

Healthcare Support Worker Level 2



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WELCOME

In this guide you will find everything you need to know regarding the Healthcare Support Worker Level 2 qualification, including the different elements that go together to form the standard, the mandatory and optional units available, the different ways in which you will learn, and the methods of assessment.

Who is this qualification suitable for?

Healthcare support workers work as part of a team providing high quality and compassionate care to individuals. You will carry out well defined clinical duties like monitoring an individual's condition (by checking things like blood pressure, temperature or weight) checking 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 to be 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, depending on where you work, this could include things like, keeping records, making beds, tidying up your work area, returning or cleaning equipment used during a clinical activity. You will be able to address straight forward problems in your day to day work, reporting concerns and changes to the appropriate person in a timely manner. HCSW work in a range of settings 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.

How do I enrol?

Levy

- 1 Visit our website www.atem.co.uk
- 2 Complete an application form
- 3 Your manager completes a training application and submit to levy holder
- 4 We check your application
- 5 We set you up with English and/or Maths assessments if required (see exemptions.)
- 6 We complete enrolment paperwork with you
- 7 You start your qualification!

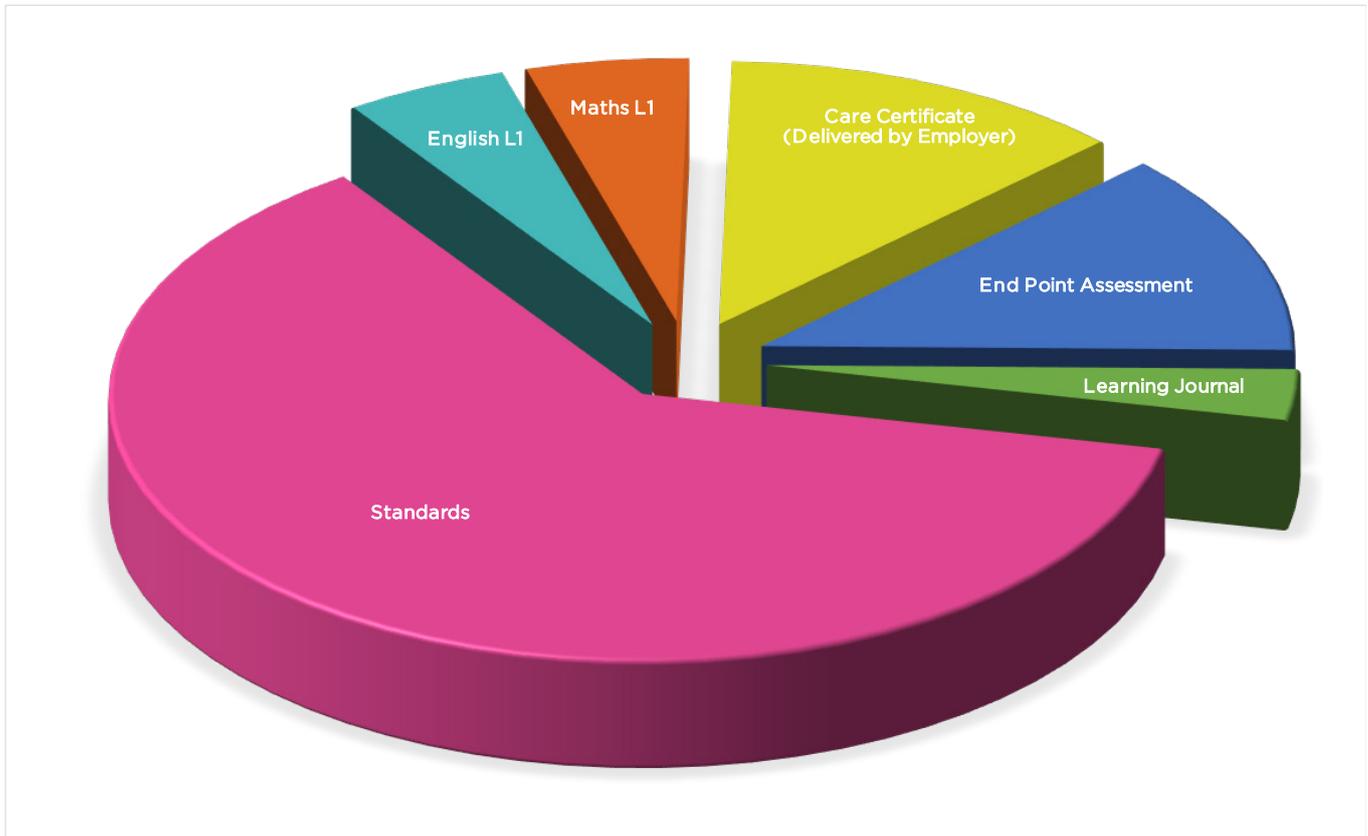
Non-Levy

- 1 Visit our website www.atem.co.uk
- 2 Complete an application form
- 3 We check your application
- 4 We set you up with English and/or Maths assessments if required (see exemptions.)
- 5 We complete enrolment paperwork with you
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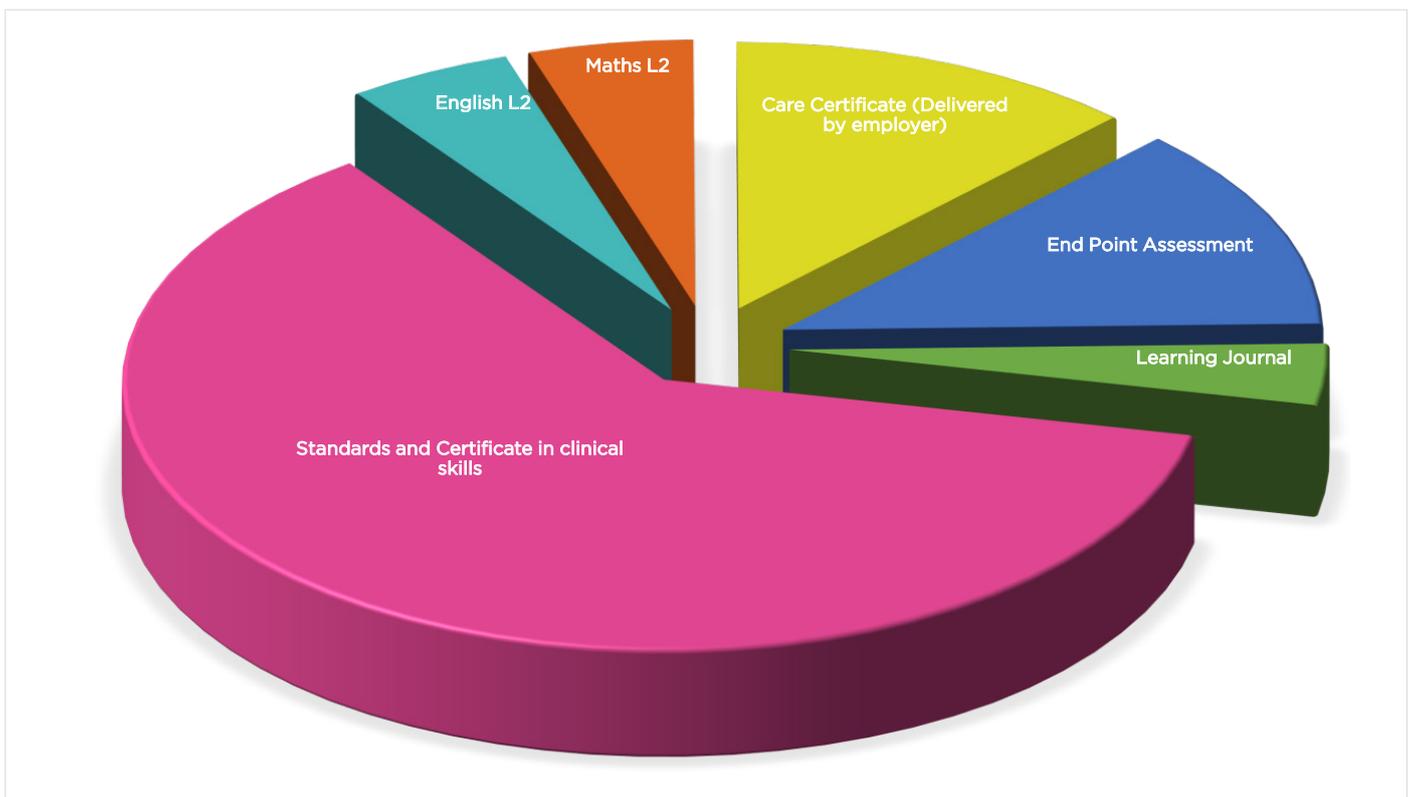
STANDARDS

This is the breakdown of the Healthcare Support Worker L2 qualification, which shows the different elements that go together to form the Apprenticeship.

Standards alone:



Standards with a Level 2 qualification:



12-15 months

Minimum duration of programme

Exemptions

If you have any of the following then you may be exempt from English and Maths assessments and the corresponding Functional Skills parts of your qualification.

GCSE English Language
Grade 4 or higher

Functional Skills
English L1 or higher

GCSE Mathematics
Grade 4 or higher

Functional Skills
Maths L1 or higher

WHAT'S INCLUDED (STANDARDS)

Apprenticeship Standard for Healthcare Support Worker

Skills	You will be able to:	You will know and understand:
1. 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
2. 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 well-being of individuals • Assist with an individuals' overall comfort and well-being • 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 well-being • How to support a person's comfort and well-being • 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 well-being is deteriorating; and how to report changes and deterioration

Skills	You will be able to:	You will know and understand:
2.1 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
2.2 Dementia, cognitive issues, mental health	<ul style="list-style-type: none"> Promote mental health and well-being 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 well-being 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
2.3 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
2.4 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
3. 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"> 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

Skills	You will be able to:	You will know and understand:
4. 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
4.1 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
4.2 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
4.3 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'
4.4 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
5. 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

WHAT'S INCLUDED (QUALIFICATION)

Healthcare Support Worker Level 2

4 mandatory units

+

5 Optional units

Learner Name:

Skill scan completed by:

Mandatory (4 units)

Number	Unit title	Level	Doing? Y/N	Chosen
201	Roles, responsibilities and values in health and care practice	2		
202	Communication and handling of information in health and care settings	2		
203	Understanding long-term health conditions	2		
204	Principles of safeguarding in health and care settings	2		

Optional (5 units)

Number	Unit title	Level	Doing? Y/N	Chosen
205	Principles of infection prevention and control in health and care settings	2		
206	Contribute to monitoring the health of individuals affected by health conditions	2		
207	Undertaking physiological measurements in health and care settings	2		
208	Obtain specimens from individuals	2		
209	Undertake agreed pressure area care	2		
210	Support individuals to eat and drink	2		
211	Technological aids in health and care settings	2		
212	Understanding end of life care	2		
213	Dementia awareness	2		
214	Carry out extended feeding in health and care settings	2		
215	Supporting individuals using Oxygen	2		
216	Support individuals who wear aids and prostheses	2		
217	Support individuals to manage continence and care for indwelling catheters	2		
218	Move and position individuals in accordance with their plan of care	2		
219	Administration of medication in health and care settings	2		
220	Carry out personal hygiene for individuals unable to care for themselves	2		
221	Care for individuals with naso-gastric tubes	2		

Functional Skills

- **Maths (Level 1)**
- **English (Level 1)**

You will complete Functional Skills in Maths and English. Assessments are designed to measure the competent application of skills within real-life scenarios. Assessments are task based with no portfolio to complete. These can be completed on-screen, offline or paper-based. Completion of Functional Skills may not be required where evidence of a current transferable skills qualification exists e.g. GCSE.

How will learning take place?

20% Off the job learning

Off-the-job refers to the time taken to develop technical skills and knowledge of theoretical concepts across a range of contexts. It can be seen as time away from 'the immediate pressures of the job', and may include all of the following (non-exclusive) activities:

- Individual and Group teaching
- Coaching
- Distance learning
- e-learning
- Feedback and Assessment
- Guided study
- Learning with peers
- Networked or collaborative learning
- Mentoring

You may attend sessions at Access Training during your qualification and you will have an assessor visit you in the workplace. You will need to spend some time at home providing written accounts and research for your portfolio.

On the job learning

On-the-job refers to the time taken to develop the practical skills applied in the context of a job role. It can be seen as the time you spend being guided whilst undertaking normal activities as part of your job role, and which provide opportunities to learn, develop and practice skills.

Learning Journal

The learning journal is completed by the learner in the 3 months leading up to the End Point Assessment.

The journal must contain a minimum of 3 reflective accounts completed by the apprentice which demonstrate their learning and applications of knowledge in practicing their values and behaviours.

The apprentice is required to evidence the knowledge and skills requirement:

- Communication
- Health intervention
- Health, safety and security

The Assessment Process

Access Training use a blended learning model which means that training, assessment and support will be delivered in a variety of ways to suit you and your employer. Webinars, e-learning, and Skype will be combined with face-to-face visits and self-study to provide flexible learning that you can access when and where you want - whether that's during an appointment in working hours, taking part in a Skype call at your desk or watching a video on your phone.

Achievement of the qualification is based around the provision of sufficient evidence to show that the job can be done to the national standards. You need to collect a variety of evidence and this collection of evidence is called a 'portfolio'. This will be done electronically via an e-portfolio and your assessor may use any of the following for sources of evidence:

Performance at Work (Observation)

Your assessor will observe your performance in the work place against the national standards.

Work Product

There may be tasks that you routinely carry out which are applicable to your qualification - i.e. send and receive emails. The products of these tasks may be used as evidence, as long as the evidence is sufficiently current and relevant to the standards.

Recognition of Prior Learning

This could be a relevant qualification or achievement, for example, First Aid, Safeguarding etc. This is sometimes referred to as 'Recognition of Prior Learning' and abbreviated to RPL.

Witness Statement

Witnesses can provide evidence of the way the job is done, usually in the form of a witness statement. Your supervisor/line manager will provide you with the testimony relating to your performance at work.

Questioning

Questioning may be oral or written. Your assessor will ask you questions to make sure you have the necessary knowledge and understanding to carry out your job activities to the national standard. Where suitable, your assessor may electronically record question and answer sessions.

Professional Discussion

Your assessor may use a dictaphone or smartphone to record a professional discussion. These will be based on activities you have taken part in and are a good way for yourself and your assessor to discuss and explore the event.

Reflective Account

The apprentice must demonstrate in reflective accounts their learning and application of knowledge in practice, their values and behaviours. The apprentice is required to evidence the knowledge and skill requirements in the following areas

- 1) Communication
- 2) Health interventions
- 3) Personal and people development
- 4) Health, safety and security

Assignment - this consists of 5 tasks

This assignment has been designed to holistically assess the learner's knowledge and understanding of the roles, responsibilities and values in health and care practice, communication and handling of information, long term health conditions and safeguarding.

Completion of the diploma

When all outcomes have been achieved, your paperwork and portfolio is passed onto the Internal Quality Assurer, who will sample it and apply for your certificate, if it is of the required standard.

On achievement of the following your employer and training provider will decide if you are ready for the end point assessment:

- Met the 15 standards of the care certificate
- Achieved level 1 English and Maths
- Attempted level 2 English and Maths by sitting the test
- A portfolio of evidence completed during the final 3 months
- Achieved any qualification specified by the employer
- Completed the 20% off the job training

End Point Assessment

The employer and assessor decide the apprentice is ready for the end point assessment

End point assessment

1. The apprentice completes a multiple choice test. The apprentice sits the test which the independent assessor administers (60 minutes)
2. Practical observation. The independent assessor observes the apprentice in the course of their normal work (minimum of 90 minutes)
3. Evidence portfolio and interview. The independent assessor assesses the evidence portfolio generated by the apprentice. The interview takes place between the assessor and the apprentice at the end of the assessment. (minimum of 30 minutes maximum of 60 minutes)

For certification the apprentice must have passed all components of the end point assessment. The independent assessor collates evidence and determines the final grading.

20% Off-the-job training

Over the course of the apprenticeship, each learner will be required to spend 20% of their time doing off-the-job training and this will be documented through the assessor.

Off-the-job training is defined as learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of the apprenticeship. This can include training that is delivered at the apprentice's normal place of work but must not be delivered as part of their normal working duties.

The off-the-job training must be directly relevant to the apprenticeship framework or standard and could include the following:

- The teaching of theory (for example; lectures, role play, simulation exercises, online learning or job specific training)
- Practical training, such as; shadowing, mentoring, industry visits and attendance at competitions
- Learning support and time spent writing assessments/assignments
- Team meetings

It does not include:

- English and Maths (up to level 2) which is funded separately
- Progress reviews or on-programme assessment needed for an apprenticeship framework or standard
- Training which takes place outside the apprentice's paid working hours
- Access Training Induction

Min 20% off the job training is an essential requirement of this apprenticeship

Non-Levy paying Employers there is a contribution of 10% of the funding.

