

# Clinical Healthcare Programmes

*by the health and social care training experts*

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# About us

t2 group is the leading specialist provider of Apprenticeships in the Health and Social Care Sector in the UK, employing the best team of expert tutors, trainers and assessors in the industry.

Our unique LARA delivery methodology has been refined by us over the last 25 years specifically for the sector, utilising experiential learning combined with one to one coaching. This methodology enables your learners to develop new skills quickly and effectively and then apply and reflect on them in their everyday practice. This advanced approach to learning leads to sustained changes in behaviour, building your organisational capability and driving measurable improvements in performance.



**LEARN** anywhere, anytime through online blended learning resources and activities

**APPLY** new knowledge and skills in work supported by our expert tutors, trainers and assessors

**REFLECT** on what has worked, what hasn't and how to improve this in the future

**ADAPT** your internal thought processes and workplace application leading to sustained changes in your behaviour



*Learners make rapid progress in developing their care skills, with many showing significant improvements from their starting point in a very short space of time*



# Understanding your needs

Our programmes begin with a project scoping session with an Account Director or Senior Relationship Manager to ensure the 'right fit'. Establishing and maintaining good, strong working relationships with our clients is at the very heart of what we do.

We will meet with your nominated organisational lead or manager responsible for training to gain an understanding of your business needs and exactly what you require from your learning programmes. We will work with you to set realistic expectations of exactly what the programme can and can't do.

All our Apprenticeship programmes **can be fully funded through your Apprenticeship Levy** or the government will contribute 95% of the cost if you are a non-levy payer



# Appointing the right team

We will then appoint a team of specialists based on your needs and requirements. We have over 200 expert Health and Social Care tutors, trainers and assessors based throughout England and Wales.

All of our team are fully employed by t2 group; to ensure the quality of our delivery, we never use freelance or subcontracted staff to deliver our programmes. Your team will include the following:

## Delivery Team

Responsible for providing one to one expert training, coaching and assessment support

Operations  
Manager

Team Leader

Tutors,  
trainers and  
assessors

## Quality Team

Responsible for ensuring that the high-quality of our delivery meets your precise needs

Curriculum and  
Quality Lead

Lead Internal  
Quality Assurer

Internal Quality  
Assurers

## Customer Experience

Responsible for enrolling learners and gaining impartial feedback on your experience

Account  
Director

Account  
Manager

Customer  
Experience  
Manager

# Bespoke learning programmes

Your learners will be seamlessly enrolled onto their programmes through our digital enrolment process by your Account Manager; if required, we can arrange learner briefing sessions to answer any questions they may have in advance.

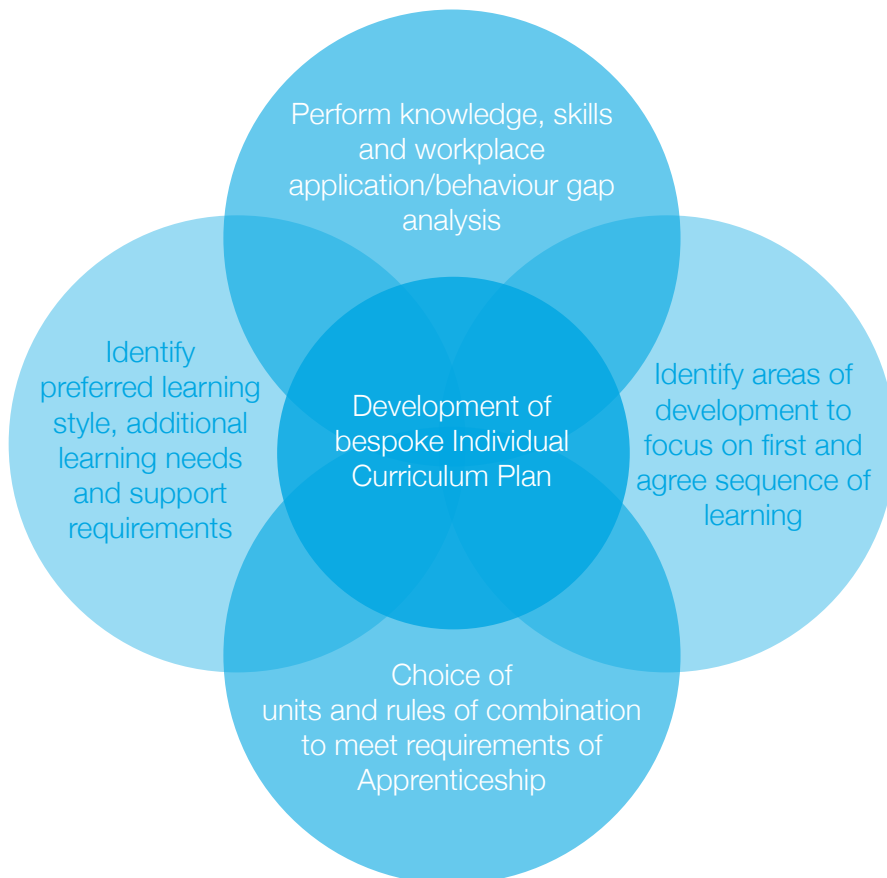
Their dedicated tutor will then arrange a one to one meeting to offer impartial information, advice and guidance. They will also deliver an induction to the programme and develop the bespoke learning plan.



# Individual Curriculum Plans

The tutor will work with your learner and their line manager to identify their precise needs and requirements for the programme, skilfully guiding them through the wide range of optional units available to develop an Individual Curriculum Plan.

The Individual Curriculum Plan will include key milestones and monthly reviews of progress throughout. Learners will be introduced to their bespoke coaching wheel; a visual representation of their knowledge and skills at their starting point. This will be updated throughout the programme as knowledge and skills develop.



*Learners and apprentices develop their skills to meet exacting sector standards. In many cases, the level of skills gained exceeds the requirements of their qualifications; this is particularly the case with Health and Social Care programmes*



# Flexible, high-quality delivery

Your dedicated tutor will provide live virtual workshops monthly to develop each learner's knowledge and skills through the programme.

The workshops can be viewed on any desktop or mobile device and are stored in The Learning Room, our virtual learning environment. Each learner has password protected access to their own section of the virtual learning environment so they can review previously recorded webinars and support materials on all aspects of their learning.





# One to one expert support

One to one expert support is provided when and how you need it - face to face, through video calls and telephone, supported by email and SMS.

Your tutor will arrange a one to one training and coaching session with each individual learner every month.

Our tutors also conduct a LARA (learn, apply, reflect, adapt) session with each learner every month, consolidating their learning and practice. This results in a detailed action plan of learning for the forthcoming month.

All of our delivery staff are fully qualified, occupationally competent tutors, trainers and assessors approved by City and Guilds to deliver the full requirements of each Apprenticeship Standard.



*Assessors engage with apprentices well. They develop a good mutual rapport which supports apprentices' learning. Apprentices value their training programmes; they are motivated to complete their planned actions and make progress in their careers. They enjoy their learning, and most exceed their own initial expectations of what they can achieve*



# Preparation for End Point Assessment (EPA)

Once your tutor has completed all aspects of the on-programme training, coaching and assessment, a Gateway meeting will be arranged. This is a meeting to agree that the learner is ready to be put forward for EPA.

Thorough EPA preparation will be provided by your tutor including mock observations, professional discussions and situational judgement tests to ensure your learner is fully prepared and ready for EPA.



# Feedback on progress throughout

Every month, a learning review will be completed with each learner by their tutor to measure the intent, implementation and impact of the Individual Curriculum Plan.

This is a triangulated review to ensure that the learning is meeting your needs and requirements. All progress for each learner is stored in our i-learn platform, an on-line portal which enables our learners and employers to easily view a range of learning and development targets in relation to their programme. Your dedicated Account Manager will contact you every month to gain impartial feedback on your experience and provide any additional support you may require.





# Level 2 Healthcare Support Worker

DURATION  
**14**  
MONTHS

Healthcare Support Workers (HCSWs) work as part of a team providing high-quality and compassionate care to individuals. You will carry out well-defined routine clinical duties like monitoring an individual's conditions (by checking things like blood pressure, temperature or weight), checking on their overall progress, comfort and wellbeing.

Depending on where you work, you may also help them to eat, drink, wash, dress or go to the toilet. You will prepare individuals for healthcare activities carried out by other members of the healthcare team, looking after them before, during and/or after those activities in line with their care plan. You will also carry out non-clinical duties and, depending on where you work, this could include things like keeping records, making beds, tidying up your work area, returning or cleaning the equipment used during a clinical activity. You will be able to address straightforward problems in your day to day work, reporting concerns and changes to the appropriate person in a timely manner. HCSWs work in a range of healthcare settings and your team may include workers from both Health and Social Care. You will report to a registered healthcare practitioner who will directly or indirectly supervise your work.





## Programme content

### Learning (knowledge)

#### Communication

- Why it is important to communicate effectively at work
- How to communicate with individuals that have specific language needs or wishes
- Ways to make yourself understood
- How to reduce problems with communication
- Legislation, policies and local way of working about handling information
- How to keep information confidential
- Why it is important to record and store patient information securely
- What to do if you think information is not secure

#### Health intervention

- How to do routine clinical tasks (e.g. check blood pressure, temperature, weight etc.) delegated from a registered nurse or other health professional
- The signs and symptoms of a person who is experiencing pain or discomfort
- How to promote a person's physical health and wellbeing
- How to support a person's comfort and wellbeing
- The importance of hydration, nutrition and food safety
- What the activities of daily living are and which ones you are expected to support in your role
- The signs of a person whose health and wellbeing is deteriorating and how to report changes and deterioration

#### Person-centred care and support

- What it means to give 'person-centred care and support'
- Why it is important to get consent, even when it is difficult
- Why it is important to get people actively involved in their own care
- Why it is important to give people choices about their care
- Why treating people as valuable and unique individuals makes a big difference to how they feel

#### Dementia, cognitive health issues, mental health

- The main forms of mental ill health and their impact on people's lives and how to promote mental health and wellbeing

- The possible signs of limitations in mental capacity and what to do when you notice them
- The possible signs of mental health, dementia and learning disability in people
- Why depression, delirium and the normal aging process may be mistaken for dementia
- The importance of early diagnosis in relation to dementia and other cognitive issues
- How to report changes or deterioration

#### Basic life support

- How to perform basic life support

#### Physiological measurements

- The range of physiological states that can be measured including body temperature, weight, height, blood pressure, pulse and breathing rate
- The normal range of physiological measurements

#### Personal and people development

- Your role, and the responsibilities and duties of your role
- Why it is important to work in ways that have been agreed by your employer and to follow standards/codes of conduct
- Working relationships and the importance of working well with other people
- Where to go for help and support about anything related to your work
- The importance of personal development and how to reflect on your work
- How to create a personal development plan

#### Health, safety and security

- Legislation, policies and local ways of working which relate to health and safety at work
- Your responsibilities and the responsibilities of others relating to health and safety at work
- What to do in situations that cause harm to themselves and others

- How to handle hazardous materials and substances
- What to do when there is an accident or sudden illness

#### Duty of care

- The meaning of 'duty of care' and why it is important
- What support is available when you come across a difficult situation or when someone makes a complaint

#### Safeguarding

- Legislation, policies and local ways of working about Safeguarding and protection from abuse
- The signs of abuse and what to do if you suspect abuse
- How to reduce the chances of abuse as much as possible

#### Infection prevention and control

- Legislation, policies and local ways of working that help to prevent infection
- The meaning of 'risk' and 'risk assessment'
- The importance of good personal hygiene and handwashing
- How to select the right PPE (such as gloves, aprons and masks)
- How infections start and spread
- The importance of cleaning, disinfecting and maintaining a clean workplace to reduce the risk and spread on infection
- The meaning of 'antimicrobial resistance'

#### Moving and handling

- Why people and objects need to be moved safely
- How to move and position people safely
- How to move and handle equipment and other objects safely
- Agreed ways of working when moving people and how to identify any risks

#### Equality, Diversity & Inclusion

- Equality, Diversity & Inclusion legislation, policies and local ways of working
- Why equality is important and how discrimination can happen at work



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# Level 2 Healthcare Support Worker

## Application (skills)

### Communication

- Communicate effectively with individuals, their families, carers and healthcare practitioners using a range of techniques
- Keeping information confidential
- Handling information (record, report and store information) related to individuals in line with local and national priorities

### Health intervention

- Support individuals with long term conditions, frailty and end of life care
- Identify and respond to signs of pain or discomfort
- Promote physical health and wellbeing of individuals
- Assist with an individual's overall comfort and wellbeing
- Support individuals with activities of daily living

- Recognise deteriorations in health, long term conditions, physiological measurements, skin integrity and report appropriately
- Report any changes in physical health needs as appropriate

### Person-centred care and support

- Demonstrate what it means in practice to provide person-centred care and support

### Dementia, cognitive health issues, mental health

- Promote mental health and wellbeing
- Recognise limitations in mental capacity and respond appropriately
- Recognise and respond to signs of poor mental health for example dementia, depression, anxiety or other cognitive issues
- Recognise and report any deterioration in an individual's mental health

### Basic life support

- Perform basic life support for individuals using appropriate resuscitation techniques and equipment

### Physiological measurements

- Undertake a range of physiological measurements using the appropriate equipment including height, weight, temperature, pulse, breathing rate and blood pressure

### Personal and people development

- Take responsibility for, prioritise, and reflect on your own actions and work
- Work as part of a team, seeking help and guidance when you are not sure
- Maintain and further develop your own skills and knowledge through development activities
- Maintain evidence of your personal development
- Actively prepare for and participate in appraisal

### Health, safety and security

- Maintain a safe and healthy working environment
- Take appropriate action in response to incidents or emergencies following local guidelines

### Duty of care

- Follow the principles for implementing a duty of care
- Always acting in the best interest of individuals to ensure they do not come to harm

### Safeguarding

- Follow the principles of Safeguarding and protection

### Infection prevention and control

- Use a range of techniques for infection prevention and control including waste management, hand washing and the use of Personal Protective Equipment (PPE)

### Moving and handling

- Move and position individuals, equipment and other items safely

### Equality, Diversity & Inclusion

- Follow the principles of Equality, Diversity & Inclusion

## End Point Assessment

To achieve this Apprenticeship the Clinical Healthcare Tutor, learner and employer will agree when all aspects of on-programme training, coaching and assessment have been met.

At this point the learner will be put forward for EPA with an independent EPA Organisation of their choice. The EPA will typically involve a multiple-choice test, observation of practice and an evidence portfolio with interview.

### Qualifications included in this Apprenticeship

- Level 2 Healthcare Support Worker Apprenticeship Standard
- Level 1 Functional Skills English and maths (if required)

### Progression

This Apprenticeship provides an ideal entry into the occupation and supports progression within the sector.



*Apprentices develop good work-related skills, as well as broader qualities such as reliability and increased self-confidence. These newly acquired skills support them in becoming valued team members in busy Health and Social Care settings from early on in their course*



# Level 3 Senior Healthcare Support Worker



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 care 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.

All learners are required to complete the Core content and then a range of optional content which can be chosen depending on a learner's job role. Optional content includes:

- Adult nursing support
- Maternity support
- Theatre support
- Mental health support
- Allied health professional – therapy support





## Programme content - Core

### Learning (knowledge)

#### Health and wellbeing

- 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 health 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 where 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, Diversity & Inclusion

- Legislation, policies and local ways of working about duty of care, candour, raising concerns, Safeguarding / protection from abuse, Equality, Diversity 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

- Why it is important to gain consent, 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

#### Communication

- 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

- 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

- 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 /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, handwashing; the right use of PPE : gloves, aprons, masks; how infections start and spread; how to clean, disinfect and sterilise



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# Level 3 Senior Healthcare Support Worker

## Application (skills)

### Health and wellbeing

- 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

### Duty of care and candour, Safeguarding, Equality, Diversity & Inclusion

- Follow the principles for Equality, Diversity & Inclusion
- Implement a duty of care and candour
- Safeguard and protect adults and children; promote the principles to others

### Person-centred care, treatment and support

- 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

### Communication

- 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

### Personal, people and quality improvement

- 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 appraisals

- 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

### Health, safety and security

- 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)

Depending on job role, in addition to the Core, learners will choose one of the following pathways:

### Option 1

Senior HCSW (Adult Nursing Support)  
page 20

- Assist with clinical tasks
- Activities of daily living

### Option 2

Senior HCSW (Maternity Support)  
page 20

- Assist with clinical tasks
- Assist with caring for babies
- Support mothers and birthing partners

### Option 3

Senior HCSW (Theatre Support)  
page 22

- Assist with healthcare practitioners with delegated clinical tasks
- Support individuals
- Equipment and resources

### Option 4

Senior HCSW (Mental Health Support)  
page 23

- Assist with delegated clinical tasks and therapeutic interventions
- Support individuals
- Risk assessment and risk management

### Option 6

Senior HCSW (Allied Health  
Profession – Therapy Support) page 24

- Assist with delegated therapeutic or clinical tasks and interventions
- Support, educate and enable individuals with their health and wellbeing
- Equipment and resources

# Level 3 Senior Healthcare Support Worker

## Option 1 - Senior HCSW (Adult Nursing Support)

### Assist with clinical tasks

#### Learning (knowledge)

- 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

#### Application (skills)

- 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
- Other clinical tasks are determined by your local work setting and policies eg: 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 eg hearing or vision; monitor swallowing, prepare or carry out extended feeding techniques

### Activities of daily living

#### Learning (knowledge)

- 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 wellbeing; 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 individuals 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

#### Application (skills)

- 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

## Option 2 - Senior HCSW (Maternity Support)

### Assist with clinical tasks

#### Learning (knowledge)

- Your role in deliveries including cleaning, filling and maintaining the birthing pool to correct temperature, maintaining the birthing environment and resources
- Possible signs of mental ill health and depression and the potential impact of pregnancy, labour, delivery or parenthood
- Your role in antenatal and postnatal health education
- 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 normal ranges and how to report deviations; the types of equipment used for measuring physiological states in adults and how to check they are in working order, as well as recording all findings accurately
- How to take and test venous and capillary blood and other specimens
- Ways to position individuals for ultrasound scanning
- How to lay up trolleys for instrumental deliveries, opening packs, gathering equipment and disposal; how to support the midwife to prepare women for caesarean section and care for them post-operatively, including measuring for TED stockings, providing a gown, positioning them and undertaking physiological measurements
- First aid and resuscitation techniques for babies
- 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; reasons why a urethral catheter is in place and the importance of regular monitoring

#### Application (skills)

- Assist the maternity team with delegated clinical tasks
- Recognise any deterioration in mental and emotional wellbeing and respond appropriately
- Assist the midwife with teaching bathing, breastfeeding, parenting skills and post-natal exercises



- Undertake a range of physiological measurements using the appropriate equipment
- Obtain and test venous and capillary blood samples and other specimens
- Assist other practitioners with performing ultrasound scans
- Provide support to other practitioners with instrumental deliveries
- Carry out emergency First Aid and assist midwife with neonatal resuscitation
- Support women with general personal hygiene, carrying it out for those unable to, including care for women with urethral catheters

### **Assist with caring for babies**

#### **Learning (knowledge)**

- Local security procedures
- The range of physiological states that can be measured including body temperature, weight, breathing rate, heart rate and oxygen saturation; the normal ranges and how to report deviations; the types of equipment used for measuring physiological states in babies and how to check they are in working order
- The routine health baby observations including cord care, eye care, oral hygiene, checking stools and recognising and reporting potential signs of neonatal jaundice
- Ways to care for the nutritional needs of babies including supporting women to breastfeed, the position and comfort of breastfeeding; the position and attachment of baby; how to use a breast pump or hand express; how to assist with syringe feeding of expressed milk; how to sterilise equipment; cup and bottle feeding, the preparation of formula milk as necessary

#### **Application (skills)**

- Identify baby and provide wristband or label in line with local security procedures
- Undertake a range of physiological measurements on babies using the appropriate equipment including weight, temperature, breathing rate, heart rate and oxygen saturation

- Care for the physical needs of babies undertaking routine healthy baby observations and reporting any abnormalities
- Support parents to meet the hygiene and nutritional needs of baby

### **Support mothers and birthing partners**

#### **Learning (knowledge)**

- Ways to interact and care for babies including promoting skin to skin contact
- How to provide advice and information on feeding, parenting skills, family adjustments, nutritional health, smoking cessation and promoting the overall health and wellbeing of mothers and babies; ways to support bereaved families and where to direct families to for further advice and support; how to assist with photographing and creating memories as required

#### **Application (skills)**

- Support parents/carers to interact with and care for their newborn baby
- Provide reassurance to mothers and birthing partners, working in partnership with families to support individuals



# Level 3 Senior Healthcare Support Worker

## Option 3 - Senior HCSW (Theatre Support)

### Assist healthcare practitioners with delegated clinical tasks

#### Learning (knowledge)

- Factors that affect the choice of site for the attachment of surgical instruments; how to use skin preparation agents and surgical drapes; ways to position individuals for surgery
- Pre and post-operative checks including: identification, operation site marking and pregnancy; the steps for safer surgery
- The theatre team, its protocols and how it fits within the organisational structure
- The range of physiological states that can be measured including body temperature, blood pressure, pulse, urinary output, breathing rate and oxygen saturation and how anaesthesia may affect them; advocacy for the unconscious and conscious patient; chaperoning; how surgery may impact on an individual's mental capacity
- The purpose for recording an individual's body fluid; factors that affect input and output and wound drainage
- Potential hazards; how to report issues; common adverse reactions to anaesthesia; how to report deviations from normal; standard precautions for infection prevention and control: ways to avoid compromising and actions to take when there is a breakdown in the sterile field
- Types and uses of containers and transport, procedures for labelling, handling, dispatching recording and reporting for clinical specimens and blood products
- How different beliefs and cultures may affect pre and post-operative surgery, including disposal of body parts and preparation for planned surgery and the organ donor process; the end of life phase and factors which impact on the care of the dying or deceased

#### Application (skills)

- Provide support to the surgical team when preparing and delivering operative and invasive procedures; perform the non-scrubbed circulating role; position individuals
- Complete pre and post-operative checklists
- Take part in team briefing, patient sign in, timeout, sign out and debriefing

- Undertake a range of physiological measurements on adults, babies or children using the appropriate equipment
- Measure and record an individual's body fluid balance
- Prepare the clinical environment, provide support for pre and post-operative anaesthesia and recovery
- Assist in receiving, handling and dispatching clinical specimens or blood products
- Support end of life care and care of the deceased

### Support individuals

#### Learning (knowledge)

- Ways to keep the individual informed of what is happening, why and who is involved; verbal and non-verbal indicators to determine an individual's ability to move independently; the effects of pre-medication and anaesthesia
- Safe moving and handling techniques that maintain an individual's privacy and dignity

#### Application (skills)

- Act as an advocate for the unconscious and conscious patient who could be a baby, child or adult; provide reassurance before, during and after surgery
- Transport individuals, checking correct documentation goes with them and that any equipment used is cleaned and returned

### Equipment and resources

#### Learning (knowledge)

- The types, purpose and function of surgical instruments and supplementary items used in theatre
- How to identify, measure, account for and record items and sharps used; local policy and procedure for instrument counts and what to do if a swab, sharp, instrument or other disposable item is missing; cost implications of how items used during surgery and surgery time may influence the overall commissioning of surgical procedures

#### Application (skills)

- Prepare and provide surgical instrumentation and supplementary items for the surgical team
- Carry out counts for swabs, sharps, instrument and disposable items





## Option 4 - Senior HCSW (Mental Health Support)

### Assist with delegated clinical tasks and therapeutic interventions

#### Learning (knowledge)

- Current legal policy and service frameworks for mental health (eg Mental Capacity Act, Deprivation of Liberty Safeguards and Mental Health Act); the impact they have on interventions including: rights of people using services or giving formal or informal support, the role of advocacy
- 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, how to check they are in working order
- A range of communication techniques relevant to mental health situations, including dealing with barriers to communication and conflicting opinions, powerful emotions, past experiences, delusions, hallucinations, confusion, stereotypes and assumptions, medication or substance misuse, environment, personality clashes, unrealistic expectations, issues of power or control, cultural differences, overload, organisational dynamics
- The nature of mental health wellbeing; the main forms of mental ill health according to the psychiatric (DSM/ICD) classification system: mood, personality, anxiety, psychotic, substance-related, eating, cognitive disorders, trauma; positive or negative impacts mental ill health may have: psychological, emotional, practical, financial, social exclusion
- Main interventions in mental health, including their strengths and limitations, adhering to national guidelines; the key principles and factors for choosing them; the benefits of early intervention

#### Application (skills)

- Assist registered practitioners with delegated mental health tasks and therapeutic interventions in line with current legislation and policy
- Undertake a range of physiological measurements on adults
- Apply specific communication skills to build and sustain relationships with individuals and carers being aware of where barriers may exist; observe and record verbal and non-verbal communication, recognising how it may be relevant to the individual's condition

- Implement strategies to promote mental wellbeing; implement strategies to support individuals with mental ill health
- Identify ways mental health may be affecting an individual's emotions, thinking and behaviour and respond accordingly
- Observe, record and report changes; use proactive approaches to manage behaviour which challenges

### Support individuals

#### Learning (knowledge)

- The needs of people with mental ill health and those supporting them at key stages and through times of change or transition e.g. when they first develop mental health problems, if they go into psychiatric care, over the long term; how and when to refer; the impact of the individual's mental ill health on their life, family, friendships, ability to work and actively participate in society a range of coping strategies and skills; sources of specialist support including: other services, interpreters, translators, speech therapy, psychologists, advocacy, equipment and communication aids

#### Application (skills)

- Take an active approach in supporting service users or carers to manage their condition, including during change and transitions, recognising the impact of mental ill health on them and others enable and empower individuals to actively participate in society
- Promote a recovery based approach enabling the individual to manage their condition

### Risk assessment and risk management

#### Learning (knowledge)

- Risk factors eg risk of harm to self or others, being harmed by others (including mental health services), a range of triggers which may occur and the impact of the environment
- Prevention and risk reduction strategies, including suicide, behaviours which challenge, substance misuse, self-neglect
- Ways to review/protect own mental health and wellbeing

#### Application (skills)

- Identify situations when you need additional support to communicate and build relationships
- Involve carers and family members in risk management processes

# Level 3 Senior Healthcare Support Worker

## Option 6 - Senior HCSW (Allied Health Profession – Therapy Support)

### Assist with delegated therapeutic or clinical tasks and interventions

#### Learning (knowledge)

- Basic human anatomy and physiology
- Which therapeutic or clinical tasks and interventions you will routinely be expected to carry out within your role including standard approaches to identify, manage, rehabilitate or maximise an individual's function
- Local clinical risk assessments and management plans relevant to the setting
- The impact of the stages of growing, developing and ageing on physical and mental function and wellbeing; what is meant by frailty; the end of life phase; the impact of disease progress

- The referral and discharge process, the functions, availability, eligibility and limitations of wider services offered within and external to your organisation and how to signpost people to them
- How to assess that the environment is appropriate for the therapeutic or clinical task
- The potential impact of difficulties or impairments (e.g. cognitive, perceptual, physical, emotional, social) on someone's ability to function in their environment; how to adapt or change a task to promote participation; the impact of mental health on a person's functioning; how someone's overall wellbeing or underlying condition may affect the way they present and how to adapt accordingly

#### Application (skills)

- Assist registered practitioners with delegated therapeutic or clinical tasks and interventions in line with current legislation and policy
- Assist with clinical risk assessments
- Contribute to referrals to or discharge from services
- Monitor and maintain the environment
- Recognise the impact of mental or physical capacity, a health condition, learning disability or overall wellbeing on the therapeutic or clinical task or intervention and adapt as appropriate
- Enable individuals to meet optimum potential
- Record interventions and progress against defined outcome measures
- Other tasks are determined by your local work setting and policies

### Support, educate and enable individuals with their health and wellbeing

#### Learning (knowledge)

- The care planning process, the main interventions in relation to physical and mental wellbeing, national guidelines and the anticipated outcomes following your intervention
- Ways to enable independence, social integration and recovery; how to encourage self-management, emotional resilience, personal development or growth and ways to avoid relapses. Skills for everyday life as determined by your role and setting

- Your role in allied health profession support education; how to provide information and advice; the fundamentals of group work and presentation skills, ways to monitor progress and report or refer as required
- Local activities and resources and how to signpost people to them e.g. social, education, work etc

#### Application (skills)

- Provide support in line with care plans
- Enable individuals and their carer or family to participate in care plans, where appropriate encouraging independence and self-reliance, promoting self-management and skills for everyday life
- Enable health and wellbeing by supporting or facilitating individual or group sessions
- Support people to engage in the community and access activities or resources in line with their treatment goals

### Equipment and resources

#### Learning (knowledge)

- A range of equipment, assistive devices and resources used in your role; why and how it is used and the limitations; benefits and risks; when equipment should not be used; maintenance and cleaning; storage, and correct handling of equipment; how to access, order, maintain or monitor stock
- How the equipment is used safely; how it can meet individuals' needs and be adapted within a given range
- How to escalate that equipment is required or does not meet needs including how to report faults and contribute to maintenance and safety checks
- The equipment and resources available to you; the client group you work with and how the equipment can be used for them including the types, purpose and function of the resources available and the criteria for provision of equipment

#### Application (skills)

- Identify, order or fit a defined range of equipment or resources; demonstrate or teach safe and appropriate use of equipment
- Identify when equipment, or its use, is unsafe, adapting within a given range or escalating
- Use equipment and resources therapeutically in a safe, effective way in line with local policy and procedure





### End Point Assessment

To achieve this Apprenticeship, the Clinical Healthcare Tutor, learner and employer will agree when all aspects of on-programme training, coaching and assessment have been met.

At this point the learner will be put forward for EPA with an independent EPA Organisation of their choice. The EPA will typically involve a multiple-choice test, observation of practice and a professional discussion.

### Qualifications included in this Apprenticeship

- Senior Healthcare Support Worker Apprenticeship Standard
- City and Guilds Level 3 Diploma in Healthcare Support
- Level 2 Functional Skills English and maths (if required)

### Progression

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



*Careers guidance is helpful in allowing all learners to make informed choices about their next steps in employment and education. As a result, progression rates to the next levels of training or apprenticeship are high, with significant numbers moving into management positions or on to nursing degrees*



# Level 5 Healthcare Assistant Practitioner

DURATION  
**18-24**  
MONTHS

Assistant Practitioners work as part of the wider Health and Social Care team and have direct contact with patients, service users or clients providing high-quality and compassionate care. Assistant Practitioners work at a level above that of Healthcare Support Workers and have a more in-depth understanding about factors that influence health and ill-health (e.g. anatomy and physiology).

Examples of common work activities include assisting in total patient assessment, coordination of care (including referrals to other practitioners) and higher clinical skills such as catheterisation, wound care and discharge planning. Assistant Practitioners can be found working in a range of areas such as Cancer Services, Physiotherapy, Genito-Urinary Medicine, Orthopaedics, Hospice Care, Mental Health, Social Care, Community, Occupational Therapy, Learning Disabilities as well as hybrid roles which cross traditional occupational areas. Assistant Practitioners will therefore develop additional skills and knowledge based on their employer's requirements depending on the clinical or professional area within which they are working.



## Programme content

### Learning (knowledge)

#### The principles and philosophy of Health and Social Care

- Understand the relationship between health and wellbeing
- Understand the philosophy that impacts healthcare
- Understand the principles and impact of the biomedical, sociological, and psychosocial models
- Understand the holistic approach and impact of the biopsychosocial model for health and wellbeing

#### The physiology, organisation and function of the human body

- Understand the organisation of the human living cell, from its simplest level to the most complex level found in the human body
- Understand the principles of the human body systems
- Understand relevant policy, legislation and best practice for undertaking physiological measurements
- Understand anatomy and physiology associated with physiological measurements
- Assess the impact of lifestyle, culture, and family background on individual physiological measurements
- Understand the physiological state associated with blood pressure, pulse, temperature, respiration and oxygen saturation
- Be able to recognise a deteriorating patient
- Be able to support others taking physiological measurements

#### Lifespan developments and healthcare needs from prenatal to end of life/bereavement

- Understand individuals' health and well-being through lifespan
- Understand the stages and processes of human development
- Understand principles of care provision for individuals at different stages throughout lifespans

#### Research and development in the Health and Social Care sector to inform and improve quality of care

- Be able to justify a topic for research within services for Health and Social Care or children and young people
- Understand how components of research are used
- Be able to conduct a research project within services for Health and Social Care or children and young people
- Be able to analyse research findings

#### Provision and promotion of holistic person-centred care and support, duty of care and Safeguarding of individuals

- Understand the policies, procedures and practices for safe working with children and young people
- Understand how to respond to evidence or concerns that a child or young person has been abused or harmed
- Understand the legislation, regulations and policies that underpin the protection of vulnerable adults
- Be able to lead service provision that protects vulnerable adults

- Be able to manage inter-agency, joint or integrated working in order to protect vulnerable adults
- Be able to monitor and evaluate the systems, processes and practice that safeguards vulnerable adults

#### The importance of the strategic environment in Health and Social Care and the implications for the individual

- Understand the process for carrying out assessments of individuals health and wellbeing
- Be able to demonstrate a person-centred approach to assessment
- Be able to manage the assessment process
- Be able to respond to the outcomes of the assessment
- Be able to support and demonstrate to others how to undertake assessments within own scope of practice

#### The importance of current evidence-based practice within scope of the role

- Understand the context of quality assurance in a Health and Social Care or children and young people's setting
- Be able to implement quality standards in a Health and Social Care or children and young people's setting
- Be able to lead the evaluation of quality processes in a Health and Social Care or children and young people's setting



*Learners and apprentices develop their skills to meet exacting sector standards. In many cases, the level of skills gained exceeds the requirements of their qualifications; this is particularly the case with Health and Social Care programmes*



**All our Apprenticeship programmes can be fully funded through your Apprenticeship Levy or the government will contribute 95% of the cost if you are a non-levy payer**



# Level 5 Healthcare Assistant Practitioner

## Application (skills)

### Responsibilities and Duty of the Role

- Undertaking defined clinical or therapeutic interventions appropriately delegated by a Registered Practitioner

### Case Management

- Managing own work and case load and implementing programmes of care in line with current evidence, taking action relative to an individual's health and care needs

### Supervision and Teaching

- Allocating work to and supporting the development of others including supervising, teaching, mentoring and assessing other staff as required

### Personal Development

- Maintaining and further developing own skills and knowledge, and that of others through recognised Continuing Professional

Development (CPD) activities enabling flexibility in practice and responsiveness to changing service needs

### Teamworking

- Promoting effective inter-professional and multi-disciplinary team working with peers, colleagues and staff from other agencies and providing appropriate leadership within the scope of the role

### Assessment

- Providing holistic assessment of individuals, implementing programmes of care and modifying individualised care plans within their scope of practice

### Communication

- Communicating complex sensitive information to a wide variety of professionals through a variety of methods including the use of interpersonal skills, written and verbal effectiveness, accurate record keeping, keeping information confidential and appropriate use of technology and equipment for the role

### Person-centred Care and Wellbeing

- Promoting and understanding the impact of effective health promotion, empowering, healthy lifestyles such as movement and nutrition and fluid balance

### Physiological Measurements

- Undertaking physiological measurements as part of an assessment of an individual's healthcare status and following evaluation, making appropriate changes or recommendations to Care Plan
- Reporting changes to the Registered Practitioner when the nature of the change falls outside of the agreed scope of role

### Risk Management

- Using and promoting a range of techniques to prevent the spread of infection including hand hygiene, the use of Personal Protective Equipment (PPE) and waste management
- Promoting and maintaining a safe and healthy working environment, identifying and managing risks, including the assessment of moving and handling risks and understanding
- The nature of risk as it applies to the Safeguarding of vulnerable individuals

### Equality, Diversity & Inclusion

- Promoting and advocating Equality, Diversity & Inclusion (EDI)

### Quality

- Proactively making recommendations to improve the quality of service delivery



*All apprentices are very well prepared for their next step in their chosen industry, with a majority progressing to increased responsibility or promotion*



### End Point Assessment

To achieve this Apprenticeship, the Clinical Healthcare Tutor, learner and employer will agree when all aspects of on-programme training, coaching and assessment have been met.

At this point the learner will be put forward for EPA with an independent EPA Organisation of their choice. The EPA will typically involve a multiple-choice test, observation of practice and a learning journal and an interview.

### Qualifications included in this Apprenticeship

- Senior Healthcare Support Worker Apprenticeship Standard
- City and Guilds Level 5 Diploma for Assistant Practitioners in Healthcare
- Level 2 Functional Skills in English and maths (if required)

### Progression

For those Assistant Practitioners who wish to progress into Registered Practice, the Apprenticeship can provide credits into some Higher Education programmes aligned to professional registration

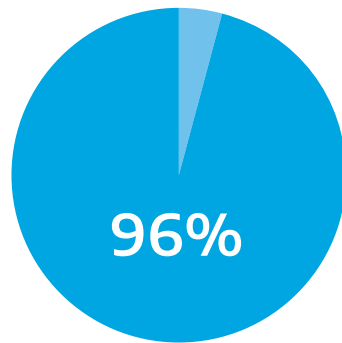




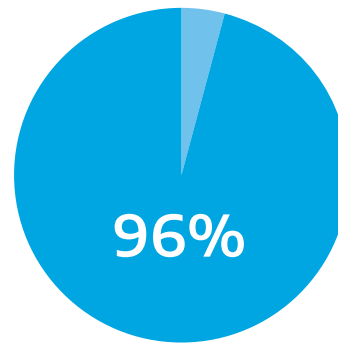
# What our clients say

Every year as an approved government training provider, impartial nationally collected and published performance indicator data measuring employer satisfaction is published by Ipsos MORI – Social Research Institute.

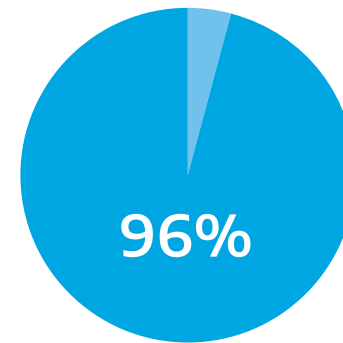
Our latest published feedback demonstrates why so many employers choose to partner with us. Percentage of employers who graded us as 'Excellent' in the following areas:



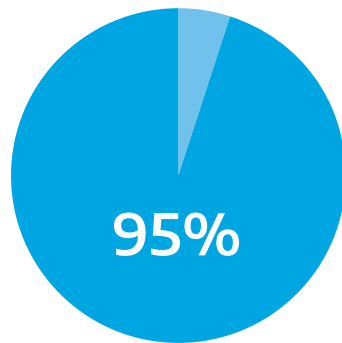
Training Provider Overall



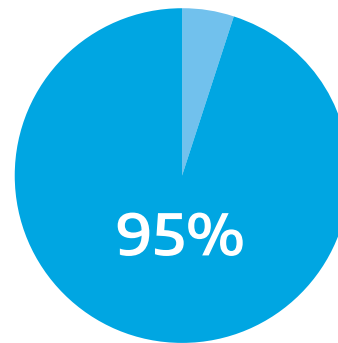
Quality of Training



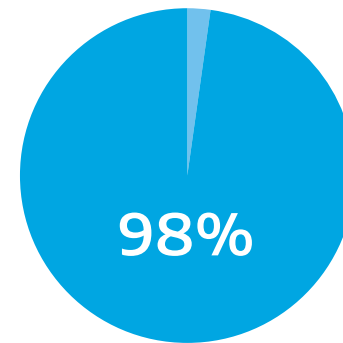
Delivering Up-to-Date Training



Professionalism of Staff



Sustainability of Training in Preparing for Job Role



Convenience of Training



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Level 5 Healthcare Assistant Practitioner

Level 3 Team Leader  
Level 5 Operations Manager

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