All Wales Portfolio Template for NHS Healthcare Support Workers
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**Portfolio Guidance**

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Introduction

NHS Wales, the publicly funded National Health Service of Wales, provides healthcare to some 3 million people who live in the country. The NHS’s key principle is that good healthcare should be available to all, regardless of wealth.

In order to deliver high quality hands on care in your role as a Healthcare Support Worker (HCSW) you will be supported to achieve the accredited education and training required for your role.

The development of the Skills and Career Framework for HCSWs has resulted in the identification of development pathways from the beginning of your career. This is underpinned by professional guidance and support from within your organisation, to promote and safeguard the best interests of individuals receiving care.

Developing and maintaining a portfolio is an essential part of your development. The principles behind portfolio development are those of adult learning, where the learner is self-directed, and experiences provide a rich resource for learning. A readiness to learn develops from everyday tasks and problems, and individuals are self-motivated to grow and achieve.

The process of developing and maintaining a portfolio can nurture these skills and leads to:
- an increase in self-knowledge
- a sense of personal empowerment to achieve further goals
- a greater recognition of the value of learning from work
- enhanced communication and organisation skills
- a greater recognition of the role of reflection in learning, as well as collaborative learning amongst colleagues.

Portfolios can be used to:
- Demonstrate professional competence
- Uncover and develop your professional knowledge
- Demonstrate personal development

This template is designed to give you some guidance as to how to structure your portfolio. There is no ‘approved’ format for the portfolio, so if you would like to do something different then you are perfectly at liberty to do so.
Your portfolio will not only be useful for developing your knowledge throughout your career, but will also be useful in your next appraisal, or any job interviews you might attend.

**Work-based learning**

Work-based learning is designed around your role, to meet your identified learning and development needs.

The first stage in this process is for you to complete a self-assessment of your current level of knowledge and skills. You should undertake this self-assessment against your Knowledge and Skills Framework (KSF) job outline competencies or Personal Appraisal and Development Review (PADR). The self-assessment will help you to identify your learning needs, which is essential if you are going to undertake learning relevant to you and your practice. This should reflect the Learning Pathway within the Skills and Career Framework for HCSWs appropriate to your area of work.

You will then review this self-assessment with a colleague, or your manager during your personal development review. They will help you to write a personal development plan, which details how you intend to meet your learning needs.

This could be through accessing a study day or a course, but also through observing a more experienced colleague, through reflecting on your current practice, or through a piece of project work that you undertake in your work area etc. In work-based learning you can negotiate learning experiences that best fit your needs. All your learning experiences should be reflected upon to identify the learning that you have achieved. Having the experience on its own is not sufficient to say that you have learnt something, nor is simply attending a study day. Your reflection should include how your learning has impacted on your practice.

Your self-assessment, learning plan and evidence of your learning are collated into your portfolio, so that you end up with a folder of evidence of your learning and development and the impact that learning has had on your practice.

If you need support and guidance to write a reflective account then please talk to your facilitator, (the person who did your personal development reviews). They should be able to help or they can point you in the direction of someone who can.
The Code

Throughout the portfolio your evidence should demonstrate that you have applied the Code of Conduct for Healthcare Support Workers in Wales (WAG 2010).

- Be accountable by making sure you can always answer for your actions or omissions.
- Promote and uphold the privacy, dignity, rights and wellbeing of service users and their carers at all times.
- Work in collaboration with your colleagues as part of a team to ensure the delivery of high quality, safe care to service users and their families.
- Communicate in an open, transparent and effective way to promote the wellbeing of service users and carers.
- Respect a person’s right to confidentiality, protecting and upholding their privacy.
- Improve the quality of care to service users by updating your knowledge, skills and experience through personal and professional development.
- To promote equality to all service users, colleagues and members of the public who are entitled to be treated fairly and without bias.
Developing Excellence in Healthcare

An NHS Wales Skills and Career Framework for Healthcare Support Workers Supporting Nursing and the Allied Health Professions

The Purpose of this Framework is to provide a governance mechanism to inform the skills and career development of the HCSW workforce in NHS Wales. This resource is relevant to all HCSWs in Nursing, Midwifery and Allied Health Professional (AHP) roles. It will support current and future role development by standardising the scope of these roles and through the development of Learning Pathways, will provide the underpinning knowledge and skills to practice safely. This framework will support HCSW careers and increase the professionalisation of this core workforce, building on the high quality services already delivered to individuals by this workforce.

Within this Framework, the following Scope of Practice descriptions are included:

**Level 2 Scope of Practice Descriptor**

A Level 2 HCSW will at all times work under the delegation of a registered practitioner or assistant practitioner in the delivery of person centred care. They are expected to work as part of a team providing care within defined protocols, under supervision of, and reporting to, a registered practitioner/assistant practitioner. They will be responsible for following care plans and recording all personally generated observations and documenting care given in an individual’s notes.

**Education Requirement** – Minimum of 46 credits from any pillar of the Credit and Qualifications Framework for Wales mapped to an individual’s job role at Level 2 (60% of which must be at Level 2).
Level 3 **Scope of Practice Descriptor**
A Level 3 HCSW will have a greater degree of autonomy and may undertake a broader range of more complex interventions, problem solving and taking action on an individual’s health and care in accordance with organisational policy and procedures. They will work on their own initiative, undertaking delegated tasks with appropriate supervision in place from a registered practitioner/assistant practitioner. They should contribute to assessment and assist in the development, implementation and evaluation of individualised care plans. They are able to supervise other staff and will promote the delivery of high quality individual care.

**Education Requirement** – Minimum of 58 credits from any pillar of the Credit and Qualifications Framework for Wales mapped to an individual’s job role at Level 3 (60% of which must be at Level 3).

Level 4 **(Assistant Practitioner) Scope of Practice Descriptor**
A Level 4 Assistant Practitioner is expected to independently manage their own work and case load, undertaking tasks delegated by a registered practitioner with appropriate supervision in place. Having an understanding of evidence based practice and delivering care in line with current evidence, they will take responsibility for taking action relative to an individual’s health and care in accordance with organisational policy and procedures. They will be responsible for some elements of assessment, implementing programmes of care and modifying individualised care plans, reporting back to the registered practitioner. They may delegate work to others and may supervise, teach and assess other staff.

**Education Requirement** – Minimum 120 credits at Level 4 (60% of which must be at Level 4).

Essential Skills

The inclusion of Communication, Application of Number and Digital Literacy in your Learning Pathway will ensure that your learning needs are identified at the earliest opportunity. This will support the effectiveness of your learning and performance.

<table>
<thead>
<tr>
<th>Essential Skills</th>
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<tbody>
<tr>
<td><strong>A. COMMUNICATION</strong></td>
</tr>
<tr>
<td>• Use speaking, listening, reading and writing skills in the context of straightforward tasks.</td>
</tr>
<tr>
<td>• Take part in discussions on everyday subjects.</td>
</tr>
<tr>
<td>• Identify the main points and ideas in reading material.</td>
</tr>
<tr>
<td>• Produce short documents written in uncomplicated language.</td>
</tr>
<tr>
<td><strong>B. APPLICATION OF NUMBER</strong></td>
</tr>
<tr>
<td>• Handle simple numerical and graphical information.</td>
</tr>
<tr>
<td>• Carry out calculations that involve only one or two steps.</td>
</tr>
<tr>
<td>• Apply techniques in the context of short activities, concerning whole numbers or the use of decimals in everyday contexts (e.g. in using money or taking measurements), and the use of common units of measurement.</td>
</tr>
<tr>
<td><strong>C. DIGITAL LITERACY</strong></td>
</tr>
<tr>
<td>• Digital Responsibility.</td>
</tr>
<tr>
<td>• Digital Productivity.</td>
</tr>
<tr>
<td>• Digital Information.</td>
</tr>
<tr>
<td>• Digital Collaboration.</td>
</tr>
<tr>
<td>• Digital Creativity.</td>
</tr>
<tr>
<td>• Digital Learning.</td>
</tr>
</tbody>
</table>
PORTFOLIO GUIDANCE
SECTION 1

Confidentiality Statement

“In my portfolio I have included feedback and witness statements that I have received about my practice.

Some of the evidence included in this portfolio may include reference to individuals that I have cared for or staff that I have worked with. In those instances I have disguised the full identity of the people involved, and I have removed all identifying data from records that I have included.

I declare that all my submission materials are true, correct and accurate to the best of my knowledge and belief. I further certify that the writing was written solely by me, contains no plagiarism and is my original work.”

Sign and Date ............................................................................
SECTION 2

Current Curriculum Vitae (CV)

The CV is often the first introduction a prospective employer has with a potential employee. The impression it gives can land someone an interview, making it a critical piece of job hunting equipment.

Suggested Content

1. Name
2. Home address
3. Telephone
4. E-mail
5. Health Care Qualifications
6. Academic Qualifications
7. Current academic study (if applicable)
8. Current Post (with main responsibilities identified)
9. Career details (most recent first)
10. Previous experience (this may include life experience)
11. Achievements
12. Courses undertaken
13. Names of people who could supply a Reference

There are lots of templates available on Microsoft Office or on the internet e.g. www.jobs.nhs.uk
SECTION 3

Job Description/Job Outline

Put in this section
1. A copy of your current job description
2. A copy of your KSF job outline
3. A copy of your Code of Conduct

These can be obtained from your line manager if you do not have them.
SECTION 4

Personal Development Plan

Your annual appraisal will enable you to develop your Personal Development Plan (PDP). Your PDP (sometimes known as a learning contract) will help to structure your learning and will specify what resources you will need to help you to achieve your learning. It will also set out what evidence you are going to produce to show that you have achieved the competencies.

The objectives in your PDP should be written so that they are SMART
• Specific (concrete, detailed, well defined),
• Measurable (numbers, quantity, comparison),
• Achievable (feasible, actionable),
• Realistic (considering resources) and
• Time-bound (a defined time line).

It may be that you will have a few PDPs in your portfolio, each one starting when the previous one is completed.

See your facilitator for a blank copy of a Personal Development Plan.
SECTION 5

Evidence

The evidence that you select to put into your portfolio should demonstrate both your learning and how you have applied that learning to your practice. It is not designed to be a ‘bucket’ to simply collect ‘bits of paper’.

The following are examples of the sort of evidence that you could use.

- Evidence of things you have read and how you have applied them to your practice
- Written commentaries on your practice, where you have looked back at it to consider how it went, what went well or what you could have done better
- Record of any study days that you attended, with a record of what you learnt and how you have applied it to your practice
- Records of learning from staff discussions/meetings or 1:1 sessions with other staff
- Feedback from others, including service users
- Creative work (painting, poetry, photographs etc) that led to you learning something about your practice
- Signed competency documents (where appropriate)
- The handout from a teaching session or study day
- Something you have written to say what you learnt from the day and how you think it will change what you do
- Copies of any documentary evidence from your role (with a note to explain what they are showing)

All evidence should be supported where possible. This can be achieved by:

- Feedback from others involved (e.g. other staff, patients, relatives)
- Witness statements
- Thank you letters
- Service user records

Remember each piece of evidence can demonstrate more than one aspect of your practice, and fit within more than one theme. You do not need a separate piece of evidence for every aspect of your practice, or every learning outcome in your development plan, but you should cross-reference the evidence that you have got to ensure that you are meeting the learning outcomes.
SECTION 6

References/Reading List

If you have used any references to books or journals you may like to collate them into one reference list and put that into your portfolio here instead of having references dotted around the portfolio.
SECTION 7

Appendix

The Appendix is where you put evidence/documents that do not easily fit elsewhere but are relevant to your learning journey. Do not make it a dumping ground for everything that you can’t find a place for but you may put things in here that you have referred to in your reflective work.

If you have not referred to them, ask yourself why they are here.
SECTION 8

Blank Proformas

Blank proformas for the reflections you will write.
# Record of Continuing Professional Development

<table>
<thead>
<tr>
<th>Name</th>
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<table>
<thead>
<tr>
<th>Work place</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Where were you working and what was your role title when you undertook this learning?</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Brief description of your work or role</th>
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</table>

<table>
<thead>
<tr>
<th>Nature of the learning activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>This could be a study day or course, or learning through work, reading etc</em></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>How much time did the learning take?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Briefly describe the learning activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>This might be reading an article, discussion with colleagues, attending a workshop etc</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Background to the learning activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>e.g. Why you decided to do the learning or how the opportunity came about; where, when and how you did the learning; what you expected to gain from it</em></td>
</tr>
</tbody>
</table>
Outcome of the learning activity.
What did you gain from your learning? How did the learning relate to your work? What effect has it had on the way in which you work or intend to work in the future? Is there any follow up learning which you may be planning in the future? This will be a personal view (reflection) of the way in which the learning has informed and influenced your work.

Location of additional evidence in your portfolio
Link this record to evidence within your portfolio.
# Learning from Practice Template (Reflection)

<table>
<thead>
<tr>
<th><strong>Name</strong></th>
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**Work place**
*Where were you working and what was your role title when you undertook this learning?*

<table>
<thead>
<tr>
<th><strong>Brief description of your work or role</strong></th>
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</table>

<table>
<thead>
<tr>
<th><strong>Date</strong></th>
<th><strong>How much time did this reflection take?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

**Experience**
*Description of the event, where it was, who was present, what happened, what did I do?*

<table>
<thead>
<tr>
<th><strong>Reflection</strong></th>
</tr>
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</table>

*How did I feel? What did I do well? What could I have done better? What did I learn?*
Action
What actions do I now need to take? How can I make a difference to care and services?

Outcome of the learning activity
What did you gain from your learning? How did the learning relate to your work? What effect has it had on the way in which you work or intend to work in the future? Is there any follow up learning which you may be planning in the future? This will be a personal view (reflection) of the way in which the learning has informed and influenced your work.

Location of additional evidence in your portfolio
Link this record to evidence within your portfolio
# Learning from 3rd Party Feedback

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>How much time did this reflection take?</th>
</tr>
</thead>
</table>

**Who gave me the feedback?**  
*e.g. Colleague, patient, relative, student, audit / evaluation of service*

**Type of feedback**  
Written / Verbal / Group Feedback / Individual Feedback / Other

**Brief description of the feedback (inc. reference to attached documents)**

**How is this appropriate/ relevant to me and my practice?**  
*Description of the event, where it was, who was present, what happened, what did I do?*

**Reflection**  
*What areas of my practice have been affirmed or could benefit from improvement*
Action
*How have I put the improvements into practice*

Outcome of the activity
*What did you gain from your learning? How did the learning relate to your work? What effect has it had on the way in which you work or intend to work in the future? Is there any follow up learning which you may be planning in the future? This will be a personal view (reflection) of the way in which the learning has informed and influenced your work*

Location of additional evidence in your portfolio
*Link this record to evidence within your portfolio*