

# Transferable Role Template

Career Framework Level 4

Pathway Tracker Co-ordinator

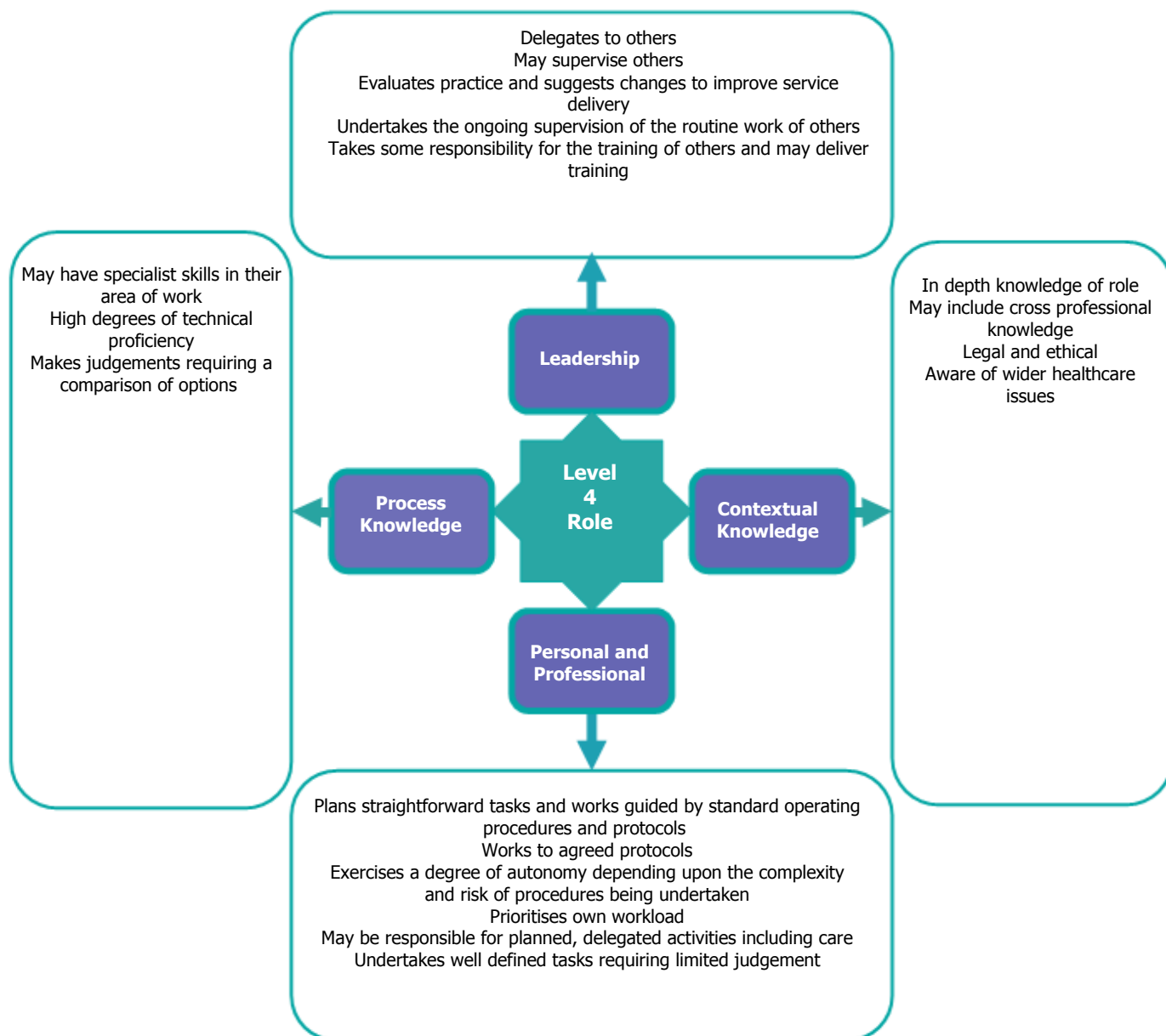
Published : 20-03-2014

Developers

Skills for Health and Morecambe Bay

## Level Descriptors

### Key characteristics of a Level 4 Role



### 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	<b>Pathway Tracker Co-Ordinator</b>
Area of work	Community NHS Or Local Authority Or Independent, Hospital NHS Or Independent, Primary Care
Role Family	Navigation And Signposting
Experience required	Considerable experience in a health care environment
Career Framework Level	4

## Summary of Role

Developed in 2009 as part of the Department of Health (England) reducing waiting times initiative.

## Scope of the Role

The pathway tracker co-ordinator works as part of a multidisciplinary team to identify and help resolve blocks to patient progression along a defined pathway of care. Working predominantly in outpatient clinics they may supervise other pathway trackers in the service.

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
<b>1. COMMUNICATION</b>	1.2	Communicate effectively	GEN97 Communicate effectively in a healthcare environment <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3001">http://tools.skillsforhealth.org.uk/competence/show/html/id/3001</a>
<b>2. PERSONAL &amp; PEOPLE DEVELOPMENT</b>	2.1.1	Develop your own practice	SCDHSC0023 Develop your own knowledge and practice <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3517">http://tools.skillsforhealth.org.uk/competence/show/html/id/3517</a>
	2.1.2	Reflect on your own practice	GEN23 Monitor your own work practices <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2051">http://tools.skillsforhealth.org.uk/competence/show/html/id/2051</a>
<b>3. HEALTH SAFETY &amp; SECURITY</b>	3.5.1	Ensure your own actions reduce risks to health and safety	IPC2.2012 Perform hand hygiene to prevent the spread of infection <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3309">http://tools.skillsforhealth.org.uk/competence/show/html/id/3309</a>
			PROHSS1 Make sure your own actions reduce risks to health and safety <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3327">http://tools.skillsforhealth.org.uk/competence/show/html/id/3327</a>
			PMWRV1 Make sure your actions contribute to a positive and safe working culture <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/4027">http://tools.skillsforhealth.org.uk/competence/show/html/id/4027</a>
	3.5.2	Protect individuals from abuse	SCDHSC0024 Support the safeguarding of individuals <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3518">http://tools.skillsforhealth.org.uk/competence/show/html/id/3518</a>
<b>5. QUALITY</b>	5.1.1	Act within the limits of your competence and authority	GEN63 Act within the limits of your competence and authority <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/85">http://tools.skillsforhealth.org.uk/competence/show/html/id/85</a>
	5.1.2	Manage and organise your own time and activities	HT4 Manage and organise your own time and activities <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2501">http://tools.skillsforhealth.org.uk/competence/show/html/id/2501</a>
<b>6. EQUALITY &amp; DIVERSITY</b>	6.1	Ensure your own actions support equality of opportunity and diversity	SCDHSC0234 Uphold the rights of individuals <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3506">http://tools.skillsforhealth.org.uk/competence/show/html/id/3506</a>
<b>B. HEALTH INTERVENTION</b>	B2.1	Obtain information from individuals about their health status and needs	CHS169 Comply with legal requirements for maintaining confidentiality in healthcare <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2820">http://tools.skillsforhealth.org.uk/competence/show/html/id/2820</a>
<b>D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY</b>	D2.4	Maintain information / record systems	CFA_BAD332 Store and retrieve information using a filing system <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/4104">http://tools.skillsforhealth.org.uk/competence/show/html/id/4104</a>

<b>H. MANAGEMENT &amp; ADMINISTRATION</b>	H1.3.1	Contribute to the effectiveness of teams	SCDHSC0241 Contribute to the effectiveness of teams <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3509">http://tools.skillsforhealth.org.uk/competence/show/html/id/3509</a>
	H2.6	Receive and pass on messages and information	ESKITU020 Use digital communications <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/4150">http://tools.skillsforhealth.org.uk/competence/show/html/id/4150</a>

### Role Specific Competences / National Occupational Standards:

Underpinning Principle	Reference Function		Competence
<b>1. COMMUNICATION</b>	1.5	Provide information, advice and guidance	CHS177 Advise on access to and use of services <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2320">http://tools.skillsforhealth.org.uk/competence/show/html/id/2320</a>
<b>2. PERSONAL &amp; PEOPLE DEVELOPMENT</b>	2.1.1	Develop your own practice	GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/375">http://tools.skillsforhealth.org.uk/competence/show/html/id/375</a>
	2.2.1	Support the development of the knowledge and practice of individuals	CFAM&LDC2 Support individuals' learning and development <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3793">http://tools.skillsforhealth.org.uk/competence/show/html/id/3793</a>
<b>4. SERVICE IMPROVEMENT</b>	4.6	Promote service improvement	CFAEE4 Find innovative ways to improve your business <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3648">http://tools.skillsforhealth.org.uk/competence/show/html/id/3648</a>
<b>5. QUALITY</b>	5.3.1	Comply with an audit/inspection of data and information	HI10.2010 Comply with an external audit of data and information in a health context <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2983">http://tools.skillsforhealth.org.uk/competence/show/html/id/2983</a>
<b>D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY</b>	D2.3	Analyse data/information	HI8.2010 Analyse data and information and present outputs in a health context <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2981">http://tools.skillsforhealth.org.uk/competence/show/html/id/2981</a>
	D2.4	Maintain information / record systems	CFABAD332 Store and retrieve information <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3703">http://tools.skillsforhealth.org.uk/competence/show/html/id/3703</a>
<b>F. EDUCATION LEARNING &amp; RESEARCH</b>	F2.1	Deliver learning and development programmes	LSILADD06 Manage learning and development in groups <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3172">http://tools.skillsforhealth.org.uk/competence/show/html/id/3172</a>
	F2.2	Assist in the delivery of learning and development for others	GEN86 Support individuals with cognition and learning difficulties <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2759">http://tools.skillsforhealth.org.uk/competence/show/html/id/2759</a>
	F6.3	Act on research and development findings	R&D12 Present findings of research and development activities in written form <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2456">http://tools.skillsforhealth.org.uk/competence/show/html/id/2456</a>

<b>H. MANAGEMENT &amp; ADMINISTRATION</b>	H1.1.6	Manage business risk	CFAM&LBB1 Manage risks to your organisation <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3781">http://tools.skillsforhealth.org.uk/competence/show/html/id/3781</a>
	H1.1.8	Market and promote the service	SCDHSC0437 Promote your organisation and its services to stakeholders <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3580">http://tools.skillsforhealth.org.uk/competence/show/html/id/3580</a>
	H1.2.1	Develop the culture of an organisation	GEN29 Promote an information culture <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2289">http://tools.skillsforhealth.org.uk/competence/show/html/id/2289</a>
	H1.3.1	Contribute to the effectiveness of teams	GEN44 Liaise between primary, secondary and community teams <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2222">http://tools.skillsforhealth.org.uk/competence/show/html/id/2222</a>
			SCDHSC3100 Participate in inter-disciplinary team working to support individuals <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3420">http://tools.skillsforhealth.org.uk/competence/show/html/id/3420</a>
			CFAM&LDB2 Allocate work to team members <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3791">http://tools.skillsforhealth.org.uk/competence/show/html/id/3791</a>
	H1.5.4	Monitor and address customer service problems	OPTR3 Deal with customer concerns, complaints and dissatisfactions <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2657">http://tools.skillsforhealth.org.uk/competence/show/html/id/2657</a>
	H1.5.7	Manage information and knowledge	GEN32 Search information, evidence and knowledge resources and communicate the results <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2291">http://tools.skillsforhealth.org.uk/competence/show/html/id/2291</a>
	H2.1	Administer diary appointment systems	GEN25 Administer appointments <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2292">http://tools.skillsforhealth.org.uk/competence/show/html/id/2292</a>
	H2.5	Produce documents to an agreed specification	CFABAA211 Produce documents in a business environment <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3712">http://tools.skillsforhealth.org.uk/competence/show/html/id/3712</a>
	H2.6	Receive and pass on messages and information	SCDHSC0242 Deal with messages and information <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3510">http://tools.skillsforhealth.org.uk/competence/show/html/id/3510</a>
			CFABAA621 Make and receive telephone calls <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3693">http://tools.skillsforhealth.org.uk/competence/show/html/id/3693</a>
	H3.3	Manage a budget	CFAM&LEA4 Manage budgets <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3794">http://tools.skillsforhealth.org.uk/competence/show/html/id/3794</a>

**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.

<b>Transferable role</b>	<b>Pathway Tracker Co-ordinator</b>
<b>Formal endorsed learning</b>	Literacy & Numeracy Key Stage Level 3 Packages of learning designed and delivered to meet ILM standards ECDL
<b>Informal learning</b>	Work based demonstration of competence against agreed criteria  Locally provided and driven programmes of learning related to individually identified learning needs
<b>Summary of learning and development including aims and objectives</b>	To provide students with the knowledge, understanding and skills required to fulfil their role effectively
<b>Duration</b>	Variable
<b>National Occupational Standards used</b>	Institute of Leadership and Management Standards  Skills for Health National Occupational Standards
<b>Credits (including framework used)</b>	Key Skills tariff points
<b>Accreditation</b>	N/A
<b>APEL and progression</b>	Modules may in some cases be used towards related further studies.
<b>Programme structure</b>	Modular structure with blended learning approach
<b>Continuous Professional Development</b>	Not specified

<b>Resources required, e.g. placement learning, preceptors, accredited assessors etc</b>	Study time Ongoing developmental supervision
<b>Quality Assurance</b>	Through FE/HEI quality systems for formal learning opportunities
<b>Policies included in learning programme documentation</b>	Equal opportunities, diversity and accessibility Appeals procedure
<b>Funding</b>	Locally agreed
<b>Leading to registration or membership with:</b>	N/A

### References & Further Information:

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