Level 3 Senior Healthcare Support Worker

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

DURATION 18 MONTHS

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 daycare unit, 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.

How we deliver this Apprenticeship

This Apprenticeship is delivered on a one to one basis in your workplace by your own dedicated expert Clinical Healthcare tutor.

They will meet with you every month (face to face or virtually) to provide teaching and training to help you develop new knowledge and skills and guide you through the programme.

They will then assess your competence by observing you applying the new skills at work and helping you develop a portfolio of evidence to prove you have met the requirements of the Apprenticeship.

Qualifications included in this Apprenticeship

- Senior Healthcare Support Worker Apprenticeship Standard
- City and Guilds Level 3 Diploma in Healthcare Support

Functional Skills

- Level 2 Functional Skills in English and maths (if required)

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.

Programme content

The knowledge and understanding you will develop

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

Assist with delegated therapeutic or clinical tasks and interventions

- 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

Support, educate and enable individuals with their health and wellbeing

- 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

Equipment and resources

- 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

Programme content

The skills you will learn to apply in your work

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)

Assist with delegated therapeutic or clinical tasks and interventions

- 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

- 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

- 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

Once you, your manager and your tutor feel you are ready you will be put forward for End Point Assessment. This will be with an external End Point Assessment Organisation of your choice.

The End Point Assessment will include multiple-choice test, observation of practice and a professional discussion. Your dedicated tutor will fully prepare you throughout the programme to ensure you have the confidence and necessary skills to meet the requirements of End Point Assessment.

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Values and behaviours
You will...

01 be caring and compassionate, honest, conscientious and committed

02 treat people with dignity, respecting individuals' diversity, beliefs, culture, values, needs, privacy and preferences

03 show respect and empathy to those you work with

04 have the courage to challenge areas of concern and work to best practice

05 be adaptable, reliable and consistent

06 show discretion

07 show resilience and self-awareness

Personal attributes and behaviours expected of all Healthcare Support Workers carrying out their roles

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What Ofsted said about our programmes at our last inspection:

" 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 "

Care, its what we do

For more information contact us at: 📞 029 2079 9133

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