

SENIOR HEALTHCARE SUPPORT WORKER

ALLIED HEALTH PROFESSION - THERAPY SUPPORT APPRENTICESHIP LEVEL 3

WHY YOU?

Allied Health Profession (AHP) - therapy support workers work with individuals in a range of settings, your clinical and therapeutic duties will vary accordingly. There are 12 different AHP professions (9) and you may carry out tasks associated with a single profession or tasks that relate to a range of them. Your supervisor will usually be a registered Allied Health Professional. Illness, disability or a change in life circumstances often means that people have to learn or be supported to do things in new and different ways. This can change the pattern of a life-course but individuals can often expect to regain and enjoy a quality of life through the therapeutic and clinical support you provide. Some individuals may have short term needs eg an injury. Others may have long-term physical and/or mental illness or learning disability that affects their independence, function or way of living. You will be required to work with the individual either on their own or within a group setting. You may also work with others to support the individual eg training carers or working with families.

DURATION: 18 months

ENTRY REQUIREMENTS: Health and Social Care experience and a minimum of two GCSE at grade 4 (grade C) or above in Maths and English is desirable. Functional Skills can be obtained on the course.

TRAINING LOCATION: Training 2000 Blackburn OR your employers location (depending on cohort size)

JOB ROLES INCLUDE: Senior Healthcare Support Worker, Therapy Support Worker, Mental Health Support Worker, Healthcare Assistant, Maternity Support Worker, Theatre Support Worker, Paediatric Support Worker.

OUR OFFER INCLUDES:

- Continuous training during programme
- Regular reviews with the apprentice and the employer
- Support when the apprentice is ready to undertake the End Point Assessment (EPA)

EMPLOYER BENEFITS:

- Highly skilled employees with globally recognised qualifications
- Engaged, knowledgeable and driven employees
- Regular reviews for behaviour, development and welfare of the learner
- Motivated, challenged and engaged learners, linking knowledge to their job roles
- Staff working to the highest level of ability

LEARNER BENEFITS:

- Enhanced skills and knowledge
- A key qualification
- Excellent career advice and guidance
- Progression pathway to Higher / Degree Apprenticeships and highly skilled roles within Health and Social Care
- An increase in potential earnings, working whilst studying

COURSE DETAILS

It comprises of a Level 3 Standard including a Level 3 Diploma in Healthcare Support followed by the end-point assessment (EPA).

VALUES

You will be caring and compassionate, honest, conscientious and committed.

BEHAVIOURS

You will 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 and show supervisory leadership.

ASSIST WITH DELEGATED THERAPEUTIC OR CLINICAL TASKS AND INTERVENTIONS

YOU WILL BE ABLE TO:

- assist nurses with delegated clinical tasks in line with 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.

YOU WILL KNOW AND UNDERSTAND:

- 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

- 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
- 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 eg social, education, work etc

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
- 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 individual's 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

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END-POINT ASSESSMENT

The end-point assessment has three components which have been designed to be completed once the apprentice has finished the on-programme learner journey. All three components will need to be passed in order for the apprentice to be awarded the Apprenticeship.

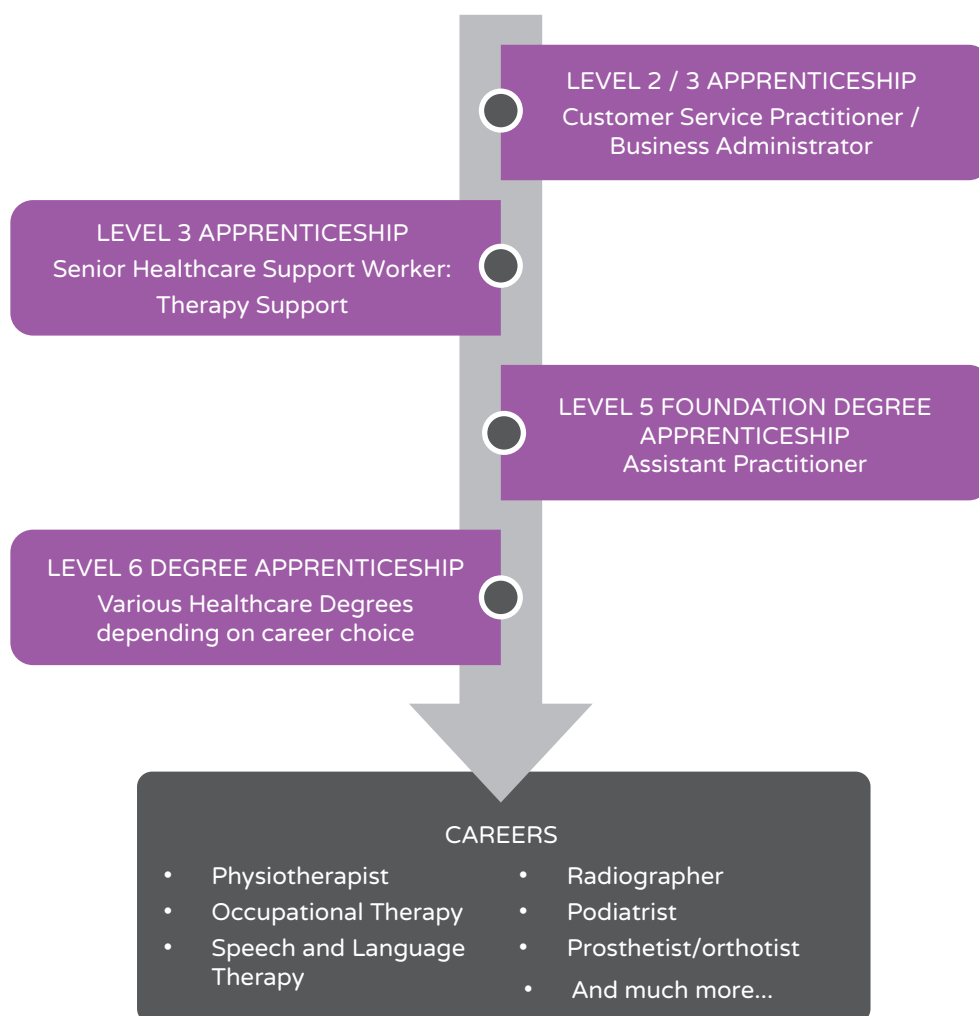
Apprentices will be expected to complete:

1. A multiple choice test that is divided into two parts. Part A covers the core knowledge involved and Part B covers the option-specific knowledge included.
2. The observation of practice is undertaken in the apprentice's workplace to assess skills and behaviours highlighted. A question and answer session will be used for skills and behaviours not fully seen during the observation period.
3. The professional discussion will assess the apprentice's knowledge, skills, values and behaviours in practice. The apprentice will collate a portfolio which they will use to underpin the professional discussion.

Judgement on whether the apprentice is ready for the end-point assessment is taken by the employer, who should gather views from the training provider and the apprentice to inform this decision. Apprentices should not be put forward for the end-point assessment before they are ready.

YOUR APPRENTICESHIP CAREER PATH

Below is an example career path showing how you can progress up to a Level 6 qualification. At the end of every qualification you have the option to leave your education and progress with your career - you don't need to study up to level 6.



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