

## Further Information

The Level 3 **Senior Healthcare Support Worker Apprenticeship** is an 18 month programme ran in partnership with Training 2000 and University of Central Lancashire.

The Senior Healthcare Support Worker role complements the role of other Healthcare professionals. One of the primary roles is to help registered practitioners deliver healthcare services to people.

The apprenticeship is available to a wide variety of staff those include: staff wishing to further their career with an accredited qualification, admin staff waiting to gain knowledge, experience and relevant qualifications to progress in to a clinical role or as route to undertake further studies (such as TNA Apprenticeship or RNDA).

### **Modules**

The course itself offers the ability to tailor the optional units specifically to the apprentices and employer's needs. We have the teaching staff available to offer a wide range of pathways into healthcare careers, suitable across all departments of the NHS. The apprentice's previous skills and study are taken into consideration, alongside the role they are in to ensure the optional units are productive and suitably developmental in order to adhere to the work places talent pipeline and future career aspirations. This means each student whilst on programme can have their own unique pathway and selection of modules.

There are around 200 modules. Full list available via link below:

<https://www.qualhub.co.uk/media/11288/l3-dip-healthcare-support-603-2414-4-qual-spec-v23.pdf>

### **20% off the job**

It can be quite a daunting prospect and can lead to many questions, an easy way to break down whether an activity equates towards the required 20% off the job training is;

1. Is the activity directly relevant to the Apprenticeship standard?
2. Is the activity imparting new knowledge, skills or behaviours?
3. Is the learning being completed in the apprentice's normal working hours?

There is some scope within the apprenticeship for what is required in the 20% off the job activities and this will be determined by the pathway chosen, i.e adult nursing, theatre, allied health professional or mental health route. The requirements can be negotiated between all involved parties at the beginning of the course to ensure the correct development is achieved throughout programme.

Examples of 20% off the job training which would be applicable are;

- Mandatory core training.
- Phlebotomy training and the required supervision and demonstration of skill in practice before being signed off as competent.
- A training programme which forms part of the Apprenticeship counts towards the off-the-job calculation.
- Relevant and new employer training also counts.
- relevant work-shadowing.
- networking and skills shows.
- Writing assignments and time spent during the training period on revision does count, even though it is rehearsing already learnt material.

However, not all learning does count:

- If a learner needs to achieve Maths and English 'functional skills' then any learning towards achieving this must be in addition and cannot count towards the 20% off the job time.
- Travel time to a teaching session doesn't count.
- Exams don't count towards off-the-job time.

The amount of exact hours is calculated upon enrolment and the plan of activities is integrated into a commitment statement.

**"I have been in care as a HCA since I was 18, I worked at (Hospital) for nearly 7 years then had 3 years out. I then came here to (Health Centre) where I work as HCA and Receptionist. The idea of me doing the course is to gain more experience, confidence, and more qualifications so I can progress within the practice. I love the idea of the course and think it will benefit many HCA's going forward. I have enjoyed learning about all the topics so far. After this course I am considering both of the Assistant practitioner or Assistant Associate route - not sure which yet. I know that I really don't want to do my nursing degree but can't decide which route I definitely want to go down."**  
**Laura – current student**