



Healthcare Support Worker Apprenticeship

Healthcare support workers (HCSWs) work as part of a team providing high quality and compassionate care to individuals. You will 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 you work, you may also help them to eat, drink, wash, dress or go to the toilet.

You 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. You will also carry out non-clinical duties and, depending on where you work, this could include things like keeping records, making beds, tidying up your work area, returning or cleaning the equipment used during a clinical activity. You will be able to address straightforward problems in your 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 your team may include workers from both health and social care. You will report to a registered healthcare practitioner who will directly or indirectly supervise your work.

Entry

Employers will set their own entry requirements in order to start on this apprenticeship.

Duration

Typically this apprenticeship will take 12 months.

Level

This apprenticeship standard is set at level 2.

Progression

For those Assistant Practitioners who wish to progress into Registered Practice, the apprenticeship can provide credits into some Higher Education programmes aligned to professional registration.

Functional Skills

Apprentices without Level 1 English and Maths will need to achieve this level and take the test for Level 2 English and Maths prior to completion of their Apprenticeship.

End Assessment

To achieve this apprenticeship standard, the employer, training provider and apprentice will agree when the apprentice is ready and competent to undertake the independent end assessment.

C2C Professional Trainers

Alongside the apprentice they will agree on a personal learning and development plan, setting a timetable of learning activities in preparation for the End Point Assessment (EPA).

The C2C Training Consultant will meet with the apprentice regularly either online or face to face to complete and review assessments, provide further coaching where required and agree the next steps of learning.

For more information contact us at:

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Responsibilities and duties of the role

You will be able to work effectively as part of a team. You will always act within the limits of your competence, knowing who to ask for help and support if you are not sure. You will work within agreed ways of working, following the relevant standards, policies and protocols used in your workplace including the Code of Conduct

for Healthcare Support Workers and Adult Social Care Workers in England. During the first part of this apprenticeship you will be supported to achieve the Care Certificate which forms part of your induction and covers the fundamental skills needed to provide quality care.

Values and behaviours

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

Skills (Show it)

	You will be able to	You will know and understand
Communication	<ul style="list-style-type: none"> Communicate effectively with individuals, their families, carers and healthcare practitioners using a range of techniques, keeping information confidential Handle information (record, report and store information) related to individuals in line with local and national policies 	<ul style="list-style-type: none"> 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
Health intervention	<ul style="list-style-type: none"> Support individuals with long term conditions, frailty and end of life care Identify and respond to signs of pain or discomfort Promote physical health and wellbeing of individuals Assist with an individuals' overall comfort and wellbeing Support individuals with activities of daily living Recognise deteriorations in health, long term conditions, physiological measurements, skin integrity and report appropriately Report any changes in physical health needs as appropriate 	<ul style="list-style-type: none"> How to do routine clinical tasks (e.g. 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
Person centred care and support	<ul style="list-style-type: none"> Demonstrate what it means in practice to provide person centred care and support 	<ul style="list-style-type: none"> 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
Dementia, cognitive issues, mental health	<ul style="list-style-type: none"> Promote mental health and wellbeing Recognise limitations in mental capacity and respond appropriately Recognise and respond to signs of poor mental health for example dementia, depression, anxiety or other cognitive issues Recognise and report any deterioration in an individual's mental health 	<ul style="list-style-type: none"> 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

Skills (Show it)

	You will be able to	You will know and understand
Basic life support	<ul style="list-style-type: none"> Perform basic life support for individuals using appropriate resuscitation techniques and equipment 	<ul style="list-style-type: none"> How to perform basic life support
Physiological measurements	<ul style="list-style-type: none"> Undertake a range of physiological measurements using the appropriate equipment including height, weight, temperature, pulse, breathing rate and blood pressure 	<ul style="list-style-type: none"> 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
Personal and people development	<ul style="list-style-type: none"> Take responsibility for, prioritise and reflect on your own actions and work Work as part of a team, seeking help and guidance when you are not sure Maintain and further develop your own skills and knowledge through development activities; maintain evidence of your personal development and actively prepare for and participate in appraisal 	<ul style="list-style-type: none"> 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
Health, safety and security	<ul style="list-style-type: none"> Maintain a safe and healthy working environment Take appropriate action in response to incidents or emergencies following local guidelines 	<ul style="list-style-type: none"> 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
Duty of Care	<ul style="list-style-type: none"> Follow the principles for implementing a duty of care, always acting in the best interest of individuals to ensure they do not come to harm 	<ul style="list-style-type: none"> 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
Safeguarding	<ul style="list-style-type: none"> Follow the principles of safeguarding and protection 	<ul style="list-style-type: none"> 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
Infection prevention and control	<ul style="list-style-type: none"> Use a range of techniques for infection prevention and control including waste management, hand washing and the use of Personal Protective Equipment (PPE) 	<ul style="list-style-type: none"> 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'
Moving and handling	<ul style="list-style-type: none"> Move and position individuals, equipment and other items safely 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Follow the principles of equality, diversity and inclusion 	<ul style="list-style-type: none"> Equality and diversity legislation, policies and local ways of working; why equality is important and how discrimination can happen at work

Independent End Point Assessment

The end point assessment will only commence once the employer, apprentice and C2C Trainer are confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and clearly evidenced by the on-programme progression review meetings and records. The independent end assessment ensures

that all apprentices consistently achieve the industry set professional standard and can commence at any point once the apprentice is competent after the minimum period of learning and development. Prior to independent end assessment the functional skills English and maths components of the apprenticeship must be successfully completed.

Summary of independent end point assessment process

The end point assessment includes the following components:

Multiple choice test

The multiple choice test assesses the following knowledge components of the apprenticeship standard:

- ▶ Communication
- ▶ Health interventions
- ▶ Personal and people development
- ▶ Health, safety and security
- ▶ Equality and diversity



Observation of practice

The observation of practice is undertaken in the workplace to assess higher level skills and behaviours. During the observation of practice the apprentice must be able to:

- ▶ Communicate effectively and handle information
- ▶ Demonstrate person centred care and support
- ▶ 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, be adaptable, reliable and consistent;
- ▶ Work to best practice in carrying out delegated clinical duties
- ▶ Show discretion and self-awareness
- ▶ Work as part of a team, seeking help and guidance when they are not sure
- ▶ Maintain a safe and healthy working environment
- ▶ Use a range of techniques for infection prevention and control including waste management, hand washing and the use of Personal Protective Equipment (PPE)
- ▶ Move and position individuals, equipment and other items safely



Evidence portfolio and interview

The evidence portfolio is completed by the apprentice in the 3 months leading up to the end point assessment. The portfolio must include direct observation in the workplace as the primary source of evidence.

The portfolio must contain reflective accounts completed by the apprentice which demonstrate their learning and application of knowledge in practice, their values and behaviours.

The apprentice is required to evidence the knowledge and skill requirements of the following areas the apprenticeship standard in the portfolio:

- ▶ Communication
- ▶ Health interventions

- ▶ Personal and people development
- ▶ Health, safety and security

The interview takes the form of a question and answer session to enable the apprentice to further showcase their knowledge, skills and behaviours from across the Standard. The assessor selects the areas they wish to explore with the apprentice after reviewing responses to the multiple choice test, the evidence portfolio and the outcome of the observation of practice.



Independent end point assessment organisations

Approved assessment organisations are registered on the SFA Register of apprenticeship assessment organisations. Assessment organisations are responsible for ensuring assessments are conducted fairly and that assessments are valid, reliable and consistent. To access the list and find an assessment organisation visit: <https://www.gov.uk/government/publications/using-the-register-of-apprentice-assessment-organisations>.

The employer will approve and appoint the assessment organisation to undertake the independent end assessment of the apprentice.