

# SENIOR HEALTHCARE SUPPORT WORKER APPRENTICESHIP STANDARD

Standard Code ST0217  
Course Level 3  
Work Based  
Funding Level £3000  
Duration 21mths including EPA

## *Course Description*

Senior Healthcare Support Workers help registered practitioners deliver healthcare services to people. As an experienced support worker, you carry out a range of clinical and non-clinical healthcare or therapeutic tasks, under the direct or indirect supervision of the registered healthcare practitioner. You provide high quality, compassionate healthcare, following standards, policies or protocols and always acting within the limits of your competence. You may work in a range of services e.g. hospital, community, health or day case unit, birth centre or midwifery led unit, someone's home, operating theatre, nursing or care home, assessment centre, hospice, school, prison, GP surgery, charity or voluntary organisation; working in partnership with individuals, families, carers and other service providers.

### **There are six occupational routes available:**

- Adult Nursing Support
- Maternity Support
- Theatre Support
- Mental Health Support
- Children and Young People Support
- Allied Health Profession – Therapy Support

## *Off the Job Training*

A key requirement of an Apprenticeship is Off-the-job training. This must make up at least 20% of the apprentice's contracted hours, over the total duration of the apprentice's planned training period. Off-the-job training must be directly relevant to the apprenticeship standard and must take place within the apprentice's normal working hours.

The new learning must be documented and reflected on through the Learner Journal on their e-portfolio.

## **Entry Requirements**

The Apprentice will need to be in a relevant role and show a willingness to undertake the knowledge, skills and behaviours required. They will also need to have Level 2 Maths and English (GCSE at Grade 4/C or above or equivalent) or be prepared to attend a block study period for Maths and English if this is required.

Apprentices may be required to attend an interview and undertake relevant skills assessments.

Once they have been accepted on to the programme all apprentices will be required to attend a Lincoln College Induction. Apprentices will require access to a tablet/computer to access their e-portfolio.

## **Knowledge, Skills and Behaviours**

### **KNOWLEDGE**

The Apprentice will know and understand:

#### **Health and Wellbeing**

- How to carry out routine and complex clinical or therapeutic tasks.
- The types of information you need to collate when obtaining a client history, ways to record and share it.
- The indicators for good physical and mental health in relation to the demographic of individuals you are working with.
- How to support a person's comfort and wellbeing.
- The main types of mental ill health and their impact on people's lives.
- External factors, adapting from childhood to adulthood, depression, delirium or the normal ageing process may be mistaken for mental ill health.
- 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.
- 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 chance of abuse as much as possible.

#### **Person Centred Care, Treatment and Support**

- Why it is important to gain consent even when difficult.
- Why it is important to encourage people to be actively involved in their own care or treatment.
- Why safety and clinical effectiveness are important.

## **Communication**

- Why it is important to promote effective communication at work.
- How verbal and non-verbal communication may relate to an individual's condition.
- Legislation, policies and local ways of working about handling information.

## **Personal, People and Quality Improvement**

- Your responsibilities and duties, the limits of your competence and authority.
- How to seek feedback, reflect on your actions, how to evaluate your work.
- The importance of working well with others.
- Behaviours expected from a role model; the principles of training and mentoring.
- The importance of gathering service user views.

## **Health, Safety and Security**

- How to promote health and safety at work.
- Move and position people, equipment or other objects safely in line with agreed ways of working.
- The meaning of risk/risk assessment.
- The importance of a clean workplace.

## **SKILLS**

### **Health and Wellbeing**

- Assist registered healthcare practitioners with clinical or therapeutic tasks.
- Gather evidence to assist in obtaining client history.
- Promote physical and mental 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.

### **Person Centred Care, Treatment and Support**

- Demonstrate what it means in practice to promote and provide person centred care.
- 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 in line with local and national policies.

## Personal, People and Quality Improvement

- Act within the limits of our competence and authority.
- Take responsibility for, prioritise and reflect on our actions, work and performance.
- Work as part of a team, seek help and guidance when you are not sure and escalate concerns.
- Act as role model; mentor peer; deliver training through demonstration and instruction.

## Health, Safety and Security

- Maintain a safe and healthy working environment.
- Move and position individuals, equipment and other items safely.
- Undertake risk assessments.
- Use a range of techniques for infection prevention and control.

## BEHAVIOURS

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

## Assessment

Assessment is done through a combination of practical tasks, written assignments, oral discussions and online tests throughout the programme.

- One to one support from a dedicated, professional assessor/instructor allocated to the learner for the duration of the programme
- Work based assignments and projects to be completed in an e-portfolio.
- Case studies and in College course days as and when required for each learner.
- Job shadowing and mentoring, cross training in other departments.
- Independent learning and research as directed by the assessor, relevant to the area of study.
- Review of progress every 10-12 weeks with the Apprentice, Manager and Assessor, evaluating and contributing to what has been learnt and what the next steps to take are.

## **End Point Assessment**

There will be an End Point Assessment (EPA) as the final stage of an Apprenticeship. The Apprentice must demonstrate their learning to an independent end point assessor and the overall grade available is distinction, pass or fail.

### **Assessment events are:**

- Synoptic knowledge test: 60 question multiple choice test.
- Practical observation: 120min observation of the apprentice in the work place.
- Professional Discussion: 60min synoptic discussion.

## **Qualifications**

An apprentice must complete a Level 3 Diploma in Healthcare Support prior to taking the end-point assessment.

## **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.

## **Fees**

As an Apprentice, you will pay no course fees. However, your employer may have to pay towards your training as well as providing you with a wage. All Apprentices must receive a minimum wage of £4.30 per hour within their first year of training from their employer, although they can, and often do, pay more. In the second and subsequent years of an Apprenticeship programme, the national minimum wage for your age would apply.

If you are an employer and want to find out more information regarding employer contributions and any further costs related to the Apprenticeship programme, please contact our dedicated Apprenticeship team at [employers@lincolncollege.ac.uk](mailto:employers@lincolncollege.ac.uk)

## **Business Benefits**

Employers have designed the Apprenticeship Standards to meet the needs of the sector and industry. Ensuring they include:

- Relevant Knowledge, skills and behaviours ensure that the Standard is relevant to the occupation.

- Widening participation Apprenticeship standards provide opportunities to employees that may not previously have been available.
- Development tools A cost effective way to train your employees to undertake specific roles in your business.
- Return on Investment On average, an apprentice who has completed their course will increase business productivity by £214 per week (CEBR, 2015).