# Transferable Role Template

## Career Framework Level 4

## Assistant Practitioner Re-ablement
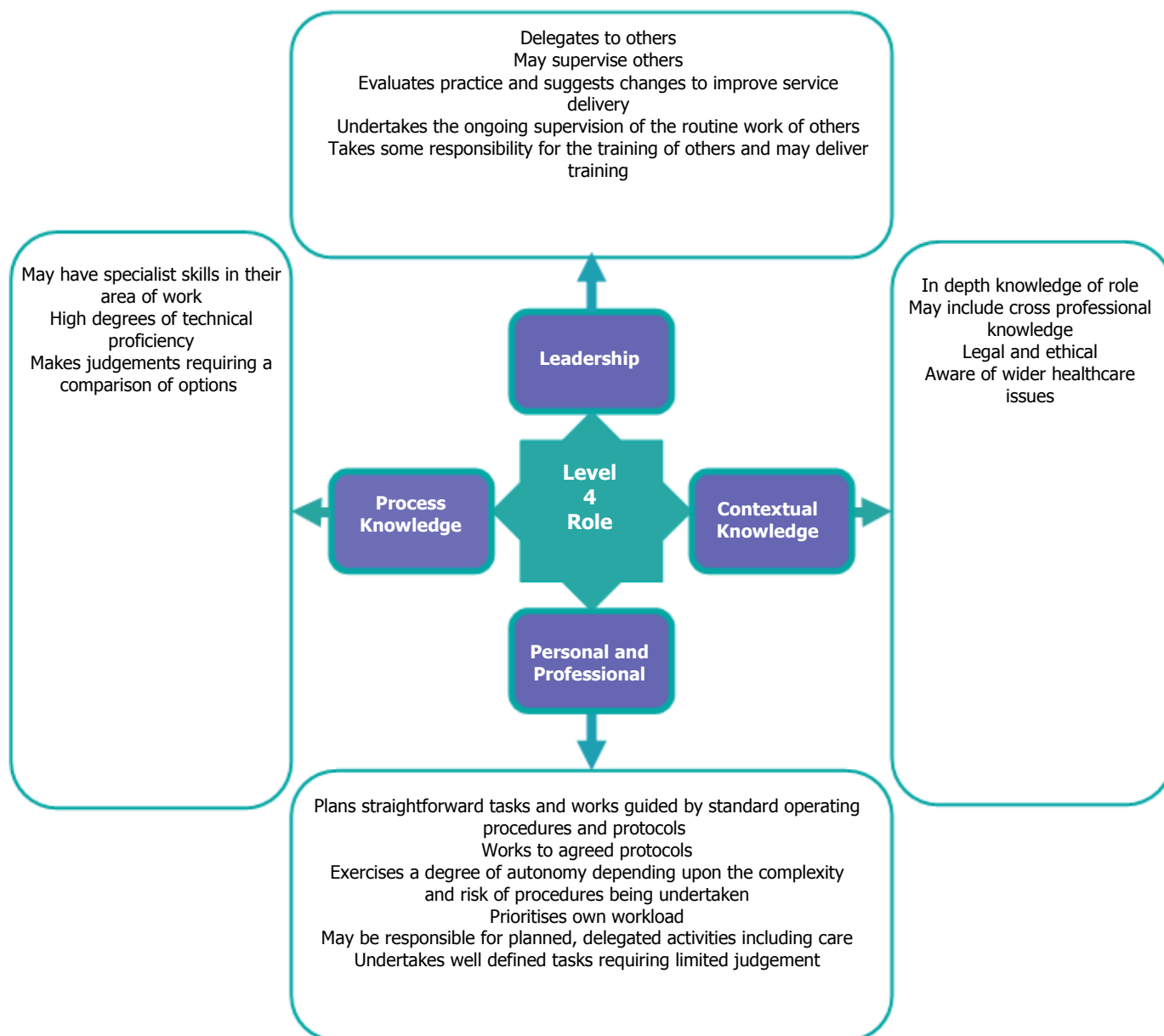
# Level Descriptors

## Key characteristics of a Level 4 Role

Delegates to others
May supervise others
Evaluates practice and suggests changes to improve service delivery
Undertakes the ongoing supervision of the routine work of others
Takes some responsibility for the training of others and may deliver training

May have specialist skills in their area of work
High degrees of technical proficiency
Makes judgements requiring a comparison of options

In depth knowledge of role
May include cross professional knowledge
Legal and ethical
Aware of wider healthcare issues

**Leadership**

**Level 4 Role**

**Process Knowledge**

**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 activities including care
Undertakes well defined tasks requiring limited judgement

## 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 | **Assistant Practitioner Re-Ablement** |
|---|---|
| Area of work | Community NHS Or Local Authority Or Independent, Hospital NHS Or Independent, Rehabilitation |
| Role Family | AHPs, Integrated Role , Nursing, Rehabilitation |
| Experience required | N/A |
| Career Framework Level | 4 |

## Summary of Role

This role is concerned with maximising an individuals abilities within the recovery process. First developed 2011

## Scope of the Role

This role is concerned with maximising an individuals abilities within the recovery process. Reablement aims to facilitate an individual to be as independent as possible within their home. This includes personal, domestic, and leisure activities. It is normally undertaken immediately following discharge from secondary care services and is for a time limited period. Evidence suggests that reablement can prevent hospital readmission, delays or negates the need for transfer into long term care, and/or reduces the level of home care intervention.

REABLEMENT. In their reablement toolkit, the Department of Health defines reablement as:

To help people to accommodate their illness or condition and maximise their level of independence by learning or relearning the skills necessary for daily living (2010)

The Welsh Assembly state that re-ablement services will be a joint health and social care service in which the role of the occupational therapist will be key to delivery. (2011)

The social policy unit at the University of York recently completed a piece of research into the effectiveness of reablement in home care services. As part of this study they identified the following: The organisation and content of home care re-ablement services

According to service managers and front-line staff, internal organisational factors contributing to the effectiveness of home care re-ablement were:

-    Commitment, enthusiasm, knowledge and skills of front-line staff.

This required thorough initial training and on-going supervision and peer support. Training was particularly important for staff recruited from conventional home care services.

-    High quality initial assessments by senior staff; clear goals agreed with users; regular reassessment throughout the re-ablement process; and flexibility to alter the timing, duration and content of visits as users capabilities improved.

-    Rapid assessment and delivery of equipment. Having quick access to occupational therapy skills and equipment was vital if occupational therapists were not employed within re-ablement teams. The effectiveness of re-ablement was also affected by factors in the wider service environment, including: Clarity among all relevant staff (including hospital discharge staff and adult social care managers) about the aims, potential and limitations of re-ablement.

-    Access to specialist training and skills, especially if re-ablement services accept users with a wide range of health problems and impairments. Access to occupational and physiotherapists was particularly important; other important sources of expertise included continence advisors, community matrons and sensory impairment specialists. Training on working with people with dementia and other mental health problems could also extend the effectiveness of home care re-ablement.

-    Prompt transfer to long-term home care services at the end of re-ablement for those still needing support. Lack of capacity in home care services led to re-ablement services becoming blocked by clients awaiting transfer; the efficiency of re-ablement services was correspondingly reduced. User attitudes and motivation were also considered important success factors. (2011)

All level 4 transferable roles have the following common/core competences. All competences are national occupational standards (NOS)

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

**Level 4 Core Competences / National Occupational Standards:**

| Underpinning Principle | Reference Function | | Competence |
|---|---|---|---|
| **1. COMMUNICATION** | 1.2 | Communicate effectively | GEN97<br>Communicate effectively in a healthcare environment<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3001 |
| **2. PERSONAL & PEOPLE DEVELOPMENT** | 2.1.1 | Develop your own practice | SCDHSC0023<br>Develop your own knowledge and practice<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3517 |
| | 2.1.2 | Reflect on your own practice | GEN23<br>Monitor your own work practices<br>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<br>Perform hand hygiene to prevent the spread of infection<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3309 |
| | | | PROHSS1<br>Make sure your own actions reduce risks to health and safety<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3327 |
| | | | PMWRV1<br>Make sure your actions contribute to a positive and safe working culture<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/4027 |
| | 3.5.2 | Protect individuals from abuse | SCDHSC0024<br>Support the safeguarding of individuals<br>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<br>Act within the limits of your competence and authority<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/85 |
| | 5.1.2 | Manage and organise your own time and activities | HT4<br>Manage and organise your own time and activities<br><br>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<br>Uphold the rights of individuals<br>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<br>Comply with legal requirements for maintaining confidentiality in healthcare<br>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<br>Store and retrieve information using a filing system<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/4104 |

| H. MANAGEMENT & ADMINISTRATION | H1.3.1 | Contribute to the effectiveness of teams | SCDHSC0241<br>Contribute to the effectiveness of teams<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3509 |
| --- | --- | --- | --- |
| | H2.6 | Receive and pass on messages and information | ESKITU020<br>Use digital communications<br>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 | 2.1.1 | Develop your own practice | CFAM&LAA2<br>Develop your knowledge, skills and competence<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3769 |
| | 2.1.3 | Make use of supervision | GEN36<br>Make use of supervision<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2296 |
| | 2.2.1 | Support the development of the knowledge and practice of individuals | CFAM&LDC2<br>Support individuals' learning and development<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3793 |
| 3. HEALTH SAFETY & SECURITY | 3.5.1 | Ensure your own actions reduce risks to health and safety | IPC6.2012<br>Use personal protective equipment to prevent the spread of infection<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3365 |
| | | | IPC7.2012<br>Safely dispose of healthcare waste, including sharps, to prevent the spread of infection<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3366 |
| A. ASSESSMENT | A2.4 | Assess an individual's needs arising from their health status | GEN75<br>Collaborate in the assessment of the need for, and the provision of, environmental and social support in the community<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2752 |
| B. HEALTH INTERVENTION | B3.1.1 | Plan activities, interventions or treatments to achieve specified health goals | CHS41<br>Determine a treatment plan for an individual<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/219 |
| | | | CHS87<br>Agree rehabilitation plans with individuals, families, carers and other professionals<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2253 |
| | B3.2.5 | Arrange services and support with other healthcare and service providers | GEN38<br>Arrange access to services identified in the individual's rehabilitation plan<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2211 |
| | B3.5.2 | Carry out actions from a discharge plan | GEN16<br>Inform an individual of discharge arrangements<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/379 |

| | B3.6.2 | Monitor an individual's progress in managing health conditions | CHS55<br>Facilitate the individual's management of their condition and treatment plan<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2817 |
|---|---|---|---|
| | B14.2 | Implement care plans/programmes | CHS225<br>Implement a treatment plan<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2850 |
| | B14.3 | Deliver therapeutic activities | OP F5<br>Implement interventions with older people at risk of falls<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/1690 |
| | B16.4 | Support individuals to retain, regain and develop the skills to manage their lives and environment | GEN43<br>Monitor and review the rehabilitation process with the individual, their family, carers and other professionals<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2220 |
| | | | SCDHSC0027<br>Support individuals in their daily living<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3537 |
| | | | SCDHSC0029<br>Support individuals to meet their domestic and personal needs<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3539 |
| | | | GEN105<br>Enable individuals to maintain their personal hygiene and appearance<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3871 |
| **C. HEALTH PROMOTION & PROTECTION** | C2.4 | Enable people to address issues relating to their health and wellbeing | HT3<br>Enable individuals to change their behaviour to improve their own health and wellbeing<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2500 |
| **F. EDUCATION LEARNING & RESEARCH** | F4.2 | Agree a plan to enable individuals to develop the knowledge and skills required to manage their condition | PE4<br>Agree a plan to enable individuals to manage their health condition<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/2104 |
| **G. MEDICAL DEVICES PRODUCTS & EQUIPMENT** | G2.3 | Issue equipment, medical devices and products | CHS140.2014<br>Select assistive devices or assistive technology to meet an individual's needs<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3904 |
| | G3.6 | Set up equipment, medical devices and products | CHS223.2014<br>Fit healthcare equipment, medical devices, or products to meet individuals' clinical needs<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3910 |

| H. MANAGEMENT & ADMINISTRATION | H1.1.5 | Provide leadership | CFAM&LBB4<br>Ensure compliance with legal, regulatory, ethical and social requirements<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3779 |
|---|---|---|---|
| | H1.3.1 | Contribute to the effectiveness of teams | CFAM&LDB2<br>Allocate work to team members<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3791 |
| | H2.6 | Receive and pass on messages and information | SCDHSC3115<br>Process information for use in decision-making<br>http://tools.skillsforhealth.org.uk/competence/show/html/id/3411 |

**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 role** | **Assistant Practitioner Re-ablement** |
| **Formal endorsed learning** | |
| **Informal learning** | |
| **Summary of learning and development including aims and objectives** | |
| **Duration** | |
| **National Occupational Standards used** | |
| **Credits (including framework used)** | |
| **Accreditation** | |
| **APEL and progression** | |
| **Programme structure** | |
| **Continuous Professional Development** | Not specified |
| **Resources required, e.g. placement learning, preceptors, accredited assessors etc** | |
| **Quality Assurance** | |
| **Policies included in learning programme documentation** | |
| **Funding** | |
| **Leading to registration or membership with:** | |

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