Transferable Role Template

Career Framework Level 4

Assistant Practitioner Cancer Rehabilitation
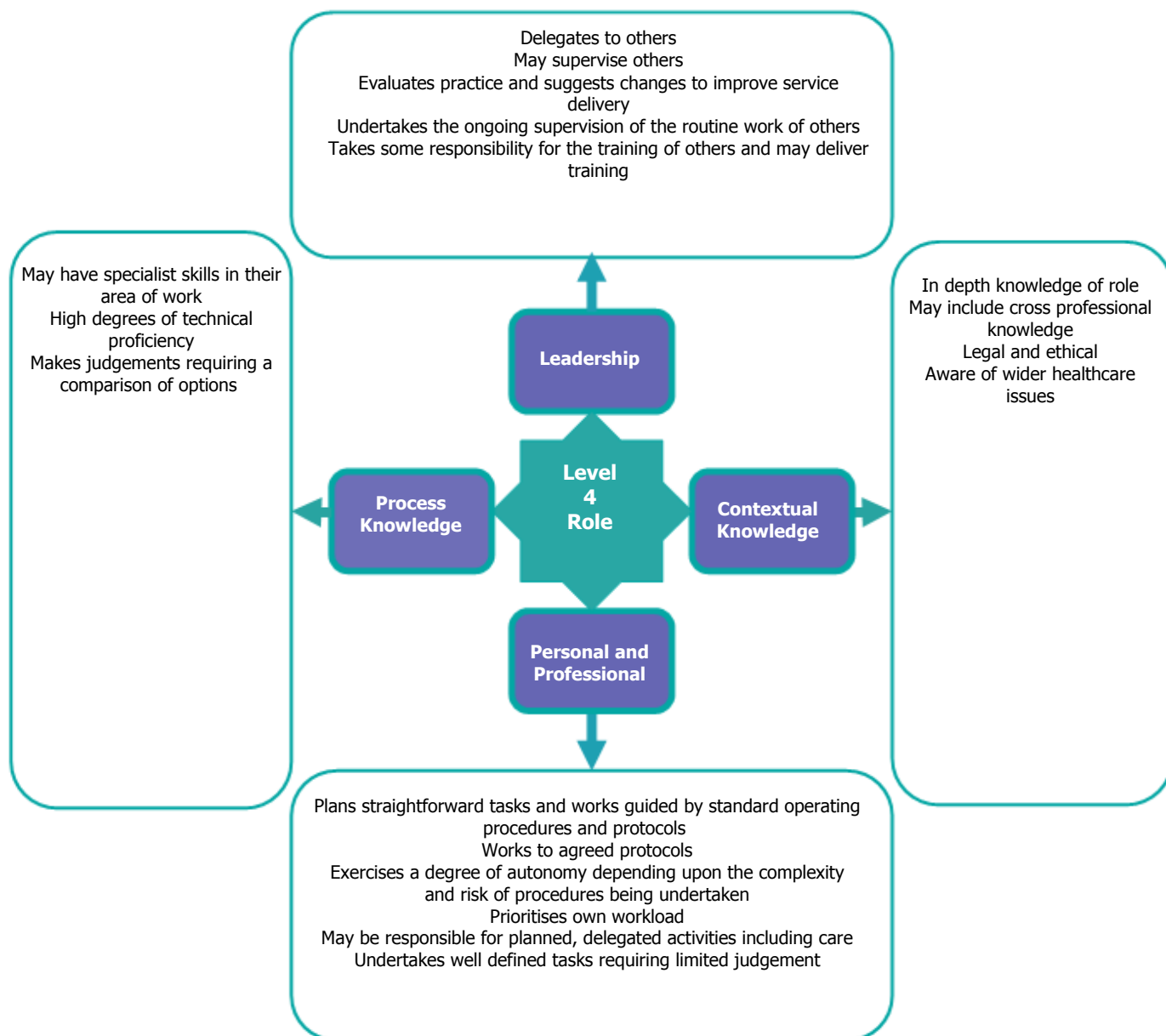
Level Descriptors
Key characteristics of a Level 4 Role

Delegates to others
May supervise others
Evaluates practice and suggests changes to improve service delivery
Undertakes the ongoing supervision of the routine work of others
Takes some responsibility for the training of others and may deliver training

May have specialist skills in their area of work
High degrees of technical proficiency
Makes judgements requiring a comparison of options

In depth knowledge of role
May include cross professional knowledge
Legal and ethical
Aware of wider healthcare issues

Leadership

Level 4 Role

Process Knowledge

Contextual Knowledge

Personal and Professional

Plans straightforward tasks and works guided by standard operating procedures and protocols
Works to agreed protocols
Exercises a degree of autonomy depending upon the complexity and risk of procedures being undertaken
Prioritises own workload
May be responsible for planned, delegated activities including care
Undertakes well defined tasks requiring limited judgement

Definition of the Level 4 Role

People at level 4 require factual and theoretical knowledge in broad contexts within a field of work. Work is guided by standard operating procedures, protocols or systems of work, but the worker makes judgments, plans activities, contributes to service development and demonstrates self- development. They may have responsibility for supervision of some staff.

Example of Role at Level 4

Assistant Practitioner:

Assistant practitioners have a required level of knowledge and skill enabling them to undertake tasks that may otherwise have been undertaken by a practitioner. They will have developed specific technical skills and have a high degree of technical proficiency. They will exercise a degree of autonomy and undertake well defined tasks requiring limited judgement. They may have line management responsibility for others.

An assistant practitioner is a worker who competently delivers health and/or social care to and for people. They have a required level of knowledge and skill beyond that of the traditional healthcare assistant or support worker. The assistant practitioner would be able to deliver elements of health and social care and undertake clinical work in domains that have previously only been within the remit of registered professionals. The assistant practitioner may transcend professional boundaries. They are accountable to themselves, their employer, and more importantly, the people they serve.

The characteristics of an assistant practitioner have been developed by Skills for Health working with focus groups of employers and other stakeholders.

Basic Information:

Named Role	**Assistant Practitioner Cancer Rehabilitation**
Area of work	Chemotherapy, Oncology And Palliative Care, Hospital NHS Or Independent, Mental Health, Rehabilitation
Role Family	AHPs, Nursing
Experience required	N/A
Career Framework Level	4

Summary of Role

First developed in 2010 as a result of work undertaken by Yorkshire and the Humber SHA, and West Yorkshire Lifelong Learning Network. The role has a level core, clinical core, specific NOS for cancer and forensic mental health.

Scope of the Role

Working as part of a team in either cancer rehabilitation or forensic mental health, the role holder will support the multidisciplinary team in delivering quality services. The role is applicable for therapy services such as occupational therapy, and clinical psychology as well as having relevance for nursing services.

All level 4 transferable roles have the following common/core competences. All competences are national occupational standards (NOS)

Specific competences have been identified for each role.

Any additional competences specific to the locality should then be identified locally using the Skills for Health competence tools and the health functional map and added to the template using the same format.

Level 4 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	SCDHSC0031 Promote effective communication http://tools.skillsforhealth.org.uk/competence/show/html/id/3413
	1.3	Support individuals to communicate	SCDHSC0021 Support effective communication http://tools.skillsforhealth.org.uk/competence/show/html/id/3515
	1.4	Develop relationships with individuals	SCDHSC0233 Develop effective relationships with individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3505
	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
			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&LAA2 Develop your knowledge, skills and competence http://tools.skillsforhealth.org.uk/competence/show/html/id/3769
	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	GEN35 Provide supervision to other individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2295
3. HEALTH SAFETY & SECURITY	3.5.1	Ensure your own actions reduce risks to health and safety	GEN1 Ensure personal fitness for work http://tools.skillsforhealth.org.uk/competence/show/html/id/372
			IPC6.2012 Use personal protective equipment to prevent the spread of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3365

	3.6	Promote safe and effective working	SCDHSC0032 Promote health, safety and security in the work setting http://tools.skillsforhealth.org.uk/competence/show/html/id/3414
5. QUALITY	5.3.1	Comply with an audit/inspection of data and information	HI10.2010 Comply with an external audit of data and information in a health context http://tools.skillsforhealth.org.uk/competence/show/html/id/2983
A. ASSESSMENT	A2.3	Assess an individual with a suspected health condition	CHS118 Form a professional judgement of an individual's health condition http://tools.skillsforhealth.org.uk/competence/show/html/id/434
B. HEALTH INTERVENTION	B10.2	Provide first aid to an individual	CHS36 Provide basic life support http://tools.skillsforhealth.org.uk/competence/show/html/id/906
	B14.2	Implement care plans/programmes	SCDHSC0025 Contribute to implementation of care or support plan activities http://tools.skillsforhealth.org.uk/competence/show/html/id/3535

Facets of Role (National Occupational Standards):

Underpinning Principle	Reference Function		Competence
AP SPECIFIC YORKSHIRE CANCER	FACET	A facet of the role.	
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.1	Develop your own practice	GEN13 Synthesise new knowledge into the development of your own practice http://tools.skillsforhealth.org.uk/competence/show/html/id/376
A. ASSESSMENT	A2.3	Assess an individual with a suspected health condition	CHS168 Obtain a patient/client history http://tools.skillsforhealth.org.uk/competence/show/html/id/2819
	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
B. HEALTH INTERVENTION	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
			CHS44 Plan activities, interventions and treatments to achieve specified health goals http://tools.skillsforhealth.org.uk/competence/show/html/id/2221
	B3.3.2	Prepare individuals for health care actions	GEN4 Prepare individuals for healthcare activities http://tools.skillsforhealth.org.uk/competence/show/html/id/386
	B3.3.4	Prepare environments and resources for use in health care activities	GEN6.2012 Manage environments and resources for use during healthcare activities http://tools.skillsforhealth.org.uk/competence/show/html/id/3381
	B3.3.5	Monitor and manage the environment and resources during and after health care actions	GEN7 Monitor and manage the environment and resources during and after clinical/therapeutic activities http://tools.skillsforhealth.org.uk/competence/show/html/id/388
	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

	B3.6.2	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	CHS135 Implement programmes and treatments with individuals who have restricted movement / mobility http://tools.skillsforhealth.org.uk/competence/show/html/id/445
			CHS137 Implement mobility and movement programmes for individuals to restore optimum movement http://tools.skillsforhealth.org.uk/competence/show/html/id/1802
			CHS136 Assist in the implementation of programmes and treatments with individuals who have severely restricted movement / mobility http://tools.skillsforhealth.org.uk/competence/show/html/id/2731
			CHS138 Assist in the implementation of mobility and movement programmes for individuals to restore optimum movement and functional independence http://tools.skillsforhealth.org.uk/competence/show/html/id/2732
	B14.4	Undertake personal care for individuals	CHS11 Undertake personal hygiene for individuals unable to care for themselves http://tools.skillsforhealth.org.uk/competence/show/html/id/340
	B16.1	Support individuals during and after clinical/therapeutic activities	GEN5 Support individuals undergoing healthcare activities http://tools.skillsforhealth.org.uk/competence/show/html/id/312
	B16.2	Support individuals who are distressed	SCDHSC0226 Support Individuals who are distressed http://tools.skillsforhealth.org.uk/competence/show/html/id/3531
	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
	B16.5	Support individuals and carers to cope with the emotional and psychological aspects of healthcare activities	SCDHSC0350 Support the spiritual well-being of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3454

F. EDUCATION LEARNING & RESEARCH	F2.1	Deliver learning and development programmes	LSILADD07 Facilitate individual learning and development http://tools.skillsforhealth.org.uk/competence/show/html/id/3173
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

Locality Specific Competences / National Occupational Standards:

Underpinning Principle	Reference Function		Competence
		None Assigned	

Indicative Learning and Development

Transferable role templates 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.

The example below is that of a programme that has been developed at University of Bradford to provide flexible learning provision which can be adapted to a range of specialisms, using APL to accredit in-house training and transferable core skills, with specialist units delivered through contextualised work-based learning. It is not the only programme of study offering such flexibility and other HEIs across West Yorkshire may offer comparable programmes.

Transferable role	Assistant Practitioner Cancer Rehabilitation
Formal endorsed learning	Level 4 learning modules delivered by University of Bradford
Informal learning	A range of informal learning opportunities will be appropriate including reflective practice, job shadowing, attendance only courses
Summary of learning and development including aims and objectives	The programme offers accessible flexible learning and development opportunities that can be adapted to address a range of priorities, recognise and accredit a range of prior learning and be defined by the learner and employer. Units of learning are based on local need, fitting into an overarching framework that provides step-wise progression into fuller awards. Time out of the workplace is often cited as a barrier to participation in learning and so this programme uses blended learning and recognises the value of work based learning through accreditation of packages of competency based training or the individuals prior experiential learning.
Duration	Min 1yr, max 6 yrs
National Occupational Standards used	Learning opportunities which should be based on national occupational standards
Credits (including framework used)	120 HE credits total
Accreditation	N/A

APEL and progression	APEL should be used where possible to avoid repetition of learning. A maximum of 50% of the award may be gained through APEL portfolio which may be produced through an in-house training programme.
Programme structure	Part-time. Blended learning including a significant work based learning component
Continuous Professional Development	NOT SPECIFIED
Resources required, e.g. placement learning, preceptors, accredited assessors etc	Formal, protected study time will be required Work based mentor/supervision Work based placement
Quality Assurance	University of Bradford (or other HEI)
Policies included in learning programme documentation	Equal opportunities, equality & diversity and accessibility Appeals procedure
Funding	To be agreed locally
Leading to registration or membership with:	Currently N/A

References & Further Information:

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Federation for Healthcare Science (2007), Statement on the role of associate practitioner http://www.FHCS_statement_on_associate_practitioners_nov07

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NHS Education for Scotland, (2008) A Guide to Health Care Support Worker Education and Role Development Consultation Document

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NHS Northwest (2007) Assistant Practitioner Degree Evaluation Project

NHS South Central (2008) Evaluation of Assistant/Associate Practitioner Roles across NHS South Central

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