

## Senior Healthcare Support Worker Apprenticeship Level 3

Study Mode: Apprenticeship | Course Level: 3

### Is this course right for me?

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

They provide high quality, compassionate healthcare, following standards, policies or protocols and always act within the limit of their competence.

You may work in a range of services eg hospital, community, health or daycase 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.

The senior healthcare support worker's duties are delegated in line with care plans. Not all duties are routine and they will need to use their knowledge, experience and understanding to take decisions within their area of responsibility. They are accountable for their own work and for reviewing the effectiveness of their actions.

A senior healthcare support worker will have experience of working in the sector and be able to demonstrate best practice and act as a role model and may supervise or guide less experienced staff in the team.

### Entry Requirements

Industry specific requirement - the apprentice must complete an induction which meets the 15 standards as set out in the Care Certificate.

### What will I learn?

#### CORE KNOWLEDGE, SKILLS AND BEHAVIOUR REQUIREMENTS

#### KNOWLEDGE

Apprentices will develop knowledge and understanding of:

Health and wellbeing:

- How to carry out routine and complex clinical or therapeutic tasks, the care plans and delegation protocols used within the organisation
- Types of information needed to collate when obtaining a client history, ways to record and share it
- Indicators for good physical and mental health in relation to the demographic of the individuals they are working with; 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
- 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
- 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:

- 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 and 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
- Signs of abuse, what to do if it is suspected, how to reduce the chances of abuse as much as possible

#### Person-centred treatment and support:

- Importance of gaining consent, how to undertake risk assessment in enabling a person-centred approach; why it is important to promote 'person-centred care, treatment and support'
- Importance of encouraging 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
- Importance of safety and clinical effectiveness; importance of managing relationships and boundaries with service users

#### Communication:

- Importance of promoting 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; importance of recording and storing information securely and confidentially; e-safety; audit process and how it relates to the role

#### Personal, people and quality improvement:

- Responsibilities and duties; the limits of competence and authority of self and those that are supervised; values of the organisation; legislation, standards, policies, protocols you should be adhered to; importance of work in ways agreed by the employer
- How to seek feedback, reflect on actions, evaluate work and create a personal development plan
- Importance of working well with others, own health, wellbeing, resilience and that of colleagues; who or where to go for help and advice about anything related to work or people being supported; how to supervise others
- Behaviours expected from a role model, the principles of training and mentoring

- 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
- Meaning of risk /risk assessment; how to recognise risk or hazards, undertake risk assessment, escalate where appropriate, operate safe systems of work
- 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

## SKILLS REQUIREMENTS

Apprentices will gain skills in the following areas:

#### 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
- Recognise limitations in mental capacity and respond appropriately
- Perform basic life support for individuals

#### Duty of care and candour, safeguarding, equality and diversity:

- 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

#### 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 competence and authority; ensure that anyone supervised acts within theirs'
- Take responsibility for, prioritise and reflect on own actions, work and performance; maintain and further develop own skills and knowledge, participate in appraisal
- Work as part of a team, seek help and guidance when 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, eg waste management, spillage, hand washing, use of Personal Protective Equipment (PPE)

## BEHAVIOUR REQUIREMENTS

Apprentices will demonstrate the following behaviours:

- Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences
- Show respect and empathy for those they work with
- Have the courage to challenge areas of concern and work to best practice
- Be adaptable, reliable and consistent,
- Show discretion, resilience, self-awareness and supervisory leadership

## How will I be assessed?

Throughout the programme the apprentice will receive expert training from highly qualified staff A qualified assessor will provide an induction and regular workplace assessments

## What can I do next?

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.

## Delivery

**Location:** Work-based & College

**Start Date:**

**Day:**

**Time:**

**Course Fee:**

**Course Code:** APPSHSUPW3

**Study Mode:** Apprenticeship

Apply online: [www.wolvcoll.ac.uk/apply](http://www.wolvcoll.ac.uk/apply)