

# Transferable Role Template

Career Framework Level 3

Frail Elderly Monitoring

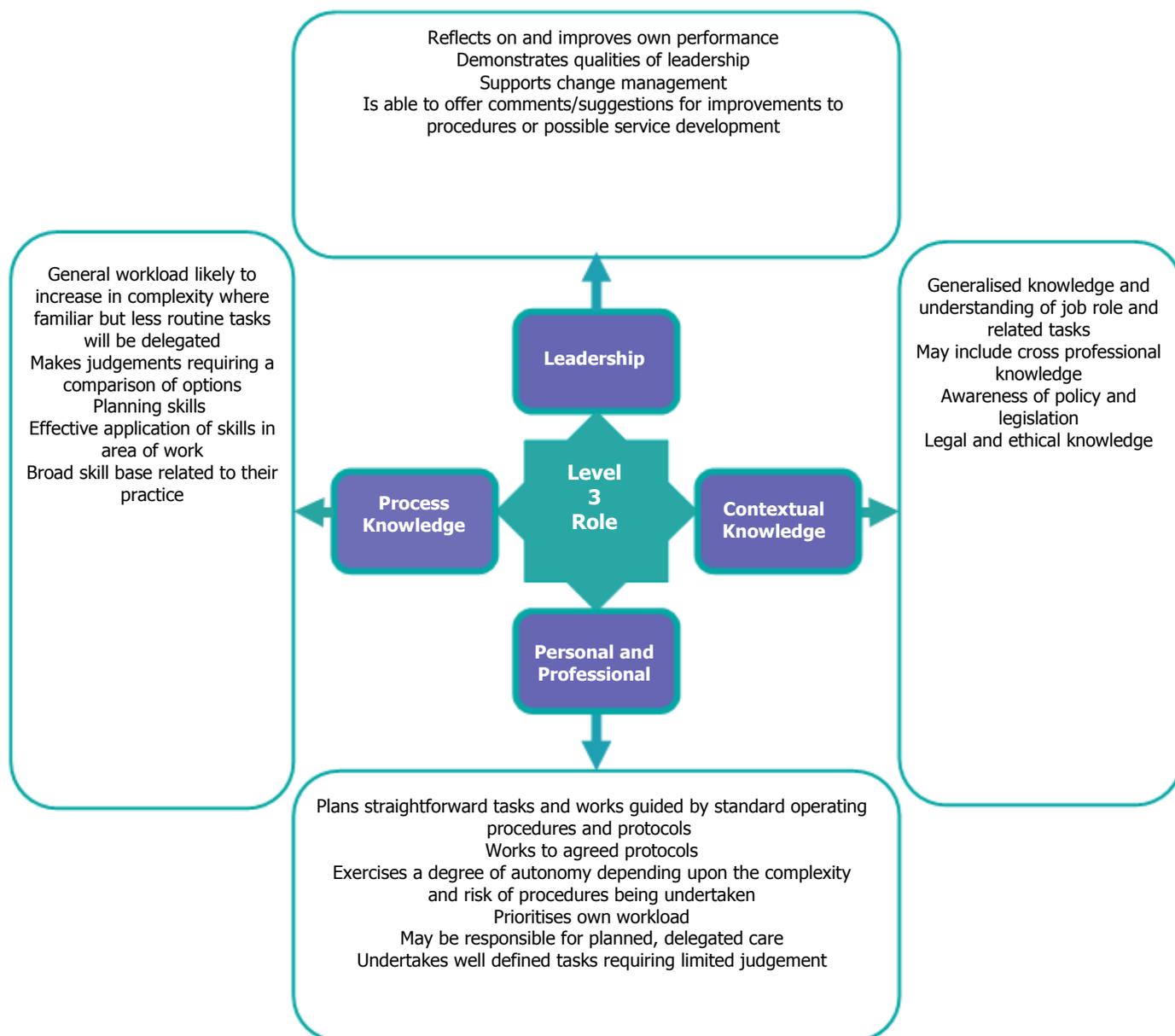
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## Level Descriptors

### 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	<b>Frail Elderly Monitoring</b>
Area of work	Community NHS Or Local Authority Or Independent, Primary Care
Role Family	AHPs, Navigation And Signposting, Nursing
Experience required	Some paid experience of paid experience of caring for the elderly e.g. at least 6 months  Candidates require a minimum of Level 2 Diploma in Health & Social Care or equivalent Registration is with the Northern Ireland Social Care Council
Career Framework Level	3

## Summary of Role

This role is focussed on the monitoring of frail elderly people in their own homes with the intention of supporting those individuals and their carers to be as independent as possible for as long as possible.

## Scope of the Role

The frail elderly monitoring role will be linked to a GP practice/primary care.

The purpose of the role is to support frail elderly people to live at home for as long as possible by working with the individual and their carers where appropriate in a preventative and proactive manner.

They will visit and monitor elderly clients on the GPs list and report back to the district nurse. Local decisions will be made regarding referral to this role and referrals will be criteria based.

Assessments will be criteria and protocol based.

The role will also act as a link and signpost to services in the public, voluntary and independent sectors.

It is anticipated that the benefits of the monitoring role will be:

To improve the health care experience for service users

To identify any change in clients conditions requiring early intervention

To reduce and minimise admissions to hospital and residential care

Similar roles may be developed at level 4 of the Career Framework for Health and this template is therefore both a description of an actual role and a resource from which to develop the additional roles ensuring progression and transparency of responsibility and accountability.

The role is bound by social care regulatory requirements in relation to registration and code of practice for social care.

### Level 3 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>	1.5	Provide information, advice and guidance	GEN14 Provide advice and information to individuals on how to manage their own condition <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/377">http://tools.skillsforhealth.org.uk/competence/show/html/id/377</a>
<b>2. PERSONAL &amp; PEOPLE DEVELOPMENT</b>	2.1.1	Develop your own practice	CFAM&LAA3 Develop and maintain your professional networks <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3770">http://tools.skillsforhealth.org.uk/competence/show/html/id/3770</a>
	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 <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3481">http://tools.skillsforhealth.org.uk/competence/show/html/id/3481</a>
<b>4. SERVICE IMPROVEMENT</b>	4.6	Promote service improvement	CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3783">http://tools.skillsforhealth.org.uk/competence/show/html/id/3783</a>
<b>5. QUALITY</b>	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>	6.2	Promote equality of opportunity and diversity	SCDHSC3111 Promote the rights and diversity of individuals <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3540">http://tools.skillsforhealth.org.uk/competence/show/html/id/3540</a>
<b>A. ASSESSMENT</b>	A2.8	Prioritise treatment and care for individuals according to their health status and needs	TEL1 Prioritise individuals for treatment and care <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/203">http://tools.skillsforhealth.org.uk/competence/show/html/id/203</a>
<b>B. HEALTH INTERVENTION</b>	B3.4.2	Refer individuals to services for treatment and care	SCDHSC0386 Assist in the transfer of individuals between agencies and services <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3936">http://tools.skillsforhealth.org.uk/competence/show/html/id/3936</a>
	B3.5.2	Carry out actions from a discharge plan	GEN28 Discharge and transfer individuals from a service or your care <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2207">http://tools.skillsforhealth.org.uk/competence/show/html/id/2207</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>
<b>C. HEALTH PROMOTION &amp; PROTECTION</b>	C2.4	Enable people to address issues relating to their health and wellbeing	SCDHSC0330 Support individuals to use services and facilities <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3441">http://tools.skillsforhealth.org.uk/competence/show/html/id/3441</a>
	C2.6	Act on behalf of an individual, family or community (advocacy)	SCDHSC0410 Advocate with and on behalf of individuals <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3484">http://tools.skillsforhealth.org.uk/competence/show/html/id/3484</a>
<b>H. MANAGEMENT &amp; ADMINISTRATION</b>	H1.3.1	Contribute to the effectiveness of teams	GEN39 Contribute to effective multidisciplinary team working <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2212">http://tools.skillsforhealth.org.uk/competence/show/html/id/2212</a>
	H2.6	Receive and pass on messages and information	SCDHSC3115 Process information for use in decision-making <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3411">http://tools.skillsforhealth.org.uk/competence/show/html/id/3411</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>Frail Elderly Monitoring</b>
<b>Formal endorsed learning</b>	Formal learning normally has an assessment component and should lead to a recognised qualification or be part of learning which is endorsed by a recognised authority.
<b>Informal learning</b>	Informal learning opportunities may include work shadowing, self directed study, and non assessed taught sessions. This is not an exhaustive list. All learning should be negotiated and include clear learning outcomes which impact upon practice.
<b>Summary of learning and development including aims and objectives</b>	
<b>Duration</b>	Variable depending on the needs of the learner or the programme of learning.
<b>National Occupational Standards used</b>	As detailed within role outline. The performance criteria and knowledge statements in each NOS will form the basis for the development of specific learning outcomes for each person and may be used to develop generic learning outcomes for each module/unit of learning.
<b>Credits (including framework used)</b>	Wherever possible learning should be credit rated to enable transferability and progression
<b>Accreditation</b>	Wherever possible learning should be accredited by education providers, professional bodies or similar
<b>APEL and progression</b>	Wherever possible learning should be transferable through APEL and should enable progression to other formal learning
<b>Programme structure</b>	Most programmes of learning are built around a flexible, blended learning experience. Modules of learning enable choice and therefore a tailored learning experience.
<b>Continuous Professional Development</b>	CPD plan will be based on the individuals identified needs using local appraisal and performance review processes.

<p><b>Resources required, e.g. placement learning, preceptors, accredited assessors etc</b></p>	<p>Learners may need to access learning in a variety of ways including online, taught sessions, self directed study. Wherever possible protected time included in their work schedule should be considered.</p> <p>Where work based assessments take place; assessors will be required</p> <p>Ongoing supervision and review</p>
<p><b>Quality Assurance</b></p>	<p>Learning should be quality assured to ensure fitness for purpose and efficacy.</p>
<p><b>Policies included in learning programme documentation</b></p>	<p>Policies are related to the learning and not to service delivery. Where formal learning is offered some of the following policies may apply.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Equal opportunities,</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>E-safeguarding and Safeguarding</li> <li>Health and safety</li> <li>Grievance and disciplinary procedures</li> </ul>
<p><b>Funding</b></p>	<p>Funding for learning should be negotiated locally and should be sustainable to fulfil service needs.</p>
<p><b>Leading to registration or membership with:</b></p>	<p>Some learning may result in the learner being registered or being able to join a professional body or similar organisation.</p>

**References & Further Information:**

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