

## Mapping – Senior Healthcare Support Worker Apprenticeship Standard and Level 3 Diploma in Healthcare Support

Senior Healthcare Support Worker Core Knowledge, Skills and Behaviours (KSB's)	Current NCFE CACHE Level 3 Diploma in Healthcare Support (QN: 603/2414/4) – Mandatory Units	New NCFE CACHE Level 3 Diploma in Healthcare Support (QN: TBC) – Mandatory Units ( <b>DRAFT content</b> )
<p><b>K1:</b> The legislation, policies, standards, local ways of working and codes of conduct that apply to own role</p> <p><b>K2:</b> The scope of practice, limitations of own competence, including limitations of own role in relation to medication and who to ask for support</p> <p><b>S1:</b> Work in line with legislation, policies, standards, local ways of working and codes of conduct that apply to own role</p> <p><b>S2:</b> Work within the scope of practice, the limits of own knowledge and skills, escalating and reporting to others when needed</p>	<p><b>Responsibilities of a care worker</b></p> <ol style="list-style-type: none"> <li>1. Understand working relationships in care settings</li> <li>2. Be able to work in ways that are agreed with the employer</li> <li>4. Be able to work in partnership with others</li> </ol>	<p><b>Responsibilities of a Senior Healthcare Support Worker</b></p> <ol style="list-style-type: none"> <li>1. Understand agreed ways of working</li> <li>2. Understand working relationships in healthcare settings</li> <li>3. Be able to follow agreed ways of working</li> <li>4. Be able to work in partnership with others</li> </ol>
<p><b>K3:</b> The principles of 'person-centred care and support', including principles of equality, diversity and inclusion, active participation, consent and choice</p> <p><b>S3:</b> Work as part of a multi-disciplinary team to provide safe and non-discriminatory person-centred care and support with individuals' established consent</p>	<p><b>Promote person-centred approaches in care settings</b></p> <ol style="list-style-type: none"> <li>1. Understand how to promote the application of person-centred approaches in care settings</li> <li>2. Be able to work in a person-centred way</li> <li>3. Be able to establish consent when providing care or support</li> <li>4. Be able to implement and promote active participation</li> <li>5. Be able to support the individual's right to make choices</li> </ol> <p><b>Promote equality and inclusion in care settings</b></p>	<p><b>Person-centred practice, choice and independence</b></p> <ol style="list-style-type: none"> <li>1. Understand the application of person-centred practices in care settings</li> <li>2. Understand the importance of individuals' relationships</li> <li>3. Be able to apply person-centred approaches</li> <li>4. Be able to promote individuals' rights to make choices</li> <li>5. Be able to promote individuals' independence</li> <li>6. Understand the role of risk assessments in promoting person-centred approaches, choice and independence</li> </ol>

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	<ol style="list-style-type: none"> <li>1. Understand the importance of diversity, equality and inclusion</li> <li>2. Be able to work in an inclusive way</li> <li>3. Be able to promote diversity, equality and inclusion</li> </ol> <p><b>Responsibilities of a care worker</b></p> <ol style="list-style-type: none"> <li>1. Understand working relationships in care settings</li> <li>2. Be able to work in ways that are agreed with the employer</li> <li>3. Be able to work in partnership with others</li> </ol>	<p><b>Promote equality and inclusion in care settings</b></p> <ol style="list-style-type: none"> <li>1. Understand the importance of diversity, equality and inclusion</li> <li>2. Be able to work in an inclusive way</li> <li>3. Be able to promote diversity, equality and inclusion</li> </ol> <p><b>Responsibilities of a Senior Healthcare Support Worker</b></p> <ol style="list-style-type: none"> <li>1. Understand agreed ways of working</li> <li>2. Understand working relationships in healthcare settings</li> <li>3. Be able to follow agreed ways of working</li> <li>4. Be able to work in partnership with others</li> </ol>
<p><b>K4:</b> The principles of a 'duty of care' and 'safeguarding', the signs of abuse and ways to reduce the risk of abuse</p> <p><b>S4:</b> Implement a duty of care, recognising and responding to safeguarding and protection concerns and acting in the best interest of individuals to ensure they do not come to harm</p>	<p><b>Duty of care in care settings</b></p> <ol style="list-style-type: none"> <li>1. Understand how duty of care contributes to safe practice</li> <li>2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care</li> <li>3. Know how to respond to complaints</li> </ol> <p><b>Safeguarding and protection in care settings</b></p> <ol style="list-style-type: none"> <li>1. Understand principles of safeguarding adults</li> <li>2. Know how to recognise signs of abuse</li> <li>3. Know how to respond to suspected or alleged abuse</li> </ol>	<p><b>Duty of care in care settings</b></p> <ol style="list-style-type: none"> <li>1. Understand how duty of care contributes to safe practice</li> <li>2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care</li> <li>3. Know how to respond to concerns, comments and complaints</li> <li>4. Know how to recognise and respond to adverse events, incidents, errors and near misses</li> </ol> <p><b>Safeguarding and protection in care settings</b></p> <ol style="list-style-type: none"> <li>1. Understand principles of safeguarding adults</li> </ol>

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	4. Understand the national and local context of safeguarding and protection from abuse 5. Understand ways to reduce the likelihood of abuse 6. Know how to recognise and report unsafe practices 7. Understand principles for online safety	2. Know how to recognise signs and symptoms of abuse 3. Understand how to respond to suspected or alleged abuse 4. Understand the national and local context of safeguarding and protection from abuse 5. Understand ways to reduce the likelihood of abuse 6. Understand how to recognise and report unsafe practices 7. Understand principles for online safety
<p><b>K5:</b> National and local definitions of health and well-being and priorities for promoting public health and reducing inequalities</p> <p><b>K6:</b> The availability of services to support individuals with lifestyle choices and how to make a referral if required</p> <p><b>K7:</b> The signs and symptoms that an individual's health and wellbeing is changing, including the role of prescribed medication</p> <p><b>S5:</b> Support individuals to make informed and positive lifestyle choices</p> <p><b>S6:</b> Actively seek out and act on opportunities to support individuals to maximise their health, well-being and positive lifestyle choices</p> <p><b>S7:</b> Recognise and respond to changes in an individual's health and wellbeing</p>		<p><b>Communicate with individuals about promoting their health and well-being</b></p> <ol style="list-style-type: none"> <li>1. Understand the relationship between health, well-being and lifestyle</li> <li>2. Understand factors influencing health and well-being</li> <li>3. Be able to communicate with individuals and others when promoting health and well-being</li> <li>4. Be able to encourage individuals to address issues relating to their health and well-being</li> </ol>

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<p><b>K8:</b> The signs that an individual is in pain, distress or discomfort</p> <p><b>S8:</b> Recognise and respond to the signs and symptoms that an individual is in pain, distress or discomfort to maximise comfort and well-being</p>		<p>Provide support to manage pain and discomfort</p> <ol style="list-style-type: none"> <li>1. Understand approaches to managing pain and discomfort</li> <li>2. Be able to assist in minimising individuals' pain or discomfort</li> <li>3. Be able to monitor, record and report on the management of individuals' pain or discomfort</li> </ol>
<p><b>K9:</b> The principles of hydration, nutrition and food safety</p> <p><b>S9:</b> Promote and monitor access to fluids and nutrition in line with an individual's care plan</p>		<p>To be assessed in the care cert and in the apprenticeship EPA</p> <p>Supporting individuals to eat and drink remains as an optional unit</p>
<p><b>K10:</b> Communication techniques to maximise understanding including for individuals with specific communication needs or wishes</p> <p><b>S10:</b> Communicate with individuals, their families, carers and others in the workplace using techniques designed to facilitate understanding</p>	<p><b>Promote communication in care settings</b></p> <ol style="list-style-type: none"> <li>1. Understand why effective communication is important in the work setting</li> <li>2. Be able to meet the communication and language needs, wishes and preferences of individuals</li> <li>3. Be able to overcome barriers to communication</li> <li>4. Be able to apply principles and practices relating to confidentiality</li> </ol>	<p><b>Effective communication in care settings</b></p> <ol style="list-style-type: none"> <li>1. Understand why effective communication is important in the work setting</li> <li>2. Understand the variety in people's communication needs and preferences</li> <li>3. Be able to communicate effectively with others</li> <li>4. Be able to meet the communication and language needs, wishes and preferences of individuals</li> <li>5. Understand the role of independent advocacy services in supporting individuals to communicate their wishes, needs and preferences</li> <li>6. Understand confidentiality in care settings</li> </ol>
<p><b>K11:</b> The meaning of 'capacity', the differences between mental illness, dementia and learning disability and the impact of these conditions on</p>	<p><b>Understand mental health problems</b></p> <ol style="list-style-type: none"> <li>1. Understand the types of mental ill health</li> </ol>	<p><b>Understand mental ill health</b></p> <ol style="list-style-type: none"> <li>1. Understand the types of mental ill health</li> </ol>

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<p>an individual's needs</p> <p><b>S11:</b> Recognise and respond to limitations in an individual's mental capacity</p>	<p>2. Understand the impact of mental ill health on individuals and others in their social network</p> <p><b>Understand mental well-being and mental health promotion</b></p> <p>1. Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span</p> <p>2. Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups</p>	<p>2. Understand the impact of mental ill health on individuals and others in their social network</p> <p>3. Understand the difficulties individuals with mental ill health may face</p> <p>4. Know how to recognise and respond to deterioration in an individual's overall health and wellbeing.</p> <p>5. Know how to recognise and respond to limitations in an individual's mental capacity.</p> <p>6. Understand how to identify situations of risk to individuals with mental ill health and to self and others</p>
<p><b>K12:</b> The principles of infection prevention and control and the importance of good personal hygiene, hand hygiene and personal protective equipment (PPE)</p> <p><b>S12:</b> Maintain a safe and healthy working environment, using infection prevention and control techniques including hand washing, sanitisation, disinfection and personal protective equipment (PPE)</p>	<p><b>Promote health, safety and wellbeing in care settings</b></p> <p>1. Understand own responsibilities, and the responsibilities of others, relating to health and safety</p> <p>2. Be able to carry out own responsibilities for health and safety</p> <p>3. Understand procedures for responding to accidents and sudden illness</p> <p>4. Be able to reduce the spread of infection</p> <p>5. Be able to move and handle equipment and other objects safely</p> <p>6. Be able to handle hazardous substances and materials</p> <p>7. Be able to promote fire safety in the work setting</p> <p>8. Be able to implement security measures in the work setting</p>	<p><b>Promote health, safety and wellbeing in care settings</b></p> <p>1. Understand own responsibilities, and the responsibilities of others, relating to health and safety</p> <p>2. Be able to carry out own responsibilities for health and safety</p> <p>3. Understand procedures for responding to accidents and sudden illness</p> <p>4. Be able to reduce the spread of infection</p> <p>5. Be able to move and handle equipment and other objects safely</p> <p>6. Be able to handle hazardous substances and materials</p> <p>7. Be able to promote fire safety in the work setting</p>

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	<p>9. Know how to manage stress</p> <p><b>The principles of infection prevention and control</b></p> <ol style="list-style-type: none"> <li>1. Understand own and others' roles and responsibilities in the prevention and control of infections</li> <li>2. Understand legislation and policies relating to prevention and control of infections</li> <li>3. Understand systems and procedures relating to the prevention and control of infections</li> <li>4. Understand the importance of risk assessment in relation to the prevention and control of infections</li> <li>5. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections</li> <li>6. Understand the importance of good personal hygiene in the prevention and control of infections</li> </ol> <p><b>Causes and spread of infection</b></p> <ol style="list-style-type: none"> <li>1. Understand the causes of infection</li> <li>2. Understand the transmission of infection</li> </ol> <p><b>Cleaning, decontamination and waste management</b></p> <ol style="list-style-type: none"> <li>1. Understand how to maintain a clean environment</li> <li>2. Understand the principles and steps of the decontamination process</li> </ol>	<p>8. Be able to implement security measures in the work setting</p> <p>9. Know how to manage stress</p> <p><b>Maintain infection prevention and control in a care setting</b></p> <ol style="list-style-type: none"> <li>1. Understand own role in the prevention and control of the spread of infection</li> <li>2. Be able to work in ways to prevent and control the spread of infection</li> </ol>

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	3. Understand the importance of good waste management	
<p><b>K13:</b> Local systems and processes to manage the supply, storage, use and safe disposal of stocks and supplies</p> <p><b>S13:</b> Maintain the safe supply, storage, use and disposal of supplies and equipment</p>	<p><b>Cleaning, decontamination and waste management</b></p> <ol style="list-style-type: none"> <li>1. Understand how to maintain a clean environment</li> <li>2. Understand the principles and steps of the decontamination process</li> <li>3. Understand the importance of good waste management</li> </ol>	<p><b>Cleaning, decontamination and waste management</b></p> <ol style="list-style-type: none"> <li>1. Understand how to maintain a clean environment</li> <li>2. Understand the principles and steps of the decontamination process</li> <li>3. Understand the importance of good waste management practice</li> <li>4. Be able to undertake the decontamination process</li> </ol> <p><b>Maintain infection prevention and control in a care setting</b></p> <ol style="list-style-type: none"> <li>1. Understand own role in the prevention and control of the spread of infection</li> <li>2. Be able to work in ways to prevent and control the spread of infection</li> </ol> <p><b>Promote health, safety and wellbeing in care settings</b></p> <ol style="list-style-type: none"> <li>1. Understand own responsibilities, and the responsibilities of others, relating to health and safety</li> <li>2. Be able to carry out own responsibilities for health and safety</li> <li>3. Understand procedures for responding to accidents and sudden illness</li> <li>4. Be able to reduce the spread of infection</li> </ol>

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		5. Be able to move and handle equipment and other objects safely 6. Be able to handle hazardous substances and materials 7. Be able to promote fire safety in the work setting 8. Be able to implement security measures in the work setting 9. Know how to manage stress
<p><b>K14:</b> The principles of safe moving and assisting individuals, and moving and handling equipment</p> <p><b>K15:</b> The meaning of 'risk' in the workplace, ways to raise concerns and own responsibilities in relation to incidents, errors and near misses</p> <p><b>S14:</b> Move and handle equipment or other items safely and assist individuals <b>S15:</b> Take appropriate action in response to concerns, risks, incidents or errors and near misses arising in the workplace</p>	<p><b>Promote health, safety and wellbeing in care settings</b></p> <ol style="list-style-type: none"> <li>1. Understand own responsibilities, and the responsibilities of others, relating to health and safety</li> <li>2. Be able to carry out own responsibilities for health and safety</li> <li>3. Understand procedures for responding to accidents and sudden illness</li> <li>4. Be able to reduce the spread of infection</li> <li>5. Be able to move and handle equipment and other objects safely</li> <li>6. Be able to handle hazardous substances and materials</li> <li>7. Be able to promote fire safety in the work setting</li> <li>8. Be able to implement security measures in the work setting</li> <li>9. Know how to manage stress</li> </ol>	<p><b>Promote health, safety and wellbeing in health or care settings</b></p> <ol style="list-style-type: none"> <li>1. Understand own responsibilities, and the responsibilities of others, relating to health and safety</li> <li>2. Be able to carry out own responsibilities for health and safety</li> <li>3. Understand procedures for responding to accidents and sudden illness</li> <li>4. Be able to reduce the spread of infection</li> <li>5. Be able to move and handle equipment and other objects safely</li> <li>6. Be able to handle hazardous substances and materials</li> <li>7. Be able to promote fire safety in the work setting</li> <li>8. Be able to implement security measures in the work setting</li> <li>9. Know how to manage stress</li> </ol>



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<p><b>K16:</b> Techniques and principles to safely perform basic life support</p> <p><b>S16:</b> Perform basic life support techniques</p>		<p>Basic life support is not included in the qualification as this is usually training that is covered through employment.</p>
<p><b>K17:</b> The common causes of conflict and how to respond to them in the workplace</p> <p><b>S17:</b> Recognise and respond to potential conflict, challenging behaviour or an escalating situation</p>		<p><b>Effective communication in care settings</b></p> <ol style="list-style-type: none"> <li>1. Understand why effective communication is important in the work setting</li> <li>2. Understand the variety in people's communication needs and preferences</li> <li>3. Be able to communicate effectively with others</li> <li>4. Be able to meet the communication and language needs, wishes and preferences of individuals</li> <li>5. Understand the role of independent advocacy services in supporting individuals to communicate their wishes, needs and preferences</li> <li>6. Understand confidentiality in care settings</li> </ol>
<p><b>K18:</b> The importance of continuing personal and professional development</p> <p><b>K19:</b> The local arrangements for appraisal of performance in the workplace</p> <p><b>K20:</b> The principles of reflective practice</p> <p><b>S18:</b> Undertake own training and development activities and contribute to the training and development of others <b>S19:</b> Participate in appraisal to support</p> <p><b>S20:</b> Reflect on and develop your own practice</p>	<p><b>Promote personal development in care settings</b></p> <ol style="list-style-type: none"> <li>1. Understand what is required for competence in own work role</li> <li>2. Be able to reflect on practice</li> <li>3. Be able to evaluate own performance</li> <li>4. Be able to agree a personal development plan</li> <li>5. Be able to use learning opportunities and reflective practice to contribute to personal development</li> </ol>	<p><b>Promote personal development in care settings</b></p> <ol style="list-style-type: none"> <li>1. Understand what is required for competence in own work role</li> <li>2. Be able to reflect on practice</li> <li>3. Be able to evaluate own performance</li> <li>4. Be able to agree a personal development plan</li> <li>5. Be able to use learning opportunities and reflective practice to contribute to personal development</li> </ol>

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professional development		
<p><b>K21:</b> Ways to record and store information securely, including the safe use of technology</p> <p><b>S21:</b> Record and store information related to individuals securely, including the safe use of technology</p>	<p><b>Promote effective handling of information in care settings</b></p> <ol style="list-style-type: none"> <li>1. Understand requirements for handling information in care settings</li> <li>2. Be able to implement good practice in handling information</li> <li>3. Be able to support others to handle information</li> </ol>	<p><b>Promote effective handling of information in care settings</b></p> <ol style="list-style-type: none"> <li>1. Understand requirements for handling information in care settings</li> <li>2. Be able to implement good practice in handling information</li> <li>3. Be able to support others to handle information</li> <li>4. Be able to support audit processes within own role and responsibilities</li> </ol>
<p><b>K22:</b> The principles of confidentiality, duty of confidence and disclosure</p> <p><b>S22:</b> Report and share information related to individuals securely and in line with local and national policies, maintaining confidentiality, duty of confidence and disclosure</p>	<p><b>Promote effective handling of information in care settings</b></p> <ol style="list-style-type: none"> <li>1. Understand requirements for handling information in care settings</li> <li>2. Be able to implement good practice in handling information</li> <li>3. Be able to support others to handle information</li> </ol> <p><b>Promote communication in care settings</b></p> <ol style="list-style-type: none"> <li>1. Understand why effective communication is important in the work setting</li> <li>2. Be able to meet the communication and language needs, wishes and preferences of individuals</li> <li>3. Be able to overcome barriers to communication</li> </ol>	<p><b>Promote effective handling of information in care settings</b></p> <ol style="list-style-type: none"> <li>1. Understand requirements for handling information in care settings</li> <li>2. Be able to implement good practice in handling information</li> <li>3. Be able to support others to handle information</li> <li>4. Be able to support audit processes within own role and responsibilities</li> </ol> <p><b>Effective communication in care settings</b></p> <ol style="list-style-type: none"> <li>1. Understand why effective communication is important in the work setting</li> <li>2. Understand the variety in people's communication needs and preferences</li> <li>3. Be able to communicate effectively with others</li> </ol>

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	4. Be able to apply principles and practices relating to confidentiality	4. Be able to meet the communication and language needs, wishes and preferences of individuals 5. Understand the role of independent advocacy services in supporting individuals to communicate their wishes, needs and preferences 6. Understand confidentiality in care settings
<p><b>K23:</b> The principles of 'quality improvement' and ways to measure quality in the workplace</p> <p><b>S23:</b> Participate in and support others with quality improvement activities in the workplace</p>		<p><b>Maintaining quality standards in the health sector</b></p> <ol style="list-style-type: none"> <li>1. Understand how to provide a quality service within legislation, policies and procedures</li> <li>2. Understand the importance of working with others to provide a quality service</li> <li>3. Know how to monitor quality standards</li> <li>4. Understand the importance of prioritising own workload to reduce risks to quality</li> </ol> <p><b>Service improvement within the health sector</b></p> <ol style="list-style-type: none"> <li>1. Be able to evaluate own work and that of others to identify improvements.</li> <li>2. Understand how to make constructive suggestions about how services can be improved.</li> <li>3. Understand how to discuss and agree improvements with others.</li> <li>4. Understand how to make agreed improvements to own work and how to support others to make changes</li> </ol>

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<p><b>K24:</b> The principles of investigatory techniques, research and evidence-based practice, and how to access existing evidence and use it to validate and improve practice</p> <p><b>K25:</b> The principles of critical thinking and methods of critical appraisal</p> <p><b>S24:</b> Use investigatory techniques to source evidence to validate and improve the delivery of care and support within own scope of practice</p> <p><b>S25:</b> Critically appraise sources of information and apply to practice</p>	<p><b>Study skills for senior healthcare support workers</b></p> <ol style="list-style-type: none"> <li>1. Understand what is meant by study skills within the context of the role of Senior Healthcare Support Worker</li> <li>2. Understand how to use investigatory techniques</li> <li>3. Be able to plan an extended piece of work</li> <li>4. Be able to carry out research to inform an extended piece of work</li> <li>5. Be able to present an extended piece of work</li> <li>6. Be able to review an extended piece of own work</li> </ol>	<p><b>Study skills for senior healthcare support workers</b></p> <ol style="list-style-type: none"> <li>1. Understand what is meant by study skills within the context of the role of Senior Healthcare Support Worker</li> <li>2. Understand the qualities and abilities required of an independent learner</li> <li>3. Understand how to use investigatory techniques</li> <li>4. Understand plagiarism and the consequences of plagiarism</li> <li>5. Understand how to reference information sources</li> <li>6. Be able to plan and carry out an extended piece of work</li> <li>7. Be able to present an extended piece of work</li> <li>8. Be able to review an extended piece of own work</li> </ol>
<p><b>K26:</b> The principles and styles of leadership in relation to own role and place of work</p> <p><b>S26:</b> Provide leadership and act as a role model for others within the scope of own role</p>		<p>Leadership and role-modelling will be demonstrated incrementally as the apprentice progresses and evidenced across multiple units.</p> <p>K26 and S26 to be assessed in the apprenticeship EPA.</p>
<p><b>K27:</b> The relationship and differences between leadership, management, supervision and mentoring</p> <p><b>S27:</b> Contribute to mentoring and supervision of</p>		<p>Mentoring and supervision will be demonstrated incrementally as the apprentice progresses and evidenced across multiple units.</p> <p>K27 and S27 to be assessed in the apprenticeship EPA.</p>

Senior Healthcare Support Worker Core Knowledge, Skills and Behaviours (KSB's)	Current NCFE CACHE Level 3 Diploma in Healthcare Support (QN: 603/2414/4) – Mandatory Units	New NCFE CACHE Level 3 Diploma in Healthcare Support (QN: TBC) – Mandatory Units ( <b>DRAFT content</b> )
others in the workplace within the scope of own role		
<p><b>K28:</b> The physiological states, their normal ranges and the correct tools or equipment to use to measure them</p> <p><b>S28:</b> Undertake physiological measurements, selecting and using the correct tools or equipment</p>		<p><b>Undertake physiological measurements</b></p> <ol style="list-style-type: none"> <li>1. Understand relevant legislation, policy and good practice for undertaking physiological measurements.</li> <li>2. Understand the physiological states that can be measured.</li> <li>3. Be able to prepare to take physiological measurements.</li> <li>4. Be able to undertake physiological measurements.</li> <li>5. Be able to record and report results of physiological measurements</li> </ol>