

Transferable Role Template

Career Framework Level 5

Occupational Therapist

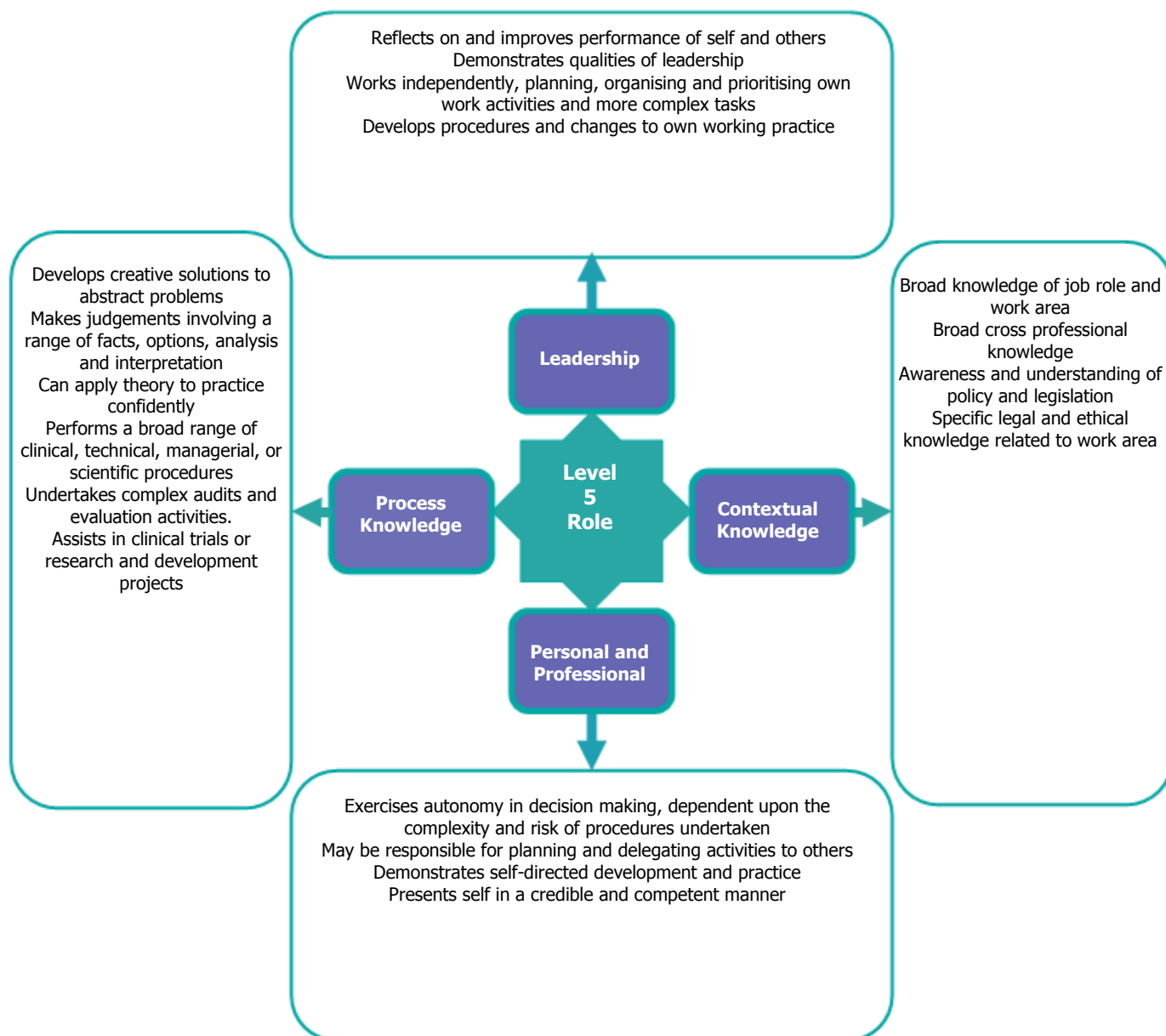
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Developers

SKILLS FOR HEALTH CAREER FRAMEWORK PROJECT

Level Descriptors

Key characteristics of a Level 5 Role



Definition of the Level 5 Role

People at level 5 will have a comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge.

They are able to use knowledge to solve problems creatively, make judgements which require analysis and interpretation, and actively contribute to service and self-development. They may have responsibility for supervision of staff or training.

Example of Role at Level 5

Practitioner:

Practitioners have a broad knowledge base in a particular field of practice which enables them to work with a considerable degree of autonomy. They may have line management responsibilities but will not be responsible for service delivery. They actively use research findings to enhance and underpin their practice. A practitioner is competent in their area of practice and will seek opportunities to improve the service they offer.

These characteristics have been developed by Skills for Health working with employers and other stakeholders.

Basic Information:

Named Role	Occupational Therapist
Area of work	Community NHS Or Local Authority Or Independent, Hospital NHS Or Independent
Role Family	AHPs
Experience required	N/A
Career Framework Level	5

Summary of Role

To be responsible for managing his or her own caseload with clinical supervision from Senior Occupational Therapists. To use this support to reflect and learn from practice

Scope of the Role

To be responsible for managing his or her own caseload with clinical supervision from Senior Occupational Therapists. To use this support to reflect and learn from practice

To demonstrate the application of the OT process to patient care, carry out Access, Home and follow up visits with guidance from senior colleagues

To carry out all necessary assessments of the patients needs in self care, productivity & leisure

To establish plans for intervention

To organise discharge plans for patients, with guidance from senior colleagues

To attend case conferences, ward meetings and multi-disciplinary meetings where appropriate

To have a knowledge of and liaise appropriately with outside agencies, relatives and carers in relation to patient care and treatment planning

To consolidate the skills of Occupational Therapy learnt as an undergraduate within the clinical areas of elderly care, trauma, neurosciences, medicine and cardiology by applying the underpinning knowledge of OT into practice

To understand how to apply the Client Centred model of practice and other relevant frames of reference to patient care, ensuring that this is demonstrated throughout the OT Process

To understand the principles of clinical reasoning and discuss their application to patient care with senior colleagues

To work alongside and provide an appropriate role model for student Occupational Therapists To work alongside Occupational Therapy Assistants and allocate work in agreement with senior colleagues

To support work experience students as required

To participate in the PDRS and Supervision programme to attend all required mandatory training and understand its application to practice and to share skills and knowledge

To observe confidentiality in all matters relating to patient care, staff and students. To practice in accordance with the Caldicott Principles.

To take part in team or service audits, understanding the principles of audit and clinical governance, and to develop the skills required to understand about outcome evaluation

Level 5 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	H1.3.1	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	1.3	Support individuals to communicate	SCDHSC0021 Support effective communication http://tools.skillsforhealth.org.uk/competence/show/html/id/3515
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.3	Make use of supervision	GEN36 Make use of supervision http://tools.skillsforhealth.org.uk/competence/show/html/id/2296
3. HEALTH SAFETY & SECURITY	3.5.1	Ensure your own actions reduce risks to health and safety	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
			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
	3.5.1	(Contd..) Ensure your own actions reduce risks to health and safety	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
			SCDHSC0022 Support the health and safety of yourself and individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3516
A. ASSESSMENT	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
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
			CHS44 Plan activities, interventions and treatments to achieve specified health goals http://tools.skillsforhealth.org.uk/competence/show/html/id/2221
	B3.2.5	Arrange services and support with other healthcare and service providers	CHS98 Arrange services and support with other health care providers http://tools.skillsforhealth.org.uk/competence/show/html/id/2261
	B3.4.1	Receive and direct requests for health care assistance using protocols and guidelines	CHS59 Respond to referrals of individuals with health conditions http://tools.skillsforhealth.org.uk/competence/show/html/id/2235

	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
	B3.5.1	Prepare a discharge plan	CHS122 Prepare a discharge plan with individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/414
	B3.5.2	Carry out actions from a discharge plan	GEN16 Inform an individual of discharge arrangements http://tools.skillsforhealth.org.uk/competence/show/html/id/379
			GEN17 Contribute to the discharge of an individual into the care of another service http://tools.skillsforhealth.org.uk/competence/show/html/id/380
	B3.5.2	(Contd..) 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
	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
	B10.2	Provide first aid to an individual	CHS36 Provide basic life support http://tools.skillsforhealth.org.uk/competence/show/html/id/906
H. MANAGEMENT & ADMINISTRATION	H1.3.1	Contribute to the effectiveness of teams	GEN39 Contribute to effective multidisciplinary team working http://tools.skillsforhealth.org.uk/competence/show/html/id/2212

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	Occupational Therapist
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