

# Transferable Role Template

Career Framework Level 3

Dietetic Assistant

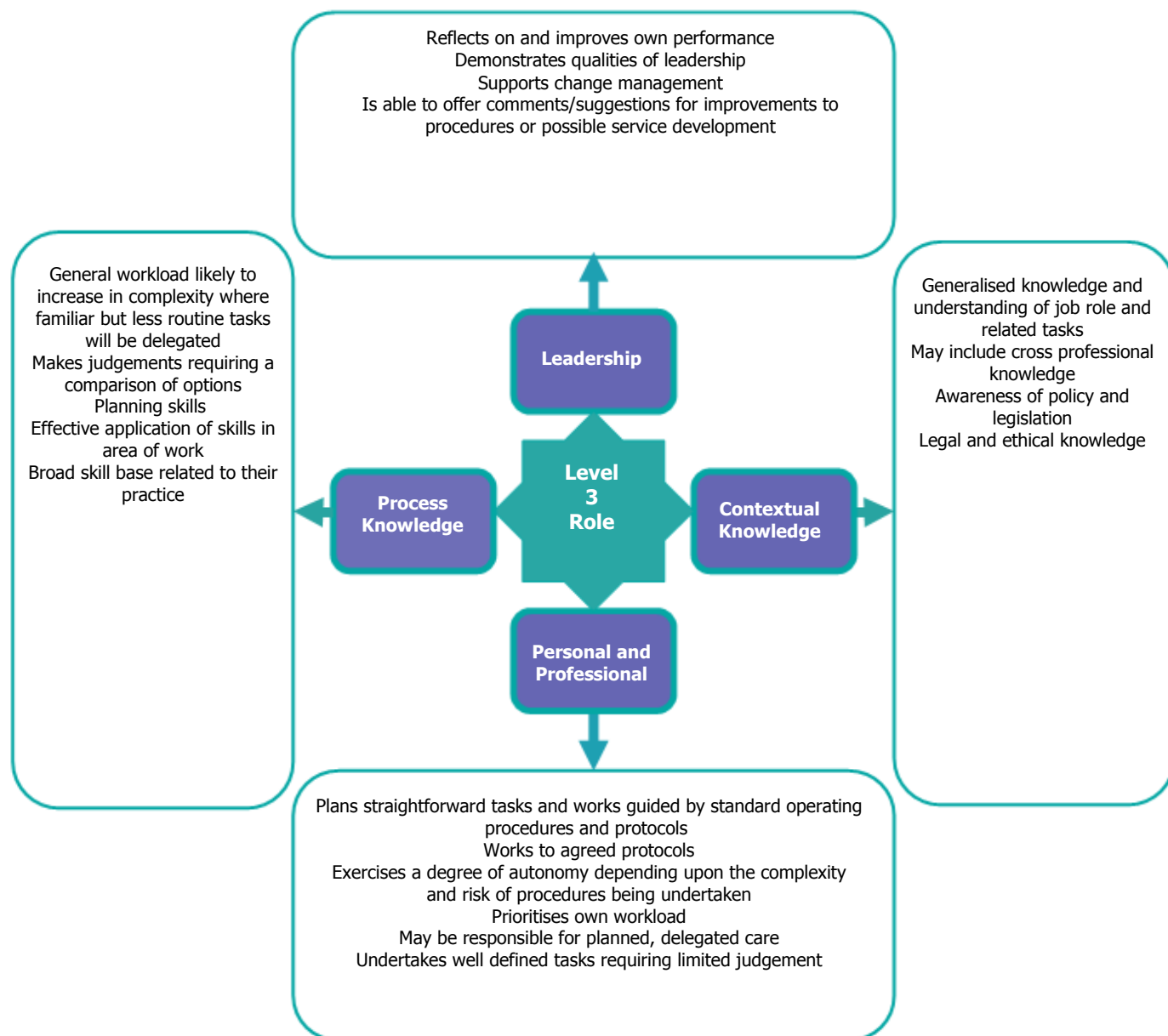
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Developers

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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>Dietetic Assistant</b>
Area of work	Community NHS Or Local Authority Or Independent
Role Family	AHPs
Experience required	
Career Framework Level	3

**Summary of Role**

Assesses patients and develops plans of care for nutritional and health lifestyle requirements.

**Scope of the Role**

Assess and develop plans of care to meet nutritional and health lifestyle/needs of the patient. Deliver care to patients implementing the prescribed plans of care. Liaise with specialist services

Give relevant care to the patients as prescribed in the nursing plan of care

Engage patients, offering support, enabling them to independently function and where they are unable to assist with their daily living skills

Ensure that the patients are cared for in a dignified and respectable manner

Consider the safety and security of the patients during care activities and report and appropriately act upon hazards to their wellbeing

### 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>	1.2	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>
	1.3	Support individuals to communicate	SCDHSC0021 Support effective communication <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3515">http://tools.skillsforhealth.org.uk/competence/show/html/id/3515</a>
	1.5	Provide information, advice and guidance	CHS148 Provide information and advice to individuals on eating to maintain optimum nutritional status <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2741">http://tools.skillsforhealth.org.uk/competence/show/html/id/2741</a>
			SCDHSC0026 Support individuals to access information on services and facilities <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3536">http://tools.skillsforhealth.org.uk/competence/show/html/id/3536</a>
<b>2. PERSONAL &amp; PEOPLE DEVELOPMENT</b>	2.1.1	Develop your own practice	GEN13 Synthesise new knowledge into the development of your own practice <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/376">http://tools.skillsforhealth.org.uk/competence/show/html/id/376</a>
	2.2.1	Support the development of the knowledge and practice of individuals	CFAM&LDC2 Support individuals' learning and development <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3793">http://tools.skillsforhealth.org.uk/competence/show/html/id/3793</a>
<b>3. HEALTH SAFETY &amp; SECURITY</b>	3.5.1	Ensure your own actions reduce risks to health and safety	GEN96 Maintain health, safety and security practices within a health setting <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2859">http://tools.skillsforhealth.org.uk/competence/show/html/id/2859</a>
<b>B. HEALTH INTERVENTION</b>	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>
	B3.6.2	Monitor an individual's progress in managing health conditions	CHS149 Monitor and review individuals progress in relation to maintaining optimum nutritional status <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2742">http://tools.skillsforhealth.org.uk/competence/show/html/id/2742</a>
	B10.2	Provide first aid to an individual	CHS36 Provide basic life support <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/906">http://tools.skillsforhealth.org.uk/competence/show/html/id/906</a>

	B14.2	Implement care plans/programmes	CHD HO2 Assist in delivering the care plan for individuals needing care <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/708">http://tools.skillsforhealth.org.uk/competence/show/html/id/708</a>
			SCDHSC0025 Contribute to implementation of care or support plan activities <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3535">http://tools.skillsforhealth.org.uk/competence/show/html/id/3535</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>

**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>Dietetic Assistant</b>
<b>Formal endorsed learning</b>	All learning for this role will be covered by the established apprenticeship scheme within the Trust or through other accredited learning (NVQ-Dip) and the Care Certificate
<b>Informal learning</b>	Fundamental skill requirements (*Care Certificate) for the role will be introduced at commencement of employment through attendance at the corporate induction programme, at workplace induction and through attending identified other training according to the need of the individual and that of the service/role requirements. Clinical role specific training will take place both within the organisation at the training and development facility, in the workplace and or at approved external providers. Informal learning may take place through observation, shadowing, e-learning, reflection on and in practice, attendance at face to face learning classroom and simulation.
<b>Summary of learning and development including aims and objectives</b>	The learner will demonstrate competence through a range of assessment strategies including work based assessment, written assignments and simulation. The learner will be provided with a mix of learning opportunities to enable them to fulfill the requirements of the organisation and of the any awarding body & external providers of learning
<b>Duration</b>	To be individually determined, dependent upon personal circumstances e.g. part time employee. For the purpose of clarity the following should be used as a guide; <ul style="list-style-type: none"> <li>- Care Certificate 12 weeks</li> <li>- Apprentiship/NVQ 12/18 months</li> <li>- Competences (NOS) within role template 12 months</li> </ul>
<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>	Modular and flexible with some taught components and some work based learning
<b>Continuous Professional Development</b>	<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>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>
<b>Resources required, e.g. placement learning, preceptors, accredited assessors etc</b>	<p>Protected study time</p> <p>Work based assessors</p> <p>Supervision</p>
<b>Quality Assurance</b>	Internal Quality Assurance Procedures

<b>Policies included in learning programme documentation</b>	For example: Equal opportunities, Accessibility Teaching and learning Assessment, internal verification and moderation Appeals procedure APEL processes Staff development Academic standards Equality and diversity E-safeguarding and Safeguarding Health and safety Grievance and disciplinary procedures
<b>Funding</b>	Agreed locally
<b>Leading to registration or membership with:</b>	N/A

## References & Further Information:

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<http://www.cqc.org.uk/public/what-are-standards/national-standards>

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