

Transferable Role Template

Career Framework Level 8

Alcohol Commissioner

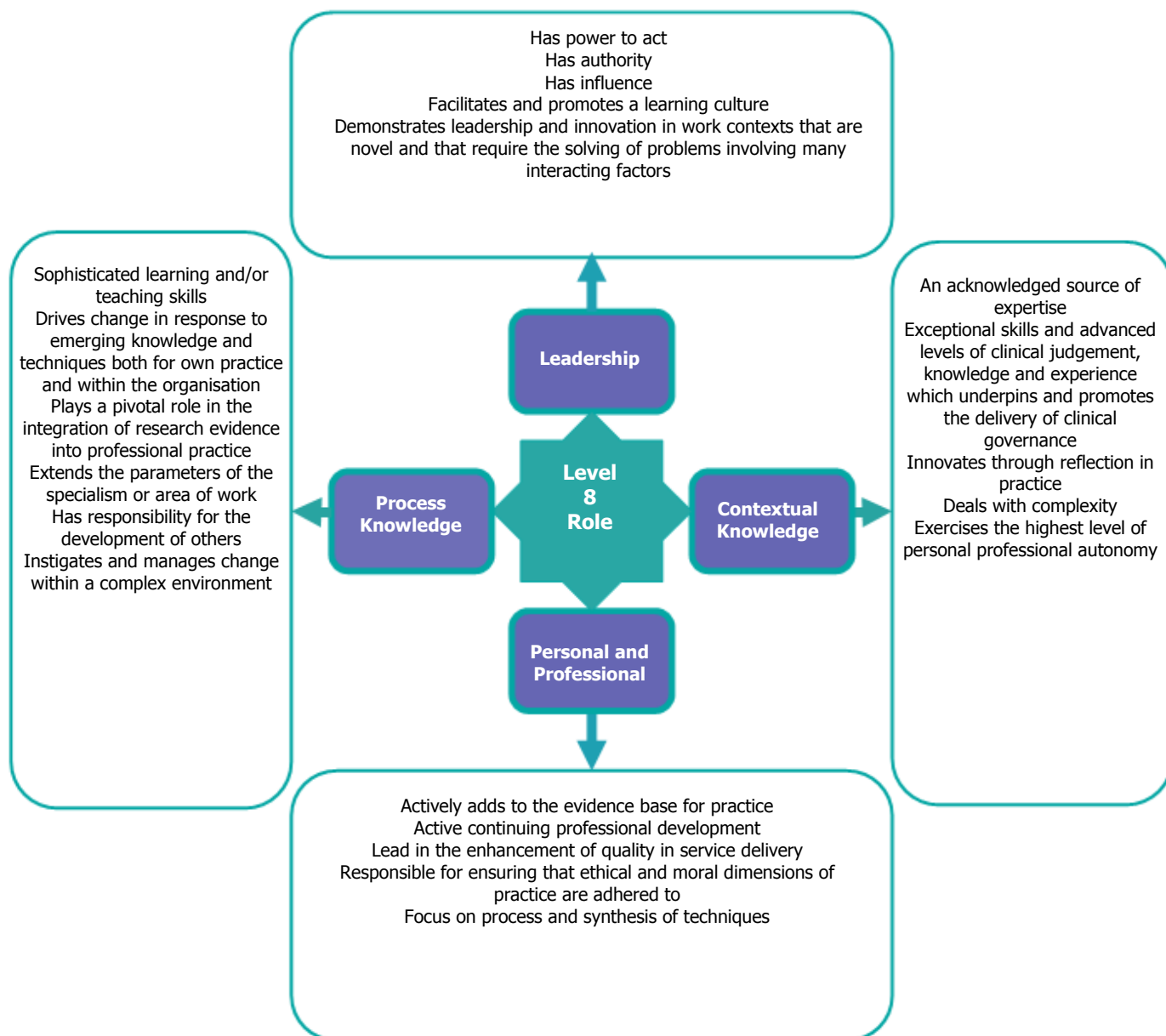
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Developers

Skills for Health and The AERC Alcohol Academy

Level Descriptors

Key characteristics of a Level 8 Role



Definition of the Level 8 Role

People at level 8 of the career framework have highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as a basis for original thinking and/or research. They are leaders with considerable responsibility, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable management responsibilities and be accountable for service delivery or have a leading education or commissioning role.

Example of Role at Level 8

Non-Medical Consultant Practitioner:

The non-medical consultant practitioner is an expert practitioner with a high level of responsibility for the development and delivery of services. They are clinical experts who lead practice and spend a significant amount of time in direct patient care. There is a strong element of research within the role. They will carry out research, as well as ensuring that current research findings are used by staff to inform their practice. They may have overall responsibility for the coordination of R&D programmes. The non-medical consultant practitioner will lead by example in developing highly innovative solutions to problems based on original research and inquiry. They will apply a highly developed theoretical and practical knowledge over a wide range of clinical, scientific, technical and/or management functions.

The role is intended to operate across four key areas or functions:

- Expert practice

A key aspect focussed on specialist expert clinical work.

Normally this will be up to 50% of the consultant practitioners' time.

- Professional leadership and consultancy

They are seen within the workplace and external to the workplace as leaders and a source of expert knowledge and skill

- Education training and development

They are a resource for the service, or wider area and will regularly engage in sharing their skills and knowledge with colleagues and a wider audience.

They may have a formal link with higher education institutions through lecturing, research or other partnership activities.

- Practice and service development research and evaluation

Research and development are an integral component of the role.

Research whether original work or the work of others is used to improve quality, as a basis for innovation and service development and improvement.

All consultant practitioners are at level 8 on the Career Framework for Health.

Not all level 8 roles are consultant practitioners.

The characteristics of the level 8 practitioner have been developed by Skills for Health through working with employers and practitioners. They are intended to be broad descriptors which can be interpreted or contextualised at a local level.

Basic Information:

Named Role	Alcohol Commissioner
Area of work	Alcohol And Drugs, Commissioning
Role Family	Management Strategic And Operational
Experience required	<p>Detailed knowledge and understanding of government and other policies related to alcohol, health care, social care and crime reduction</p> <p>Detailed knowledge of up to date commissioning approaches, and developments in commissioning.</p> <p>Significant experience working in a health care or social care environment a considerable time of which was spent working in the areas relevant to alcohol</p> <p>Detailed knowledge of alcohol-related data and information sources spanning public health, acute services, crime and disorder and treatment data sets, e.g. Payment by Results/tariffs.</p> <p>Experience of strong partnership working</p>
Career Framework Level	8

Summary of Role

First developed 2011. The alcohol commissioner is an expert commissioner with a high level of responsibility for the development and delivery of alcohol treatment services and interventions.

Scope of the Role

Over recent years the alcohol policy agenda, broadly encapsulating alcohol harm reduction at national, regional and local levels, has gathered significant momentum. The commissioning of alcohol treatment and interventions and the development of local alcohol strategies has been the key local level response in achieving this. A wide range of resources, research and project evaluations now exist to support alcohol-focussed commissioning processes and decisions. These resources are key to addressing many of the challenges facing alcohol commissioners whilst capitalising on the opportunities presented within integrated substance misuse approaches and further commissioning developments.

Whilst the wider commissioning landscape continues to undergo significant change, a set of key competences and knowledge of current evidence based interventions remain crucial for alcohol commissioning. These competences extend beyond the development of alcohol treatment services which must operate within a wider partnership framework for addressing alcohol misuse and its impacts. The context of local alcohol harm reduction strategy spans multiple agendas including crime and disorder, licensing, children & young people, public health and engagement with further stakeholders. These areas all contribute data, resources and related strategies that must all be accounted for within effective alcohol commissioning processes.

Definition of the Alcohol Commissioner

The alcohol commissioner is an expert commissioner with a high level of responsibility for the development and delivery of alcohol treatment services and interventions. These commissioning responsibilities will be recognised within a wider partnership framework of alcohol harm reduction.

The role profile for alcohol commissioner has been developed by Skills for Health and the Alcohol Academy and with commissioners, alcohol leads and specialist bodies. They are intended to be interpreted or contextualised at a local level. Alcohol commissioning will often fall within a wider remit of substance misuse, mental or offender health and other health and social care commissioning functions.

The alcohol commissioner needs to have certain key attributes. They need to be analytical, able to analyse existing services and their shortcomings. They need to have a clear vision of what the desired service looks like and where the links are within existing frameworks. The need to be able to manage change and offer a degree of support to new services.

All level 8 roles will have the following common/core competences.

All competences are national occupational standards (NOS)

Level 8 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
1. COMMUNICATION	1.4	Develop relationships with individuals SCDHSC0233 Develop effective relationships with individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3505
2. PERSONAL & PEOPLE DEVELOPMENT	2.2.1	Support the development of the knowledge and practice of individuals GEN33 Enable other individuals to reflect on their own values, priorities, interests and effectiveness http://tools.skillsforhealth.org.uk/competence/show/html/id/1795
4. SERVICE IMPROVEMENT	4.2	Develop strategies for improving services GEN53 Support the development of strategies to meet local needs for health care services http://tools.skillsforhealth.org.uk/competence/show/html/id/2304
	4.5	Evaluate strategies for improving services GEN56 Review strategies and plans to meet local needs for health care services http://tools.skillsforhealth.org.uk/competence/show/html/id/2307

5. QUALITY	5.2.4	Establish quality policy and quality assurance systems for the delivery of a service or function	GEN67 Establish quality policy and quality assurance systems for the delivery of a service or function http://tools.skillsforhealth.org.uk/competence/show/html/id/2311
	5.2.5	Evaluate the quality of healthcare services	SCDHSC0442 Evaluate the effectiveness of health, social or other care services http://tools.skillsforhealth.org.uk/competence/show/html/id/3581
D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY	D2.1	Collect and validate data and information for processing	SFJCPS 8.12 Search databases and sources of information http://tools.skillsforhealth.org.uk/competence/show/html/id/3272
H. MANAGEMENT & ADMINISTRATION	H1.1.5	Provide leadership	CFAM&LBB4 Ensure compliance with legal, regulatory, ethical and social requirements http://tools.skillsforhealth.org.uk/competence/show/html/id/3779
	H1.1.6	Manage business risk	CFAM&LBB1 Manage risks to your organisation http://tools.skillsforhealth.org.uk/competence/show/html/id/3781
	H1.1.7	Manage demands for services	SFJCPS 9.5 Appraise the feasibility of proposals for policies, projects and programmes in the public sector http://tools.skillsforhealth.org.uk/competence/show/html/id/3269
			SFJCPS 9.6 Evaluate policies, projects and programmes in the public sector http://tools.skillsforhealth.org.uk/competence/show/html/id/3270
			SFJCPS 9.7 Progress the business case for programmes/projects in the public sector http://tools.skillsforhealth.org.uk/competence/show/html/id/3271
			SFJCPS 2.1 Assess the needs and required outcomes of services http://tools.skillsforhealth.org.uk/competence/show/html/id/3274
			SFJCPS 3.2 Develop plans for services http://tools.skillsforhealth.org.uk/competence/show/html/id/3277
			SFJCPS 4.4 Manage the re-design, transfer or conclusion of service provision http://tools.skillsforhealth.org.uk/competence/show/html/id/3282
	H1.1.8	Market and promote the service	SFJCPS 3.3 Work with providers to develop the market http://tools.skillsforhealth.org.uk/competence/show/html/id/3278
	H1.1.9	Manage public relations	SFJCPS 1.1 Engage with service users http://tools.skillsforhealth.org.uk/competence/show/html/id/3273
	H1.2.2	Lead change	CFAM&LCA3 Engage people in change http://tools.skillsforhealth.org.uk/competence/show/html/id/3784

	H1.3.2	Develop relationships with individuals	CFAM&LDD2 Develop and sustain productive working relationships with stakeholders http://tools.skillsforhealth.org.uk/competence/show/html/id/3788
	H1.3.3	Manage multi-agency collaborative working	SCDHSC0433 Develop joint working arrangements for health and social care services http://tools.skillsforhealth.org.uk/competence/show/html/id/3499
	H1.5.6	Inform and facilitate decision making	CFAM&LEC5 Use information to take effective decisions http://tools.skillsforhealth.org.uk/competence/show/html/id/3755
	H3.1.3	Manage suppliers and contracts	SFJCPS 4.2 Manage service provider performance http://tools.skillsforhealth.org.uk/competence/show/html/id/3280
	H3.1.5	Invite tenders and award contracts for services	SFJCPS 4.1 Specify and award contracts for services http://tools.skillsforhealth.org.uk/competence/show/html/id/3279
	H3.5	Administer financial management systems	CFAM&LEA3 Manage the use of financial resources http://tools.skillsforhealth.org.uk/competence/show/html/id/3795

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	Alcohol Commissioner
Formal endorsed learning	<p>IPC Institute of Public Care for example http://ipc.brookes.ac.uk/courses/commissioning_purchasing.htm Certificate of credit in Commissioning and Purchasing for Public Care</p> <p>Other courses are available - for example http://www.inlogov.bham.ac.uk/seminars/strategic_commissioning.shtml http://www.inlogov.bham.ac.uk/seminars/Social_care_commissioning_contracting.shtml</p>
Informal learning	<p>Alcohol Academy workshops and networks;</p> <p>Alcohol Learning Centre commissioning pages and discussion forums</p> <p>Subject areas may include:</p> <ul style="list-style-type: none"> - Data analysis courses - Tendering and procurement - Commissioning networks

<p>Summary of learning and development including aims and objectives</p>	<p>Learning should enable the individual to demonstrate competence against the national occupational standards listed above.</p> <p>The course at Oxford Brookes University is designed to support commissioners to implement the national agenda and develop good commissioning practice. It is aimed at commissioning staff in community, primary care and/or childrens services, to help them develop the skills required to commission, purchase and contract public, private and third sector services effectively.</p> <p>The course is set in the context of guidance and legislation by the Department of Health and/or Department for Education, and explores the links between strategic commissioning, locality commissioning and the personalisation agenda. It draws on the Institutes work with local authorities and NHS organisations in developing and implementing good commissioning practice</p>
<p>Duration</p>	<p>Variable depending upon the prior experience and learning brought to the role.</p> <p>Formal learning 200 notional hours of student learning</p>
<p>National Occupational Standards used</p>	<p>Wherever possible learning should be based on the national occupational standards listed above</p>
<p>Credits (including framework used)</p>	<p>Formal learning should be credit rated to facilitate the portability and progression in learning.</p> <p>The above course carries 20 CATS points at M level</p>
<p>Accreditation</p>	<p>N/A</p>
<p>APEL and progression</p>	<p>It may be possible to use this module towards entrance to or achievement of further studies at M level</p>
<p>Programme structure</p>	<p>Informal learning is workshop based requiring day long attendance</p> <p>Reflective journals and supervision will enable the individual to improve their practice</p> <p>Formal learning - A blended approach is taken with taught sessions, self directed study, facilitated workshop groups, supervision and project work.</p>
<p>Continuous Professional Development</p>	<p>Non specified</p>

Resources required, e.g. placement learning, preceptors, accredited assessors etc	Protected study time Supervision Attendance at seminars and workshops
Quality Assurance	Formal learning is governed by the quality assurance systems in place with the education provider.
Policies included in learning programme documentation	<p>Policies for formal learning should include the following:</p> <ul style="list-style-type: none"> - appeals and complaints procedure - plagiarism - student conduct - equal opportunities and diversity regulations <p>Informal learning should ensure equal opportunities and diversity as a minimum</p>
Funding	Agreed locally
Leading to registration or membership with:	N/A

References & Further Information:

NHS and Public Health White Papers and supporting documents: Department of Health 2010/11

Reducing demand, restricting supply, building recovery: supporting people to live a drug-free life 2010
Drugs Strategy HM Government

Signs for improvement commissioning interventions to reduce alcohol-related harm Department of Health 2009

Alcohol-use disorders: Diagnosis, assessment and management of harmful drinking and alcohol dependence NICE clinical guideline CG115.

Alcohol-use disorders: preventing the development of hazardous and harmful drinking , NICE (www.guidance.nice.org.uk/PH24)

Alcohol-use disorders: physical complications NICE clinical guideline CG100 (www.guidance.nice.org.uk/CG100) June 2010

Models of Care for Alcohol Misuse (MoCAM) National Treatment Agency 2006

Review of the effectiveness for the Treatment of Alcohol Problems Department of Health 2006

Safe. Sensible. Social. The next steps in the national alcohol strategy HM Government 2007

Becoming an Advanced Healthcare Practitioner Butterworth Heinemann London Brown G., Esdaile S.A., Ryan S.E., (eds) (2004)

A National Service Framework for Older People Department of Health (2001a)

Scottish Credit and Qualifications Framework Level 12

Welsh Credit and Qualifications Framework Level 8

European Credit and Qualifications Framework for Lifelong Learning Level 8