Transferable Role Template

Career Framework Level 4

Assistant Practitioner Audiology
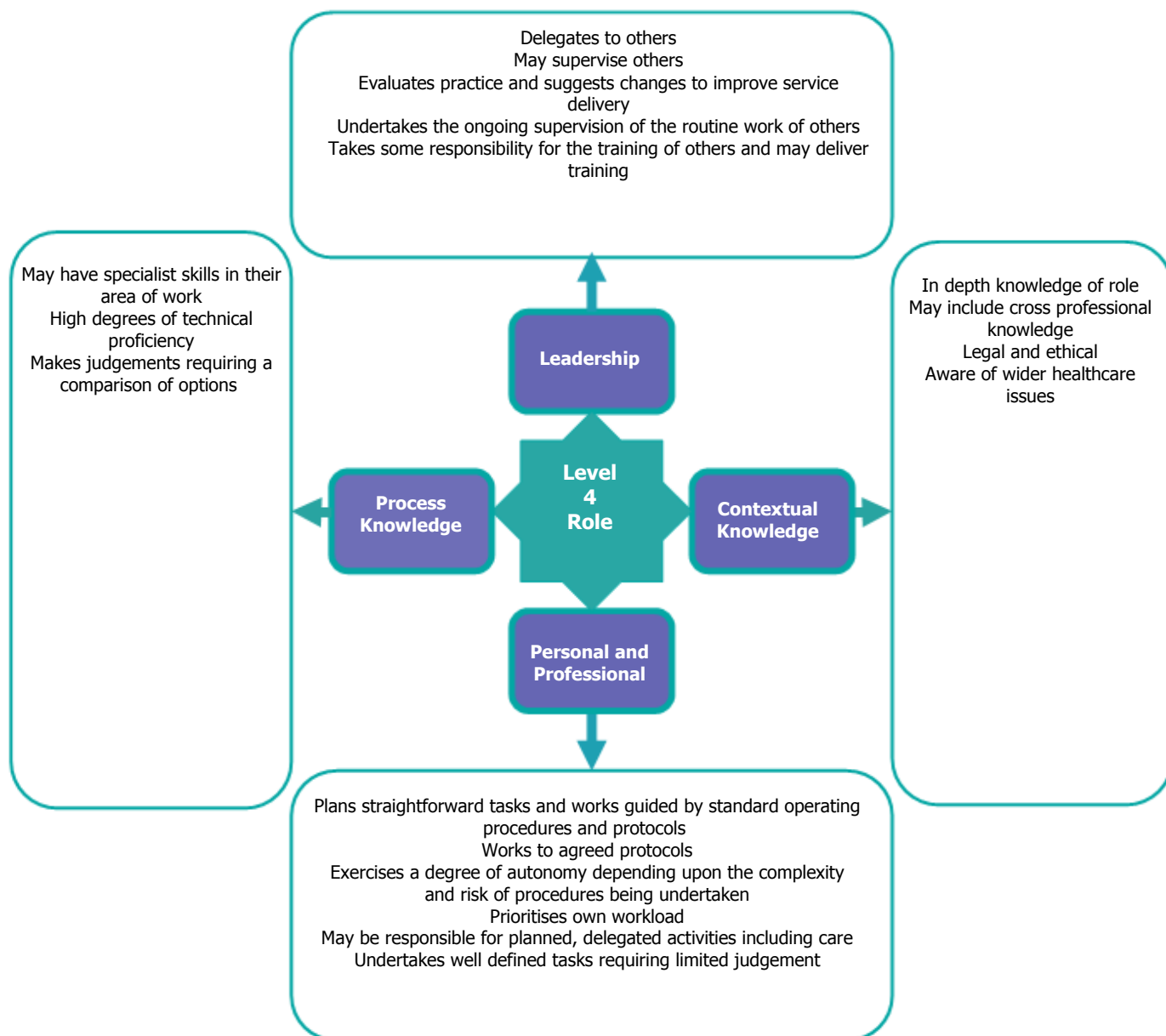
Level Descriptors
Key characteristics of a Level 4 Role

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 Audiology**
Area of work	Community NHS Or Local Authority Or Independent, Diagnostics, Hospital NHS Or Independent
Role Family	Healthcare Science
Experience required	Normally recruited to the post
Career Framework Level	4

Summary of Role

Developed in 2009 with the University of Leeds, to identify the essence of the role of assistant practitioners in audiology. The development of the role profile also clearly linked the curriculum to the requirements of service.

Scope of the Role

Working under the supervision of an audiologist, the individual will undertake specific assessment activities and interventions to support the work of the audiology department.

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 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	SCDHSC0023 Develop your own knowledge and practice http://tools.skillsforhealth.org.uk/competence/show/html/id/3517
	2.1.2	Reflect on your own practice	GEN23 Monitor your own work practices 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 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
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
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	H1.3.1	Contribute to the effectiveness of teams	SCDHSC0241 Contribute to the effectiveness of teams http://tools.skillsforhealth.org.uk/competence/show/html/id/3509
	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
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.1	Develop your own practice	GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness http://tools.skillsforhealth.org.uk/competence/show/html/id/375
	2.1.3	Make use of supervision	GEN36 Make use of supervision 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 Support individuals' learning and development http://tools.skillsforhealth.org.uk/competence/show/html/id/3793
A. ASSESSMENT	A1.2	Manage health screening programmes	CHS227 Conduct health screening programmes http://tools.skillsforhealth.org.uk/competence/show/html/id/2852
	A2.3	Assess an individual with a suspected health condition	CHS168 Obtain a patient/client history http://tools.skillsforhealth.org.uk/competence/show/html/id/2819
	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
	A2.8	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	B3.1.1	Plan activities, interventions or treatments to achieve specified health goals	CHS44 Plan activities, interventions and treatments to achieve specified health goals http://tools.skillsforhealth.org.uk/competence/show/html/id/2221
	B3.4.2	Refer individuals to services for treatment and care	CHS99 Refer individuals to specialist sources of assistance in meeting their health care needs http://tools.skillsforhealth.org.uk/competence/show/html/id/2262

	B7	Interpret and report on findings from investigations	CHS83 Interpret the findings of healthcare investigations http://tools.skillsforhealth.org.uk/competence/show/html/id/2249
	B8.2	Investigate system/organ function	CHS21 Undertake assessment of an individual's hearing http://tools.skillsforhealth.org.uk/competence/show/html/id/351
	B14.2	Implement care plans/programmes	CHS225 Implement a treatment plan http://tools.skillsforhealth.org.uk/competence/show/html/id/2850
D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY	D2.2	Input data/information for processing	IUF:FS IT user fundamentals http://tools.skillsforhealth.org.uk/competence/show/html/id/2885
	D2.4	Maintain information / record systems	CFABAD332 Store and retrieve information http://tools.skillsforhealth.org.uk/competence/show/html/id/3703
F. EDUCATION LEARNING & RESEARCH	F6.2	Interpret results of research and development activities	R&D9 Collate and analyse data relating to research http://tools.skillsforhealth.org.uk/competence/show/html/id/2452
H. MANAGEMENT & ADMINISTRATION	H1.3.1	Contribute to the effectiveness of teams	CFAM&LDB2 Allocate work to team members http://tools.skillsforhealth.org.uk/competence/show/html/id/3791
	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

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	Assistant Practitioner Audiology
Formal endorsed learning	Certificate in HE or equivalent
Informal learning	A range of informal learning opportunities will be appropriate including reflective practice, job shadowing, attendance only courses.
Summary of learning and development including aims and objectives	The learner will demonstrate competence through a range of assessment strategies including work based assessment and written assignments or simulations.
Duration	1 year
National Occupational Standards used	Learning opportunities which should be based on national occupational standards or national workforce standards and referenced to QAA benchmark statements
Credits (including framework used)	120 at certificate or intermediate level
Accreditation	N/A
APEL and progression	Completion of bridging modules lead to progression to level 2 of BSC Audiology Programme
Programme structure	Blended learning including a significant work based learning and assessment component
Continuous Professional Development	Not specified
Resources required, e.g. placement learning, preceptors, accredited assessors etc	- Formal, protected study time will be required - Work based mentor/supervision - Work based assessment
Quality Assurance	Through HEI or FE college

Policies included in learning programme documentation	Equal opportunities, equality & diversity and accessibility
	Appeals procedure
Funding	To be agreed locally
Leading to registration or membership with:	N/A

References & Further Information:

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NHS Northwest (2007) Assistant Practitioner Degree Evaluation Project

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NHS South Central (2010) Skills for Health Summary of Attributes and Definitions for Career Framework Levels