

Transferable Role Template

Career Framework Level 3

Senior Health Care Support Worker with enhanced Mental Health Duties

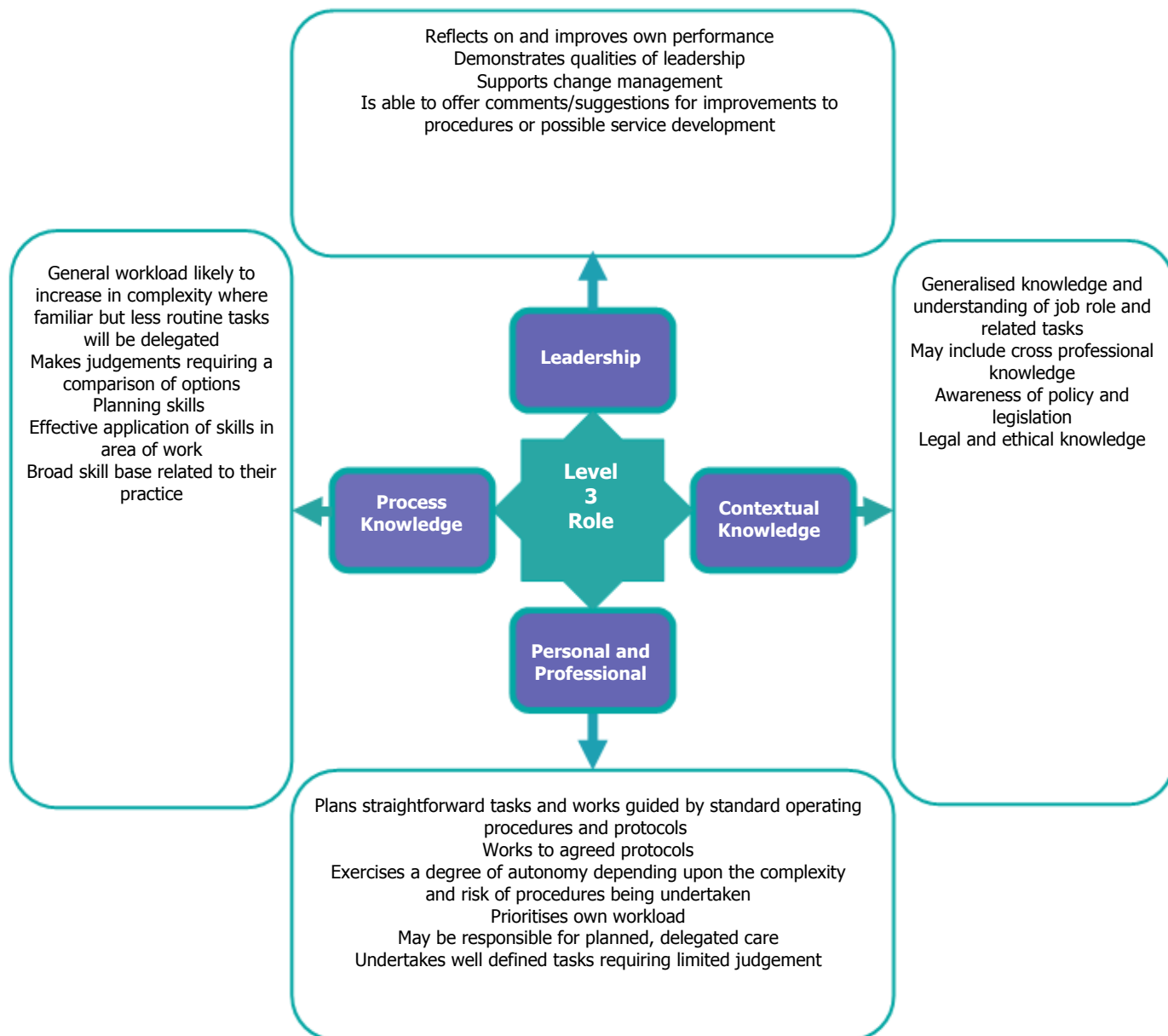
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Developers

Skills for Health and Royal United Hospital Bath

Level Descriptors

Key characteristics of a Level 3 Role



Definition of the Level 3 Role

People at level 3 require knowledge of facts, principles, processes and general concepts in a field of work. They may carry out a wider range of duties than the person working at level 2 and will have more responsibility with guidance and supervision available when needed. They will contribute to service development and are responsible for self-development.

Example of Role at Level 3

Senior Healthcare Assistant:

Senior healthcare assistants or technicians support the work of practitioners at all levels and may work as part of a team. They demonstrate an ability to carry out tasks, solving straightforward problems and making some judgements, with guidance and supervision available. They have skills in specific focussed aspects of service delivery.

These characteristics have been developed by Skills for Health working with employers and other stakeholders.

Basic Information:

Named Role	Senior Health Care Support Worker With Enhanced Mental Health Duties
Area of work	Hospital NHS Or Independent
Role Family	Nursing
Experience required	Experience working in acute health care, with some experience in working with patients with mental health issues; e.g. alcohol dependency, dementia, self-abuse. Must have completed RUH NHS Trust mandatory training, including conflict resolution and part or full vocational qualification at level 2 or above. They will be required to have completed SW Dementia Partnership workbook 1 Essential dementia awareness: Describing dementia and person centred approaches
Career Framework Level	3

Summary of Role

This role is a component of a job. It is intended to supplement an existing role in acute physical adult care.

Scope of the Role

This role is a component of a job. It is intended to supplement an existing role in acute physical adult care. People who are admitted to hospital with a physical illness may have additional mental health issues which require additional knowledge and skill to manage effectively and maintain patient safety. The senior support worker has a key role in helping to monitor and care for these patients. Line management and ongoing supervision will be provided by a suitably competent individual

All level 3 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 the health functional map and added to the template using the same format.

Level 3 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
	5.1.2	Manage and organise your own time and activities	HT4 Manage and organise your own time and activities 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 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	1.2	Communicate effectively	CHS126 Conduct handover between healthcare personnel http://tools.skillsforhealth.org.uk/competence/show/html/id/166		
			OP1 Communicate with older people and their carers http://tools.skillsforhealth.org.uk/competence/show/html/id/612		
			GEN62 Collate and communicate health information to individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2317		
			GEN99 Promote effective communication and relationships with people who are troubled or distressed http://tools.skillsforhealth.org.uk/competence/show/html/id/3861		
			SCDHSC0369 Support individuals with specific communication needs http://tools.skillsforhealth.org.uk/competence/show/html/id/3462		
	1.3	Support individuals to communicate	SCDHSC0233 Develop effective relationships with individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3505		
	1.4	Develop relationships with individuals	GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness http://tools.skillsforhealth.org.uk/competence/show/html/id/375		
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.1	Develop your own practice	SCDHSC0033 Develop your practice through reflection and learning http://tools.skillsforhealth.org.uk/competence/show/html/id/3415		
			2.1.2	Reflect on your own practice	GEN36 Make use of supervision http://tools.skillsforhealth.org.uk/competence/show/html/id/2296
			2.1.3	Make use of supervision	CFAWRV2 Protect yourself from the risk of violence at work http://tools.skillsforhealth.org.uk/competence/show/html/id/3552
3. HEALTH SAFETY & SECURITY	3.5.1	Ensure your own actions reduce risks to health and safety	MH14.2013 Identify potential mental health needs and related issues http://tools.skillsforhealth.org.uk/competence/show/html/id/3825		
			A. ASSESSMENT	A2.4	Assess an individual's needs arising from their health status

	A2.7	Undertake a risk assessment in relation to a defined health need	CHS46 Assess risks associated with health conditions http://tools.skillsforhealth.org.uk/competence/show/html/id/2214
			FMH3 Observe an individual who presents a significant imminent risk to themselves or others http://tools.skillsforhealth.org.uk/competence/show/html/id/2267
B. HEALTH INTERVENTION	B3.3.6	Support others in providing health care actions	GEN8 Assist the practitioner to implement healthcare activities http://tools.skillsforhealth.org.uk/competence/show/html/id/389
	B3.5.2	Carry out actions from a discharge plan	GEN17 Contribute to the discharge of an individual into the care of another service http://tools.skillsforhealth.org.uk/competence/show/html/id/380
	B3.6.1	Monitor individuals following treatments	CHS47 Monitor and assess patients following treatments http://tools.skillsforhealth.org.uk/competence/show/html/id/2215
	B14.2	Implement care plans/programmes	CHD HO2 Assist in delivering the care plan for individuals needing care http://tools.skillsforhealth.org.uk/competence/show/html/id/708
	B15.8	Support individuals to self-medicate	CHS2 Assist in the administration of medication http://tools.skillsforhealth.org.uk/competence/show/html/id/349
	B16.1	Support individuals during and after clinical/therapeutic activities	SCDHSC0224 Monitor the condition of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3529
	B16.2	Support individuals who are distressed	SCDHSC0226 Support Individuals who are distressed http://tools.skillsforhealth.org.uk/competence/show/html/id/3531
E. FACILITIES & ESTATES	E3.2.4	Serve food and drinks	SCDHSC0214 Support individuals to eat and drink http://tools.skillsforhealth.org.uk/competence/show/html/id/3523
H. MANAGEMENT & ADMINISTRATION	H1.3.1	Contribute to the effectiveness of teams	SCDHSC3100 Participate in inter-disciplinary team working to support individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3420

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 role	Senior Health Care Support Worker with enhanced Mental Health Duties
Formal endorsed learning	
Informal learning	
Summary of learning and development including aims and objectives	
Duration	
National Occupational Standards used	
Credits (including framework used)	
Accreditation	
APEL and progression	
Programme structure	
Continuous Professional Development	NOT SPECIFIED
Resources required, e.g. placement learning, preceptors, accredited assessors etc	
Quality Assurance	
Policies included in learning programme documentation	
Funding	

<p>Leading to registration or membership with:</p>	
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References & Further Information:

European Commission, (2008) The European qualifications framework for lifelong learning (EQF)
 Luxembourg: Office for Official Publications of the European Communities

NHS Education for Scotland (2008), A guide to health care support worker education and role development consultation document

Skills for Health, (2010) Summary of attributes and definitions for career framework levels