

Transferable Role Template

Career Framework Level 7

Advanced Practitioner Urodynamics

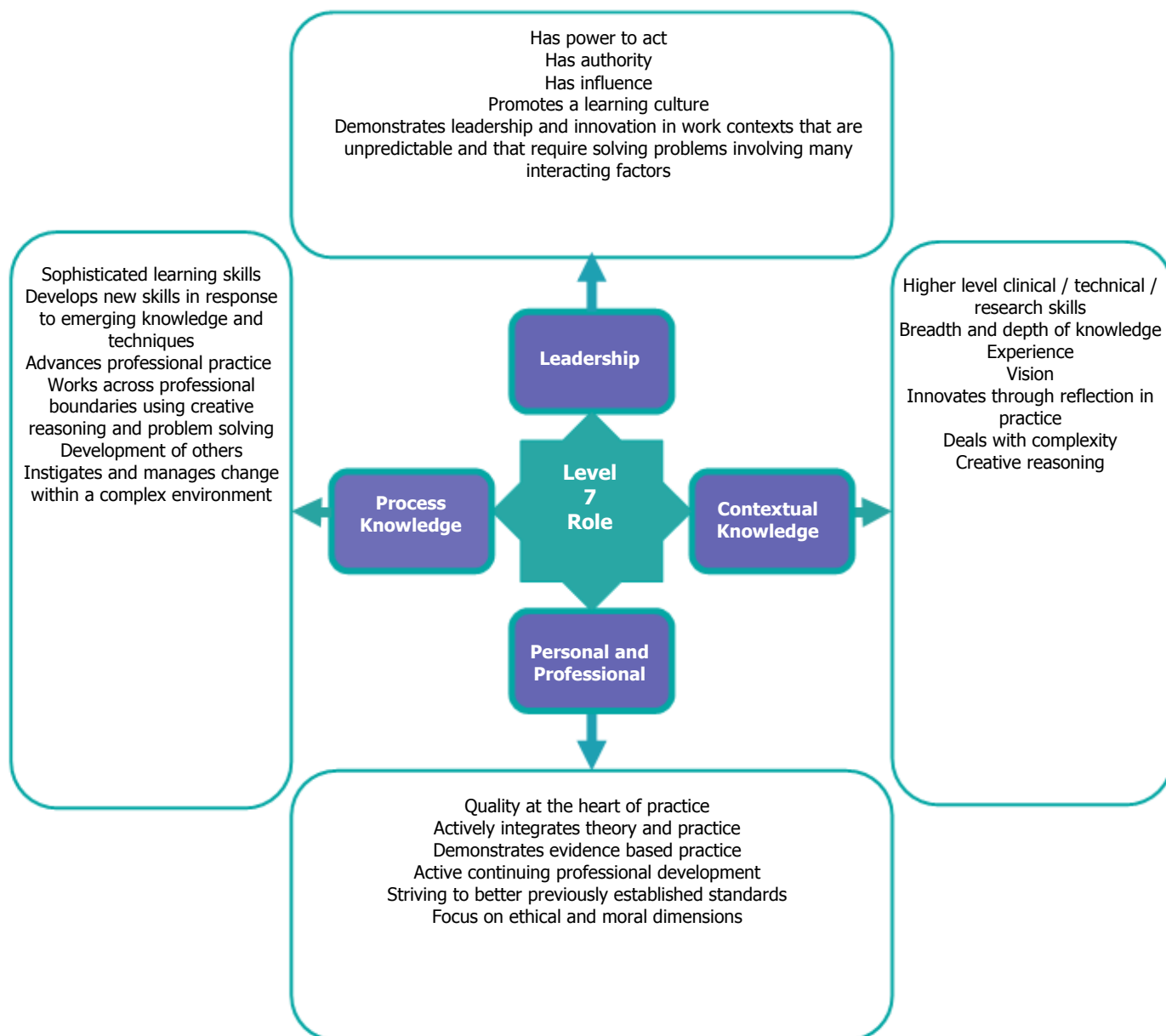
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Developers

Skills for Health and Birmingham Womens Hospital Trust

Level Descriptors

Key characteristics of a Level 7 Role



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 Urodynamics
Area of work	Hospital NHS Or Independent
Role Family	AHPs, Medical, Nursing
Experience required	Relevant professional qualification, work experience in urodynamics/gynaecology
Career Framework Level	7

Summary of Role

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

Scope of the Role

Working as part of the multidisciplinary team this role will assess, request relevant investigations, plan and implement treatment, and plan for and discharge patients in this field of practice.

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
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 CHS39 Assess an individual's health status http://tools.skillsforhealth.org.uk/competence/show/html/id/221
		CHS118 Form a professional judgement of an individual's health condition http://tools.skillsforhealth.org.uk/competence/show/html/id/434

			<p>CHS168 Obtain a patient/client history http://tools.skillsforhealth.org.uk/competence/show/html/id/2819</p>
	A2.4	Assess an individual's needs arising from their health status	<p>CHS178 Determine investigations required to meet clinical need http://tools.skillsforhealth.org.uk/competence/show/html/id/2321</p>
	A2.8	Prioritise treatment and care for individuals according to their health status and needs	<p>CHS121 Prioritise treatment and care for individuals according to their health status and needs http://tools.skillsforhealth.org.uk/competence/show/html/id/423</p>
	A2.9	Assess individual's suitability for a treatment or intervention	<p>CHS120 Establish an individual's suitability to undergo an intervention http://tools.skillsforhealth.org.uk/competence/show/html/id/432</p>
B. HEALTH INTERVENTION	B3.1.1	Plan activities, interventions or treatments to achieve specified health goals	<p>CHS41 Determine a treatment plan for an individual http://tools.skillsforhealth.org.uk/competence/show/html/id/219</p>
			<p>CHS44 Plan activities, interventions and treatments to achieve specified health goals http://tools.skillsforhealth.org.uk/competence/show/html/id/2221</p>
	B3.1.2	Enable individuals to make health choices and decisions	<p>PE1 Enable individuals to make informed health choices and decisions http://tools.skillsforhealth.org.uk/competence/show/html/id/2101</p>
	B3.5.2	Carry out actions from a discharge plan	<p>GEN28 Discharge and transfer individuals from a service or your care http://tools.skillsforhealth.org.uk/competence/show/html/id/2207</p>
	B3.6.1	Monitor individuals following treatments	<p>CHS47 Monitor and assess patients following treatments http://tools.skillsforhealth.org.uk/competence/show/html/id/2215</p>
	B4.2	Evaluate the delivery of care plans to meet the needs of individuals	<p>CHS53 Evaluate the delivery of care plans to meet the needs of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2230</p>
	B5.1	Obtain specimens from individuals	<p>CHS132.2012 Obtain venous blood samples http://tools.skillsforhealth.org.uk/competence/show/html/id/3383</p>
			<p>CHS7.2012 Obtain and test specimens from individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3397</p>

	B11.1	Insert and secure medical devices to enable administration or drainage of fluids/air/other substances	CHS22 Perform intravenous cannulation http://tools.skillsforhealth.org.uk/competence/show/html/id/900
	B11.2	Maintain fluid levels and balance in individuals	CHS165 Manage fluid levels and balance http://tools.skillsforhealth.org.uk/competence/show/html/id/2794
	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
F. EDUCATION LEARNING & RESEARCH	F6.1	Conduct investigations in a research and development topic	R&D8 Conduct investigations in selected research and development topics http://tools.skillsforhealth.org.uk/competence/show/html/id/2448
	F6.3	Act on research and development findings	R&D14 Translate research and development findings into practice http://tools.skillsforhealth.org.uk/competence/show/html/id/2459

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 Urodynamics
Formal endorsed learning	Urodynamics modules A1 and A2, B, C, and E endorsed by British Society of Urology, Royal College of Nursing, and the Continence Forum
Informal learning	Not specified
Summary of learning and development including aims and objectives	A suite of modules intended to equip the practitioner with the knowledge and skills to perform a range of urodynamic procedures and make clinical judgements based on the outcomes
Duration	Minimum 12 months
National Occupational Standards used	Yes
Credits (including framework used)	Not credit rated
Accreditation	PMETB
APEL and progression	May be accepted as part of a negotiated MSc programme
Programme structure	Modular structure with blended learning approach
Continuous Professional Development	Not specified
Resources required, e.g. placement learning, preceptors, accredited assessors etc	Supervision from identified preceptor normally for a minimum of 20 clinic sessions
Quality Assurance	Through PMETB accreditation structures
Policies included in learning programme documentation	Equal opportunities, diversity and accessibility 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