

## Standard in development

### L2: Healthcare Support Worker

#### Title of occupation

Healthcare Support Worker

#### UOS reference number

ST0216

#### Core and options

No

#### Option title/s

#### Level of occupation

Level 2

#### Route

Health and science

#### Typical duration of apprenticeship

12 months

#### Target date for approval

01/01/0001

#### Resubmission

No

#### Would your proposed apprenticeship standard replace an existing framework?

No

#### Does professional recognition exist for the occupation?

No

#### Occupation summary

**This occupation is found in** the health and care sectors. Healthcare Support Workers work in a range of healthcare settings, for example in a hospital, General Practice, as part of a community team and in individuals' homes where their wider team may include workers from both health and social care. They can also be found in social care settings where the scope of the role they carry out requires them to be responsible for a range of clinical tasks. These roles are becoming more common as health and social care services in some areas become integrated or where residential and nursing homes are caring for residents who have health and care needs, are unwell or reaching the end of their life but have not been transferred to a hospital or primary care setting.

**The broad purpose of the occupation is to** provide high quality and compassionate person-centred care and support based on individual needs and setting. Daily activities for a Healthcare Support Worker will vary according to the workplace and will be determined by the needs of the individuals they are caring for. Healthcare Support Workers will check the overall comfort, wellbeing and progress of individuals in their care. They support individuals with their daily activities including eating, drinking, washing, dressing or going to the toilet. They carry out clinical activities such as measuring and monitoring blood pressure, temperature or weight, checking wounds or applying dressings. They 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. They will also carry out non-clinical duties such as handling enquiries and signposting or escorting people, keeping records, making beds, tidying the work area, returning or cleaning equipment used during a clinical activity.

### **In their daily work, an employee in this occupation interacts with**

- Patients, service users, carers and their families
- Registered healthcare professionals, for example doctors, nurses and other allied health professionals
- Social care staff including registered managers, adult care workers and social workers
- Administration, management and other staff like cleaners, drivers, porters and receptionists

**An employee in this occupation will be responsible for** working within the limits of their competence and agreed ways of working to provide a defined range of healthcare tasks as part of the wider health and social care team. Healthcare Support Workers in health settings typically report to a registered healthcare practitioner who will directly or indirectly supervise their work. Healthcare Support Workers in adult social care settings typically report to a Registered Manager, Service Manager and, in the case of Personal Assistants, to the individual with whom they work. Healthcare Support Workers can address straightforward problems in their daily work, reporting concerns and changes to the appropriate person in a timely manner. They must communicate effectively and be able to adhere to strict standards, including legislation, when handling sensitive and confidential information. They must maintain a safe and healthy working environment and keep their knowledge and skills up to date through continuous professional development.

### **Typical job titles**

Healthcare assistant

Healthcare support worker

Mental health support worker

Nursing assistant

Personal assistant

Support worker

**Are there any statutory/regulatory or other typical entry requirements?**

No

**Occupation duties**

DUTY	KSBS
<p><b>Duty 1</b> Act within the limits of own competence and within agreed ways of working, following the relevant local and national standards, policies and protocols used in the workplace</p>	<p>K1 K2 K3 K4</p> <p>S1 S2 S3 S4</p> <p>B1 B2 B3</p>
<p><b>Duty 2</b> Monitor the health and well-being of individuals in your care</p>	<p>K5 K6 K7 K8 K9</p> <p>S5 S6 S7 S8 S9</p> <p>B1 B2 B3</p>
<p><b>Duty 3</b> Assist individuals to maximise their independence</p>	<p>K10 K11</p> <p>S10 S11</p> <p>B1 B2 B3</p>
<p><b>Duty 4</b> Contribute to the daily running and administration of an effective and efficient service or team</p>	<p>K12 K13 K14</p> <p>S12 S13 S14</p> <p>B1 B2 B3</p>
<p><b>Duty 5</b> Use communication methods and techniques to overcome barriers and meet individuals' wishes, preferences and needs</p>	<p>K15 K16</p> <p>S15 S16</p> <p>B1 B2 B3</p>
<p><b>Duty 6</b> Promote the health and wellbeing of individuals</p>	<p>K17</p> <p>S17</p> <p>B1 B2 B3</p>
<p><b>Duty 7</b> Record, report and store information related to individuals</p>	<p>K18 K19</p> <p>S18 S19</p> <p>B1 B2 B3</p>
<p><b>Duty 8</b> Maintain own and others' safety at work</p>	<p>K20 K21 K22</p> <p>S20 S21 S22</p> <p>B1 B2 B3</p>

<b>Duty 9</b> Maintain and further develop your own skills and knowledge	K23 K24 K25 S23 S24 S25 B1 B2 B3
<b>Duty 10</b> Contribute to the quality of services by participating in improvement activities	K26 K27 S26 S27 B1 B2 B3

## KSBs

### Knowledge

**K1:** The legislation, policies, standards, local ways of working and codes of conduct that apply to own role.

**K2:** The scope of practice, limitations of own competence and who to ask for support

**K3:** The principles of 'person-centred care and support', including principles of equality, diversity and inclusion, active participation, consent and choice

**K4:** The principles of a 'duty of care' and 'safeguarding', including the signs and types of abuse and ways to reduce the risk of abuse

**K5:** The signs and symptoms that an individual is in pain, distress or discomfort

**K6:** The signs and symptoms that an individual's health and wellbeing is changing and ways to report changes

**K7:** Techniques and principles to perform basic life support

**K8:** The physiological states, their normal ranges and the correct tools or equipment used to measure them

**K9:** The importance of prescribed medication and the limitations of own role in relation to medication

**K10:** The principles of hydration, nutrition and food safety

**K11:** The activities of daily living and ways to support individuals in developing and maintaining their independence in carrying out these activities

**K12:** Local systems to order and manage supplies and stocks

**K13:** Methods to safely clean and dispose of materials and equipment, including ways to handle hazardous materials and substances

**K14:** Local systems to manage appointments, including IT and telephone systems, how and where to sign-post individuals

**K15:** Communication techniques to maximise understanding including for individuals with specific communication needs or wishes

**K16:** The meaning of 'capacity', the differences between mental illness, dementia and learning disability and the impact of these conditions on an individual's needs

**K17:** The principles of health promotion, availability of services to support individuals with lifestyle choices and how referrals can be made if required

**K18:** Ways to record and store information securely and in line with national and local policy and legislation, including the safe use of technology

**K19:** The principles and organisational policies for confidentiality, duty of confidence and disclosure

**K20:** The principles of infection prevention and control and the importance of good personal hygiene, hand hygiene and correct use of Personal Protective Equipment (PPE)

**K21:** The health and safety legislation, the principles of safe moving and handling of equipment and other objects and assistance of individuals

**K22:** The meaning of 'risk' in the workplace, ways to identify and raise concerns and own responsibilities in relation to incidents, errors and near misses

**K23:** The principles of continuing personal development and the local arrangements for appraisal and supervision

**K24:** The principles of the 'Care Certificate'

**K25:** The principles of reflective practice

**K26:** The principles of 'quality improvement'

**K27:** Ways to source evidence to support improvement in the workplace

## **Skills**

**S1:** Work in line with legislation, policies, standards, local ways of working and codes of conduct that apply to own role

**S2:** Work within the scope of practice, the limits of own knowledge and skills, escalating and reporting to others when needed

**S3:** Work as part of a multi-disciplinary team to provide safe non-discriminatory person-centred care and support in line with individual's established consent

**S4:** Implement a duty of care, recognising and responding to safeguarding and protection concerns and acting in the best interest of individuals to ensure they do not come to harm

**S5:** Recognise and respond to the signs and symptoms that an individual is in pain, distress or discomfort to maximise comfort and wellbeing

**S6:** Recognise and respond to changes in individuals' health and wellbeing

**S7:** Perform basic life support

**S8:** Undertake physiological measurements, selecting and using the correct tools or equipment

**S9:** Assist the registered practitioner in encouraging individuals to take or use their prescribed medication

**S10:** Promote access to fluids and nutrition in line with an individual's care plan

**S11:** Support individuals with activities of daily living to maximise independence in line with their desired outcomes and plan of care

**S12:** Contribute to the storage of supplies and equipment

**S13:** Contribute to the cleaning, disinfecting and disposal of materials and equipment

**S14:** Support others with appointments, enquiries and referrals

**S15:** Communicate with individuals using techniques designed to facilitate understanding

**S16:** Recognise and respond to limitations in an individual's mental capacity

**S17:** Act on opportunities to support others to maximise their health, well-being and positive lifestyle choices

**S18:** Record and store information related to individuals securely and in line with local and national policies, including the safe use of technology

**S19:** Report and share information related to individuals securely and in line with local and national policies, maintaining confidentiality

**S20:** Maintain a safe and healthy working environment, using a range of techniques for infection prevention and control, including hand hygiene and the use of Personal Protective Equipment (PPE)

**S21:** Move and handle equipment or other items safely and assist individuals

**S22:** Take action in response to identified concerns, risks, incidents or errors and near misses arising in the workplace

**S23:** Participate in appraisal and supervision to support ongoing personal development

**S24:** Participate in training and development activities including the Care Certificate Standards

**S25:** Reflect on own practice

**S26:** Contribute to improvement activities in the workplace, for example collecting and logging data for audit

**S27:** Use evidence to make suggestions for improving practice

## **Behaviours**

**B1:** Treat people with dignity

**B2:** Show respect and empathy for those you work with

**B3:** Be adaptable, reliable and consistent

## Qualifications

### English & Maths

Apprentices without level 1 English and maths will need to achieve this level and apprentices without level 2 English and maths will need to take the tests for this level prior to taking the end-point assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

### Does the apprenticeship need to include any mandated qualifications in addition to the above-mentioned English and maths qualifications?

No

### Involved employers

Adams Consulting Partners Anchor Hanover Berkshire Healthcare NHS Foundation Trust CareTech Community Services Ltd Clinical Advisor and Project Lead Freshney Green Primary Care Training Hub Hull University Teaching Hospital J S Consultants UK Ltd Kineton Manor Nursing Home Leeds Council Lincolnshire Community Health Services NHS Trust Mersey Care NHS Foundation Trust Midlands Partnership NHS Foundation Trust Portsmouth Hospitals University NHS Trust RCB Healthcare Royal Free London NHS Foundation Trust South Warwickshire NHS Foundation Trust Southern Health NHS Foundation Trust Spire Healthcare University Hospital Dorset NHS Foundation Trust

### Consultation

The Trailblazer opted to use an on-line survey to conduct a public consultation. The survey was open from 19th April to 2nd June 2021. The consultation was hosted on the 'Healthcare Apprenticeships Online' website and promoted through the website's weekly newsletter to circa 4200 recipients. Members of the Trailblazer additionally promoted the consultation to ensure sector penetration.

The survey attracted a total of 114 responses which included representation from all regions of England. 79% of respondents had not previously been involved with the drafting of the standard. 64% of respondents were from large NHS Trusts, 6% from smaller independent healthcare providers or General Practice, 4% from the adult care sector, with the remainder comprising organisations like training providers and EPAOs. This typically represents the sector.

The survey invited respondents to review each section of the occupational standard and agree or disagree with the content. Respondents were also given the opportunity to provide qualitative feedback to further explain their responses. Analysis of the survey feedback showed extremely high rates of satisfaction with the draft content of the standard, with all sections and KSB statements receiving between 91-100% agreement.



Themes from the qualitative feedback were discussed and actioned by the Trailblazer. For example, the group considered the scope of the occupation: HCSWs are employed widely across the health and adult care sectors, however, the HCSW must achieve all the KSBs described in the standard to be considered occupationally competent. Other standards may be better selected for specific contexts, for example, for HCSWs in maternity services.

A number of minor amendments were made to clarify meaning or to use contemporary terminology.

## **Progression Routes**

ST0217 Senior healthcare support worker L3

## **Supporting uploads**

### **Mandatory qualification uploads**

### **Professional body confirmation uploads**

## **Notice period**

90 days

90 days gives a reasonable time for the sector to manage any changes.