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# Healthcare Support Worker Apprenticeship Standard

## Detailed occupational brief


November 2016

The Level 2 Apprenticeship Standard for Healthcare Support Workers and associated assessment plan can be downloaded here: [www.skillsforhealth.org.uk/trailblazer](http://www.skillsforhealth.org.uk/trailblazer). Background information and additional resources, including an employer guide, are also available via this link.

This Apprenticeship Standard does not specify a mandatory qualification for the on-programme delivery and assessment of the skills, knowledge and behavior required from the apprentice. This means that employers are free to choose the methods that they prefer to develop the apprentices so that they are ready to be put forward for the End Point Assessment. Where employers choose to use a regulated qualification whilst the apprentice is on-programme this may be, for example, the L2 Diploma in Clinical Healthcare Support.

This detailed occupational brief is designed to be a useful resource for employers or training providers who do not intend to use a regulated qualification but instead are thinking of developing a local solution. You can use it as a learning/assessment aid in the workplace or as the basis to design your own training programmes or workbooks. The use of this detailed occupational brief is not mandatory; it is just a helpful tool for those that wish to use it.


Detail taken directly from the standard appears in the first column on each page. The second column contains a list of suggested learning outcomes. You may want to add to or amend these learning outcomes to meet your specific local requirements. Please also note that the term 'individual' is used throughout this document. Depending on the demographic you work with this could include neonates, babies, children, young people or adults.



Standard content	Detailed occupational brief
<b>VALUES</b> <ul style="list-style-type: none"><li>• Caring</li><li>• Compassionate</li><li>• Honest</li><li>• Conscientious</li><li>• Committed.</li></ul>	<b>Values</b> <p>The apprentice is expected to work in line with the Code of Conduct for Healthcare Support Workers and Adult Social Care Workers <a href="http://www.skillsforhealth.org.uk/standards/item/217-code-of-conduct">http://www.skillsforhealth.org.uk/standards/item/217-code-of-conduct</a> and their employer's locally agreed values</p>

Standard content	Detailed occupational brief
<p><b>Responsibilities and duty of the role:</b></p> <p><b>You will be able to</b> work effectively as part of a team.</p> <p>You will always act within the limits of your competence, knowing who to ask for help and support if you are not sure.</p> <p>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.</p> <p>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.</p>	<p><b>The apprentice is able to</b></p> <ol style="list-style-type: none"> <li>1. promote multi-professional team work including             <ol style="list-style-type: none"> <li>a) working effectively as part of a team, seeking help and guidance as required</li> <li>b) demonstrating ways of working that improve partnership working and resolve conflicts</li> <li>c) demonstrating how and when to access support and advice</li> </ol> </li> <li>2. work in ways that are agreed with the employer including             <ol style="list-style-type: none"> <li>a) acting within the limits of their competence</li> <li>b) working within agreed ways of working</li> <li>c) following legislation, standards, policies and protocols related to the role</li> <li>d) adhering to the code of conduct for Healthcare Support Workers and Adult Social Care Workers in England</li> <li>e) meeting the standards of the Care Certificate</li> </ol> </li> </ol> <p><b>The apprentice knows and understands</b></p> <ol style="list-style-type: none"> <li>1. Working relationships in health and social care including             <ol style="list-style-type: none"> <li>a) the importance of working well with other people</li> <li>b) how a working relationship is different from a personal relationship</li> <li>c) different working relationships in health and social care settings</li> <li>d) why it is important to work in partnership with others</li> </ol> </li> <li>2. agreed ways of working including             <ol style="list-style-type: none"> <li>a) relevant legislation, standards, policies and protocols used in your workplace</li> <li>b) why it is important to adhere to the agreed scope of the job role</li> <li>c) the importance of accountability and responsibility with the scope of your job role</li> <li>d) where to access full and up-to-date details of agreed ways of working</li> <li>e) the requirements of the Care Certificate</li> <li>f) who or where to go for help and support about anything related to work</li> </ol> </li> </ol>

Standard content	Detailed occupational brief
<p><b>1. Communication</b></p> <p><b>You will be able to:</b></p> <ul style="list-style-type: none"> <li>• communicate effectively with individuals, their families, carers and healthcare practitioners using a range of techniques, keeping information confidential</li> <li>• handle information (record, report and store information) related to individuals in line with local and national policies</li> </ul> <p><b>You will know and understand:</b></p> <ul style="list-style-type: none"> <li>• why it is important to communicate effectively at work</li> <li>• how to communicate with individuals that have specific language needs or wishes</li> </ul>	<p><b>The apprentice is able to</b></p> <ol style="list-style-type: none"> <li>1. meet the communication and language needs, wishes and preferences of individuals, their families, carers and healthcare practitioners including             <ol style="list-style-type: none"> <li>a) finding out an individual's communication and language needs, wishes and preferences</li> <li>b) demonstrating communication methods that meet an individual's communication needs, wishes and preferences</li> <li>c) showing how and when to seek advice about communication</li> </ol> </li> <li>2. reduce barriers to communication including             <ol style="list-style-type: none"> <li>a) identifying barriers to communication</li> <li>b) demonstrating how to overcome challenges with communication in different ways</li> <li>c) demonstrating ways to check that communication has been understood</li> <li>d) identifying sources of information and support or services to enable more effective communication</li> </ol> </li> <li>3. apply principles and practices relating to confidentiality at work including             <ol style="list-style-type: none"> <li>a) explaining the term 'confidentiality'</li> <li>b) demonstrating confidentiality in day to day communication, in line with agreed ways of working</li> <li>c) describing situations where information normally considered to be confidential might need to be passed on</li> <li>d) describing situations where breaches of confidentiality may occur</li> <li>e) explaining how and when to seek advice about confidentiality</li> </ol> </li> <li>4. handle information in accordance with agreed ways of working including             <ol style="list-style-type: none"> <li>a) keeping records that are up to date, complete, accurate and legible</li> <li>b) following agreed ways of working for recording, storing and sharing information</li> </ol> </li> </ol> <p><b>The apprentice knows and understands</b></p> <ol style="list-style-type: none"> <li>1. why communication is important in the work setting including             <ol style="list-style-type: none"> <li>a) different reasons why people communicate</li> <li>b) how effective communication affects all aspects of own work</li> <li>c) why it is important to observe an individual's reactions when communicating with them</li> </ol> </li> </ol>

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- 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. the need for secure handling of information in health and social care settings including
  - a) the legislation, policies and local ways of working that relate to the recording, reporting and storage of information in health and social care including an awareness of Information Governance and Freedom of Information requests
  - b) why it is important to have secure systems for recording, reporting and storing information in a health and social care setting
  - c) how to use social media safely and appropriately in relation to ownrole
3. how to access support for handling information including
  - a) how to access guidance, information and advice about handling information
  - b) what actions to take when there are concerns over the recording, reporting or storing of information

Standard content	Detailed occupational brief
<p><b>2. Health intervention</b></p> <p><b>You will be able to:</b></p> <ul style="list-style-type: none"> <li>• support individuals with long term conditions, frailty and end of life care</li> <li>• identify and respond to signs of pain or discomfort</li> <li>• promote physical health and wellbeing of individuals</li> <li>• assist with an individuals' overall comfort and wellbeing</li> <li>• support individuals with activities of daily living</li> <li>• recognise deteriorations in health, long term conditions, physiological measurements, skin integrity and report appropriately</li> <li>• report any changes in physical health needs as appropriate</li> </ul>	<p><b>The apprentice is able to</b></p> <ol style="list-style-type: none"> <li>1. support individuals with long-term conditions or frailty and end of life care in line with agreed ways of working including             <ol style="list-style-type: none"> <li>a) carrying out required observations in ways that respect the individual's dignity and privacy</li> <li>b) providing support for the individual and key people that respects their beliefs, religion and culture</li> <li>c) demonstrating ways to help the individual feel respected and valued throughout living with their long term condition and/or the end of life period</li> <li>d) providing information to the individual and/or key people about the individual's illness and the support available</li> <li>e) assisting duties relating to last offices for deceased persons, ensuring that all religious and cultural wishes, obligations are adhered to</li> </ol> </li> <li>2. identify and respond to signs of pain and discomfort including             <ol style="list-style-type: none"> <li>a) encouraging an individual to express feelings of discomfort or pain</li> <li>b) recognising non-verbal cues as indicators for discomfort or pain</li> <li>c) recognising extrinsic factors that influence pain</li> <li>d) encouraging an individual to use self-help methods of pain control</li> <li>e) using appropriate pain assessment tools</li> <li>f) assisting an individual to be positioned safely and comfortably</li> <li>g) carrying out agreed measures to alleviate pain and discomfort</li> <li>h) monitor, record and report on the management of individuals' pain or discomfort</li> </ol> </li> <li>3. promote and assist with physical health, comfort and overall wellbeing including             <ol style="list-style-type: none"> <li>a) working in partnership with an individual user in order to provide personalised care</li> <li>b) engaging in active listening and communication</li> <li>c) making every contact count, signposting to preventative and support services</li> <li>d) helping to provide conditions to meet the individual's need for rest and sleep</li> <li>e) providing reassurance and minimising fears, distress or concerns in a way that is consistent with the individual's personal beliefs and preferences</li> <li>f) recording and reporting any changes in physical health, comfort and overall wellbeing as appropriate</li> </ol> </li> <li>4. establish what support is required for daily living tasks including</li> </ol>

- a) establishing the level and type of support for daily living tasks, using an individual's care plan and agreed ways of working
  - b) clarifying with the individual and others the requirements for supporting an individual's independence in daily living tasks
  - c) describing how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks
  - d) agreeing with the individual how privacy will be maintained during any personal care
  - e) checking skin integrity
  - f) assisting with mobility requirements
  - g) helping to move and position appropriately to maximise their physical comfort
  - h) using equipment as directed by the multi professional team.
  - i) enabling the individual to express views about the support provided to increase independence in daily living tasks
  - j) adapting support in agreed ways
  - k) recording and reporting changes in the individual's circumstances that may affect the type or level of support required
5. respond to changes or deterioration in an individual's condition including
- a) undertaking routine observations, documenting and communicating findings in line with local policy and procedure
  - b) taking immediate action when changes or deterioration cause concern
  - c) working with others to review information implementing required changes to monitoring processes
  - d) recording and reporting changes or deterioration
6. Physiological measurement – see section 2.4

**You will know and understand:**

- 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

**The apprentice knows and understands**

1. how to do routine clinical tasks delegated from a registered nurse or other healthcare professional including
  - a) current legislation, national guidelines, policies, protocols and good practice and how it relates to own role, responsibilities and accountability
  - b) ways to promote the physical health and wellbeing of individuals
  - c) the importance of monitoring the health of individuals
  - d) ways in which health can be monitored
  - e) how to respond to, record and report any issues that arise
2. approaches to managing pain and discomfort including

- 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

- a) the signs and symptoms of a person who is experiencing pain or discomfort
  - b) the importance of a holistic approach to managing pain and discomfort
  - c) different approaches to alleviate pain and minimise discomfort
  - d) agreed ways of working that relate to managing pain and discomfort
  - e) how pain and discomfort may affect an individual's wellbeing and communication
3. How to support and promote a person's physical health, comfort and wellbeing
    - a) ways to support and promote someone's physical health, comfort and wellbeing
  4. The importance of fluids, nutrition and food safety - see care Certificate Standard 8 Fluids and Nutrition
  5. principles for supporting independence in the tasks of daily living including
    - a) what the activities of daily living are and which ones you are expected to support in your role
    - b) how individuals can benefit from being as independent as possible in the tasks of daily living
    - c) how active participation promotes independence in the tasks of daily living
    - d) how daily living tasks may be affected by an individual's culture or background
    - e) the importance of providing support that respects the individual's culture and preferences
    - f) how to identify suitable opportunities for an individual to learn or practise skills for daily living
    - g) why it is important to establish roles and responsibilities for providing support
  6. the signs of a person whose health and wellbeing is deteriorating
    - a) the signs of a person whose health and wellbeing is deteriorating
    - b) a range of verbal and non-verbal cues
    - c) the requirements of legislation and agreed ways of working to protect the rights of individuals, including at the end of life, and how it relates to own role
    - d) how and when to record and report changes or deterioration
    - e) a range of sources of support



Standard content	Detailed occupational brief
<p><b>2.1 Person centred care and support</b></p> <p><b>You will be able to:</b></p> <ul style="list-style-type: none"> <li>demonstrate what it means in practice to provide person centred care and support</li> </ul> <p><b>Behaviours:</b> 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</p> <p><b>You will know and understand:</b></p> <ul style="list-style-type: none"> <li>what it means to give 'person centred care and support';</li> <li>why it is important to get consent, even when it is difficult;</li> <li>why it is important to get people actively involved in their own care;</li> <li>why it is important to give people choices about their care;</li> <li>and why treating people as valuable and unique individuals makes a big difference in how they feel</li> </ul>	<p><b>The apprentice is able to</b></p> <ol style="list-style-type: none"> <li>work in a person-centred way including       <ol style="list-style-type: none"> <li>finding out the history, preferences, wishes and needs of the individual</li> <li>taking into account the history, preferences, wishes and needs of the individual</li> <li>treating people with dignity,</li> <li>respecting individual's diversity, beliefs, culture, values, and privacy</li> <li>showing respect and empathy for those they work with</li> <li>encouraging people to make choices and get actively involved in their own care</li> </ol> </li> <li>establish consent when providing care or support including       <ol style="list-style-type: none"> <li>explaining the importance of establishing consent when providing care or support even when it is difficult, including demonstrating and understanding of mental capacity in relation to consent</li> <li>establishing consent for an activity or action</li> <li>explaining what steps to take if consent cannot be readily established</li> </ol> </li> <li>work to best practice including       <ol style="list-style-type: none"> <li>having the courage to challenge areas of concern</li> <li>being adaptable, reliable and consistent</li> <li>showing discretion</li> <li>showing resilience and self-awareness</li> <li>demonstrating partnership working in the delivery of patient centred care</li> </ol> </li> </ol> <p><b>The apprentice knows and understands</b></p> <ol style="list-style-type: none"> <li>person centred approaches for care and support including       <ol style="list-style-type: none"> <li>person-centred values</li> <li>why it is important to work in a way that embeds person centred values</li> <li>why it is important to gain consent even when it is difficult</li> <li>the importance of choice</li> <li>how using an individual's care plan contributes to working in a person centred way</li> <li>why treating people as valuable and unique individuals makes a big difference in how they feel</li> </ol> </li> </ol>

Standard content	Detailed occupational brief
<p><b>2.2 Dementia, cognitive issues, mental health</b></p> <p><b>You will be able to:</b></p> <ul style="list-style-type: none"> <li>• promote mental health and wellbeing</li> <li>• recognise limitations in mental capacity and respond appropriately</li> <li>• recognise and respond to signs of poor mental health for example dementia, depression, anxiety or other cognitive issues</li> <li>• recognise and report any deterioration in an individual's mental health</li> </ul> <p><b>You will know and understand:</b></p> <ul style="list-style-type: none"> <li>• the main forms of mental ill health and their impact on people's lives; and how to promote mental health and wellbeing</li> <li>• the possible signs of limitations in mental capacity and what to do when you notice them</li> <li>• the possible signs of mental health, dementia and learning disability in people;</li> <li>• why depression, delirium and the normal ageing process may be mistaken for dementia;</li> <li>• the importance of early diagnosis in relation to dementia and other cognitive issues</li> <li>• how to report changes or deterioration</li> </ul>	<p><b>The apprentice is able to</b></p> <ol style="list-style-type: none"> <li>1. promote mental health and wellbeing including             <ol style="list-style-type: none"> <li>a) recognising limitations in mental capacity and responding appropriately</li> <li>b) recognising and responding to signs of poor mental health for example dementia, depression, anxiety or other cognitive issues</li> <li>c) recognising and reporting any deterioration in an individual's mental health</li> </ol> </li> </ol> <p><b>The apprentice knows and understands</b></p> <ol style="list-style-type: none"> <li>1. mental well-being and mental health including             <ol style="list-style-type: none"> <li>a) different views on the nature of mental well-being and mental health</li> <li>b) the range of factors that may influence mental well-being and mental health problems across the life span, including biological, social and psychological factors</li> <li>c) how risk and protective factors influence levels of resilience in individuals and groups: risk factors including inequalities, poor quality social relationships; protective factors including socially valued roles, social support and contact</li> </ol> </li> <li>2. how to implement an effective strategy for promoting mental well-being and mental health             <ol style="list-style-type: none"> <li>a) how to support an individual in promoting their mental well-being and mental health</li> <li>b) a strategy for supporting an individual in promoting their mental well-being and mental health</li> <li>c) key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community</li> </ol> </li> <li>3. the main forms of mental ill health and cognitive issues including             <ol style="list-style-type: none"> <li>a) the main types of mental ill health relevant to their role such as mood disorders, personality disorders, anxiety disorders, psychotic disorders, substance-related disorders, eating disorders or cognitive disorders</li> <li>b) the possible signs of limitations in mental capacity the possible signs of mental health, dementia and learning disability in people</li> <li>c) why depression, delirium and the normal ageing process may be mistaken for dementia</li> <li>d) how to report changes or deterioration</li> </ol> </li> </ol>



	<ul style="list-style-type: none"><li>4. the impact of mental ill health and cognitive issues on people's lives<ul style="list-style-type: none"><li>a) how individuals experience discrimination</li><li>b) how mental ill health, dementia, depression, anxiety or other cognitive issues may have an impact on the individual and their family, social or work network including: psychological and emotional; practical and financial; the impact of using services; social exclusion and positive impacts</li><li>c) the importance of early diagnosis in relation to dementia and other cognitive issues</li></ul></li></ul>
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Standard content	Detailed occupational brief
<p><b>2.3 Basic life support</b></p> <p><b>You will be able to:</b></p> <ul style="list-style-type: none"><li>perform basic life support for individuals using appropriate resuscitation techniques and equipment</li></ul> <p><b>You will know and understand:</b></p> <ul style="list-style-type: none"><li>how to perform basic life support</li></ul>	<p><b>The apprentice is able to</b></p> <ol style="list-style-type: none"><li>See Standard 12 of the Care Certificate: Basic Life Support</li></ol>



Standard content	Detailed occupational brief
<p><b>2.4 Physiological measurements</b></p> <p><b>You will be able to:</b></p> <ul style="list-style-type: none"> <li>• undertake a range of physiological measurements using the appropriate equipment including height, weight, temperature, pulse, breathing rate and blood pressure</li> </ul>	<p><b>The apprentice is able to</b></p> <ol style="list-style-type: none"> <li>1. prepare to take physiological measurements including           <ol style="list-style-type: none"> <li>a) explaining to the individual what measurements will be undertaken and why these are done</li> <li>b) reassuring the individual during physiological measurements process</li> <li>c) answering questions and deal with concerns during physiological measurements process</li> <li>d) explaining the help individuals may need before taking their physiological measurements</li> <li>e) explaining why it may be necessary to adjust an individual's clothing before undertaking physiological measurements</li> <li>f) ensuring all materials and equipment to be used are appropriately selected and prepared</li> <li>g) confirming the individual's identity and obtain valid consent</li> </ol> </li>   <li>2. undertake physiological measurements including           <ol style="list-style-type: none"> <li>a) applying standard precautions for infection prevention and control</li> <li>b) applying health and safety measures relevant to the procedure and environment</li> <li>c) selecting and using appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement</li> <li>d) monitoring the condition of the individual throughout the measurement</li> <li>e) providing reassurance to the individual, their family or carer while taking the measurement</li> <li>f) responding to any significant changes in the individual's condition</li> <li>g) following the agreed process when unable to obtain or read a physiological measurement</li> <li>h) identifying any issues outside own responsibility and refer these to other colleagues</li> </ol> </li>   <li>3. record and report results of physiological measurements including           <ol style="list-style-type: none"> <li>a) explaining the necessity for recording physiological measurements</li> <li>b) explaining a few common conditions which require recording of physiological measurements</li> <li>c) demonstrating the correct process for reporting measurements that fall outside the normal levels</li> <li>d) recording physiological measurements taken accurately using the correct documentation</li> </ol> </li> </ol>




**You will know and understand:**

- 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

**The apprentice knows and understands**

1. relevant legislation, policy and good practice for undertaking physiological measurements including
  - a) current legislation, national guidelines, organisational policies and protocols affecting work practice
2. the physiological states that can be measured including
  - a) the principles of blood pressure including: blood pressure maintenance; differentiation between systolic and diastolic blood pressure; normal limits of blood pressure and conditions of high or low blood pressure
  - b) the principles of body temperature including: body temperature maintenance; normal body temperature; pyrexia, hyper-pyrexia and hypothermia
  - c) the principles of respiratory rates including: normal respiratory rates; factors affecting respiratory rates in ill and well individuals
  - d) the principles of pulse rates including: normal pulse rates limits; factors affecting pulse rates – raising or lowering; pulse sites on the body; the requirement for pulse oximetry measurements; analysis and implication of pulse oximetry findings
  - e) the major factors that influence changes in physiological measurements
  - f) the importance of undertaking physiological measurements

Standard content	Detailed occupational brief
<p><b>3. Personal and people development</b></p> <p><b>You will be able to:</b></p> <ul style="list-style-type: none"> <li>• take responsibility for, prioritise and reflect on your own actions and work</li> <li>• work as part of a team, seeking help and guidance when you are not sure</li> <li>• maintain and further develop your own skills and knowledge through development activities;</li> <li>• maintain evidence of your personal development and actively prepare for and participate in appraisal</li> </ul> <p><b>You will know and understand:</b></p> <ul style="list-style-type: none"> <li>• your role and the responsibilities and duties of your job;</li> <li>• why it is important to work in ways that have been agreed by your employer and to follow standards/codes of conduct;</li> </ul>	<p><b>The apprentice is able to</b></p> <ol style="list-style-type: none"> <li>1. reflect on own actions and work including             <ol style="list-style-type: none"> <li>a) taking responsibility for work activities</li> <li>b) prioritising work activities</li> <li>c) explaining why reflecting on work activities is an important way to develop knowledge, skills and practice</li> <li>d) assessing how well own knowledge, skills and understanding meet standards</li> <li>e) demonstrating the ability to reflect on work activities</li> </ol> </li> <li>2. Work as part of a team, role and working relationships – see responsibilities and duties of role section</li> <li>3. maintain and develop own knowledge, skills and understanding including             <ol style="list-style-type: none"> <li>a) showing how a learning activity has improved own knowledge, skills and understanding</li> <li>b) showing how reflecting on a situation has improved own knowledge, skills and understanding</li> <li>c) showing how feedback from others has developed own knowledge, skills and understanding</li> <li>a) showing how to record progress and maintain evidence in relation to personal development</li> <li>b) actively preparing for and participating in appraisal</li> </ol> </li> <li>4. agree a personal development plan including             <ol style="list-style-type: none"> <li>c) identifying sources of support for own learning and development</li> <li>d) describing the process for agreeing a personal development plan and who should be involved</li> <li>e) contributing to drawing up own personal development plan</li> </ol> </li> </ol> <p><b>The apprentice knows and understands</b></p> <ol style="list-style-type: none"> <li>1. what is required for competence in own work role including             <ol style="list-style-type: none"> <li>a) the duties and responsibilities of own role</li> <li>b) the standards, agreed ways of working, standards and codes that influence the way the role is carried out</li> <li>c) ways to ensure that personal attitudes or beliefs do not obstruct the quality of work</li> </ol> </li> </ol>

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| <ul style="list-style-type: none"><li>• working relationships and the importance of working well with other people;</li><li>• who or where to go for help and support about anything related to your work</li><li>• the importance of personal development and how to reflect on your work ;</li><li>• how to create a personal development plan</li></ul> | <ol style="list-style-type: none"><li>2. Working relationships – see ‘responsibilities and duties of the role’ section</li><li>3. the importance of personal development<ol style="list-style-type: none"><li>a) how to reflect on your work</li><li>b) how to create a personal development plan</li></ol></li></ol> |
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Standard content	Detailed occupational brief
<p><b>4. Health, safety and security</b></p> <p><b>You will be able to:</b></p> <ul style="list-style-type: none"> <li>• maintain a safe and healthy working environment</li> <li>• take appropriate action in response to incidents or emergencies following local guidelines</li> </ul> <p><b>You will know and understand:</b></p> <ul style="list-style-type: none"> <li>• legislation, policies and local ways of working which relate to health and safety at work;</li> <li>• your responsibilities, and the responsibilities of others, relating to health and safety at work</li> <li>• what to do in situations that could cause harm to themselves and others; how to handle hazardous materials and substances;</li> <li>• and what to do when there is an accident or sudden illness</li> </ul>	<p><b>The apprentice is able to</b></p> <ol style="list-style-type: none"> <li>1. maintain a safe and healthy working environment including             <ol style="list-style-type: none"> <li>a) reducing the spread of infection</li> <li>b) moving and handling safely</li> <li>c) promoting fire safety</li> <li>d) handling hazardous substances</li> <li>e) taking appropriate action in response to incidents or emergencies following local guidelines</li> </ol> </li> </ol> <p><b>The apprentice knows and understands</b></p> <ol style="list-style-type: none"> <li>1. own responsibilities, and the responsibilities of others, relating to health and safety in the work setting including             <ol style="list-style-type: none"> <li>a) legislation, policies and local ways of working relating to general health and safety at work</li> <li>b) the main points of the health and safety policies and procedures agreed with the employer</li> <li>c) the main health and safety responsibilities of self, the employer or manager and others in the work setting</li> <li>d) tasks relating to health and safety that should not be carried out without special training</li> <li>e) how to access additional support and information relating to health and safety</li> <li>f) how to record and report when an incident has occurred and the incident reporting processes</li> </ol> </li> <li>2. procedures for responding to accidents and sudden illness including             <ol style="list-style-type: none"> <li>a) different types of accidents and sudden illness that may occur in own work setting</li> <li>b) the procedures to be followed if an accident or sudden illness should occur</li> </ol> </li> <li>3. how to handle hazardous substances and materials including             <ol style="list-style-type: none"> <li>a) hazardous substances and materials that may be found in the work setting</li> <li>b) safe practices for storing, using and disposing of hazardous substances and materials</li> </ol> </li> <li>4. how to promote fire safety in the work setting including             <ol style="list-style-type: none"> <li>a) practices that prevent fires from starting and spreading</li> <li>b) emergency procedures to be followed in the event of a fire in the work setting</li> <li>c) the importance of maintaining clear evacuation routes at all times</li> </ol> </li> </ol>

Standard content	Detailed occupational brief
<p><b>4.1 Duty of Care</b></p> <p><b>You will be able to:</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>You will know and understand:</b></p> <ul style="list-style-type: none"> <li>the meaning of 'duty of care' and why it is important;</li> <li>what support is available when you come across a difficult situation or when someone makes a complaint</li> </ul>	<p><b>The apprentice is able to</b></p> <ol style="list-style-type: none"> <li>follow the principles for implementing a duty of care including             <ol style="list-style-type: none"> <li>acting in the best interest of individuals to ensure they do not come to harm</li> </ol> </li> </ol> <p><b>The apprentice knows and understands</b></p> <ol style="list-style-type: none"> <li>the implications of duty of care including             <ol style="list-style-type: none"> <li>the term 'duty of care' and why it is important</li> <li>how the duty of care affects own work role</li> </ol> </li> <li>support available for addressing difficult situations that may arise about duty of care including             <ol style="list-style-type: none"> <li>difficult situations that may arise between the duty of care and an individual's rights</li> <li>where to get additional support and advice about how to resolve such difficult situations</li> </ol> </li> <li>how to respond to complaints including             <ol style="list-style-type: none"> <li>the local complaints policy</li> <li>how to respond to complaints including an understanding of their role in local resolution of a complaint</li> <li>the main points of agreed procedures for handling complaints</li> <li>the roles of documentation and escalation when handling a complaint</li> </ol> </li> </ol>

Standard content	Detailed occupational brief
<p><b>4.2 Safeguarding</b></p> <p><b>You will be able to:</b></p> <ul style="list-style-type: none"> <li>follow the principles of safeguarding and protection</li> </ul> <p><b>You will know and understand:</b></p> <ul style="list-style-type: none"> <li>legislation, policies and local ways of working about 'safeguarding' and protection from abuse;</li> <li>the signs of abuse and what to do if you suspect abuse;</li> <li>and how to reduce the chances of abuse as much as possible</li> </ul>	<p><b>The apprentice is able to</b></p> <ol style="list-style-type: none"> <li>follow the principles of safeguarding and protection - see Standards 10 and 11 of the Care Certificate</li> </ol> <p><b>The apprentice knows and understands</b></p> <ol style="list-style-type: none"> <li>the national and local context of safeguarding and protection from abuse including             <ol style="list-style-type: none"> <li>legislation, policies and local ways of working that relate to safeguarding</li> <li>the roles of different agencies</li> <li>reports into serious failures to protect individuals from abuse</li> </ol> <p>sources of information and advice about own role in safeguarding</p> </li> <li>how to recognise signs of abuse including             <ol style="list-style-type: none"> <li>types of abuse including physical, sexual, emotional/psychological, financial, institutional abuse, self-neglect and neglect by others</li> <li>the signs and/or symptoms associated with each type of abuse</li> <li>factors that may contribute to an individual being more vulnerable to abuse</li> </ol> </li> <li>how to respond to suspected or alleged abuse including             <ol style="list-style-type: none"> <li>the actions to take if there are suspicions that an individual is being abused</li> <li>the actions to take if an individual alleges that they are being abused</li> <li>ways to ensure that evidence of abuse is preserved</li> </ol> </li> <li>ways to reduce the likelihood of abuse including             <ol style="list-style-type: none"> <li>how the likelihood of abuse may be reduced by working with person centred values; encouraging active participation; promoting choice and rights</li> <li>the importance of an accessible complaints procedure for reducing the likelihood of abuse</li> </ol> </li> <li>how to recognise and report unsafe practices including             <ol style="list-style-type: none"> <li>describing unsafe practices that may affect the well-being of individuals</li> <li>explaining the actions to take if unsafe practices have been identified</li> <li>describing the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response</li> </ol> </li> </ol>

Standard content	Detailed occupational brief
<p><b>4.3 Infection prevention and control</b></p> <p><b>You will be able to:</b></p> <ul style="list-style-type: none"> <li>• use a range of techniques for infection prevention and control including waste management, hand washing and the use of Personal Protective Equipment (PPE)</li> </ul> <p><b>You will know and understand:</b></p> <ul style="list-style-type: none"> <li>• legislation, policies and local ways of working that help to prevent infection; the meaning of 'risk' and 'risk assessment';</li> <li>• the importance of good personal hygiene and hand washing ; how to select the right PPE (such as gloves, aprons and masks);</li> <li>• how infections start and spread; the importance of cleaning, disinfecting and maintaining a clean workplace to reduce the risk and spread of infection;</li> <li>• and the meaning of 'antimicrobial resistance'</li> </ul>	<p><b>The apprentice is able to</b></p> <ol style="list-style-type: none"> <li>1. Use a range of techniques for infection prevention and control including             <ol style="list-style-type: none"> <li>a) demonstrating good hand washing technique</li> <li>b) managing waste safely</li> <li>c) checking that own health and hygiene do not pose a risk to others at work</li> <li>d) explaining to individuals the reasons for undertaking infection prevention and control techniques and using PPE</li> </ol> </li> <li>2. select and use personal protective equipment (PPE) in a health care setting including             <ol style="list-style-type: none"> <li>a) checking the cleanliness, suitability and fit of PPE for the roles and procedures to be undertaken</li> <li>b) wearing PPE in the designated work area only according to own role and procedures to be undertaken</li> <li>c) describing how PPE may become unsuitable for use and the actions to take if this happens</li> <li>d) removing and disposing of PPE in line with local policy and protocol to minimise cross infection</li> <li>e) confirming what additional protection equipment should be worn when there is a risk of aerosol blood, body fluids or radiation</li> <li>f) confirming the importance of promptly reporting reduction in stocks of PPE</li> <li>g) confirming when synthetic non-powered un-sterile gloves and apron should be used</li> </ol> </li> </ol> <p><b>The apprentice knows and understands</b></p> <ol style="list-style-type: none"> <li>1. legislation, policies and local ways of working that help to prevent and control infections and dressing for work in a health care setting including             <ol style="list-style-type: none"> <li>a) current legislation and regulatory body standards which are relevant to the prevention and control of infection</li> <li>b) local and organisational policies relevant to the prevention and control of infection</li> <li>c) standard precautions for infection prevention and control which affect own practice in preparing and dressing for work</li> </ol> </li> <li>2. roles and responsibilities in the prevention and control of infections including             <ol style="list-style-type: none"> <li>a) employees' roles and responsibilities in relation to the prevention and control of infection</li> <li>b) employers' responsibilities in relation to the prevention and control of infection</li> <li>c) the importance of maintaining a professional appearance and presentation and removing personal clothing, makeup and fashion items as required by own work setting</li> <li>d) the importance of cleaning, disinfecting and maintaining a clean workplace</li> </ol> </li> </ol>

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|  | <ol style="list-style-type: none"><li>3. the use of risk assessments in relation to health and safety including<ol style="list-style-type: none"><li>a) why it is important to assess health and safety hazards posed by the work setting or by particular activities</li><li>b) how and when to report potential health and safety risks that have been identified</li><li>c) how risk assessment can help address dilemmas between rights and health and safety concerns</li></ol></li><br/><li>4. systems and procedures relating to the prevention and control of infections including<ol style="list-style-type: none"><li>a) procedures and systems relevant to the prevention and control of infection</li><li>b) the potential impact of an outbreak of infection on the individual and the organisation</li></ol></li><br/><li>5. the causes of infection including<ol style="list-style-type: none"><li>a) the differences between bacteria, viruses, fungi and parasites</li><li>b) common illnesses and infections caused by bacteria, viruses, fungi and parasites</li><li>c) what is meant by “infection” and “colonisation” and “antimicrobial resistance”</li><li>d) what is meant by “systemic infection” and “localised infection”</li><li>e) poor practices that may lead to the spread of infection</li></ol></li><br/><li>6. the transmission of infection including<ol style="list-style-type: none"><li>a) the conditions needed for the growth of micro-organisms</li><li>b) the ways an infective agent might enter the body</li><li>c) common sources of infection</li><li>d) how infective agents can be transmitted to a person</li><li>e) the key factors that will make it more likely that infection will occur</li></ol></li><br/><li>7. the importance of good personal hygiene in the prevention and control of infections including<ol style="list-style-type: none"><li>a) key principles of good personal hygiene</li><li>b) the correct sequence for hand washing</li><li>c) when and why hand washing should be carried out</li><li>d) the types of products that should be used for hand washing</li><li>e) correct procedures that relate to skincare</li></ol></li><br/><li>8. the importance of risk assessment in relation to the prevention and control of infections including<ol style="list-style-type: none"><li>a) the term risk</li><li>b) potential risks of infection within the workplace</li></ol></li></ol> |
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|  | <ul style="list-style-type: none"><li>c) the process of carrying out a risk assessment</li><li>d) the importance of carrying out a risk assessment</li></ul> <p>9. the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections including</p> <ul style="list-style-type: none"><li>a) correct use of PPE</li><li>b) different types of PPE</li><li>c) the reasons for use of PPE</li><li>d) current relevant regulations and legislation relating to PPE</li><li>e) employees' responsibilities regarding the use of PPE</li><li>f) employers' responsibilities regarding the use of PPE</li><li>g) correct practice in the application and removal of PPE</li><li>h) correct procedure for disposal of used PPE</li></ul> |
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Standard content	Detailed occupational brief
<p><b>4.4 Moving and handling</b></p> <p><b>You will be able to:</b></p> <ul style="list-style-type: none"> <li>• move and position individuals, equipment and other items safely</li> </ul>	<p><b>The apprentice is able to</b></p> <ol style="list-style-type: none"> <li>1. minimise risk before moving and positioning individuals, equipment and other items including             <ol style="list-style-type: none"> <li>a) accessing up-to-date copies of risk assessment documentation</li> <li>b) carrying out preparatory checks</li> <li>c) identifying any immediate risks</li> <li>d) take actions in relation to identified risks</li> <li>e) preparing the immediate environment ensuring adequate space for the move in agreement with all concerned and that potential hazards are removed</li> </ol> </li>   <li>2. move and position equipment and other objects including             <ol style="list-style-type: none"> <li>a) explaining principles for moving and handling</li> <li>b) carrying out the moving and handling activity safely</li> <li>c) recording and reporting the activity in line with agreed ways of working</li> </ol> </li>   <li>3. move and position an individual including             <ol style="list-style-type: none"> <li>a) demonstrate effective communication before, during and after moving and positioning</li> <li>b) obtaining valid consent</li> <li>c) applying standard precautions for infection prevention and control</li> <li>d) describing what action should be taken if the individual's wishes conflict with their plan of care</li> <li>e) following the care plan to ensure that the individual is positioned using the agreed technique and in a way that will avoid causing undue pain or discomfort</li> <li>f) describing the aids and equipment that may be used</li> <li>g) using equipment to maintain the individual in the appropriate position</li> <li>h) encouraging the individual's active participation in the manoeuvre</li> <li>i) monitoring the individual throughout the activity so that the procedure can be stopped if there is any adverse reaction</li> <li>j) demonstrating how to report and record the activity noting when the next positioning manoeuvre is due</li> </ol> </li> </ol>

**You will know and understand:**

- 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

**The apprentice knows and understands**

1. legislation and agreed ways of working when moving and positioning individuals, equipment and other items including
  - a) how legislation and agreed ways of working affect working practices related to moving and positioning
  - b) what health and safety factors need to be taken into account when moving and positioning and any equipment used to do this
2. anatomy and physiology in relation to moving and positioning individuals including
  - a) the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals
  - b) the impact of specific conditions on the correct movement and positioning of an individual
3. when to seek advice from and/or involve others when moving and positioning including
  - a) when advice and/or assistance should be sought to move or handle an individual, equipment and other items safely
  - b) what sources of information are available about moving and positioning



Standard content	Detailed occupational brief
<p><b>5. Equality and diversity</b></p> <p><b>You will be able to:</b></p> <ul style="list-style-type: none"> <li>• follow the principles of equality, diversity and inclusion</li> </ul> <p><b>You will know and understand:</b></p> <ul style="list-style-type: none"> <li>• equality and diversity legislation, policies and local ways of working;</li> <li>• why equality is important and how discrimination can happen at work</li> </ul>	<p><b>The apprentice is able to</b></p> <ol style="list-style-type: none"> <li>1. work in an inclusive way including             <ol style="list-style-type: none"> <li>a) identifying which legislation and codes of practice relating to equality, diversity and discrimination apply to own role</li> <li>b) showing interaction with individuals that respects their beliefs, culture, values and preferences</li> <li>c) describing how to challenge discrimination in a way that encourages change</li> </ol> </li> </ol> <p><b>The apprentice knows and understands</b></p> <ol style="list-style-type: none"> <li>1. the importance of equality, diversity and inclusion including             <ol style="list-style-type: none"> <li>a) what is meant by diversity, equality, inclusion and discrimination</li> <li>b) ways in which discrimination may deliberately or inadvertently occur in the work setting</li> <li>c) how practices that support equality, diversity and inclusion reduce the likelihood of discrimination</li> </ol> </li> <li>2. how to access information, advice and support about diversity, equality and inclusion including             <ol style="list-style-type: none"> <li>a) a range of sources of information, advice and support about diversity, equality and inclusion</li> <li>b) how and when to access information, advice and support about diversity, equality and inclusion</li> </ol> </li> </ol>