

Healthcare Assistant in General Practice Course



—BELMATT—
HEALTHCARE TRAINING

BOOKLET

TABLE OF CONTENTS

Page No.

| | | |
|-----------|--|----------------|
| 1 | The Care Certificate Standards | 5 |
| 2 | Understand your role | 6 |
| 3 | Your personal development | 7 |
| 4 | Duty of care | 8 |
| 5 | Equality and diversity | 9 |
| 6 | Work in a person centred way | 10 – 11 |
| 7 | Communication | 12 – 13 |
| 8 | Privacy and dignity | 14 – 15 |
| 9 | Fluids and nutrition | 16 |
| 10 | Awareness of mental health, dementia and learning disability | 17 – 18 |
| 11 | Safeguarding adults | 19 |
| 12 | Safeguarding children | 20 |
| 13 | Basic Life Support | 21 |
| 14 | Health and Safety | 22 – 23 |
| 15 | Handing information | 24 |
| 16 | Infection prevention and control | 25 |

TABLE OF CONTENTS

Page No.

| | | |
|-----------|---|----------------|
| 17 | Communication with Patients | 32 |
| 18 | Communication within teams | 33-34 |
| 19 | Health, Safety and Security | 35 – 37 |
| 20 | Quality and Service Improvement | 38 |
| 21 | Equality and Diversity | 39 |
| 22 | Health and Well-being | 40-50 |
| 23 | Information and Knowledge | 51 |
| 24 | General – Learning Development & Innovation G1 & G2 | 52 |

Introduction

Welcome to the HCA in General Practice Module. This programme consists of the following courses that can be accessed as webinars or self directed learning. This programme is specific to healthcare workers in general practice, some primary care and community settings.

Modules

1. Introduction to HCA in General Practice: Core Skills and Competencies
2. Long-term Conditions : Diabetes in CVD in General Practice
3. Long-term Conditions: Asthma and COPD
4. Immunisations for HCAs
5. Phlebotomy and Injection Technique
6. Wound Care and Dressings
7. Spirometry for HCAs
8. Mental Health and Learning Disabilities including Dementia
9. Men and Womens Health
10. Ear Care

Acknowledgements

This document has been compiled from the updated GPN toolkit on the Royal College of Nursing website. This RCGP Competency Framework should be used in conjunction with the current National Quality and Standards. We have listed the 15 standards highlighted in the Skills Care Certificate in the next few pages. This has been taken from the Care Certificate which is an agreed set of standards that define the knowledge, skills and behaviours expected of specific job roles in the health and social care sectors. It's made up of the 15 minimum standards that should be covered if you are 'new to care' and should form part of a robust induction programme. The Care Certificate was developed jointly by Skills for Care, **Health Education England** and **Skills for Health**.

The Care Certificate

Following the Francis report (2013) and the Cavendish review (2013), the Care Certificate has been developed for use within all health and social care settings for both new starters at induction, and current HCSW's who have not completed an Apprenticeship or NVQ equivalent. The Care Certificate has been implemented nationally and has an identified set of standards that health and social care workers adhere to in their daily working life. The Care Certificate gives employers and the public, the confidence that these workers have the same basic skills, knowledge and behaviours to provide compassionate, safe and high quality care and support. The Care Certificate is based on 15 standards, all of which individuals need to complete in full before they can be awarded their certificate. Each standard is underpinned by full learning outcomes, and assessment of competence is through a workbook in practice. The Care Quality Commission will expect every HCSW to have the Care Certificate as part of the induction process and have deemed it to be best practice.

Competency Document

The competency framework which follows, provides a detailed picture of the role of the HCA working within the environment of General Practice.

What is the Care Certificate?

The Care Certificate is an identified set of standards that health and social care workers adhere to in their daily working life. Designed with the non-regulated workforce in mind, the Care Certificate gives everyone the confidence that these workers have the same introductory skills, knowledge and behaviours to provide compassionate, safe and high quality care and support.

Regulated staff (e.g. Doctors, Nurses, Social Workers, Occupational Therapists) gain similar skills and knowledge within their professional training so they do not need to also achieve the Care Certificate.

The Care Certificate:

- applies across health and social care;
- links to competences (National Occupational Standards) and units in qualifications;
- covers what is required to be caring;
- will equip workers with the fundamental skill they need to provide quality care; and
- gives them a basis from which they can further develop your knowledge and skills as their career progresses.

What are the standards?

The 15 standards in the Care Certificate are:

1. Understand your role
2. Your personal development
3. Duty of care
4. Equality and diversity
5. Work in a person centred way
6. Communication
7. Privacy and dignity
8. Fluids and nutrition
9. Awareness of mental health, dementia and learning disability
10. Safeguarding adults
11. Safeguarding Children
12. Basic Life Support
13. Health and Safety
14. Handling information
15. Infection prevention and control

Full details of each standard will be covered in the following pages

Standard 1: Understand Your Role

Outcome – The learner is able to:

Assessment – The learner must:

1.1 Understand their own role

1.1a Describe their main duties and responsibilities

1.1b List the **standards** and codes of conduct and practice that relate to their role

1.1c Demonstrate that they are working in accordance with the **agreed ways of working** with their employer

1.1d Explain how their previous experiences, attitudes and beliefs may affect the way they work

1.2 Work in ways that have been agreed with their employer

1.2a Describe their employment rights and responsibilities

1.2b List the aims, objectives and values of the service in which they work

1.2c Explain why it is important to work in ways that are agreed with their employer

1.2d Demonstrate how to access full and up-to-date details of **agreed ways of working** that are relevant to their role

1.2e Explain how and when to escalate any concerns they might have(**whistleblowing**)

1.2f Explain why it is important to be honest and identify where errors may have occurred and to tell the appropriate person

1.3 Understand working relationships in health and social care

1.3a Describe their responsibilities to the individuals they support

1.3b Explain how a working relationship is different from a personal relationship

1.3c Describe different working relationships in health and social care settings

1.4 Work in partnership with others

1.4a Explain why it is important to work in teams and in partnership with others.

1.4b Explain why it is important to work in partnership with key people, advocates and others who are significant to an individual

1.4c Demonstrate behaviours, attitudes and ways of working that can help improve partnership working.

1.4d Demonstrate how and when to access support and advice about:

- partnership working
- resolving conflicts

Standard 2: Your personal development

Outcome – The learner is able to:

Assessment – The learner must:

2.1 Agree a personal development plan

2.1a Identify **sources of support** for their own learning and development

2.1b Describe the process for agreeing a **personal development plan** and who should be involved

2.1c Explain why feedback from **others** is important in helping to develop and improve the way they work

2.1d Contribute to drawing up own **personal development plan**

2.1e Agree a **personal development plan**

2.2 Develop their knowledge, skills and understanding

2.2a Describe the **functional level** of literacy, numeracy and **communication** skills necessary to carry out their role

2.2b Explain how to check their current level of literacy, numeracy and **communication** skills

2.2c Describe how a learning activity has improved their own knowledge, skills and understanding

2.2d Describe how **reflecting** on a situation has improved their own knowledge, skills and understanding

2.2e Describe how feedback from **others** has developed their own knowledge, skills and understanding

2.2f Demonstrate how to measure their own knowledge, performance and understanding against relevant **standards**

2.2g List the learning opportunities available to them and how they can use them to improve the way they work

2.2h Demonstrate how to record progress in relation to their personal development

2.2i Explain why **continuing professional development** is important

Standard 3: Duty of Care

Outcome – The learner is able to:

Assessment – The learner must:

3.1 Understand how duty of care contributes to safe practice

3.1a Define „**duty of care**’

3.1b Describe how the **duty of care** affects their own work role

3.2 Understand the support available for addressing dilemmas that may arise about duty of care

3.2a Describe **dilemmas** that may arise between the **duty of care** and **an individual’s** rights

3.2b Explain what they must and must not do within their role in managing conflicts and **dilemmas**

3.2c Explain where to get additional support and advice about how to resolve such **dilemmas**

3.3 Deal with Comments and complaints

3.3a Demonstrate how to respond to comments and complaints in line with legislation and **agreed ways of working**

3.3b Describe who to ask for **advice and support** in **handling comments and complaints**

3.3c Explain the importance of learning from comments and complaints to improve the quality of service

3.4 Deal with Incidents, errors and near misses

3.4a Describe how to recognise adverse events, incidents, errors and near misses

3.4b Explain what they must and must not do in relation to adverse events, incidents, errors and near misses

3.4c List the **legislation** and **agreed ways of working** in relation to **reporting** any adverse events, incidents, errors and near misses

3.5 Deal with confrontation and difficult situations

3.5a List the factors and difficult situations that may cause confrontation

3.5b Describe how **communication** can be used to solve problems and reduce the likelihood or impact of confrontation

3.5c Describe how to assess and reduce risks in confrontational situations

3.5d Demonstrate how and when to access support and advice about resolving conflicts

3.5e Explain the **agreed ways of working** for **reporting** any confrontations

Standard 4: Equality and Diversity

Outcome – The learner is able to:

Assessment – The learner must:

4.1 Understand the importance of equality and inclusion

4.1a Explain what is meant by:

- **diversity**
- **equality**
- **inclusion**
- discrimination

4.1b Describe ways in which discrimination may deliberately or inadvertently occur in the work setting

4.1c Explain how practices that support **equality** and **inclusion** reduce the likelihood of discrimination

4.2 Work in an inclusive way

4.2a Identify which **legislation** and codes of practice relating to **equality, diversity** and discrimination apply to their own role

4.2b Demonstrate interaction with **individuals** that respects their beliefs, culture, values and preferences

4.2c Describe how to challenge discrimination in a way that encourages positive Change

4.3 Access information, advice and support about diversity, equality and inclusion

4.3a Identify a range of sources of information, **advice and support** about **diversity, equality** and **inclusion**

4.3b Describe how and when to access information, **advice and support** about **diversity, equality** and **inclusion**

4.3c Explain who to ask for **advice and support** about **equality** and **inclusion**

Standard 5: Work in a person centred way

Outcome – The learner is able to:

Assessment – The learner must:

5.1 Understand person centred values

5.1a Describe how to put **person-centred values** into practice in their day-to-daywork

5.1b Describe why it is important to work in a way that promotes person centred values when providing support to **individuals**

5.1c Identify ways to promote dignity in their day-to-day work

5.2 Understand working in a person centred way

5.2a Describe the importance of finding out the history, preferences, wishes and **needs** of the **individual**

5.2b Explain why the changing **needs** of **an individual** must be reflected in their care and/or support plan

5.2c Explain the importance of supporting **individuals** to plan for their future **wellbeing** and fulfilment, including end-of-life care

5.3 Demonstrate awareness of the individuals immediate environment and make changes to address factors that may be Causing discomfort or distress

5.3a Take appropriate steps to remove or minimise the environmental factors causing the discomfort or distress. This could include:

- Lighting
- Noise
- Temperature
- Unpleasant odours

5.3b **Report** any concerns they have to the relevant person. This could include:

- Senior member of staff
- Carer
- Family member

5.4 Make others aware of any actions they may be undertaking that are causing discomfort or distress to individuals

5.4a Raise any concerns directly with **the individual** concerned

5.4b Raise any concern with their supervisor/ manager

5.4c Raise any concerns via other channels or systems e.g. at team meetings

5.5 Support individuals to minimise pain or discomfort

5.5a Ensure that where individuals have restricted movement or mobility that they are comfortable.

5.5b Recognise the signs that an individual is in pain or discomfort. This could include:

- Verbal **reporting** from **the individual**
- Non-verbal **communication**
- Changes in behaviour

5.5c Take appropriate action where there is pain or discomfort. This could include:

- Re-positioning
- **Reporting** to a more senior member of staff
- Giving prescribed pain relief medication
- Ensure equipment or medical devices are working properly or in the correct position e.g. wheelchairs, prosthetics, catheter tubes

5.5d Remove or minimise any environmental factors causing pain or discomfort.

These could include:

- Wet or soiled clothing or bed linen
- Poorly positioned lighting
- Noise

5.6 Support the individual to maintain their identity and self esteem

5.6a Explain how individual identity and self-esteem are linked to emotional and spiritual wellbeing

5.6b Demonstrate that their own attitudes and behaviours promote emotional and spiritual wellbeing

5.6c Support and encourage individuals own sense of identity and self-esteem

5.6d Report any concerns about the individual's emotional and spiritual wellbeing to the appropriate person. This could include:

- Senior member of staff
- Carer
- Family member

5.7 Support the individual using person centred values

5.7a Demonstrate that their actions promote person centred values including:

- individuality
- independence
- privacy
- partnership
- choice
- dignity
- respect
- rights

Standard 6: Communication

Outcome – The learner is able to:

Assessment – The learner must:

6.1 Understand the importance of effective communication at work

6.1a Describe the different ways that people communicate

6.1b Describe how **communication** affects relationships **at work**

6.1c Describe why it is important to observe and be receptive to **an individual's** reactions when communicating with them

6.2 Understand how to meet the communication and language needs, wishes and preferences of individuals

6.2a Describe how to establish **an individual's communication** and language **needs**, wishes and preferences

6.2b List a range of **communication** methods and styles that could help meet an **individual's communication needs**, wishes and preferences

6.3 Understand how to promote effective communication

6.3a List **barriers** to effective **communication**

6.3b Describe ways to reduce **barriers** to effective **communication**

6.3c Describe how to check whether they (the HCSW/ASCW) have been understood

6.3d Describe where to find information and support or **services**, to help them communicate more effectively

6.4 Understand the principles and practices relating to confidentiality

6.4a Describe what confidentiality means in relation to their role

6.4b List any **legislation** and **agreed ways of working** to maintain confidentiality in day-to-day **communication**

6.4c Describe situations where information, normally considered to be confidential, might need to be passed on

6.4d Describe who they should ask for advice and support about confidentiality

6.5 Use appropriate verbal and non-verbal communication

6.5a Demonstrate the use appropriate verbal and non-verbal communication:

Verbal:

- Tone
- Volume

Non verbal:

- Position/ proximity
- Eye contact
- Body language
- Touch
- Signs
- Symbols and pictures
- Writing
- Objects of reference
- Human and technical aids

Communication may take place:

- face to face
- by telephone or text
- by email, internet or social networks
- by written reports or letters

6.6 Support the use of appropriate communication aids/ technologies

6.6a Ensure that any **communication** aids/ technologies are:

- Clean
- Work properly
- In good repair

6.6b **Report** any concerns about the **communication** aid/ technology to the appropriate person. This could include:

- Senior member of staff
- Carer
- Family member

Standard 7: Privacy and Dignity

Outcome – The learner is able to:

Assessment – The learner must:

7.1 Understand the principles that underpin privacy and dignity in care

7.1a Describe what is meant by privacy and dignity

7.1b List situations where **an individual's** privacy and dignity could be compromised

7.1c Describe how to maintain privacy and dignity in the work setting

7.2 Maintain the privacy and dignity of the individual(s) in their care

7.2a Demonstrate that their actions maintain the privacy of **the individual**. This could include:

- Using appropriate volume to discuss the **care and support of an individual**
- Discussing **the individual's care and support** in a place where **others** cannot overhear

7.2b Demonstrate that the privacy and dignity of **the individual** is maintained at all times being in line with the person's individual **needs** and preferences when providing personal care. This could include:

- Making sure doors, screens or curtains are in the correct position
- Getting permission before entering someone's personal space
- Knocking before entering the room
- Ensuring any clothing, hospital gowns are positioned correctly
- **The individual** is positioned appropriately and **the individual** is not exposing any part of their body they would not want **others** to be able to see

7.2c Explain why it is important not to disclose anything about **the individual** that they may wish to be kept private, unless it is appropriate to do so. This could include:

- Health condition
- Sexual orientation
- Personal history
- Social circumstances

7.2d **Report** any concerns they have to the relevant person. This could include:

- Senior member of staff
- Carer
- Family member

7.3 Support an individual's right to make choices

7.3a Describe ways of helping **individuals** to make informed choices

7.3b Explain how risk assessment processes can be used to support the right of **individuals** to make their own decisions

7.3c Explain why personal views must not influence an **individual's** own choices or decisions

7.3d Describe why there may be times when they need to support **an individual** to question or challenge decisions made about them by **others**

7.4 Support individuals in making choices about their care

7.4a Demonstrate how to support **individuals** to make informed choices

7.4b Ensure any risk assessment processes are used to support the right of **individuals** to make their own decisions

7.4c Ensure their own personal views do not influence **an individual's** own choices or decisions

7.4d Describe how to **report** any concerns they have to the relevant person. This could include:

- Senior member of staff
- Carer
- Family member

7.5 Understand how to support active participation

7.5a Describe the importance of how valuing people contributes to **active participation**

7.5b Explain how to enable **individuals** to make informed choices about their lives

7.5c List other ways they can support **active participation**

7.5d Describe the importance of enabling **individuals** to develop skills in **self-care** and to maintain their own network of friends within their community

7.6 Support the individual in active participation in their own care

7.6a Demonstrate that they can support the **active participation** of **individuals** in their care

7.6b **Reflect** on how their own personal views could restrict **the individual's** ability to actively participate in their care

7.6c **Report** any concerns to the relevant person. This could include:

- Senior member of staff
- Carer
- Family member

Standard 8: Fluids and nutrition

Outcome – The learner is able to:

Assessment – The learner must:

8.1 Understand the principles of hydration, nutrition and food safety

8.1a Describe the importance of food safety, including hygiene, in the preparation and handling of food

8.1b Explain the importance of good nutrition and hydration in maintaining health and **wellbeing**

8.1c List signs and symptoms of poor nutrition and hydration

8.1d Explain how to promote adequate nutrition and hydration

8.2 Support individuals to have access to fluids in accordance with their plan of care

8.2a Ensure drinks are within reach of those that have restrictions on their movement/ mobility

8.2b Ensure that drinks are refreshed on a regular basis

8.2c Ensure that **individuals** are offered drinks in accordance with their plan of care

8.2d Support and encourage **individuals** to drink in accordance with their plan of care

8.2e Know how to **report** any concerns to the relevant person. This could include:

- Senior member of staff
- Carer
- Family member

8.3 Support individuals to have access to food and nutrition in accordance with their plan of care

8.3a Ensure any nutritional products are within reach of those that have restrictions on their movement/ mobility

8.3b Ensure food is provided at the appropriate temperature and in accordance with the plan of care i.e. **the individual** is able to eat it

8.3c Ensure that appropriate utensils are available to enable **the individual** to meet their nutritional **needs** as independently as possible

8.3d Support and encourage individuals to eat in accordance with their plan of care

8.3e Know how to **report** any concerns to the relevant person. This could include:

- Senior member of staff
- Carer
- Family member

Standard 9: Awareness of mental health, dementia and learning disability

Outcome – The learner is able to:

Assessment – The learner must:

9.1 Understand the needs and experiences of people with mental health conditions, dementia or learning disabilities

9.1a. List how someone may feel if they have:

1. Mental health conditions such as:

- a. Psychosis
- b. Depression
- c. Anxiety

2. Dementia

3. Learning Disabilities

The issues may be physical, social or psychological and will affect the **individual** in different ways.

9.1b. Explain how these conditions may influence a person's **needs** in relation to the care that they may require.

9.1c. Explain why it is important to understand that the causes and support **needs** are different for people with mental health conditions, dementia and learning disabilities.

9.2 Understand the importance of promoting positive health and wellbeing for an individual who may have a mental health condition, dementia or learning disability

9.2a. Explain how positive attitudes towards those with mental health conditions, dementia or learning disabilities will improve the care and support they receive

9.2b. Describe the social model of disability and how it underpins positive attitudes towards disability and involving people in their own care.

9.3 Understand the adjustments which may be necessary in care delivery relating to an individual who may have a mental health condition, dementia or learning disability

9.3a. Describe what adjustments might need to be made to the way care is provided if someone has

1. A mental health condition such as:

- a. Psychosis
- b. Depression
- c. Anxiety

2. Dementia

3. Learning Disabilities

9.3b. Describe how to report concerns associated with any unmet needs which may arise from mental health conditions, dementia or learning disability through agreed ways of working.

9.4 Understand the importance of early detection of mental health conditions, dementia and learning disabilities

9.4a. Explain why early detection of mental health needs, dementia or learning disability is important

9.4b. Give examples of how and why adjustments to care and support might need to be made when a mental health condition, dementia or learning disability is identified.

9.5 Understand legal frameworks, policy and guidelines relating to mental health conditions, dementia and learning disabilities

9.5a List the main requirements of legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with mental health conditions, dementia or learning disabilities

9.5b Explain how the legislation and policies listed may affect the day to day experiences of individuals with mental health needs, dementia or learning disabilities and their families

9.6 Understand the meaning of mental capacity in relation to how care is provided

9.6a Explain what is meant by the term “capacity”.

9.6b. Explain why it is important to assume that someone has capacity unless there is evidence that they do not

9.6c Explain what is meant by “consent”, and how it can change according to what decisions may need to be taken.

9.6d Describe situations where an assessment of capacity might need to be undertaken and the meaning and significance of “advance statements” regarding future care.

Standard 10: Safeguarding Adults

Outcome – The learner is able to:

Assessment – The learner must:

10.1 Understand the principles of Safeguarding adults

10.1a Explain the term safeguarding adults

10.1b Explain their own role and responsibilities in safeguarding **individuals**

10.1c List the main types of **abuse**

10.1d Describe what constitutes **harm**

10.1e Explain why an **individual** may be vulnerable to **harm** or **abuse**

10.1f Describe what constitutes restrictive practices

10.1g List the possible indicators of **abuse**

10.1h Describe the nature and scope of harm to and **abuse** of adults at risk

10.1i List a range of factors which have featured in adult **abuse** and neglect

10.1j Demonstrate the importance of ensuring **individuals** are treated with dignity and respect when providing health and care **services**

10.1k Describe where to get information and advice about their role and responsibilities in preventing and protecting **individuals** from **harm** and **abuse**

10.2 Reduce the likelihood of abuse

10.2a Describe how care environments can promote or undermine people's dignity and rights

10.2b Explain the importance of individualised, person centred care

10.2c Explain how to apply the basic principles of helping people to keep themselves safe

10.2d Explain the local arrangements for the implementation of multi-agency Safeguarding Adult's policies and procedures

10.2e List ways in which the likelihood of **abuse** can be reduced by **managing risk** and focusing on prevention

10.2f Explain how a clear complaints procedure reduces the likelihood of abuse

10.3 Respond to suspected or disclosed abuse

10.3a Explain what to do if **abuse** of an adult is suspected; including how to raise concerns within local **whistleblowing** policy procedures

10.4 Protect people from harm and abuse – locally and nationally

10.4a List relevant legislation, local and national policies and procedures which relate to safeguarding adults

10.4b Explain the importance of sharing information with the relevant agencies

10.4c Describe the actions to take if they experience barriers in alerting or referring to relevant agencies

Standard 11: Safeguarding Children

Outcome – The learner is able to:

Assessment – The learner must:

11.1 Safeguard children

If they work in health: Meet the most up to date national minimum training **standards** for Safeguarding Children at Level 1 as set out in the guidance issued by the Intercollegiate Royal College of Paediatrics and Child Health.

If they work in Social Care: Explain what they must do if they suspect a child, young person (met in any circumstances) is being **abused** or neglected.

Standard 12: Basic Life Support

Outcome – The learner is able to:

Assessment – The learner must:

12.1 Provide basic life support

Be able to carry out basic life support.

Complete practical Basic Life Support Training that meets the UK Resuscitation Council guidelines.

- If working with Adults in health and social care they will undertake training in adult basic life support.
- If working with Paediatric patients in health they will undertake training in paediatric basic life support.
- If working with Newborn patients in health they will undertake training in newborn life support.

Guidance:

- Most up to date Resuscitation Council Resuscitation Guidelines
- Cardiopulmonary Resuscitation – **Standards** for clinical practice and training Joint Statemen

Standard 13: Safeguarding Children

Outcome – The learner is able to:

Assessment – The learner must:

13.1 Understand their own responsibilities, and the responsibilities of others, relating to health and safety in the work setting

13.1a Identify legislation relating to general health and safety in a health or social care work setting

13.1b Describe the main points of the health and safety policies and procedures agreed with the employer

13.1c Outline the main health and safety responsibilities of:

- self
- the employer or manager
- others in the work setting

13.1d List tasks relating to **health and safety** that should not be carried out without special training

13.1e Explain how to access additional support and information relating to **health and safety**

13.1f Describe different types of accidents and sudden illness that may occur in their own work setting

13.2 Understand Risk Assessment

13.2a Explain why it is important to assess the health and safety risks posed by particular work settings, situations or activities

13.2b Describe how and when to report health and safety risks that they have identified

13.3 Move and assist safely

13.3a Identify key pieces of legislation that relate to moving and assisting

13.3b List tasks relating to moving and assisting that they are not allowed to carry out until they are competent

13.3c Demonstrate how to move and assist people and objects safely, maintaining the individual's dignity, and in line with legislation and agreed ways of working

13.4 Understand procedures for responding to accidents and sudden illness

13.4a List the different types of accidents and sudden illness that may occur in the course of their work

13.4b Describe the procedures to be followed if an accident or sudden illness should occur

13.4c List the emergency first aid actions they are and are not allowed to carry out

13.5 Understand Medication and healthcare tasks

13.5a Describe the **agreed ways of working** in relation to medication

13.5b Describe the **agreed ways of working** in relation to **healthcare tasks**

13.5c List the tasks relating to medication and health care procedures that they are not allowed to carry out until they are competent

13.6 Handle hazardous substances

13.6a Describe the hazardous substances in their workplace

13.6b Demonstrate safe practices for storing, using and disposing of hazardous substances

3.7 Promote fire safety

13.7a Explain how to prevent fires from starting or spreading

13.7b Describe what to do in the event of a fire

13.8 Work securely

13.8a Describe the measures that are designed to protect their own security at **work**, and the security of those they support

13.8b Explain the **agreed ways of working** for checking the identity of anyone requesting access to premises or information

13.9 Manage stress

13.9a Recognise common signs and indicators of **stress** in themselves and **others**

13.9b Identify circumstances that tend to trigger **stress** in themselves and **others**

13.9c List ways to manage **stress**

Standard 14: Handling Information

Outcome – The learner is able to:

Assessment – The learner must:

14.1 Handle information

14.1a Describe the **agreed ways of working** and legislation regarding the recording, storing and sharing of information

14.1b Explain why it is important to have **secure systems** for recording, storing and sharing information

14.1c Demonstrate how to keep records that are up to date, complete, accurate and legible

14.1d Explain how, and to whom, to report if they become aware that **agreed ways of working** have not been followed

Standard 15: Infection prevention and control

Outcome – The learner is able to:

Assessment – The learner must:

15.1 Prevent the spread of infection

15.1a Describe the main ways an infection can get into the body

15.1b Demonstrate effective hand hygiene

15.1c Explain how their own health or hygiene might pose a risk to **the individuals** they support or work with

15.1d List common types of personal protective clothing, equipment and procedures and how and when to use them

15.1e Explain the principles of safe handling of infected or soiled linen and **clinical waste**

ABUSE: Abuse may be physical, sexual, emotional or psychological. It may be related to a person's age, race, gender, sexuality, culture or religion and may be financial, institutional in nature. It includes both self neglect and neglect by others.

ACTIVE PARTICIPATION: Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible. The individual is regarded as an active partner in their own care or support, rather than as a passive recipient. Ways to support active participation may include assistive technology, for example use of electronic or other devices. Adult Social Care Workers should refer to Common Core Principles to Support Self Care, principle 6 (www.skillsforcare.org.uk/selfcare). Healthcare Support Workers should refer to the Essence of Care Department of Health Publication (2010).

ADVICE AND SUPPORT: Advice and support can come from within or outside of your organisation and may include raising any concerns you may have.

AGREED WAYS OF WORKING: This refers to company policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies such as the Dignity Code, Essence of Care and Compassion in Practice.

AT WORK: The definition of "at work" may include within the home of the individual you are supporting.

BARRIERS: These can include barriers of culture, gender, religion, language, literacy, health issues, disability, sensory or physical impairment.

CARE AND SUPPORT: Care and support enables people to do the everyday things like getting out of bed, dressed and into work; cooking meals; seeing friends; caring for our

families; and being part of our communities. It might include emotional support at a time of difficulty or stress, or helping people who are caring for a family member or friend. It can mean support from community groups or networks: for example, giving others a lift to a social event. It might also include state-funded support, such as information and advice, support for carers, housing support, disability benefits and adult social care.

CLINICAL WASTE: This includes "sharps," such as needles, bodily fluids and used dressings.

COMMUNICATION: This includes verbal and non verbal communication such as signs, symbols, pictures, writing, objects of reference, human and technical aids, eye contact, body language and touch. Communication may take place face to face, by telephone, email, text, via social networks, written reports and letters.

CONTINUING PROFESSIONAL

DEVELOPMENT: This is the way in which a worker continues to learn and develop throughout their careers, keeping their skills and knowledge up to date and ensuring they can work safely and effectively.

DILEMMA: A difficult situation or problem.

DIVERSITY: celebrating differences and valuing everyone. Diversity encompasses visible and non visible individual differences and is about respecting those differences.

DUTY OF CARE: Your duty of care means that you must aim to provide high quality care to the best of your ability and say if there are any reasons why you may be unable to do so.

EQUALITY: being equal in status, rights, and opportunities.



GLOSSARY OF TERMS

FUNCTIONAL LEVEL: The essential elements of literacy, numeracy and communication skills you need to perform your work confidently and effectively.

HANDLING COMMENTS AND COMPLAINTS: This includes recording them.

HARM: Harm includes ill treatment (including sexual abuse, exploitation and forms of ill treatment which are not physical); the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural); self-harm and neglect; unlawful conduct which adversely affects a person's property, rights or interests (for example, financial abuse).

HEALTH AND SAFETY: This could be in relation to the safety of yourself, your colleagues or the people you support.

HEALTHCARE TASKS: These include any clinical procedures carried out as part of a care or support plan, for example those relating to stoma care, catheter or injections

INCLUSION: ensuring that people are treated equally and fairly and are included as part of society.

INDIVIDUAL: This refers to any adult, child or young person accessing care or support; it will usually mean the person or people supported by the worker.

KEY PEOPLE: The people who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

LEGISLATION: Important legislation includes the Data Protection Act, the Human Rights Act

and the Mental Capacity Act.

MANAGING RISK: Supporting individuals to exercise their choices and rights, recognising the balance between managing risk and enabling independence, choice and control.

MOVING AND ASSISTING: This is often referred to as "moving and handling" in health and "moving and positioning" in social care.

NEEDS: Assessed needs can include a variety of physical, mental health, emotional, social, spiritual, communication, learning, support or care needs.

OTHERS: For example, your own colleagues and other professionals across health and social care.

PERSONAL DEVELOPMENT PLAN: Yours may have a different name, but it will record information such as agreed objectives for development, proposed activities to meet those objectives and timescales for review.

PERSON-CENTRED VALUES: These include individuality, independence, privacy, partnership, choice, dignity, respect and rights.

REFLECT: This is the process of thinking about every aspect of your work, including identifying how and where it could be improved.

REPORTING: This includes the recording of adverse events, incidents, confrontations, errors and issues.

SECURE SYSTEMS: This includes both manual and electronic systems.



— BELMATT —
HEALTHCARE TRAINING

SELF-CARE: This refers to the practices undertaken by people towards maintaining health and wellbeing and managing their own care needs. It has been defined as: “the actions people take for themselves, their children and their families to stay fit and maintain good physical and mental health; meet social and psychological needs; prevent illness or accidents; care for minor ailments and long-term conditions; and maintain health and wellbeing after an acute illness or discharge from hospital.” (Self care – A real choice: Self-care support – A practical option, published by Department of Health, 2005).

SERVICES: Services may include translation, interpreting, speech and language therapy and advocacy services.

SOURCES OF SUPPORT: These may include formal or informal support, supervision and appraisal.

STANDARDS: These may include codes of conduct and practice, regulations, registration requirement (quality standards), National Occupational Standards and the Human Rights Act.

STRESS: While stress can have positive as well as negative effects, but in this document the word is used to refer to negative stress.

WELLBEING: A person's wellbeing may include their sense of hope, confidence and self-esteem, their ability to communicate their wants and needs, to make contact with others, to show warmth and affection, and to experience and show pleasure or enjoyment.

WHISTLEBLOWING: Whistleblowing is when a worker reports suspected wrongdoing at work. Officially this is called “making a disclosure in the public interest” and may sometimes be referred to as “escalating concerns.” You must report things that you feel are not right, are illegal or if anyone at work is neglecting their duties. This includes when someone's health and safety is in danger; damage to the environment; a criminal offence; that the company is not obeying the law (like not having the right insurance); or covering up wrongdoing

COMPETENCY DOCUMENT

This competency document is to be used in conjunction with the Healthcare Assistant in General Practice Course. The course provides the theoretical underpinning through its webinar and e-learning workshops, peer assessed clinical assessments, and case based studies. When starting in general practice, you should prioritise the competencies specific to your initial responsibilities. It is anticipated the full range of competencies relevant to the role in practice will be achieved within 18 months (full time equivalent) of commencing employment. Achievement of competencies will occur over a period of time and will depend on your experience, facilities and opportunities available to support your achievement of competencies and availability of your mentor. It is therefore recommended you choose a few mentors to support you in practice. Please list the names of all mentors in the Mentor Name List.

Who can be your Mentor?

A healthcare professional who is suitably qualified such as a Nurse Practitioner, Practice Nurse, General Practitioner or clinician pharmacist in general practice. We recommend a review with the senior practice nurse or practice trainer at least every 3-6 months and initially on a weekly basis. The final assessment of competence may be carried out by a suitably qualified educator and / or health professional such as a senior practice nurse or GP. We recommend you attach to this competency document, evidence of how competence was demonstrated and achieved.

| NAME OF MENTOR | PLACE OF WORK | DESIGNATION | SIGNATURE |
|----------------|---------------|-------------|-----------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

How many hours?

It is recommended you complete a minimum of 150 hours of supervised practice. Please note that this competency document is for your own learning and these hours are only a guide of recommended hours to develop skills.

Reflective Accounts

This is an opportunity to reflect on your learning. Describe the event, what did you learn? Reflection is an opportunity to consider what you could do better next time.

Self Assessment Tool

This tool is designed to help you recognise your current levels of competence and identify specific gaps in knowledge for further development. The competency document published by the RCGP, has mapped some of the competencies against Skills for Health categories.

Type of Assessment

Direct Observation, self directed learning, webinars, reflection on practice, case discussions, feedback from colleagues and patients. A very well acknowledged and valuable concept is Benner's 'novice to expert model' (1984)

1. Novice – stage in skill acquisition where no background understanding of the situation exists, so that context-free rules and attributes are required for safe entry and performance. Requires rigid protocols from which to work and can only work under supervision.
2. Advanced beginner – can demonstrate a marginally acceptable performance. The advanced beginner has enough background experience to recognise aspects of the situation, and can vary the approach used according to the needs of individual patients, although still requires supervision.
3. Competent – a stage in skill acquisition typified by considerable, conscious, deliberate planning. The competent stage is evidenced by an increased level of proficiency, the individual no longer requires supervision for routine tasks, but is aware of the limits of her/his knowledge and skills, and refers to others appropriately.
4. Proficient – the proficient performer perceives situations as a whole rather than in terms of aspects, and performance is guided by maxims. The proficient performer has an intuitive grasp of the situation based upon a deep background of understanding, the individual is experienced in the field of work, competent to modify procedures appropriately to match differing circumstances, and able to advise others on how to perform tasks.
5. Expert – developed only when theoretical and practical knowledge is tested and refined in real-life clinical situations. An expert has a deep background of understanding of clinical situations based upon many past cases

| Competency Sign off | Date Achieved | Mentor Name | Signature |
|---|---------------|-------------|-----------|
| Communication with Patients | | | |
| Communication within teams | | | |
| Health, Safety | | | |
| Quality and Service Improvement | | | |
| Equality and Diversity | | | |
| Clinical Skills: Core Generic Competences | | | |
| Venepuncture | | | |
| Measurement and Investigations | | | |
| Therapeutic procedures | | | |
| Ear Care | | | |
| Influenza and pneumococcal vaccination | | | |
| Vitamin B12 injections | | | |
| Therapeutic Monitoring | | | |
| Minor Surgery | | | |
| Management of Emergency Situations | | | |
| Health Screening | | | |
| Mental Health | | | |
| Learning Disabilities | | | |
| Care of Patients with the Long Term Conditions of Asthma, Cardiovascular Disease and Stroke, Chronic Obstructive Pulmonary Disease, Type 2 Diabetes and Hypertension: | | | |
| Generic Long Term Conditions Competencies not covered elsewhere | | | |
| Chronic Disease (Specific) | | | |
| Care of Patients with Long Term Conditions: Other Conditions | | | |
| Information and Knowledge | | | |

Competency Framework

| 1.1 Communication with Patients | Activity discussed & observed Demonstration of knowledge. | Activity Performed under supervision | Activity performed independently COMPETENT |
|--|--|--------------------------------------|---|
| <p>Undertake effective communication with patients in specific clinical situations including:</p> <ul style="list-style-type: none"> • Initiating the session/ time management • Gathering the information • Identifying any problems that may impact on the undertaking of a procedure and follow the protocol • Gaining appropriate consent and ensuring that patients feel that they have been given sufficient information to make an informed choice. • If informed consent seems in doubt referring to the appropriate health professional • Closing the session/consultation • Being aware of potential barriers to communication. • Recognising situations where an alternative style of communication is required: for example, disability, language or culture • Recognising clinical risks within consultations including key abnormal signs which may indicate the presence of serious medical conditions and report appropriately (see section Emergency situations) | | | |
| <ul style="list-style-type: none"> • Respond appropriately and communicate effectively (seeking support where necessary) with patients who have specific needs including • Children and Adolescents • Learning Disability and Difficulty • Physical Disability • Mental Illness including those with memory loss • Bereavement • Terminal illness • Distressed or angry patients • Difficulty in communicating and understanding the English Language | | | |
| <p>Have an understanding of the ethical issues that impinge on health care assistants working in General Practice including:</p> <ul style="list-style-type: none"> • The responsibilities and obligations of the Data Protection Act regarding patient confidentiality • The requirements of Information Governance • Clearly representing the patient's viewpoint to others | | | |

| | Activity discussed & observed Demonstration of knowledge. | Activity Performed under supervision | Activity performed independently COMPETENT |
|--|--|--------------------------------------|---|
|--|--|--------------------------------------|---|

1.2 Communication within teams

| | | | |
|---|--|--|--|
| <ul style="list-style-type: none"> Undertake effective communication with all levels of the multi-disciplinary team Work effectively in your team and support structures that are in place for the smooth running of the practice. Understand the principles and implications of delegation of tasks not required to be performed by a registered nurse. | | | |
|---|--|--|--|

2. Personal and People Development

| | Activity discussed & observed Demonstration of knowledge. | Activity Performed under supervision | Activity performed independently COMPETENT |
|--|--|--------------------------------------|---|
| Recognise and understand the roles of individuals working within the Primary Health Care team and appreciate how the roles of other practitioners and agencies interface with yours. | | | |
| Be aware that current evidence based guidelines and other national and local policies underpin clinical protocols. Know and adhere to key practice policies that affect your work, ensuring all delegated tasks are supported by written and agreed procedures. | | | |
| Have the insight and confidence to recognise and work at all times within the boundaries of safe practice based on your own competence and the limitations of the HCA role: | | | |

| | Activity discussed & observed Demonstration of knowledge. | Activity Performed under supervision | Activity performed independently COMPETENT |
|---|--|---|---|
| Use the principles of reflective practice to support your own personal portfolio. Work with the senior nurse to maintain your own personal professional development plan aligned to your annual appraisal. | | | |
| Develop own knowledge and skills through work based learning ensuring all mandatory training is kept up to date. Request to attend courses relevant to own clinical and non-clinical practice to maintain safe working. | | | |
| Understand the benefits of clinical supervision for the individual, the organisation and the service: Identify sources of provision and request to be involved in it. | | | |
| Recognise common signs and indicators of stress in yourself and others. Be aware of key triggers of stress in yourself and others and know ways to manage this. | | | |
| <p>Appreciate and work with the changing structures of health care provision and understand the key issues as they affect your practice such as:</p> <ul style="list-style-type: none"> • The contractual arrangements • How Quality and Outcomes are measured, monitored and rewarded. • National and Local Quality improvement strategies and approaches • National and local care pathways | | | |

| 3. Health, Safety and Security | Activity discussed & observed Demonstration of knowledge. | Activity Performed under supervision | Activity performed independently COMPETENT |
|---|--|---|---|
| Have a clear knowledge and understanding of the principles of personal accountability in healthcare. | | | |
| Work at all times within the boundaries of delegated authority and personal level of competence and training. If unsure consult and refer to a registered health professional. | | | |
| Be aware of the Legal and Professional issues pertinent to working as a health care assistant <ul style="list-style-type: none"> • Accountability and delegation • Consent including Young People's Competency to Consent • Mental Health and Capacity requirements. • Safeguarding children and adults including statutory child health procedures and local guidance • Access to Health Records • Duty of care • Vicarious liability • Record keeping • The need for professional indemnity ensuring this is put in place by your practice • Use of clinical guidelines/protocols/patient group directions/ patient specific directions | | | |
| Have a working knowledge of and abide by the following : <ul style="list-style-type: none"> • Health & Safety procedures and documentation within the workplace • Fire procedures • The monitoring and reporting of the state of equipment and furniture • Current recommendations for the safe use of VDU screens • The importance of identifying and reporting any concerns. • Security of patient sensitive information and data • National regulations for the control of substances hazardous to health | | | |

| | Activity discussed & observed Demonstration of knowledge. | Activity Performed under supervision | Activity performed independently COMPETENT |
|---|--|---|---|
| <p>Infection control: apply infection control measures within the practice according to local and national guidelines including:</p> <ul style="list-style-type: none"> • Hand washing • Universal hygiene precautions • Collection and handling of laboratory specimens, • Segregation and disposal of waste materials • Decontamination of instruments and clinical equipment • Reporting and treatment of sharps injuries • Dealing with blood and body fluid spillages • Use of personal protective equipment | | | |
| <p>Emergency situations:</p> <ul style="list-style-type: none"> • Know the general principles of first aid and be able to undertake initial actions when appropriate. • Be able to support the management of emergency response and treatment using local guidelines; see Part 3: Management of Emergency Situations | | | |
| <p>Vaccine and Drugs</p> <ul style="list-style-type: none"> • ensure cold chain, safe storage, vaccine stability, rotation and disposal of drugs • where appropriate oversee the monitoring, stock control and documentation according to legal requirements • Reporting any concerns to the senior nurse | | | |
| <p>Recognise and manage situations where specific training is a requirement in order to work within scope of practice</p> | | | |
| <p>Mandatory Training: Be aware of and undertake mandatory training and updates in:</p> <ul style="list-style-type: none"> • Anaphylaxis • Basic Life Support • Child Protection awareness • Manual Handling • Fire Safety • Infection control • Safeguarding • Information Governance • Specific clinical procedures according to current guidelines | | | |


| | Activity discussed & observed Demonstration of knowledge. | Activity Performed under supervision | Activity performed independently COMPETENT |
|--|--|---|---|
| For areas within own responsibility: <ul style="list-style-type: none"> • Identify situations of potential risk and report appropriately • Recognise and report any significant, adverse and seriously adverse events. • Facilitate access for patients to appropriate professionals in the practice team and beyond • Know how clinical governance affects the HCA role and alert senior colleague when situations could adversely affect users of the service especially with regard to the 'whistle blowing' policy | | | |
| Know how to use the personal security systems within the workplace | | | |
| Act as a chaperone in accordance with your local policy | | | |
| Work with others as appropriate on the development of current and new services and initiatives | | | |
| Audit: <ul style="list-style-type: none"> • Know the audit policies of local general practice • Be involved in clinical audits if appropriate | | | |
| Be aware of the current approaches to patient involvement and experience in service design and delivery | | | |

| Quality and Service Improvement | Activity discussed & observed Demonstration of knowledge. | Activity Performed under supervision | Activity performed independently COMPETENT |
|--|--|---|---|
| Be aware of current national and local policies, procedures and initiatives relating to quality maintenance and improvement | | | |
| Personal practice and development <ul style="list-style-type: none"> • Be able to manage your own time effectively • Adopt a responsible approach to management of resources | | | |
| Ensure your working area is maintained and stocked appropriately for yourself and other colleagues using the area | | | |
| Be aware of and understand the cost implications of the work undertaken, ensuring compliance with local prescribing policies | | | |

| Equality and Diversity | Activity discussed & observed Demonstration of knowledge. | Activity Performed under supervision | Activity performed independently COMPETENT |
|---|--|---|---|
| <p>Understand what is meant by the terms</p> <ul style="list-style-type: none"> • Diversity • Discrimination • Equality • Inclusion <p>Be aware of legislation relating to these issues and know where to access relevant information and resources</p> <p>Be aware of how discrimination might occur within General Practice and adhere to practice principles and approaches to promote equality</p> <p>Ensure your own behaviours are inclusive and respect the beliefs, culture, values and preferences of individuals</p> <p>Be prepared to act as an advocate for your patients and appropriately challenge discrimination if necessary</p> | | | |
| <p>Know the demographics of your practice population and locality in order to actively promote equality and diversity in your work</p> | | | |
| <p>Understand and implement with patients, patients relatives and colleagues the latest guidelines issued by professional bodies. This includes:</p> <ul style="list-style-type: none"> • Confidentiality: recognise the need to protect the patient and carer confidentiality at all times • A broad understanding of the role of the Caldicott Guardian and know the name of your local nominated health professional. • Consent, the practice of gaining informed consent from all people prior to consultations and procedures • Personal preferences and beliefs (the patient's and your own) • The patient's right to make their own decisions | | | |
| <p>Be alert to possible signs of:</p> <ul style="list-style-type: none"> • Family violence • Vulnerable adults • Substance abuse • Addictive behaviour • Child abuse <p>If appropriate draw it to the attention of a senior colleague</p> <p>Understand the basic legal issues concerning child abuse including being aware of statutory child health procedures and statutory local guidance.</p> | | | |
| <p>Know the local contact and access information for voluntary and statutory services that may be useful to patients. Guide and support patients in accessing these as appropriate.</p> | | | |

| Health and Well-being These competencies are clustered under various topic headings, (please see index page 7) | Activity discussed & observed Demonstration of knowledge. | Activity Performed under supervision | Activity performed independently COMPETENT |
|--|--|---|---|
| Part 1 : Clinical Skills: Core Generic Competences | | | |
| <p>When undertaking clinical procedures ensure compliance with core competencies including</p> <p>The requirements of a comprehensive risk assessment including</p> <ul style="list-style-type: none"> • Recognising any contraindications to carrying out the procedure • Infection control • Health and safety • Prevention and management of inoculation injury • Duty of care <p>Be aware of possible adverse reactions and complications and be able to effectively manage these including those that require immediate referral. ('red flags)</p> <p>Recognise the patient may have questions about the reasons for the test and be able to signpost accordingly</p> <p>Gain appropriate consent and ensure that patients feel they have been given sufficient information to make an informed choice. If informed consent seems in doubt refer to the appropriate health professional</p> <p>The process for obtaining and communicating results Know and observe the key legal issues associated with the procedure</p> <ul style="list-style-type: none"> • Capacity and consent • Confidentiality • record keeping | | | |
| Venepuncture | | | |
| <p>Recognise relevant anatomy and physiology relating to venepuncture.</p> | | | |
| <p>Know and adhere to guidelines for the management of samples</p> | | | |

| | Activity discussed & observed Demonstration of knowledge. | Activity Performed under supervision | Activity performed independently COMPETENT |
|--|--|---|---|
| Follow evidence based guidelines to safely and successfully perform the procedure in particular the prevention and management of inoculation injury. | | | |
| Communicate effectively with the patient regarding the practice procedures for obtaining results and possible follow up | | | |
| Measurement and Investigations | | | |
| <p>Working within guidelines for, undertake and record the following tasks</p> <ul style="list-style-type: none"> • Urinalysis and preparation of specimens for Path lab investigation • The measurement of: • Blood pressure • Pulse rate and rhythm • Respiratory rate • Temperature • Height and Weight • Waist Circumference and Body Mass Index • Visual acuity • Legs prior to prescribing of support hosiery • ECGs and Cardiocall / ambulatory blood pressure monitoring (ABPM). • Blood glucose monitoring and near patient lipid screening | | | |
| <p>After recognised formal training, work within guidelines for, undertake and record the following tasks</p> <ul style="list-style-type: none"> • Doppler ultrasound measurements • Patients inhaler techniques and undertaking peak flow readings • Spirometry | | | |

| | Activity discussed & observed Demonstration of knowledge. | Activity Performed under supervision | Activity performed independently COMPETENT |
|---|--|--------------------------------------|---|
| Part 2: Therapeutic procedures | | | |
| Ear Care | | | |
| <p>On completion of suitable standardised education and training: Have a working knowledge of anatomy and physiology of the ear</p> <p>Display an understanding of the need for preventative care including patient education and advice</p> <p>Ensure patient's ears have been assessed by a appropriate registered healthcare professional prior to any procedure being undertaken</p> <p>Demonstrate safe and proficient use of aural care instruments for the removal of cerumen, aural toilet and irrigation</p> <p>Undertake ear toilet based on knowledge of the latest evidence based practice in relation to ear care.</p> <p>Recognize the specific needs of patients with hearing loss including provision of advice for patients on safe ear care in accordance with national guidelines</p> <p> Additional guidelines and resources http://www.earcarecentre.com/HealthProfessionals/Protocols.aspx?id=8</p> | | | |
| <p>Know and understand how these vaccines work to promote immunity</p> <p>Be able to give accurate information regarding contra-indications and side effects and to address parents concerns appropriately.</p> <p>Be aware of up to date UK guidance on influenza and pneumococcal immunisation and know who to consult if there is any uncertainty about which vaccines are needed or timing of vaccines</p> <p>Ensure correct handling and reconstitution of vaccines</p> <p>Apply medico legal principles of informed consent Be aware of the need to administer vaccines as a delegated duty under FP10 and a Patient Specific Direction (PSD)</p> <p>Ensure access to emergency equipment</p> | | | |

| | Activity discussed & observed Demonstration of knowledge. | Activity Performed under supervision | Activity performed independently COMPETENT |
|---|--|--------------------------------------|---|
| <p>Demonstrate :</p> <ul style="list-style-type: none"> • understanding of importance of maintaining the cold chain and what to do if a breach is suspected • recognition of anaphylaxis and first response procedures • knowledge of differences between intramuscular and subcutaneous injections • correct vaccination technique, including choice of needle, angle, and site of administration • understanding of adverse events, knowledge of system for reporting adverse events <p>Dispose of sharps appropriately and safely</p> <p>Recognise the importance of and apply principles of excellent record keeping to this situation</p> | | | |
| Vitamin B12 injections | | | |
| <p>Know and understand</p> <ul style="list-style-type: none"> • the part played by Vitamin b12 in health • the underlying conditions which are treated with this therapy • possible adverse events and system for reporting <p>Demonstrate :</p> <ul style="list-style-type: none"> • correct vaccination technique, including choice of needle, angle, and site of administration • safe and appropriate disposal of sharps • Work according to patient specific directions • Recognise the importance of and apply principles of excellent record keeping to this situation | | | |
| Therapeutic Monitoring | | | |
| <p>Use a holistic patient approach to check concordance with and adherence to prescribed treatments: be aware of potential drug reactions and side effects.</p> <p>Work within local and practice guidelines to monitor and advise patients on the review processes for the following conditions:</p> <ul style="list-style-type: none"> • Hypothyroid and Hyperthyroid • Rheumatoid arthritis • Anaemia • Epilepsy • Mental health disorders • Anticoagulant therapy • Type 2 diabetes • Cardiovascular disease and stroke • COPD | | | |

| | Activity discussed & observed Demonstration of knowledge. | Activity Performed under supervision | Activity performed independently COMPETENT |
|--|--|--------------------------------------|---|
| Wound care | | | |
| <p>Be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of wound classification • Demonstrate knowledge of your local formulary • Demonstrate knowledge and understanding of the healing process and factors that inhibit wound healing • Recognise when wounds are not responding and refer appropriately • Provide care for uncomplicated wounds and apply a range of dressings according to assessed need under the direction of a registered nurse • Ascertain pain level caused by wounds and refer if appropriate • Educate the patient in wound self care and monitor as appropriate • After having completed appropriate training undertake Doppler Assessment | | | |
| Minor Surgery | | | |
| <p>In relation to Minor Surgical Procedures recognise the role of the HCA in assisting with the provision of minor surgery:</p> <ul style="list-style-type: none"> • Provide appropriate support for the Patient before during and after the procedure including dealing with emergencies. • Work within the medico legal and practice requirements relating to the provision of minor surgery in general practice. | | | |
| <p>Pre Operatively: Based on sound knowledge and understanding be able to prepare and check:</p> <ul style="list-style-type: none"> • Documentation • Infection control procedures • Surgical Instruments and appropriate suturing material • Personal protective equipment • Safe management of sharps • The clinical environment including lighting and other equipment <p>Intra operatively: Support and assist practitioner and patient as appropriate</p> | | | |

| | Activity discussed & observed Demonstration of knowledge. | Activity Performed under supervision | Activity performed independently COMPETENT |
|---|--|--------------------------------------|---|
| Wound care | | | |
| Post operatively <ul style="list-style-type: none"> Undertake post operative care of patient and management of the wound in accordance with directions from a registered health care professional Ensure that the patient is provided verbally and where appropriate in writing with after care instructions Ensure safe decontamination of instruments and safe disposal of hazardous waste Ensure histo-pathological specimens and paperwork are effectively managed in accordance with local procedures. Ensure effective record keeping in accordance with local and national policies. | | | |
| Part 3: Management of Emergency Situations | | | |
| <p>Following practice protocols and evidence based treatment be competent to recognise the degree of urgency. Take necessary action in the following situations to support registered practitioners in the management of:</p> <ul style="list-style-type: none"> Collapse Asphyxia Anaphylaxis Vasovagal Syncope Acute chest Pain Cerebrovascular episode Convulsions Head Injury Hyper and Hypoglycaemia Acute respiratory problems Haemorrhage Poisoning Burns Fractures Falls | | | |

| | Activity discussed & observed Demonstration of knowledge. | Activity Performed under supervision | Activity performed independently COMPETENT |
|--|--|--------------------------------------|---|
| Part 4: Health Screening and Promotion | | | |
| <p>Demonstrate</p> <ul style="list-style-type: none"> • An awareness of both local and national health policies • Awareness of public health issues in the local area including health inequalities • Awareness of screening, its effectiveness and potential limitations • An insight into issues which have a bearing on the wider health economy • Ability to promote appropriately primary and secondary prevention interventions and public health initiatives including awareness of risk in specific situations e.g. occupational, care provision, travel and sexual activity • Assessment skills with regard to patients' readiness to change • An ability to effectively communicate personalised risk to health and offer brief, focused lifestyle advice including the 'Brief Intervention' and 'Motivational Interviewing' approaches <p>Be familiar with sources of reliable information on health promotion topics, nationally and in your locality</p> <p>Provide support and make referral where appropriate for</p> <ul style="list-style-type: none"> • smoking cessation, • diet, overweight / obesity prevention and management in adults, • exercise/activity, • alcohol use | | | |
| Health Screening | | | |
| <p>Undertake new patient checks recognising health promotion opportunities</p> <p>Be aware of the factors that may contribute to health inequalities particularly in relation to screening uptake</p> <p>Be sensitive to individual values of all patients and possible additional needs of patients with</p> <ul style="list-style-type: none"> • learning difficulties • language and communication barriers including patients of other ethnicities | | | |
| <p>Be aware of with the National Health Screening Services and initiatives and local pathways for implementation. Provide information or refer as appropriate</p> | | | |

| | Activity discussed & observed Demonstration of knowledge. | Activity Performed under supervision | Activity performed independently COMPETENT |
|--|--|--------------------------------------|---|
| Mental Health | | | |
| <p>Demonstrate awareness of the importance of promoting mental health</p> <p>Be aware of risk factors and recognise early signs of mental health problems for example:</p> <ul style="list-style-type: none"> • Depression • Generalised anxiety disorders <p>Dementia</p> <p>Be able to respond appropriately and refer adhering to practice guidelines and protocols</p> <p>Acknowledge and reflect on potential barriers that may impact on care provision in this area</p> <p>Demonstrate how to optimise a suitable communication style with patients with dementia.</p> <p>Recognise the need to take a proactive approach to meeting the physical health needs of patients with mental health problems and be able to promote healthy life style behaviours</p> <p>Following your practice protocol, know how to access and use validated tools for identifying harmful use of alcohol and screen for anxiety, depression and memory problems</p> <p>Be aware of the commonly prescribed therapies and know the guidelines on how often these are monitored. Be able to encourage appropriate attendance for monitoring</p> <p>Understand the role of the key worker and practice protocol for communicating with them</p> | | | |
| Learning Disabilities | | | |
| <p>After appropriate training be able to undertake health checks for patients with learning disabilities</p> <p>Understand the role of the primary care liaison worker and practice protocol for communicating with them</p> | | | |

| | Activity discussed & observed Demonstration of knowledge. | Activity Performed under supervision | Activity performed independently COMPETENT |
|---|--|--------------------------------------|---|
| Men's and Women's Health | | | |
| <p>Be aware of the gender specific morbidity and mortality issues and statistics. Provide suitable support and advice to adult patients and if appropriate refer.</p> <p>Recognise and be able to take advantage of opportunistic health promotion for this group of patients.</p> <p>After training, perform 'well man' checks and demonstrate the ability to promote initiatives which will lead to better health outcomes for men.</p> <p>Encourage patients of both genders to be breast aware.</p> | | | |
| Learning Disabilities | | | |
| <p>After appropriate training be able to undertake health checks for patients with learning disabilities</p> <p>Understand the role of the primary care liaison worker and practice protocol for communicating with them</p> | | | |
| Part 5 Care of Patients with the Long Term Conditions of Asthma, Cardiovascular Disease and Stroke, Chronic Obstructive Pulmonary Disease, Type 2 Diabetes and Hypertension: | | | |
| <p>Be able to access appropriate formal training on specific long term conditions before becoming involved in care.</p> | | | |
| Generic Long Term Conditions Competencies not covered elsewhere | | | |
| <p>Demonstrate the knowledge skills and attitudes to support patients living with long conditions.</p> <p>Appreciate the implications of chronic health conditions in an aging society.</p> <p>Awareness of:</p> <ul style="list-style-type: none"> • Primary Prevention and screening • Early detection (signs and symptoms) • National and Local Guidelines and local pathways of care • The high incidence of anxiety and depression in patients with long term conditions | | | |

| | Activity discussed & observed Demonstration of knowledge. | Activity Performed under supervision | Activity performed independently COMPETENT |
|--|--|--------------------------------------|---|
| <p>Be able to</p> <ul style="list-style-type: none"> encourage key life style measures which have evidence for benefit across a wide range of chronic conditions sign post patients to resources and organisations which can further provide them with support promote concordance and adherence to treatment recognize worsening symptoms and refer appropriately participate in a planned programme of care for patients with long term conditions provide a simple overview and explanation of the disease process recognise the importance of and encourage self care | | | |
| Chronic Disease (Specific) | | | |
| <p>Diabetes</p> <p>Support the patient in the identification of personal health risk and sign post appropriately for further advice regarding</p> <ul style="list-style-type: none"> Reduction of CVD risk factors Diet and Nutrition Hypoglycaemia and Hyperglycaemia Retinal screening and foot care Patient self care <p>Be able to demonstrate</p> <ul style="list-style-type: none"> Blood glucose monitoring Hyperglycaemia Essential foot care <p>Chronic Obstructive Pulmonary Disease (COPD) and Asthma</p> <p>Be aware of and advise on</p> <ul style="list-style-type: none"> Primary Prevention and Lung Health Signs and symptoms Asthma triggers Recognition of acute exacerbations Inhaler devices and inhaler technique Peak flow monitoring | | | |
| <p>Hypertension</p> <p>Be able to follow practice protocols to detect and monitor hypertension.</p> <p>Have a working knowledge of blood pressure monitoring equipment including 24 hour ambulatory monitors.</p> | | | |

| | Activity discussed & observed Demonstration of knowledge. | Activity Performed under supervision | Activity performed independently COMPETENT |
|--|--|--------------------------------------|---|
| Cardiovascular Disease Be able to <ul style="list-style-type: none"> • Identify modifiable and non modifiable risk factors • Participate in primary prevention through vascular screening initiatives • Access and use tools for risk assessment • Recognise irregular pulse and its possible implications and act according to practice guidelines • Perform near patient Lipid screening where used • Recognise and act upon early warning signs of potential cardiovascular emergencies e.g. chest pain or stroke | | | |
| Care of Patients with Long Term Conditions: Other Conditions | | | |
| In addition have a working knowledge relevant to your role of the following conditions and their impact upon patients and carers. <ul style="list-style-type: none"> • Cancers • Chronic Kidney Disease • Liver Disease • Epilepsy • Neurological conditions, e.g. multiple sclerosis • Osteoporosis • Rheumatoid Arthritis • Thyroid Disease | | | |

| Information and Knowledge IK1, IK2, IK3 | Activity discussed & observed Demonstration of knowledge. | Activity Performed under supervision | Activity performed independently COMPETENT |
|--|--|---|---|
| Ensure accurate documentation/record keeping procedures in line with practice policies, National Minimum Training Standards and the Data Protection Act | | | |
| Understand the importance of accurate data recording and the remit of Quality Management and Analysis System (QMAS) and Calculating Quality Reporting System (CQRS) | | | |
| <p>After appropriate training use the practice computer system and manage files effectively in support of your role including:</p> <ul style="list-style-type: none"> • The recording, retrieval and accessing of information required for your role, • Reviewing and processing data using correct read codes in order to ensure easy and accurate retrieval for monitoring and audit purposes • Being able to access and send emails including attachments on the secure networks. • Knowing how to use your practice appointment system | | | |
| Follow practice guidelines in relation to pertinent sources of health information (paper or web based) which may be used with or provided to patients | | | |
| Understand and be able to describe role of the Caldicott Guardian / Personal Data Guardian, knowing the name of your local nominated health professional. | | | |

| General – Learning Development & Innovation G1 & G2 | Activity discussed & observed Demonstration of knowledge. | Activity Performed under supervision | Activity performed independently COMPETENT |
|--|--|---|---|
| Disseminate learning and information gained to other team members in order to share good practice and inform others about current and future developments (e.g. training events) | | | |
| Where appropriate contribute to the development and implementation of service improvement initiatives in your practice. | | | |
| Keep up to date with new developments locally and nationally identifying those that will enhance your work. | | | |

Other Skills Achieved

[illegible]

Reflection on Practice

Please write a 500-word reflection on practice

[illegible]

Mentor Feedback

[illegible]

REFERENCES

Benner, P (1984) From novice to expert: excellence and power in clinical nursing practice. Munlo Park CA: Addison –Wesley

Department of Health, (2004). The NHS Knowledge and Skills Framework (NHS KSF) and Development Review Process

Dolan, G (2003) Assessing student competency: will we ever get it right? Journal of Clinical Nursing 31: 288-297

The code: standards of conduct, performance and ethics for nurses and midwives 39 page 6 www.nmc-uk.org

Cavendish, (2013). Cavendish review, an independent enquiry into healthcare assistants and support workers in the NHS and social care setting. Independent review: Gov.uk.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/236212/Cavendish_Review.pdf

Care Quality Commission, (2016). The fundamental standards. Available at <http://www.cqc.org.uk/content/fundamental-standards> [Accessed Feb 2016]
Francis, R. (2013). Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry. London: The Stationary Office.
<http://www.kingsfund.org.uk/projects/francis-inquiry-report?gclid=CNuPoar8tcsCFfEV0wodZ9kG-w>

Health Education England, (2015). The Care Certificate [online] Available at: <https://hee.nhs.uk/ourwork/developing-our-workforce/talent-care/workstreams/get/care-certificate> [accessed Feb 2016]
RCGP General Practice Foundation, (2014). Healthcare assistant General practice competency framework
http://www.rcgp.org.uk/membership/practice-team-resources/~/_media/Files/Practiceteams/HCA%20Competencies_02.as [Accessed Feb 2016]

Royal College of Nursing, (2015). Accountability and Delegation: A guide for the nursing team. London: RCN.
<https://www.rcn.org.uk/professional-development/accountability-and-delegation>

Royal College of Nursing, (2015). Registered Nurses and Health Care Support Workers. London. RCN
Skills for care, (2015). Care Certificate [online] Available at: <http://www.skillsforcare.org.uk/Learning-development/Care-Certificate/Care-Certificate.aspx>



— BELMATT —
HEALTHCARE TRAINING

REFERENCES

RCGP HCA – General Practice Foundation Competency Framework for Healthcare Assistants

[http://www.rcgp.org.uk/membership/practice-team-](http://www.rcgp.org.uk/membership/practice-team-resources/~media/Files/Practiceteams/HCA%20Competencies_02.ashx)

[resources/~media/Files/Practiceteams/HCA%20Competencies_02.ashx](http://www.rcgp.org.uk/membership/practice-team-resources/~media/Files/Practiceteams/HCA%20Competencies_02.ashx)

For Further information on this document please contact P





Contact Us



PHONE CALL

0207 692 8709



FOLLOW US

Belmatt Healthcare
Training



EMAIL US

info@belmatt.co.uk