



# SENIOR HEALTHCARE SUPPORT WORKER APPRENTICESHIP LEVEL 3

## Introduction

Upon completion of this standard, apprentices will be able to demonstrate a range of excellent skills, knowledge and behaviours in their role as a 'Senior Healthcare Support Worker' (SHCSW). They will be equipped to help registered practitioners deliver healthcare services to people. As an experienced support worker, they will 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 may work in a range of services e.g. hospital setting, working in partnership with individuals, families, carers and other service providers. They may supervise or guide the less experienced staff within their team, following the Code of Conduct for Healthcare Support Workers and Adult Social Care Workers. Apprentices will study a range of criteria in order to complete the apprenticeship standard within one of the chosen pathways such as: -

- Adult Nursing Support.
- Mental Health Support.

## Entry Requirements

There are no formal qualifications required to enrol onto this apprenticeship, however apprentices will be assessed to ensure that they have the ability to achieve maths and English functional skills to a minimum of level 2 prior to the completion of their apprenticeship.

## Duration

18-24 months.

## Functional Skills

Apprentices will be required to have or to achieve level 2 in English and Maths prior to their apprenticeship gateway meeting. If level 2 has already been achieved, then the development of further English, maths and digital skills will continue for the duration of the apprenticeship.

## Progression

Upon completion, and after a period of working and gaining experience, the apprentice may choose to work towards an Assistant Practitioner or Nursing Associate post within the work place. Alternatively, they may apply to university to become a 'Registered Healthcare Practitioner' via the Assistant Practitioner or Nursing Associate pathways.

## Funding

This apprenticeship is funding band 8 (£50000). Levy paying employers may fund apprentices on this progress using their Apprenticeship account and non-levy paying SME's through the co-funded option. There may be a small fee for some SME's.

## End Assessment

To achieve this apprenticeship standard, the employer, training provider and apprentice will agree when the apprentice is ready and competent to undertake their independent end point assessment (EPA). The EPA will assess the skills, knowledge and behaviours required for this role via a multiple choice test (MCQ), a 'Practical Observation' and a 'Portfolio Interview'.

## Other Qualifications

The apprentice must evidence the achievement of their Care Certificate prior to the apprenticeship Gateway meeting.

# TIMELINE

## Induction Phase

- Complete induction qualification, English and maths diagnostics and initial PSD tracker.
- Identify and plan 20% off the job training, populating the 'Training Plan'.
- Select optional units.
- Identify intended learner destination/progression and create a Personal Development Plan (PDP).

## On Programme Phase 1

### Health and Wellbeing

- Know and understand mental capacity, how to carry out complex clinical and therapeutic tasks delegated and indicators for good physical and mental health.
- Showcase your ability to review health-related data, recognise deteriorations/changes in health and your ability to perform basic life support using adjuncts to support resuscitation.
- Demonstrate your ability to promote physical and mental health/wellbeing, and to assist with a Service User's overall comfort.
- **Employer and apprentice discussion on 20% off the job training hours and time log.**

## On Programme Phase 2

### Duty of Care, Safeguarding, Equality and Diversity

- Know and understand how discrimination can happen, how to manage conflicts between an individual's rights and duty of care and to know the signs of abuse.
- Showcase your ability to implement a duty of care and candour, to safeguard and protect Service Users and also to apply legislation policies and local ways of working in practice.
- Demonstrate courage by challenging concerns which arise and follow the principles of equality, diversity and inclusion within practice.
- **Employer and apprentice discussion on 20% off the job training hours and time log.**

## On Programme Phase 3

### Person Centred Care, Treatment and Support

- Know and understand the importance of consent, Service User 'choice and control', and why safety and clinical effectiveness are important.
- Showcase your understanding of promoting person centred care, treatment and support alongside the ability to promote clinical effectiveness.
- Demonstrate your ability to work in partnership alongside showing respect for a Service User's privacy/choices.
- **Employer and apprentice discussion on 20% off the job training hours and time log.**

## On Programme Phase 4

### Communication

- Know and understand why effective communication is important when working with Service Users with specific language needs and how verbal and nonverbal communication may relate to an individual's condition.
- Showcase your ability to use a wide range of techniques to communicate with others, to handle information in line with local and national policies, and also to observe and record verbal and nonverbal communication.
- Demonstrate your ability to show supervisory leadership in practice.
- **Employer and apprentice discussion on 20% off the job training hours and time log.**

## On Programme Phase 5

### Personal People and Quality Development

- Know how to seek feedback and reflect on actions identified, know your job role and responsibilities alongside the values of an organisation.
- Showcase your ability to act within the limits of your confidence and authority, to work as part of a team and be able to gather service user feedback and views to ensure delivery of an effective service.
- Demonstrate resilience and self-awareness, adopting behaviours which are expected of a role model and mentor.
- **Employer and apprentice discussion on 20% off the job training hours and time log.**

## On Programme Phase 6

### Health, Safety and Security

- Know and understand how to promote health and safety at work, the importance of legislations/policies relating to infection prevention and how to handle hazardous materials safely.
- Showcase your ability to move and position Service Users, equipment and other items safely in line with agreed ways of working, undertake risk assessments and use a range of infection prevention/control techniques.
- Demonstrate your ability to maintain a safe and healthy working environment.
- **Employer and apprentice discussion on 20% off the job training hours and time log.**

## On Programme Phase 7

### HCSW. Assist With Clinical Tasks

- Know and understand which clinical tasks sit within your job role, know the importance of early diagnosis and understand the discharge process alongside services offered by the extended health and social care system.
- Showcase your ability to assist nurses with delegated clinical tasks, undertake a range of physiological measurements and obtain test samples (including venous and capillary bloods). Furthermore, show your ability to support frailty/end of life care (including the monitoring of skin integrity), contribute towards discharge from services processes and monitor/maintain an environment including clinical equipment.
- Demonstrate respect and empathy for those you work with, including colleagues and Service Users.
- **Employer and apprentice discussion on 20% off the job training hours and time log.**

## On Programme Phase 8

### Activities of Daily Living

- Know and understand how to help adults to be mobile wash and dress, the importance of rest and sleep and the effects of poor nutrition/dehydration.
- Showcase your ability to support adults to wash, dress, keep safe, express their sexuality and engage in other daily living activities.
- Demonstrate your ability to support adults to develop and maintain skills for everyday life, recommend therapies and encourage Service Users to take responsibility for their own health.
- **Employer and apprentice discussion on 20% off the job training hours and time log.**

## EPA Preparation

- Complete three EPA mock professional discussions, observations and Multiple Choice tests (MCQ's).
- Achieve the 'Level 3 Diploma in Healthcare Support' in full.
- Achieve at least 20% off the job training hours and review the accuracy of these activities recorded in the time log on SMART Assessor.
- Complete at least three reflective accounts for the EPA.

## Progression Phase

- Review progress towards EPA readiness at month nine.
- Evidence ongoing maths and English progression within the 'Skills Builders' qualifications.
- Update CPD log and CV.
- **Employer and apprentice discussion on 20% off the job training hours and time log.**

## End Phase and Gateway Phase

- Complete the digital skills qualification.
- Complete the final BKSBS diagnostics assessment.
- Will have completed at least three PSD tracker updates.
- Be able to define equality and diversity, safeguarding and Prevent in relation to job role and responsibilities.
- Submit mandatory documentation/evidence as required for the EPA Gateway meeting (including a copy of Care Certificate and Basic Life Support certificate).
- **Employer and apprentice discussion on achievement of 20% off the job training hours across duration of apprenticeship journey.**
- Learner and employer to confirm attendance at the Gateway meeting.
- Gateway form complete and submitted to INNOVATE Awarding and Weston College.





## Knowledge and Understanding (Know it)

### 1.

- Carry out routine and complex clinical or therapeutic tasks delegated to you including the updating of care plans and implementation of delegation protocols used in your organisation.
- Know the types of information you need to collate when obtaining a client history, ways to record and share it and indicators for good physical and mental health.
- Know the importance of fluids, nutrition and food safety, ways to signpost individuals to public health interventions and how to support a person's comfort and wellbeing.
- Know the main types of mental ill health and their impact on people's lives, indicators for mental capacity, the importance of early diagnosis and possible signs of mental ill health and learning disabilities.
- Have an understanding of how delirium or the normal ageing process may be mistaken for mental ill health, how changes in cognition can impact health and wellbeing and how to support others to report changes.

### 2.

- Know the legislation, policies and local ways of working regarding duty of care and candour, raising concerns, safeguarding/ protection from abuse and diversity equality and inclusion.
- Know how discrimination can happen, how to deal with conflicts between a person's rights and a duty of care and possible signs of abuse.

### 3.

- Know why it is important to gain consent, how to undertake a risk assessment to enable a person centred approach and know why it is important to encourage people to be actively involved in their own care.
- Know why choice and control are central to ensure Service Users are treated as valuable and unique, why safety and clinical effectiveness are important and the importance of managing relationships/ boundaries with Service Users.

### 4.

- Know why it is important to promote effective communication at work, how to communicate with people who have specific language needs or wishes and how to respond to complaints.
- Know a range of techniques for difficult situations, understand local guidelines for dealing with abusive behaviour and how verbal and non-verbal communication may relate to an individual's condition.
- Know legislation, policies and local ways of working about handling information, why it is important to record and store information securely and confidentially (including e-safety), and know the audit process as it relates to your role.

### 5.

- Know your responsibilities and duties including the limits of your competence and authority (including when working with supervisees).

- Know the values of your organisation, legislation, standards, policies, and protocols you should adhere to and why it is important to work in ways agreed by your employer.
- Know how to seek feedback, reflect on your actions and evaluate your work to create a personal development plan.
- Know the importance of working well with others, your own health, wellbeing, resilience and that of colleagues.
- Know who or where to go for help and advice about anything related to your work or people you support and how to supervise others (including the modelling of behaviours expected from a role model).
- Understand the principles of training and mentoring and ways to identify and escalate opportunities to provide a better or more effective service.

### 6.

- Know how to promote health and safety at work, what to do in situations that could cause harm and how to handle hazardous materials.
- Know how to move and position people, equipment or other objects safely in line with agreed ways of working, the meaning of risk /risk assessments and how to recognise risk or hazards.
- Understand how to operate safe systems of work, the importance of a clean workplace and legislation, policies and local ways of working for the prevention of infection.
- Know and understand the importance of personal hygiene, handwashing, the right use of PPE and how to clean, disinfect and sterilise equipment/work spaces.

## Skills (Show it)

### 1.

- Assist registered healthcare practitioners with clinical or therapeutic tasks following care plans (including reporting changes) and 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, identifying and responding to signs of pain or discomfort whilst recognising issues and deteriorations in mental and physical health.
- Recognise limitations in mental capacity and respond appropriately alongside being able to perform basic life support for individuals.

### 2.

- Follow the principles for equality, diversity and inclusion.
- Implement a duty of care and candour.
- Safeguard and protect adults and children, promote these key principles to others.

### 3.

- 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.
- Be able to work in partnership with the individual, their carer, families and the wider healthcare team, promoting clinical effectiveness, safety and a good experience for the individual.

### 4.

- Demonstrate and promote effective communication using a range of techniques, including observing and recording verbal and non-verbal communication.
- Handle information (record, report and store information) in line with local and national policies and keep information confidential.

### 5.

- Show you can act within the limits of your competencies and authority, ensure that anyone you supervise acts within theirs' and take responsibility for your own actions/ work and performance.
- Demonstrate you can participate in an appraisal, work as part of a team and escalate concerns in a timely manner to the correct person(s).
- Support or supervise colleagues as required, delegate well-defined tasks appropriately and deliver training through demonstration and instruction.

### 6.

- Demonstrate you can maintain a safe and healthy working environment, take appropriate action in response to incidents or emergencies and following local guidelines.
- Move and position individuals, equipment and other items safely, undertaking risk assessments.
- Be able to use a range of techniques for infection prevention and control (e.g. waste management, spillage, hand washing, use of Personal Protective Equipment).

## Behaviours (Live it)

### 1.

- Treat people with dignity, respecting individual's diversity, beliefs, culture, values, needs, 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, resilience and self-awareness.

# PATHWAY SPECIFIC KNOWLEDGE AND SKILLS

## Option One – Senior HCSW (Adult Nursing Support)

### Knowledge and Understanding (Know it)

#### Assist with clinical tasks

- Know 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.
- Understand the types of equipment used for measuring physiological states in adults and how to check they are in working order.
- Know the importance of skin integrity and how to check it, how to care for wounds, and how to take/test venous and capillary blood and other specimens.
- Know what is meant by frailty, the end of life phase and factors which impact on the care of the dying or deceased.
- Know the discharge process, the availability and services offered by the extended health and social care system and where to source equipment and resources safely.
- Know and understand the importance of early diagnosis in relation to dementia and other cognitive challenges, alongside why depression, delirium and the normal ageing process may be mistaken for dementia.

#### Activities of daily living

- Know 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. Know which long term conditions you are most likely to support in your role.
- Know the activities of daily living and ways in which you can support individual's to maintain and improve them.
- Understand the effects of poor nutrition and dehydration, how to wash, dress and support an adult to use the toilet and ways to manage situations in which Service User's cannot do these things for themselves.
- Know how to help adults to be mobile and the importance of rest and sleep.

### Skills (Show it)

#### Assist with clinical tasks

- Be able to assist nurses with delegated clinical tasks, undertake a range of physiological measurements on adults and assist with tissue viability risk assessments.
- Assist with caring for wounds, obtaining and testing samples and other specimens, support frailty and also end of life care.
- Demonstrate your ability to contribute to discharge from services, monitor and maintain the environment, (including equipment and resources) and perform calibration on clinical equipment.
- Recognise limitations in mental capacity and respond appropriately.
- Carry out other clinical tasks which are determined by your local work setting and policies (e.g. support people to receive medication, treatment, monitor the effects of medication, care for stomas, take ECGs, care for individuals with catheters or nasogastric tubes, carry out screening activities (i.e. hearing or vision, monitor swallowing and prepare for/carry out extended feeding techniques).

#### Activities of daily living

- Support adults to develop and maintain skills for everyday life, continue recommended therapies and activities and encourage Service User's to take responsibility for their own health and wellbeing.
- Be able to support carers to meet the needs of an adult, advise and inform adults on managing their own conditions and support or enable adults to eat and drink.
- Support or enable adults to wash and dress and use the toilet along with being able to mobilise, rest, sleep, keep safe or express their sexuality.

## Option Four – Senior HCSW (Mental Health Support)

### Knowledge and Understanding (Know it)

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

- Know the current legal policies and service frameworks for mental health (e.g. Mental Capacity Act, Deprivation of Liberty Safeguards and Mental Health Act).
- Understand the impact they have on interventions including the rights of people using services or giving formal or informal support and the role of advocacy.
- Know 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.
- Know the types of equipment used for measuring physiological states in adults, how to check they are in working order and 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).
- Know 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.
- Understand the positive or negative impacts mental ill health may have (i.e. psychological, emotional, practical, social exclusion).
- Know the main interventions in mental health, including their strengths and limitations and the known benefits of early intervention.

#### Support individuals

- Know the needs of people with mental ill health and those supporting them at key stages and through times of change or transition.
- Know how and when to refer, the impact of the individual's mental ill-health on their life, family, friendships, and their ability to work and actively participate in society.
- Understand there are a range of coping strategies and skills and sources of specialist support (i.e. including interpreters, translators, speech therapy, psychologists, advocacy, equipment and communication aids).

#### Risk assessment and risk management

- Know the risk factors (e.g. risk of harm to self or others, being harmed by others).
- Understand the range of triggers which may occur and the impact of the environment prevention and risk reduction strategies (including behaviours which challenge, substance misuse and self-neglect).
- Know ways to review/protect own mental health and wellbeing.

### Skills (Show it)

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

- 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 and observe/record verbal and non-verbal communication.
- Be able to implement strategies to promote mental well-being, implement strategies to support individuals with mental ill health and identify ways mental health may be affecting an individual's emotions, thinking and behaviour.
- Observe, record and report changes using proactive approaches to manage behaviours which challenge.

#### Support individuals

- Take an active approach in supporting service users or carers to manage their condition, including during change and transition.
- Recognise the impact of periods of mental ill health and you and others and enable/empower individuals to actively participate in society.
- Be able to promote a recovery based approach enabling the individual to manage their condition.

#### Risk assessment and risk management

- Demonstrate you can identify situations when you need additional support to communicate and build relationships involving carers and family members in risk management processes.

# END POINT ASSESSMENT

## Readiness For The Independent End Point Assessment

To achieve the apprenticeship standard, the employer, training provider and apprentice will agree when the apprentice is ready and competent to undertake the independent end point assessment (EPA), which will assess the skills, knowledge and behaviours required.

## Functional skills

Apprentices will be required to have or achieve a level 2 English and maths before going through the gateway.

## End Assessment

The EPA journey consists of three assessment types:

1. A Multiple Choice Test (MCQ). 90 minutes in duration.
2. An observation of practice undertaken in the workplace. Approximately 120 minutes in duration followed by a question and answer session for 10 minutes.
3. A learner journal interview. 60 minutes in duration.

## Subject Specific Assessments

The MCQ and interview are graded as a fail, pass or distinction. The observation of practice on the other hand is graded as a fail or pass.