# Transferable Role Template

## Career Framework Level 7

# Advanced Practitioner Surgical Care, Norfolk and Norwich.

## Level Descriptors
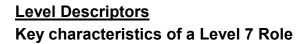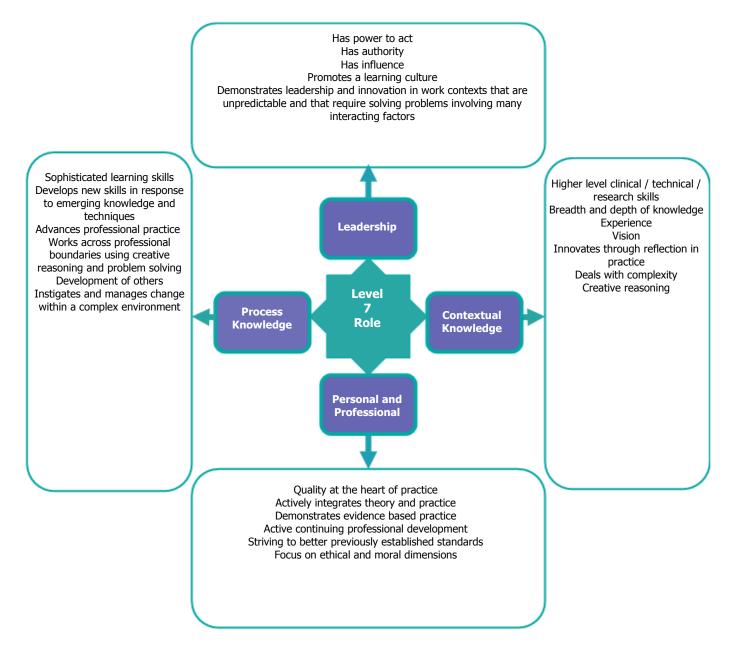## Key characteristics of a Level 7 Role

Has power to act
Has authority
Has influence
Promotes a learning culture
Demonstrates leadership and innovation in work contexts that are unpredictable and that require solving problems involving many interacting factors

Sophisticated learning skills
Develops new skills in response to emerging knowledge and techniques
Advances professional practice
Works across professional boundaries using creative reasoning and problem solving
Development of others
Instigates and manages change within a complex environment

Higher level clinical / technical / research skills
Breadth and depth of knowledge
Experience
Vision
Innovates through reflection in practice
Deals with complexity
Creative reasoning

**Leadership**

**Level 7 Role**

**Process Knowledge**

**Contextual Knowledge**

**Personal and Professional**

Quality at the heart of practice
Actively integrates theory and practice
Demonstrates evidence based practice
Active continuing professional development
Striving to better previously established standards
Focus on ethical and moral dimensions

## Definition of the Level 7 Role

People at level 7 of the career framework have a critical awareness of knowledge issues in the field and at the interface between different fields. They are innovative and have a responsibility for developing and changing practice and/or services in a complex and unpredictable environment.

## Example of Role at Level 7

Advanced Practitioner:

Whilst recognising that some professions have already defined the advanced practitioner: the definition of an advanced practitioner used in this template is intended to be applicable to all professional and occupational groups. This definition is based on the level 7 descriptors that inform the career framework for health and therefore is useful to employers.

Advanced practitioners are experienced professionals who have developed their skills and theoretical knowledge to a very high standard, performing a highly complex role and continuously developing their practice within a defined field and/or having management responsibilities for a section/small department. They will have their own caseload or work area responsibilities.

Further information regarding the role of the advanced practitioner has been used to support these findings

## Basic Information:

| Named Role | **Advanced Practitioner Surgical Care, Norfolk And Norwich.** |
|---|---|
| Area of work | Community NHS Or Local Authority Or Independent, Hospital NHS Or Independent |
| Role Family | AHPs, Nursing |
| Experience required | Relevant professional qualification e.g. registered nurse, operating department practitioner and physiotherapist. Work experience in orthopaedics/surgery. |
| Career Framework Level | 7 |

**Summary of Role**

Developed in 2009 as part of the Department of Health (England) reducing waiting times initiative.

**Scope of the Role**

Working as part of the multidisciplinary team this role will work with patients undergoing surgery in pre, intra and post operative stages of treatment.

All level 7 roles will have the following common/core competences.

All competences are national occupational standards (NOS)

Specific competences to the role have then been identified. Any additional competences specific to the locality should then be identified locally using the competence tools and health functional map and added to the template using the same format.

**Level 7 Core Competences / National Occupational Standards:**

| Underpinning Principle | Reference Function | | Competence |
|---|---|---|---|
| **1. COMMUNICATION** | 1.2 | Communicate effectively | GEN97<br>Communicate effectively in a healthcare environment<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3001 |
| **2. PERSONAL & PEOPLE DEVELOPMENT** | 2.1.1 | Develop your own practice | GEN13<br>Synthesise new knowledge into the development of your own practice<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/376 |
| | | | CFAM&LAA3<br>Develop and maintain your professional networks<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3770 |
| | 2.1.2 | Reflect on your own practice | GEN23<br>Monitor your own work practices<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2051 |
| | | | SCDHSC0033<br>Develop your practice through reflection and learning<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3415 |
| | 2.2.1 | Support the development of the knowledge and practice of individuals | SCDHSC0043<br>Take responsibility for the continuing professional development of yourself and others<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3481 |
| **3. HEALTH SAFETY & SECURITY** | 3.5.1 | Ensure your own actions reduce risks to health and safety | IPC2.2012<br>Perform hand hygiene to prevent the spread of infection<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3309 |
| | | | PROHSS1<br>Make sure your own actions reduce risks to health and safety<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3327 |
| | | | PMWRV1<br>Make sure your actions contribute to a positive and safe working culture<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/4027 |
| | 3.5.2 | Protect individuals from abuse | SCDHSC0024<br>Support the safeguarding of individuals<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3518 |
| **4. SERVICE IMPROVEMENT** | 4.6 | Promote service improvement | CFAM&LCA1<br>Identify and evaluate opportunities for innovation and improvement<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3783 |
| **5. QUALITY** | 5.1.1 | Act within the limits of your competence and authority | GEN63<br>Act within the limits of your competence and authority<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/85 |

| | 5.1.2 | Manage and organise your own time and activities | HT4<br>Manage and organise your own time and activities<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2501 |
|---|---|---|---|
| 6. EQUALITY & DIVERSITY | 6.1 | Ensure your own actions support equality of opportunity and diversity | SCDHSC0234<br>Uphold the rights of individuals<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3506 |
| | 6.2 | Promote equality of opportunity and diversity | SCDHSC3111<br>Promote the rights and diversity of individuals<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3540 |
| B. HEALTH INTERVENTION | B2.1 | Obtain information from individuals about their health status and needs | CHS169<br>Comply with legal requirements for maintaining confidentiality in healthcare<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2820 |
| D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY | D2.4 | Maintain information / record systems | CFA_BAD332<br>Store and retrieve information using a filing system<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/4104 |
| H. MANAGEMENT & ADMINISTRATION | H1.2.4 | Implement change | CFAM&LCA4<br>Implement change<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3786 |
| | H1.3.1 | Contribute to the effectiveness of teams | SCDHSC0241<br>Contribute to the effectiveness of teams<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3509 |
| | H1.3.2 | Develop relationships with individuals | CFAM&LDD1<br>Develop and sustain productive working relationships with colleagues<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3787 |
| | H2.6 | Receive and pass on messages and information | ESKITU020<br>Use digital communications<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/4150 |

## Role Specific Competences / National Occupational Standards:

| Underpinning Principle | Reference Function | | Competence |
|---|---|---|---|
| A. ASSESSMENT | A2.1 | Plan assessment of an individual's health status | CHS38<br>Plan assessment of an individual's health status<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/1040 |
| | A2.2 | Co-ordinate assessment of the health of individuals | CHS105<br>Agree the nature and purpose of investigation into an individual's health status<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2195 |
| | A2.3 | Assess an individual with a suspected health condition | CHS118<br>Form a professional judgement of an individual's health condition<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/434 |

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| | | | CHS168<br>Obtain a patient/client history<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2819 |
| | A2.4 | Assess an individual's needs arising from their health status | CHS178<br>Determine investigations required to meet clinical need<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2321 |
| | A2.8 | Prioritise treatment and care for individuals according to their health status and needs | CHS121<br>Prioritise treatment and care for individuals according to their health status and needs<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/423 |
| | A2.9 | Assess individual's suitability for a treatment or intervention | CHS120<br>Establish an individual's suitability to undergo an intervention<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/432 |
| **B. HEALTH INTERVENTION** | B2.3 | Request investigations to provide information on an individual's health status and needs | CHS106<br>Request imaging investigations to provide information on an individual's health status and needs<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2196 |
| | B3.1.1 | Plan activities, interventions or treatments to achieve specified health goals | CHS41<br>Determine a treatment plan for an individual<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/219 |
| | | | CHS44<br>Plan activities, interventions and treatments to achieve specified health goals<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2221 |
| | B3.1.2 | Enable individuals to make health choices and decisions | PE1<br>Enable individuals to make informed health choices and decisions<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2101 |
| | B3.3.3 | Move and position individuals | CHS6.2012<br>Move and position individuals<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3396 |
| | B3.5.2 | Carry out actions from a discharge plan | GEN28<br>Discharge and transfer individuals from a service or your care<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2207 |
| | B3.6.1 | Monitor individuals following treatments | CHS47<br>Monitor and assess patients following treatments<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2215 |

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|---|---|---|---|
| | B4.2 | Evaluate the delivery of care plans to meet the needs of individuals | CHS53<br>Evaluate the delivery of care plans to meet the needs of individuals<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2230 |
| | B5.1 | Obtain specimens from individuals | CHS132.2012<br>Obtain venous blood samples<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3383 |
| | B14.1 | Co-ordinate the implementation and delivery of treatment plans | CHS88<br>Co-ordinate the implementation and delivery of treatment plans<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2254 |
| **F. EDUCATION LEARNING & RESEARCH** | F6.1 | Conduct investigations in a research and development topic | R&D8<br>Conduct investigations in selected research and development topics<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2448 |
| | | | R&D8a<br>Assist in the research work<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2451 |
| | F6.3 | Act on research and development findings | R&D14<br>Translate research and development findings into practice<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2459 |
| | | | R&D15<br>Evaluate and report on the application of research and development findings within practice<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2460 |

**Facets of Role (National Occupational Standards):**

| Underpinning Principle | Reference Function | | Competence |
|---|---|---|---|
| | | None Assigned | |

**Locality Specific Competences / National Occupational Standards:**

| Underpinning Principle | Reference Function | Competence |
|---|---|---|
| | None Assigned | |

## Indicative Learning and Development

Transferable roles may be underpinned by a range of learning and development activities to ensure both competence and role confidence. The learning and development included within the template is by nature indicative. In some cases it is endorsed by professional bodies and/or special interest groups and accredited by an awarding body.

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|---|---|
| **Transferable role** | **Advanced Practitioner Surgical Care, Norfolk and Norwich.** |
| **Formal endorsed learning** | MSc/Postgraduate Diploma in Surgical Care Practice offered through HEIs |
| **Informal learning** | Not specified |
| **Summary of learning and development including aims and objectives** | This programme of learning will provide students with the knowledge, understanding and skills required to practise as surgical care practitioners |
| **Duration** | 2 years part time study (recommended) |
| **National Occupational Standards used** | Learning should map to the national occupational standards included in this template. |
| **Credits (including framework used)** | May be offered as 20 credit modules |
| **Accreditation** | National Association of Assistants in Surgical Practice (NAASP) or Royal College of Surgeons for short skills courses<br><br>NAASP for the two year part time MSc/Postgraduate Diploma in Surgical Care Practice |
| **APEL and progression** | Prior study and experience may offer APEL opportunities |
| **Programme structure** | Modular structure with blended learning approach |
| **Continuous Professional Development** | Not specified |

| Resources required, e.g. placement learning, preceptors, accredited assessors etc | Study time and clinical supervision |
|---|---|
| | Clinical supervisor support from consultant grade surgeon |
| | Normally employment in a training post is required before enrolment on the programme |
| Quality Assurance | Through HEI or equivalent quality systems for formal learning opportunities |
| Policies included in learning programme documentation | Equal opportunities, diversity and accessibility<br>Appeals procedure |
| Funding | Locally agreed |
| Leading to registration or membership with: | NAASP |

## References & Further Information:

Brown G., Esdaile S.A., Ryan S.E., (eds) (2004) Becoming an Advanced Healthcare Practitioner Butterworth Heinemann London

The Department of Health (2006) The National Education and Competence Framework for Advanced Critical Care Practitioners A discussion document

Royal College of Nursing (2008) Advanced Nurse Practitioners, An RCN Guide to the Advanced Nurse Practitioner Role, Competences and Programme Accreditation

College of Occupational Therapists (2006) Post qualifying framework: a resource for occupational therapists (core) London: COT