Transferable Role Template

Career Framework Level 3

Wheelchair and Equipment Assistant
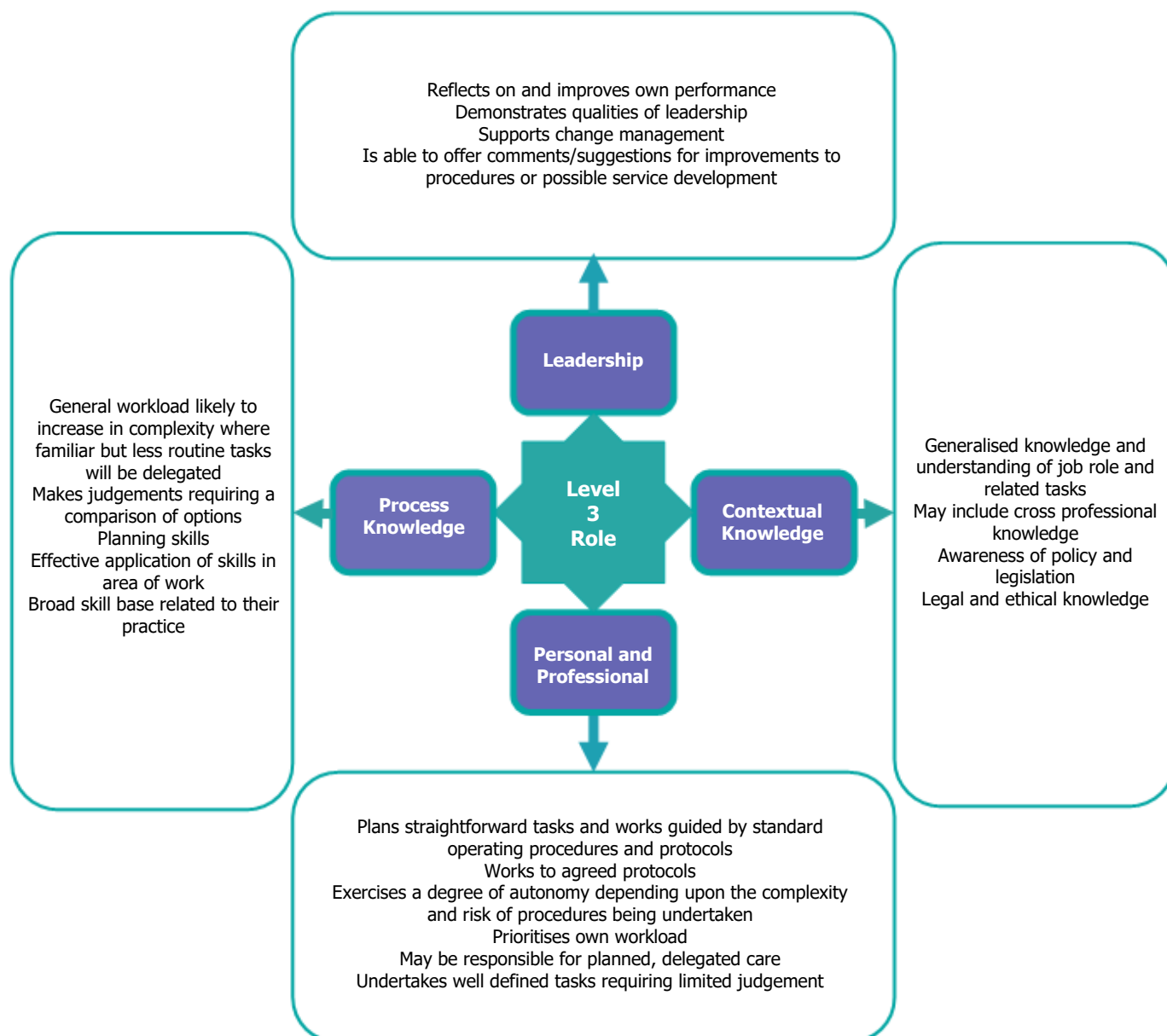
Level Descriptors
Key characteristics of a Level 3 Role

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

Leadership

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

Process Knowledge

Level 3 Role

Contextual Knowledge

Generalised knowledge and
understanding of job role and
related tasks
May include cross professional
knowledge
Awareness of policy and
legislation
Legal and ethical 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	**Wheelchair and Equipment Assistant**
Area of work	Community NHS Or Local Authority Or Independent
Role Family	AHPs, Healthcare Science
Experience required	Working with people and stock management Clean driving licence
Career Framework Level	3

Summary of Role

This role supports the provision of wheelchairs and equipment to referred children and adults in the Birmingham Wheelchair Service.

Scope of the Role

Working as part of a multidisciplinary team the role will assist the Posture & Mobility Services and Birmingham Wheelchair Service in supplying patients with the necessary clinical equipment to meet their needs.
Some of the work will take place in a clinical setting with patients present either in clinic or in the patients own home.

Working to established protocols the role includes:
- stock control
- making minor modifications including fixing accessories to wheelchairs
- moving equipment safely within the clinic and between sites
- checking and preparing equipment for delivery and on return
- working effectively in a team
- maintaining paper and computer based records
- driving vehicles

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 Click to view competence detail
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.1	Develop your own practice	SCDHSC0023 Develop your own knowledge and practice Click to view competence detail
	2.1.2	Reflect on your own practice	GEN23 Monitor your own work practices 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
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
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

Underpinning Principle	Reference Function		Competence
	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
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 Click to view competence detail
			IPC4.2012 Minimise the risk of spreading infection by cleaning, disinfection and storing care equipment Click to view competence detail
D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY	D2.4	Maintain information / record systems	SS33 Enter, retrieve and print data in a database Click to view competence detail
E. FACILITIES & ESTATES	E2.2.2	Transport resources	GEN10 Collect, transport and set down passengers and/or materials and equipment within the health sector Click to view competence detail
			LANCS06 Transport physical resources within the work area Click to view competence detail
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 Click to view competence detail
	G2.4	Store equipment, devices and products	GEN95 Monitor stock levels of clinical equipment or resources within accepted safe limits Click to view competence detail
	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 Click to view competence detail
	G4.1	Maintain equipment, medical devices and products	CHS210 Maintain healthcare equipment, medical devices and associated systems Click to view competence detail
H. MANAGEMENT & ADMINISTRATION	H2.4	Handle mail	SFLMS150 Sort mail Click to view competence detail
	H2.5	Produce documents to an agreed specification	CFA_BAA212 Design and produce documents in a business environment Click to view competence detail

Underpinning Principle	Reference Function		Competence
	H2.6	Receive and pass on messages and information	SS07 Receive, transmit, store and retrieve information 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 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 and Equipment Assistant
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.

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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:

European Commission, (2008) The European qualifications framework for lifelong learning (EQF) Office for Official Publications of the European Communities, Luxembourg

NHS Education for Scotland (NES). (2009, revised 2010). A Guide to Healthcare Support Worker Education and Role Development http://www.nes.scot.nhs.uk/media/350213/hcsw_report_final.pdf

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