communicate so that they can give full attention to you.					
14	Communicate with the individual and key people at a pace, in a manner and at a level appropriate to the individual's understanding, preferences and needs.					
15	Use body language, eye contact, tone of voice and methods of <b>listening</b> that actively encourage the individual and key people to communicate.					
16	Adapt your communication to meet the individual's changing needs and preferences.					

17	Adapt your communication when the individual or key people have difficulty understanding what you want to communicate.					
18	Ensure the focus of communication is with the individual whilst acknowledging the input of key people.					
19	Give your full attention and concentration when you are communicating with the individual and key people.					
Respond to questions and concerns of individuals and key people.						
20	At appropriate points while the individual and key people are communicating questions or concerns, clarify points to check that you have understood what is being communicated.					
21	Respond appropriately to questions and concerns that the individual and key people express.					

22	At appropriate points, confirm that the individual and key people have understood what you are saying.					
23	Seek additional advice and support for questions and concerns that are beyond your competence to deal with.					
24	Respect the individual's and key people's rights to confidentiality of information, within legal and work setting procedures.					
25	Complete records and reports about what you have done, any problems you have had and any outcomes arising from the communications, within confidentiality agreements and according to legal and work setting requirements.					
Contribute to communicating through records and reports.						
26	Gain permission from the appropriate people to access records when needed.					
27	Access records required for your work in line with work setting practices, policies and procedures.					

28	Complete required records according to the activities you have undertaken, confidentiality agreements and legal and work setting requirements.					
29	Pass on information to others about the individual's preferences and needs.					
30	Report to appropriate people accurate and sufficient information about any signs and symptoms that may indicate changes in an individual's care and support needs.					
31	Support the individual to understand what you have reported or recorded about them and why.					
32	Report to appropriate people accurate and sufficient information about any problems you have had when carrying out care or support and what you did about them.					
33	Report to appropriate people any difficulties you have in accessing and updating records and reports.					



34	Maintain the security of records and reports according to legal and work setting procedures.					
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# GEN 97 – Communicate effectively in a healthcare environment

## KSF Core 1 Communication

Performance criteria	Activity observed by HCA (Date/Sign)	Activity performed under supervision by HCA (Date/Sign)	Activity performed independently by HCA (Date/Sign)	Comments	Competence achieved (Date/Sign)
1 Acknowledge and respond to communication promptly					
2 Communicate clearly and coherently taking into account the needs of individuals.					
3 Select the most appropriate method of communication for the individuals.					
4 Ensure that the environment for communication is as conducive as possible for effective communication.					
5 Adapt your communication style to suit the situation.					
6 Identify any communication style to suit the situation.					
7 Clarify points and check that you and others understand what is being communicated.					

8	Actively listen and respond appropriately to any questions and concerns raised during communications.					
9	Establish lines of communication which enable you to communicate with individuals in other locations in time of need or emergency.					
10	Maintain confidentiality of information where appropriate to do so.					

# CHS 169 – Comply with legal requirements for maintaining confidentiality in healthcare

KSF Core 3 Health, safety and security

Performance criteria	Activity observed by HCA (Date/Sign)	Activity performed under supervision by HCA (Date/Sign)	Activity performed independently by HCA (Date/Sign)	Comments	Competence achieved (Date/Sign)
1 Work within your level of competence, responsibility and accountability throughout.					
2 Establish the identity of an enquirer prior to providing any information or data.					
3 Ensure that enquiries are routed to the appropriate person if the request is outside your responsibility and accountability.					
4 Communicate effectively in the appropriate medium to meet the individual's needs and preferences.					

5	Give clear, concise and accurate information or other data where this is within your scope of practice and responsibility.					
6	Respond correctly to any questions which are within your area of responsibility and refer any questions that you cannot answer to the appropriate person.					
7	Ensure you retain the confidentiality of the individual's information or data in line with legislation and organisational requirements.					
8	Where appropriate, ensure the safe and secure transfer of the individual's information or data to the enquirer.					
9	Record the request for any information or data supplied to maintain an audit trail of persons in receipt of information.					
10	Maintain full, accurate and legible records in line with current legislation, guidelines local policies and protocols.					

## MH14.2013 - Identify potential mental health needs and related issues

Performance criteria	Activity observed by HCA (Date/Sign)	Activity performed under supervision by HCA (Date/Sign)	Activity performed independently by HCA (Date/Sign)	Comments	Competence achieved (Date/Sign)
1 Regularly update your knowledge about the range of mental health needs and the possible indications of these.					
2 Explore situations sufficiently to allow you to make a reasonable judgement about whether people have mental health needs.					
3 Identify a person's strengths, resources and aspirations, and understand their importance in coming to a balanced assessment.					
4 Identify and recognise the importance of the person's ethnicity and socio-cultural context in relation to mental health needs.					

5	Obtain specialist advice or assistance where you are unable to make a reasonable judgement about whether people have mental health needs and require referral.					
6	Respond promptly to any indications of mental health needs in order act upon the opportunity for intervention.					
7	Involve the person and those people of their choosing in the referral process ensuring an open and empowering approach.					
8	Assess any immediate risk to the person and to others which may result from mental health and/or related issues in accordance with legislation and organisational policy and procedures.					
9	Take prompt action appropriate to your assessment of risk in line with legal and organisational requirements.					

10	Record situations and actions taken in line with organisational requirements.					
11	Provide information about situations and actions taken only to those entitled to have it in accordance with legal and organisational requirements.					



## SCDHSC0022 – Support the health and safety of yourself and individuals

### KSF Core 3 Health, safety and security

Performance criteria	Activity observed by HCA (Date/Sign)	Activity performed under supervision by HCA (Date/Sign)	Activity performed independently by HCA (Date/Sign)	Comments	Competence achieved (Date/Sign)
Carry out health and safety checks before you begin work activities.					
1	Make sure that you are aware of the setting's health, safety and security procedures before you begin work activities.				
2	Check any risk assessments relating to work activities before you begin.				
3	Use risk assessments to plan and carry out your work.				
4	Examine the areas in which you work and any equipment to be used, to ensure that they are safe and <b>hazard</b> free and conform to legal and work setting requirements for health and safety.				

5	Wherever possible, remove hazards that might pose a health and safety <b>risk</b> to yourself and other people.					
6	Report any health and safety issues as required in the work setting.					
Ensure your actions support health, safety and security in the place where you work.						
7	Operate within the limits of your own role and responsibilities in relation to health and safety.					
8	Follow requirements of the work setting to ensure that people know where you are at all times.					
9	Ensure that your own health and hygiene do not pose a threat to others.					
10	While working with <b>individuals</b> take account of their preferences and needs when you ensure their health and safety and your own.					
11	Check that people who are present have a right to be there.					

12	Check for hazards and health, <b>safety and security</b> risks whilst you are working.					
13	Take appropriate action if you identify the likelihood of an <b>accident</b> , injury or harm.					
14	Work with others to minimise potential risks.					
15	Use <b>approved methods and procedures</b> when undertaking potentially hazardous work activities.					
16	Report any health and safety issues in the place you are working that may put yourself and others at risk.					
17	Complete health, safety and security records according to legal and work setting requirements.					
18	Seek additional support to resolve health and safety problems when necessary.					
Take action to deal with emergencies						
19	Take appropriate and immediate action to deal with <b>health and environmental emergencies</b> .					

20	Summon assistance appropriate to the emergency.					
21	Support individuals during the emergency.					
22	Provide assistance within your own competence until someone who is qualified to deal with the emergency is available.					
23	Support others who may be affected by the emergency.					
24	Report on emergencies according to legal and work setting requirements.					

## IPC2.2012 – Perform hand hygiene to prevent the spread of infection

KSF Core 3 Health, safety and security

Performance criteria	Activity observed by HCA (Date/Sign)	Activity performed under supervision by HCA (Date/Sign)	Activity performed independently by HCA (Date/Sign)	Comments	Competence achieved (Date/Sign)
1	Continually assess the need to perform effective hand hygiene to prevent the spread of infection.				
2	Remove wrist and hand jewellery, including wristwatches prior to performing hand hygiene as these harbour microorganisms and may also inhibit effective hand hygiene.				
3	Where you wish to wear plain rings, move them when you are carrying out hand hygiene, in order to reach all microorganisms.				
4	Use either liquid soap or approved hand rub products.				

5	<p>Where you use liquid soap:</p> <p>A. Wash your hands to achieve effective hand hygiene, ensuring that you use appropriate techniques in accordance with local and national policies/procedures.</p> <p>B. Dry your hands thoroughly using single-use paper/towels or according to local policy/guidelines.</p>					
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6	<p>Where approved hand rub products are available or the only option for hand hygiene:</p> <ul style="list-style-type: none"> <li>A. Ensure that it is appropriate to use them.</li> <li>B. Follow the manufacturer’s instructions on quantity, application and usage.</li> <li>C. Ensure that you use appropriate techniques according to local and national policies/procedures.</li> <li>D. Allow your hands to air dry fully and naturally before carrying out the activity.</li> </ul>					
7	<p>Avoid contamination of your hands between hand hygiene and carrying out the activity.</p>					

8	Keep your fingernails short and clean and without nail polish or artificial fingernails and accessories when providing care to others.					
9	Before each working shift, assess your hands for cuts, cracks and breaks in the skin that could harbour microorganisms.					
10	Cover any cuts and abrasions with a waterproof dressing, change the dressing when required, and keep the area clean to reduce the risk of infection.					
11	Maintain good hand skin hydration by using moisturiser as appropriate.					
12	Report any skin problems to your line manager, Occupational Health or your General practitioner so that appropriate treatment can be undertaken.					



13	Should you encounter problems with the facilities and supplies for hand hygiene that you are unable to remedy, inform the person responsible for them and ask them to take action.					
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# IPC6.2012 – Use personal protective equipment to prevent the spread of infection

## KSF Core 3 Health, safety and security

Performance criteria	Activity observed by HCA (Date/Sign)	Activity performed under supervision by HCA (Date/Sign)	Activity performed independently by HCA (Date/Sign)	Comments	Competence achieved (Date/Sign)
1 Consider the risks of acquiring and spreading infection before, during and after each activity you undertake, including considering potential contamination of the environment in which you are working.					
2 Use appropriate personal protective equipment for the activity you are undertaking based on the local risk assessment and local policy/procedures.					

3	Perform effective hand hygiene before putting on, and immediately after removing, personal protective equipment.					
4	Prior to use, check all items of personal protective equipment for cleanliness and damage and ensure they fit correctly.					
5	Perform a fit check each time a respirator is used.					
6	Use all items of personal protective equipment according to the manufacturers instructions, and any relevant local and national policies/procedures.					
7	Remove and replace any item of personal protective equipment if it becomes torn, punctured or otherwise damaged, as soon as you can safely do so.					

8	<p>Change items of personal protective equipment between patients/clients/service users and, where appropriate, between different activities with the same patient/client/service user.</p>					
9	<p>Remove items of personal protective equipment immediately after use, before touching any clean areas, items, or surfaces, or touching people, and:</p> <ol style="list-style-type: none"> <li>1. Dispose of single use items safely, according to local/national policy/procedures.</li> <li>2. Follow local/national policy/procedures for cleaning, with or without disinfection, of re-usable items before storage.</li> </ol>					

10	Should you encounter problems with the facilities and supplies for personal protective equipment, that you are unable to remedy, inform the person responsible for them and ask them to take action.					
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# GEN 12 – Reflect on and evaluate your own values, priorities, interests and effectiveness

## KSF Core 2 Personal and people development

Performance criteria	Activity observed by HCA (Date/Sign)	Activity performed under supervision by HCA (Date/Sign)	Activity performed independently by HCA (Date/Sign)	Comments	Competence achieved (Date/Sign)
1 Identify your own values, interests and priorities in relation to health and social wellbeing.					
2 Think about and identify the impact which your own values, interests and priorities have on your own practice and personal life.					
3 Acknowledge the factors which have influenced your own health and social wellbeing together with how these have affected your own values.					

4	Reflect on your own personal beliefs and preferences to identify the effect which they have had on how you think about and work with others.					
5	Evaluate your own strengths in working with others and your effectiveness in different settings.					
6	Monitor the outcomes and processes of your own work and evaluate their effectiveness.					
7	Identify the ways in which your own work can be improved.					
8	Develop specific plans to tackle any behaviour and practice which might directly affect how well you can work with different individuals and groups.					
9	Use effective support systems and networks for ongoing and crisis situations.					
10	Use feedback from other constructively to inform change and development.					

## SCDHSC0023 – Develop your own knowledge and practice

### KSF Core 2 Personal and people development

Performance criteria	Activity observed by HCA (Date/Sign)	Activity performed under supervision By HCA (Date/Sign)	Activity performed independently by HCA (Date/Sign)	Comments	Competence achieved (Date/Sign)
Reflect on your current practice					
1	Clarify with <b>others</b> the skills, knowledge and values required to carry out your job role.				
2	Clarify with others the areas of your work where literacy, numeracy and information technology skills are necessary.				
3	Actively seek feedback from <b>individuals, key people</b> and others on your use of skills, knowledge and values in your practice.				
4	Agree with others the areas of strength in your practice				



5	Reflect with others on the way your values, <b>personal beliefs</b> and experiences may affect your work with individuals.					
Plan to develop your knowledge and practice						
6	Seek <b>support</b> from others to identify areas for development within your practice that would help you to carry out your work activities more effectively.					
7	Seek advice on <b>development opportunities</b> to achieve development.					
8	Agree a <b>personal development plan</b> with others.					
9	Secure opportunities for development.					
Apply acquired knowledge and skills in your work						
10	Use opportunities with others to reflect on your learning from development opportunities in order to continuously improve your practice.					
11	Review how the newly acquired skills and knowledge can be applied in your practice.					

12	Confirm with others that it is safe and within your job role before applying new skills and knowledge.					
13	Apply new skills and knowledge that have been agreed appropriate to your job role.					
14	Evaluate with others how far your new skills and knowledge have enhanced your work.					

## CHS 131 – Obtain and test capillary blood samples

### KSF HWB6 Assessment and treatment planning

Performance criteria	Activity observed by HCA (Date/Sign)	Activity performed under supervision by HCA (Date/Sign)	Activity performed independently by HCA (Date/Sign)	Comments	Competence achieved (Date/Sign)
1 Apply standard precautions for infection prevention and control and any other relevant health and safety measures.					
2 Give the individual relevant information, support and reassurance in a manner which is sensitive to their needs and concerns.					
3 Gain valid consent to carry out the planned activity.					
4 Select and prepare the site for obtaining the capillary blood sample immediately before the blood is obtained, in line with organisational procedures.					

5	Obtain the required amount of blood of the required quality, using the selected materials and equipment into the container(s) and/or onto the appropriate strips or slides, in the correct order and in a manner which will cause minimum discomfort to the individual.					
6	Take appropriate action to stimulate the flow of blood if there is a problem obtaining blood from the selected site, or choose an alternative site.					
7	Apply pressure to the puncture site following completion to encourage closure and blood clotting.					
8	Promptly identify any indication that the individual may be suffering any adverse reaction/event to the procedure and act accordingly.					

9	<p>Where the sample is to be sent for laboratory testing:</p> <ul style="list-style-type: none"> <li>A. Label the sample, if it is not to be tested immediately, clearly, accurately and legibly, using computer prepared labels where appropriate.</li> <li>B. Place sample in the appropriate packaging, ensure the correct request forms are attached and put in the appropriate place for transport or storage if required.</li> <li>C. Ensure immediate transport of the sample to the relevant department when blood sampling and investigations are urgent.</li> </ul>					
10	<p>Document all relevant information clearly, accurately and correctly in the appropriate records.</p>					

## National occupational standard: CHS 131 – Obtain and test capillary blood samples

11	When appropriate, test the blood sample correctly using the appropriate method in line with organisational procedure.					
12	Recognise and interpret results accurately or pass them onto an appropriate staff member for interpretation.					
13	Record results fully and accurately in the appropriate manner and place and report to the appropriate staff member.					
14	Give clear and accurate information to the individual about the results of test, if available and within the limits of your responsibility.					
15	Respond to questions from the individual clearly and accurately in an appropriate manner, level and pace or refer them to an appropriate staff member.					
16	Ensure that the individual is informed if any further action is required/the next stage in the process.					

## CHS7.2012 – Obtain and test specimens from individuals

### KSF HWB8 biomedical investigation and intervention

Performance criteria	Activity observed by HCA (Date/Sign)	Activity performed under supervision by HCA (Date/Sign)	Activity performed independently by HCA (Date/Sign)	Comments	Competence achieved (Date/Sign)
1 Work within your level of competence, responsibility and accountability for obtaining and testing specimens.					
2 Apply appropriate health and safety measures, standard precautions for infection prevention and control and personal protective equipment relevant to the procedure and environment.					
3 Check the individual's identity and gain valid consent and authorisation for the planned activity.					

4	Communicate effectively in the appropriate medium to meet the individual's needs and preferences.					
5	Ensure privacy and dignity at all times, taking into account the individuals ethnic and religious background which might influence certain aspects of collecting specimens.					
6	Check the required preparations have been completed and stop the procedure if the necessary preparations have not been followed by the individual or staff.					
7	Provide the necessary and appropriate container for the specimen to the individual.					
8	Obtain specimens from clients when they cannot do these themselves, and place them in the appropriate container.					
9	Ensure specimens are collected in the correct order where necessary.					



10	Label specimens correctly, attach the relevant documentation, place in the relevant biohazard bags, and put them in the correct place for storage, collection or transportation.					
11	Record any problems in obtaining the specimen to the appropriate member of the team without delay.					
12	When required, test specimens using the correct process for the investigation to be performed and according to the specimen being tested.					
13	Report immediately any finding which are outside of normal ranges and which demand urgent attention in line with local policies, protocols and procedures.					
14	Reassure and inform the individual of the results of the tests according to their needs or pass this on to other staff members if this is beyond your role and responsibility.					

15	Maintain full, accurate and legible records of sample collection and testing and store in correct location in line with current legislation, guidelines, local polices and protocols.					
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## CHS19.2012 – Undertake routine clinical measurements

### KSF HWB6 Assessment and treatment planning

Performance criteria	Activity observed by HCA (Date/Sign)	Activity performed under supervision by HCA (Date/Sign)	Activity performed independently by HCA (Date/Sign)	Comments	Competence achieved (Date/Sign)
1 Apply standard precautions for infection prevention and control and apply other necessary health and safety measures.					
2 Check the individual's identity and confirm the planned action.					
3 Give the individual relevant information, support and reassurance in a manner which is sensitive to their needs and concerns.					
4 Gain valid consent to carry out the planned measurement.					
5 Take the measurement at the prescribed time and in the prescribed sequence.					

6	Use the appropriate equipment in such a way as to obtain an accurate measurement.					
7	Reassure the individual throughout the measurement and answer questions and concerns from the individual clearly, accurately and concisely within own sphere of competence and responsibility.					
8	Refer any questions and concerns from or about the individual relating to issues outside your responsibility to the appropriate member of the care team.					
9	Seek a further recording of the measurement by another staff member if you are unable to obtain the reading or if you are unsure of the reading.					
10	Observe the condition of the individual throughout the measurement.					
11	Identify and respond immediately in the case of any significant changes in the individual's condition.					

12	Recognise and report without delay any measurement which falls outside of normal levels.					
13	Record your findings and accurately and legibly in the appropriate documentation.					
14	Clean used equipment and return to usual place of storage after use.					
15	Dispose of waste and disposable equipment appropriately.					

## CHS2 – Assist in the administration of medicine

Performance criteria	Activity observed by HCA (Date/Sign)	Activity performed under supervision by HCA (Date/Sign)	Activity performed independently by HCA (Date/Sign)	Comments	Competence achieved (Date/Sign)
1 Apply standard precautions for infection prevention and control any other relevant health and safety measures.					
2 Check that all medication administration records or protocols are available, up to date and legible with the member of staff leading the process.					
3 Report any discrepancies or omissions you might find to the person in control of the administration and to relevant staff as appropriate.					

4	<p>Read the medication administration record with the person leading the administration, checking and confirming the medication required, the dose and the route of administration against the record/protocol, and confirming the expiry date of the medication.</p>					
5	<p>Refer confusing or incomplete instructions back to the relevant member of staff or the pharmacist.</p>					
6	<p>Check and confirm the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves, using a variety of methods, before the medication is administered.</p>					
7	<p>Contribute to administering the medication to the individual in the appropriate manner, using the correct technique and at the prescribed time according to the care plan.</p>					

8	Assist the individual to be as self managing as possible and refer any problems or queries to the relevant staff or pharmacist.					
9	Seek help and advice from a relevant member of staff if the individual will not or cannot take the medication.					
10	Check and confirm that the individual actually takes the medication and does not pass medication to others.					
11	Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely.					
12	Return medication administration records to the agreed place for storage and maintain the confidentiality of information relating to the individual at all times.					



13	Ensure the security of medications throughout the process and ensure all medication is stored in the correct safe place when administration is complete.					
14	Check the stock level of medications and assist in the reordering if necessary and applicable.					