

# Transferable Role Template

Career Framework Level 8

Non Medical Consultant

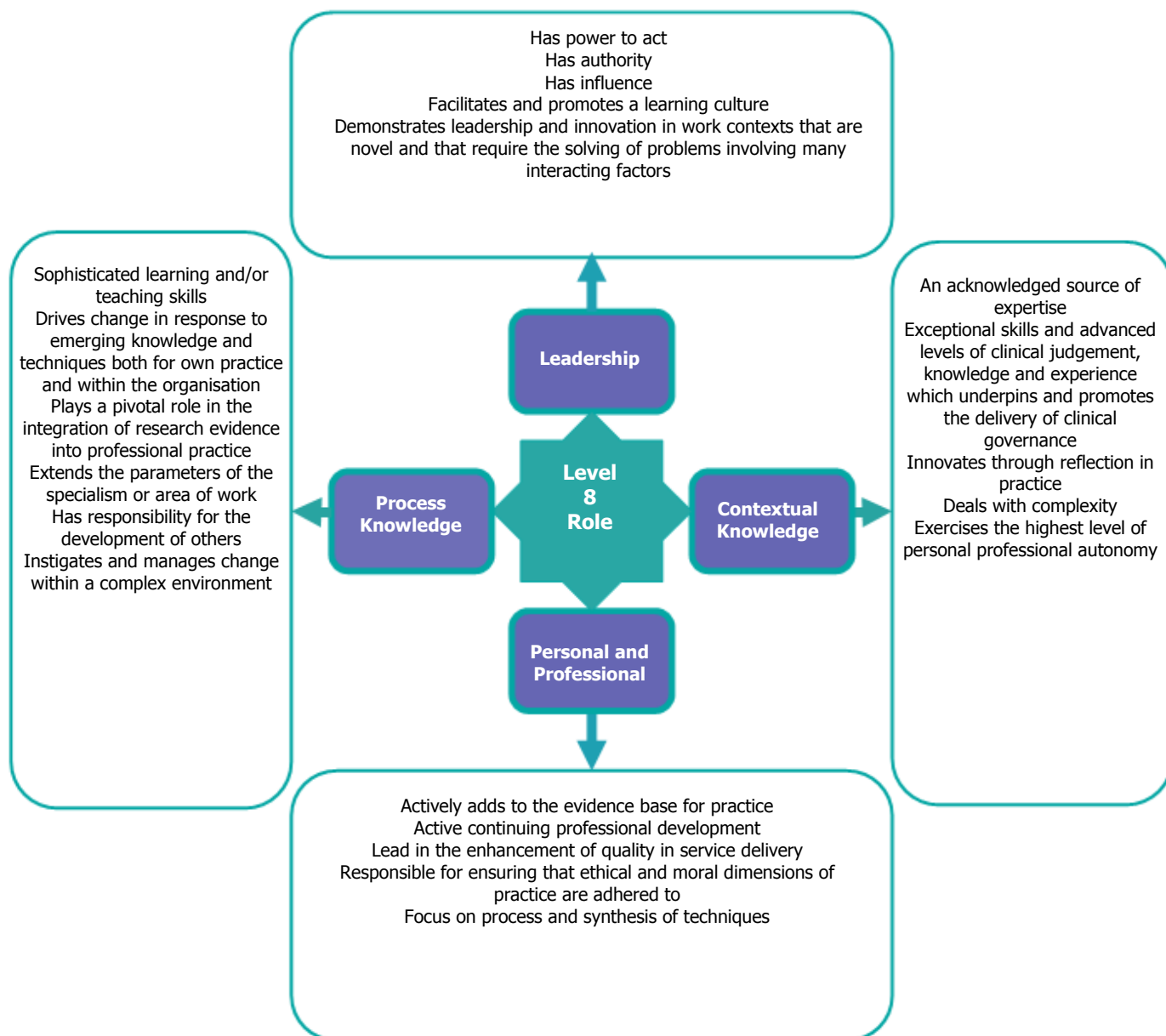
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## Developers

Skills for Health  
Department of Health  
Expert group of practitioners from practice and education.

## Level Descriptors

### Key characteristics of a Level 8 Role



### Definition of the Level 8 Role

People at level 8 of the career framework have highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as a basis for original thinking and/or research. They are leaders with considerable responsibility, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable management responsibilities and be accountable for service delivery or have a leading education or commissioning role.

### Example of Role at Level 8

Non-Medical Consultant Practitioner:

The non-medical consultant practitioner is an expert practitioner with a high level of responsibility for the development and delivery of services. They are clinical experts who lead practice and spend a significant amount of time in direct patient care. There is a strong element of research within the role. They will carry out research, as well as ensuring that current research findings are used by staff to inform their practice. They may have overall responsibility for the coordination of R&D programmes. The non-medical consultant practitioner will lead by example in developing highly innovative solutions to problems based on original research and inquiry. They will apply a highly developed theoretical and practical knowledge over a wide range of clinical, scientific, technical and/or management functions.

The role is intended to operate across four key areas or functions:

- Expert practice

A key aspect focussed on specialist expert clinical work.

Normally this will be up to 50% of the consultant practitioners' time.

- Professional leadership and consultancy

They are seen within the workplace and external to the workplace as leaders and a source of expert knowledge and skill

- Education training and development

They are a resource for the service, or wider area and will regularly engage in sharing their skills and knowledge with colleagues and a wider audience.

They may have a formal link with higher education institutions through lecturing, research or other partnership activities.

- Practice and service development research and evaluation

Research and development are an integral component of the role.

Research whether original work or the work of others is used to improve quality, as a basis for innovation and service development and improvement.

All consultant practitioners are at level 8 on the Career Framework for Health.

Not all level 8 roles are consultant practitioners.

The characteristics of the level 8 practitioner have been developed by Skills for Health through working with employers and practitioners. They are intended to be broad descriptors which can be interpreted or contextualised at a local level.

**Basic Information:**

Named Role	<b>Non Medical Consultant</b>
Area of work	Community NHS Or Local Authority Or Independent, Hospital NHS Or Independent, Primary Care
Role Family	AHPs, Healthcare Science, Nursing
Experience required	Expert knowledge and practice in a particular field.
Career Framework Level	8

## Summary of Role

The non-medical consultant practitioner is an expert practitioner with a high level of responsibility for the development and delivery of services. The characteristics of the level 8 practitioner are intended to be broad descriptors which can be interpreted or contextualised at a local level.

## Scope of the Role

First identified in 1999, the non-medical consultant practitioner role has now been established across the health workforce. They are clinical experts who lead practice and spend a significant amount of time in direct patient care.

There is a strong element of research within the role. They will carry out research, as well as ensuring that current research findings are used by staff to inform their practice. They may have overall responsibility for the coordination of R&D programmes. The non-medical consultant practitioner will lead by example in developing highly innovative solutions to problems based on original research and inquiry. They will apply a highly developed theoretical and practical knowledge over a wide range of clinical, scientific, technical and/or management functions.

The role is intended to operate across four key areas or functions:

- Expert practice
  - Professional leadership and consultancy
  - Education training and development
  - Practice and service development research and evaluation
- Expert practice - a key aspect focussed on specialist expert clinical work. Normally this will be up to 50% of the consultant practitioners time.
- Professional leadership and consultancy - they are seen within the workplace and external to the workplace as leaders and a source of expert knowledge and skill
- Education training and development - they are a resource for the service, or wider area and will regularly engage in sharing their skills and knowledge with colleagues and a wider audience. They may have a formal link with higher education institutions through lecturing, research or other partnership activities.
- Practice and service development research and evaluation - research and development are an integral component of the role. Research whether original work or the work of others is used to improve quality, as a basis for innovation and service development and improvement.

It is important to remember that the following competences are used in a context of complexity and high levels of autonomy, as outlined in the level descriptor above.

It is expected that as a recognised leader in a field of work the consultant practitioner will be engaged in publishing their work either through peer reviewed journals or by presenting at national and international conferences.

Locally developed executive buy in and support for implementation of all aspects of the role is essential.

All level 8 roles will have the following common/core competences.

All competences are national occupational standards (NOS)

## Level 8 Core Competences / National Occupational Standards:

Underpinning Principle	Reference Function		Competence
<b>1. COMMUNICATION</b>	1.2	Communicate effectively	GEN97 Communicate effectively in a healthcare environment <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3001">http://tools.skillsforhealth.org.uk/competence/show/html/id/3001</a>
<b>2. PERSONAL &amp; PEOPLE DEVELOPMENT</b>	2.1.1	Develop your own practice	GEN13 Synthesise new knowledge into the development of your own practice <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/376">http://tools.skillsforhealth.org.uk/competence/show/html/id/376</a>
			CFAM&LAA3 Develop and maintain your professional networks <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3770">http://tools.skillsforhealth.org.uk/competence/show/html/id/3770</a>
	2.1.2	Reflect on your own practice	GEN23 Monitor your own work practices <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2051">http://tools.skillsforhealth.org.uk/competence/show/html/id/2051</a>
			SCDHSC0033 Develop your practice through reflection and learning <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3415">http://tools.skillsforhealth.org.uk/competence/show/html/id/3415</a>
	2.2.1	Support the development of the knowledge and practice of individuals	SCDHSC0043 Take responsibility for the continuing professional development of yourself and others <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3481">http://tools.skillsforhealth.org.uk/competence/show/html/id/3481</a>
<b>3. HEALTH SAFETY &amp; SECURITY</b>	3.5.1	Ensure your own actions reduce risks to health and safety	IPC2.2012 Perform hand hygiene to prevent the spread of infection <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3309">http://tools.skillsforhealth.org.uk/competence/show/html/id/3309</a>
			PROHSS1 Make sure your own actions reduce risks to health and safety <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3327">http://tools.skillsforhealth.org.uk/competence/show/html/id/3327</a>
			PMWRV1 Make sure your actions contribute to a positive and safe working culture <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/4027">http://tools.skillsforhealth.org.uk/competence/show/html/id/4027</a>
	3.5.2	Protect individuals from abuse	SCDHSC0024 Support the safeguarding of individuals <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3518">http://tools.skillsforhealth.org.uk/competence/show/html/id/3518</a>
<b>4. SERVICE IMPROVEMENT</b>	4.6	Promote service improvement	CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3783">http://tools.skillsforhealth.org.uk/competence/show/html/id/3783</a>
<b>5. QUALITY</b>	5.1.1	Act within the limits of your competence and authority	GEN63 Act within the limits of your competence and authority <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/85">http://tools.skillsforhealth.org.uk/competence/show/html/id/85</a>
	5.1.2	Manage and organise your own time and activities	HT4 Manage and organise your own time and activities <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2501">http://tools.skillsforhealth.org.uk/competence/show/html/id/2501</a>

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

### Role Specific Competences / National Occupational Standards:

Underpinning Principle	Reference Function	Competence
<b>2. PERSONAL &amp; PEOPLE DEVELOPMENT</b>	2.2.1	Support the development of the knowledge and practice of individuals
		GEN35 Provide supervision to other individuals <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2295">http://tools.skillsforhealth.org.uk/competence/show/html/id/2295</a>
		SFJGL102 Provide support and review achievements through mentoring/befriending <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3311">http://tools.skillsforhealth.org.uk/competence/show/html/id/3311</a>
		GEN131 Support and challenge teams and agencies on specific aspects of their practice <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3897">http://tools.skillsforhealth.org.uk/competence/show/html/id/3897</a>
	2.3.1	Evaluate another's performance in the workplace
		LSILADD08 Engage and support learners in the learning and development process <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3174">http://tools.skillsforhealth.org.uk/competence/show/html/id/3174</a>



<b>4. SERVICE IMPROVEMENT</b>	4.7	Contribute to improving services	CFACSD9 Promote continuous improvement <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3603">http://tools.skillsforhealth.org.uk/competence/show/html/id/3603</a>
<b>5. QUALITY</b>	5.2.3	Improve the quality of healthcare through audit and evaluation	PHS08 Improve the quality of health and healthcare interventions and services through audit and evaluation <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2470">http://tools.skillsforhealth.org.uk/competence/show/html/id/2470</a>
<b>C. HEALTH PROMOTION &amp; PROTECTION</b>	C1.1.2	Agree priorities and targets for improving individuals' health and wellbeing	PHS19 Develop, sustain and implement a vision and objectives for improving health and wellbeing <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2481">http://tools.skillsforhealth.org.uk/competence/show/html/id/2481</a>
	C1.1.4	Plan and develop health protection programmes	CM G5 Work in partnership with others to promote health and wellbeing and reduce risks within settings in a defined caseload <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/1861">http://tools.skillsforhealth.org.uk/competence/show/html/id/1861</a>
	C1.2.2	Implement strategies to promote individuals' health and wellbeing	PHS15 Implement strategies for putting policies to improve health and wellbeing into effect <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2477">http://tools.skillsforhealth.org.uk/competence/show/html/id/2477</a>
	C1.3.2	Review strategies for improving individuals' health and wellbeing	PHP37 Evaluate and review the effects of policies on health improvement <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2440">http://tools.skillsforhealth.org.uk/competence/show/html/id/2440</a>
<b>D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY</b>	D2.1	Collect and validate data and information for processing	PHP10 Collect and link data and information about the health and wellbeing and related needs of a defined population <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2410">http://tools.skillsforhealth.org.uk/competence/show/html/id/2410</a>
<b>F. EDUCATION LEARNING &amp; RESEARCH</b>	F5.1	Determine research and development topic worthy of investigation	R&D1 Determine a research and development topic worthy of investigation <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2437">http://tools.skillsforhealth.org.uk/competence/show/html/id/2437</a>
	F5.2	Identify and recommend sources of funding for selected research and development topic	R&D2 Identify and recommend sources of funding for selected research and development topics <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2438">http://tools.skillsforhealth.org.uk/competence/show/html/id/2438</a>
	F5.3	Design and formulate specific research and development proposal	R&D3 Design and formulate a research and development proposal <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2439">http://tools.skillsforhealth.org.uk/competence/show/html/id/2439</a>
			R&D6 Produce a detailed research and development plan <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2446">http://tools.skillsforhealth.org.uk/competence/show/html/id/2446</a>

	F5.4	Determine resources required to implement research and development proposal	R&D4 Determine resources required to implement a research and development proposal <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2442">http://tools.skillsforhealth.org.uk/competence/show/html/id/2442</a>
	F5.5	Obtain approval for selected research and development activities	R&D5 Obtain approval for selected research and development activities <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2444">http://tools.skillsforhealth.org.uk/competence/show/html/id/2444</a>
	F6.1	Conduct investigations in a research and development topic	R&D8 Conduct investigations in selected research and development topics <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2448">http://tools.skillsforhealth.org.uk/competence/show/html/id/2448</a>
	F6.2	Interpret results of research and development activities	R&D9 Collate and analyse data relating to research <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2452">http://tools.skillsforhealth.org.uk/competence/show/html/id/2452</a>
			R&D10 Interpret results of research and development activities <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2453">http://tools.skillsforhealth.org.uk/competence/show/html/id/2453</a>
	F6.3	Act on research and development findings	R&D12 Present findings of research and development activities in written form <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2456">http://tools.skillsforhealth.org.uk/competence/show/html/id/2456</a>
			R&D13 Present findings of research and development activities orally <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2458">http://tools.skillsforhealth.org.uk/competence/show/html/id/2458</a>
	F6.3	(Contd..) Act on research and development findings	R&D14 Translate research and development findings into practice <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2459">http://tools.skillsforhealth.org.uk/competence/show/html/id/2459</a>
			R&D15 Evaluate and report on the application of research and development findings within practice <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2460">http://tools.skillsforhealth.org.uk/competence/show/html/id/2460</a>
<b>H. MANAGEMENT &amp; ADMINISTRATION</b>	H1.1.5	Provide leadership	CFAM&LBA2 Provide leadership in your area of responsibility <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3777">http://tools.skillsforhealth.org.uk/competence/show/html/id/3777</a>
	H1.2.2	Lead change	CFAM&LCA3 Engage people in change <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3784">http://tools.skillsforhealth.org.uk/competence/show/html/id/3784</a>
	H1.3.6	Participate in meetings	CFAM&LDD7 Represent your area of responsibility in meetings <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3747">http://tools.skillsforhealth.org.uk/competence/show/html/id/3747</a>

**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

<b>Transferable role</b>	<b>Non Medical Consultant</b>
<b>Formal endorsed learning</b>	
<b>Informal learning</b>	
<b>Summary of learning and development including aims and objectives</b>	
<b>Duration</b>	
<b>National Occupational Standards used</b>	
<b>Credits (including framework used)</b>	
<b>Accreditation</b>	
<b>APEL and progression</b>	
<b>Programme structure</b>	
<b>Continuous Professional Development</b>	Not specified
<b>Resources required, e.g. placement learning, preceptors, accredited assessors etc</b>	
<b>Quality Assurance</b>	
<b>Policies included in learning programme documentation</b>	
<b>Funding</b>	
<b>Leading to registration or membership with:</b>	

## References & Further Information:

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