Transferable Role Template

Career Framework Level 4

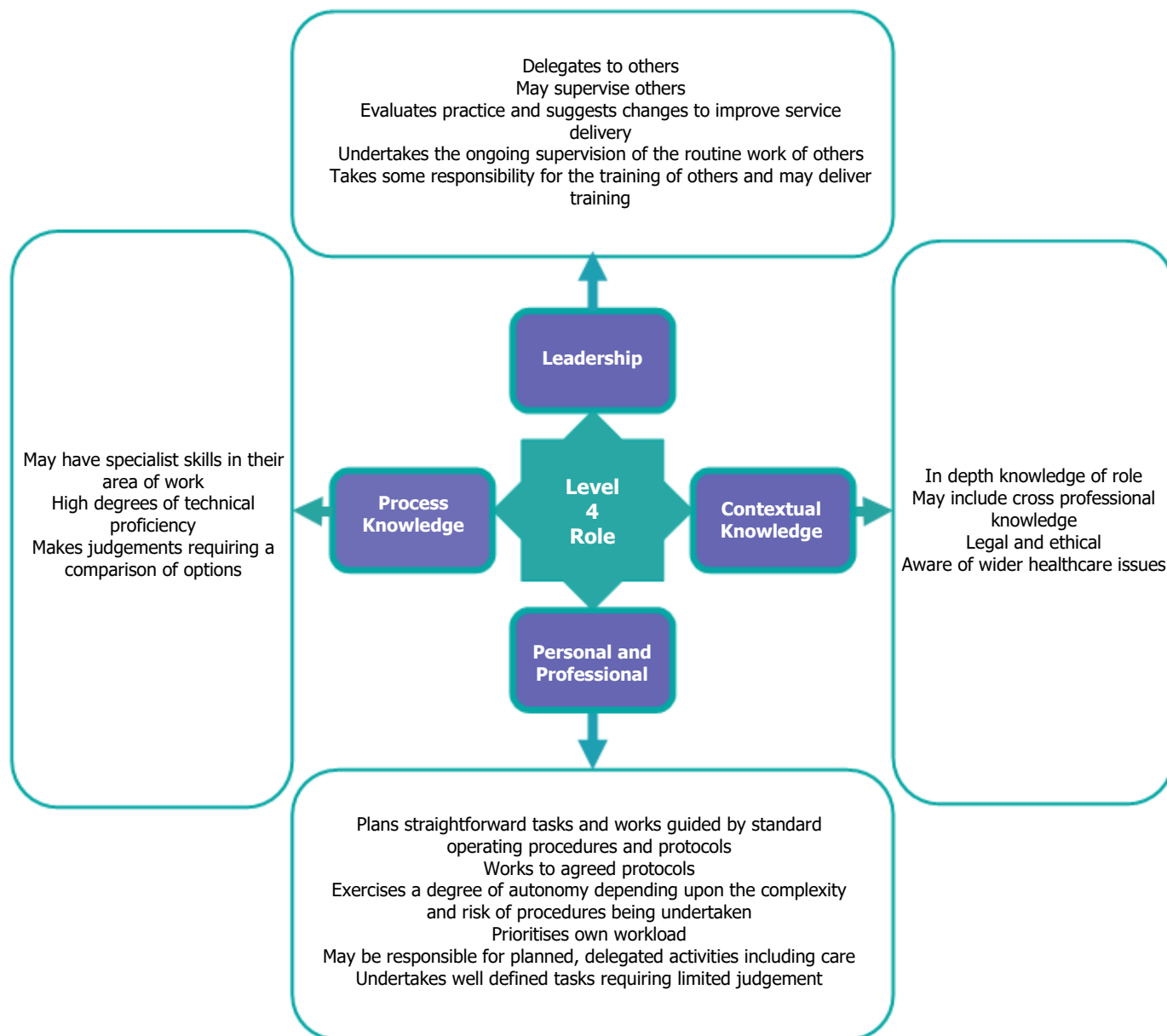## Assistant Practitioner Barnet Enfield & Haringey Mental Health Trust

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Developers

Skills for Health
Barnet Enfield & Haringey Mental Health Trust

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

Leadership

Process Knowledge

Level 4 Role

Contextual Knowledge

Personal and Professional

In depth knowledge of role
May include cross professional knowledge
Legal and ethical
Aware of wider healthcare issues

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 Barnet Enfield & Haringey Mental Health Trust**
Area of work	Community NHS Or Local Authority Or Independent, Mental Health
Role Family	Wider Healthcare Team
Experience required	Experience of working in an appropriate healthcare or related team; or lived experience. Transferable skills such as communication skills, which may have been gained in a variety of settings.
Career Framework Level	4

Summary of Role

This role has been developed by Barnet Enfield & Haringey Mental Health Trust to articulate its view and vision of what the core competences of an individual working in a Level 4 Assistant Practitioner role are. It is recognised given the breadth of services the organisation provides that additional local competences would need to be identified and agreed.

Scope of the Role

The assistant practitioner is an essential part of the Clinical Team contributing to multi-disciplinary and inter-agency working, ensuring patient led goals are identified and met. Assistant practitioners could work in a number of settings across the organisation

Assistant practitioners will have a level of knowledge and skill to enable them to:
- Undertake tasks that require a high degree of proficiency.
- Be able to make judgements, plan activities, contribute to service development and demonstrate self-development.
- Have responsibility for supervision of staff and delegating tasks
- Have specific knowledge in an area of work
- Undertake care activities using a range of skills and competences.

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 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
1. COMMUNICATION	1.2	Communicate effectively	GEN99 Promote effective communication and relationships with people who are troubled or distressed Click to view competence detail
	1.3	Support individuals to communicate	SCDHSC0369 Support individuals with specific communication needs Click to view competence detail
			SCDHSC0021 Support effective communication Click to view competence detail
	1.4	Develop relationships with individuals	SCDHSC0233 Develop effective relationships with individuals Click to view competence detail
	1.5	Provide information, advice and guidance	GEN14 Provide advice and information to individuals on how to manage their own condition Click to view competence detail
			SCDHSC0026 Support individuals to access information on services and facilities Click to view competence detail
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.2	Reflect on your own practice	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	GEN35 Provide supervision to other individuals Click to view competence detail
3. HEALTH SAFETY & SECURITY	3.5.1	Ensure your own actions reduce risks to health and safety	SCDHSC0022 Support the health and safety of yourself and individuals Click to view competence detail
			PMWRV3 Protect yourself and others from the risk of violence at work Click to view competence detail
A. ASSESSMENT	A2.3	Assess an individual with a suspected health condition	CHS168 Obtain a patient/client history Click to view competence detail
	A2.5	Agree courses of action following assessment	CHS45 Agree courses of action following assessment to address health and wellbeing needs of individuals Click to view competence detail

Underpinning Principle	Reference Function		Competence
B. HEALTH INTERVENTION	B1.1	Obtain valid consent for interventions or investigations	CHS167 Obtain valid consent or authorisation Click to view competence detail
	B3.1.1	Plan activities, interventions or treatments to achieve specified health goals	CHS44 Plan activities, interventions and treatments to achieve specified health goals Click to view competence detail
	B3.3.3	Move and position individuals	CHS6.2012 Move and position individuals Click to view competence detail
	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
	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
	B14.2	Implement care plans/programmes	SCDHSC0228 Contribute to effective group care Click to view competence detail
			SCDHSC0025 Contribute to implementation of care or support plan activities Click to view competence detail
	B14.4	Undertake personal care for individuals	SCDHSC0218 Support individuals with their personal care needs Click to view competence detail
	B16.2	Support individuals who are distressed	SCDHSC0226 Support Individuals who are distressed Click to view competence detail
	B16.5	Support individuals and carers to cope with the emotional and psychological aspects of healthcare activities	SCDHSC0332 Promote individuals' positive self esteem and sense of identity Click to view competence detail
C. HEALTH PROMOTION & PROTECTION	C2.4	Enable people to address issues relating to their health and wellbeing	SCDHSC3112 Support individuals to manage their own health and social well-being Click to view competence detail
			SCD HSC0330 Support individuals to access and use services and facilities Click to view competence detail

Underpinning Principle	Reference Function		Competence
	C2.6	Act on behalf of an individual, family or community (advocacy)	SCDHSC0410 Advocate with and on behalf of individuals Click to view competence detail
H. MANAGEMENT & ADMINISTRATION	H1.3.1	Contribute to the effectiveness of teams	SCDHSC3100 Participate in inter-disciplinary team working to support individuals 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 role	Assistant Practitioner Barnet Enfield & Haringey Mental Health Trust
Formal endorsed learning	A Level 5 qualification such as a Foundation Degree delivered and validated by a Higher Education Institution (HEI) with work based learning modules aligned to the National Occupational Standards contained within the role template
Informal learning	Experiential learning Work placed learning Shadowing Secondment and placements with acute, community and care home settings Blended learning approach Reflective practice Specific technical skills appropriate to the job
Summary of learning and development including aims and objectives	An individual will demonstrate competence through a range of assessment strategies including work based assessment, written assignments and simulation. The individual should be provided with a mix of learning opportunities to enable them to fulfil the requirements of the organisation and of the any awarding body & external providers of learning.
Duration	To be determined
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	Modular and flexible with some taught components and some work based learning

Indicative Learning and Development

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 individual 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.
Resources required, e.g. placement learning, preceptors, accredited assessors etc	- Protected Study Time - Work-Based Assessors - Shadowing opportunities across the health and social care spectrum -On-site support from the wider health and social care team
Quality Assurance	Learning Provider and Employer processes to be followed
Policies included in learning programme documentation	- Equal opportunities - Equality & diversity - Accessibility - Teaching and learning - Assessment, internal verification and moderation - Appeals procedure - APEL processes - Staff development - Academic standards - Equality and diversity - Health and safety - Grievance and disciplinary procedures
Funding	To be agreed locally
Leading to registration or membership with:	N/A

References & Further Information: