

Transferable Role Template

Career Framework Level 4

Dietetic assistant

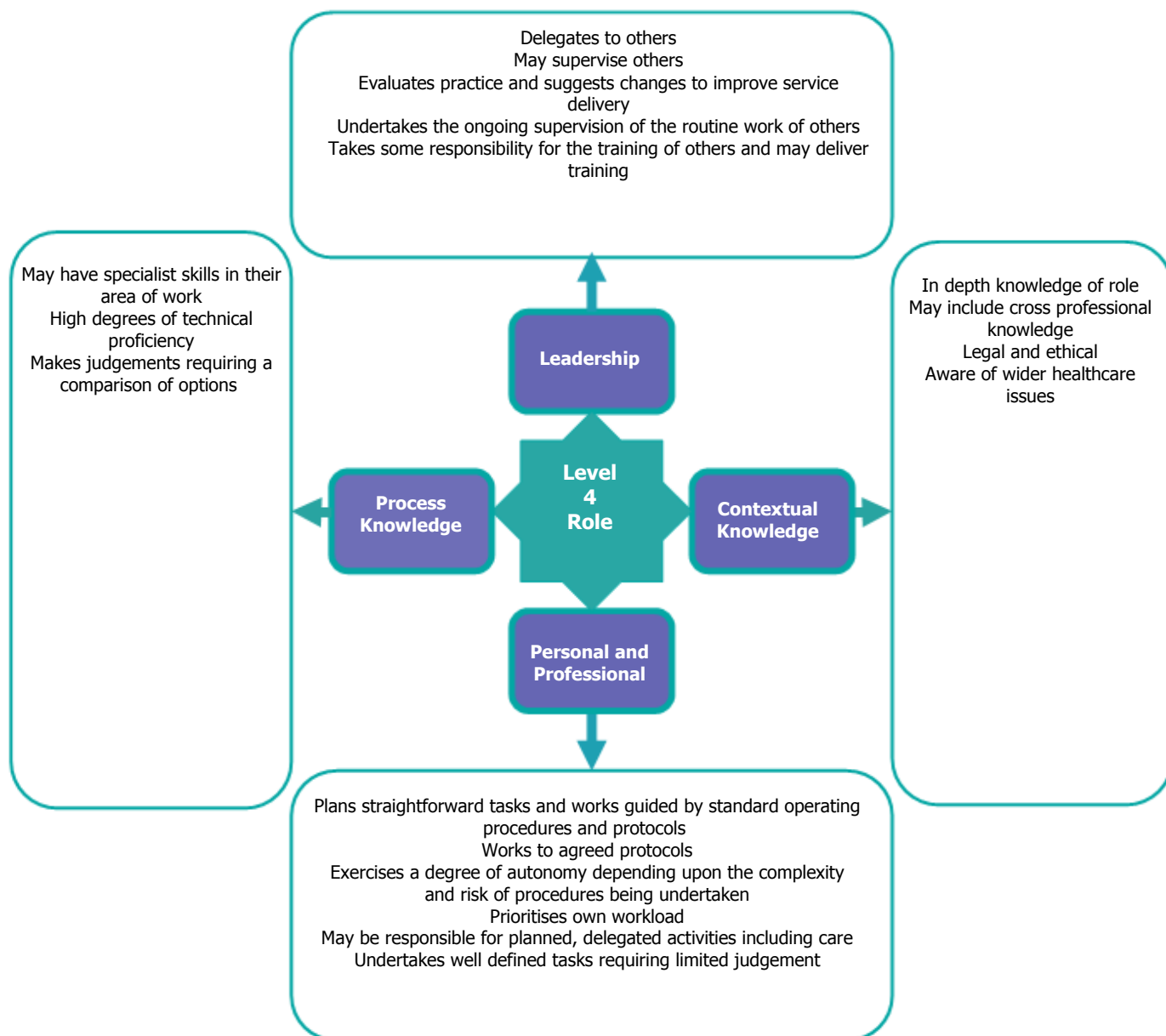
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Developers

Humber NHS Foundation Trust

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	Dietetic Assistant
Area of work	Community NHS Or Local Authority Or Independent
Role Family	AHPs
Experience required	
Career Framework Level	4

Summary of Role

Assesses patients and develops plans of care for nutritional and healthy lifestyle requirements

Scope of the Role

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

Gives relevant care to the patients as prescribed in the nursing plan of care.

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

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

Considers the safety and security of the patients during care activities, and reports and appropriately acts upon hazards to their well-being.

Facilitate recreational and social activities.

Undertake assessment of nutritional needs and lifestyle.

Screen and refer to relevant specialist where assessment indicates need.

Identify supplementary food requirements following the relevant protocol.

Develop plans of care to address nutritional needs.

Evaluate plans of care.

Promote a healthy lifestyle through the discharge planning process.

Screen and filter referrals from wards and team to the dietitian.

Level 4 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	CHS126 Conduct handover between healthcare personnel http://tools.skillsforhealth.org.uk/competence/show/html/id/166
	1.3	Support individuals to communicate	SCDHSC0021 Support effective communication http://tools.skillsforhealth.org.uk/competence/show/html/id/3515
	1.5	Provide information, advice and guidance	CHS148 Provide information and advice to individuals on eating to maintain optimum nutritional status http://tools.skillsforhealth.org.uk/competence/show/html/id/2741
			SCDHSC0026 Support individuals to access information on services and facilities http://tools.skillsforhealth.org.uk/competence/show/html/id/3536
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
	2.2.1	Support the development of the knowledge and practice of individuals	CFAM&LDC2 Support individuals' learning and development http://tools.skillsforhealth.org.uk/competence/show/html/id/3793
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
B. HEALTH INTERVENTION	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
	B3.5.2	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	CHS149 Monitor and review individuals progress in relation to maintaining optimum nutritional status http://tools.skillsforhealth.org.uk/competence/show/html/id/2742

	B10.2	Provide first aid to an individual	CHS36 Provide basic life support http://tools.skillsforhealth.org.uk/competence/show/html/id/906
	B14.2	Implement care plans/programmes	CHD HO2 Assist in delivering the care plan for individuals needing care http://tools.skillsforhealth.org.uk/competence/show/html/id/708
			SCDHSC0025 Contribute to implementation of care or support plan activities http://tools.skillsforhealth.org.uk/competence/show/html/id/3535
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
			CFAM&LDB2 Allocate work to team members http://tools.skillsforhealth.org.uk/competence/show/html/id/3791

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.

Transferable role	Dietetic assistant
Formal endorsed learning	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
Informal learning	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.
Summary of learning and development including aims and objectives	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 fulfil the requirements of the organisation and of the any awarding body & external providers of learning.
Duration	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"> - Care Certificate 12 weeks - Apprentiship/NVQ 12/18 months - Competences (NOS) within role template 12 months
National Occupational Standards used	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.

Credits (including framework used)	Wherever possible learning should be credit rated to enable transferability and progression
Accreditation	Wherever possible learning should be accredited by education providers, professional bodies or similar
APEL and progression	Wherever possible learning should be transferable through APEL and should enable progression to other formal learning
Programme structure	Modular and flexible with some taught components and some work based learning
Continuous Professional Development	<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>
Resources required, e.g. placement learning, preceptors, accredited assessors etc	<p>Protected study time</p> <p>Work based assessors</p> <p>Supervision</p>
Quality Assurance	Internal Quality Assurance Procedures

Policies included in learning programme documentation	<p>For example:</p> <ul style="list-style-type: none"> 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
Funding	<p>Agreed locally</p>
Leading to registration or membership with:	<p>N/A</p>

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