Transferable Role Template

Career Framework Level 3

Integrated Support Worker Humber FT
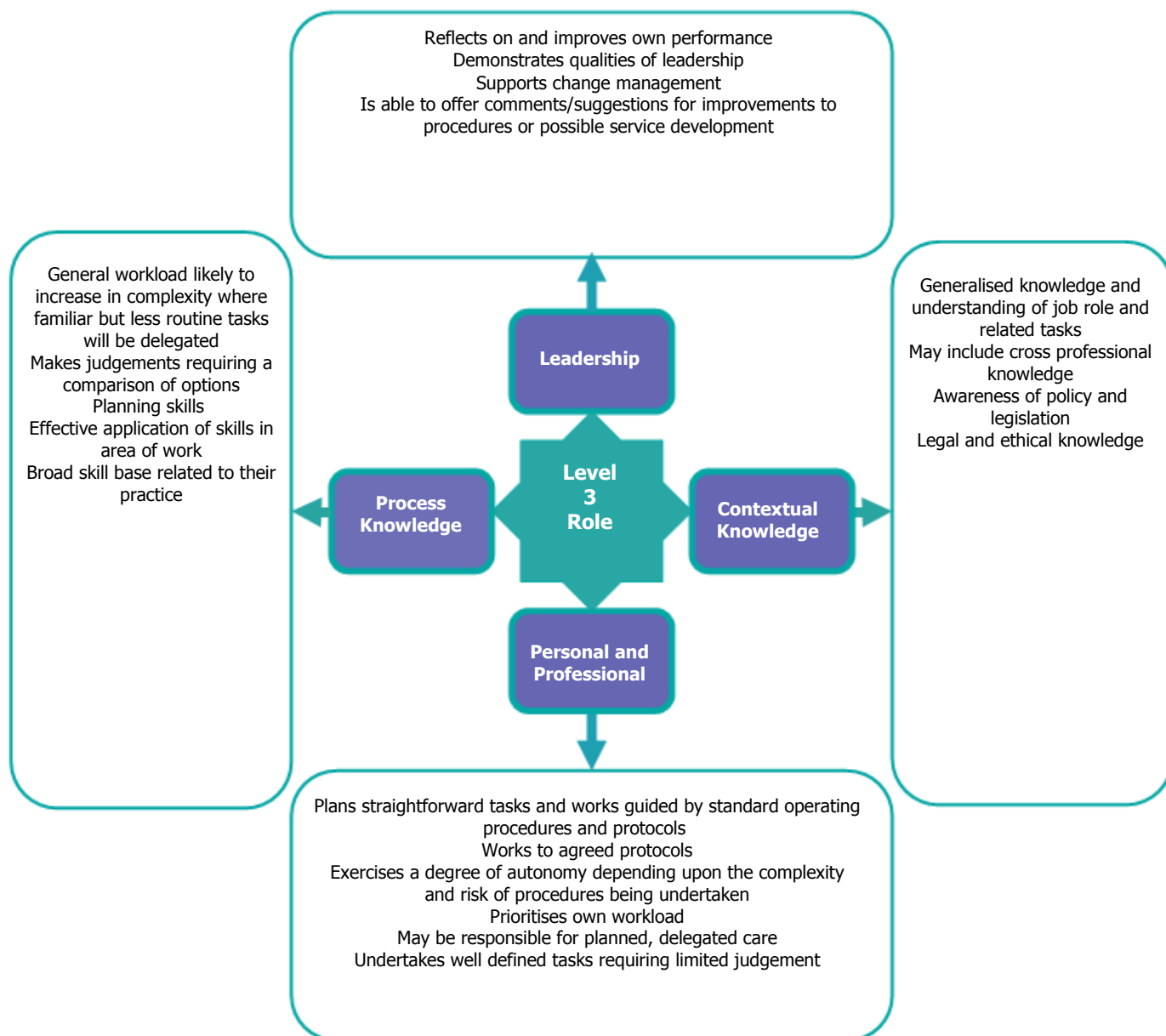
Level Descriptors
Key characteristics of a Level 3 Role

Leadership

Reflects on and improves own performance
Demonstrates qualities of leadership
Supports change management
Is able to offer comments/suggestions for improvements to procedures or possible service development

Process Knowledge

General workload likely to increase in complexity where familiar but less routine tasks will be delegated
Makes judgements requiring a comparison of options
Planning skills
Effective application of skills in area of work
Broad skill base related to their practice

Contextual Knowledge

Generalised knowledge and understanding of job role and related tasks
May include cross professional knowledge
Awareness of policy and legislation
Legal and ethical knowledge

Level 3 Role

Personal and Professional

Plans straightforward tasks and works guided by standard operating procedures and protocols
Works to agreed protocols
Exercises a degree of autonomy depending upon the complexity and risk of procedures being undertaken
Prioritises own workload
May be responsible for planned, delegated care
Undertakes well defined tasks requiring limited judgement

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	**Integrated Support Worker Humber FT**
Area of work	Community NHS Or Local Authority Or Independent
Role Family	AHPs, Nursing
Experience required	Some experience in a caring role
Career Framework Level	3

Summary of Role

This role supports the delivery of services to patients in the community. Working under the supervision the role holder will work with people who have complex and multiple diagnosis longer term conditions, palliative care needs, mental health and severe disabilities.

Scope of the Role

- To assist in delivering a high standard of support and care to service users and their carers. This will promote their equality, dignity and physical and mental wellbeing at all times

- Demonstrate an ability to carry out tasks independently (following direction); to be able to solve straightforward problems and make some judgements. This is done with guidance and supervision.

- Contribute to service development and have some responsibility for self- development.

- Gathering of information and reporting this back to the appropriate team members. Promotion of enabling strategies that support health and well-being.

- There may be progression opportunities for integrated support workers who complete appropriate learning and development to work in this role at level 4 as service demands dictate.

Level 3 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
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.2	Reflect on your own practice	SCDHSC0033 Develop your practice through reflection and learning http://tools.skillsforhealth.org.uk/competence/show/html/id/3415
3. HEALTH SAFETY & SECURITY	3.5.1	Ensure your own actions reduce risks to health and safety	IPC6.2012 Use personal protective equipment to prevent the spread of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3365
B. HEALTH INTERVENTION	B5.1	Obtain specimens from individuals	CHS131 Obtain and test capillary blood samples http://tools.skillsforhealth.org.uk/competence/show/html/id/2710
	B5.3	Package biomedical/clinical parcels for transportation	GEN24 Despatch biomedical samples http://tools.skillsforhealth.org.uk/competence/show/html/id/2204
	B6	Investigate specimens and samples using diagnostic procedures	CHS193 Perform standard tests using manual methodologies or commercial kits http://tools.skillsforhealth.org.uk/competence/show/html/id/2337
	B8.1	Undertake physiological measurements	CHS19.2012 Undertake routine clinical measurements http://tools.skillsforhealth.org.uk/competence/show/html/id/3399
	B14.2	Implement care plans/programmes	CHS138 Assist in the implementation of mobility and movement programmes for individuals to restore optimum movement and functional independence http://tools.skillsforhealth.org.uk/competence/show/html/id/2732
	B14.3	Deliver therapeutic activities	OP F5 Implement interventions with older people at risk of falls http://tools.skillsforhealth.org.uk/competence/show/html/id/1690
	B14.4	Undertake personal care for individuals	CHS5.2012 Undertake agreed pressure area care http://tools.skillsforhealth.org.uk/competence/show/html/id/3395
			SCDHSC0218 Support individuals with their personal care needs http://tools.skillsforhealth.org.uk/competence/show/html/id/3526
			SCDHSC0219 Support individuals to manage continence http://tools.skillsforhealth.org.uk/competence/show/html/id/3527

	B16.3	Assist individuals in undertaking activities	GEN15 Support individuals in undertaking their desired activities http://tools.skillsforhealth.org.uk/competence/show/html/id/378
	B16.4	Support individuals to retain, regain and develop the skills to manage their lives and environment	SCDHSC0027 Support individuals in their daily living http://tools.skillsforhealth.org.uk/competence/show/html/id/3537
			GEN105 Enable individuals to maintain their personal hygiene and appearance http://tools.skillsforhealth.org.uk/competence/show/html/id/3871
	B16.6	Enable care in the home environment	SCDHSC0229 Maintain safety and security when accessing individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3534
C. HEALTH PROMOTION & PROTECTION	C2.4	Enable people to address issues relating to their health and wellbeing	SCDHSC3112 Support individuals to manage their own health and social well-being http://tools.skillsforhealth.org.uk/competence/show/html/id/3419
	C2.6	Act on behalf of an individual, family or community (advocacy)	SCDHSC0410 Advocate with and on behalf of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3484
G. MEDICAL DEVICES PRODUCTS & EQUIPMENT	G3.6	Set up equipment, medical devices and products	CHS223.2014 Fit healthcare equipment, medical devices, or products to meet individuals' clinical needs http://tools.skillsforhealth.org.uk/competence/show/html/id/3910
H. MANAGEMENT & ADMINISTRATION	H1.3.1	Contribute to the effectiveness of teams	SCDHSC3100 Participate in inter-disciplinary team working to support individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3420

Facets of Role (National Occupational Standards):

Underpinning Principle	Reference Function		Competence
HUMBER INTEGRATED CARE L3	FACET	A facet of the role.	
1. COMMUNICATION	1.5	Provide information, advice and guidance	CHS58 Provide information and support to carers of individuals with long term conditions http://tools.skillsforhealth.org.uk/competence/show/html/id/2234
3. HEALTH SAFETY & SECURITY	3.6	Promote safe and effective working	SCDHSC0032 Promote health, safety and security in the work setting http://tools.skillsforhealth.org.uk/competence/show/html/id/3414
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
	A2.7	Undertake a risk assessment in relation to a defined health need	CHS4.2012 Undertake tissue viability risk assessment for individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3394
B. HEALTH INTERVENTION	B3.1.1	Plan activities, interventions or treatments to achieve specified health goals	GEN112 Work with people to identify their needs for safety, support and engagement and how these needs can best be addressed http://tools.skillsforhealth.org.uk/competence/show/html/id/3878
	B3.1.3	Review and modify plans to address specified health goals	MH21.2013 Support people with mental health needs in crisis situations http://tools.skillsforhealth.org.uk/competence/show/html/id/3827
	B3.4.2	Refer individuals to services for treatment and care	GEN123 Work with others to facilitate the transfer of individuals between agencies and services http://tools.skillsforhealth.org.uk/competence/show/html/id/3889
	B3.6.2	Monitor an individual's progress in managing health conditions	CHS92 Review and monitor a patient's nutritional wellbeing http://tools.skillsforhealth.org.uk/competence/show/html/id/2257
			CHS149 Monitor and review individuals progress in relation to maintaining optimum nutritional status http://tools.skillsforhealth.org.uk/competence/show/html/id/2742
	B4.3	Evaluate treatment plans with individuals and those involved in their care	CC07 Review catheter care http://tools.skillsforhealth.org.uk/competence/show/html/id/754

	B14.3	Deliver therapeutic activities	CHS12 Undertake treatments and dressings related to the care of lesions and wounds http://tools.skillsforhealth.org.uk/competence/show/html/id/341
			CHS232 Implement, monitor and evaluate therapeutic interventions within an overall care programme http://tools.skillsforhealth.org.uk/competence/show/html/id/3859
	B14.4	Undertake personal care for individuals	CHS116 Manage individuals with leg ulcers http://tools.skillsforhealth.org.uk/competence/show/html/id/1200
	B15.8	Support individuals to self-medicate	CHS237 Support individuals to administer their own medication http://tools.skillsforhealth.org.uk/competence/show/html/id/3865
	B16.1	Support individuals during and after clinical/therapeutic activities	GEN5 Support individuals undergoing healthcare activities http://tools.skillsforhealth.org.uk/competence/show/html/id/312
	B16.4	Support individuals to retain, regain and develop the skills to manage their lives and environment	Diab TX03 Help an individual using insulin therapy to manage their diabetes understand the effects of food, drink, physical activity and medication on their health and well-being http://tools.skillsforhealth.org.uk/competence/show/html/id/2098
			GEN43 Monitor and review the rehabilitation process with the individual, their family, carers and other professionals http://tools.skillsforhealth.org.uk/competence/show/html/id/2220
			GEN110 Support individuals in relation to personal and social interactions and environmental factors http://tools.skillsforhealth.org.uk/competence/show/html/id/3876
C. HEALTH PROMOTION & PROTECTION	C2.1	Encourage behavioural change in people and agencies to promote health and wellbeing	MH27.2012 Reinforce positive behavioural goals during relationships with individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3376
	C2.4	Enable people to address issues relating to their health and wellbeing	Diab HA9 Help an individual with diabetes to improve blood glucose control http://tools.skillsforhealth.org.uk/competence/show/html/id/565
	C2.6	Act on behalf of an individual, family or community (advocacy)	SCDHSC0367 Support individuals to access independent representation and advocacy http://tools.skillsforhealth.org.uk/competence/show/html/id/3460

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

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	Integrated Support Worker Humber FT
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; - 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	It is recognised that continuing professional development is an essential component to maintaining competent, safe practice at all levels of the career framework. 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. Wherever possible learning should be accredited and/or credit rated and should focus on the needs of the individual in the role.
Resources required, e.g. placement learning, preceptors, accredited assessors etc	Protected study time Work based assessors Supervision
Quality Assurance	Internal Quality Assurance Procedures

Policies included in learning programme documentation	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
Funding	Agreed locally
Leading to registration or membership with:	N/A

References & Further Information:

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