



HCSW NAME: _____

REVIEWER'S NAME: _____

Contents

THE WORKBOOK	02
WORKING TOWARDS THE STANDARDS	06
RECORDING PROCESS	12
QUESTIONS/TASKS	15
— GROUP 1	15
— GROUP 2	21
— GROUP 3	37
— GROUP 4	47
APPENDIX I	60
APPENDIX II	61

The Workbook

WHO IS THIS WORKBOOK FOR?

The HCSW workbook is a working document to support new healthcare support workers to meet the Mandatory Induction Standards as required by the Scottish Government (**Appendix I**). The HCSW workbook is designed to help the 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 and are working **under** the HCSW Code of Conduct (**Appendix II**).

WHAT YOU NEED TO DO TO MEET THE STANDARDS?

The standards require you to show how you apply what you have learned in your own work context. In some places, you need to show that you understand how the organisation's policies and procedures apply to the work you do. In others, you need to demonstrate how you carry out tasks.

HOW WILL THE WORKBOOK HELP YOU 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 you show that you meet one or more of the requirements for one or multiple standards. In all cases, you need to show that you understand how the question or task applies in your own work context.

WORKING THROUGH THE QUESTIONS AND TASKS

You should have been allocated a reviewer by your line manager to help you plan how to work through the workbook. Your reviewer could be your line manager or a colleague. The reviewer does not have to be a registered member of staff and could be an experienced healthcare support worker. It is possible that you may be supported by more than one reviewer. You can work through the questions and tasks in any order. There are also some tasks

which require you to demonstrate that you are working safely. You will need to arrange with your reviewer for them to observe you carrying out these tasks in the workplace.

WHAT TYPE OF 'EVIDENCE' IS NEEDED?

By answering the questions and doing the tasks in this workbook, you will provide evidence of how you apply knowledge and skills in your role. The questions ask you to provide different types of information. **Each type is indicated with a symbol as below:**



'Demonstrate' (e.g. demonstrate how to lift an object safely). Your reviewer will observe you carrying out a hands-on practical task.



'Describe' (e.g. describe the actions you need to take if you discover a fire in the building). Your reviewer will ask you to give clear description of a procedure or process. You need to provide enough detail to show that you know exactly how to carry out the task.



'Explain' (e.g. explain why it is important to wash your hands on these occasions). Your reviewer will ask you to give reasons for different things you do in your work.



'Give examples' (e.g. give examples of when it is important to wash your hands), asks for practical examples from your own work.

Space is provided in the workbook for you to make notes to support your answers. When thinking about the response to the task/activity question, you may wish to consider whether recognition of prior learning (RPL) could be used to evidence how you meet the standards. For example, if you have learning from corporate induction or previous work experience that relates to the task/activity and demonstrates your knowledge and understanding.

HOW MUCH EVIDENCE IS ENOUGH?

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

When looking at the evidence you provide, the key question your reviewer will be asking themselves is *'Is there enough here to ensure that the healthcare support worker is not causing danger to themselves or others, or a risk to the organisation?'*

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

You should also discuss with your reviewer whether recognition of prior learning (RPL) can be considered. Your reviewer will be able to guide you on this aspect.

PROVIDING AND RECORDING EVIDENCE

You can provide your evidence in a variety of ways. In questions which ask you to **show your knowledge**; your reviewer might ask you to:

- + **write down your answers** to the questions/tasks in the workbook
- + **discuss** your answers
- + ask you to **demonstrate** how you carry out specified tasks
- + **provide evidence** of assessed training. Some mandatory training during the induction period may include assessment, for example moving and handling, fire safety, equality and diversity, data protection

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

WHAT ARE THE STANDARDS?

When you and your reviewer have agreed that you have provided appropriate evidence to address a question/task, your reviewer will sign and date the boxes under the question/task in your workbook.

When you have completed an entire section of the HCSW workbook, you and your reviewer should both complete and sign the Section Completed box in the workbook.

Your reviewer will discuss and agree with you where the “signed off” version of the HCSW workbook should be kept making sure you can both access it as required and in line with local policy.

WHAT HAPPENS NEXT?

Once you have met all the **HCSW Induction Standards (Appendix I)**, you will continue to follow the **HCSW Code of Conduct (Appendix II)**. 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 you provide evidence for other purposes, such as your Personal Development Plan (PDP) and your Personal Development Review, with this recorded in TURAS Appraisal in the comments section. It will also assist you to think about future learning. You should speak to your line manager about local learning opportunities, take a look at what is available on Turas Learn and refer to the [HCSW Learning Framework](#) to assist with your onward learning journey.

There is more about this in Recording my progress (section 3) of the workbook.

Working Towards the Standards

HCSW OPTIONAL TOOL: '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 tool below is designed to help you think about the things you do and how this might affect the service delivered to patients and other members of the public.

The tool is **optional** and can be used with your reviewer. By completing the tool, you can start to identify examples from your work where you might find evidence to help you meet the standards.



HCSW TOOL: '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 you do?

a) Give **direct** 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:

.....
.....
.....
.....
.....
.....

b) Provide **indirect** 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:

.....
.....
.....
.....
.....

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:

.....
.....
.....
.....
.....
.....

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:

.....
.....
.....
.....
.....

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.

INTRODUCING THE QUESTIONS AND TASKS

The questions and tasks in the next section of the workbook relate to the **4 groups of induction standards**:

1. **Standards 1 and 14** are about protecting patients and other people
2. **Standards 2, 3, 4 and 5** are about ensuring the health, safety and security of you, others and the workplace
3. **Standards 6, 10 and 13** are about working with people
4. **Standards 7, 8, 9, 11 and 12** are about working and developing in your role

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

There is **accompanying guidance** included to assist you when thinking about the type of information which you should provide for each question or task. You might provide other information which is also relevant. Your reviewer will provide help in identifying how the question/task relates to your work.

PLANNING HOW TO MEET THE STANDARDS

Before you begin to work through the questions and tasks, it is important that you agree a planned approach to this work with your reviewer. The following tasks will help you both be best prepared.

WHAT'S THE STARTING POINT?

Before you start working on the questions/tasks, you should meet with your reviewer so you can decide how you are going to work together. This includes:

- + planning what you need to do to meet the standards
- + discussing your progress and reviewing the plan
- + confirming completion when you have met all the standards

In your initial meeting with your reviewer, you should:

- + **check your understanding** of what the standards are and whether you already meet any of them
- + **plan** when you will be undertaking training or other induction activities, and how these might relate to the standards
- + you should always **work within your scope of practice**. Consider the tasks that are delegated to you and any tasks where you require supervision and/or guidance. You can find out more about delegation in the [Making Delegation Safe and Effective resource](#). If you don't have access to download the resource, ask your reviewer or line manager to print a copy for you.
- + arrange the next progress check in discussion

| WHAT DO YOU KNOW ALREADY?

Discuss with your reviewer what you know already. It's important to identify:

- + **Can you demonstrate that you meet some of the standards already?**
You may have previous experience of working with patients and other service users which has allowed you to develop the knowledge and skills which the standards require. To identify this, you need to read the standards carefully and try to identify if there are any performance criteria within the standards which you can meet now.
- + **How you will work through the standards?**
You don't need to work through the standards in numerical order, e.g. 1 to 14. You can address them in the order whichever is most appropriate for you.

HELPING YOU TO GATHER THE INFORMATION YOU NEED

There is a range of documents and other information which will support you as you work towards achieving the HCSW Induction Standards. As a first step, make sure that you have copies of the following documents (See Appendix I and II)

- + **Healthcare Support Workers in Scotland Mandatory Induction Standards**
- + **Code of Conduct for Healthcare Support Workers**

Supporting documents which will help you see the Induction Standards in context of your **new role include:**

- + **Your job description:** understanding what you will be expected to do in your new role will help identify how the standards apply to you
- + **The Knowledge and Skills Framework (KSF) outline for your post:** the KSF outline will give information about the knowledge and skills you need for your new role. It will also help you understand how, in working to meet the HCSW induction standards, you are also working towards the requirements of your KSF outline.
- + **Information about any training activities you are undertaking:** in your new role, you 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/supervisor or colleagues. All these activities will contribute to helping you meet the induction standards. Knowing what each activity involves will help you identify how it relates to the standards.

HCSWs can choose to share **any of these documents** with their reviewer.

Recording Process

The workbook helps you to plan your 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 you to develop your Personal Development Plan (PDP) and to gather evidence for your Personal Development Review (PDR). This information should be recorded in [Turas Appraisal](#) in the comments section.

PARTICIPATING IN TRAINING COURSES

In discussion with your reviewer, you should identify the mandatory training courses which you must complete during induction. This training will provide some of the information you need to help you meet the HCSW Induction Standards.

Once you have attended a course take some time to identify how your learning links with the standards. Think about how and where you apply this information in your own work. Taking time to make links between new information and your own role will help you provide examples of how you meet the induction standards.

ON-THE-JOB LEARNING

It is very easy for you to forget to record on-the-job learning. However, this type of learning is very important in helping you to show how the standards are being met in your day-to-day work.

You should think about and reflect upon:

- + **what you learned** — e.g. what new task did you learn to do?
- + **who was involved** — e.g. did your manager or colleague demonstrate what you had to do?
- + **how does this link** with the standards?

TRACKING PROGRESS TOWARDS MEETING THE STANDARDS

Most of the questions and tasks in the workbook link with more than one of the induction standards. In the HCSW Workbook you will see in the question box a note on the bottom left 'Links to standard(s)/criterion' and a series of numbers. This indicates that the evidence for the question can also be applied to the other standards/criterion noted.

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

COMPLETING THE QUESTIONS AND TASKS

The following section of the workbook contains the questions and tasks which will help you to provide the evidence needed to show how you have met the HCSW Induction Standards. There is also information highlighting the specific NHS KSF core dimension aligned to each standard.

Helpful hints and tips are provided about the type of information required within each box following each question/task.

There are 33 questions/tasks in total broken down as follows (Table 1, p14)

RECORDING ACHIEVEMENT

It is mandatory for all new healthcare support workers to meet the induction standards, and information about achievement will be recorded by your NHS Board. Your reviewer will follow your NHS board local procedures to record achievement of the standards. HCSWs may also wish to record details of completion as part of their personal development review within [Turas Appraisal](#).

Table 1

Group	Title of the Standard	Links to NHS KSF Core Dimensions	No. of questions/ tasks per group
Standards 1 and 14 Protecting patients and others	<ol style="list-style-type: none"> 1. Protecting your patients from harm and abuse 14. Whistleblowing in cases of harm and abuse 	Core 3 – Health, Safety and Security	4
Standards 2, 3, 4 and 5 Ensuring the health, safety and security of yourself, others and the workplace	<ol style="list-style-type: none"> 2. Being fit (healthy) to work 3. Maintaining health and safety at work 4. Assessing risks at work 5. Reporting incidents at work 	Core 3 – Health, Safety and Security	12
Standards 6, 10 and 13 Working with others	<ol style="list-style-type: none"> 6. Work within confidentiality guidelines 10. Building customer relationships 13. Work in line with the equality, diversity, rights and responsibilities of patients 	<p>Core 1 – Communication</p> <p>Core 6 – Equality and Diversity</p>	7
Standards 7, 8, 9, 11 and 12 Working and developing in your role	<ol style="list-style-type: none"> 7. Developing your knowledge and practice 8. Reviewing your working practice to improve your knowledge 9. Contributing to teamwork 11. Managing yourself as a resource 12. Working within your limits 	<p>Core 2 – People and Personal Development</p> <p>Core 4 – Service Improvement</p> <p>Core 5 - Quality</p>	10

Questions/Tasks

GROUP 1: PROTECTING PATIENTS AND OTHERS

All staff working for NHSScotland **have a duty to protect patients**, other people and themselves from danger, harm and abuse. These standards focus on your understanding of what you can do to protect yourself and others, and what your responsibilities are if you suspect that someone is in danger.

Standard	Criteria
Standard 1: Protecting your patients from harm and abuse	<ul style="list-style-type: none">+ Know and understand the legal and organisational requirements, procedures and practices for:<ul style="list-style-type: none">— the protection of individuals from danger, harm and abuse— your responsibility for keeping yourself and others safe+ Understand your specific role in protecting individuals from actual danger, harm and abuse+ Follow legal and organisational procedures and promptly alert appropriate people and/or organisations when you discover or suspect individuals are in danger+ Check that people who are present have a right to be there <p>These criteria also relate to Standard 14</p>
Standard 14: Whistleblowing in cases of harm and abuse	<ul style="list-style-type: none">+ Recognise the kind of events, characteristics and circumstances that give rise to concerns about risk of harm, abuse or neglect. <p>This criterion also relates to Standard 1</p>

VERIFICATION OF STANDARDS

GROUP 1: Standards 1 and 14

*I verify that the undernoted has successfully met all
the standards in Group 1.*

Reviewer's name:

Job title:

Signature:

Date:

HCSW signature:

Date:

GROUP 2: ENSURING THE HEALTH, SAFETY AND SECURITY OF YOURSELF, OTHERS AND THE WORKPLACE

These standards focus on how you apply your knowledge of health, safety and security in the workplace. You need to demonstrate that you understand your responsibilities in maintaining a safe workplace for yourself and others and show that you can follow policies and procedures appropriately in your work role.

Viewing table 2 (p22) on On PDF

To view in landscape go: **View → Rotate View → Clockwise**

To return to portrait go: **View → Rotate View → CounterClockwise**

Table 2

Standard	Criteria
Standard 2: Being fit (healthy) to work	<ul style="list-style-type: none"> + Recognise the aspects of your own health and hygiene might adversely affect patients and colleagues in the place in which you work + Ensure that your own health and hygiene does not pose a threat to others + Make sure that your personal presentation and behaviour at work: <ul style="list-style-type: none"> — protects the health and safety of you and others — meets any legal responsibilities and is in accordance with workplace guidance
Standard 3: Maintaining health and safety at work	<ul style="list-style-type: none"> + Make sure that you are aware of, and follow, organisational health, safety and security procedures before you start work + Operate within the limits of your own role and responsibilities in relation to health and safety + Use approved methods and procedures when undertaking potentially hazardous work activities, including: <ul style="list-style-type: none"> — using correct moving and handling techniques — wearing correct personal protective clothing — appropriate to the situation, environment and activities — using and storing equipment and materials — dealing with spillages and disposal of waste + Establish lines of communication which enable you to communicate with individuals in other locations in times of need or emergency

- + Take appropriate and immediate action to deal with health and environmental emergencies, including:
 - fire
 - security
 - serious and minor accidents
 - first aid
- + Summon assistance appropriate to the emergency
- + Provide ongoing support and assistance within your own competence until someone who is qualified to deal with the emergency is available

Standard 4:
Assessing risks
at work

- + Ensure that before you begin any work activities you:
 - check and use any risk assessments
 - examine the areas in which you work and any equipment you use to ensure that they are safe, hazard free and conform to legal and organisational requirements for health and safety
 - remove, where possible, hazards that might pose a health and safety risk to yourself and others
- + Check for hazards and health, safety and security risks whilst you are working, taking appropriate action if there is the likelihood of an accident, injury or harm
- + Identify and work with others to minimise potential risks in the place where you are working
- + Report any health and safety issues in the place you are working that may put yourself and others at risk

Standard 5:
Reporting
incidents at work

- + Know and understand the legal and organisational requirements, procedures and practices for health, safety and risk assessment for the environment, your work activities, and for the individuals with whom you are working
- + Record and report on incidents and emergencies accurately, completely, within confidentiality agreements, and according to organisational and legal requirements

VERIFICATION OF STANDARDS

GROUP 2: Standards 2, 3, 4 and 5

*I verify that the undernoted has successfully met all
the standards in Group 2.*

Reviewer's name:

Job title:

Signature:

Date:

HCSW signature:

Date:

GROUP 3: WORKING WITH OTHERS

These standards focus on how you communicate and work with other people. The questions in this section ask you to reflect on your communication skills, how you relate to other people, and how you ensure that your work is in line with legal and organisational policies and procedures.

Remember that you can also demonstrate that you meet these standards when you are being observed doing the tasks in other sections of the workbook. Whenever you work with other people, you have the opportunity to provide evidence of how you meet the standards in this section.

Standard	Criteria
Standard 6: Working within confidentiality guidelines	<ul style="list-style-type: none">+ Know and understand the principles of confidentiality, security and sharing of information as well as knowing when to share information for the environment in which you work+ Maintain the confidentiality of information where appropriate to do so
These criteria also relate to Standard 10 and 13	
Standard 10: Building relationships	<ul style="list-style-type: none">+ Work with others within the team to identify, agree and clarify:<ul style="list-style-type: none">— your role and responsibilities— the role and responsibilities of others— how your role and responsibilities contribute to the overall objectives and purpose of the team— how you can and should contribute to team activities, objectives and purposes+ Develop appropriate relationships that enable you to carry out your work activities effectively+ Carry out your agreed role and responsibilities within the team+ Ensure your behaviour to others in the team supports the effective functioning of the team+ where you experience problems in working effectively with other team members, seek appropriate advice and guidance
This criterion also relates to Standard 11 and 12	

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

- + Know and understand the organisational guidance relating to equality and diversity, and how you should apply this in your work environment
- + Identify the way your values, belief systems and experiences may affect your work with individuals work in ways that:
 - recognise individual beliefs and preferences
 - put individual's preferences at the centre of everything you do
 - do not discriminate against any individual
 - ensure that the service you provide is delivered equally and inclusively

The criteria in Standard 10 also relate to this standard

VERIFICATION OF STANDARDS

GROUP 3: Standards

*I verify that the undernoted has successfully met all
the standards in Group 3.*

Reviewer's name:

Job title:

Signature:

Date:

HCSW signature:

Date:

GROUP 4: WORKING AND DEVELOPING IN YOUR ROLE

These standards focus on how you ensure that you are working to the best of your ability. As a member of staff in NHSScotland, you have a responsibility to continually improve the way you work so that patients and other service users receive the best possible service. The questions and tasks in this section will help you reflect on the way you work and identify ways to improve your knowledge and practice. They will also help you begin to identify and plan future learning. You should speak to your line manager about local learning opportunities, take a look at what is available on Turas Learn and refer to the [HCSW Learning Framework](#) to assist you with your onward learning journey.

Standard	Criteria
Standard 7: Developing your knowledge and practice	<ul style="list-style-type: none">+ Work with others to:<ul style="list-style-type: none">— agree where further learning and development could improve your performance.— access any training you may need to gain the new and improved skills and knowledge.+ Use the evaluation of your skills and knowledge to improve your work activities.
Standard 8: Reviewing your working practice to improve your knowledge	<ul style="list-style-type: none">+ Encourage and accept feedback from other people+ Use feedback to agree ways to improve on your own work and put improvements into practice+ Follow through a learning plan that meets your own needs+ Review your progress and update your learning plan+ Show a willingness to take on new challenges *+ Adapt readily to change *
Links closely to Standard 7 and *Standard 9	

Standard 9:
Contributing to
teamwork

- + *Work with others within the team to identify, agree and clarify:
 - your role and responsibilities
 - the role and responsibilities of others
 - how your role and responsibilities contribute to
 - the overall objectives and purpose of the team
 - how you can and should contribute to team activities, objectives and purposes.
- + Develop appropriate relationships that enable you to carry out your work activities effectively.
- + Carry out your agreed role and responsibilities within the team
- + Ensure your behaviour towards others in the team supports the effective functioning of the team
- + Where you experience problems in working effectively with other team members, seek appropriate advice and guidance

***This criterion also applies to Standards 11 & 12**

Standard 11:
Managing
yourself as a
resource

- + Plan how you will make best use of your time and the other resources you need
- + Confirm effective working methods
- + Identify and report problems when they arise, using the support of other people when necessary
- + Keep other people informed of your progress
- + Take responsibility for your own work and accept responsibility for any mistakes you make
- + Follow agreed guidelines, procedures and, where appropriate, codes of practice

Standard 9, Criterion 1 also applies to this standard as well as standard 10 regarding communications and building customer relations with team, wider workforce and patients

Standard 12:
Working within
your limits

- + Operate within the limits of your own role and responsibilities
- + Agree, seek support and take responsibility for any development and learning that will enable you to carry out your role and responsibilities within the team more effectively

Standard 9, Criterion 1 also applies to this standard as well as standards 7 and 8



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.

HINTS & TIPS

- Think about your role and the people you work with and consider how what you do as part of the team contributes to the delivery of patient care and services.

A series of horizontal dotted lines providing space for the student to write their response to question 4.1.

Links to standard(s)/criterion:

9/1; 9/3; 10/2

Reviewer signature:

Date:

VERIFICATION OF STANDARDS

GROUP 3: Standards

*I verify that the undernoted has successfully met all
the standards in Group 4.*

Reviewer's name:

Job title:

Signature:

Date:

HCSW signature:

Date:

Appendix I

HEALTHCARE SUPPORT WORKERS IN SCOTLAND MANDATORY INDUCTION STANDARDS

(Scottish Government 2009). Link [here](#).

Knowledge and Skills Framework core dimension	Public protection standard statements
Health safety and security	<ul style="list-style-type: none">+ Protecting the public for harm and abuse+ Being fit (healthy) to work+ Maintaining health and safety at work+ Assessing risks at work+ Reporting incidents at work
Communication	<ul style="list-style-type: none">+ Working within confidentiality guidelines
Personal and people development	<ul style="list-style-type: none">+ Developing your knowledge and practice+ Reviewing your working practice to improve your knowledge
Quality	<ul style="list-style-type: none">+ Contributing to teamwork+ Building “customer” relationships+ Managing yourself as a resource+ Working within your own limits
Equality and diversity	<ul style="list-style-type: none">+ Working in line with the equality, diversity, rights and responsibilities of people+ “Whistle-blowing” in cases of harm and abuse

Appendix II

Code of Conduct for Healthcare Support Workers
(Scottish Government 2009). Link [here](#).

WORKING TO STANDARD: A CODE OF CONDUCT FOR SUPPORT WORKERS IN HEALTHCARE

1. INTRODUCTION

1.1 Welcome to this code of conduct for support workers in healthcare.

1.2 As a healthcare support worker, you play a vital role in:

- + helping the NHS deliver its services
- + protecting patients and the public from harm and
- + valuing all aspects of equality and diversity.

What you do has a big impact on the quality of healthcare for people who use the service.

1.3 This code of conduct is necessary because the work you do as a member of the healthcare team is very important. The code is a list of statements that set the standard for how you should work on a day-to-day basis.

1.4 The code is here to help you, your employer and the patients¹ and the public² you work with. It is based on the basic principle of **protecting the public**, and mirrors what is required of all ‘regulated’ healthcare professionals you may work alongside.

1.5. You can use the code to check that you are 'working to standard'. Your employer can use it to make sure that the service is meeting the standards and that both public and patient safety is assured. Employers can also use it to help them understand what kind of service they can expect from you and your colleagues.

1.6. The statements are based on existing good practice. You'll probably find you are already working to standard in most, if not all of them. If not, the code will show you how you can change the way you work to make sure you are working to standard.

1.7. The statements are designed for all healthcare support workers in NHS Scotland, wherever you work and whatever job you do. So, it is a national **code of conduct** that will help to make sure that patients all over the country can get the same high-quality, safe and effective service from healthcare support workers.

1.8. Your employer also has a code of practice to guide how they treat you as a worker and how they can support you to achieve the required standard reflected in this code.

2. WHERE HAS THE CODE COME FROM?

2.1. The first version of the code was developed by a working group brought together by the Scottish Executive Health Department in 2006. The group worked very closely with similar groups in other parts of the UK to make sure that the statements in the code are the right ones. The group took special care to make sure that the code is in keeping with 'like' codes in other relevant sectors, such as social services. The code has since been tested by the Scottish Government Health Directorates, as part of a pilot project in 2007 - 08, and has been reviewed and finalised as a result. The pilot demonstrated unanimous support for the code.

3. WORKING 'TO STANDARD'

¹ The term 'patient' is used throughout the code. However, in practice you may hear patients being referred to as 'service users', 'clients' or 'residents'. Basically, the term means any person that you come into contact with who needs care.

² The term 'the public' is also used throughout the code and refers to the people with whom you come in to contact with, or to whom you provide a service, in the name of NHSScotland but who may not fall into the category of "patient", for example a blood donor.

3.1 As a support worker, you are expected to work to a certain standard. You need to be able to do your job properly, behave properly, and do the right thing at all times. This is essential to protect patients, members of the public and others from harm. Patients and their relatives, your employer and your colleagues all expect this, and you should expect this of yourself.

3.2 But what does this mean on a day-to-day basis? It means that in your work, you should always be of ‘good character’. This means that you should always display the characteristics outlined in paragraphs 3.2.1 to 3.2.13 below.

Good character

3.2.1. Accountability — making sure that you can always ‘answer’ for your actions or omissions.

Make sure you are happy with the things you do (actions) and the things you don’t do (omissions) in your daily work and that you can justify them to patients, members of the public, your supervisor, your employer and others. You must carry out only the tasks agreed in your job description or specification so that your employer knows what you are likely to be doing and, based on this, agrees to accept liability (known as ‘vicarious liability’) for your actions.

How will I know if I’m ‘working to standard’ on accountability?

When you are working to standard on accountability, you may be asked to explain anything that you do or do not do with, or for, the patient or member of the public for whom you provide a service. So, you need good reasons for the way you have acted. Your employers will draw on the knowledge and skills you have used when they judge your actions. Make sure that you record your actions in line with your employer’s procedures. By taking part in ongoing monitoring of your performance, you are showing you are aware of your accountability.

3.2.2 Awareness — being honest with yourself and others about what you can do.

Know yourself, what you can do and what you can’t do. The safety of your patients and members of the public is your first priority. Always ask colleagues for help if you have any worries or concerns about your abilities.

How will I know if I'm 'working to standard' on awareness?

When you're working to standard on awareness, you'll know yourself well enough to know what you can do. You'll show you understand that some procedures can only be carried out by people who have had special training; and that, in certain circumstances, you need permission from qualified or supervisory staff before you do certain things with or for patients or members of the public. If you feel you're being asked to do something you haven't been trained to do, and that you don't have the skills to do it, you will speak up.

3.2.3. Integrity — always do what is right to protect the patient or member of the public for whom you provide a service.

Always do your best to make sure nothing you or anyone else does, or does not do, will harm the person's mental or physical health or wellbeing or delay their recovery.

How will I know if I'm 'working to standard' on integrity?

When you're working to standard on integrity, you will be protecting patients and the public in every way you can, taking into account all aspects of equality and diversity. You should be prepared to report issues that cause you to worry.

3.2.4. Advocacy — doing your best for patients, members of the public and their relatives.

This means being responsible for promoting and protecting the interests of people in receipt of services, many of whom may not be able to protect their own interests. This could involve speaking up for people to make sure that what is best for each individual is always taken into account.

How will I know if I'm 'working to standard' on advocacy?

When you're working to standard on advocacy, you'll be putting patients' and members of the public's interests first at all times and making sure that you are meeting their wants and needs. All people are individuals with different likes and dislikes and you must acknowledge their equality and diversity to make sure that you treat them equally and fairly.

3.2.5. Sensitivity — respecting the patient/member of the public.

Every patient or member of the public is an individual with real feelings and emotions. When working with patients or members of the public, think about how they may be feeling and what the most appropriate response to their situation is.

How will I know if I'm 'working to standard' on sensitivity?

When you're working to standard on sensitivity, you'll be treating patients, members of the public and their relatives politely while being aware of the situation they are in and their reactions to it. For example, they may be feeling confused, angry or frustrated. It is important that you are sensitive to this and do not take their reactions personally.

3.2.6. Objectivity — treating all patients and members of the public fairly and without bias.

Access to high quality care should be fair and consistent. There should be no discrimination on the grounds of race, disability, sex, age, sexual orientation or religion or belief. There is a legal duty on public bodies and their employees to promote race, disability and gender equality, and a wider commitment to promoting equality on grounds of sexual orientation, age and religion or belief will help public bodies avoid unlawful discrimination in these areas too. Personal feelings about patients or members of the public must not interfere with the standard of your work. You must provide all patients with high-quality care which reflects their individual needs. This means that you owe patients a 'duty of care' and they can expect a 'reasonable' standard of care from all workers. It is expected that you would treat all members of the public like this.

It is also important to maintain clear boundaries when caring for patients or members of the public. This means that you should always have a 'professional' relationship with your patients. If you have any strong feelings about a patient's religious, social or cultural beliefs, you should tell your manager as soon as possible so they can take appropriate action.

How will I know if I'm 'working to standard' on objectivity?

When you're working to standard on objectivity, you'll be working to the same high standard with every person you work with. It should not matter to you what the person is like as an individual, what race or religion they are or how they live

their life. You will see all people in receipt of service as worthy of your respect and best efforts.

3.2.7. Consideration and respect — making sure people are always treated with dignity.

Consider and respect people's privacy to make sure that neither you nor they are ever placed in an embarrassing situation.

How will I know if I'm 'working to standard' on consideration and respect?

When you're working to standard on consideration, you'll always show thoughtfulness for people's feelings and needs. You'll protect patients and members of the public to make sure that they are never unnecessarily exposed to embarrassing situations – whether in front of relatives, fellow patients or healthcare workers.

3.2.8. Consent — telling patients and members of the public what you intend to do and listening carefully to what they say about it.

Working in partnership with the person at all times is a basic principle that you must keep to at all times. Always explain what you intend to do with patients and members of the public, even when it is basic care or routine procedures, and only continue with your planned work once the person agrees to it. You must check that this agreement is written in the person's records, and you should report any concerns that the person or a relative has to your supervisor.

How will I know if I'm 'working to standard' on consent?

When you're working to standard on consent, you'll be demonstrating that you will always make sure that the person knows what you are planning to do and is happy with it. If the person cannot give consent for themselves, because of their age or condition, you must always check with a relative or a senior member of staff. If the person or relative has not agreed to what you plan to do, you must not do it. Always check with a senior member of staff if you are in any doubt.

3.2.9. Confidentiality — protecting the person's privacy.

Confidentiality is essential to protect the interests of patients and members of the public. It is a main feature of any code of conduct and of most terms and conditions of service in a healthcare environment. So you must make sure that you don't give out personal information about patients or members of the public, or about their

condition or treatment, to anyone other than colleagues in the team who need to know the information to help in the delivery of service to the person. If you do not protect the person's right to confidentiality, you may be breaking data-protection laws. If you feel that a person is at risk of

harm, and that you need to speak out, you should tell your supervisor. You should not discuss those in receipt of services with anyone outside work.

How will I know if I'm 'working to standard' on confidentiality?

When you're working to standard on confidentiality, you'll maintain a professional attitude at all times when handling information relating to a patient or member of the public and you won't 'gossip' to anyone at any time. When you do pass on information to a colleague as part of your job, you will take care to be accurate and clear in what you say or write.

3.2.10. Co-operation — working effectively with your colleagues as part of a team.

Value the part you play in the team and respect the part played by other members of the team.

How will I know if I'm 'working to standard' on co-operation?

When you're working to standard on co-operation, the contribution you make to the team will be valued. You'll be communicating effectively, sharing information and working to meet the team's shared goals in the best interests of the people you provide a service for.

3.2.11. Protection — making sure you don't put patients, members of the public and colleagues at risk of harm.

Make sure patients, members of the public, visitors and colleagues are protected from dangers and risks and that nothing you do, or don't do, results in harm or risk to others.

How will I know if I'm 'working to standard on protection'?

When you're working to standard on protection, you'll know the dangers patients, members of the public and colleagues face at work and will do what you can to reduce risks of accidents or harm. You will also make sure you report any concerns you have to a supervisor to reduce risks in the future.

3.2.12. Development — trying to increase your own knowledge and skills by talking to patients, members of the public and colleagues and looking for opportunities to learn.

If you are interested in your work and feel comfortable using the knowledge you need to carry out your job, you will be able to offer a better service to patients and members of the public and you should feel more motivated as a result.

How will I know if I'm 'working to standard' on development?

When you're working to standard on development, you'll be taking every chance you can to protect patient and public safety by improving the way you work. This could be by attending a course, shadowing a colleague or listening to feedback from patients and members of the public. You'll continually monitor, evaluate and reflect on what you do at work and try to do it to the best of your ability.

3.2.13. Alertness — observing any changes that could affect a patient's or member of the public's needs or progress. Always try to notice when a patient or member of the public isn't doing what you expect of them and report your observations to an appropriate person.

How will I know if I'm 'working to standard' on alertness?

When you're working to standard on alertness, you will notice when patients or members of the public are 'just not right'. You'll notice, for instance, when the patient can't move as well as usual, appears less alert or perhaps hasn't eaten their meal. You'll also notice when things in the workplace are not as they should be, relating for example to aspects of service delivery. Reporting these observations will be in the best interests of the people in receipt of your services.

4. WHAT THIS MEANS FOR YOU

4.1. The code of conduct means that, as a healthcare support worker, you have a responsibility to work to standard. This means that you must do the following.

4.1.1. Only do what your job description or specification allows you to do. If you do something, or accept an instruction from another healthcare worker to do something that isn't within your job description or specification or level of skill, you could be putting the safety of the patient or member of the public at risk and you could be disciplined. Let your manager or supervisor know if you feel you are being asked

to do something you don't know how to, or something you know isn't in your job description or specification.

4.1.2. It is within the code of conduct of all healthcare professionals not to delegate tasks unless they are sure that the person they are delegating to has the skills and is happy to perform the task. The person who delegates will remain professionally accountable for delegating the task. However, if you accept the task, you will be accountable for how well you perform it.

4.1.3. Make sure that you always follow the standard procedures for carrying out tasks and duties.

4.1.4. Make sure that you obtain consent, in line with your organisation's policies, before doing anything to a patient or member of the public.

4.1.5. Follow the rules on 'duty of care' (see paragraph 3.2.6). This means you must always make sure patients, members of the public and colleagues don't come to harm because of something you've done or something you have not done, or because you've been careless or taken risks.

4.1.6. Making notes and keeping patients' and members of the public's records up to date and accurate is an essential part of your service. You should only write down information relevant to the service you have given to patients, and get an appropriate person to sign the record in line with your organisation's policy. If you are not sure, ask for advice. As you are accountable for anything you write, no matter how informal it might seem, what you write can be used as evidence in any enquiry by your employer or the courts in the future.

4.1.7. Raise issues you are concerned about with your line manager where these relate to:

- + how care or service is delivered;
- + the personal health, safety and security of patients and members of the public; or
- + harm and abuse of patients or members of the public.

5. WANT TO KNOW MORE?

5.1. If you'd like to find out more about the issues in this code of conduct, talk to your manager, supervisor, trade union representative or a member of your relevant professional association. You could also have a look at the following sources.

- ▶ **The NHS Scotland Staff Governance** Standard for NHS Scotland employees and associated PIN guidelines [here](#).
- ▶ **Blowing the Whistle** — advice from the Royal College of Nursing on how to speak up if you feel something is seriously wrong in your workplace [here](#).
- ▶ **The Duty of Care** — a UNISON handbook to help healthcare staff to carry out their duty of care to patients, colleagues and themselves [here](#).
- ▶ **The Nursing & Midwifery Council's** (and other professional regulators) guidelines on records and record keeping. For information on links to the different regulatory organisations' websites [here](#).

Your organisation's information on consent, confidentiality and diversity and equality. Extracted from Scottish Government, 2009 – Code of Conduct for Healthcare Support Workers [here](#).

© NHS Education for Scotland 2020. This resource may be made available, in full or summary form, in alternative formats and community languages. Please contact us on **0131 656 3200** or email **altformats@nes.scot.nhs.uk** to discuss how we can best meet your requirements.



NHS Education for Scotland
Westport 102
West Port
Edinburgh EH3 9DN
tel: 0131 656 3200
www.nes.scot.nhs.uk