

# Core and mandatory training

Topic	Minimum learning outcomes	Links to: CQC key lines of enquiry (KLOEs) CQC fundamental standards	Suggested refresher frequency
<b>Assisting and moving people</b>	<p>Will be dependent on the workers role and responsibilities and appropriate training should be provided to enable the worker to:</p> <ul style="list-style-type: none"> <li>■ be able to move and position an individual safely.</li> <li>■ use equipment which may be required.</li> <li>■ understand current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals.</li> <li>■ understand anatomy and physiology in relation to moving and positioning individuals.</li> <li>■ be able to minimise risk before moving and positioning individuals.</li> <li>■ know when to seek advice and/or assistance from others when moving and positioning an individual.</li> </ul>	<p><b>CQC KLOEs</b> Safe: S2, S3 Effective: E1, E2</p> <hr/> <p><b>CQC fundamental standards</b> Safety</p>	<p>We recommend learning is refreshed and knowledge and competence assessed at least annually and when a new risk is introduced.</p>

<b>Basic life support and first aid</b>	<p>Basic life support:</p> <ul style="list-style-type: none"> <li>■ Understand and know how to follow procedures for responding to accidents and sudden illness.</li> <li>■ Be able to provide basic life support.</li> </ul> <p>First aid:</p> <ul style="list-style-type: none"> <li>■ The awarding organisation will set the minimum learning outcome.</li> </ul>	<b>CQC KLOEs</b> Safe: S2, S3, S6 Effective: E1, E2, E7	<p>Establishments must provide adequate personnel to respond if someone is taken ill or injured at work. It's the employer's responsibility to determine how many people need training and to what level.</p> <p>Basic life support recommended refresher frequency:</p> <ul style="list-style-type: none"> <li>■ Provide learning and development opportunities when identified or required and at least annually.</li> <li>■ The Resuscitation Council (UK): 'Frequent "low-dose" training may improve CPR skills compared with conventional training strategies' noting 'is widely accepted that skills decay within three to six months after initial training'.</li> </ul> <p>First aid required refresher frequency:</p> <ul style="list-style-type: none"> <li>■ At least every 3 years to be recognised as competent</li> </ul>
		<b>CQC fundamental standards</b> Safety	

<b>Communication</b>	<ul style="list-style-type: none"> <li>■ Understand why communication is important in the work setting.</li> <li>■ Be able to meet the communication and language needs, wishes and preferences of individuals.</li> <li>■ Be able to reduce barriers to communication.</li> <li>■ Be able to apply principles and practices relating to confidentiality at work.</li> </ul>	<b>CQC KLOEs</b> Safe: S2, S6 Effective: E2, E5 Caring: C1, C2, C3 Responsive: R1, R2, R3	<ul style="list-style-type: none"> <li>■ Monitor performance.</li> <li>■ Assess knowledge and competence at least annually.</li> <li>■ Provide learning and development opportunities when identified or required and at least every 3 years.</li> </ul>
		<b>CQC fundamental standards</b> Person-centred care Dignity and respect	
<b>Dignity</b>	<ul style="list-style-type: none"> <li>■ Understand the principles that underpin dignity in care.</li> <li>■ Maintain the dignity, respect and privacy of the individual.</li> </ul>	<b>CQC KLOEs</b> Safe: S1 Caring: C3 Responsive: R3 Well-Led: W1	<ul style="list-style-type: none"> <li>■ Monitor performance.</li> <li>■ Assess knowledge and competence at least annually.</li> <li>■ Provide learning and development opportunities when identified or required and at least every 3 years.</li> </ul>
		<b>CQC fundamental standards</b> Dignity and respect	
<b>Equality and diversity</b>	<ul style="list-style-type: none"> <li>■ Understand the importance of equality and inclusion.</li> <li>■ Be able to work in an inclusive way.</li> <li>■ Know how to access information, advice and support about diversity, equality and inclusion.</li> </ul>	<b>CQC KLOEs</b> Safe: S1 Effective: E1, E3, E5 Caring: C1, C3 Responsive: R1 Well-led: W1	<ul style="list-style-type: none"> <li>■ Monitor performance.</li> <li>■ Assess knowledge and competence at least annually.</li> <li>■ Provide learning and development opportunities when identified or required and at least every 3 years.</li> </ul>
		<b>CQC fundamental standards</b> Dignity and respect Safeguarding from abuse	

<b>Fire safety</b>	<ul style="list-style-type: none"> <li>■ Understand and know how to promote fire safety in the work setting.</li> </ul>	<b>CQC KLOEs</b> Safe: S2, S3, S6	<p>Recommended refresher frequency BS 9999:2008 Code of practice for fire safety in the design, management and use of buildings recommends training is refreshed at least annually.</p> <p>The Department for Communities and Local Government provides advice on meeting legislative requirements and states fire drills should be completed annually.</p>	
<b>CQC fundamental standards</b> Safety	<b>Food hygiene</b>	<ul style="list-style-type: none"> <li>■ Understand the importance of food safety measures when providing food and drink for individuals.</li> <li>■ Be able to maintain hygiene when handling food and drink.</li> <li>■ Be able to meet safety requirements when preparing and serving food and drink for individuals.</li> <li>■ Be able to meet safety requirements when clearing away food and drink.</li> <li>■ Be able to store food and drink safely.</li> <li>■ Know how to access additional advice or support about food safety.</li> </ul>		<b>CQC KLOEs</b> Safe: S5, S6 Effective: E1, E2, E3
<b>CQC fundamental standards</b> Premises and equipment Safety				

<b>Health and safety awareness</b>	<ul style="list-style-type: none"> <li>■ Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting.</li> <li>■ Understand the use of risk assessments.</li> <li>■ Know how to handle hazardous substances.</li> <li>■ Implement security measures in the work setting.</li> <li>■ Know how to manage stress.</li> </ul>	<b>CQC KLOEs</b> Safe: S1, S2, S3, S6 Effective: E6 Well-led: W1, W2	<ul style="list-style-type: none"> <li>■ Monitor performance.</li> <li>■ Assess knowledge and competence at least annually.</li> <li>■ Provide learning and development opportunities when identified or required and at least every 3 years.</li> </ul>
	<b>CQC fundamental standards</b> Safety		
<b>Infection prevention and control</b>	<ul style="list-style-type: none"> <li>■ Understand own and others roles and responsibilities in the prevention and control of infections.</li> <li>■ Understand legislation and policies relating to prevention and control of infections.</li> <li>■ Understand systems and procedures relating to the prevention and control of infections.</li> <li>■ Understand the importance of risk assessment in relation to the prevention and control of infections.</li> <li>■ Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections.</li> <li>■ Understand the importance of good personal hygiene in the prevention and control of infections.</li> </ul>	<b>CQC KLOEs</b> Safe: S5, S6	<ul style="list-style-type: none"> <li>■ Monitor performance.</li> <li>■ Assess knowledge and competence at least annually.</li> <li>■ Provide learning and development opportunities when identified or required and at least every 3 years.</li> </ul>
	<b>CQC fundamental standards</b> Premises and equipment		

<b>Medication management</b>	<ul style="list-style-type: none"> <li>■ Understand legislation, policy and procedures relevant to administration of medication.</li> <li>■ Know about common types of medication and their use.</li> <li>■ Understand procedures and techniques for the administration of medication.</li> <li>■ Prepare for the administration of medication.</li> <li>■ Administer and monitor medication safely.</li> </ul> <p>Additional training as required such as:</p> <ul style="list-style-type: none"> <li>■ how to administer specific medicines such as patches, creams, inhalers, eye drops and liquids.</li> <li>■ Specialist training for specific medications e.g. Buccal midazolam.</li> </ul>	<b>CQC KLOEs</b> Safe: S3, S4, S6	<p><b>NICE</b> recommend that learning for care home staff is refreshed and knowledge and competence assessed at least annually.</p> <p><b>NICE</b> recommend that learning for community-based staff is refreshed and knowledge and competence assessed at least annually.</p> <p>Learning and development requirements will be dependent on the workers role and responsibilities.</p> <p>Training and competency checks should be relevant to the type of service provision and agreed responsibilities.</p> <p>The worker should not manage or administer medicines until they successfully completed any training needed and have been assessed as competent.</p>
		<b>CQC fundamental standards</b> Safety	
<b>Mental capacity and liberty safeguards</b>	<ul style="list-style-type: none"> <li>■ Understand legal frameworks, policy and guidelines.</li> <li>■ Understand the meaning of mental capacity in relation to how care is provided.</li> </ul>	<b>CQC KLOEs</b> Safe: S1, S2, S3, S4 Effective: E1, E2, E4, E7 Caring: C1, C2, C3 Responsive: R1, R2	<ul style="list-style-type: none"> <li>■ Monitor performance.</li> <li>■ Assess knowledge and competence at least annually.</li> <li>■ Provide learning and development opportunities when identified or required and at least every 3 years.</li> </ul>
		<b>CQC fundamental standards</b> Person-centred care Consent	

<b>Moving and handling objects</b>	<ul style="list-style-type: none"> <li>■ Be able to move and handle equipment and other objects safely.</li> </ul>	<b>CQC KLOEs</b> Safe: S2, S3	HSE research found that annual refresher training was generally considered good practice.
		<b>CQC fundamental standards</b> Safety	
<b>Nutrition and hydration</b>	<ul style="list-style-type: none"> <li>■ Understand the principles of hydration and nutrition.</li> <li>■ Be able to support individuals to have access to fluids in accordance with their plan of care.</li> <li>■ Be able to support individuals to have access to food and nutrition in accordance with their plan of care.</li> </ul>	<b>CQC KLOEs</b> Effective: E3	<ul style="list-style-type: none"> <li>■ Monitor performance.</li> <li>■ Assess knowledge and competence at least annually.</li> <li>■ Provide learning and development opportunities when identified or required and at least every 3 years.</li> </ul>
		<b>CQC fundamental standards</b> Food and drink	

<b>Oral health</b>	<p>Ensure care staff who provide daily personal care:</p> <ul style="list-style-type: none"> <li>■ understand the importance of oral health and the potential effect on their general health, wellbeing and dignity.</li> <li>■ understand the potential impact of untreated dental pain or mouth infection on the behaviour, and general health and wellbeing of people who cannot articulate their pain or distress or ask for help. (This includes, for example, residents with dementia or communication difficulties.)</li> <li>■ know how and when to reassess oral health.</li> <li>■ know how to deliver daily mouth care.</li> <li>■ know how and when to report any oral health concerns, and how to respond to a person’s changing needs and circumstances.</li> <li>■ understand the importance of denture marking and how to arrange this for people, with their permission.</li> </ul>	<b>CQC KLOEs</b> Effective: E1, E2, E4, E5, Responsive: R1 Safe: S3	<p>CQC recommend mandatory staff training as part of their <a href="#">Smiling Matters report</a>.</p> <ul style="list-style-type: none"> <li>■ Monitor performance.</li> <li>■ Assess knowledge and competence at least annually.</li> <li>■ Provide learning and development opportunities when identified or required and at least every 3 years.</li> </ul>
<b>Person-centred care</b>	<ul style="list-style-type: none"> <li>■ Understand person centred approaches for care and support.</li> <li>■ Be able to work in a person-centred way.</li> <li>■ Establish consent when providing care and support.</li> <li>■ Encourage active participation.</li> <li>■ Be able to support the individual’s right to make choices.</li> <li>■ Be able to support individual’s well-being.</li> </ul>	<b>CQC KLOEs</b> Safe: S1, S2, S3 Effective: E1, E2, E3, E4, E5, E6 Responsive: R1, R3 Well-Led: W1, W3	<ul style="list-style-type: none"> <li>■ Monitor performance.</li> <li>■ Assess knowledge and competence at least annually.</li> <li>■ Provide learning and development opportunities when identified or required and at least every 3 years.</li> </ul>
		<b>CQC fundamental standards</b> Person-centred care Dignity and respect	



<b>Positive behaviour support and non-restrictive practice</b>	We recommend you reference the <a href="#">PBS Competency Framework</a> for commissioning PBS training programmes.	<b>CQC KLOEs</b> Safe: S1, S2, S3 Effective: E2, E4 Caring: C1, C2, C3 Reflective: R1 Well-led: W2, W3, W5	<b><a href="#">A positive and proactive workforce</a> and <a href="#">Ensuring quality services for people with behaviours that challenges</a></b> recommend learning is refreshed at least annually.
		<b>CQC fundamental standards</b> Safeguarding from abuse	
<b>Recording and reporting</b>	<ul style="list-style-type: none"> <li>■ Understand the need for secure handling of information in settings.</li> <li>■ Know how to access support for handling information.</li> <li>■ Handle information in accordance with agreed ways of working.</li> </ul>	<b>CQC KLOEs</b> Safe: S1, S2, S3, S4, S5, S6 Effective: E1, E2, E3, E4, E5, E6 Caring: C1, C2, C3, Responsive: R1, R2, R3 Well-Led: W1, W2, W3, W4, W5	<ul style="list-style-type: none"> <li>■ Monitor performance.</li> <li>■ Assess knowledge and competence at least annually.</li> <li>■ Provide learning and development opportunities when identified or required and at least every 3 years.</li> </ul>
		<b>CQC fundamental standards</b> Complaints Good governance	

<b>Safeguarding adults</b>	<ul style="list-style-type: none"> <li>■ Know how to recognise types of abuse.</li> <li>■ Know how to respond to suspected or alleged abuse.</li> <li>■ Understand the national and local context of safeguarding and protection from abuse.</li> <li>■ Understand ways to reduce the likelihood of abuse.</li> <li>■ Know how to recognise and report unsafe practices.</li> <li>■ Understand principles for online safety.</li> <li>■ Making the links between safeguarding and domestic violence.</li> </ul>	<b>CQC KLOEs</b> Safe: S1, S2, S3, S4, S5, S6	<ul style="list-style-type: none"> <li>■ Monitor performance.</li> <li>■ Assess knowledge and competence at least annually.</li> <li>■ Provide learning and development opportunities when identified or required and at least annually.</li> </ul>
		<b>CQC fundamental standards</b> Safeguarding from abuse	
<b>Safeguarding children</b>	<ul style="list-style-type: none"> <li>■ Know how to safeguard children.</li> </ul>	<b>CQC KLOEs</b> Safe: S1	<ul style="list-style-type: none"> <li>■ Suggested Annual refresher.</li> </ul>
		<b>CQC fundamental standards</b> Safeguarding from abuse Staffing Fit and proper staff	

<p><b>Specific conditions</b></p>	<ul style="list-style-type: none"> <li>■ Understand the needs and experiences of individuals with specific conditions.</li> </ul> <p>Understand:</p> <ul style="list-style-type: none"> <li>■ The importance of promoting positive health and well-being of individuals with specific conditions.</li> <li>■ The adjustments which may be necessary in care delivery relating to specific conditions.</li> <li>■ The legal frameworks, policy and guidelines relating to specific conditions.</li> <li>■ Support individuals with specific conditions.</li> </ul>	<p><b>CQC KLOEs</b>  Safe: S3  Effective: E1, E2, E4  Caring: C1, C3, C4  Responsive: R1  Well-led: W1, W2</p>	<ul style="list-style-type: none"> <li>■ Monitor performance.</li> <li>■ Assess knowledge and competence at least annually.</li> <li>■ Provide learning and development opportunities when identified or required and at least every 3 years or when a new need is identified.</li> </ul>
		<p><b>CQC fundamental standards</b>  Staffing</p>	