



Senior Healthcare Support Worker Apprenticeship



Senior Healthcare Support Workers help registered practitioners deliver healthcare services to people. As an experienced support worker, you carry out a range of clinical and non-clinical healthcare or therapeutic tasks, under the direct or indirect supervision of the registered healthcare practitioner.

You provide high quality, compassionate healthcare, following standards, policies or protocols and always acting within the limits of your competence. You may work in a range of services e.g. hospital, community, health or day case unit, birth centre or midwifery led unit, someone's home, operating theatre, nursing or care home, assessment centre, hospice, school, prison, GP surgery, charity or voluntary organisation; working in partnership with individuals, families, carers and other service providers.

Entry

Employers will set their own entry requirements in order to start on this apprenticeship.

Duration

Typically this apprenticeship will take 18 months.

Level

This apprenticeship standard is set at level 3.

Progression

After a period of working and gaining experience, you may be able to work towards an Assistant Practitioner or Nursing Associate post or, providing you meet the entry requirements, apply to university to become a registered healthcare practitioner.

Qualifications

Level 3 Diploma in Healthcare Support.

Options

Adult nursing support pathway only.

Industry Specific Requirements

The apprentice must meet the 15 standards as set out in the Care Certificate.

Apprentices

Apprentice complete the core and select one option.

Functional Skills

If the employee does not have maths and English GCSE passes at grade C or above, they will need to pass maths and English Functional Skills level 2 during their Apprenticeship.

End Assessment

To achieve this apprenticeship standard, the employer, training provider and apprentice will agree when the apprentice is ready and competent to undertake the independent end assessment.

C2C Professional Trainers

Alongside the apprentice they will agree on a personal learning and development plan, setting a timetable of learning activities in preparation for the End Point Assessment (EPA).

The C2C Training Consultant will meet with the apprentice regularly either online or face to face to complete and review assessments, provide further coaching where required and agree the next steps of learning.

For more information contact us at:

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Responsibilities and duties of the role

Duties are delegated to you in line with care plans. Not all duties are routine and you will need to use your knowledge, experience and understanding to take decisions within your area of responsibility. You are accountable for your work and for reviewing the effectiveness of your actions. The role is

undertaken following a period of experience in healthcare so you are able to demonstrate best practice and act as a role model. You may supervise or guide the less experienced staff in your team. You follow the Code of Conduct for Healthcare Support Workers and Adult Social Care Workers.

Values and behaviours

Values	Behaviours
You will be caring and compassionate, honest, conscientious and committed	You will treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences, show respect and empathy for those you work with, have the courage to challenge areas of concern and work to best practice, be adaptable, reliable and consistent, show discretion, show resilience and self-awareness and show supervisory leadership

Core	You will be able to	You will know and understand
Health and wellbeing	<ul style="list-style-type: none"> Assist registered healthcare practitioners with clinical or therapeutic tasks; follow care plans; notice and report changes Gather evidence to assist in obtaining a client history, review health-related data and information promote physical and mental health and wellbeing, providing opportunistic brief advice on health and wellbeing Assist with an individual's overall comfort, identify and respond to signs of pain or discomfort Recognise issues and deteriorations in mental and physical health, report and respond appropriately, supporting others to do so Recognise limitations in mental capacity and respond appropriately Perform basic life support for individuals 	<ul style="list-style-type: none"> How to carry out routine and complex clinical or therapeutic tasks delegated to you, the care plans and delegation protocols used in your organisation The types of information you need to collate when obtaining a client history, ways to record and share it The indicators for good physical and mental health in relation to the demographic of individuals you are working with; the importance of fluids, nutrition and food safety; ways to signpost individuals to public health interventions or other services if appropriate How to support a person's comfort and wellbeing, the signs of a person whose health and wellbeing is deteriorating or who is experiencing pain or discomfort The main types of mental ill health and their impact on people's lives; indicators for mental capacity, the importance of early diagnosis in relation to cognitive issues; the possible signs of mental ill health and learning disability in people; why external factors, adapting from childhood to adulthood, depression, delirium or the normal ageing process may be mistaken for mental ill health; how changes in cognition can impact health and wellbeing; how to report changes and deterioration; how to support others to report changes and deterioration, how to escalate changes and deterioration How to perform basic life support and use adjuncts to support resuscitation
Duty of care and candour, safeguarding, equality and diversity	<ul style="list-style-type: none"> Follow the principles for equality, diversity and inclusion Implement a duty of care and candour Safeguard and protect adults and children; promote the principles to others 	<ul style="list-style-type: none"> Legislation, policies and local ways of working about duty of care, candour, raising concerns, safeguarding/ protection from abuse, diversity, equality and inclusion; what they mean, why they are important, how to promote them to others How discrimination can happen; how to deal with conflicts between a person's rights and a duty of care The signs of abuse, what to do if you suspect it, how to reduce the chances of abuse as much as possible
Person centred care, treatment and support	<ul style="list-style-type: none"> Demonstrate what it means in practice to promote and provide person centred care, treatment and support by obtaining valid consent, and carrying out risk assessments Work in partnership with the individual, their carer, families and the wider healthcare team Promote clinical effectiveness, safety and a good experience for the individual 	<ul style="list-style-type: none"> Why it is important to gain consent⁴, even when it is difficult; how to undertake risk assessment in enabling a person centred approach; why it is important to promote 'person centred care, treatment and support' Why it is important to encourage people to be actively involved in their own care or treatment; why it is important to give people choices about their care and to treat people as valuable and unique Why safety and clinical effectiveness are important; the importance of managing relationships and boundaries with service users

Core	You will be able to	You will know and understand
Communication	<ul style="list-style-type: none"> ▶ Demonstrate and promote effective communication using a range of techniques ▶ Observe and record verbal and non-verbal communication ▶ Handle information (record, report and store information) in line with local and national policies, keep information confidential and support others to do so; take part in audits 	<ul style="list-style-type: none"> ▶ Why it is important to promote effective communication at work; how to communicate with people who have specific language needs or wishes; how to reduce communication problems and respond to complaints; techniques for difficult situations, local guidelines for dealing with abusive behaviour ▶ How verbal and non-verbal communication may relate to an individual's condition ▶ Legislation, policies and local ways of working about handling information; why it is important to record and store information securely and confidentially and support others to do so; e-safety; the audit process and how it relates to your role
Personal, people and quality improvement	<ul style="list-style-type: none"> ▶ Act within the limits of your competence and authority; ensure that anyone you supervise acts within theirs' ▶ Take responsibility for, prioritise and reflect on your own actions, work and performance; maintain and further develop your own skills and knowledge, participate in appraisal ▶ Work as part of a team, seek help and guidance when you are not sure, escalate concerns in a timely manner to the correct person; support or supervise colleagues as required, delegate well-defined tasks appropriately ▶ Act as a role model; mentor peers; deliver training through demonstration and instruction 	<ul style="list-style-type: none"> ▶ Your responsibilities and duties; the limits of your competence and authority; that of those you supervise; the values of your organisation; legislation, standards, policies, protocols you should adhere to; why it is important to work in ways agreed by your employer ▶ How to seek feedback, reflect on your actions, how to evaluate your work and create a personal development plan ▶ The importance of working well with others, your own health, wellbeing, resilience and that of colleagues; who or where to go for help and advice about anything related to your work or people you support; how to supervise others ▶ Behaviours expected from a role model; the principles of training and mentoring ▶ The importance of gathering service user views; ways to identify and escalate opportunities to provide a better or more effective service
Health, safety and security	<ul style="list-style-type: none"> ▶ Maintain a safe and healthy working environment, take appropriate action in response to incidents or emergencies, following local guidelines ▶ Move and position individuals, equipment and other items safely ▶ Undertake risk assessments ▶ Use a range of techniques for infection prevention and control, e.g. waste management, spillage, hand washing, use of Personal Protective Equipment (PPE) 	<ul style="list-style-type: none"> ▶ How to promote health and safety at work; what to do in situations that could cause harm; how to handle hazardous materials ▶ Move and position people, equipment or other objects safely in line with agreed ways of working ▶ The meaning of risk and risk assessment; how to recognise risk or hazards, undertake risk assessment, escalate where appropriate, operate safe systems of work ▶ The importance of a clean workplace; legislation, policies and local ways of working for the prevention of infection; personal hygiene, hand washing; the right use of PPE : gloves, aprons, masks; how infections start and spread; how to clean, disinfect and sterilise

Senior HCSW (Adult Nursing Support)

Senior adult nursing support workers look after adults in a range of settings, duties will vary accordingly. In most instances your supervisor will be a registered nurse. Some people you support have short term needs; e.g. they have sustained an injury. Others may have long-term conditions which affect them every day, all their lives e.g. asthma, diabetes, cancer, heart disease, dementia, depression, stroke or arthritis. Many

people suffer from more than one condition e.g. an older person who has sustained a fall and has a wound that needs regular dressing, may also have heart disease. Some people will need round the clock care, being able to do very little for themselves, requiring you to look after all their personal needs including feeding, washing, going to the toilet as well as carrying out clinical tasks like checking their blood pressure or pulse.

	You will be able to	You will know and understand
Assist with clinical tasks	<ul style="list-style-type: none"> ▶ Assist nurses with delegated clinical tasks ▶ Undertake a range of physiological measurements on adults ▶ Assist with tissue viability risk assessments ▶ Assist with caring for wounds ▶ Obtain and test samples and other specimens ▶ Support frailty, end of life care ▶ Contribute to discharge from services ▶ Monitor and maintain the environment, equipment and resources; perform first line calibration on clinical equipment and manage stock control ▶ Recognise limitations in mental capacity and respond appropriately <p>Other clinical tasks are determined by your local work setting and policies e.g.: support people to receive medication or non-oral treatments; monitor the effects of medication; care for stomas; take ECGs; care for individuals with catheters or nasogastric tubes; carry out screening activities e.g. hearing or vision; monitor swallowing, prepare or carry out extended feeding techniques.</p>	<ul style="list-style-type: none"> ▶ Which clinical tasks you will routinely be expected to carry out within your role ▶ The range of physiological states that can be measured including body temperature, height, weight, blood pressure, pulse, urinary output, breathing rate, oxygen saturation, and blood sugar levels; the types of equipment used for measuring physiological states in adults and how to check they are in working order ▶ The importance of skin integrity and how to check it ▶ How to care for wounds ▶ How to take and test venous and capillary blood and other specimens ▶ What is meant by frailty; the end of life phase and factors which impact on the care of the dying or deceased ▶ The discharge process, the availability and services offered by the extended health and social care system ▶ Where to source equipment and resources ▶ The importance of early diagnosis in relation to dementia and other cognitive issues; why depression, delirium and the normal ageing process may be mistaken for dementia
Activities of daily living	<ul style="list-style-type: none"> ▶ Support adults to develop and maintain skills for everyday life, continuing recommended therapies and activities and encouraging them to take responsibility for their own health and wellbeing; support carers to meet the needs of the adult; advise and inform adults on managing their own condition ▶ Support or enable adults to eat, drink ▶ Support or enable adults to wash and dress and use the toilet ▶ Support adults to be mobile, rest, sleep, keep safe or express their sexuality 	<ul style="list-style-type: none"> ▶ Approaches to promoting health and wellbeing; a range of long term conditions and the impact they may have on a person's physical and mental health and well-being; which long term conditions you are most likely to support in your role; the activities of daily living and ways in which you can support individual's to maintain and improve them ▶ The effects of poor nutrition and dehydration ▶ How to wash, dress and support an adult to use the toilet; ways to manage situations in which the adult cannot do these things for themselves ▶ How to help adults to be mobile and the importance of rest and sleep
<p>Qualification: Apprentices will need to complete a Level 3 Diploma in Clinical Healthcare Support prior to completion of the Apprenticeship.</p>		

Independent End Point Assessment

The end point assessment will only commence once the employer, apprentice and C2C Trainer are confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and clearly evidenced by the on-programme progression review meetings and records. The independent end assessment ensures that all apprentices consistently achieve the industry

set professional standard and can commence at any point once the apprentice is competent after the minimum period of learning and development. Prior to independent end assessment the functional skills English and maths components of the apprenticeship must be successfully completed.

Summary of independent end point assessment process

The end point assessment includes the following components:

Multiple choice & short answer test

The multiple choice questions cover the core knowledge:

- ▶ Health and well-being
- ▶ Duty of care and candour, safeguarding, equality and diversity
- ▶ Person centred care and support
- ▶ Communication
- ▶ Personal, people and quality improvement
- ▶ Health, safety and security.

The short answer questions cover these knowledge requirements:

- ▶ Assist with clinical tasks
- ▶ Activities of daily living.



Observation of practice

The observation of practice is undertaken in the workplace to assess higher level skills and behaviours. During the observation of practice the apprentice must be able to:

- ▶ Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences
- ▶ Show respect and empathy for those you work with, have the courage to challenge areas of concern, be adaptable, reliable and consistent
- ▶ Show discretion, resilience and self-awareness
- ▶ Assist registered healthcare practitioners with clinical tasks, working to best practice and following care plans
- ▶ Communicate effectively using a range of techniques, observe and record verbal and non-verbal communication
- ▶ Follow the principles for equality, diversity and inclusion
- ▶ Demonstrate what it means in practice to promote and provide person centred care and support
- ▶ Work as part of a team, seek help and guidance when you are not sure
- ▶ Maintain a safe and healthy working environment
- ▶ Move and position individuals, equipment and other items safely
- ▶ Use a range of techniques for infection prevention and control, e.g. waste management, spillage, hand washing, use of Personal Protective Equipment (PPE).



Learning journal and interview

The learning journal is completed by the apprentice in the 3 months leading up to the end point assessment.

The journal must contain a minimum of 3 reflective accounts completed by the apprentice which demonstrate their learning and application of knowledge in practice, their values and behaviours.

The apprentice is required to evidence these knowledge and skill requirements:

- ▶ Assist with clinical tasks
- ▶ Activities of daily living.

The interview takes the form of a professional discussion to enable the apprentice to further showcase their knowledge, skills and behaviours from across the Standard. The assessor selects the areas they wish to explore with the apprentice after reviewing responses to the multiple choice test, the learning journal and the outcome of the observation of practice.



Independent end point assessment organisations

Approved assessment organisations are registered on the SFA Register of apprenticeship assessment organisations. Assessment organisations are responsible for ensuring assessments are conducted fairly and that assessments are valid, reliable and consistent. To access the list and find an assessment organisation visit: <https://www.gov.uk/government/publications/using-the-register-of-apprentice-assessment-organisations>.

The employer will approve and appoint the assessment organisation to undertake the independent end assessment of the apprentice.



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