Transferable Role Template

Career Framework Level 5

Transition Coordinator: Children to Adult Services
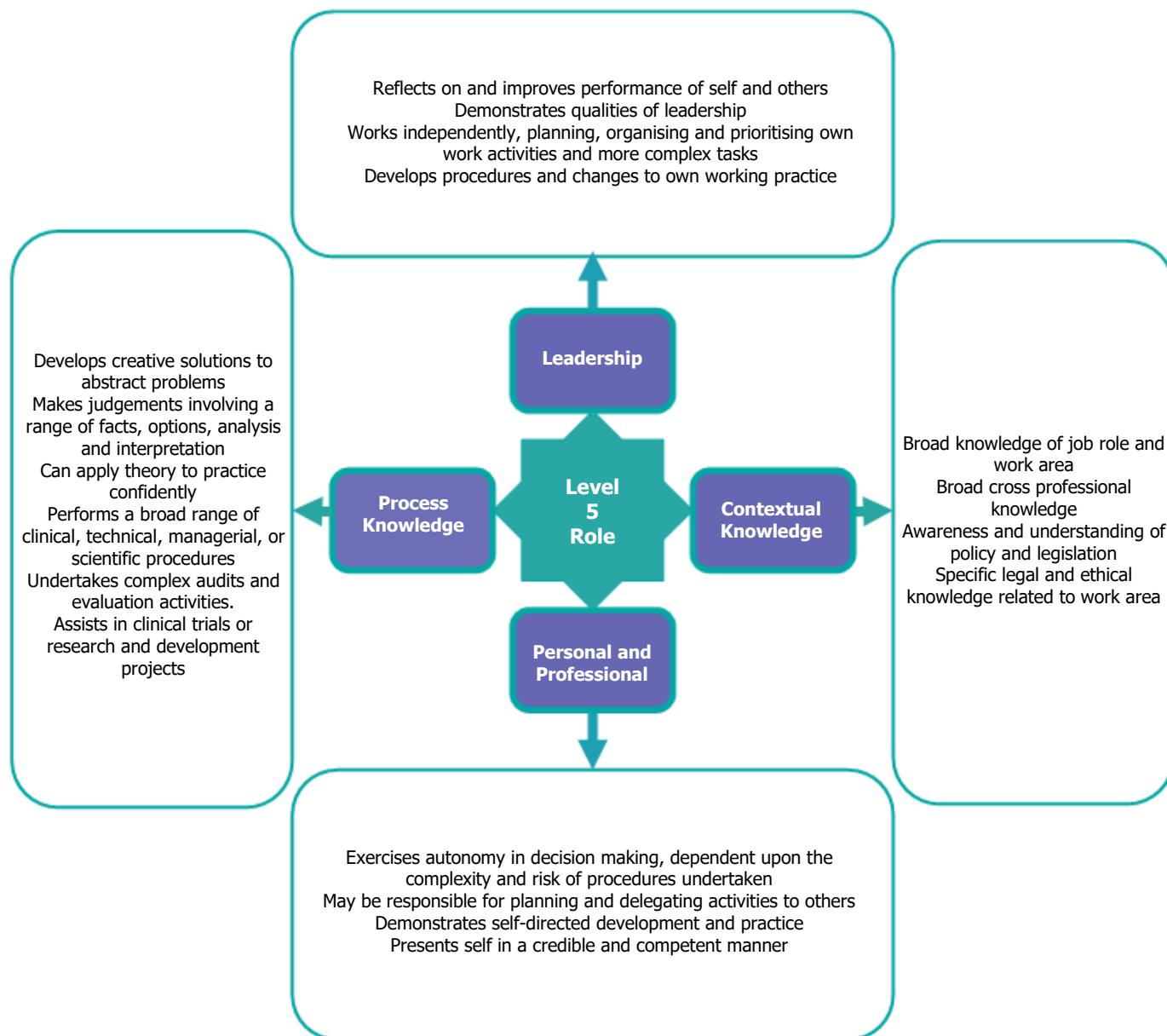
Level Descriptors
Key characteristics of a Level 5 Role

Reflects on and improves performance of self and others
Demonstrates qualities of leadership
Works independently, planning, organising and prioritising own work activities and more complex tasks
Develops procedures and changes to own working practice

Leadership

Develops creative solutions to abstract problems
Makes judgements involving a range of facts, options, analysis and interpretation
Can apply theory to practice confidently
Performs a broad range of clinical, technical, managerial, or scientific procedures
Undertakes complex audits and evaluation activities.
Assists in clinical trials or research and development projects

Process Knowledge

Level 5 Role

Contextual Knowledge

Broad knowledge of job role and work area
Broad cross professional knowledge
Awareness and understanding of policy and legislation
Specific legal and ethical knowledge related to work area

Personal and Professional

Exercises autonomy in decision making, dependent upon the complexity and risk of procedures undertaken
May be responsible for planning and delegating activities to others
Demonstrates self-directed development and practice
Presents self in a credible and competent manner

Definition of the Level 5 Role

People at level 5 will have a comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge.

They are able to use knowledge to solve problems creatively, make judgements which require analysis and interpretation, and actively contribute to service and self-development. They may have responsibility for supervision of staff or training.

Example of Role at Level 5

Practitioner:

Practitioners have a broad knowledge base in a particular field of practice which enables them to work with a considerable degree of autonomy. They may have line management responsibilities but will not be responsible for service delivery. They actively use research findings to enhance and underpin their practice. A practitioner is competent in their area of practice and will seek opportunities to improve the service they offer.

These characteristics have been developed by Skills for Health working with employers and other stakeholders.

Basic Information:

Named Role	**Transition Coordinator: Children to Adult Services**
Area of work	Charity Or Voluntary Organisation, Children And Young People, Community NHS Or Local Authority Or Independent
Role Family	Integrated Role
Experience required	
Career Framework Level	5

Summary of Role

This role encompasses the activities which might be undertaken by a person working at Level 5 in relation to the transition of young people with learning disabilities to adult services.

Scope of the Role

This Role includes a range of activities at Level 5 which will be required to support a young person with learning disabilities in the transition to adult services. The provision of this support may be only one aspect of the overall job carried out by a worker. Support for the transition to adult services may be provided by several members of an integrated care team and/or by a range of agencies. A successful transition requires a person centered approach with four key elements, namely Early Planning, Communication, Multi-agency Coordinated Working and Preparation for Adulthood.

The activities in this Role are linked to National Occupational Standards (NOS). NOS define the knowledge, understanding required and the criteria for competent performance of each activity. The NOS within this Role have been taken from the Learning Disability Transition Pathway Competency Framework developed by Health Education England in the West Midlands in partnership with Skills for Health.

The lists of NOS within this role refer to the function of supporting transition to adult services and they do not necessarily include all of the other activities which a person supporting transition may carry out when performing other aspects of their job. The lists of NOS are intended as a guide to commissioners, leaders and education providers and articulate the skills required at Level 5 within a team/service in order to support a young person with learning disabilities in the transition to adult services.

Level 5 Core Competences / National Occupational Standards:

Underpinning Principle	Reference Function		Competence
1. COMMUNICATION	1.2	Communicate effectively	GEN97 Communicate effectively in a healthcare environment Click to view competence detail
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.1	Develop your own practice	GEN13 Synthesise new knowledge into the development of your own practice Click to view competence detail
			CFAM&LAA3 Develop and maintain your professional networks Click to view competence detail
	2.1.2	Reflect on your own practice	GEN23 Monitor your own work practices Click to view competence detail
			SCDHSC0033 Develop your practice through reflection and learning Click to view competence detail
	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 Click to view competence detail
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 Click to view competence detail
			PROHSS1 Make sure your own actions reduce risks to health and safety Click to view competence detail
			PMWRV1 Make sure your actions contribute to a positive and safe working culture Click to view competence detail
	3.5.2	Protect individuals from abuse	SCDHSC0024 Support the safeguarding of individuals Click to view competence detail
4. SERVICE IMPROVEMENT	4.6	Promote service improvement	CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement Click to view competence detail
5. QUALITY	5.1.1	Act within the limits of your competence and authority	GEN63 Act within the limits of your competence and authority Click to view competence detail
	5.1.2	Manage and organise your own time and activities	HT4 Manage and organise your own time and activities Click to view competence detail
6. EQUALITY & DIVERSITY	6.1	Ensure your own actions support equality of opportunity and diversity	SCDHSC0234 Uphold the rights of individuals Click to view competence detail

Underpinning Principle	Reference Function		Competence
	6.2	Promote equality of opportunity and diversity	SCDHSC3111 Promote the rights and diversity of individuals Click to view competence detail
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 Click to view competence detail
D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY	D2.4	Maintain information / record systems	CFA_BAD332 Store and retrieve information using a filing system Click to view competence detail
H. MANAGEMENT & ADMINISTRATION	H1.3.1	Contribute to the effectiveness of teams	SCDHSC0241 Contribute to the effectiveness of teams Click to view competence detail
	H1.3.2	Develop relationships with individuals	CFAM&LDD1 Develop and sustain productive working relationships with colleagues Click to view competence detail
	H2.6	Receive and pass on messages and information	ESKITU020 Use digital communications Click to view competence detail

Role Specific Competences / National Occupational Standards:

Underpinning Principle	Reference Function		Competence
1. COMMUNICATION	1.5	Provide information, advice and guidance	CHS174 Advise and inform others on services Click to view competence detail
			CHS177 Advise on access to and use of services Click to view competence detail
			SCDHSC0026 Support individuals to access information on services and facilities Click to view competence detail
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.1	Develop your own practice	GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness Click to view competence detail
	2.2.1	Support the development of the knowledge and practice of individuals	GEN132 Support and challenge workers on specific aspects of their practice Click to view competence detail
	2.2.2	Support the development of knowledge and practice of teams and agencies	GEN40 Contribute to the development of the multidisciplinary team and its members Click to view competence detail

Underpinning Principle	Reference Function		Competence
			SFJ HF26 Contribute to the development and promotion of the organisation and its services Click to view competence detail
3. HEALTH SAFETY & SECURITY	3.5.2	Protect individuals from abuse	SCDHSC0034 Promote the safeguarding of children and young people Click to view competence detail
			SCDHSC0035 Promote the safeguarding of individuals Click to view competence detail
			GEN134 Contribute to the prevention and management of abusive, aggressive and challenging behaviour Click to view competence detail
4. SERVICE IMPROVEMENT	4.2	Develop strategies for improving services	PSL9 Implement and evaluate joint operational policies and care pathways Click to view competence detail
	4.3	Implement strategies for improving services	GEN117 Monitor, evaluate and improve processes for delivering health and wellbeing services to a population Click to view competence detail
5. QUALITY	5.2.5	Evaluate the quality of healthcare services	SCDHSC0442 Evaluate the effectiveness of health, social or other care services Click to view competence detail
	5.2.5	(Contd..) Evaluate the quality of healthcare services	GEN126 Monitor, evaluate and improve inter-agency services for addressing health and wellbeing needs Click to view competence detail
A. ASSESSMENT	A2.1	Plan assessment of an individual's health status	CHS52 Plan inter-disciplinary assessment of the health and well-being of individuals Click to view competence detail
	A2.3	Assess an individual with a suspected health condition	CHS229 Assess individuals' needs and circumstances and evaluate the risk of abuse, failure to protect and harm to self and others Click to view competence detail
	A2.7	Undertake a risk assessment in relation to a defined health need	CHS230 Assess the need for intervention and present assessments of individuals' needs and related risks Click to view competence detail
B. HEALTH INTERVENTION	B1.1	Obtain valid consent for interventions or investigations	CHS167 Obtain valid consent or authorisation Click to view competence detail
	B3.1.2	Enable individuals to make health choices and decisions	PE1 Enable individuals to make informed health choices and decisions Click to view competence detail

Underpinning Principle	Reference Function		Competence
	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 Click to view competence detail
			SCDHSC0386 Assist in the transfer of individuals between agencies and services Click to view competence detail
	B4.2	Evaluate the delivery of care plans to meet the needs of individuals	CHS53 Evaluate the delivery of care plans to meet the needs of individuals Click to view competence detail
	B4.3	Evaluate treatment plans with individuals and those involved in their care	CHS233 Contribute to the assessment of needs and the planning, evaluation and review of individualised programmes of care for individuals Click to view competence detail
	B16.3	Assist individuals in undertaking activities	SCDHSC0347 Support individuals to access employment Click to view competence detail
	B16.4	Support individuals to retain, regain and develop the skills to manage their lives and environment	SCDHSC0349 Support individuals to access housing and accommodation services Click to view competence detail
			SCDHSC0382 Support individuals to manage change in their lives Click to view competence detail
			SCDHSC0383 Support individuals to move into new living environments Click to view competence detail
	B17	Work in collaboration with carers in the caring role	SCDHSC0387 Work in partnership with carers to support individuals Click to view competence detail
			SCDHSC0427 Assess the needs of carers and families Click to view competence detail
C. HEALTH PROMOTION & PROTECTION	C2.4	Enable people to address issues relating to their health and wellbeing	SCDHSC0330 Support individuals to use services and facilities Click to view competence detail
			SCDHSC0366 Support individuals to represent their own wishes and needs at decision-making events Click to view competence detail

Underpinning Principle	Reference Function		Competence
	C2.4	(Contd..) Enable people to address issues relating to their health and wellbeing	CS11.2015 Support young people to prepare for and make the transition to adult healthcare services Click to view competence detail
			CS12.2015 Support young people to adapt to adult healthcare services Click to view competence detail
H. MANAGEMENT & ADMINISTRATION	H1.1.5	Provide leadership	CFAM&LBA2 Provide leadership in your area of responsibility Click to view competence detail
	H1.3.1	Contribute to the effectiveness of teams	GEN39 Contribute to effective multidisciplinary team working Click to view competence detail
			GEN41 Identify team members need for psychological support Click to view competence detail
			SCDHSC3100 Participate in inter-disciplinary team working to support individuals Click to view competence detail
			CFAM&LDC5 Help individuals address problems affecting their performance Click to view competence detail
			CFAM&LDB2 Allocate work to team members Click to view competence detail
	H1.3.2	Develop relationships with individuals	CFAM&LDD1 Develop and sustain productive working relationships with colleagues Click to view competence detail
	H1.3.2	(Contd..) Develop relationships with individuals	CFAM&LDD2 Develop and sustain productive working relationships with stakeholders Click to view competence detail
	H1.3.3	Manage multi-agency collaborative working	CFAM&LDD4 Develop and sustain collaborative relationships with other organisations Click to view competence detail
			GEN122 Enable workers and agencies to work collaboratively Click to view competence detail
			SFJ_CCAA1 Work in co-operation with other organisations Click to view competence detail
			SFJ_CCAA2 Share information with other organisations Click to view competence detail

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 in this template is, by nature, indicative. In some cases it is endorsed by professional bodies and/or special interest groups and accredited by an awarding organisation.

It is recommended that learning and development for staff supporting the transition of children to adult services is most effective when undertaken in a joint or multi-agency setting, taking account of local policies, procedures and protocols.

Transferable role	Transition Coordinator: Children to Adult Services
Formal endorsed learning	Formal learning normally has an assessment component and should lead to a recognised qualification or be part of learning with is endorsed by a recognised authority.
Informal learning	Informal learning opportunities may include work shadowing, self directed study and non assessed taught sessions. All learning should be negotiated and include learning outcomes which impact upon practice.
Summary of learning and development including aims and objectives	
Duration	Variable depending on the needs of the learning and the programme of learning.
National Occupational Standards used	As detailed within this role outline. The performance criteria and knowledge statements in each NOS form the basis for the development of specific outcomes for each person and they 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 learning 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.

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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 the 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 materials in a variety including online, taught sessions and self directed study. Wherever possible protected time within their work schedule should be considered. Assessors will be required where work based assessment is needed. There will be a need for 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 included in learning programme documentation Policies should be related to the learning rather than to service delivery. Where formal learning is offered some of the following policies may apply:- 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 & Safety Grievance and Disciplinary procedures
Funding	Funding for learning should be negotiated locally and should be sustainable to fulfil service needs.

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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:

Care Act 2014
Children and Families Act 2014
NICE Guidance: Transition from Childrens to Adult Services [NG43], February 2016