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| **<insert service name> Care Certificate Strategy** |
| **Date of Origination**  |  |
| **Responsibility**  |  |

All new staff will complete the Care Certificate within the first <insert number of weeks> of their employment. This will be part of their wider induction to the company. Achievement of the Care Certificate should ensure that the worker has the required values, behaviours, competences and skills to provide high quality, compassionate care. The Care Certificate is the start of a learning journey in the workplace, staff are supported to continue their learning after they have completed.

As part of this induction period new staff will be introduced to the Code of Conduct. The [Code of Conduct](http://www.skillsforcare.org.uk/Documents/Standards-legislation/Code-of-Conduct/Code-of-Conduct.pdf) sets the standard of conduct expected of all adult social care workers in England. It helps our staff provide high quality, safe and compassionate care and support. It outlines the behaviours and attitudes that people who use care and support should rightly expect.

The Care Certificate will be assessed by <insert people/names> who have demonstrated their competence and confidence to assess and teach where necessary. Our assessors are also required to continuously update their own competence.

The assessment of the Care Certificate will be as rigorous as the assessment of any formal qualification. Staff will not be 'part skilled' or have 'some knowledge'.

Evidence will be:

* **valid** – relevant to the standards
* **authentic** – produced by the new starter
* **current** – sufficiently recent for assessors to be confident that they still have that same level of skills or knowledge
* **reliable** - genuinely representative of their knowledge and skills
* **sufficient** – meets in full all the requirements of the standards.

Confidentiality is essential in all aspects of care and that includes during the time new staff are being assessed for their Care Certificate.

As staff are signed-off for each standard, they will then be deemed suitable to work in that area unsupervised. However, we will regularly revisit standards during supervisions, appraisals and observation of practice to ensure consistency of practice.

Before starting and throughout the Care Certificate the assessor and the learner will plan learning opportunities which should be **SMARTER** and contain **Simple, Measurable, Attainable, Realistic, Enjoyable, Recorded Targets.**

Evidence of knowledge and competence will be collected via the <insert method> which may include a range of different types of evidence including assignments, reflective accounts and observations. These records will ultimately belong to the staff member and will be portable if they choose to leave the company.

Throughout the process the assessor will provide clear and constructive feedback to the staff member. Where there are gaps in skills or knowledge training or shadowing will be arranged.

There are sections in some of the standards where the staff member will need to demonstrate to the assessor that they can perform a certain task or work in a specific manner. The judgement of competency will lie with the assessor who may also seek the views of work colleagues and where appropriate service users & other visitors. It is the ultimate responsibility of the Registered Manager to sign off all completed standards.

If staff have not successfully completed the full 15 standards (or those standards relevant to their role) within the agreed timeframe, a one to one meeting will be booked with them, the assessor and Registered Manager to discuss reasons why and create an action plan for the way forward. This is a probation period and if reasons are unsatisfactory then this may lead to disciplinary action.

**Appeals:**

All new starters will be given details of the appeals procedure before commencing the Care Certificate.

If a Care Certificate learner is dissatisfied with an assessment outcome he/she has the right of appeal. There are two stages in the appeals procedure and each stage must be exhausted before proceeding to the next one.

The main reasons for an appeal are likely to be:

* the worker does not understand why he/she is not yet regarded as competent, due to lack of or unclear feedback from the assessor
* the worker believes he/she is competent and that the assessor has misjudged him/her, or has missed/misinterpreted some vital evidence.

Staff are advised to keep their own copies of all the documents used in the appeals procedure.