Transferable Role Template

Career Framework Level 3

Chemotherapy Support Worker
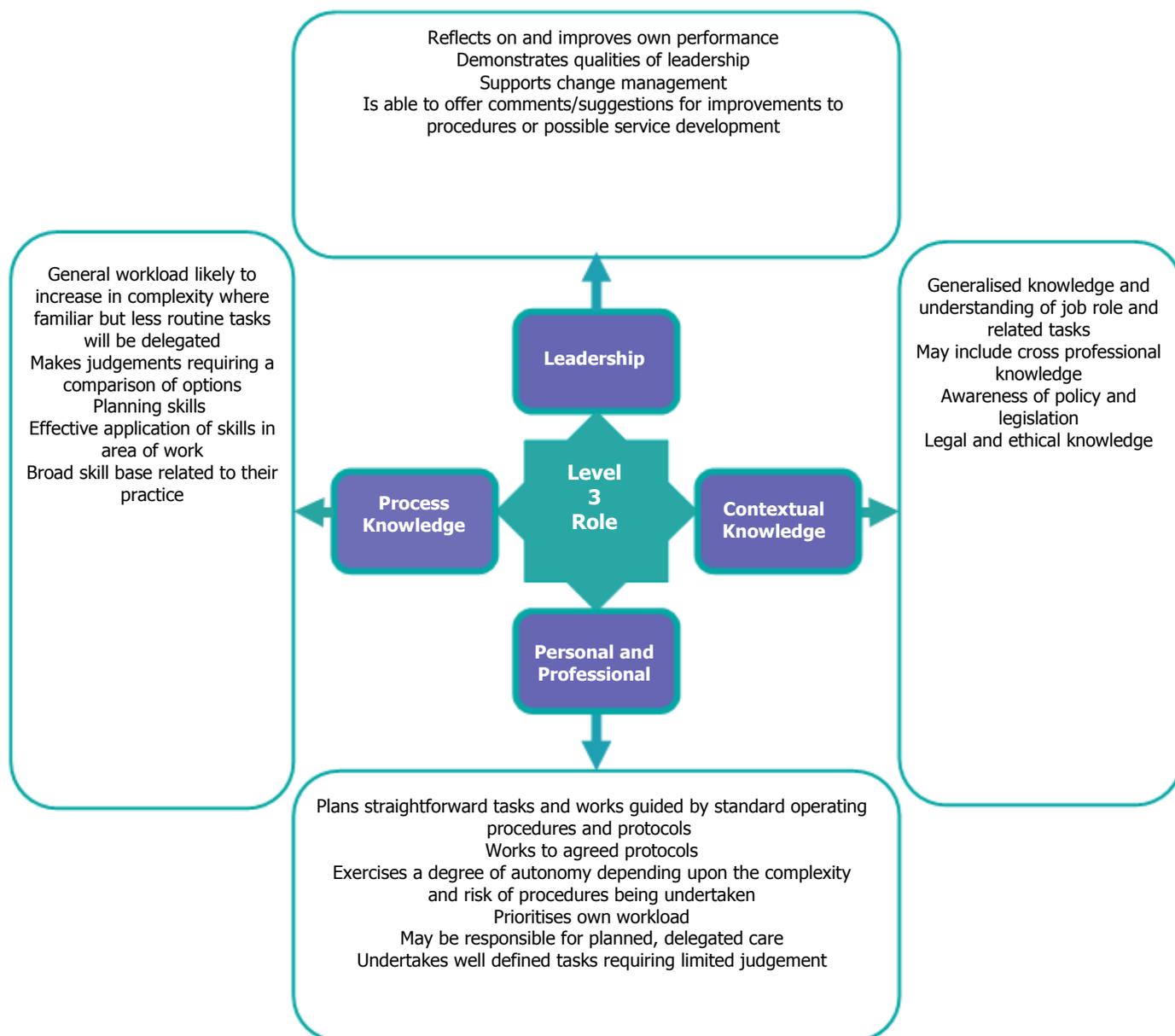
Level Descriptors
Key characteristics of a Level 3 Role

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

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

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

Leadership

Process Knowledge

Level 3 Role

Contextual Knowledge

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	**Chemotherapy Support Worker**
Area of work	Hospital NHS Or Independent
Role Family	AHPs, Nursing, Wider Healthcare Team
Experience required	Judged to have considerable recent experience as care assistant/helper,working with multidisciplinary teams and care/treatment plans. Working in a changing environment
Career Framework Level	3

Summary of Role

This role provides a range of clinical and administrative support activities to registered health and social care professionals following agreed protocols.

First developed 2011

Scope of the Role

This role provides a range of clinical and administrative support activities to registered health and social care professionals following agreed protocols. Working as part of a team this role delivers high quality, flexible and personalised nursing care, social care, physiotherapy support, occupational therapy support and support to other specialised services as required, for individuals who may have severe disabilities and sometimes end of life care needs. Whilst working independently the post holder will be accountable to the appropriate registered health or social care professional and will adhere at all times to defined pathways.

All level 3 roles will have the following common/core competences.

All competences are national occupational standards (NOS)

Specific competences to the role have then been identified. Any additional competences specific to the locality should then be identified locally using the competence tools and the health functional map and added to the template using the same format.

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
1. COMMUNICATION	1.2	Communicate effectively	CS1 Communicate with children and young people, and those involved in their care http://tools.skillsforhealth.org.uk/competence/show/html/id/2188
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
A. ASSESSMENT	A2.3	Assess an individual with a suspected health condition	CHS168 Obtain a patient/client history http://tools.skillsforhealth.org.uk/competence/show/html/id/2819
B. HEALTH INTERVENTION	B3.3.2	Prepare individuals for health care actions	GEN4 Prepare individuals for healthcare activities http://tools.skillsforhealth.org.uk/competence/show/html/id/386
	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
	B5.1	Obtain specimens from individuals	CHS132.2012 Obtain venous blood samples http://tools.skillsforhealth.org.uk/competence/show/html/id/3383
			CHS7.2012 Obtain and test specimens from individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3397
	B5.3	Package biomedical/clinical parcels for transportation	CHS182 Transport specimens/samples http://tools.skillsforhealth.org.uk/competence/show/html/id/2325
	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	CHEM5.2011 Apply scalp cooling http://tools.skillsforhealth.org.uk/competence/show/html/id/3293
	B14.4	Undertake personal care for individuals	SCDHSC0216 Help address the physical comfort needs of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3525

	B15.8	Support individuals to self-medicate	CHS2 Assist in the administration of medication http://tools.skillsforhealth.org.uk/competence/show/html/id/349
	B15.10	Manage stocks of medication	CHS1.2012 Receive and store medication and products http://tools.skillsforhealth.org.uk/competence/show/html/id/3393
	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
			CHEM20 Provide ongoing care and support to individuals during anti-cancer therapy http://tools.skillsforhealth.org.uk/competence/show/html/id/3301
			SCDHSC0224 Monitor the condition of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3529
D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY	D2.4	Maintain information / record systems	SCDHSC0434 Lead practice for managing and disseminating records and reports http://tools.skillsforhealth.org.uk/competence/show/html/id/3500
E. FACILITIES & ESTATES	E2.2.1	Move and transport individuals	GEN80 Move and transport individuals within a healthcare environment http://tools.skillsforhealth.org.uk/competence/show/html/id/2724
H. MANAGEMENT & ADMINISTRATION	H2.6	Receive and pass on messages and information	SCDHSC0242 Deal with messages and information http://tools.skillsforhealth.org.uk/competence/show/html/id/3510

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

Role templates 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	Chemotherapy Support Worker
Formal endorsed learning	Key stage 2 IT, Literacy, Numeracy SVQ Level 3 Healthcare support (Clinical) at SCQF level 6 OR QCF level 3 Diploma in Clinical Healthcare Support
Informal learning	In house learning /role specific CPD locally agreed
Summary of learning and development including aims and objectives	The learner should be able to demonstrate contextual and process knowledge in the following areas consistent with the level of the role and with appropriate guidance and supervision: - Safe handling of cytotoxic drugs - Side effects of cytotoxic drugs - Psycho social impact of cancer - Disease process and management strategies - Venous access devices - Infection control issues related to cancer - Developing personal coping mechanisms - Cannulation and phlebotomy
Duration	Variable depending upon the experience and prior learning of the individual
National Occupational Standards used	Consistent with SVQ Level 3 Healthcare support (Clinical) or QCF level 3 Diploma in Clinical Healthcare Support ANOTHER USEFUL NOS IS: CS1 Communicate with children and young people, and those involved in their care
Credits (including framework used)	Wherever possible learning should be credit rated to enable transferability and progression

Accreditation	Wherever possible learning should be accredited.
APEL and progression	Wherever possible learning should be transferable through APEL and should enable progression to other formal learning
Programme structure	Blended learning including a significant work based learning and assessment component
Continuous Professional Development	In house learning /role specific CPD locally agreed
Resources required, e.g. placement learning, preceptors, accredited assessors etc	Formal protected study time Supervision Work based assessment Access to formal modules
Quality Assurance	N/A
Policies included in learning programme documentation	Equal opportunities, equality & diversity and accessibility Appeals procedure
Funding	Agreed locally
Leading to registration or membership with:	N/A

References & Further Information:

2008 NHS Education for Scotland, A Guide to Health Care Support Worker Education and Role Development Consultation Document

2010 Skills for Health Summary of Attributes and Definitions for Career Framework Levels