

# Transferable Role Template

Career Framework Level 4

Hospice Senior Care Assistant

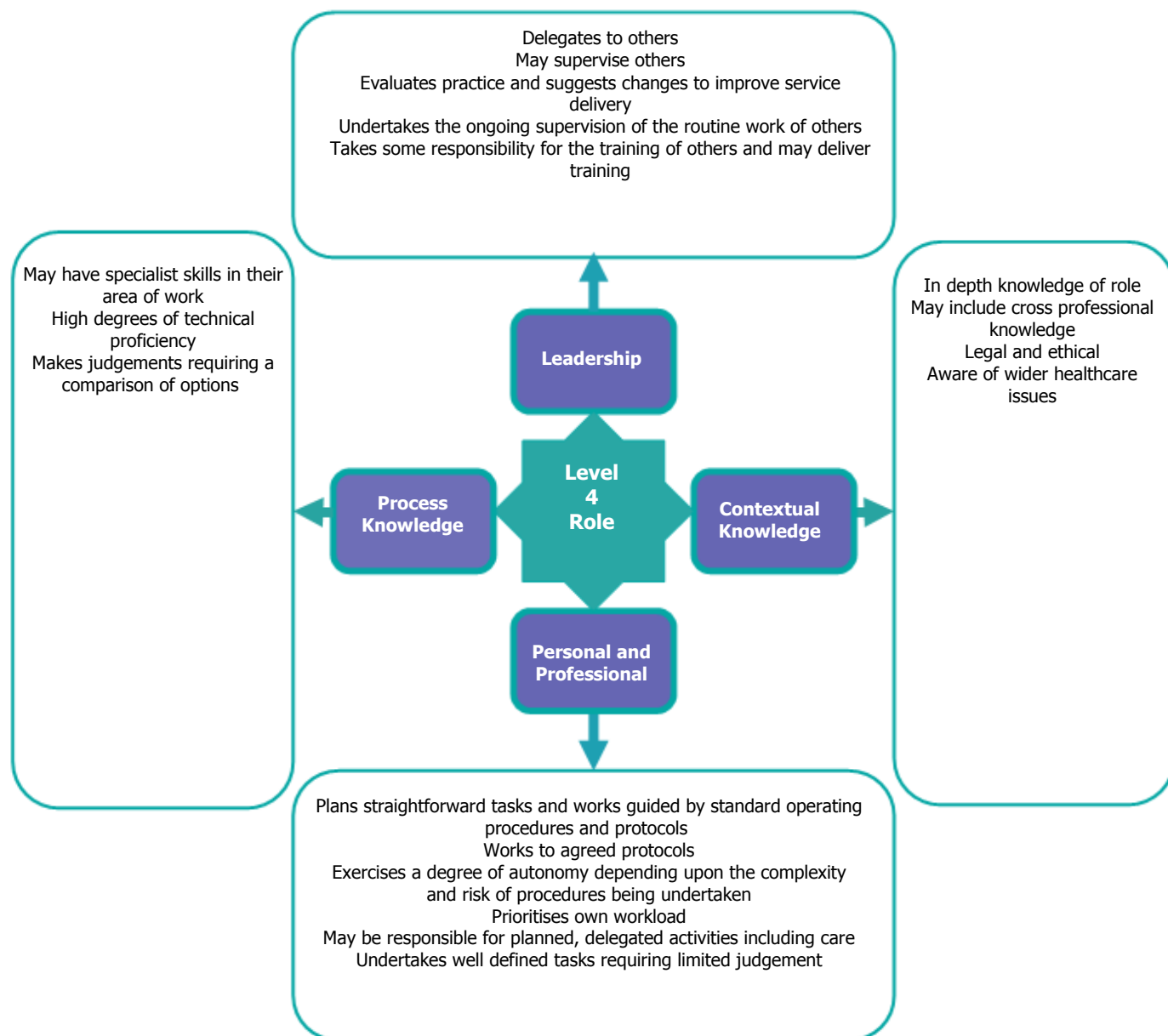
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Developers

Skills for Health and St Nicholas Hospice Care, Bury St Edmunds

## Level Descriptors

### Key characteristics of a Level 4 Role



### 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	<b>Hospice Senior Care Assistant</b>
Area of work	Chemotherapy, Oncology And Palliative Care
Role Family	Nursing
Experience required	In Palliative Care
Career Framework Level	4

## Summary of Role

This role supports patients and carers in line with palliative care principles.

## Scope of the Role

This role supports patients and carers in line with palliative care principles. The work will be directed by senior clinical colleagues.

Work is with individual patients and/or groups of patients.

The role is responsible to the senior hospice clinician. The role is responsible for specific hospice support workers and/or volunteers.

The role will have a high level of autonomy and responsibility and may work in the hospice or community setting. The role includes the assessment and triage of patients. Using an enabling approach the focus is on achieving maximum independence for the patient and resilience based palliative care, in order to best meet patients and carers needs.

All level 4 roles will 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 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
<b>1. COMMUNICATION</b>	1.2	Communicate effectively	GEN97 Communicate effectively in a healthcare environment <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3001">http://tools.skillsforhealth.org.uk/competence/show/html/id/3001</a>
<b>2. PERSONAL &amp; PEOPLE DEVELOPMENT</b>	2.1.1	Develop your own practice	SCDHSC0023 Develop your own knowledge and practice <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3517">http://tools.skillsforhealth.org.uk/competence/show/html/id/3517</a>
	2.1.2	Reflect on your own practice	GEN23 Monitor your own work practices <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2051">http://tools.skillsforhealth.org.uk/competence/show/html/id/2051</a>
<b>3. HEALTH SAFETY &amp; SECURITY</b>	3.5.1	Ensure your own actions reduce risks to health and safety	IPC2.2012 Perform hand hygiene to prevent the spread of infection <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3309">http://tools.skillsforhealth.org.uk/competence/show/html/id/3309</a>
			PROHSS1 Make sure your own actions reduce risks to health and safety <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3327">http://tools.skillsforhealth.org.uk/competence/show/html/id/3327</a>
			PMWRV1 Make sure your actions contribute to a positive and safe working culture <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/4027">http://tools.skillsforhealth.org.uk/competence/show/html/id/4027</a>
	3.5.2	Protect individuals from abuse	SCDHSC0024 Support the safeguarding of individuals <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3518">http://tools.skillsforhealth.org.uk/competence/show/html/id/3518</a>
<b>5. QUALITY</b>	5.1.1	Act within the limits of your competence and authority	GEN63 Act within the limits of your competence and authority <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/85">http://tools.skillsforhealth.org.uk/competence/show/html/id/85</a>
	5.1.2	Manage and organise your own time and activities	HT4 Manage and organise your own time and activities <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2501">http://tools.skillsforhealth.org.uk/competence/show/html/id/2501</a>
<b>6. EQUALITY &amp; DIVERSITY</b>	6.1	Ensure your own actions support equality of opportunity and diversity	SCDHSC0234 Uphold the rights of individuals <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3506">http://tools.skillsforhealth.org.uk/competence/show/html/id/3506</a>
<b>B. HEALTH INTERVENTION</b>	B2.1	Obtain information from individuals about their health status and needs	CHS169 Comply with legal requirements for maintaining confidentiality in healthcare <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2820">http://tools.skillsforhealth.org.uk/competence/show/html/id/2820</a>
<b>D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY</b>	D2.4	Maintain information / record systems	CFA_BAD332 Store and retrieve information using a filing system <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/4104">http://tools.skillsforhealth.org.uk/competence/show/html/id/4104</a>

<b>H. MANAGEMENT &amp; ADMINISTRATION</b>	H1.3.1	Contribute to the effectiveness of teams	SCDHSC0241 Contribute to the effectiveness of teams <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3509">http://tools.skillsforhealth.org.uk/competence/show/html/id/3509</a>
	H2.6	Receive and pass on messages and information	ESKITU020 Use digital communications <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/4150">http://tools.skillsforhealth.org.uk/competence/show/html/id/4150</a>

### Role Specific Competences / National Occupational Standards:

Underpinning Principle	Reference Function		Competence
<b>1. COMMUNICATION</b>	1.2	Communicate effectively	CHS126 Conduct handover between healthcare personnel <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/166">http://tools.skillsforhealth.org.uk/competence/show/html/id/166</a>
			GEN21.2012 Interact with individuals using telecommunications <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3380">http://tools.skillsforhealth.org.uk/competence/show/html/id/3380</a>
	1.4	Develop relationships with individuals	CHS100 Develop relationships with individuals with long term conditions <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2263">http://tools.skillsforhealth.org.uk/competence/show/html/id/2263</a>
<b>2. PERSONAL &amp; PEOPLE DEVELOPMENT</b>	2.1.1	Develop your own practice	GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/375">http://tools.skillsforhealth.org.uk/competence/show/html/id/375</a>
<b>3. HEALTH SAFETY &amp; SECURITY</b>	3.5.1	Ensure your own actions reduce risks to health and safety	GEN1 Ensure personal fitness for work <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/372">http://tools.skillsforhealth.org.uk/competence/show/html/id/372</a>
	3.5.2	Protect individuals from abuse	SS09 Minimise and deal with aggressive and abusive behaviour <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2161">http://tools.skillsforhealth.org.uk/competence/show/html/id/2161</a>
<b>A. ASSESSMENT</b>	A2.3	Assess an individual with a suspected health condition	CHS168 Obtain a patient/client history <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2819">http://tools.skillsforhealth.org.uk/competence/show/html/id/2819</a>
	A2.4	Assess an individual's needs arising from their health status	CHS86 Assess individual's psychological, social and emotional needs for rehabilitation <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2252">http://tools.skillsforhealth.org.uk/competence/show/html/id/2252</a>
			GEN75 Collaborate in the assessment of the need for, and the provision of, environmental and social support in the community <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2752">http://tools.skillsforhealth.org.uk/competence/show/html/id/2752</a>
<b>B. HEALTH INTERVENTION</b>	B3.1.1	Plan activities, interventions or treatments to achieve specified health goals	CHS44 Plan activities, interventions and treatments to achieve specified health goals <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2221">http://tools.skillsforhealth.org.uk/competence/show/html/id/2221</a>

	B3.3.4	Prepare environments and resources for use in health care activities	GEN6.2012 Manage environments and resources for use during healthcare activities <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3381">http://tools.skillsforhealth.org.uk/competence/show/html/id/3381</a>
	B3.3.6	Support others in providing health care actions	GEN8 Assist the practitioner to implement healthcare activities <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/389">http://tools.skillsforhealth.org.uk/competence/show/html/id/389</a>
	B3.4.1	Receive and direct requests for health care assistance using protocols and guidelines	CHS59 Respond to referrals of individuals with health conditions <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2235">http://tools.skillsforhealth.org.uk/competence/show/html/id/2235</a>
	B3.5.2	Carry out actions from a discharge plan	GEN16 Inform an individual of discharge arrangements <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/379">http://tools.skillsforhealth.org.uk/competence/show/html/id/379</a>
			GEN17 Contribute to the discharge of an individual into the care of another service <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/380">http://tools.skillsforhealth.org.uk/competence/show/html/id/380</a>
	B3.6.2	Monitor an individual's progress in managing health conditions	CHS55 Facilitate the individual's management of their condition and treatment plan <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2817">http://tools.skillsforhealth.org.uk/competence/show/html/id/2817</a>
	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 <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3860">http://tools.skillsforhealth.org.uk/competence/show/html/id/3860</a>
	B10.2	Provide first aid to an individual	CHS35 Provide first aid to an individual needing emergency assistance <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/905">http://tools.skillsforhealth.org.uk/competence/show/html/id/905</a>
	B14.2	Implement care plans/programmes	CHS135 Implement programmes and treatments with individuals who have restricted movement / mobility <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/445">http://tools.skillsforhealth.org.uk/competence/show/html/id/445</a>
			CHS138 Assist in the implementation of mobility and movement programmes for individuals to restore optimum movement and functional independence <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2732">http://tools.skillsforhealth.org.uk/competence/show/html/id/2732</a>
	B14.3	Deliver therapeutic activities	SCDHSC0393 Promote participation in agreed therapeutic group activities <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3475">http://tools.skillsforhealth.org.uk/competence/show/html/id/3475</a>

	B16.2	Support individuals who are distressed	SCDHSC0226 Support Individuals who are distressed <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3531">http://tools.skillsforhealth.org.uk/competence/show/html/id/3531</a>
<b>C. HEALTH PROMOTION &amp; PROTECTION</b>	C2.1	Encourage behavioural change in people and agencies to promote health and wellbeing	SCDHSC0398 Support individuals with programmes to promote positive behaviour <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3478">http://tools.skillsforhealth.org.uk/competence/show/html/id/3478</a>
	C2.2	Provide information to individuals, groups and communities about promoting health	HT2 Communicate with individuals about promoting their health and wellbeing <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2499">http://tools.skillsforhealth.org.uk/competence/show/html/id/2499</a>
<b>F. EDUCATION LEARNING &amp; RESEARCH</b>	F4.1	Determine the learning needs of individuals to enable management of their health & well being	PE6 Identify the learning needs of patients and carers to enable management of a defined condition <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2106">http://tools.skillsforhealth.org.uk/competence/show/html/id/2106</a>
	F4.2	Agree a plan to enable individuals to develop the knowledge and skills required to manage their condition	PE4 Agree a plan to enable individuals to manage their health condition <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2104">http://tools.skillsforhealth.org.uk/competence/show/html/id/2104</a>
	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 <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2108">http://tools.skillsforhealth.org.uk/competence/show/html/id/2108</a>
<b>H. MANAGEMENT &amp; ADMINISTRATION</b>	H1.3.1	Contribute to the effectiveness of teams	SCDHSC3100 Participate in inter-disciplinary team working to support individuals <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3420">http://tools.skillsforhealth.org.uk/competence/show/html/id/3420</a>



**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.

<b>Transferable role</b>	<b>Hospice Senior Care Assistant</b>
<b>Formal endorsed learning</b>	<ul style="list-style-type: none"> <li>- Foundation Degree e.g. The FdA in Health Care Practice- End of Life Pathway at University Campus Suffolk</li> <li>- Additional competences delivered by local FE college</li> <li>- Clinical skills e.g. tracheotomy and catheterisation delivered by clinical facilitator from local acute setting</li> <li>- Other formal training e.g. the ABC of End of Life Care</li> </ul>
<b>Informal learning</b>	<ul style="list-style-type: none"> <li>Experiential learning</li> <li>Work placed learning</li> <li>Shadowing</li> <li>Secondment and placements with acute, community and care home settings</li> <li>Blended learning approach</li> <li>Reflective practice</li> </ul>

<p><b>Summary of learning and development including aims and objectives</b></p>	<p>It is anticipated that the learner will already have extensive experience of working in a hospice and thus already be able to demonstrate extensive competence in palliative care. They may have achieved a formal qualification eg. Diploma in Health and Social Care or Health Clinical Skills (or equivalent) and will have under taken specific training related to palliative care.</p> <p>The learner will demonstrate additional competence through a range of assessment strategies including formal qualifications, training and work based assessment and written assignments or simulations.</p> <p>The learner should demonstrate competence in the following areas of practice: communication, having worked in area of cancer care or palliative care working with families and an understanding of holistic care. They will be working more autonomously, undertaking assessment, and triage of patients and also working in the community so will need the requisite development to have the skills and competence to do this.</p> <p>To have a more detailed understanding of cancer, end of life care and palliative treatments and the supportive therapies and develop additional knowledge and skills developed over the 3 years undertaking the FdA and other training.</p>
<p><b>Duration</b></p>	<p>3 years part time</p>
<p><b>National Occupational Standards used</b></p>	<p>Learning opportunities which should be based on the above list of national occupational standards</p>
<p><b>Credits (including framework used)</b></p>	<p>120 credits-Framework for Higher Education Qualifications (FHEQ)</p>
<p><b>Accreditation</b></p>	<p>HEI (e.g. University Campus Suffolk)</p>
<p><b>APEL and progression</b></p>	<p>Wherever possible learning should be transferable through APEL and should enable progression to other formal learning.</p>

<b>Programme structure</b>	FdA-6 modules undertaken over 3 years part-time. With 2 x 15 week semesters each academic year with students following 2 modules per semester Each module has 36 traditional contact hours and 24 hours e-learning hours
<b>Continuous Professional Development</b>	Not specified
<b>Resources required, e.g. placement learning, preceptors, accredited assessors etc</b>	Work based role with time to attend lectures and undertake other training. Mentorship support from clinical colleagues and ongoing evaluation
<b>Quality Assurance</b>	Through HEI or FE college
<b>Policies included in learning programme documentation</b>	<ul style="list-style-type: none"> <li>- Equal opportunities</li> <li>- Equality &amp; diversity</li> <li>- Accessibility</li> <li>- Teaching and learning</li> <li>- Assessment, internal verification and moderation</li> <li>- Appeals procedure</li> <li>- APEL processes</li> <li>- Staff development</li> <li>- Academic standards</li> <li>- Equality and diversity</li> <li>- Health and safety</li> <li>- Grievance and disciplinary procedures</li> </ul>
<b>Funding</b>	To be agreed locally
<b>Leading to registration or membership with:</b>	Currently N/A

## References & Further Information:

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