

Transferable Role Template

Career Framework Level 3

Therapy Assistant

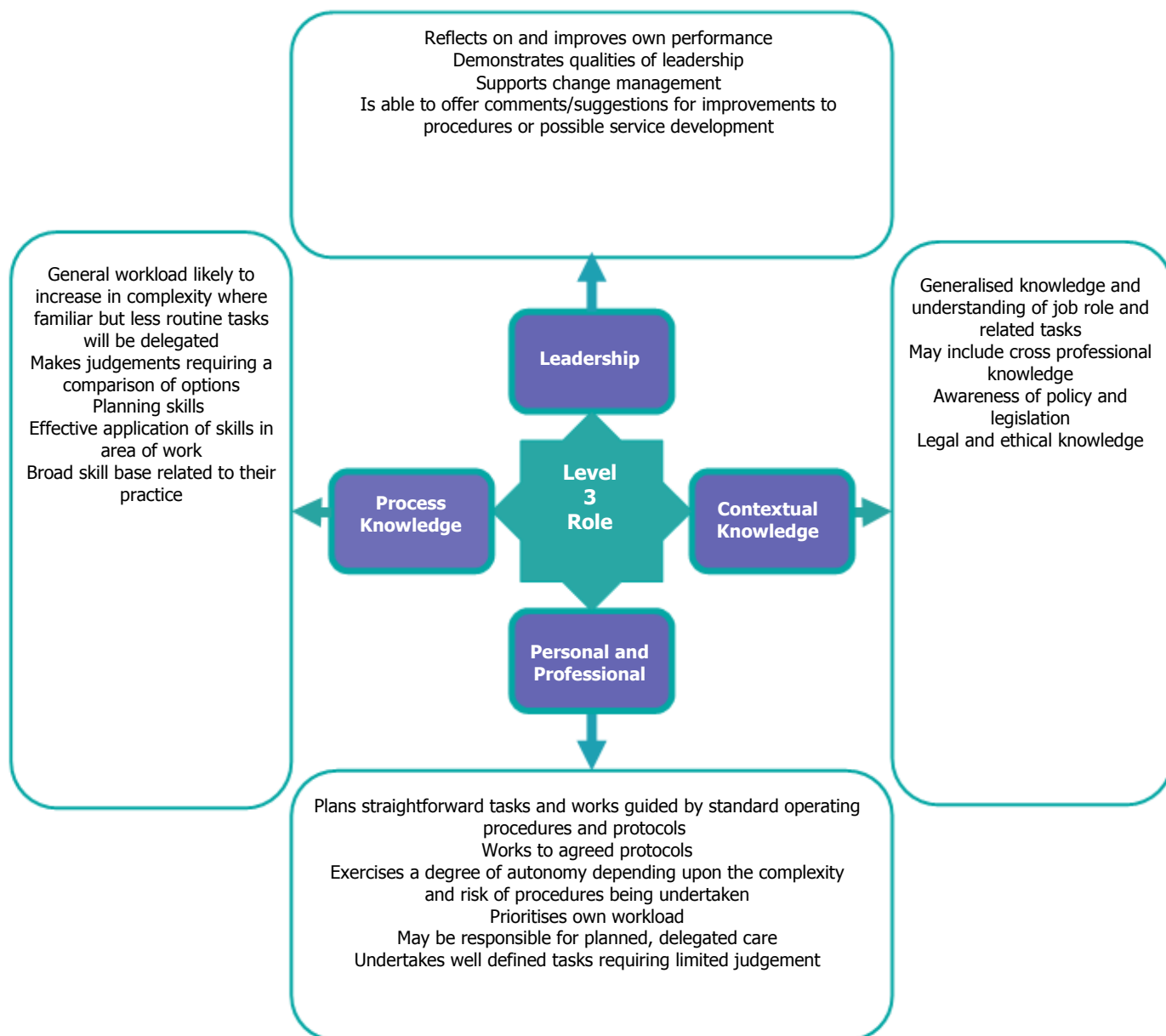
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Developers

Skills for Health and Help the Hospices and Greenwich & Bexley Community Hospice

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	Therapy Assistant
Area of work	Chemotherapy, Oncology And Palliative Care, Community NHS Or Local Authority Or Independent, Hospital NHS Or Independent
Role Family	Nursing
Experience required	Past experience in a therapy setting and/or in oncology/palliative care
Career Framework Level	3

Summary of Role

The post holder will:- Support the rehabilitation team in the provision of a robust and effective rehabilitation service to the patients under the care of the hospice.

Scope of the Role

The post holder will:

Support the rehabilitation team in the provision of a robust and effective rehabilitation service to the patients under the care of the hospice; (including patients with life limiting conditions and lymphoedema), through timely and appropriate interventions.

Provide therapeutic activities under the direction and supervision of the therapist, to facilitate the rehabilitation of the individual s functional ability, within the hospice, day care and community settings in which we work.

Work as part of the multidisciplinary team.

Have/will develop advanced communication skills in order to work with this group of patients, their families and carers, also undertaking administrative tasks as appropriate.

After training, work independently both with individuals and small groups, reporting back on patients clinical needs and progress.

Be encouraged to use their skills and initiative within the team regarding service provision and development.

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	SCDHSC0031 Promote effective communication http://tools.skillsforhealth.org.uk/competence/show/html/id/3413
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
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
			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
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	B3.3.2	Prepare individuals for health care actions	GEN4 Prepare individuals for healthcare activities http://tools.skillsforhealth.org.uk/competence/show/html/id/386
	B3.3.3	Move and position individuals	CHS6.2012 Move and position individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3396
	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
	B4.3	Evaluate treatment plans with individuals and those involved in their care	CHS233 Contribute to the assessment of needs and the planning, evaluation and review of individualised programmes of care for individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3860
	B14.2	Implement care plans/programmes	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
	B14.3	Deliver therapeutic activities	SCDHSC0393 Promote participation in agreed therapeutic group activities http://tools.skillsforhealth.org.uk/competence/show/html/id/3475
			CHS232 Implement, monitor and evaluate therapeutic interventions within an overall care programme http://tools.skillsforhealth.org.uk/competence/show/html/id/3859
	B14.4	Undertake personal care for individuals	SCDHSC0218 Support individuals with their personal care needs http://tools.skillsforhealth.org.uk/competence/show/html/id/3526
	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
	B16.3	Assist individuals in undertaking activities	SCDHSC0215 Help individuals to maintain mobility http://tools.skillsforhealth.org.uk/competence/show/html/id/3524
	B16.4	Support individuals to retain, regain and develop the skills to manage their lives and environment	CHS239 Enable individuals to use assistive devices and assistive technology http://tools.skillsforhealth.org.uk/competence/show/html/id/3912

	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
	B17	Work in collaboration with carers in the caring role	GEN20 Enable carers to support individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/384
F. EDUCATION LEARNING & RESEARCH	F4.4	Enable individuals to develop the knowledge and skills to manage their own health needs	PE8 Enable individuals to manage their defined health condition http://tools.skillsforhealth.org.uk/competence/show/html/id/2108
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	Therapy Assistant
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	

<p>Continuous Professional Development</p>	<p>It is recognised that continuing professional development is an essential component to maintaining competent, safe practice at all levels of the career framework.</p> <p>The following is considered the minimum required to maintain competence within this role. Learning should be active, with the impact on service delivery clearly defined and agreed between the learner and their line manager. A range of methods for capturing the impact of learning may be used e.g. learning contracts, reflective accounts, productivity measures, appraisals systems and processes.</p> <p>Wherever possible learning should be accredited and/or credit rated and should focus on the needs of the individual in the role.</p> <p>Statutory and Mandatory learning of particular relevance to the role- None identified</p> <p>Formal endorsed learning -None identified</p> <p>Informal learning- Negotiated at appraisal/performance review</p> <p>Method of capturing impact- Annual appraisal</p> <p>Funding required- Dependent upon agreed CPD plan and negotiated locally</p> <p>Frequency required -Annual learning needs will be identified and planned as part of the appraisal process. Specific goals will be agreed and the best method for achieving them negotiated.</p>
<p>Resources required, e.g. placement learning, preceptors, accredited assessors etc</p>	
<p>Quality Assurance</p>	
<p>Policies included in learning programme documentation</p>	
<p>Funding</p>	
<p>Leading to registration or membership with:</p>	

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 (NES). (2009, revised 2010). A Guide to Healthcare Support Worker Education and Role Development http://www.nes.scot.nhs.uk/media/350213/hcsw_report_final.pdf

Skills for Health (2010). Summary of Attributes and Definitions for Career Framework Levels. <http://www.skillsforhealth.org.uk/workforce-transformation/customised-career-frameworks-services/>