



SENIOR HEALTHCARE SUPPORT WORKER

Theatre Support - Level 3

Senior Healthcare Support Workers help registered practitioners deliver healthcare services. An experienced support worker will carry out a range of clinical and non-clinical healthcare or therapeutic tasks, under supervision of a registered healthcare practitioner. They provide high quality, compassionate healthcare, following standards, policies or protocols and always acting within the limits of their competence.

Not all duties are routine and Senior Healthcare Support Workers will need to use their knowledge, experience and understanding to take decisions within their area of responsibility. These duties are delegated in line with care plans. They are accountable for work and for reviewing the effectiveness of their actions. Senior Healthcare Support Workers should demonstrate best practice and capably act as a role model. They may also supervise or guide the less experienced staff in a team. They will follow the Code of Conduct for Healthcare Support Workers and Adult Social Care Workers.

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SENIOR HEALTHCARE SUPPORT WORKERS MUST KNOW AND UNDERSTAND

- How to carry out routine and complex clinical or therapeutic tasks delegated to you,
- 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
- How to support a person's comfort and wellbeing,
- The main types of mental ill health and their impact on people's lives
- Why external factors, may be mistaken for mental ill health
- How to perform basic life support and use adjuncts to support resuscitation
- Legislation, policies and local ways of working about duty of care
- How discrimination can happen
- The signs of abuse and what to do if you suspect it
- Why it is important to gain consent, how to undertake risk assessment; why it is important to promote 'person centred care'
- Why it is important to encourage people to be actively involved in their own care or treatment
- Why safety and clinical effectiveness are important;
- 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
- How to seek feedback, reflect on your actions, how to evaluate your work and create a personal development plan
- The importance of working well with others
- Behaviours expected from a role model
- The importance of gathering service user views
- 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; how to recognise risk or hazards
- The importance of a clean workplace

Theatre Support Specialism Knowledge:

- Factors that affect the choice of site for the attachment of surgical instruments
- Pre and post-operative checks
- The theatre team, its protocols and how it fits within the organisational structure
- The range of physiological states
- The purpose for recording an individual's body fluid
- Potential hazards
- Types and uses of containers and transport
- How different beliefs and cultures may affect pre and post-operative surgery
- Ways to keep the individual informed of what is happening
- Safe moving and handling techniques that maintain an individual's privacy and dignity
- The types, purpose and function of surgical instruments
- How to identify, measure, account for and record items and sharps used

SENIOR HEALTHCARE SUPPORT WORKERS ARE ABLE TO:

- Assist registered healthcare practitioners with clinical or therapeutic tasks
- Gather evidence to assist in obtaining a client history
- Promote physical and mental health and wellbeing,
- Assist with an individual's overall comfort
- Recognise issues and deteriorations in mental and physical health
- Recognise limitations in mental capacity
- Perform basic life support for individuals
- Follow the principles for equality, diversity and inclusion
- Implement a duty of care and candour
- Safeguard and protect adults and children
- 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
- 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
- Act within the limits of your competence and authority
- Take responsibility for, prioritise and reflect on your own actions, work and performance
- Work as part of a team
- Act as a role model
- Maintain a safe and healthy working environment,
- Move and position individuals and equipment safely
- Undertake risk assessments
- Use a range of techniques for infection prevention and control

Theatre Support Specialists are able to:

- Provide support to the surgical team
- Complete pre and post-operative checklists
- Take part in team briefing, patient sign in, timeout, sign out and debriefing
- Undertake a range of physiological measurements
- Measure and record an individual's fluid balance
- Prepare the clinical environment, provide support for pre and post-operative anaesthesia and recovery
- Assist in receiving, handling and dispatching clinical specimens or blood products
- Support end of life care (6) and care of the deceased
- Act as an advocate for the unconscious and conscious patient who could be a baby, child or adult; provide reassurance before, during and after surgery
- Transport individuals, checking correct documentation goes with them and that any equipment used is cleaned and returned
- Prepare and provide surgical instrumentation and supplementary items for the surgical team
- Carry out counts for swabs, sharps, instrument and disposable items

DURATION

Typical duration is 18 months for new entrants.

ENTRY REQUIREMENTS

Employers will set their own criteria, but typically an entrant to this apprenticeship will already have achieved a minimum of Level 2 in English and Maths.

ENGLISH AND MATHS

During each session with their Tutor Apprentices without level 2 English and Maths will work towards achieving this. Level 2 English and Maths is required prior to taking the End-Point Assessment for this Apprenticeship.

FUNCTIONAL SKILLS (FS)

These will be completed taking in to account prior attainment and in conjunction with the initial assessments and diagnostics achieved through SkillsBuilder. Tutors will identify suitable opportunities to embed FS throughout the duration of the programme. Additional support should be arranged where a need or requirement is identified.

GATEWAY

Prior to undertaking the End-Point Assessment:

- the Apprentice must have completed training ensuring they can consistently demonstrate competence against all elements of the Apprenticeship standard
- Apprentices without English and Maths at level 2 must achieve this level
- an appropriate workplace project for the End-Point Assessment must be agreed for the Apprentice, based on their current job role
- Apprentices must have examples of work that they can use for reference in the professional dialogue and interview covering the knowledge, skills and behaviours being assessed by this assessment method
- The employer will judge whether the Apprentice is ready for the End-Point Assessment; they may wish to take advice from the training provider

END-POINT ASSESSMENT (EPA)

To achieve final certification, the Apprentice must have an appropriate place, with internet access, to undertake the End-Point Assessment (EPA).

The EPA consists of three distinct components:

- A multiple choice test
- An observation of practice undertaken in the apprentice's workplace
- A professional discussion

A minimum of a 'pass' in each component is required.

GRADE BOUNDARIES

Observation of Practice

Pass: The Apprentice meets all of the core skills and behaviour requirements.

Distinction: Not available in this evaluation.

Professional Discussion

Pass: The Apprentice meets all of the core skills and behaviour requirements.

Distinction: Same requirements as a pass, as well as additional knowledge from distinction criteria.

Multiple Choice Test

Grade	Marks Required
Pass	24-44
Distinction	45-60

Overall Grade

Observation of practice	Multiple Choice Test	Professional Discussion	Overall grade
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Pass	Pass	Pass
Pass	Distinction	Distinction	Distinction

EXPECTATIONS

Student

- Preparation and planning
- Mandatory attendance for sessions
- Completion of tasks in agreed timeframe
- 20% off-the-job
- Functional Skills (where needed)
- Taking responsibility for own development
- Communicate support needs
- Coordinate development checks
- Create a learning record

Manager

- Facilitate time for learning
- Monthly 1-2-1 reviews with students to discuss progress, provide feedback and guide development
- Create and provide opportunities for student to participate in relevant work place tasks
- Keep an open communication lines with the student and employer
- Provide learning opportunities
- 20% off-the-job

Tutor

- Teaching
- Monitor progress
- Coach
- Feedback
- Online support
- Marking and assessment
- Preparation for final assessment
- Communicate with student and employer

20% OFF-THE-JOB TRAINING

Each Apprenticeship Standard requires the Apprentice to undertake a minimum of 20% of learning off-the-job.

This can include training that is delivered at the normal place of work, within normal working hours, but must not be delivered as part of normal working duties.

There are numerous activities which count towards this training, for example, listening to Podcasts, self-study, completing assignments and observing senior colleagues.



Introduction to Programme: Meet the team and explain your learning journey. Eligibility checks and initial assessments will be undertaken. You will be introduced to learning methods of the programme. *Delivery Mode: Pre-work, Online learning, Review*



Principles of Infection Prevention & Control: This unit focuses on the skills, knowledge and behaviours associated with national and local policies in relation to infection control. An understanding and demonstration of skills of how to use PPE correctly and the importance of good personal hygiene will also be conducted. *Delivery Mode: Pre-work, Online learning, Review*



Causes & Spread of Infection: This unit focuses on identifying the difference between both infection & colonisation and pathogenic & nonpathogenic organisms, the areas of infection and the types caused by different organisms. In addition, the student will understand the methods of transmission. *Delivery Mode: Pre-work, Online learning, Review*



Communication: This unit focuses on the skills, knowledge and behaviours that are central importance of communication in such settings and ways to meet individual needs & preferences in communication. It also considers issues of confidentiality. *Delivery Mode: Pre-work, Online learning, Review*



Promote Personal Development: This unit focuses on developing the student to promote personal development in care settings. This includes being able to reflect on own practice and use learning opportunities in relation to develop own practice. Care settings can include adults, children and young people's health settings and care settings. *Delivery Mode: Pre-work, Online learning, Review*



Cleaning, Decontamination & Waste Management: This unit focuses on the correct way of maintaining a clean environment in accordance with national policies, understand the procedures to follow to decontaminate an area from infection and be able to explain good practice when dealing with waste materials. This unit does not cover the decontamination of surgical instruments. *Delivery Mode: Pre-work, Online learning, Review*



Principles of Safeguarding & Protection: This unit focuses on safeguarding individuals from abuse. It identifies different types of abuse and the signs & symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a student must do if abuse is suspected. *Delivery Mode: Pre-work, Online learning, Review*



Promote Diversity & Inclusion: This unit focuses on the skills, knowledge and behaviours that are essential to equality, diversity & inclusion and how to promote these in the work setting. *Delivery Mode: Pre-work, Online learning, Review*



Promote and Implement Health & Safety: This unit focuses on the skills, knowledge and behaviours required to carry out their work safely. *Delivery Mode: Pre-work, Online learning, Review*



Promote Person-Centred Approaches: This unit focuses on the skills, knowledge and behaviours required to implement and promote person-centred approaches. *Delivery Mode: Pre-work, Online learning, Review*



Understand Mental Well-Being & Mental Health Promotion: This unit focuses on the skills, knowledge and behaviours that a key concept of mental wellbeing, mental health and mental health promotion. It focuses on the range of factors that can influence mental wellbeing and how to effectively promote mental wellbeing and mental health with individuals and groups in a variety of contexts, not just specialist mental health services. *Delivery Mode: Pre-work, Online learning, Review*



Duty of Care: This unit focuses on the skills, knowledge and behaviours needed to address the dilemmas, conflicts or complaints that may arise where there is a duty of care. *Delivery Mode: Pre-work, Online learning, Review*



Promote Good Practice in Handling Information: This unit focuses on the skills, knowledge and behaviours needed to implement and promote good practice in recording, sharing, storing and accessing information. *Delivery Mode: Pre-work, Online learning, Review*



Understand Mental Health Problems: This unit focuses on awareness of the main types of mental ill health according to the psychiatric classification system. Students also consider the strengths and limitations of this model and look at alternative frameworks for understanding mental distress. It also considers the benefits of early intervention in promoting mental health and well-being. *Delivery Mode: Pre-work, Online learning, Review*



Gateway Review: Review of learning and development of knowledge, skills and behaviours within the standards and preparation for End-Point Assessment. *Delivery Mode: Pre-work, Online learning, Gateway Review, review*



End-Point Assessment: Completed by End-Point Assessment Organisation (EPAO) selected by Employer. Please see EPAO Assessment Plan Guidance and EPA Assessment Plan for detailed guidance on assessment activities. *Delivery Mode: Knowledge test, Project & Presentation, Profession discussion and interview*