

# Transferable Role Template

Career Framework Level 3

Assistant, Speech and Language Therapy

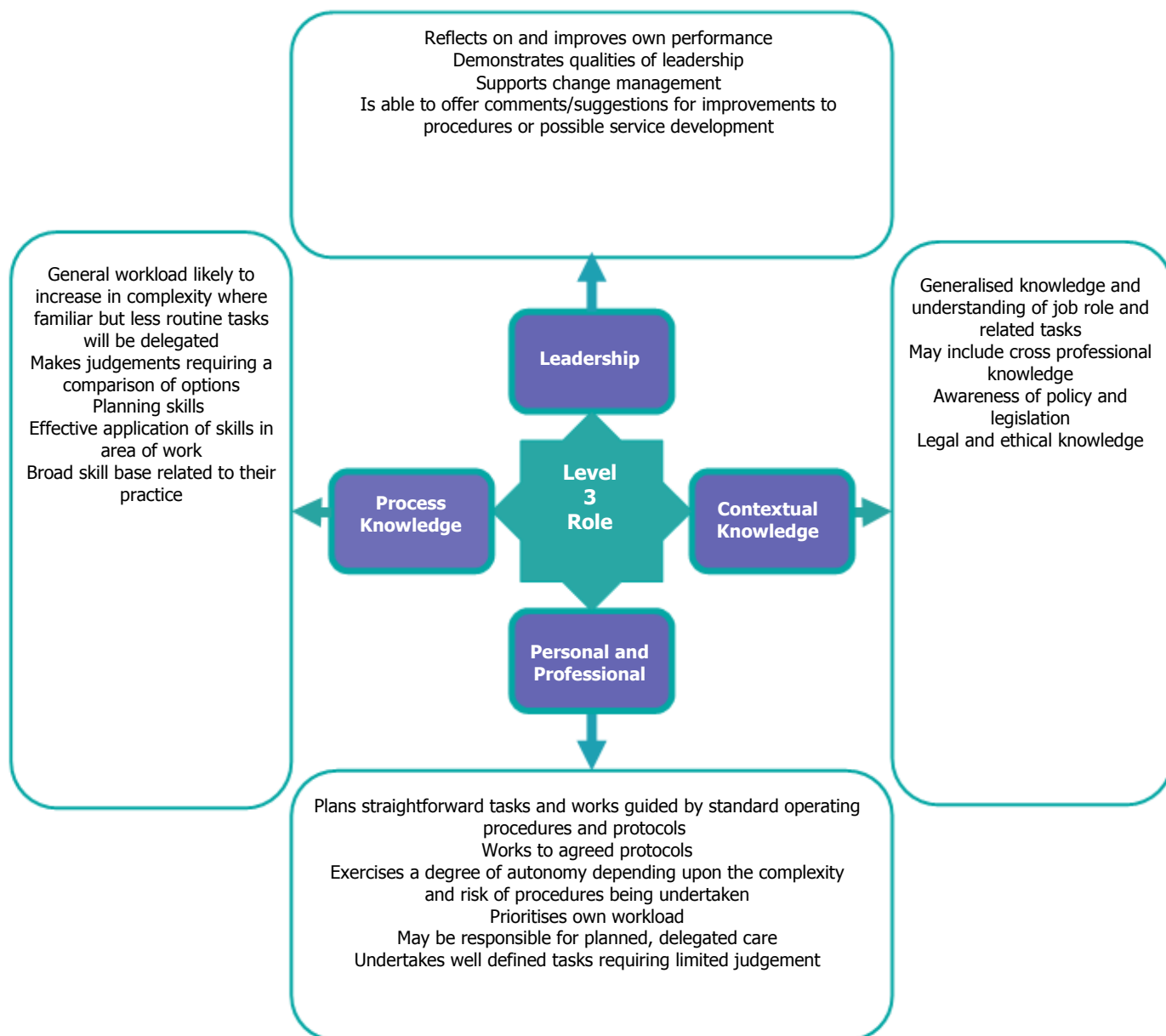
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Developers

SKILLS FOR HEALTH CAREER FRAMEWORK PROJECT

## Level Descriptors

### Key characteristics of a Level 3 Role



### 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	<b>Assistant, Speech And Language Therapy</b>
Area of work	Community NHS Or Local Authority Or Independent
Role Family	AHPs
Experience required	N/A
Career Framework Level	3

## Summary of Role

To assist professionally qualified speech and language therapists in the delivery of service to adults with learning disabilities, with or without the therapists' presence. To include face to face contact with clients both individually and in groups; and general administrative duties

## Scope of the Role

To assist professionally qualified speech and language therapists in the delivery of service to adults with learning disabilities, with or without the therapists' presence.

To include face to face contact with clients both individually and in groups; and general administrative duties.

Follow therapy programmes devised and overseen by a speech and language therapist.

Work alongside a therapist to deliver group therapy

Keep accurate case notes and records in accordance with organisational standards.

Observe clients as requested, record observations and report to therapists.

Provide written and verbal feedback to therapists regarding activities as appropriate

Work as member of multi-disciplinary teams a appropriate to the locations

### Level 3 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>	1.3	Support individuals to communicate	CHS157 Provide support to individuals to develop their communication skills <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2747">http://tools.skillsforhealth.org.uk/competence/show/html/id/2747</a>
			SCDHSC0021 Support effective communication <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3515">http://tools.skillsforhealth.org.uk/competence/show/html/id/3515</a>
<b>2. PERSONAL &amp; PEOPLE DEVELOPMENT</b>	2.1.3	Make use of supervision	GEN36 Make use of supervision <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2296">http://tools.skillsforhealth.org.uk/competence/show/html/id/2296</a>
<b>3. HEALTH SAFETY &amp; SECURITY</b>	3.5.1	Ensure your own actions reduce risks to health and safety	GEN96 Maintain health, safety and security practices within a health setting <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2859">http://tools.skillsforhealth.org.uk/competence/show/html/id/2859</a>
<b>B. HEALTH INTERVENTION</b>	B3.3.4	Prepare environments and resources for use in health care activities	GEN6.2012 Manage environments and resources for use during healthcare activities <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3381">http://tools.skillsforhealth.org.uk/competence/show/html/id/3381</a>
	B3.3.6	Support others in providing health care actions	GEN8 Assist the practitioner to implement healthcare activities <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/389">http://tools.skillsforhealth.org.uk/competence/show/html/id/389</a>
	B14.2	Implement care plans/programmes	SCDHSC0228 Contribute to effective group care <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3533">http://tools.skillsforhealth.org.uk/competence/show/html/id/3533</a>
	B16.1	Support individuals during and after clinical/therapeutic activities	GEN5 Support individuals undergoing healthcare activities <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/312">http://tools.skillsforhealth.org.uk/competence/show/html/id/312</a>
			SCDHSC0212 Support individuals during therapy sessions <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3521">http://tools.skillsforhealth.org.uk/competence/show/html/id/3521</a>
<b>G. MEDICAL DEVICES PRODUCTS &amp; EQUIPMENT</b>	G4.1	Maintain equipment, medical devices and products	CHS210 Maintain healthcare equipment, medical devices and associated systems <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2835">http://tools.skillsforhealth.org.uk/competence/show/html/id/2835</a>
<b>H. MANAGEMENT &amp; ADMINISTRATION</b>	H1.3.1	Contribute to the effectiveness of teams	GEN39 Contribute to effective multidisciplinary team working <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2212">http://tools.skillsforhealth.org.uk/competence/show/html/id/2212</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**

THIS JOB WAS IMPORTED FROM THE SKILLS FOR HEALTH CAREER FRAMEWORK TOOL AND AS SUCH DOES NOT HAVE SPECIFIC LEARNING AND DEVELOPMENT INFORMATION

<b>Transferable role</b>	<b>Assistant, Speech and Language Therapy</b>
<b>Formal endorsed learning</b>	Not specified
<b>Informal learning</b>	Not specified
<b>Summary of learning and development including aims and objectives</b>	N/A
<b>Duration</b>	N/A
<b>National Occupational Standards used</b>	N/A
<b>Credits (including framework used)</b>	N/A
<b>Accreditation</b>	N/A
<b>APEL and progression</b>	N/A
<b>Programme structure</b>	N/A
<b>Continuous Professional Development</b>	Not specified
<b>Resources required, e.g. placement learning, preceptors, accredited assessors etc</b>	N/A
<b>Quality Assurance</b>	N/A
<b>Policies included in learning programme documentation</b>	N/A
<b>Funding</b>	N/A

Leading to registration or membership with:	N/A
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**References & Further Information:**

N/A