

SENIOR HEALTHCARE SUPPORT WORKER

CHILDREN AND YOUNG PEOPLE APPRENTICESHIP LEVEL 3

WHY YOU?

Children and young people senior healthcare support workers look after neonates, babies, infants, children and young people in a range of settings; your duties will vary accordingly. You will support them with their healthcare needs. Your supervisor will be a registered healthcare practitioner, in most instances a registered nurse. You will work within guidelines and legislation designed to protect and support children and young people, recognising the different needs and rights they have at different ages and stages of their development. You will promote person and family-centred care, working in partnership with parents, families and other services and agencies.

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

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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 CLINICAL TASKS

YOU WILL BE ABLE TO:

- assist nurses with delegated clinical tasks in line with current legislation and policy
- support the CYP before, during and after clinical or therapeutic procedures
- communicate with the CYP using age appropriate communication and shared decision making with them, the family and carer
- support life-limiting conditions and contribute to end of life care
- recognise limitations in mental capacity and respond appropriately
- monitor and maintain the environment, equipment and resources; perform first line calibration on clinical equipment and manage stock control
- contribute to discharge from services
- Other clinical tasks are determined by your local work setting and policies eg physiological measurements, venepuncture, intravenous cannulation; tissue viability risk assessments; caring for wounds; obtaining and testing samples and other specimens

YOU WILL KNOW AND UNDERSTAND:

- current legal policy and service frameworks for CYP (eg The Children's Act
- 1989 and 2004); Mental Capacity Act in relation to CYP; the rights of CYP at different ages; safeguarding of CYP, consent

ACTIVITIES OF DAILY LIVING

- support CYP to develop and maintain skills for everyday life, including the opportunities to play, learn and relax
- develop positive relationships with CYP
- help CYP to understand their own health and wellbeing, working in partnership with them, offering advice, information and support on how they manage their own condition
- support parents, families and carers to meet the needs of the CYP
- support nutrition and hydration
- support continence, washing and dressing
- support mobility, rest, sleep, keeping safe or expressing sexuality
- assist with teaching parenting skills; encouraging public health awareness in relation to immunisation, nutrition, healthy diet, mental health, self-harm and other safeguarding issues that affect CYP
- the importance of promoting family-centred care, including the participation of the CYP and families/carers in the delivery of care
- approaches to promoting health and wellbeing through the national public health agenda; including the impact of a range

CHILD DEVELOPMENT

- support the development of CYP through therapeutic play and learning
- support CYP through transitions
- Development of the well and sick child including physical, intellectual, language, emotional, social, spiritual and moral development, expected developmental ages and the impact of illness on developmental milestones; puberty; therapeutic play and distraction techniques

- and proxy consent, parental responsibility, and 'acting in a child's best interests;'
- the clinical tasks you will routinely be expected to carry out within your role including reasonable adjustments; healthcare needs of CYP ways to promote self-management and independence
- anatomy, physiology and pathophysiology of CYP; stages of development; functional changes associated with disease or injury; ways to support physical or learning disability
- what is meant by life-limiting conditions; and the impact this can have on child development; the end of life phase and factors which impact on the care of the dying or deceased in line with national and local guidelines
- patient centred care; the parent/CYP bond; working in partnership with families and carers to deliver holistic family-centred care; the importance of families' choices and listening to the voice of the CYP, parent or carer; the importance of supporting CYP in the context of their social and educational need;
- specific moving and positioning techniques to use with CYP
- where equipment and resources importance of shared communication across the multidisciplinary team, including appropriate escalation
- the discharge process, the availability of services offered by the extended health and social care system

- of long term conditions on a CYP's physical and mental health and well-being
- common childhood illnesses, their impact on the activities of daily living and ways in which you can support CYP to develop, maintain and recover
- the importance of nutrition and hydration on health and development of CYP; methods for providing and supporting nutrition in CYP or supporting and encouraging breast feeding
- how to support CYP to wash, dress, and use the toilet; ways to manage situations in which they cannot do these things for themselves;
- how to help CYP to be mobile and the importance of rest and sleep
- the implications of national and global immunisations programmes
- the impact of long term illness and hospitalisation can have on CYP
- a range of parenting skills; how to promote bonding and attachment; the public health agenda in relation to CYP including immunisation, healthy eating, mental health and self-harm awareness; protection from abuse and neglect

- the key principles underpinning communication with CYP and families, carers, education providers or other services; age-appropriate communication techniques; including dealing with barriers to communication
- what is meant by transitions for CYP eg at school, socially, in family or from child to adult services; supporting independent decision making; signposting to other service

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.

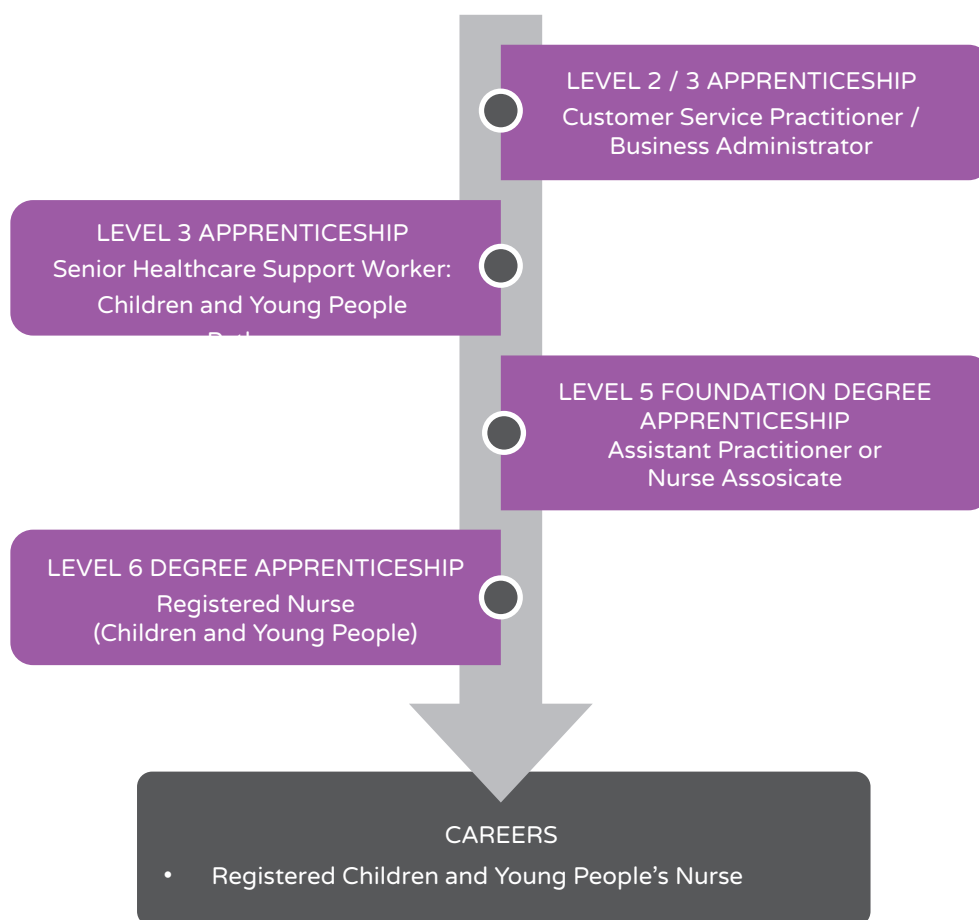
Apprentices will be expected to complete:

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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