Transferable Role Template

Career Framework – Cross Cutting

Supporting the Wellbeing of Carers

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Developers

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Definition of Cross Cutting Roles

Cross cutting roles are those which occur at multiple points on the career framework and/or which appear in a number of clinical pathways. They are usually but not exclusively a sub set of an existing role or job. They may be very specific in nature e.g. delivering a specific test or intervention.

Basic Information:

Named Role	**Supporting The Wellbeing Of Carers**
Area of work	Acute, Care Home, Charity Or Voluntary Organisation, Community NHS Or Local Authority Or Independent, Dementia , End Of Life Care, Health Promotion, Hospital NHS Or Independent, Integrated Healthcare, Mental Health, Primary Care
Role Family	Cross Cutting (Any Inter Disciplinary)
Experience required	Some experience of working with people who have dementia or associated symptoms and who have not yet been diagnosed with dementia.
Career Framework Level	N/A

Summary of Role

The role will support and enable carers of those with, or developing dementia to understand the progress of the condition and to cope with the effects of dementia on their lives whilst promoting their own wellbeing.

 This role may be a whole job or form part of an existing job.

Scope of the Role

Working as part of an integrated health and/or social care team and closely with the carers of referred individuals who have dementia. This role will offer support to carers enabling them to develop resilience through exploring coping strategies and self care in relation to the daily challenges they face.

The role will support carers to:
- understand the nature of dementia;
- adopt health promoting behaviours;
- develop and adopt strategies for dealing the progress of dementia;
- develop resilience by exploring coping strategies and promote their own wellbeing;
- access community and support ne.tworks as required.

The role will advocate on behalf of carers and the individual with dementia.

The role will support the development of effective pathways and interfaces between health and social care, and the local voluntary and community sector.

Cross Cutting 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
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	1.3	Support individuals to communicate	SCDHSC0370 Support the use of technological aids to promote independence http://tools.skillsforhealth.org.uk/competence/show/html/id/3464
	1.4	Develop relationships with individuals	SCDHSC0233 Develop effective relationships with individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3505
	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
			CHS177 Advise on access to and use of services http://tools.skillsforhealth.org.uk/competence/show/html/id/2320
			SCDHSC0026 Support individuals to access information on services and facilities http://tools.skillsforhealth.org.uk/competence/show/html/id/3536
3. HEALTH SAFETY & SECURITY	3.5.2	Protect individuals from abuse	SCDHSC0395 Contribute to addressing situations where there is risk of danger, harm or abuse http://tools.skillsforhealth.org.uk/competence/show/html/id/3477
6. EQUALITY & DIVERSITY	6.2	Promote equality of opportunity and diversity	GEN109 Promote peoples' rights and encourage them to recognise their responsibilities http://tools.skillsforhealth.org.uk/competence/show/html/id/3875
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
	B3.4.2	Refer individuals to services for treatment and care	CHS99 Refer individuals to specialist sources of assistance in meeting their health care needs http://tools.skillsforhealth.org.uk/competence/show/html/id/2262
	B16.2	Support individuals who are distressed	SCDHSC0226 Support Individuals who are distressed http://tools.skillsforhealth.org.uk/competence/show/html/id/3531
	B16.4	Support individuals to retain, regain and develop the skills to manage their lives and	SCDHSC0426 Empower families, carers and others to support individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3494

		environment	
			GEN111 Enable individuals, their family and friends to explore and manage change http://tools.skillsforhealth.org.uk/competence/show/html/id/3877
	B17	Work in collaboration with carers in the caring role	CHD HN3 Enable carers to access and assess support networks and respite services http://tools.skillsforhealth.org.uk/competence/show/html/id/706
			MH11.2012 Enable families to address issues with individuals' behaviour http://tools.skillsforhealth.org.uk/competence/show/html/id/3379
			SCDHSC0387 Work in partnership with carers to support individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3472
	B17	(Contd..) Work in collaboration with carers in the caring role	SCDHSC0427 Assess the needs of carers and families http://tools.skillsforhealth.org.uk/competence/show/html/id/3495
	B18.3	Support individuals through bereavement	SCDHSC0384 Support individuals through bereavement http://tools.skillsforhealth.org.uk/competence/show/html/id/3470
C. HEALTH PROMOTION & PROTECTION	C2.1	Encourage behavioural change in people and agencies to promote health and wellbeing	PHP42 Enable people to improve others' health and wellbeing http://tools.skillsforhealth.org.uk/competence/show/html/id/2450
	C2.3	Facilitate the development of community groups / networks	SCDHSC0331 Support individuals to develop and maintain social networks and relationships http://tools.skillsforhealth.org.uk/competence/show/html/id/3442
	C2.4	Enable people to address issues relating to their health and wellbeing	SCDHSC0330 Support individuals to use services and facilities http://tools.skillsforhealth.org.uk/competence/show/html/id/3441
			SCDHSC0366 Support individuals to represent their own wishes and needs at decision-making events http://tools.skillsforhealth.org.uk/competence/show/html/id/3459
	C2.6	Act on behalf of an individual, family or community (advocacy)	SCDHSC0368 Present individuals' preferences and needs http://tools.skillsforhealth.org.uk/competence/show/html/id/3461
			SCDHSC0410 Advocate with and on behalf of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3484

F. EDUCATION LEARNING & RESEARCH	F1.1.3	Develop learning and development sessions	LSILADD04 Plan and prepare specific learning and development opportunities http://tools.skillsforhealth.org.uk/competence/show/html/id/3170
	F4.1	Determine the learning needs of individuals to enable management of their health & well being	PE6 Identify the learning needs of patients and carers to enable management of a defined condition http://tools.skillsforhealth.org.uk/competence/show/html/id/2106

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	Supporting the Wellbeing of Carers
Formal endorsed learning	
Informal learning	
Summary of learning and development including aims and objectives	
Duration	
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	

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. The following is considered the minimum required to maintain competence within this role. 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	
Quality Assurance	
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	To be agreed locally
Leading to registration or membership with:	N/A

References & Further Information:

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- Skills for Health and Skills for Care 2012 Carers Matter – "Everybody's Business Supporting resources to enable learning and development of staff that support carers

- Audit Commission 2000 The Forget me Not Report

- DH 2011 Quality Outcomes for people with dementia: Building on the National Dementia Strategy