Transferable Role Template

Career Framework Level 7

Advanced Practitioner Hand Therapy
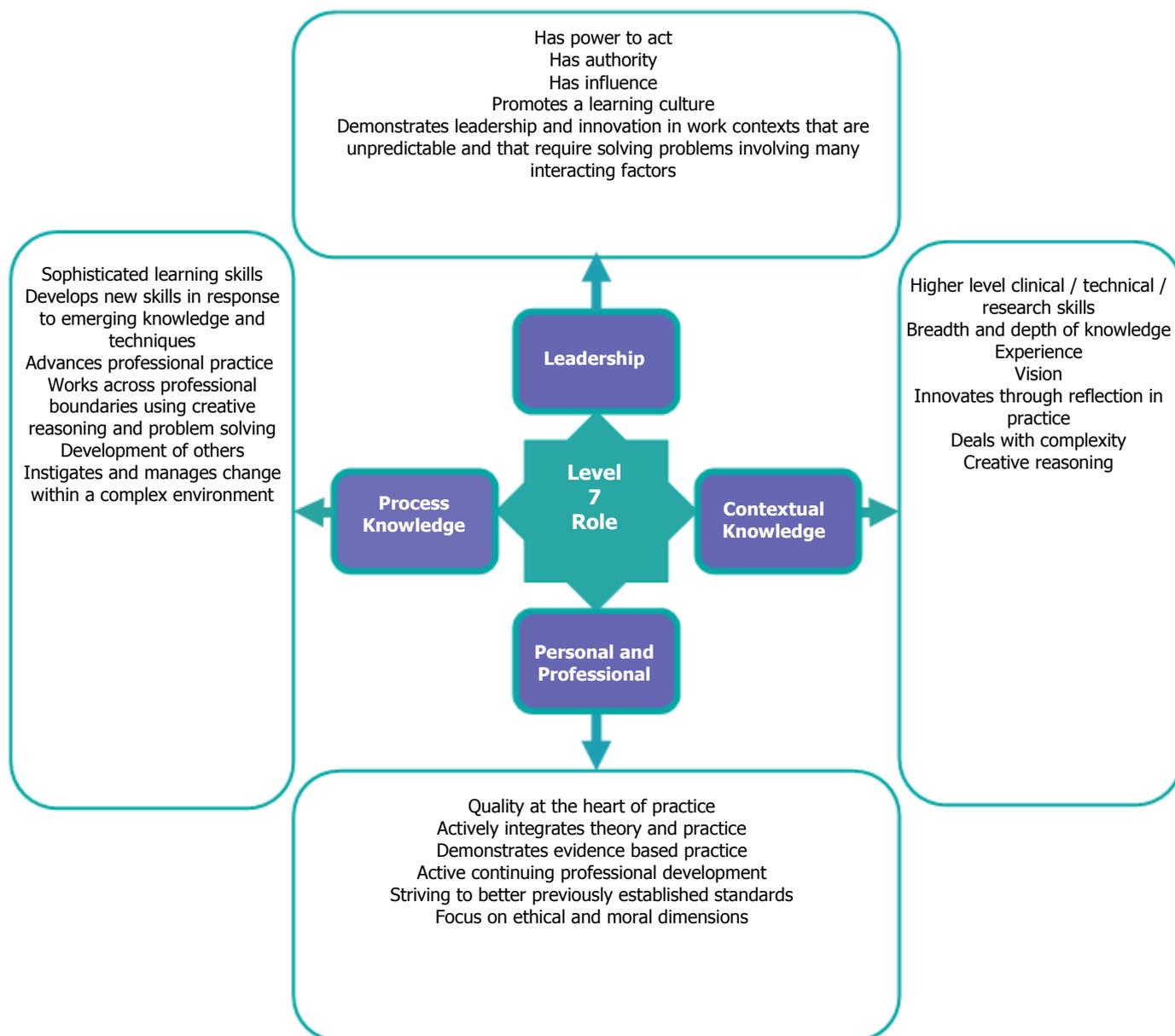
Level Descriptors

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

Leadership

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

Process Knowledge

Level 7 Role

Contextual Knowledge

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

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 Hand Therapy**
Area of work	Acute, Community NHS Or Local Authority Or Independent, Hospital NHS Or Independent, Rehabilitation
Role Family	AHPs
Experience required	Occupational therapist or physiotherapist Considerable clinical experience in hand therapy and at an advanced level. Evidence of continuing professional development and post registration education and training. Experience of research and audit. Proven leadership skills in managing and developing teams. Advanced performance in a range of clinical skills in physical disability and hand therapy
Career Framework Level	7

Summary of Role

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

Scope of the Role

Working in a multidisciplinary team this is an extended scope practice role for occupational therapists and physiotherapists. Based in outpatient clinics the role offers assessment, therapeutic intervention, follow up clinics for patients pre and post surgery. Some clinics previously staffed by the surgical team can be delivered by this role. Role holders are authorised to request a range of diagnostic tests including radiology.

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 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	GEN13 Synthesise new knowledge into the development of your own practice http://tools.skillsforhealth.org.uk/competence/show/html/id/376
			CFAM&LAA3 Develop and maintain your professional networks http://tools.skillsforhealth.org.uk/competence/show/html/id/3770
	2.1.2	Reflect on your own practice	GEN23 Monitor your own work practices http://tools.skillsforhealth.org.uk/competence/show/html/id/2051
			SCDHSC0033 Develop your practice through reflection and learning http://tools.skillsforhealth.org.uk/competence/show/html/id/3415
	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	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
4. SERVICE IMPROVEMENT	4.6	Promote service improvement	CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement 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 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
	6.2	Promote equality of opportunity and diversity	SCDHSC3111 Promote the rights and diversity of individuals 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 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	H1.2.4	Implement change	CFAM&LCA4 Implement change http://tools.skillsforhealth.org.uk/competence/show/html/id/3786
	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
	H1.3.2	Develop relationships with individuals	CFAM&LDD1 Develop and sustain productive working relationships with colleagues http://tools.skillsforhealth.org.uk/competence/show/html/id/3787
	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
2. PERSONAL & PEOPLE DEVELOPMENT	2.3.1	Evaluate another's performance in the workplace	LSILADD08 Engage and support learners in the learning and development process http://tools.skillsforhealth.org.uk/competence/show/html/id/3174
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
	A2.2	Co-ordinate assessment of the health of individuals	CHS105 Agree the nature and purpose of investigation into an individual's health status http://tools.skillsforhealth.org.uk/competence/show/html/id/2195
	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

			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	CHS178 Determine investigations required to meet clinical need 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 Prioritise treatment and care for individuals according to their health status and needs http://tools.skillsforhealth.org.uk/competence/show/html/id/423
	A2.9	Assess individual's suitability for a treatment or intervention	CHS120 Establish an individual's suitability to undergo an intervention http://tools.skillsforhealth.org.uk/competence/show/html/id/432
B. HEALTH INTERVENTION	B1.1	Obtain valid consent for interventions or investigations	CHS167 Obtain valid consent or authorisation http://tools.skillsforhealth.org.uk/competence/show/html/id/2818
	B2.3	Request investigations to provide information on an individual's health status and needs	CHS106 Request imaging investigations to provide information on an individual's health status and needs http://tools.skillsforhealth.org.uk/competence/show/html/id/2196
	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
	B3.1.2	Enable individuals to make health choices and decisions	PE1 Enable individuals to make informed health choices and decisions http://tools.skillsforhealth.org.uk/competence/show/html/id/2101
	B3.3.3	Move and position individuals	CHS6.2012 Move and position individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3396
	B3.5.2	Carry out actions from a discharge plan	GEN28 Discharge and transfer individuals from a service or your care http://tools.skillsforhealth.org.uk/competence/show/html/id/2207
	B3.6.1	Monitor individuals following treatments	CHS47 Monitor and assess patients following treatments http://tools.skillsforhealth.org.uk/competence/show/html/id/2215

	B4.2	Evaluate the delivery of care plans to meet the needs of individuals	CHS53 Evaluate the delivery of care plans to meet the needs of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2230
	B5.1	Obtain specimens from individuals	CHS132.2012 Obtain venous blood samples http://tools.skillsforhealth.org.uk/competence/show/html/id/3383
	B13.4	Provide musculo-skeletal support	EUSC34 Provide musculo-skeletal support http://tools.skillsforhealth.org.uk/competence/show/html/id/980
	B14.1	Co-ordinate the implementation and delivery of treatment plans	CHS88 Co-ordinate the implementation and delivery of treatment plans http://tools.skillsforhealth.org.uk/competence/show/html/id/2254
C. HEALTH PROMOTION & PROTECTION	C2.4	Enable people to address issues relating to their health and wellbeing	SCDHSC3112 Support individuals to manage their own health and social well-being http://tools.skillsforhealth.org.uk/competence/show/html/id/3419
D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY	D2.3	Analyse data/information	HI8.2010 Analyse data and information and present outputs in a health context http://tools.skillsforhealth.org.uk/competence/show/html/id/2981
	D2.4	Maintain information / record systems	SCDHSC0434 Lead practice for managing and disseminating records and reports http://tools.skillsforhealth.org.uk/competence/show/html/id/3500
F. EDUCATION LEARNING & RESEARCH	F2.1	Deliver learning and development programmes	LSILADD06 Manage learning and development in groups http://tools.skillsforhealth.org.uk/competence/show/html/id/3172
			LSILADD07 Facilitate individual learning and development http://tools.skillsforhealth.org.uk/competence/show/html/id/3173
	F6.3	Act on research and development findings	R&D12 Present findings of research and development activities in written form http://tools.skillsforhealth.org.uk/competence/show/html/id/2456
			R&D13 Present findings of research and development activities orally http://tools.skillsforhealth.org.uk/competence/show/html/id/2458
H. MANAGEMENT & ADMINISTRATION	H1.1.5	Provide leadership	CFAM&LBA2 Provide leadership in your area of responsibility http://tools.skillsforhealth.org.uk/competence/show/html/id/3777
	H1.1.6	Manage business risk	CFAM&LBB1 Manage risks to your organisation http://tools.skillsforhealth.org.uk/competence/show/html/id/3781
	H1.1.8	Market and promote the service	SCDHSC0437 Promote your organisation and its services to stakeholders http://tools.skillsforhealth.org.uk/competence/show/html/id/3580

	H1.5.4	Monitor and address customer service problems	OPTR3 Deal with customer concerns, complaints and dissatisfactions http://tools.skillsforhealth.org.uk/competence/show/html/id/2657
	H2.5	Produce documents to an agreed specification	CFABAA211 Produce documents in a business environment http://tools.skillsforhealth.org.uk/competence/show/html/id/3712

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	Advanced Practitioner Hand Therapy
Formal endorsed learning	Masters level or equivalent learning in specialist area or evidence of significant practical experience, research or publication in specialist area. IRMER mandatory annually
Informal learning	The practitioner will need to demonstrate competence in the following areas: - Removing sutures. - Requesting consent for surgery. - Requesting investigations & blood tests. - Requesting MRI, ultrasound scans and nerve conduction studies.
Summary of learning and development including aims and objectives	The practitioner will undertake such learning and development activities to fulfil locally agreed governance agreements, and to demonstrate competence in the aspects of the role not covered by pre registration education.
Duration	Variable depending on experience and previous learning
National Occupational Standards used	All learning should be based on national occupational standards or workforce competences. These may be mapped to existing learning and cross referenced to learning outcomes or locally agreed competences
Credits (including framework used)	Formal learning should be credit rated to facilitate progression and transferability
Accreditation	Where possible all learning should be accredited by relevant bodies
APEL and progression	Learning may be used for APEL purposes to progress onto formal related qualifications

Programme structure	A blended learning approach to achieving the required competences, which includes some in house taught session, demonstrations, practical assessment and the use of the PDR process
Continuous Professional Development	Not Specified
Resources required, e.g. placement learning, preceptors, accredited assessors etc	Clinical supervision and mentorship from team members including surgeons and line manager
Quality Assurance	For formal learning HEI or equivalent quality frameworks should be adhered to
Policies included in learning programme documentation	Equal opportunities, Equality and Diversity, Appeals procedure
Funding	Locally agreed
Leading to registration or membership with:	N/A

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