Transferable Role Template

Career Framework Level 7

Wheelchair Service Practitioner
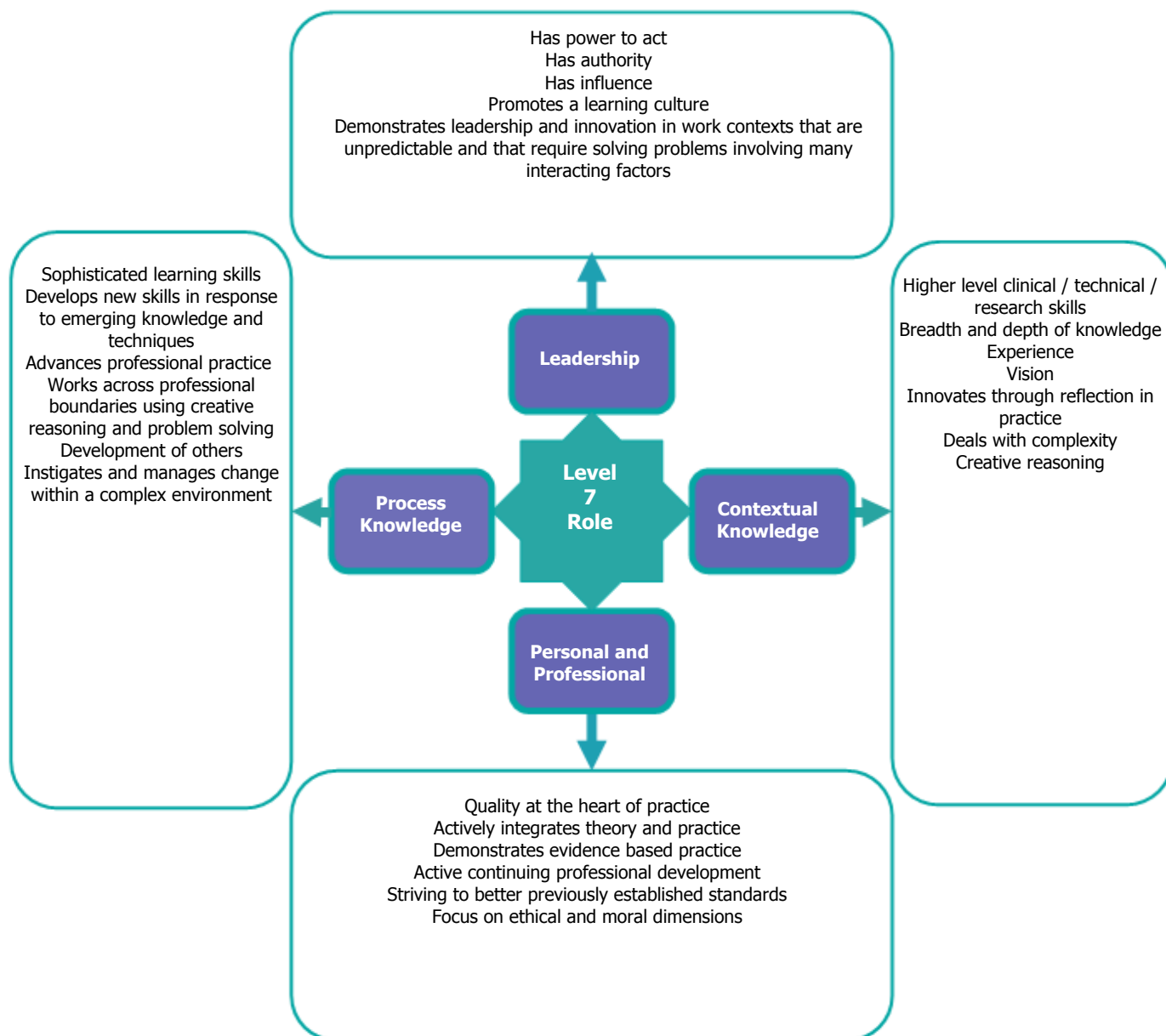
Level Descriptors

Key characteristics of a Level 7 Role

Has power to act
Has authority
Has influence
Promotes a learning culture
Demonstrates leadership and innovation in work contexts that are unpredictable and that require solving problems involving many interacting factors

Leadership

Sophisticated learning skills
Develops new skills in response to emerging knowledge and techniques
Advances professional practice
Works across professional boundaries using creative reasoning and problem solving
Development of others
Instigates and manages change within a complex environment

Process Knowledge

Level 7 Role

Contextual Knowledge

Higher level clinical / technical / research skills
Breadth and depth of knowledge
Experience
Vision
Innovates through reflection in practice
Deals with complexity
Creative reasoning

Personal and Professional

Quality at the heart of practice
Actively integrates theory and practice
Demonstrates evidence based practice
Active continuing professional development
Striving to better previously established standards
Focus on ethical and moral dimensions

Definition of the Level 7 Role

People at level 7 of the career framework have a critical awareness of knowledge issues in the field and at the interface between different fields. They are innovative and have a responsibility for developing and changing practice and/or services in a complex and unpredictable environment.

Example of Role at Level 7

Advanced Practitioner:

Whilst recognising that some professions have already defined the advanced practitioner: the definition of an advanced practitioner used in this template is intended to be applicable to all professional and occupational groups. This definition is based on the level 7 descriptors that inform the career framework for health and therefore is useful to employers.

Advanced practitioners are experienced professionals who have developed their skills and theoretical knowledge to a very high standard, performing a highly complex role and continuously developing their practice within a defined field and/or having management responsibilities for a section/small department. They will have their own caseload or work area responsibilities.

Further information regarding the role of the advanced practitioner has been used to support these findings

Basic Information:

Named Role	**Wheelchair Service Practitioner**
Area of work	Community NHS Or Local Authority Or Independent
Role Family	AHPs, Healthcare Science
Experience required	Significant experience as a therapist or in rehabilitation engineering
Career Framework Level	7

Summary of Role

This role is applicable to senior practitioners based at Birmingham Wheelchair Service.

Scope of the Role

A wheelchair service practitioner at level 7 may be a therapist or a rehabilitation engineer.

Offering a highly skilled service to referred patients the practitioner will be an expert in the field and therefore will have developed their knowledge base to have both depth and breadth in this specialty.

This is a complex role assessing for and prescribing manual wheelchairs and powered chairs. The practitioner will work with suppliers to secure the best fit for their patients.

They will proactively and continuously develop their practice with in the field of wheelchair assessment and provision.

They will have management responsibilities and carry out clinical duties in a specialist area.

Level 7 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	GEN13 Synthesise new knowledge into the development of your own practice http://tools.skillsforhealth.org.uk/competence/show/html/id/376
			CFAM&LAA3 Develop and maintain your professional networks http://tools.skillsforhealth.org.uk/competence/show/html/id/3770
	2.1.2	Reflect on your own practice	GEN23 Monitor your own work practices http://tools.skillsforhealth.org.uk/competence/show/html/id/2051
			SCDHSC0033 Develop your practice through reflection and learning http://tools.skillsforhealth.org.uk/competence/show/html/id/3415
	2.2.1	Support the development of the knowledge and practice of individuals	SCDHSC0043 Take responsibility for the continuing professional development of yourself and others http://tools.skillsforhealth.org.uk/competence/show/html/id/3481
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
4. SERVICE IMPROVEMENT	4.6	Promote service improvement	CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement http://tools.skillsforhealth.org.uk/competence/show/html/id/3783
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
	6.2	Promote equality of opportunity and diversity	SCDHSC3111 Promote the rights and diversity of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3540
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	H1.2.4	Implement change	CFAM&LCA4 Implement change http://tools.skillsforhealth.org.uk/competence/show/html/id/3786
	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
	H1.3.2	Develop relationships with individuals	CFAM&LDD1 Develop and sustain productive working relationships with colleagues http://tools.skillsforhealth.org.uk/competence/show/html/id/3787
	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	GEN21.2012 Interact with individuals using telecommunications http://tools.skillsforhealth.org.uk/competence/show/html/id/3380
	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	CHS174 Advise and inform others on services http://tools.skillsforhealth.org.uk/competence/show/html/id/2316
			CHS177 Advise on access to and use of services http://tools.skillsforhealth.org.uk/competence/show/html/id/2320
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.3	Make use of supervision	GEN36 Make use of supervision http://tools.skillsforhealth.org.uk/competence/show/html/id/2296

3. HEALTH SAFETY & SECURITY	3.5.2	Protect individuals from abuse	SS09 Minimise and deal with aggressive and abusive behaviour http://tools.skillsforhealth.org.uk/competence/show/html/id/2161
A. ASSESSMENT	A2.4	Assess an individual's needs arising from their health status	CM A2 Establish an individual's functional capabilities in the context of long term conditions clinical management http://tools.skillsforhealth.org.uk/competence/show/html/id/1817
	A2.5	Agree courses of action following assessment	CHS45 Agree courses of action following assessment to address health and wellbeing needs of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2219
	A2.7	Undertake a risk assessment in relation to a defined health need	CHS46 Assess risks associated with health conditions http://tools.skillsforhealth.org.uk/competence/show/html/id/2214
			CHS230 Assess the need for intervention and present assessments of individuals' needs and related risks http://tools.skillsforhealth.org.uk/competence/show/html/id/3857
	A2.8	Prioritise treatment and care for individuals according to their health status and needs	CHS121 Prioritise treatment and care for individuals according to their health status and needs http://tools.skillsforhealth.org.uk/competence/show/html/id/423
B. HEALTH INTERVENTION	B1.1	Obtain valid consent for interventions or investigations	CHS167 Obtain valid consent or authorisation http://tools.skillsforhealth.org.uk/competence/show/html/id/2818
	B2.1	Obtain information from individuals about their health status and needs	CHD HO1 Establish the details of the individual needing care http://tools.skillsforhealth.org.uk/competence/show/html/id/707
	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
	B3.4.2	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
	B3.5.2	Carry out actions from a discharge plan	GEN16 Inform an individual of discharge arrangements http://tools.skillsforhealth.org.uk/competence/show/html/id/379

	B14.2	Implement care plans/programmes	GEN79 Coordinate the progress of individuals through care pathways http://tools.skillsforhealth.org.uk/competence/show/html/id/2723
	B14.3	Deliver therapeutic activities	CM A4 Plan, implement, monitor and review therapeutic interventions with individuals who have a long term condition and their carers http://tools.skillsforhealth.org.uk/competence/show/html/id/1819
	B16.1	Support individuals during and after clinical/therapeutic activities	SCDHSC0224 Monitor the condition of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3529
	B16.2	Support individuals who are distressed	SCDHSC0226 Support Individuals who are distressed http://tools.skillsforhealth.org.uk/competence/show/html/id/3531
	B16.3	Assist individuals in undertaking activities	GEN47 Agree actions to assist individuals in undertaking desired occupational and non-occupational activities http://tools.skillsforhealth.org.uk/competence/show/html/id/2225
	B16.4	Support individuals to retain, regain and develop the skills to manage their lives and environment	CHS239 Enable individuals to use assistive devices and assistive technology http://tools.skillsforhealth.org.uk/competence/show/html/id/3912
	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
	B17	Work in collaboration with carers in the caring role	SCDHSC0387 Work in partnership with carers to support individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3472
D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY	D2.4	Maintain information / record systems	SS32 Record, store and supply information using a paper-based filing system http://tools.skillsforhealth.org.uk/competence/show/html/id/541
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
	F2.1	Deliver learning and development programmes	LSILADD06 Manage learning and development in groups http://tools.skillsforhealth.org.uk/competence/show/html/id/3172

G. MEDICAL DEVICES PRODUCTS & EQUIPMENT	G2.3	Issue equipment, medical devices and products	GEN94 Issue equipment, medical devices, products, associated systems and consumables for use within healthcare http://tools.skillsforhealth.org.uk/competence/show/html/id/2857
			CHS140.2014 Select assistive devices or assistive technology to meet an individual's needs http://tools.skillsforhealth.org.uk/competence/show/html/id/3904
	G3.4	Make modifications to fit and adapt equipment, medical devices and products	CHS206.2014 Adapt healthcare equipment, medical devices, or products to meet individuals' needs http://tools.skillsforhealth.org.uk/competence/show/html/id/3907
	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	H1.1.1	Manage operational plans for an area of responsibility	SCDHSC0413 Manage requests for health, social or other care services http://tools.skillsforhealth.org.uk/competence/show/html/id/3485
	H2.1	Administer diary appointment systems	GEN25 Administer appointments http://tools.skillsforhealth.org.uk/competence/show/html/id/2292
	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
THERAPIST WHEELCHAIR SERVICE	FACET	A facet of the role.	
A. ASSESSMENT	A2.8	Prioritise treatment and care for individuals according to their health status and needs	TEL1 Prioritise individuals for treatment and care http://tools.skillsforhealth.org.uk/competence/show/html/id/203
REHAB ENGINEER WHEELCHAIR SERVICE	FACET	A facet of the role.	
G. MEDICAL DEVICES PRODUCTS & EQUIPMENT	G2.2	Manufacture products	CHS238 Capture data to be used in the manufacture of equipment, medical devices and products within healthcare http://tools.skillsforhealth.org.uk/competence/show/html/id/3911
	G3.4	Make modifications to fit and adapt equipment, medical devices and products	RT9 Carry out routine modifications to custom made devices http://tools.skillsforhealth.org.uk/competence/show/html/id/47
H. MANAGEMENT & ADMINISTRATION	H3.1.3	Manage suppliers and contracts	GEN93 Monitor performance of contractors within healthcare http://tools.skillsforhealth.org.uk/competence/show/html/id/2856

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	Wheelchair Service Practitioner
Formal endorsed learning	Formal learning normally has an assessment component and should lead to a recognised qualification or be part of learning which is endorsed by a recognised authority.
Informal learning	Informal learning opportunities may include work shadowing, self directed study, and non assessed taught sessions. This is not an exhaustive list. All learning should be negotiated and include clear learning outcomes which impact upon practice.
Summary of learning and development including aims and objectives	
Duration	Variable depending on the needs of the learner or the programme of learning.
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	Most programmes of learning are built around a flexible, blended learning experience. Modules of learning enable choice and therefore a tailored learning experience.

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.
Resources required, e.g. placement learning, preceptors, accredited assessors etc	Learners may need to access learning in a variety of ways including online, taught sessions, self directed study. Wherever possible protected time included in their work schedule should be considered. Where work based assessments take place; assessors will be required Ongoing supervision and review
Quality Assurance	Learning should be quality assured to ensure fitness for purpose and efficacy.
Policies included in learning programme documentation	Policies are related to the learning and not to service delivery. Where formal learning is offered some of the following policies may apply. 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	Funding for learning should be negotiated locally and should be sustainable to fulfil service needs.
Leading to registration or membership with:	Some learning may result in the learner being registered or being able to join a professional body or similar organisation.

References & Further Information:

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