

## 1. Introduction

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### **Apprenticeship Standard for Senior Healthcare Support Workers**

**New Apprenticeship Standards are being developed which will replace the Apprenticeship Frameworks currently in use. These new Standards describe the skills, knowledge and understanding required to carry out a specific occupation.**

**The Apprenticeship Standard for Senior Healthcare Support Workers at level 3 already includes four options: adult nursing support, mental health support, maternity support and theatre support. These have already been approved for delivery by BIS.**

**This survey is to review the addition of a fifth option: Senior HCSW (children and young people).**

**Please download a copy of the full standard [here](#) before you start (opens in a new window). To be able to answer this survey please read pages 1 to 3 and pages 12 to 14 in full. You may find it helpful to print out a copy of the document (or keep it open in another window) so that you can refer to it whilst you are completing the survey.**

**Senior HCSW (children and young people) apprentices will take the Core and option 5. The survey questions focus mainly on seeking your opinions regarding the content of option 5.**

**How long will it take to complete the survey?**

**It should take in the region of 15 to 20 minutes.**

**Full details of the trailblazer process and activity to date in relation to the healthcare support workforce can be found on [this page](#), including the standard for Healthcare Support Workers (at level 2) and for Assistant Practitioners (at level 5).**

**Thank you for taking part.**

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## 2. About you, your organisation and your role

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### 1. Please fill in your contact details

**First Name**

Gill

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**Last Name**

Coverdale

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**Organisation Name**

Royal College of Nursing

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**Email Address**

Gill.Coverdale@rcn.org.uk

### 2. Which region of England is your organisation based in?

National

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### 3. Have you been involved in the development of any of these standards previously?

Yes, I have been involved in another capacity

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### 4. If you have been involved in another capacity, please give details

Colleagues have been involved in the development of these standards

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### 5. What kind of organisation do you work for?

a Trade Union

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### If another type of organisation please give details.

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### 6. Which of these roles best describes you?

Other

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### 7. If another role, please give details

Professional Lead for Education

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**Does your organisation employ Healthcare Support Worker, Senior Healthcare Support Worker and/or Assistant Practitioner apprentices?**

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**How many employees are there in your organisation?**

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**8. Do you have strategic responsibility in relation to Healthcare Support Worker, Senior Healthcare Support Worker and/or Assistant Practitioner apprentices? (please tick all that apply)**

Other

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9. If other, please give details.

We advocate for our members who are HCSW's or AP's

How many Healthcare Support Worker, Senior Healthcare Support Worker and/or Assistant Practitioner apprentices are in the team you manage?

At which levels do you currently have apprentices?

*Please tick all that apply.*

In your team, how old are the majority of the Healthcare Support Worker, Senior Healthcare Support Worker and/or Assistant Practitioner apprentices?

### 3. Senior HCSW (children and young people)

#### Introduction and Core

The Introduction and Core apply to all apprentices using this standard, irrespective of the option chosen.

It has already been consulted on for the other 4 options and is written generically so that it can apply across all the options. You will not find children and young people specific language used in this section. Every apprentice will however be assessed against this within the context of their own workplace.

#### APPRENTICESHIP STANDARD FOR SENIOR HEALTHCARE SUPPORT WORKER (HCSW)

**Typical Job Titles: Senior Healthcare Support Worker, Senior Healthcare Assistant, Maternity Support Worker, Theatre Assistant, Mental Health Support Worker, Children and Young People Healthcare Support Worker**

**Level: Level 3      Duration: typically 18 to 24 months      Standard review date: After 3 years**

**Occupational profile: 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 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 eg hospital, community, health or birth centre, someone's home, operating theatre, nursing or care home, hospice or GP surgery; working in partnership with families, carers and other service providers.

**Responsibilities and duties of the role:** Duties are delegated to you in line with care plans. Not all duties are routine and you will need to use your knowledge, experience and understanding to take decisions within your area of responsibility. You are accountable for your work and for reviewing the effectiveness of your actions. The role is undertaken following a period of experience in healthcare so you are able to demonstrate best practice and act as a role model. You have may supervise or guide the less experienced staff in your team. You follow the Code of Conduct and meet the requirements of the Care Certificate.

**Entry Requirements:** When recruiting, employers often select apprentices with prior experience as a support worker.

**Progression:** After a period of working and gaining experience, you may be able to work towards an Assistant Practitioner post or apply to university to become a registered healthcare practitioner.

**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.

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10. Does the content of the introduction apply to a Senior Healthcare Support Worker (children and young people)?

yes

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If no, please explain

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11. Do you have any further comments about the Introduction section?

The core standards look relevant to this area however it is unclear what the level of qualification is at level 3 for example is this Foundation level or higher?

It would be helpful to specify which Code of Conduct and which Care Certificate is referenced.

## CORE

### C1 Health and wellbeing

#### You will be able to:

Assist registered healthcare practitioners with clinical tasks; follow care plans; notice and report changes

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, identify and respond to signs of pain or discomfort

recognise issues and deteriorations in mental and physical health, report and respond

appropriately, supporting others to do so; recognise limitations in mental capacity and respond appropriately

perform basic life support for individuals

#### You will know and understand:

how to carry out routine and complex clinical tasks delegated to you, the care plans and delegation protocols used in your organisation

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; the importance of fluids, nutrition and food safety; ways to signpost individuals to public health interventions if appropriate

how to support a person's comfort and wellbeing, the signs of a person whose health and wellbeing is deteriorating or who is experiencing pain or discomfort

the main types of mental ill health and their impact on people's lives; the importance of early diagnosis in relation to cognitive issues; the possible signs of mental ill health and learning disability in people; why external factors, adapting from childhood to adulthood, depression, delirium or the normal ageing

process may be mistaken for mental ill health; how to report changes and deterioration; how to support others to report changes and deterioration, how to escalate changes and deterioration

how to perform basic life support and use adjuncts to support resuscitation

### 12. Does the content of C1 Health and wellbeing apply to a Senior Healthcare Support Worker (children and young people)?

yes

**If no, please explain.**

## **C2 Duty of care and candour, safeguarding, equality and diversity**

### **You will be able to:**

follow the principles for equality, diversity and inclusion

implement a duty of care and candour

safeguard and protect adults and children; promote the principles to other

### **You will know and understand:**

legislation, policies and local ways of working about duty of care, candour, safeguarding/ protection from abuse, diversity, equality and inclusion; what they mean, why they are important, how to promote them to others

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 chances of abuse as much as possible

**13. Does the content of C2 Duty of care and candour, safeguarding, equality and diversity apply to a Senior Healthcare Support Worker (children and young people)?**

yes

**If no, please explain.**

## **C3 Person centred care and support**

### **You will be able to:**

demonstrate what it means in practice to promote and provide person centred care and support by obtaining valid consent, and carrying out risk assessments

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

### **You will know and understand:**

why it is important to gain consent<sup>[1]</sup>, even when it is difficult; how to undertake risk assessment in enabling a person centred approach; why it is important to promote 'person centred care and support'

why it is important to get people actively involved in their own care; why it is important to give people choices about their care and to treat people as valuable and unique

why safety and clinical effectiveness are important; the importance of managing relationships and boundaries with service users

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*[1] **Consent** - NHS Choices (2010) defines consent as: "the principle that a person must give their permission before they receive any type of medical treatment. Consent is required from a patient regardless of the type of treatment being undertaken, from a blood test to an organ donation"*

**14. Does the content of C3 Person centred care and support apply to a Senior**

## Healthcare Support Worker (children and young people)?

yes

If no, please explain.

### C4 Communication

#### You will be able to:

demonstrate and promote effective communication using a range of techniques

observe and record verbal and non-verbal communication

Handle information (record, report and store information) in line with local and national policies, keep information confidential and support others to do so; take part in audits

#### You will know and understand:

why it is important to promote effective communication at work; how to communicate with people who have specific language needs or wishes; how to reduce communication problems and respond to complaints; techniques for difficult situations, local guidelines for dealing with abusive behaviour

how verbal and non-verbal communication may relate to an individual's condition

legislation, policies and local ways of working about handling information; why it is important to record and store information securely and confidentially and support others to do so; the audit process and how it relates to your role

## 15. Does the content of C4 Communication apply to a Senior Healthcare Support Worker (children and young people)?

yes

If no, please explain.

### C5 Personal, people and quality improvement

#### You will be able to:

#### You will know and understand:

<p>act within the limits of your competence and authority; ensure that anyone you supervise acts within theirs'</p>	<p>your responsibilities and duties; the limits of your competence and authority; that of those you supervise; the values of your organisation; legislation, standards, policies, protocols you should adhere to; why it is important to work in ways agreed by your employer</p>
<p>take responsibility for, prioritise and reflect on your own actions, work and performance; maintain and further develop your own skills and knowledge, participate in appraisal</p>	<p>how to seek feedback, reflect on your actions, how to evaluate your work and create a personal development plan</p>
<p>work as part of a team, seek help and guidance when you are not sure, escalate concerns in a timely manner to the correct person; support or supervise colleagues as required, delegate well-defined tasks appropriately</p>	<p>the importance of working well with others, your own health, wellbeing, resilience and that of colleagues; who or where to go for help and advice about anything related to your work or people you support; how to supervise others</p>
<p>act as a role model; mentor peers; deliver training through demonstration and instruction</p>	<p>behaviours expected from a role model; the principles of training and mentoring</p>

**16. Does the content of C5 Personal, people and quality improvement apply to a Senior Healthcare Support Worker (children and young people)?**

yes

**If no, please explain.**

**C6 Health, safety and security**

**You will be able to:**

**You will know and understand:**



maintain a safe and healthy working environment, take appropriate action in response to incidents or emergencies, following local guidelines	how to promote health and safety at work; what to do in situations that could cause harm; how to handle hazardous materials
move and position individuals, equipment and other items safely	move and position people, equipment or other objects safely in line with agreed ways of working
undertake risk assessments	the meaning of risk /risk assessment; how to recognise risk or hazards, undertake risk assessment, escalate where appropriate, operate safe systems of work
use a range of techniques for infection prevention and control, eg waste management, spillage, hand washing, use of Personal Protective Equipment (PPE)	the importance of a clean workplace; legislation, policies and local ways of working for the prevention of infection; personal hygiene, handwashing; the right use of PPE : gloves, aprons, masks; how infections start and spread; how to clean, disinfect and sterilise

**17. Does the content of C6 Health, safety and security apply to a Senior Healthcare Support Worker (children and young people)?**

yes

**If no, please explain.**

**18. Do you have any further comments about the Core section?**

C2: It may be useful to include something further in regard to understanding of the importance of information sharing in the context safeguarding of children. What to share and who with - Caldicott Guardian role etc; It would be helpful to make it clear the different terms and types of abuse for instance it maybe emotional or even neglect.

C5: Statements about supervising others might benefit from revised wording to reflect the appropriate level of responsibility accorded to Senior HCSWs, and to be clear about terminology and boundaries between the registered practitioner and the SHCSW as well as delegation, responsibility and accountability;

Need information about consent in C&YP – Fraser guidance.

C6: does it need to say here that it would be pediatric life support – what about difference in mental capacity act for C&YP

General comments:

C&YP can be distressed or anxious and this is not picked up in C1

Clear and specific mention of the particular health care needs of Looked after Children would be appropriate.

**4. Pointers**

**Before you look at option 5: Senior HCSW (children and young people) here are some pointers:**

**The standards are publicly available documents used by apprentices, assessors, employers and training providers. They are also used by prospective apprentices and their families when choosing a career. The language therefore has to be kept**

simple. Complex terms that can't be avoided are defined in footnotes. Policies, guidelines, frameworks and acts are usually referred to indirectly to avoid having to update the standards each time one changes.

Please keep the core to hand when completing the rest of this survey. That way you can refer back and double check that any 'gaps' you spot are not already covered within the core content.

The whole of of option 5 must be completed by every Senior HCSW (children and young people) apprentice at level 3. This means that the each knowledge and skill statement must be achievable by everyone. Anything that not all apprentices do will appear as 'optional' units in the underpinning qualification or be taught at a local level by employers as part of in-house training. If you spot anything in option 5 that you think should be optional not mandatory content please let us know in the comments boxes.

#### 5. Overview of option 5: Senior HCSW (children and young people)

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### OVERVIEW – Option 5 Senior HCSW (Children and young people)

Children and young people senior healthcare support workers look after children and young people in a range of settings; duties will vary accordingly. You will support them with their healthcare needs and you may work in a range of settings eg in the community, including in people's homes or in a hospital. In most instances your supervisor will be a registered nurse. You will work within guidelines and legislation designed to protect and support children and young people, recognising the different needs they have at different stages of their development. You will promote family-centred care, working in partnership with parents, families and other services and agencies.

19. Does this accurately give an overview of the role of a Senior HCSW (Children and young people) on completion of their apprenticeship at level 3?

No

20. If no, please explain

We feel there needs to be greater emphasis on the following:

- difference of working with C&YP than adults
- differences of working with C&YP away from their parents/carers
- recognition of skills and attitudes when working with C&YP.

- working in the best interests of C&YP and this may mean in collaboration with C&YP against parents/carers where there is a protection issue?

We are happy to see child development here however further emphasis needed on:

1. Developmental care including feeding /nutrition
2. Developmental communication and play
3. Specific CYP Risk assessment
4. Physical assessment and vital signs parameters and presentations - Very different from adults
- 5 Child and family centred philosophies
6. Emergency responses by age/stage
7. Consent (by age/stage/development/intellectual/cognitive ability )
8. Ethical issues in Care of CYP ( respect, truth, restraint, advocacy, paramountcy
- 9 Legal : consent, assault, UNCRC, Children Act/Order, safeguarding, confidentiality

## 21. Do you have any further comments about the overview of the Senior HCSW (Children and young people) role at level 3?

Incorporated above

### 6. Option 5: Senior HCSW (children and young people) - 5.1 Assist with Clinical Tasks

#### 5.1 Assist with Clinical Tasks

##### **You will be able to:**

assist nurses with delegated clinical tasks in line with current legislation and policy

undertake a range of physiological measurements on children and young people

communicate with the child or young person using age appropriate communication and shared decision making with them, the family and carer

assist with tissue viability risk assessments

assist with caring for wounds obtain and test samples and other specimens

support life-limiting conditions and contribute to end of life care[1]

recognise limitations in mental

##### **You will know and understand:**

current legal policy and service frameworks for children and young people (eg The Children's Act 1989 and 2004); the rights of children and young people at different ages in relation to safeguarding and consent, the role of advocacy; the clinical tasks you will routinely be expected to carry out within your role

anatomy, physiology and pathophysiology of children and young people; stages of development; functional changes associated with disease or injury; ways to support physical or learning disability

the range of physiological states that can be measured including body temperature, pulse , blood pressure, respiratory rate, oxygen saturation, blood sugar levels, height, weight, urinary output and pain assessment; the age appropriate types of equipment used for measuring physiological states in children and young people; how to document observations; the normal parameters for different age ranges and how to escalate appropriately

the importance of skin integrity and how to check it

how to care for wounds

capacity and respond appropriately

how to take and test samples and other specimen

monitor and maintain the environment, equipment and resources; perform first line calibration on clinical equipment and manage stock control

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

contribute to discharge from services

patient centred care; 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 child, young person, parent or carer

**Other clinical tasks** are determined by your local work setting and policies.

specific moving and positioning techniques to use with infants, children or young people

[1] **End of Life Care – End of life care** is defined as care that helps those with advanced, progressive, incurable illness to live as well as possible until they die. (End of Life Care Network)

where to source equipment and resources importance of shared communication across the multidisciplinary team, including appropriate escalation

the discharge process, the availability and services offered by the extended health and social care system

## 22. Is anything missing from 5.1 Assist with clinical tasks?

Yes

## 23. If yes, please give details of any gaps in 5.1 Assist with clinical tasks

Assist in teaching C&YP about health needs such as diabetes, asthma et al

Mental ability is different in C&YP – social and emotional and cognitive ability is very important to assess

Also acknowledging where parents and C&YP are the experts in their care – especially noting the deteriorating child

Need to note who working with - schools, teachers, voluntary services, social services

There is a bullet point on recognising limitations in mental capacity and responding appropriately – there needs to be information on limitations of mental capacity of parents/guardians as well as the child. Also maybe linking this with the first bullet point on current legislation and policy and link with consent

It would be worth thinking about whether a Senior HCSW employed by a CAMHS service would be expected to engage in the specific physiological measurements and know about anatomy and physiology in the ways recounted here. Likewise tissue viability, wound care etc.

## 24. Do you have any further comments about 5.1 Assist with clinical skills?

Incorporated above

## 7. Option 5: Senior HCSW (children and young people) - 5.2 Activities of daily living

### 5.2 Activities of daily living

**You will be able to:**

support children and young people to develop and maintain skills for everyday life, including the opportunities to play, learn and relax through access to therapies and activities

develop positive relationships with children and young people

help children and young people 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 child or young person

support nutrition and hydration

support continence, washing and dressing

support mobility, rest, sleep, keeping safe or expressing sexuality

assist with teaching parenting skills and encouraging public health awareness in relation to immunisation, nutrition, healthy diet, mental health, self-harm and other safeguarding issues that affect children and young people

**You will know and understand:**

approaches to promoting health and wellbeing; a range of long term conditions and the impact they may have on a child or young person'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 children and young people to develop, maintain and recover

the importance of nutrition hydration on health and development of children and young people; methods for providing and supporting nutrition in children and young people or supporting and encouraging breast feeding

how to wash, dress and support children and young people to use the toilet; ways to manage situations in which they cannot do these things for themselves

how to help children and young people to be mobile and the importance of rest and sleep

the importance of promoting family-centred care

the implications of national and global immunisation programmes

the impact of long term illness and hospitalisation can have on children and young people

a range of parenting skills; the public health agenda in relation to children and young people including immunisation, healthy eating, mental health and self-harm awareness, protection from abuse and neglect

**25. Is anything missing from 5.2 Activities of daily living?**

Yes

**26. If yes, please give details of any gaps in 5.2 Activities of daily living.**

Support for emotional and social wellbeing.

Also need to consider DOLs as these are being undertaken for age 14yrs and above so understanding of this area is important.

Best interests of C&YP and mental capacity.

## 27. Do you have any further comments about 5.2 Activities of daily living?

Incorporated above

## 8. Option 5: Senior HCSW (children and young people) - 5.3 Child development

### 5.3 Child development

#### You will be able to:

support the development of children and young people through play and learning

support children and young people through transitions

#### You will know and understand:

child and young person 0 to 18 development, expected developmental ages and the impact of illness on developmental milestones

the key principles underpinning communication with children, young people and families/cares

age-appropriate communication techniques; including dealing with barriers to communication, non-verbal methods of communication and conflicting opinions or powerful emotions

therapeutic play and distraction techniques

what is meant by transitions for children and young people

## 28. Is anything missing from 5.3 Child development?

Yes

## 29. If yes, please give details of any gaps in 5.3 Child development.

Development of emotional growth and development

Ability to support resilience building

Support developing good relationships

Also consider how to assess and identify the child that is not achieving their milestones.

## 30. Do you have any further comments about 5.3 Child development?

Incorporated above

## 9. Option 5: Senior HCSW (children and young people) - Qualifications

**Qualifications: Apprentices will be required to complete a named occupational competence qualification. This is currently the Level 3 Diploma in Maternity & Paediatric Support. Skills for Health is aware that this qualification is in need of review so that it meets the requirements of children and young people healthcare support workers.**

31. Would you like to put your name forward to be involved in the qualification review process?

Yes

32. Do you have any other comments about the qualification section?

### 10. Last thoughts

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33. Do you have any final comments (not already covered) in relation to this option and the standard as a whole?

Is there going to be consideration of the registration of these SHCSW's on a carers register same as nurses/accountability/professionalism.

The Standard could take better account of the variety of settings in which Senior HCSWs might work, for example interagency roles with social services, and in CAMHS. Depending on the revised content, a diploma in maternity and paediatric support might not be relevant for all workplaces.

### 11. Thank You!

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**Thank you for taking our survey. Your response is very important to us.**

**This is what happens next:**

**The steering groups will analyse the responses received and use them to inform the standard which they then submit for approval by the Secretary of State. A notice will be on Skills for Health website once the new standard has been approved.**

**Please note that this does not mean the standard is ready for use as an Assessment Plan needs to be developed and approved yet.**

**If you have learners starting over the next few months, please enrol them on the current frameworks as usual.**

**We will keep you on our distribution list to be contacted regarding future related work unless you email [qualifications@skillsforhealth.org.uk](mailto:qualifications@skillsforhealth.org.uk) advising us that you wish us to remove your name from the list. If you do contact us please use the subject line: 'apprenticeship review - no further contact please.'**

## Response ID: 120

<b>Survey Submitted:</b>	Sep 2, 2016 5:10 AM
<b>IP Address:</b>	81.145.190.129
<b>Language:</b>	English (en-GB)
<b>User Agent:</b>	Mozilla/5.0 (Windows NT 6.1; WOW64; Trident/7.0; rv:11.0) like Gecko
<b>Http Referrer:</b>	<a href="http://www.skillsforhealth.org.uk/standards/item/">http://www.skillsforhealth.org.uk/standards/item/</a>
<b>Page Path:</b>	1 : Introduction (SKU: 1) 2 : About you, your organisation and your role (SKU: 4) 3 : Senior HCSW (children and young people) (SKU: 8) 4 : Pointers (SKU: 18) 5 : Overview of option 5: Senior HCSW (children and young people) (SKU: 13) 6 : Option 5: Senior HCSW (children and young people) - 5.1 Assist with Clinical Tasks (SKU: 21) 7 : Option 5: Senior HCSW (children and young people) - 5.2 Activities of daily living (SKU: 22) 8 : Option 5: Senior HCSW (children and young people) - 5.3 Child development (SKU: 23) 9 : Option 5: Senior HCSW (children and young people) - Qualifications (SKU: 20) 10 : Last thoughts (SKU: 24) 11 : Thank You! (SKU: 2)
<b>SessionID:</b>	1472787538_57c8f452e5c2e7.84147807

## Response Location

<b>Country:</b>	United Kingdom
<b>Region:</b>	
<b>City:</b>	
<b>Postal Code:</b>	
<b>Long &amp; Lat:</b>	Lat: 51.496398925781, Long:-0.12240000069141