

Transferable Role Template

Career Framework Level 4

Stroke Team Assistant Practitioner Humber

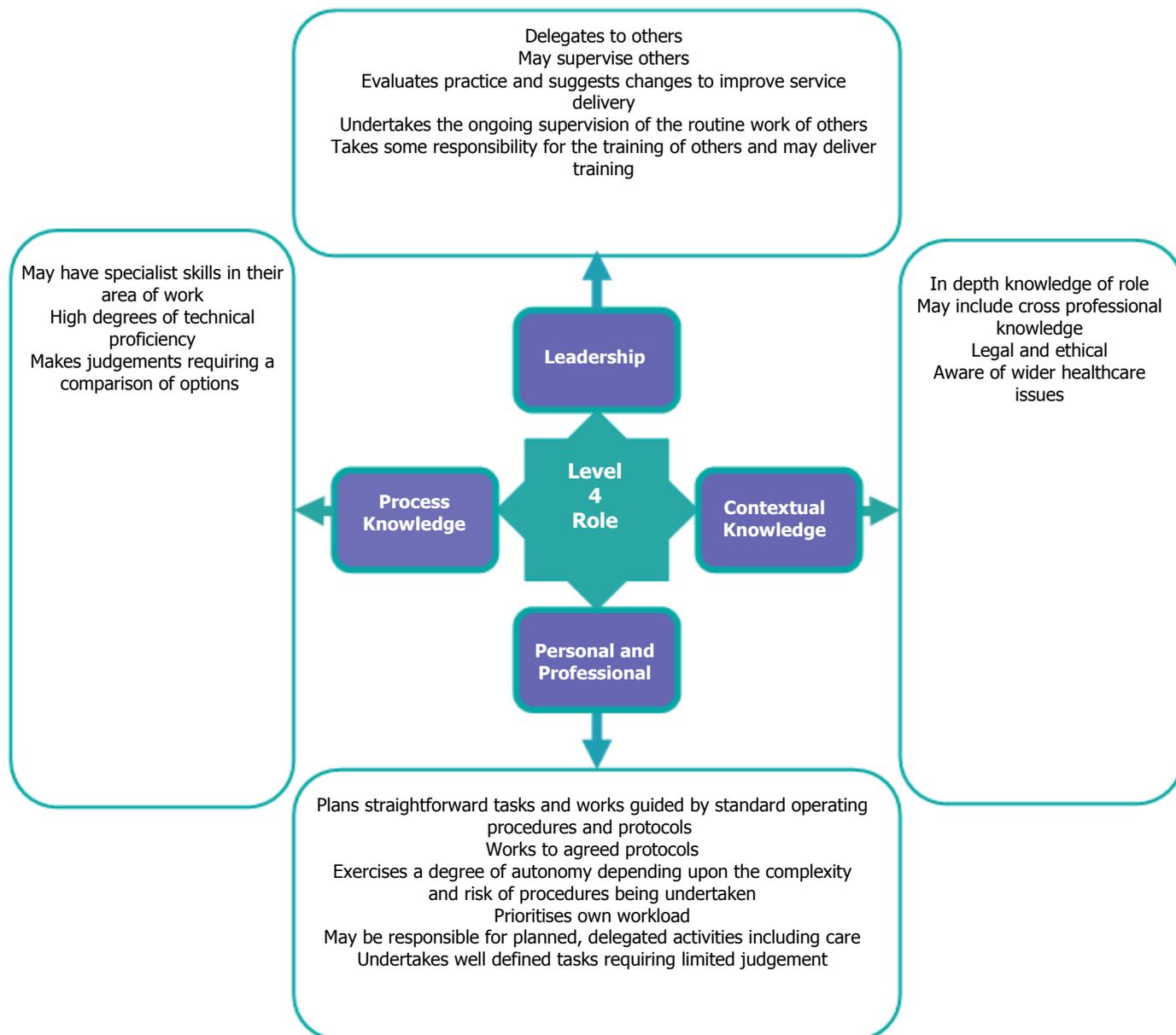
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Developers

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	Stroke Team Assistant Practitioner Humber
Area of work	Community NHS Or Local Authority Or Independent, Hospital NHS Or Independent
Role Family	AHPs
Experience required	
Career Framework Level	4

Summary of Role

Working as part of a multidisciplinary team this role supports the delivery of rehabilitation services to referred patients.

Scope of the Role

Supervised by a registered practitioner the role holder may have their own designated case load and may supervise other support workers. They will work as part of a team using established protocols and procedures.

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
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	3.6	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	A2.7	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	B3.3.3	Move and position individuals CHS6.2012 Move and position individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3396
	B3.3.5	Monitor and manage the environment and resources during and after health care actions GEN7 Monitor and manage the environment and resources during and after clinical/therapeutic activities http://tools.skillsforhealth.org.uk/competence/show/html/id/388
	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
		CHS55 Facilitate the individual's management of their condition and treatment plan http://tools.skillsforhealth.org.uk/competence/show/html/id/2817
	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 http://tools.skillsforhealth.org.uk/competence/show/html/id/3860

	B8.1	Undertake physiological measurements	CHS19.2012 Undertake routine clinical measurements http://tools.skillsforhealth.org.uk/competence/show/html/id/3399
	B14.3	Deliver therapeutic activities	SCDHSC0393 Promote participation in agreed therapeutic group activities http://tools.skillsforhealth.org.uk/competence/show/html/id/3475
			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	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
	B16.2	Support individuals who are distressed	SCDHSC0226 Support Individuals who are distressed http://tools.skillsforhealth.org.uk/competence/show/html/id/3531
	B17	Work in collaboration with carers in the caring role	GEN20 Enable carers to support individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/384
C. HEALTH PROMOTION & PROTECTION	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
F. EDUCATION LEARNING & RESEARCH	F4.4	Enable individuals to develop the knowledge and skills to manage their own health needs	PE8 Enable individuals to manage their defined health condition http://tools.skillsforhealth.org.uk/competence/show/html/id/2108
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	GEN39 Contribute to effective multidisciplinary team working http://tools.skillsforhealth.org.uk/competence/show/html/id/2212
			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
		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	Stroke Team Assistant Practitioner Humber
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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