

# Summary of updates to Care Certificate standards 2025

This document provides information about the updates made in the Care Certificate standards, updated in 2025.

Where learning programmes, resources and delivery models are currently used for Care Certificate standards delivery, it is the owners (e.g. learning provider, employer) responsibility to ensure the content is up to date. This document can be used as an easy reference to support this activity.

Key updates have been captured in the table below. **We also encourage you to review the Care Certificate standards updated 2025.** Some further minimal updates have been made (in addition to those referenced in the table) throughout including:

- some changes with formatting and numbering of criteria
- some aspects of reviewed terminology
- some duplication of criteria removed, and criteria combined
- associated standard guidance refreshed
- revised glossary.

Along with the updated standards, we recommend you review the Care Certificate self-assessment tool and the assessor and employer guide, as these documents have also been refreshed.

Prior version of standards	Care Certificate standards updated 2025
<b>Standard 1 Understand own role</b>	<b>Standard 1 Understand own role</b>  Learning outcome 1.1 <i>Added:</i> Identify different opportunities for career and professional development  Learning outcome 1.3 <i>Added:</i> as well as <b>key people</b> , advocates and <b>others</b> who are significant to an <b>individual</b> (into 'Describe their responsibilities to the individuals they support')
<b>Standard 2 Your personal development</b>	<b>Standard 2 Your personal development</b>  Learning outcome 2.2 <i>Added:</i> Digital skills (into 'Describe the functional level' and 'Explain where to find information and support on how to check and develop own current level of skills')  <i>Added:</i> Learning activity (into 'Describe how <b>reflecting</b> on a situation has improved their own knowledge, skills and understanding')
<b>Standard 3 Duty of care</b>	<b>Standard 3 Duty of care</b>  Learning outcome 3.1 <i>Added:</i> Define duty of candour
<b>Standard 4 Equality and diversity</b>	<b>Standard 4 Equality, diversity, inclusion and human rights</b>  Note: Standard title has changed  Throughout learning outcomes: Inclusion and human rights have been added to strengthen

	<p>Learning outcome 4:1  <b>Added:</b> including protected characteristics (into 'Explain what is meant by equality')  <b>Added:</b> Explain what is meant by bias and discrimination</p> <p>Learning outcome 4:2  <b>Added:</b> Demonstrate interactions with <b>individuals</b> that support <b>culturally appropriate care</b> (in replace of 'Demonstrate interaction with individuals that respects their beliefs, culture, values and preferences')  <b>Added:</b> Describe how to recognise, challenge and report discrimination in line with your employers' policies and procedures, in a way that encourages positive change (in replace of 'Describe how to challenge discrimination in a way that encourages positive change')</p> <p><b>Recommended thorough review of this standard to ensure all updates and reformatting are captured</b></p>
<p><b>Standard 5 Work in a person-centred way</b></p>	<p><b>Standard 5 Work in a person-centred way</b></p> <p>Learning outcome 5.1  <b>Added:</b> Identify <b>person-centred values</b> and describe how to put them into practice in their day-to-day work (in replace of 'Describe how to put person-centred values into practice in their day-to-day work')  <b>Added:</b> Explain the importance of <b>relationships</b> significant to the individual being supported when working in a person-centred way</p> <p><b>New learning outcome 5.3:</b> Understand the meaning of mental capacity in relation to how care is provided</p> <p>This has been transferred from the prior version of the Care Certificate standards, standard 9. All criteria have been updated and now includes reference to the relevant legislation, best interest and advance decisions.</p>

	<p>Learning outcome 5.5  <b>Added:</b> Emotional distress (into ‘Recognise the signs that <b>an individual</b> is in pain, discomfort’ <u>and</u> ‘Take appropriate steps to remove or minimise factors, including environmental factors, which may be causing pain, discomfort’)</p> <p>Learning outcome 5.6  <b>Added:</b> ‘Wellbeing’ has replaced emotional and spiritual wellbeing throughout to ensure wider aspects are also covered, a definition has also been provided within glossary</p> <p><b>Recommended thorough review of this standard to ensure all updates and reformatting are captured</b></p>
<p><b>Standard 6 Communication</b></p>	<p><b>Standard 6 Communication</b></p> <p>Learning outcome 6.2  <b>Added:</b> aids, assistive technologies and digital communication tools (into ‘List a range of communication methods and styles’)</p> <p>Learning outcome 6.3  <b>Added:</b> Describe how an individual's behaviour may be a form of communication</p> <p>Learning outcome 6.6  <b>Added:</b> Ensure the appropriate and safe use of <b>communication aids, assistive technologies,</b> and <b>digital communication tools</b> (in replace of just communication aids/technology)</p> <p><b>Recommended thorough review of this standard to ensure development with use of digital approaches and technology are integrated</b></p>

<p><b>Standard 7 Privacy and dignity</b></p>	<p><b>Standard 7 Privacy and dignity</b></p> <p>Learning outcome 7.1  <b>Added:</b> Describe different ways to maintain privacy and dignity of individuals in your care and support (in replace of ‘Describe how to maintain privacy and dignity in the work setting’)</p> <p>Learning outcome 7.5  <b>Added:</b> The importance of enabling individuals to be as independent as possible and to maintain their own network of relationships and <b>connections</b> with their community (in replace of ‘Describe the importance of enabling individuals to develop skills into self-care and to maintain their own network of friends within their community’)</p>
<p><b>Standard 8 Fluids and nutrition</b></p>	<p><b>Standard 8 Fluids and nutrition</b></p> <p>Learning outcome 8.1  <b>Added:</b> Explain how to identify and report changes or risks relating to nutrition and hydration needs</p> <p>Learning outcome 8.3  <b>Added:</b> Liberty added to this existing criteria: Ensure any nutritional products are within reach of those that have restrictions on their liberty, movement mobility</p>
<p><b>Standard 9 Awareness of mental health, dementia and learning disabilities</b></p>	<p><b>Standard 9 Awareness of mental health and dementia</b></p> <p>Note: Standard title has now changed. Learning disabilities and autism now within new Standard 16</p> <p>Prior content in learning outcome 9.6 mental capacity has now moved to standard 5 work in a person-centred way</p>

	<p>Please note some of the added criteria have replaced existing criteria</p> <p><b>We recommended a thorough review of this standard to ensure all updates, reformatting and updated/replaced criteria are captured.</b></p> <p>Learning outcome 9.1  <b>Added:</b> What is meant by the terms mental health and mental well-being  <b>Added:</b> List common <b>types of mental health conditions</b>  <b>Added:</b> What is <b>meant by the term dementia</b></p> <p>Learning outcome 9.3  <b>Added:</b> Identify <b>reasonable adjustments</b> which can be made in health and care services accessed by <b>individuals</b> living with a mental health condition or dementia and the importance of planning these in advance.</p> <p>Learning outcome 9.4  <b>Added:</b> How to recognise early indicators of mental health deterioration.  <b>Added:</b> List early signs and symptoms of dementia.  <b>Added:</b> Ways to engage with and signpost <b>individuals</b> living with a mental health condition or dementia and their families and <b>carers</b> to other services and support.</p>
<p><b>Standard 10 Safeguarding adults</b></p>	<p><b>Standard 10 Adult safeguarding</b></p> <p>Note: Standard title has now changed and this has been reflected in learning outcome titles and within some criteria.</p> <p>Some content, language and terminology has been updated to reflect the Care Act 2014.</p>

	<p><b>We recommended a thorough review of this standard to ensure all formatting and updated/replaced criteria are all captured</b></p> <p>Learning outcome 10.1  <b>Added:</b> Give the legal definition of an adult at risk  <b>Added:</b> the organisation’s policies and procedures in relation to <b>restrictive practices</b> and your own role in implementing these into existing ‘Describe what constitutes <b>restrictive practices</b>’  <b>Added:</b> Describe the range of potential risks with using technology and how to support individuals to be safe without being <b>risk averse</b></p> <p>Learning outcome 10.2  <b>Changed:</b> Explain why <b>an individual</b> may be at risk from <b>harm</b> or abuse, replacing the term ‘vulnerable’ with ‘may be at risk’ used in existing criteria.</p>
<p><b>Standard 11 Safeguarding children</b></p>	<p><b>Standard 11 Safeguarding children</b></p> <p>No changes have been made</p>
<p><b>Standard 12 Basic life support</b></p>	<p><b>Standard 12 Basic life support</b></p> <p>No changes have been made</p>
<p><b>Standard 13 Health and safety</b></p>	<p><b>Standard 13 Health and safety</b></p> <p>Learning outcome 13.9  Previously ‘Manage stress’ has been revised and is now: ‘Manage mental health and personal wellbeing’  <b>Added:</b> Describe common factors that can affect the mental health and <b>wellbeing</b> of themselves and <b>others</b>  <b>Added:</b> Identify circumstances that tend to trigger these factors in themselves and <b>others</b>  <b>Added:</b> Explain how to access and use the resources which are available to support own and <b>others</b> mental health and <b>wellbeing</b></p>

<p><b>Standard 14 Handling information</b></p>	<p><b>Standard 14 Handling information</b></p> <p>Learning outcome 14.1  <b>Added:</b> Accessing information has been added within relevant criteria  <b>Added:</b> Explain how, and to whom, to <b>report</b> if there has been a <b>data breach</b> or risk to <b>data security</b></p>
<p><b>Standard 15 Infection prevention and control</b></p>	<p><b>Standard 15 Infection prevention and control</b></p> <p>Note: this standard has been fully revised and expanded</p> <p>Learning outcome 15.1  <b>Added:</b> Describe the causes of infection and the six links in the chain of infection  <b>Added:</b> Identify the standard infection prevention and control (IPC) <b>precautions</b> which must be followed to protect you and <b>others</b> in your workplace and where to find the most up to date information  <b>Added:</b> Explain your role in preventing infection in the area you work  <b>Added:</b> Demonstrate effective <b>hand hygiene</b> using appropriate products  <b>Added:</b> Explain how your own health, hygiene, vaccinations status and exposure to infection at work might pose a risk to the <b>individuals</b> you support and <b>others</b> you meet  <b>Added:</b> Identify common types of <b>personal protective equipment (PPE) and clothing</b> and describe how and when to use them  <b>Added:</b> Demonstrate effective use of PPE appropriate to the care activity including putting on and taking off (donning and doffing) safely  <b>Added:</b> Describe the appropriate methods for cleaning and/or <b>decontamination</b> of the care environment/equipment  <b>Added:</b> Identify the process for safe handling of blood/bodily fluids spills</p>

	<p><b>Added:</b> Identify the principles of safe handling and disposal of infected or soiled linen/equipment and <b>clinical waste</b></p> <p><b>Recommended thorough review of this standard to ensure enhanced content is fully integrated</b></p>
	<p><b>Standard 16 Awareness of learning disability and autism</b></p> <p><b>New standard</b></p> <p>Awareness of learning disability has been moved from existing Standard 9 to here and autism is now also included.</p> <p>Reference is provided to the employers' responsibility in providing appropriate learning.</p>