



**Healthcare**  
Support Workers



# **Mandatory Induction Standards for Healthcare Support Workers (HCSW)**

**HCSW Reviewer**

**Workbook**

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***The Reviewer's Version of the HCSW Workbook contains :***

- ***guidance on what new healthcare support workers need to do to meet the induction standards. Please take time to read this section carefully.***
- ***the questions and tasks provided which can help the healthcare support worker provide the evidence needed to meet the standard***
- ***guidance for you, as the reviewer, on what to look for in relation to each question or task***

## 1. Supporting a healthcare support worker to complete HCSW Workbook

### 1.1 Who is this workbook for?

The Reviewer's Version of the HCSW Workbook is designed to support you as a reviewer working with a new healthcare support worker. It provides all of the information contained in the healthcare support worker's version of the workbook, along with additional guidance to support you during the review process.

There is a HCSW Workbook which is a working document to support new staff to meet the Mandatory Induction Standards as required by the Scottish Government. The HCSW Workbook is designed to help the individual healthcare support worker to reflect on how they are applying what they have learned through induction to their own job role, and to show how they meet the induction standards.

### 1.2 What does a new healthcare support worker need to do to meet the standards?

The standards require a new healthcare support worker to show how they apply what they have learned in their own work context. In some places, they need to show that they understand how the organisation's policies and procedures apply to the work they do. In others, they need to demonstrate how they carry out tasks.

### 1.3. How will the workbook help new healthcare support workers meet the standards?

In this workbook, there are questions and tasks based on the **groups of standards**. Each question or task is designed to help a healthcare support worker show that they meet one or more of the requirements in one or more of the standards. In all cases, a new healthcare support worker needs to show that they understand how the question or task applies in their own work context.

### 1.4. Working through the questions and tasks

As a reviewer, your role is to support your new colleague as they work through the **HCSW Workbook**, and to ensure that the evidence they provide meets the required standard.

It is important to help the individual plan how they are going to work through the workbook. They can work on the questions and tasks in any order. For example, if you know that your colleague will be attending a fire safety training course within the next few weeks, it would be wise to delay working on the questions relating to dealing with emergencies until after the course.

You should also discuss with the healthcare support worker how best to answer the questions. They can answer questions in a number of ways. For some questions, you might ask them to write their answer in the workbook. For others, you might ask them to make some notes then discuss their answers more fully with you.

There are also a number of tasks which require a healthcare support worker to demonstrate that they are working safely. You need to arrange to observe the new healthcare support worker carrying out these tasks in the workplace.

## 1.5. What type of 'evidence' is needed?

By answering the questions and doing the tasks in this workbook, the healthcare support worker provides evidence of how they apply knowledge and skills in their own work.

The questions ask them to provide different types of information:

- “Describe” (e.g. *Describe the actions you need to take if you discover a fire in the building*). Here, they should give clear description of a procedure or process. They need to provide enough detail to show that they know exactly how to carry out the task.
- ‘Give examples’ (e.g. *Give examples of when it is important to wash your hands*), asks for practical examples from their own work.
- ‘Explain’ (e.g. *Explain why it is important to wash your hands on these occasions.*) asks them to give reasons for different things they do in their work.

Space is provided in the workbook for the healthcare support worker to make notes to support their answers.

Some tasks ask the healthcare support worker to ‘demonstrate’ (e.g. *Demonstrate how to lift an object safely*). These tasks are marked with the  symbol. This symbol means that this is a ‘hands-on’ or practical task. You should observe the healthcare support worker carrying out this task in the workplace.

## 1.6. How much evidence is enough?

It is important to remember that a new healthcare support worker needs to meet the standards within three months of taking up their post (or longer if they are working part-time). As a result, they cannot be expected to have developed in-depth or wide-ranging knowledge and experience of their work context.

When looking at the evidence the individual provides, the key question you need to ask yourself is ‘Is there enough here to ensure that the individual is not causing danger to themselves or others, or a risk to the organisation?’

For example, you need to make sure that the individual is applying policies and procedures appropriately in the workplace. They may not be able to give precise names of policies, or quote sections of policy documents. However, it is important that they can tell you the information which is needed to ensure that they understand the key points of the policy/procedure and can follow those in the workplace.

When working with new healthcare support workers, take care not to ask for too much information, but focus on the information which is important for their context. Knowing how much evidence is ‘enough’ is an important element in ensuring that the standards are being applied consistently. More information about different ways in which you can ensure consistency can be found in the **Guidance for Reviewers** document.

## 1.7. Providing and recording evidence

A healthcare support worker can provide their evidence in a number of ways. In questions which ask them to show their *knowledge*, you might ask them to:

- **write down their answers to the questions in the workbook.** You can then check that the answers contain all the necessary information. Questions which ask the individual to give examples from their work can be answered quite easily in this way.
- **discuss their answers with you.** Some questions ask the healthcare support worker to give explanations, or to provide quite a lot of description. It can be easier to answer these questions in discussion with the individual. Remember, however, that either you or the healthcare support worker needs to make a note of the content of their answer.
- **demonstrate how they carry out specified tasks.** You should ensure that you, or another appropriate person, observe the healthcare support worker carrying out these tasks to the required standard.
- **provide evidence of assessed training.** Some mandatory training during the induction period may include assessment. Examples of this can include:
  - online training programmes which include questions which test the individual's knowledge of the policies and procedures used in a certain area
  - face-to-face training, where the individual has to show that they can use a piece of equipment safely

If a healthcare support worker has completed training which has included relevant assessment, they can use this to show that they have met the required standard.

In all cases, you will be checking that the individual has the knowledge and skills needed to work without causing any danger or risk to patients, colleagues or others, or to the organisation.

Remember, too, that the standards are designed to support the individual's development. If you find that the healthcare support worker cannot provide enough evidence to show they meet the required standard first time round, you should identify where they need to make improvements then plan to review this at a later date. Make sure that the healthcare support worker makes a note of this in their learning plan. You can find more information about this in the **Recording your progress** section of this workbook.

### **1.8. What happens when the healthcare support worker has met the standards?**

When you are satisfied that the healthcare support worker has provided appropriate evidence to address a question or task, you should sign and date the boxes under the question/task. When the individual has completed an entire section of the HCSW Workbook, you should complete the **Section Completed** box in the workbook.

You should agree with the new healthcare support worker where the "signed off" version of the HCSW workbook will be kept to make sure you can both access it as required.

## 1.9. What happens next?

As a reviewer you need to understand the local arrangements for recording that your new colleague has met the Standards. Your health board are required by the Scottish Government to report on the numbers of new staff who have met the standards.

Once the healthcare support worker has met all of the HCSW Induction Standards, they are required to follow the **HCSW Code of Conduct**. This Code of Conduct outlines what is required of healthcare support workers across NHSScotland in order to provide high-quality services to patients and the public.

Remember that the completed workbook will also help the healthcare support worker provide evidence for other purposes, such as completion of their KSF Personal Development Review (PDR). There is more about this in the **Recording my progress** section of the workbook.

Also, if the healthcare support worker is working towards an SVQ in Health & Support Services, they should ask their SVQ Assessor about how you can use this evidence towards completion of their SVQ.

## 2. Working towards the standards

### 2.1 Introducing the questions and tasks

The tasks and questions in the next section of the workbook relate to the **4 groups of induction standards**. This Reviewer's Version also includes guidance for the type of information which the healthcare support worker should provide for each question/task. Remember that these notes are for guidance only. The individual might provide other information which is also relevant.

When answering questions orally, some individuals may need help to identify how the question relates to their own work. As the reviewer, you can reword the question to ensure that the individual understands what is required, or provide examples of situations where their knowledge might need to be applied. However, you should take care not to give the answer to the individual.

### 2.2 Planning how to meet the standards

Before the healthcare support worker begins to work through the questions and tasks, it is important that you agree a planned approach to this work. The following tasks will help you both be best prepared.

#### 2.2.1. What's the starting point?

Before they start working on the questions/tasks, the healthcare support worker needs to meet with you so you can decide how you are going to work together. This includes:

- helping the individual plan what they need to do to meet the standards
- meeting with them to discuss their progress and to review their plans
- confirming completion when they have met all of the standards.

In your initial meeting with a new healthcare support worker, you should:

- check that they know what the standards are – and if they meet any of them already
- plan when they will be undertaking training or other induction activities, and how these might relate to the standards
- make arrangements for the next progress check.

In their workbook, the healthcare support worker has space to make a note of your name and details. Encourage them to note down this information for reference.

### 2.2.2 Helping the healthcare support worker to gather the information they need

There is a range of documents and other information which will support the healthcare support worker as they work towards the HCSW Induction Standards. As a first step, make sure that they have copies of the following documents, available from the HCSW Toolkit (<http://www.hcswtoolkit.nes.scot.nhs.uk>)

- **Guidance for Healthcare Support Workers**
- **HCSW Workbook**

Supporting documents which will help new healthcare support workers see the Induction Standards in context of their new role include:

**Their job description:** Understanding what they will be expected to do in their new role will help identify how the standards apply to them.

**The KSF outline for their post:** The KSF outline will give information about the knowledge and skills you need for their new role. It will also help them understand how, in working to meet the HCSW induction standards, they are also working towards the requirements of their KSF outline.

**Information about any training activities they are undertaking:** In their new role, the individual will need to participate in a range of training activities. These might range from formal, corporate induction courses to on-the-job training with a line manager or supervisor. All of these activities will contribute to helping them meet the induction standards. Knowing what each activity involves will help them and you identify how it relates to the standards.

### 2.2.3 What does the healthcare support worker know already?

In your first meeting with the healthcare support worker, you should discuss the standards in some detail. It's important to identify:

- **what they know/can do already:** Can they demonstrate that they meet some of the standards already? They may have previous experience of working with patients and other service users which has allowed them to develop the knowledge and skills which the standards require. To identify this, they need to:
  - read the standards carefully, and try to identify if there are any performance criteria within the standards which they can meet *now*.
  - take time to explain to you why they think they meet these performance criteria. You will then be able to identify what more they need to do to meet the standard.
- **how they will work through the standards:** The healthcare support worker doesn't need to work through the standards in numerical order, 1 to 14. They can address them in the order which is most appropriate for them and their context.

In the workbook, the standards have been pulled together into the 4 following groups.

- Standards 1 & 14 are about protecting patients and other people

- Standards 2,3, 4 and 5 are about ensuring the health, safety and security of themselves, others and the workplace
- Standards 6, 10 and 13 are about working with people
- Standards 7, 8, 9, 11 and 12 are about working and developing in their role.

The questions and tasks in the workbook focus on these groups, helping you and the healthcare support worker to see how the evidence gathered in one standard might also be used in another.

### **2.3. HCSW Optional Checklist: 'How do the standards relate to me?'**

This term 'healthcare support worker' covers a very wide range of roles within NHSScotland. Some healthcare support workers may find it challenging to identify how their own work affects patients.

The checklist below is designed to help them think about the things they do and how they might affect the service delivered to patients and other members of the public.

The checklist is an optional tool which you can use with the healthcare support worker. By completing the checklist, the individual can start to identify examples from their work where they might find evidence to help them meet the standards.

## HCSW Optional Checklist: 'How do the standards relate to me?'

Think about your role. What do you consider to be your 3 main areas of work?

1.
2.
3.

In your role, which of the following do you do?

a) give <b>direct</b> clinical care to patients (e.g. assisting with personal care; supporting rehabilitation activities) If yes, make a note of examples of the things you do:
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b) provide <b>indirect</b> clinical services to patients (e.g. preparing materials for therapists to use; preparing medicine for dispensing ) If yes, make a note of examples of the things you do:
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c) provide a service directly to members of the public (e.g. transporting patients and other service users; providing information in person, on the phone or electronically) If yes, make a note of examples of the things you do:
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d) deal with identifiable patient data (e.g. making appointments for patients; updating records etc) If yes, make a note of examples of the things you do:
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e) maintain equipment or premises used by patients (e.g. cleaning healthcare facilities; repairing equipment etc)

If yes, make a note of examples of the things you do:

f) prepare or deliver goods or services for/to service users (e.g. preparing or delivering food; disposing of waste from wards etc )

If yes, make a note of examples of the things you do:

**Use the examples you have listed above to help you think about how you meet the standards when you are working with patients, service users and other members of the public**

### **3. Recording Progress**

The HCSW Workbook helps healthcare support workers to plan their learning needs in relation to the standards, and to record evidence of meeting the standards. This planning and recording can provide the first steps for the healthcare support worker to develop their KSF PDP, and to gather evidence for their PDR.

This section of the Reviewer's Workbook helps you and the healthcare support worker to identify how to plan and record their learning. As their reviewer, you should ensure that you know the arrangements agreed in your own health board for recording learning, with reference to the NHS KSF.

#### **3.1. Planning learning**

At each meeting with the healthcare support worker, you should discuss and agree any learning needs which they have. Together, you should decide the best way for the individual to learn what they need. Remember that most of what they need to learn will be learnt on the job, with their manager, supervisor or colleagues. Try to help them identify the learning opportunities around them. Examples might include:

- asking their manager for guidance then trying out a task
- shadowing a colleague
- reading a procedures document
- attending a course organised by the employer

The healthcare support worker should be supported to understand how the standards link to the NHS KSF and record what they need to learn using the Board's KSF PDP systems. You should help them identify the information they need to record. Then, at your next meeting, you can come back to their record and discuss their progress.

#### **3.2. Participating in training courses**

You should identify the mandatory training courses which all staff in your NHS Board must complete during induction. This training will provide some of the information the healthcare support worker needs to help them meet the HCSW Induction Standards.

Once they have attended a course, encourage individuals to take some time to identify how their learning links with the standards. In particular, ask them to think about how and where they apply this information in their own work. Taking time to make links between new information and their own role will help the individual provide examples of how they meet the induction standards.

Remind the healthcare support worker to record this information about the training courses they have attended and how these link to their own work in their KSF PDP/PDR records.

### 3.3. Tracking learning

It is very easy for new healthcare support workers to forget to record on-the-job learning. However, this type of learning is very important in helping the healthcare support worker to show how the standards are being met in their day to day work.

As a reviewer your role is to support you new colleague to reflect and note down what they are learning. Encourage reflection on:

- what they learned – e.g. what new task did they learn to do?
- when they learned it
- who was involved – e.g. did their manager demonstrate what they had to do?
- how this links with the standards

Don't forget to remind the healthcare support worker to transfer this information to their KSF/PDP/PDR records

### 3.4. Tracking progress towards meeting the standards

Most of the tasks and questions in the workbook link with more than one of the induction standards. The **Question Tracker** at the end of this workbook is an optional tool which you can use in your meetings. It shows at a glance the relationship between the standards and each task and question.

When working to meet the standards, the healthcare support worker can complete the workbook tasks and questions in any order. Once they complete a question or task in the workbook, mark it on the tracker. In this way, they can track how they are progressing towards meeting the requirements of the standard.

### 3.5. Completing the questions and tasks

The following section of the workbook contains the questions and tasks which can help the healthcare support worker to provide the evidence needed to show how they meet the HCSW Induction Standards.

In the HCSW Reviewers Workbook, information about the type of information required is contained in the box following each question/task. You should use this information contained in these boxes to guide your review of the healthcare support worker's evidence.

There are **33** questions/tasks in total:

Group 1:	Protecting patients and other people:	4 questions/tasks
Group 2:	Ensuring the health, safety and security of yourself, others and the workplace:	12 questions/tasks
Group 3:	Working with others:	7 questions/tasks
Group 4:	Working and developing in your role:	10 questions/tasks

## GROUP 1: Protecting patients and other people

Includes:

**Standard 1: Protecting your patients from harm and abuse**

**Standard 14: Whistle-blowing in cases of harm and abuse**

All staff working for NHSScotland have a duty to protect patients, other people and themselves from danger, harm and abuse. These standards focus on the healthcare support worker's understanding of what they can do to protect themselves and others, and what their responsibilities are if they suspect that someone is in danger.

The boxes beneath the questions provide guidance for reviewers only.

1.1	<b>Describe at least 3 things which you should do to ensure that your workplace is safe for patients, other staff members and yourself.</b>	
<p><i>Reviewer's guide:</i></p> <p><b><i>The HCSW should provide practical examples which show they can apply appropriate local policies and procedures. These might include examples of:</i></b></p> <ul style="list-style-type: none"><li><b><i>ensuring only authorised people are in their area</i></b></li><li><b><i>alerting appropriate people if they see anything/one suspicious</i></b></li><li><b><i>alerting appropriate people and taking appropriate action if a dangerous incident (e.g. loud argument; fight) begins</i></b></li><li><b><i>ensuring that, where appropriate, equipment is locked away and that doors are closed/locked</i></b></li></ul>		
Links to standard(s): 1/1	Reviewed by:	Date:

1.2 	<b>Demonstrate how to check that someone is authorised to be in your work area.</b>	
<p><i>Reviewer's guide:</i></p> <p><b><i>This task can be observed in the workplace, or can be done by simulation (e.g. by asking the individual to demonstrate on you or on a colleague).</i></b></p> <p><b><i>The HCSW should demonstrate that they can follow correct local procedures for checking. They should also demonstrate how their communication skills are appropriate to the situation and take into account the needs of the people they are communicating with.</i></b></p>		
Links to standard(s): <a href="#">1/4</a> ; <a href="#">6/3</a> ; <a href="#">10/1</a> ; <a href="#">10/4</a> ; <a href="#">10/5</a> ;	Reviewed by:	Date:

1.3	<b>You have a duty to report any suspicions you have that someone is in danger of harm or abuse. Give examples of some of the signs or situations which might make you suspicious.</b>	
<p><i>Reviewer's guide:</i></p> <p><b><i>The signs or situations which could give rise to concerns will differ according to the healthcare support worker's context. However, it is important that you are confident that the healthcare support worker:</i></b></p> <ul style="list-style-type: none"> <li><b><i>• has been given enough information to help them understand what constitutes signs of harm or abuse</i></b></li> <li><b><i>• understands how this information might apply to situations they are likely to face in their own work context</i></b></li> </ul>		
Links to standard(s): <a href="#">14/1</a>	Reviewed by:	Date:

1.4	<b>Describe the procedures you should follow if you think someone is in danger of harm or abuse.</b>	
<p><i>Reviewer's guide:</i></p> <p><b>The healthcare support worker should be able to describe their role in reporting concerns relating to harm and/or abuse, and the actions they should take.</b></p>		
Links to standard(s): 1/2; 1/3; 6/1; 14.	Reviewed by:	Date:

**SECTION 1 COMPLETED - Reviewer to complete**

**Reviewer's name:**

**Job title:**

**Signature:**

**Date:**

*Reviewer's Notes*

**Once the healthcare support worker has met all of the standards above, complete this section in their workbook to verify completion.**

**GROUP 2: Ensuring the health, safety and security of yourself, others and the workplace**

Includes:

**Standard 2: Being fit (healthy) to work**

**Standard 3: Maintaining health and safety at work**

**Standard 4: Assessing risks at work**

**Standard 5: Reporting incidents at work**

These standards focus on how the healthcare support worker applies their knowledge of health, safety and security in the workplace. They need to demonstrate that they understand their responsibilities in maintaining a safe workplace for themselves and others, and show that they can follow policies and procedures appropriately in their work role.

The boxes beneath the questions provide guidance for reviewers only.

2.1	<b>Give some examples of good personal hygiene in the workplace. Explain how poor personal hygiene might cause harm to others.</b>	
<p><i>Reviewer's guide:</i></p> <p><b><i>The healthcare support worker should be able to identify the links between personal hygiene and the prevention and control of infection. Practical examples of good personal hygiene might be:</i></b></p> <ul style="list-style-type: none"><li><b><i>washing hands using effective hand washing techniques</i></b></li><li><b><i>wearing clean uniform to help avoid passing on infection</i></b></li><li><b><i>wearing personal protective equipment (PPE) appropriate to the role and task (e.g. hats in a food preparation area which can stop hair falling into food; appropriate clothing for the task they are undertaking)</i></b></li></ul>		
Links to standard(s): 2/1	Reviewed by	Date:

2.2	<b>Describe what you should do if you have an illness which is likely to be infectious. Explain why these procedures are important.</b>	
<p><i>Reviewer's guide:</i></p> <p><b><i>The healthcare support worker should be able to describe local procedures and identify the possible links between personal illness and the prevention of control of infection</i></b></p>		
Links to standard(s): <a href="#">2/1</a> ; <a href="#">2/2</a>	Reviewed by:	Date:

2.3	<b>Demonstrate effective hand washing.</b>	
		
<p><i>Reviewer's guide:</i></p> <p><b><i>The healthcare support worker should demonstrate the essential steps to good and careful handwashing using either the Cleanliness Champion hand hygiene audit tool or handwashing chart.</i></b></p>		
Links to standard(s): <a href="#">2.2</a> ; <a href="#">2.3</a>	Reviewed by:	Date:

<p>2.4</p> 	<p><b>Wear the correct uniform for your role to ensure compliance with your organisation's uniform policy and policies on personal protective equipment (PPE).</b></p>	
<p><i>Reviewer's guide:</i></p> <p><b><i>The candidate should wear the appropriate clothing for their role, including PPE where appropriate. It is suggested that the healthcare support worker is observed on more than one occasion to ensure they are complying with uniform policy/dress code.</i></b></p>		
<p>Links to standard(s): 2.3; 3.3</p>	<p>Reviewed by:</p>	<p>Date:</p>

<p>2.5</p>	<p><b>Give examples of the main pieces of equipment you use in your work and describe how you use and store them safely</b></p>	
<p><i>Reviewer's guide:</i></p> <p><b><i>The healthcare support worker should be able to identify the main pieces of equipment they have to use and to describe local procedures for use and storage. As part of this answer, they should be able to identify how they ensure that the equipment is safe and hazard free and conforms to legal and organisational requirements for health and safety.</i></b></p>		
<p>Links to standard(s): 3/1; 3/2; 3/3; 4/1; 5/1</p>	<p>Reviewed by:</p>	<p>Date:</p>

<p>2.6</p> 	<p><b>Demonstrate how to use and store the equipment you have identified in 2.5</b></p>	
<p><i>Reviewer's guide:</i></p> <p><b><i>The healthcare support worker should be able to apply the procedures they have described above. As part of this demonstration, they should show how they check for hazards.</i></b></p>		
<p>Links to standard(s): 3/1; 3/2; 3/3; 4/1</p>	<p>Reviewed by:</p>	<p>Date:</p>

<p>2.7</p>	<p><b>Give 3 different examples of manual handling tasks you carry out in your area of work and describe how you do them safely</b></p>	
<p><i>Reviewer's guide:</i></p> <p><b><i>The healthcare support worker should be able to describe how to apply the organisation's manual handling procedures to tasks they do in their role. As part of this, they should describe how they use any relevant risk assessments.</i></b></p>		
<p>Links to standard(s): 3/1; 3/2; 3/3; 4/1; 5/1</p>	<p>Reviewed by:</p>	<p>Date:</p>

<p>2.8</p> 	<p><b>Demonstrate how to lift or transfer an object or patient using the correct manual handling procedures.</b></p>	
<p><i>Reviewer's guide:</i></p> <p><b><i>Depending on the individual/s role, they may be required to lift or transfer objects or patients. You should observe the healthcare support worker lifting or transferring an object or patient as per manual handling training guidance. As part of the demonstration, they should show how they check for hazards.</i></b></p>		
<p>Links to standard(s): <a href="#">3/1</a>; <a href="#">3/2</a>; <a href="#">3/3</a>; <a href="#">4/2</a></p>	<p>Reviewed by:</p>	<p>Date:</p>

2.9	<p><b>Give examples of the types of waste you need to dispose of in your job. Describe the procedures you need to follow when disposing of the waste, and explain why these procedures are important.</b></p>	
<p><i>Reviewer's guide:</i></p> <p><b><i>Depending on their work context, the healthcare support worker may have to deal with a wide range of waste. The procedures they describe should be appropriate to the type of waste they are dealing with. They should show that they understand why the procedures for each type of waste are important.</i></b></p>		
<p>Links to standard(s): 3/1; 3/2; 3/3; 4/1; 5/1</p>	<p>Reviewed by:</p>	<p>Date:</p>

<p>2.10</p> 	<p><b>Demonstrate the procedures for safe handling, storage and disposal of different types of waste you mentioned in 2.9</b></p>	
<p><i>Reviewer's guide:</i></p> <p><b><i>The healthcare support worker should follow the procedures they have described for the waste they have identified. As part of this, they should check for hazards and deal with any hazards appropriately.</i></b></p>		
<p>Links to standard(s): 3/1; 3/2; 3/3; 4/2</p>	<p>Reviewed by:</p>	<p>Date:</p>

2.11	<p>Give 3 examples of risks or hazards which you might meet in your job. Describe the actions you would take if you thought something was hazardous to you and/or others.</p>	
<p><i>Reviewer's guide:</i></p> <p><b><i>The healthcare support worker might use examples from some of the areas they have described above (e.g. finding sharp objects in waste; malfunctioning equipment). They should be able to describe the local policies and procedures for reporting hazards, including how they would record the hazard if appropriate.</i></b></p> <p><b><i>If the healthcare support worker's role involves lone working in the community, they should be able to identify the actions they should take if they feel their personal security is at risk.</i></b></p>		
<p>Links to standard(s): 4/3; 4/4</p>	<p>Reviewed by:</p>	<p>Date:</p>

2.12	<p><b>Describe what you should do if the following emergencies occur in your workplace:</b></p> <ol style="list-style-type: none"> <li><b>1. a fire</b></li> <li><b>2. a security alert</b></li> <li><b>3. a serious accident in your work area</b></li> <li><b>4. a minor accident, where someone needs first aid</b></li> </ol>	
<p><i>Reviewer's guide:</i></p> <p><b><i>The healthcare support worker needs to be able to describe what their role and responsibilities are in emergency situations, including identifying the limits of their role. In each case, they should be able to describe:</i></b></p> <ul style="list-style-type: none"> <li><b><i>• who they need to communicate with</i></b></li> <li><b><i>• their role in providing assistance</i></b></li> <li><b><i>• what they should do if they are first on the scene</i></b></li> <li><b><i>• their role in reporting the incidents</i></b></li> </ul>		
<p>Links to standard(s): <a href="#">3/4</a>; <a href="#">3/5</a>; <a href="#">3/6</a>; <a href="#">3/7</a>; <a href="#">5/2</a>; <a href="#">10/2</a></p>	<p>Reviewed by:</p>	<p>Date:</p>

**SECTION 2 COMPLETED - Reviewer to complete**

**Reviewer's name:**

**Job title:**

**Signature:**

**Date:**

*Reviewer's Notes*

***Once the healthcare support worker has met all of the standards above, complete this section in their workbook to verify completion.***

### GROUP 3: Working with others

Includes:

**Standard 6: Working within confidentiality guidelines**

**Standard 10: Building customer relationships**

**Standard 13: Working in line with equality, diversity, rights and responsibilities of patients**

These standards focus on how the healthcare support worker communicates and works with other people. The questions in this section ask them to reflect on their communication skills, how they relate to other people, and how they ensure that their work is in line with legal and organisational policies and procedures. However, remember that they can also demonstrate that they meet these standards when they are being observed doing the tasks in other sections of the workbook. Whenever they work with other people, they have the opportunity to provide evidence of how they meet the standards in this section.

The boxes beneath the questions provide guidance for reviewers only.

3.1	<b>Give examples of the different groups of people you come into contact with in your role, and describe how your role relates to each group.</b>	
<i>Reviewer's guide:</i>  <b><i>This question asks the healthcare support worker to reflect on their relationship with different groups, and in particular to identify which groups are their 'customers'. For example, healthcare support workers may come into contact with patients, visitors, clinical and medical staff, and healthcare support workers working in other areas. Being able to describe how their role relates to each group will provide the basis for the following questions in this section.</i></b>		
Links to standard(s): 10/1; 10/2	Reviewed by:	Date:

3.2	<p><b>Explain how you communicate effectively with people from each of the groups you have mentioned in 3.1. You should think about the forms of communication you use and how your style of communication might change from case to case.</b></p>	
<p><i>Reviewer's guide:</i></p> <p><b><i>This question asks the healthcare support worker to reflect on their communication skills and to show the range of skills they use. They should talk about the different forms of communication they use (e.g. phone; face-to-face; email) and also about any changes they make depending on the individuals they are speaking with/writing to.</i></b></p>		
<p>Links to standard(s): 10/2; 10/3; 10/5; 10/6</p>	<p>Reviewed by:</p>	<p>Date:</p>

3.3	<p><b>Choose an example from your work of a time when you have had to deal with a communication problem with someone from one of the groups you have mentioned in 3.1. Describe in detail what you did to overcome the problem, and how successful you were.</b></p>	
<p><i>Reviewer's guide:</i></p> <p><b><i>The healthcare support worker needs to show that they can adapt their communication skills and style to the needs of the other person. In answering this question, they should show how they took the needs of the other person into account and adapted their own communication to achieve the result which was needed.</i></b></p>		
<p>Links to standard(s): 10/2; 10/3; 10/5; 10/6; 13/3</p>	<p>Reviewed by:</p>	<p>Date:</p>

3.4	<p>In your work, you are likely to have access to information which should not be passed on to others. Give examples of information which should not be passed on to others. For each example, explain why it should not be passed on.</p>	
<p><i>Reviewer's guide:</i></p> <p><b>The healthcare support worker should be able to provide examples from the following list or other examples not mentioned below:</b></p> <ul style="list-style-type: none"> <li>○ <b>Patient information of any kind (except to authorized individuals).</b></li> <li>○ <b>Staff information of any kind including addresses, phone numbers, financial / pay details etc.</b></li> <li>○ <b>Location of safes, drug storage areas etc.</b></li> <li>○ <b>Procedures relating to cash handling.</b></li> <li>○ <b>Security measures in place in the workplace – door codes, lock up procedures etc.</b></li> </ul>		
Links to standard(s): 6/1	Reviewed by:	Date:

3.5	<p>Describe the procedures you would follow if a member of staff or a visitor asked for information about a patient or other service user.</p>	
<p><i>Reviewer's guide:</i></p> <p><b>The individual's answer to this question will depend very much on their role. They should be able to show that they know who they have the authority to pass on information to, and when any information should be kept confidential.</b></p>		
Links to standard(s): 6/1; 6/2	Reviewed by:	Date:

3.6	<p>You have a duty to work in ways which respects other people’s beliefs and preferences. Describe at least 3 examples of how you do this in your work role.</p>	
<p><i>Reviewer’s guide:</i></p> <p><b><i>This question tests the healthcare support worker’s understanding of equality and diversity policies, and how these can be applied in their everyday work. Staff who work directly with patients may give examples of how their treatment of patients upholds their rights under equality and diversity policies (e.g. ensuring that everyone gets what they need; treating everyone with respect; noticing when a patient needs additional help). However, all staff need to recognise that they also need to treat colleagues and others with respect. Staff with limited access to patients should be encouraged to think about the other people they communicate with, and how they demonstrate that respect (e.g. not discriminating on the grounds of personal characteristics)</i></b></p>		
Links to standard(s): 13/1; 13/2; 13/3	Reviewed:	Date:

3.7	<p>Give an example of behaviour which discriminates against others. Describe the action you should take if another member of staff acted in this way.</p>	
<p><i>Reviewer’s guide:</i></p> <p><b><i>This question asks the healthcare support worker to demonstrate that they understand policies and procedures relating to equality and diversity in the workplace. They should be able to give at least one example of discriminatory behaviour, and describe local policies and procedures for dealing with that type/level of discrimination.</i></b></p>		
Links to standard(s): 13/1; 13/3	Reviewed:	Date:

**SECTION 3 COMPLETED - Reviewer to complete**

**Reviewer's name:**

**Job title:**

**Signature:**

**Date:**

*Reviewer's Notes*

***Once the healthcare support worker has met all of the standards above, complete this section in their workbook to verify completion.***

#### **GROUP 4: Working and developing in your role**

Includes:

**Standard 7: Developing your knowledge and practice**

**Standard 8: Reviewing your working practice to improve your knowledge**

**Standard 9: Contributing to team work**

**Standard 11: Managing yourself as a resource**

**Standard 12: Working within your limits**

**These standards focus on how the healthcare support worker ensures that they are working to the best of their ability. As a member of staff in NHSScotland, they have a responsibility to continually improve the way they work so that patients and other service users receive the best possible service. The questions and tasks in this section will help the individual reflect on the way they work and identify ways to improve their knowledge and practice.**

**To help the individual meet the requirements of these standards, they need to begin planning and recording their learning. As their reviewer, you should speak with the healthcare support worker about how they can use your NHS Board's KSF PDP/PDR documents and systems to help them do this. These documents and systems will help the individual to identify any training needs they have, and track how their knowledge and skills are improving.**

**The boxes beneath the questions provide guidance for reviewers only.**

4.1	Describe the team you work in, and explain your role in the team. Give examples of how the work you do contributes to the work of the team as a whole.
<p><i>Reviewer's guide:</i></p> <p><b><i>This question asks the healthcare support worker to demonstrate their understanding of how their role fits into the wider team and contributes to the delivery of services. Some healthcare support workers may work as a member of a recognised team, e.g. on a ward or in a service department. However, others may be more isolated (e.g. single domestic assistants in an isolated environment). These members of staff may need more encouragement to be able to identify the others in their team. Take care to encourage them to identify how the work they do contributes to the services being delivered in the area where they are working.</i></b></p>	
Links to standard(s): 9/1; 9/3; 10/2	Reviewed by: _____ Date: _____

4.2	Give examples of the routine tasks which you need to carry out. Describe how you plan your work to ensure that you can complete all of the tasks to the necessary standard.
<p><i>Reviewer's guide:</i></p> <p><b><i>This question asks the healthcare support worker to describe a typical day or shift in their work, and how they manage their workload. If they have completed the <a href="#">HCSW Optional Checklist: 'How do the standards relate to me?'</a> in this workbook, they could use some of the tasks they have identified in the checklist to provide examples of their routine work.</i></b></p> <p><b><i>In answering this question, they should be able to show how the tasks they do and their planning of the tasks takes into account the needs of the wider team. They should also be able to identify how and where they are working to guidelines and procedures.</i></b></p>	
Links to standard(s): 9/1; 9/3; 11/1; 11/2;11/6	Reviewed by: _____ Date: _____

<p>4.3</p> 	<p><b>Demonstrate that you can carry out the tasks you have described in 4.2, to time and to the appropriate standard.</b></p>	
<p><i>Reviewer's guide:</i></p> <p><b><i>This can be completed as a single task (e.g. in the course of one shift) or can be spread over a series of observations.</i></b></p> <p><b><i>The healthcare support worker may have given examples of tasks which are mentioned in other standards (e.g. disposing of waste; using equipment). If so, remember that you can use a single observation to meet the needs of this task and those others. Also remember to pay attention to the way the healthcare support worker is communicating with others while they are carrying out their tasks. This evidence can be used to meet some of the requirements in Group 3.</i></b></p>		
<p>Links to standard(s): 9/2; 9/3; 11/1;11/6; 12/1;</p> <p>Also links to 3/1; 3/2; 4/1; 4/2; 10/1; 10/3</p>	<p>Reviewed by:</p>	<p>Date:</p>

4.4	<p><b>Give an example of a time when you were not able to complete the tasks you needed to do. Explain why this happened and what you did address the problem.</b></p>	
<p><i>Reviewer's guide:</i></p> <p><b><i>This question asks the healthcare support worker to describe the procedures they follow when problems arise. They should be able to show that they can follow local procedures, including keeping appropriate people informed, so that service delivery does not suffer as a result.</i></b></p>		
<p>Links to standard(s): 8/5; 9/3; 9/5;11/3; 11/4; 11/5</p>	<p>Reviewed:</p>	<p>Date:</p>

4.5	<p><b>Give an example of a time when you have had to make changes to the way you work. Explain why you had to make the change(s) and how you ensured that the change was effective.</b></p>	
<p><i>Reviewer's guide:</i></p> <p><b><i>This question focuses on the healthcare support worker's ability to adapt their work to new circumstances. The changes they describe might have come about as a result of changes to policy or to meet new targets. Alternatively, they may have been introduced by the healthcare support worker themselves in order to improve the way they work. In all cases, the healthcare support worker needs to demonstrate that they understand the need for the change(s) and show how they succeeded in making the change(s)</i></b></p>		
<p>Links to standard(s): 8/5; 8/6; 9/1</p>	<p>Reviewed by:</p>	<p>Date:</p>

4.6	<p><b>Sometimes, teams may be unable to complete the work they need to do. Give an example of this from your work. Explain why this happened and what the team did to address the problem.</b></p>	
<p><i>Reviewer's guide:</i></p> <p><b><i>This question asks the healthcare support worker to describe their experience of teamwork when a problem has arisen. They should be able to describe what the team did and how this affected service delivery.</i></b></p>		
<p>Links to standard(s): <a href="#">9/3</a>; <a href="#">9/5</a>; <a href="#">10/2</a>; <a href="#">11/3</a>; <a href="#">11/4</a>; <a href="#">11/5</a></p>	<p>Reviewed by:</p>	<p>Date:</p>

4.7	Give at least 3 examples of where you need the advice or permission of your supervisor or colleagues before taking action. Explain why you need this permission/advice.	
<p><i>Reviewer's guide:</i></p> <p><b><i>This question relates to the healthcare support worker's understanding of the limits of their role. In clinical areas, the healthcare support worker might be expected to focus on the limits of their role in relation to the care they give to patients. Where healthcare support workers have little or no direct contact with patients, they may focus on tasks they are not permitted to undertake or equipment which they are not permitted to use without supervision/guidance. Please note that the healthcare support worker needs to show that they understand why permission/guidance is needed.</i></b></p>		
Links to standard(s): 3/2; 12/1	Reviewed by:	Date:

4.8	You have a responsibility to use feedback from your manager, colleagues and others to help improve the way you work. Give at least 2 examples of times when you have received feedback on your work, and describe what you did as a result of that feedback.	
<p><i>Reviewer's guide:</i></p> <p><b><i>This question asks the healthcare support worker to reflect positively on the feedback they have received. New healthcare support workers are likely to have received most feedback from their line manager, and should be able to provide examples of how this has changed their work practice. However, the healthcare support worker should also be encouraged to consider other people who may have given feedback, either directly or indirectly. For example, they may have heard a patient speaking about the attention/service they have received, and acted on that information to improve what they have been doing.</i></b></p>		
Links to standard(s): 7/1; 7/2; 8/1; 8/2; 9/2	Reviewed by:	Date:

4.9	<p><b>Demonstrate the steps you have taken to identify and plan your learning needs. You should use the KSF Personal Development Planning documents provided by your NHS Board to help you provide evidence of this.</b></p>	
<p><i>Reviewer's guide:</i></p> <p><b><i>The healthcare support worker needs to show that they are reflecting on their own learning needs and agreeing any learning activities they need to undertake. This links with the KSF Core Dimension 2 – Personal &amp; People Development. The information which the healthcare support worker provides should be recorded on e-ksf or on the Board's own KSF PDP documents.</i></b></p> <p><b><i>In all cases, the healthcare support worker needs to be able to show that they have discussed their learning needs and that they have planned and, where appropriate, completed further learning to meet those needs.</i></b></p>		
<p>Links to standard(s): 7/1; 7/2; 8/2; 8/3; 8/4;12/2</p>	<p>Reviewed by:</p>	<p>Date:</p>

4.10	<p><b><i>This question should be answered after you have completed some of the learning activities you have outlined in 4.9,</i></b></p> <p><b>Give at least 2 examples of how the learning you have undertaken has helped improve the way you work.</b></p>	
<p><i>Reviewer's guide:</i></p> <p><b><i>This question focuses again on the application of learning in the workplace. It can be answered once the individual has completed some of the learning in their learning plan. The healthcare support worker needs to show that they can evaluate the learning they have undertaken and incorporate that learning into their own work.</i></b></p>		
Links to standard(s): <a href="#">7/2</a> ; <a href="#">8/3</a> ; <a href="#">12/2</a>	Reviewed:	Date:

<p><b>SECTION 4 COMPLETED - Reviewer to complete</b></p> <p><b>Reviewer's name:</b></p> <p><b>Job title:</b></p> <p><b>Signature:</b></p> <p><b>Date:</b></p> <p><i>Reviewer's Notes</i></p> <p><b><i>Once the healthcare support worker has met all of the standards above, complete this section in their workbook to verify completion.</i></b></p>
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# Question Tracker

Standard no.	Criteria no.	Group 1				Group 2												Group 3								Group 4								
		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11	2.12	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	
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