

NHS Wales Induction for Clinical Healthcare Support Workers (Nursing)

Unit Code: PH52CY108
Level: Two
Credit Value: 10
Unit ID: CDK199
LDCS: PH5
Sector: 1.2
Last registration date: 31/07/2020

Purpose and Aim

To develop the knowledge and skills of clinical healthcare support workers in NHS Wales working in nursing settings, following mandatory on line induction and general induction. This unit supplements and supports the Core Skills Training Framework for NHS Wales healthcare support workers that work in all disciplines.

Learning Outcomes

The learner will

1. Understand the role of a healthcare support worker.
2. Understand person centred practice
3. Be able to use communication skills in a **health and social care setting**.

Assessment Criteria

The learner can

- 1.1 Describe the role and responsibilities of a healthcare support worker.
- 2.1 Explain what is meant by person centred practice.
- 2.2 Give examples of how to work in person centred ways.
- 2.3 Identify how own beliefs, values and life experiences can affect behaviour towards individuals.
- 2.4 Explain why individuals have the right to make choices and take risks.
- 3.1 Describe communication skills used in a health and social care setting.

Learning Outcomes

The learner will

4. Understand record keeping and reporting in a health and social care setting.
5. Be able to carry out hand washing technique.
6. Know how falls can be prevented.
7. Understand pressure injury.

Assessment Criteria

The learner can

- 3.2 Describe how to identify the language and cultural preferences of individuals in a healthcare setting.
- 3.3 Give examples of ways to support a distressed person.
- 3.4 Communicate with:

 individuals using a health and social care setting
 health and social care team members.
- 3.5 Define **key terminology** used in a health and social care setting.
- 4.1 Describe the responsibilities of a healthcare support worker for:

 record keeping
 reporting.
- 5.1 Identify when and how hand washing should be carried out.
- 5.2 Demonstrate **hand washing technique**.
- 6.1 Identify the factors that can contribute to falls.
- 6.2 Identify strategies for falls prevention.
- 7.1 Identify the common sites for pressure damage.

Learning Outcomes

The learner will

8. Know the role of nutrition and hydration.
9. Know how to support individuals to maintain continence
10. Understand how to support the wellbeing of individuals in a health and social care setting

Assessment Criteria

The learner can

- 7.2 Identify the stages of pressure ulcer development.
- 7.3 Identify factors which cause skin breakdown.
- 7.4 Identify interventions which reduce:
 - skin breakdown
 - pressure damage.
- 8.1 Identify national and local initiatives for nutrition and hydration.
- 8.2 Identify **factors that affect nutrition and hydration.**
- 8.3 Identify how fluid input and output are recorded on a fluid balance chart.
- 9.1 Define continence.
- 9.2 Identify **factors which affect continence.**
- 9.3 Identify aids which support continence.
- 9.4 Identify how to support the dignity of individuals during continence support.
- 9.5 Identify how to record excretion from:
 - bladder
 - bowels.
- 10.1 Identify factors that affect:
 - physical wellbeing
 - emotional wellbeing.

Learning Outcomes

The learner will

14. Understand how to recognise a deteriorating patient.
15. Understand how to support the hygiene needs of individuals.
16. Know how to support oral care.
17. Know how to support footcare.
18. Know about death, dying and bereavement.

Assessment Criteria

The learner can

- 14.1 Describe the signs and symptoms of a deteriorating patient.
- 15.1 Identify how to encourage an individual to communicate their needs, preferences and personal beliefs affecting their personal care.
- 15.2 Give examples of ways to protect the privacy and dignity of individuals while providing support with hygiene needs.
- 15.3 Describe how to support the hygiene needs of individuals.
- 16.1 Identify why oral care is needed.
- 16.2 Give examples of how to support individuals with oral care need.
- 17.1 Identify why footcare is needed.
- 17.2 Give examples of how to support individuals with footcare needs.
- 18.1 Identify cultural and religious differences associated with death and dying.
- 18.2 Describe the care of patients in their last days of life.

Learning Outcomes

The learner will

19. Know how clinical specimens are taken.

20. Be able to use reflection in a health and social care setting.

Assessment Criteria

The learner can

- 18.3 Identify how to care for a body after death in ways which respects cultural differences.
- 18.4 Identify how the property of an individual is handled and stored after death.
- 18.5 Identify the stages of grief.
- 18.6 Identify how HCSW's are supported when working with individuals who are dying.
- 19.1 Describe how **clinical specimens** are taken.
- 19.2 Identify how to label clinical specimens.
- 20.1 Describe a method of reflection to use in a health and social care setting.
- 20.2 Produce a reflective account of a shadow shift during NHS Wales induction.

Assessment Methods:

There are no prescribed assessment methods for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

Assessment Information:

AC 1.1 role and responsibilities of a healthcare support worker must include:

- a) scope of practice
- b) codes of conduct (NHS Wales and/or Care Council for Wales)
- c) accountability and delegation

- d) the mandatory and statutory training for own work setting
- e) duty of care
- f) chaperoning
- g) consent
- h) confidentiality and the use of social media
- i) using an enabling approach
- j) reporting concerns in line with organisational policies and procedures.

AC 2.2 A minimum of three examples must be given.

health and social care setting refers to any setting in which a clinical healthcare support worker is working. The learner will only have to refer to the setting they are working in (i.e. a healthcare or social care setting).

AC 3.1 Communication skills must include verbal and non verbal skills and cover all the following situations:

- a) obtaining consent
- b) giving and receiving information
- c) taking messages.

AC 3.4 Must include a minimum of three individuals or three team members, and the demonstration of verbal and non verbal skills across both groups. Must include an explanation of the active offer.

Individuals could include Families and Carers.

AC 3.5 **Key terminology** must include at least: NEWS, C Diff, DNAR, MRSA, MSU, cardio-, gastro-, haem-, osteo-, paed-, hypo-, hyper-, pre-, post-, -aemia, -oscopy, -ectomy, -ostomy, -itis, -otomy, -OMA, -plasty.

AC5.2 **hand washing technique** as defined by current NICE guideline:

- Infection: Prevention and control of healthcare-associated infections in primary and community care www.nice.org.uk

AC 6.1 A minimum of five factors.

AC 6.2 A minimum of five strategies must be evidenced.

AC 7.1 A minimum of seven.

AC's 7.2 A minimum of four stages must be evidenced.

AC's 7.3 A minimum of five factors must be evidenced.

AC's 7.4 A minimum of five interventions must be evidenced.

AC 9.2 **factors which affect continence** must include physical, pharmacological and psychological factors.

AC 11.1 A minimum of five examples must be evidenced.

AC 11.3 To be based on a given scenario or shadow shift.

AC 11.3 **Individuals** will include patients, service users, clients, relatives, carers

AC 12.2 A minimum of five examples must be evidenced – at least one example for each of the senses.

AC 12.3 A minimum of five factors must be evidenced.

AC 13.1 **factors which affect physiological measurements** must include:

- internal factors
- external factors

AC 13.4 and 13.5 Assessment must take place either in a simulated setting or in a supervised shadow shift setting, and must include a minimum of five physiological measurements.

AC.15.2 A minimum of five examples must be given.

AC 16.2 A minimum of five examples must be given.

AC 17.2 A minimum of five examples must be given.

AC 18.1 A minimum of five differences must be given.

L.O.19 **clinical specimens** must include:

- midstream specimen of urine (MSU)
- catheter specimen of urine (CSU)
- stool sample
- MRSA screening
- sputum specimen.

AC 20.3 **a method of reflection** must be relevant to the level of learning, for example:

- Gibbs
- Rolfe et al.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

NOS:

[GEN4](#), [GEN5](#), [GEN8](#), [GA101](#), [HSC23](#), [HSC218](#), [IPC2](#), [IPC4](#), [IPC7](#), [IPC8](#), [MH32](#), [IPC1](#), [IPC9](#), [IPC10](#), [IPC12](#), [ISC9](#), [ISC39](#), [SS04](#), [HSC22](#), [HSC212](#), [HSC216](#)

Other Mappings:

KSF: HWB1 level 1, HWB1 level 2, HWB5 level 1, HWB5 level 2, HWB6 level 1, HWB6 level 2. : HWB2 level 1, HWB2 level 2.

Assessor Requirements:

Assessors of this unit must be registered practitioners OR occupationally competent clinical healthcare practitioners in Band 4 or above, who have undertaken appropriate assessor training.

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