Transferable Role Template

Career Framework Level 8
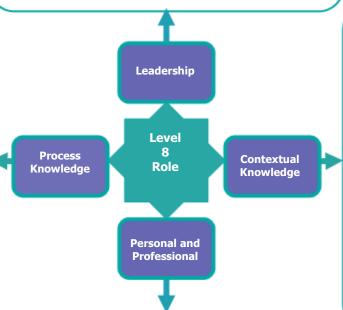
Consultant Stroke Practitioner (Physiotherapist)

Level Descriptors
Key characteristics of a Level 8 Role

Has power to act
Has authority
Has influence
Facilitates and promotes a learning culture
Demonstrates leadership and innovation in work contexts that are novel and that require the solving of problems involving many interacting factors

Sophisticated learning and/or teaching skills
Drives change in response to emerging knowledge and techniques both for own practice and within the organisation
Plays a pivotal role in the integration of research evidence into professional practice
Extends the parameters of the specialism or area of work
Has responsibility for the development of others
Instigates and manages change within a complex environment

An acknowledged source of expertise
Exceptional skills and advanced levels of clinical judgement, knowledge and experience which underpins and promotes the delivery of clinical governance
Innovates through reflection in practice
Deals with complexity
Exercises the highest level of personal professional autonomy

Leadership

Level 8 Role

Process Knowledge

Contextual Knowledge

Personal and Professional

Actively adds to the evidence base for practice
Active continuing professional development
Lead in the enhancement of quality in service delivery
Responsible for ensuring that ethical and moral dimensions of practice are adhered to
Focus on process and synthesis of techniques

Definition of the Level 8 Role

People at level 8 of the career framework have highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as a basis for original thinking and/or research. They are leaders with considerable responsibility, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable management responsibilities and be accountable for service delivery or have a leading education or commissioning role.

Example of Role at Level 8

Non-Medical Consultant Practitioner:

The non-medical consultant practitioner is an expert practitioner with a high level of responsibility for the development and delivery of services. They are clinical experts who lead practice and spend a significant amount of time in direct patient care. There is a strong element of research within the role. They will carry out research, as well as ensuring that current research findings are used by staff to inform their practice. They may have overall responsibility for the coordination of R&D programmes. The non-medical consultant practitioner will lead by example in developing highly innovative solutions to problems based on original research and inquiry. They will apply a highly developed theoretical and practical knowledge over a wide range of clinical, scientific, technical and/or management functions.

The role is intended to operate across four key areas or functions:

- Expert practice
   A key aspect focussed on specialist expert clinical work.
   Normally this will be up to 50% of the consultant practitioners? time.

- Professional leadership and consultancy
   They are seen within the workplace and external to the workplace as leaders and a source of expert knowledge and skill

- Education training and development
   They are a resource for the service, or wider area and will regularly engage in sharing their skills and knowledge with colleagues and a wider audience.
   They may have a formal link with higher education institutions through lecturing, research or other partnership activities.

- Practice and service development research and evaluation
   Research and development are an integral component of the role.
   Research whether original work or the work of others is used to improve quality,
   as a basis for innovation and service development and improvement.

All consultant practitioners are at level 8 on the Career Framework for Health.
Not all level 8 roles are consultant practitioners.

The characteristics of the level 8 practitioner have been developed by Skills for Health through working with employers and practitioners. They are intended to be broad descriptors which can be interpreted or contextualised at a local level.

Basic Information:

Named Role	**Consultant Stroke Practitioner (Physiotherapist)**
Area of work	Community NHS Or Local Authority Or Independent, Hospital NHS Or Independent, Long Term Conditions, Rehabilitation
Role Family	AHPs, Nursing
Experience required	N/A
Career Framework Level	8

Summary of Role

To be responsible for clinical leadership to develop a specialist rehabilitation unit for stroke.

Scope of the Role

This role will:

- Develop high quality, patient focused stroke services in which the practice and service are rigorously managed, monitored and evaluated. This will include teaching the team to develop and implement policies and guidelines for the service, and conducting research
- Clinically lead in developing a specialist rehabilitation unit for stroke; taking into consideration national, local and professional policies, guidelines and standards, service user views
- Have significant input into the design and evaluation and audit of care pathways, across health and social services
- Promote the development of patient centred services and influence strategic direction to assist in delivery of high quality, cost effective stroke care and prevention
- Manage professionally and operationally the clinical specialist physiotherapy staff in neurology
- Facilitate effective team working within the multidisciplinary teams
- Be clinically accountable for the specialist stroke rehabilitation service, and collaborate with colleagues working as an expert practitioner demonstrably improving patient outcomes and experiences of healthcare interventions in the rehabilitation and treatment of stroke patients
- Assume clinical leadership for a case load. This will account for at least 50% of the role
- Produce an annual report to disseminate information to all health service organisations
- Identify and learn from all patient safety incidents, demonstrating improvements in practice following the services risk management policy
- Ensure that all aspects of clinical governance are addressed
- Implement the recommendations of the 2004 Stroke Review
- Identify education, training and development needs of self and colleagues across all disciplines to enhance stroke care
- Promote and facilitate shared learning across organisations and disciplines
- Publicise and disseminate ideas on good practice through writing for professional publications and the development of guidelines, protocols and educational material for use by staff and patients, and presenting at national and international events
- Liaise with academic institutions to develop educational programmes that are relevant to clinical practice and ensure that the opportunity to expose students (both pre and post-graduate) to credible, visionary practitioners is maximised. Educational links should promote multidisciplinary working.
- Utilise research findings, and initiate own research to support practice development. Research should comprise 20% of the role. This will include identifying research priorities, securing research funding when required, conducting projects and supporting staff to engage in the research process
- Disseminate outcomes information on all service developments in a manner that promotes debate and involvement of all interested parties

- Promote understanding and development of the consultant role through public relation and communication activities with a wide range of stakeholders
- Contribute to national and international developments in best practice through professional and other credible organisations
- Represent the service at local, regional, national and international level

Level 8 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
1. COMMUNICATION	1.1	Develop methods of communicating	SCDHSC0041 Maintain effective communication systems and practice http://tools.skillsforhealth.org.uk/competence/show/html/id/3479
	1.3	Support individuals to communicate	SCDHSC0369 Support individuals with specific communication needs http://tools.skillsforhealth.org.uk/competence/show/html/id/3462
	1.4	Develop relationships with individuals	SCDHSC0233 Develop effective relationships with individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3505
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

			GEN96 Maintain health, safety and security practices within a health setting http://tools.skillsforhealth.org.uk/competence/show/html/id/2859
			IPC3.2012 Clean, disinfect and remove spillages of blood and other body fluids to minimise the risk of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3362
			IPC4.2012 Minimise the risk of spreading infection by cleaning, disinfection and storing care equipment http://tools.skillsforhealth.org.uk/competence/show/html/id/3363
			IPC5.2012 Minimise the risk of exposure to blood and body fluids while providing care http://tools.skillsforhealth.org.uk/competence/show/html/id/3364
			IPC6.2012 Use personal protective equipment to prevent the spread of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3365
	3.5.1	(Contd..) Ensure your own actions reduce risks to health and safety	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
			IPC12.2012 Minimise the risk of spreading infection when storing and using clean linen http://tools.skillsforhealth.org.uk/competence/show/html/id/3368
			IPC9.2012 Minimise the risk of spreading infection when removing used linen http://tools.skillsforhealth.org.uk/competence/show/html/id/3371
5. QUALITY	5.2.1	Ensure your organisation delivers quality services	GEN133 Manage a service which achieves the best possible outcomes for the individual http://tools.skillsforhealth.org.uk/competence/show/html/id/3926
	5.2.2	Monitor the progress and quality of work within your area of responsibility	GEN68 Monitor compliance with quality systems http://tools.skillsforhealth.org.uk/competence/show/html/id/2313
	5.2.5	Evaluate the quality of healthcare services	SCDHSC0442 Evaluate the effectiveness of health, social or other care services http://tools.skillsforhealth.org.uk/competence/show/html/id/3581
6. EQUALITY & DIVERSITY	6.3	Develop a culture that promotes equality of opportunity and diversity, and protects individuals	SCDHSC0045 Lead practice that promotes the safeguarding of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3483

A. ASSESSMENT	A2.3	Assess an individual with a suspected health condition	CHS40 Establish a diagnosis of an individual's health condition http://tools.skillsforhealth.org.uk/competence/show/html/id/220
			CHS39 Assess an individual's health status http://tools.skillsforhealth.org.uk/competence/show/html/id/221
			S3 Assess individuals with suspected stroke or Transient Ischaemic Attack (TIA) http://tools.skillsforhealth.org.uk/competence/show/html/id/527
	A2.6	Identify individuals at risk of developing health needs	S2 Assess individuals risk of stroke and Transient Ischaemic Attack (TIA) http://tools.skillsforhealth.org.uk/competence/show/html/id/533
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
			S4 Develop management plans for individuals with stroke or Transient Ischaemic Attack (TIA) http://tools.skillsforhealth.org.uk/competence/show/html/id/2171
	B3.3.1	Prepare and dress for specified health care roles	GEN2 Prepare and dress for work in healthcare settings http://tools.skillsforhealth.org.uk/competence/show/html/id/383
	B3.4.2	Refer individuals to services for treatment and care	CHS99 Refer individuals to specialist sources of assistance in meeting their health care needs http://tools.skillsforhealth.org.uk/competence/show/html/id/2262
	B4.3	Evaluate treatment plans with individuals and those involved in their care	CHS89 Evaluate treatment plans with individuals and those involved in their care http://tools.skillsforhealth.org.uk/competence/show/html/id/2255
	B10.2	Provide first aid to an individual	CHS36 Provide basic life support http://tools.skillsforhealth.org.uk/competence/show/html/id/906
	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
	B16.4	Support individuals to retain, regain and develop the skills to manage their lives and environment	S5 Implement interventions for individuals who have had a stroke or Transient Ischaemic Attack (TIA) http://tools.skillsforhealth.org.uk/competence/show/html/id/532

F. EDUCATION LEARNING & RESEARCH	F1.1.4	Prepare learning and development resources	GEN19 Assist others to plan presentations to enable learning http://tools.skillsforhealth.org.uk/competence/show/html/id/382
	F2.1	Deliver learning and development programmes	GEN18 Give presentations to groups http://tools.skillsforhealth.org.uk/competence/show/html/id/381

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	Consultant Stroke Practitioner (Physiotherapist)
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	
Leading to registration or membership with:	

References & Further Information:

N/A