



HEALTHCARE SUPPORT WORKER

Level 2

Healthcare Support Workers (HCSWs) work as part of a team providing high quality and compassionate care to individuals. They carry out well-defined routine clinical duties like monitoring an individual's conditions (by checking things like blood pressure, temperature or weight), checking on their overall progress, comfort and wellbeing.

Depending on where the HCSW works, they may also help individuals to eat, drink, wash, dress or go to the toilet. The HCSW will prepare individuals for healthcare activities carried out by other members of the healthcare team, looking after them before, during

and/or after those activities in line with their care plan. The HCSW also carries out non-clinical duties and, depending on where they work, this could include things like keeping records, making beds, tidying up the work area, returning or cleaning the equipment used during a clinical activity. The HCSW will be able to address straightforward problems in their day to day work, reporting concerns and changes to the appropriate person in a timely manner.

HCSWs work in a range of healthcare settings and their team may include workers from both health and social care. The HCSW will need to report to a registered healthcare practitioner who will directly or indirectly supervise their work.

www.qube-learning.co.uk

01235 83 38 38

tellmemore@qube-learning.co.uk

HEALTHCARE SUPPORT WORKERS MUST KNOW AND UNDERSTAND

- Why it is important to communicate effectively at work; how to communicate with individuals that have specific language needs or wishes; ways to make yourself understood; how to reduce problems with communication.
- Legislation, policies and local ways of working about handling information; how to keep information confidential; why it is important to record and store patient information securely and what to do if you think information is not secure.
- How to do routine clinical tasks (eg check blood pressure, temperature, weight etc) delegated from a registered nurse or other healthcare professional.
- The signs and symptoms of a person who is experiencing pain or discomfort.
- How to promote a person's physical health and wellbeing.
- How to support a person's comfort and wellbeing.
- The importance of hydration, nutrition and food safety.
- What the activities of daily living are and which ones you are expected to support in your role.
- The signs of a person whose health and wellbeing is deteriorating; and how to report changes and deterioration.
- What it means to give 'person centred care and support'; why it is important to get consent, even when it is difficult; why it is important to get people actively involved in their own care; why it is important to give people choices about their care; and why treating people as valuable and unique individuals makes a big difference in how they feel.
- The main forms of mental ill health and their impact on people's lives; and how to promote mental health and wellbeing.
- The possible signs of limitations in mental capacity and what to do when you notice them.
- The possible signs of mental health, dementia and learning disability in people ; why depression, delirium and the normal ageing process may be mistaken for dementia; the importance of early diagnosis in relation to dementia and other cognitive issues.
- How to report changes or deterioration.
- How to perform basic life support.
- The range of physiological states that can be measured including body temperature, weight, height, blood pressure, pulse and breathing rate.
- The normal range of physiological measurements.
- Your role and the responsibilities and duties of your job; why it is important to work in ways that have been agreed by your employer and to follow standards/codes of conduct.
- Working relationships and the importance of working well with other people; who or where to go for help and support about anything related to your work.

- The importance of personal development and how to reflect on your work ; how to create a personal development plan.
- Legislation, policies and local ways of working which relate to health and safety at work; your responsibilities, and the responsibilities of others, relating to health and safety at work.
- What to do in situations that could cause harm to themselves and others; how to handle hazardous materials and substances; and what to do when there is an accident or sudden illness.
- The meaning of 'duty of care' and why it is important; what support is available when you come across a difficult situation or when someone makes a complaint.
- Legislation, policies and local ways of working about 'safeguarding' and protection from abuse ; the signs of abuse and what to do if you suspect abuse; and how to reduce the chances of abuse as much as possible.
- Legislation, policies and local ways of working that help to prevent infection; the meaning of 'risk' and 'risk assessment'; the importance of good personal hygiene and hand washing ; how to select the right PPE (such as gloves, aprons and masks); how infections start and spread; the importance of cleaning, disinfecting and maintaining a clean workplace to reduce the risk and spread of infection; and the meaning of 'antimicrobial resistance'.
- Why people and objects need to be moved safely; how to move and position people safely; how to move and handle equipment and other objects safely; agreed ways of working when moving people and know how to identify any risks.
- Equality and diversity legislation, policies and local ways of working; why equality is important and how discrimination can happen at work.

HEALTHCARE SUPPORT WORKERS DEMONSTRATE THE FOLLOWING BEHAVIOURS:

Values

You will be caring and compassionate; honest; conscientious and committed

Behaviours

You will treat people with dignity, respecting individual's diversity, beliefs, culture, values, needs, privacy and preferences; show respect and empathy for those you work with; have the courage to challenge areas of concern and work to best practice; be adaptable, reliable and consistent; show discretion; show resilience and self-awareness.

DURATION

Typical duration is 15 months for new entrants.

ENTRY REQUIREMENTS

Employers will set their own criteria, but typically an entrant to this apprenticeship will already have achieved a minimum of Level 2 in English and Maths.

ENGLISH AND MATHS

During each session with their Tutor Apprentices without level 2 English and Maths will work towards achieving this. Level 2 English and Maths is required prior to taking the End-Point assessment for this Apprenticeship.

FUNCTIONAL SKILLS (FS)

These will be completed taking in to account prior attainment and in conjunction with the initial assessments and diagnostics achieved through SkillsBuilder. Tutors will identify suitable opportunities to embed FS throughout the duration of the programme. Additional support should be arranged where a need or requirement is identified.

GATEWAY

Prior to undertaking the End-Point Assessment:

- the Apprentice must have completed training ensuring they can consistently demonstrate competence against all elements of the Apprenticeship standard
- Apprentices without English and Maths at level 2 must achieve this level
- an appropriate workplace project for the End-Point Assessment must be agreed for the Apprentice, based on their current job role
- Apprentices must have examples of work that they can use for reference in the professional dialogue and interview covering the knowledge, skills and behaviours being assessed by this assessment method
- The employer will judge whether the Apprentice is ready for the End-Point Assessment; they may wish to take advice from the training provider

END-POINT ASSESSMENT (EPA)

To achieve final certification, the Apprentice must have an appropriate place, with internet access, to undertake the End-Point Assessment (EPA).

The EPA consists of three distinct components:

- a situational judgement test consisting of 60 multiple choice and 5 short answer questions drawn from any part of the Apprenticeship standard.
- Evidence portfolio and interview. Apprentices collect evidence for the portfolio once they have completed their on-programme training and development. The final interview takes place between the independent assessor and the apprentice and lasts 30-60 minutes.
- An observation of practice, where the independent assessor spends a minimum of 90 minutes observing the apprentice during the course of their normal work in their normal place of work.

A minimum of a 'pass' in each component is required.

GRADE BOUNDARIES

Multiple Choice Test

Grade	Marks Required
Pass	30-39
Merit	40-49
Distinction	50+

Observation of practice	MCQ/short answer test	Reflective journal & interview	Overall grade
Pass	Pass	Pass	Pass
Pass	Pass	Merit	Pass
Pass	Pass	Distinction	Merit
Pass	Merit	Pass	Pass
Pass	Merit	Merit	Merit
Pass	Merit	Distinction	Merit
Pass	Distinction	Pass	Merit
Pass	Distinction	Merit	Merit
Pass	Distinction	Distinction	Distinction

EXPECTATIONS

Student

- Preparation and planning
- Mandatory attendance for sessions
- Completion of tasks in agreed timeframe
- 20% off-the-job
- Functional Skills (where needed)
- Taking responsibility for own development
- Communicate support needs
- Coordinate development checks
- Create a learning record

Manager

- Facilitate time for learning
- Monthly 1-2-1 reviews with students to discuss progress, provide feedback and guide development
- Create and provide opportunities for student to participate in relevant work place tasks
- Keep an open communication lines with the student and employer
- Provide learning opportunities
- 20% off-the-job

Tutor

- Teaching
- Monitor progress
- Coach
- Feedback
- Online support
- Marking and assessment
- Preparation for final assessment
- Communicate with student and employer

20% OFF-THE-JOB TRAINING

Each Apprenticeship Standard requires the Apprentice to undertake a minimum of 20% of learning off-the-job.

This can include training that is delivered at the normal place of work, within normal working hours, but must not be delivered as part of normal working duties.

There are numerous activities which count towards this training, for example, listening to Podcasts, self-study, completing assignments and observing senior colleagues.

APPRENTICESHIP SESSIONS



Introduction to Programme:

Meet the team and explain your learning journey. Eligibility checks and initial assessments will be undertaken. You will be introduced to learning methods of the programme. *Delivery Mode: Pre-work, Online learning, Review*



Communication:

This unit focuses on how to communicate effectively with individuals, their families, carers and healthcare practitioners using a range of techniques, keeping information confidential. It also covers how to handle information (record, report and store information) related to individuals in line with local and national policies. *Delivery Mode: Pre-work, Online learning, Review*



Health Interventions:

This unit focuses on how to support individuals with long term conditions, frailty and end of life care. It also covers how to identify and respond to signs of pain or discomfort as well as promote physical health and wellbeing of individuals. *Delivery Mode: Pre-work, Online learning, Review*



Person Centred Care and Support:

Gaining consent, giving people choices about their care and why treating people as valuable and unique individuals makes a big difference in how they feel is important, is covered in this unit. *Delivery Mode: Pre-work, Online learning, Review*



Psychological Measurements:

This unit covers how to undertake a range of physiological measurements using the appropriate equipment, including the measurement of height, weight, temperature, pulse, breathing rate and blood pressure. *Delivery Mode: Pre-work, Online learning, Review*



Basic Life Support:

In this unit it covers how to perform basic life support for individuals using appropriate resuscitation techniques and equipment. *Delivery Mode: Pre-work, Online learning, Review*



Dementia, Cognitive Issues and Mental Health:

This unit covers how to promote mental health and wellbeing and recognise limitations in mental capacity and respond appropriately. Dementia, depression, anxiety or other cognitive issues are also covered. *Delivery Mode: Pre-work, Online learning, Review*



Personal and People Management:

This unit covers how to take responsibility for, prioritise and reflect on own actions and work as part of a team, seeking help and guidance where needed. *Delivery Mode: Pre-work, Online learning, Review*



Health, Safety and Security:

Legislation, policies and local ways of working which relate to health and safety at work will be covered at length in this unit. It also covers responsibilities and that of others relating to health and safety at work. *Delivery Mode: Pre-work, Online learning, Review*



Duty of Care:

The meaning of 'duty of care' is explored and why it is important. Support available within the workplace is covered as well as actions to take when coming across a difficult situation or when someone makes a complaint. *Delivery Mode: Pre-work, Online learning, Review*



Moving and Handling:

This unit covers why people and objects need to be moved safely and also the agreed ways of working when moving people and know how to identify any potential risks. *Delivery Mode: Pre-work, Online learning, Review*



Infection Prevention and Control:

Examine legislation, policies and local ways of working that help to prevent infection. The meaning of risk and risk assessment are explored, and the importance of good personal hygiene and hand hygiene are researched. *Delivery Mode: Pre-work, Online learning, Review*



Safeguarding:

Legislation, policies and local ways of working are examined with regards to safeguarding and protection from abuse. Also, actions to be taken if abuse is suspected is also covered in this unit. *Delivery Mode: Pre-work, Online learning, Review*



Equality and Diversity:

Legislation and policies such as The Equality Act 2010 and the Dignity at Work Bill 2001 are covered in this unit and what the responsibilities of organisations are regarding these. The unit explores the importance of equality and how discrimination can happen at work and how to challenge this discrimination. *Delivery Mode: Pre-work, Online learning, Review*



Gateway Review:

Review of learning and development of knowledge, skills and behaviours within the standards and preparation for End-Point Assessment. *Delivery Mode: Pre-work, Online learning, Gateway Review, review*



End-Point Assessment:

Completed by End-Point Assessment Organisation (EPAO) selected by Employer. Please see EPAO Assessment Plan Guidance and EPA Assessment Plan for detailed guidance on assessment activities. *Delivery Mode: Knowledge test, Project & Presentation, Profession discussion and interview*