Transferable Role Template

Career Framework Level 7

Environmental Control Assessor
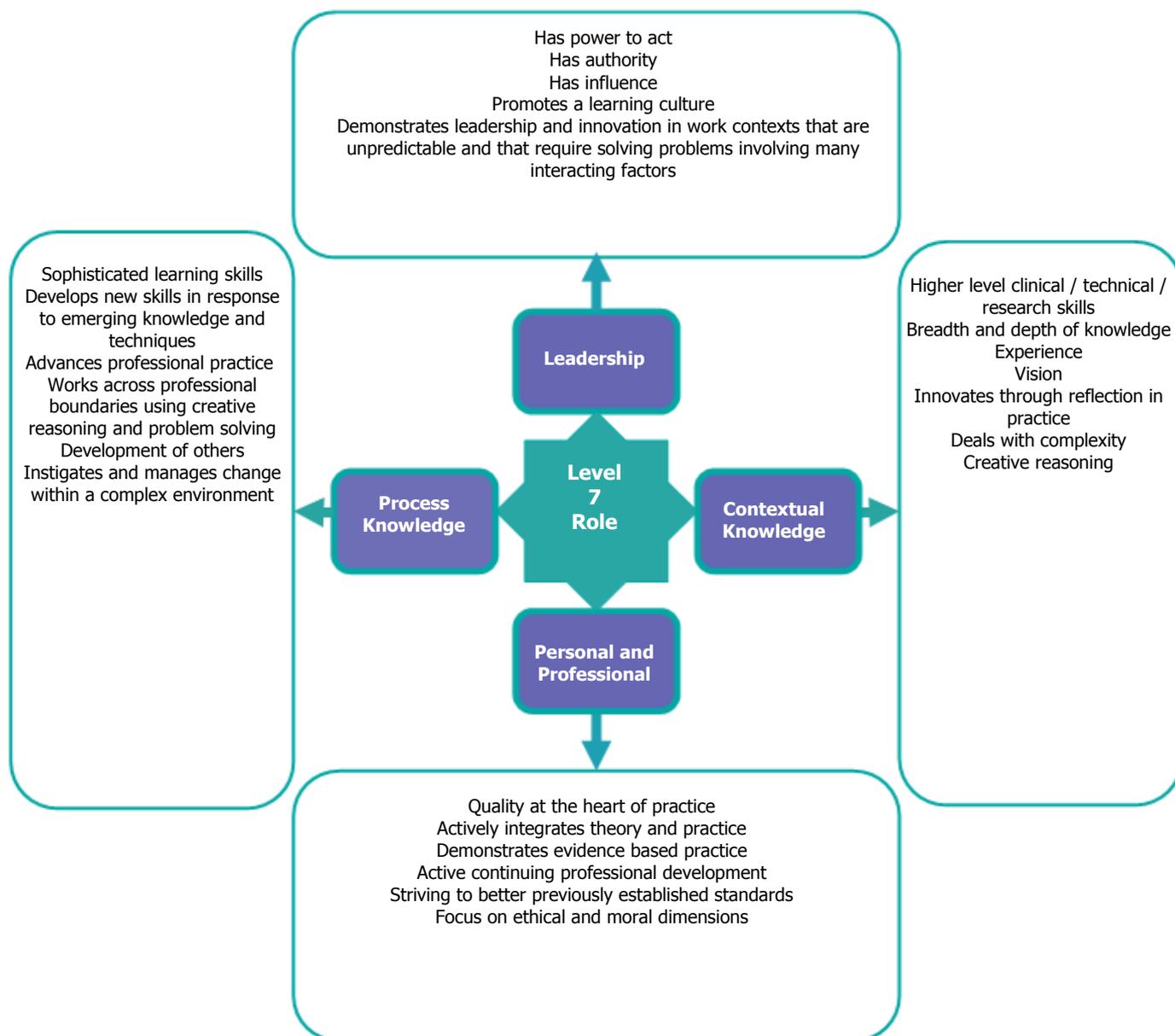
Level Descriptors

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

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

Leadership

Process Knowledge

Level 7 Role

Contextual Knowledge

Personal and Professional

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

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	**Environmental Control Assessor**
Area of work	Community NHS Or Local Authority Or Independent
Role Family	AHPs, Healthcare Science
Experience required	Occupational therapist or healthcare scientist
Career Framework Level	7

Summary of Role

The environmental control (EC) assessor carries out assessments with children and adults that have been referred to ACT to establish their goals and needs for environmental control and computer access.

Scope of the Role

An EC assessor will complete comprehensive assessments and reviews with clients to identify clear goals and needs in the area of environmental controls and computer access.

The assessor will provide clinically reasoned prescription recommendations, and will work with the local team to formulate an effective implementation plan.
This role is a shared role across occupational therapy and healthcare science.

Where clients who have a condition that impairs their cognition, or where the client has significant emotional, psycho social needs, or a mental health diagnosis an occupational therapist should be part of the assessment team.

The EC assessor is responsible for all the stages of intervention:
Planning the assessment - obtaining sufficient information and preparing the assessment kit.
Conducting the assessment - to include skills and needs in physical function, communication, cognitive, psychosocial, environmental, risk aspects. Consideration of the skills and needs of the wider supporting team. Articulation of advanced clinical reasoning to support equipment prescription and implementation plan.
Follow up after the assessment - to include justification for specific equipment, liaising with local team.
To provide the equipment and train the person and the people around them in its use to optimise their independence.
To review the persons needs in relation to EC and establish if their goals have been met.

The EC assessor will need to meet the following five standards when working with ACT clients:
1. Support individuals in undertaking their desired activities
2. Plan assessment of an individuals health status
3. Establish an individuals functional capacities in the context of long term conditions clinical management
4. Select assistive devices or assistive technology to meet an individuals needs
5. Enable individuals to use assistive devices and assistive technology

Summaries and details of these standards are contained within this role profile in the specific NOS section.

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
A. ASSESSMENT	A2.1	Plan assessment of an individual's health status	CHS38 Plan assessment of an individual's health status http://tools.skillsforhealth.org.uk/competence/show/html/id/1040
	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
B. HEALTH INTERVENTION	B16.3	Assist individuals in undertaking activities	GEN15 Support individuals in undertaking their desired activities http://tools.skillsforhealth.org.uk/competence/show/html/id/378

	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
G. MEDICAL DEVICES PRODUCTS & EQUIPMENT	G2.3	Issue equipment, medical devices and products	CHS140.2014 Select assistive devices or assistive technology to meet an individual's needs http://tools.skillsforhealth.org.uk/competence/show/html/id/3904

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	Environmental Control Assessor
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. The following is required as a pre requisite to undertaking the role: A qualification leading to registration with HCPC as an occupational therapist or clinical scientist
Informal learning	Informal Learning required during the first 6 months - Work shadowing - Desk based research regarding available resources - Use of supervision - Peer review - Training sessions from EAT companies - Attendance at relevant conferences and meetings in relation to EAT.
Summary of learning and development including aims and objectives	
Duration	Initial period of training for approximately 6 months. While competency is being developed a delegated supervised caseload will be held with independent reviews. Ongoing training and supervision to be provided
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 organisation
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. Specifically related to this role formal supervision, initially weekly and PDR in line with trust policy Audit by Professional body
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

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