

Level 3 Senior Healthcare Support Worker

Option 1 - Senior HCSW
(Adult Nursing 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, 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.

You are required to complete the Core content and then Adult nursing support content.

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 clinical tasks

- 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

- 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

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 clinical tasks

- 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 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

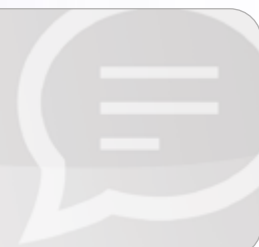
Activities of daily living

- 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

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.





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

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