

Transferable Role Template

Career Framework – Cross Cutting

Re-ablement Practitioner

Published : 12-03-2014

Developers

Skills for Health in consultation with the College of Occupational Therapists

Definition of Cross Cutting Roles

Cross cutting roles are those which occur at multiple points on the career framework and/or which appear in a number of clinical pathways. They are usually but not exclusively a sub set of an existing role or job. They may be very specific in nature e.g. delivering a specific test or intervention.

Basic Information:

Named Role	Re-ablement Practitioner
Area of work	Community NHS Or Local Authority Or Independent, Rehabilitation
Role Family	AHPs, Nursing
Experience required	Registered practitioner
Career Framework Level	N/A

Summary of Role

Career Framework Levels 5-7

To help people to accommodate their illness or condition and maximise their level of independence by learning or relearning the skills necessary for daily living

Scope of the Role

Reablement.

In their reablement toolkit, the Department of Health defines reablement as:

To help people to accommodate their illness or condition and maximise their level of independence by learning or relearning the skills necessary for daily living (2010)

The Welsh Assembly states that re-ablement services will be a joint health and social care service in which the role of the occupational therapist will be key to delivery. (2011)

The social policy unit at the University of York recently completed a piece of research into the effectiveness of reablement in home care services. As part of this study they identified the following:

The organisation and content of home care re-ablement services

According to service managers and front-line staff, internal organisational factors contributing to the effectiveness of home care re-ablement were:

Commitment, enthusiasm, knowledge and skills of front-line staff. This required thorough initial training and on-going supervision and peer support. Training was particularly important for staff recruited from conventional home care services.

High quality initial assessments by senior staff; clear goals agreed with users; regular reassessment throughout the re-ablement process; and flexibility to alter the timing, duration and content of visits as users capabilities improved.

Rapid assessment and delivery of equipment. Having quick access to occupational therapy skills and equipment was vital if occupational therapists were not employed within re-ablement teams.

The effectiveness of re-ablement was also affected by factors in the wider service environment, including:

Clarity among all relevant staff (including hospital discharge staff and adult social care managers) about the aims, potential and limitations of re-ablement.

Access to specialist training and skills, especially if re-ablement services accept users with a wide range of health problems and impairments. Access to occupational and physiotherapists was particularly important; other important sources of expertise included continence advisors, community matrons and sensory impairment specialists. Training on working with people with dementia and other mental health problems could also extend the effectiveness of home care re-ablement.

Prompt transfer to long-term home care services at the end of re-ablement for those still needing support. Lack of capacity in home care services led to re-ablement services becoming blocked by clients awaiting transfer; the efficiency of re-ablement services was correspondingly reduced.

User attitudes and motivation were also considered important success factors. (2011)

Cross Cutting Core Competences / National Occupational Standards:

Underpinning Principle	Reference Function		Competence
1. COMMUNICATION	1.2	Communicate effectively	GEN97 Communicate effectively in a healthcare environment http://tools.skillsforhealth.org.uk/competence/show/html/id/3001
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.1	Develop your own practice	SCDHSC0023 Develop your own knowledge and practice http://tools.skillsforhealth.org.uk/competence/show/html/id/3517
	2.1.2	Reflect on your own practice	GEN23 Monitor your own work practices http://tools.skillsforhealth.org.uk/competence/show/html/id/2051
3. HEALTH SAFETY & SECURITY	3.5.1	Ensure your own actions reduce risks to health and safety	IPC2.2012 Perform hand hygiene to prevent the spread of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3309
			PROHSS1 Make sure your own actions reduce risks to health and safety http://tools.skillsforhealth.org.uk/competence/show/html/id/3327
			PMWRV1 Make sure your actions contribute to a positive and safe working culture http://tools.skillsforhealth.org.uk/competence/show/html/id/4027
	3.5.2	Protect individuals from abuse	SCDHSC0024 Support the safeguarding of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3518
5. QUALITY	5.1.1	Act within the limits of your competence and authority	GEN63 Act within the limits of your competence and authority http://tools.skillsforhealth.org.uk/competence/show/html/id/85
6. EQUALITY & DIVERSITY	6.1	Ensure your own actions support equality of opportunity and diversity	SCDHSC0234 Uphold the rights of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3506
B. HEALTH INTERVENTION	B2.1	Obtain information from individuals about their health status and needs	CHS169 Comply with legal requirements for maintaining confidentiality in healthcare 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 Store and retrieve information using a filing system http://tools.skillsforhealth.org.uk/competence/show/html/id/4104

H. MANAGEMENT & ADMINISTRATION	H1.3.1	Contribute to the effectiveness of teams	SCDHSC0241 Contribute to the effectiveness of teams http://tools.skillsforhealth.org.uk/competence/show/html/id/3509
	H2.6	Receive and pass on messages and information	ESKITU020 Use digital communications http://tools.skillsforhealth.org.uk/competence/show/html/id/4150

Role Specific Competences / National Occupational Standards:

Underpinning Principle	Reference Function		Competence
1. COMMUNICATION	1.5	Provide information, advice and guidance	GEN14 Provide advice and information to individuals on how to manage their own condition http://tools.skillsforhealth.org.uk/competence/show/html/id/377
			GEN46 Provide information and advice to support individuals in undertaking desired occupational and non-occupational activities http://tools.skillsforhealth.org.uk/competence/show/html/id/2224
			SCDHSC0026 Support individuals to access information on services and facilities http://tools.skillsforhealth.org.uk/competence/show/html/id/3536
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.1	Develop your own practice	GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness http://tools.skillsforhealth.org.uk/competence/show/html/id/375
			CFAM&LAA3 Develop and maintain your professional networks http://tools.skillsforhealth.org.uk/competence/show/html/id/3770
	2.1.3	Make use of supervision	GEN36 Make use of supervision http://tools.skillsforhealth.org.uk/competence/show/html/id/2296
	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 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	IPC6.2012 Use personal protective equipment to prevent the spread of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3365
			IPC7.2012 Safely dispose of healthcare waste, including sharps, to prevent the spread of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3366
	3.5.2	Protect individuals from abuse	SCDHSC0035 Promote the safeguarding of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3417
5. QUALITY	5.1.2	Manage and organise your own time and activities	CFAM&LAA1 Manage yourself http://tools.skillsforhealth.org.uk/competence/show/html/id/3768

6. EQUALITY & DIVERSITY	6.2	Promote equality of opportunity and diversity	GEN109 Promote peoples' rights and encourage them to recognise their responsibilities http://tools.skillsforhealth.org.uk/competence/show/html/id/3875
A. ASSESSMENT	A2.1	Plan assessment of an individual's health status	CHS38 Plan assessment of an individual's health status http://tools.skillsforhealth.org.uk/competence/show/html/id/1040
	A2.4	Assess an individual's needs arising from their health status	GEN75 Collaborate in the assessment of the need for, and the provision of, environmental and social support in the community http://tools.skillsforhealth.org.uk/competence/show/html/id/2752
	A2.7	Undertake a risk assessment in relation to a defined health need	CHS230 Assess the need for intervention and present assessments of individuals' needs and related risks http://tools.skillsforhealth.org.uk/competence/show/html/id/3857
B. HEALTH INTERVENTION	B2.1	Obtain information from individuals about their health status and needs	CHS169 Comply with legal requirements for maintaining confidentiality in healthcare http://tools.skillsforhealth.org.uk/competence/show/html/id/2820
	B3.1.1	Plan activities, interventions or treatments to achieve specified health goals	CHS41 Determine a treatment plan for an individual http://tools.skillsforhealth.org.uk/competence/show/html/id/219
			CHS119 Select assessment and investigative techniques/procedures to meet individuals' needs http://tools.skillsforhealth.org.uk/competence/show/html/id/433
	B3.1.1	(Contd..) Plan activities, interventions or treatments to achieve specified health goals	CHS87 Agree rehabilitation plans with individuals, families, carers and other professionals http://tools.skillsforhealth.org.uk/competence/show/html/id/2253
	B3.2.5	Arrange services and support with other healthcare and service providers	GEN38 Arrange access to services identified in the individual's rehabilitation plan http://tools.skillsforhealth.org.uk/competence/show/html/id/2211
	B3.5.2	Carry out actions from a discharge plan	GEN16 Inform an individual of discharge arrangements http://tools.skillsforhealth.org.uk/competence/show/html/id/379
	B3.6.2	Monitor an individual's progress in managing health conditions	CHS55 Facilitate the individual's management of their condition and treatment plan http://tools.skillsforhealth.org.uk/competence/show/html/id/2817
	B14.2	Implement care plans/programmes	CHS225 Implement a treatment plan http://tools.skillsforhealth.org.uk/competence/show/html/id/2850

	B14.3	Deliver therapeutic activities	OP F5 Implement interventions with older people at risk of falls http://tools.skillsforhealth.org.uk/competence/show/html/id/1690
	B16.3	Assist individuals in undertaking activities	GEN15 Support individuals in undertaking their desired activities http://tools.skillsforhealth.org.uk/competence/show/html/id/378
			GEN47 Agree actions to assist individuals in undertaking desired occupational and non-occupational activities http://tools.skillsforhealth.org.uk/competence/show/html/id/2225
	B16.4	Support individuals to retain, regain and develop the skills to manage their lives and environment	GEN43 Monitor and review the rehabilitation process with the individual, their family, carers and other professionals http://tools.skillsforhealth.org.uk/competence/show/html/id/2220
			GEN45 Evaluate the outcomes of the individual's rehabilitation http://tools.skillsforhealth.org.uk/competence/show/html/id/2223
			SCDHSC0027 Support individuals in their daily living http://tools.skillsforhealth.org.uk/competence/show/html/id/3537
			SCDHSC0029 Support individuals to meet their domestic and personal needs http://tools.skillsforhealth.org.uk/competence/show/html/id/3539
			GEN105 Enable individuals to maintain their personal hygiene and appearance http://tools.skillsforhealth.org.uk/competence/show/html/id/3871
C. HEALTH PROMOTION & PROTECTION	C2.2	Provide information to individuals, groups and communities about promoting health	LSILARIMS07 Help users to access information http://tools.skillsforhealth.org.uk/competence/show/html/id/3337
	C2.4	Enable people to address issues relating to their health and wellbeing	HT3 Enable individuals to change their behaviour to improve their own health and wellbeing http://tools.skillsforhealth.org.uk/competence/show/html/id/2500
F. EDUCATION LEARNING & RESEARCH	F4.2	Agree a plan to enable individuals to develop the knowledge and skills required to manage their condition	PE4 Agree a plan to enable individuals to manage their health condition http://tools.skillsforhealth.org.uk/competence/show/html/id/2104

G. MEDICAL DEVICES PRODUCTS & EQUIPMENT	G2.3	Issue equipment, medical devices and products	CHS140.2014 Select assistive devices or assistive technology to meet an individual's needs http://tools.skillsforhealth.org.uk/competence/show/html/id/3904
	G3.6	Set up equipment, medical devices and products	CHS223.2014 Fit healthcare equipment, medical devices, or products to meet individuals' clinical needs http://tools.skillsforhealth.org.uk/competence/show/html/id/3910
H. MANAGEMENT & ADMINISTRATION	H1.1.5	Provide leadership	CFAM&LBB4 Ensure compliance with legal, regulatory, ethical and social requirements http://tools.skillsforhealth.org.uk/competence/show/html/id/3779
	H2.6	Receive and pass on messages and information	SCDHSC3115 Process information for use in decision-making http://tools.skillsforhealth.org.uk/competence/show/html/id/3411

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.

Transferable role	Re-ablement Practitioner
Formal endorsed learning	A range of learning opportunities are currently available from a wide range of providers
Informal learning	N/A
Summary of learning and development including aims and objectives	All learning should enable the learner to demonstrate competence and underpinning knowledge against the above national occupational standards
Duration	Variable depending upon the individual and the learning accessed
National Occupational Standards used	Wherever possible learning should be mapped to or linked to the National Occupational Standards outlined above
Credits (including framework used)	Learning should attract credit to facilitate, portability, transferability and progression
Accreditation	Wherever possible learning should be accredited by relevant agencies such as professional bodies or awarding bodies
APEL and progression	Units may be used to facilitate progression to higher levels of learning and qualifications
Programme structure	A blended approach including work based learning and assessment, taught sessions and web based or other media resources
Continuous Professional Development	Not specified
Resources required, e.g. placement learning, preceptors, accredited assessors etc	Formal protected learning time Supervision Work based assessment
Quality Assurance	Quality assurance procedures as set by the awarding body should be adhered to for all formal learning

Policies included in learning programme documentation	Policies to the learning process are useful in assuring quality and equity. They should be concerned with learning and assessment strategies, equal opportunities, equality and diversity, accessibility, and appeals processes.
Funding	To be agreed locally
Leading to registration or membership with:	N/A

References & Further Information:

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