

Transferable Role Template

Career Framework – Cross Cutting

Work Based Learning and Assessment

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Definition of Cross Cutting Roles

Cross cutting roles are those which occur at multiple points on the career framework and/or which appear in a number of clinical pathways. They are usually but not exclusively a sub set of an existing role or job. They may be very specific in nature e.g. delivering a specific test or intervention.

Basic Information:

Named Role	Work Based Learning And Assessment
Area of work	Community NHS Or Local Authority Or Independent, Hospital NHS Or Independent
Role Family	Learning And Development
Experience required	Working in any aspect of healthcare with a focus on learning and development
Career Framework Level	N/A

Summary of Role

Work based learning roles are an important factor in ensuring quality services offered by skilled and competent staff.

Scope of the Role

Work based learning roles are an important factor in ensuring quality services offered by skilled and competent staff. They cover all learning that takes place in the work place including strategic or management roles such as coordinators, roles which are exclusively focussed on pre registration placements such as mentors and placement assessors, and roles which are focussed on continuing professional development activities such as in service programmes of learning or assessment against competence profiles as part of an IPR process.

This multi faceted or complex role has been identified as having a set of core/common NOS, followed by specific baskets of NOS for each facet of the role.

FACET 1-ESTABLISHING A LEARNING CULTURE IN THE WORKPLACE

Scope of the role:

People in this role may be responsible for establishing a learning culture in the workplace or it may be implicit in the work they do. Typically this will include supporting learning activities in the workplace both formal and informal, enabling staff to learn from their work, establishing systems for reflection and supervision, ensuring learners have access to continuing professional development, facilitating an innovative approach to learning, and supporting pre-registration or work experience programmes on a regular basis. The use of research findings and evidence based practice to inform the development of the work is clear and transparent.

FACET 2-CO-ORDINATING LEARNING IN THE WORKPLACE

Scope of the role:

This facet is concerned with the practical aspects of learning in the workplace. The person in this role may co-ordinate placement learning for pre registration programmes, be concerned with vocational learning and assessment programmes, organise continuing development opportunities for groups of staff, or lead and organise learning opportunities including statutory and mandatory learning for an organisation. They will be aware of the principles of adult learning theory and the various models of learning appropriate to the work place.

FACET 3 -WORKING WITH INDIVIDUALS OR GROUPS TO FACILITATE LEARNING IN THE WORKPLACE

Scope of the Role:

This facet is concerned with the skills required to successfully facilitate learning in the workplace. The person in this role will be working with specific individuals or groups on particular aspects of a learning

programme. They may use a range of teaching and/or leadership skills including demonstration, discussion groups, reflective techniques, action learning techniques and traditional teaching methodologies. They will understand and apply informal and formal learning strategies

FACET 4- WORKING WITH AN INDIVIDUAL OR A GROUP TO ASSESS LEARNING

Scope of the role:

This facet is concerned with assessment as part of the learning process. The person will understand the place of assessment and the range of assessment methods available to them in the workplace. They will be concerned with assuring consistency of assessment and will choose from a range of assessment methods to suit both the learners needs and the intended outcomes of the assessment. Assessment may be part of a pre registration programme, vocational learning units, or in house learning provision related to CPD and appraisal. The assessor should be occupationally competent to assess the learner.

Cross Cutting 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
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
	2.1.2	Reflect on your own practice	LSILADD10 Reflect on, develop and maintain own skills and practice in learning and development http://tools.skillsforhealth.org.uk/competence/show/html/id/3176
	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
			SCDHSC0043 Take responsibility for the continuing professional development of yourself and others http://tools.skillsforhealth.org.uk/competence/show/html/id/3481
4. SERVICE IMPROVEMENT	4.7	Contribute to improving services	CFACSD9 Promote continuous improvement http://tools.skillsforhealth.org.uk/competence/show/html/id/3603
F. EDUCATION LEARNING & RESEARCH	F2.2	Assist in the delivery of learning and development for others	GEN84 Contribute to the planning and evaluation of learning activities http://tools.skillsforhealth.org.uk/competence/show/html/id/2757
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

Facets of Role (National Occupational Standards):

Underpinning Principle	Reference Function		Competence
WBL FACET 1 JAN 2014	FACE T	A facet of the role.	
2. PERSONAL & PEOPLE DEVELOPMENT	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
			GEN132 Support and challenge workers on specific aspects of their practice http://tools.skillsforhealth.org.uk/competence/show/html/id/3898
	2.2.2	Support the development of knowledge and practice of teams and agencies	PHS21 Develop capacity and capability to improve health and wellbeing http://tools.skillsforhealth.org.uk/competence/show/html/id/2483
5. QUALITY	5.2.1	Ensure your organisation delivers quality services	CFABD7 Improve the quality of products or services http://tools.skillsforhealth.org.uk/competence/show/html/id/3637
6. EQUALITY & DIVERSITY	6.3	Develop a culture that promotes equality of opportunity and diversity, and protects individuals	SCDHSC0452 Lead practice that promotes the rights, responsibilities, equality and diversity of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3502
H. MANAGEMENT & ADMINISTRATION	H1.1.5	Provide leadership	CFAM&LBA2 Provide leadership in your area of responsibility http://tools.skillsforhealth.org.uk/competence/show/html/id/3777
	H1.2.1	Develop the culture of an organisation	PHP44 Sustain and share a vision of improving health and wellbeing http://tools.skillsforhealth.org.uk/competence/show/html/id/2457
	H1.2.2	Lead change	CFAM&LCA3 Engage people in change http://tools.skillsforhealth.org.uk/competence/show/html/id/3784
	H1.5.7	Manage information and knowledge	LSIILARD5v2 Facilitate knowledge capture http://tools.skillsforhealth.org.uk/competence/show/html/id/3050
WBL FACET 2 JAN 2014	FACE T	A facet of the role.	

F. EDUCATION LEARNING & RESEARCH	F1.1. 1	Identify learning and development needs of the organisation	LSILADD01 Identify collective learning and development needs http://tools.skillsforhealth.org.uk/competence/show/html/id/3167
	F1.1. 2	Design learning and development programmes	LSILADD03 Plan and prepare learning and development programmes http://tools.skillsforhealth.org.uk/competence/show/html/id/3169
	F1.1. 3	Develop learning and development sessions	LSILADD04 Plan and prepare specific learning and development opportunities http://tools.skillsforhealth.org.uk/competence/show/html/id/3170
	F1.1. 4	Prepare learning and development resources	LSILADD05 Develop and prepare resources for learning and development http://tools.skillsforhealth.org.uk/competence/show/html/id/3171
	F3.1	Evaluate learning outcomes	LSILADD11 Internally monitor and maintain the quality of assessment http://tools.skillsforhealth.org.uk/competence/show/html/id/3177
	F3.2	Implement improvements for learning and development programmes	LSILADD13 Evaluate and improve learning and development provision http://tools.skillsforhealth.org.uk/competence/show/html/id/3179
WBL FACET 3 JAN 2014	FACE T	A facet of the role.	
2. PERSONAL & PEOPLE DEVELOPMENT	2.2.1	Support the development of the knowledge and practice of individuals	GEN35 Provide supervision to other individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2295
			SFJGL102 Provide support and review achievements through mentoring/befriending http://tools.skillsforhealth.org.uk/competence/show/html/id/3311
			SCDHSC0043 Take responsibility for the continuing professional development of yourself and others http://tools.skillsforhealth.org.uk/competence/show/html/id/3481
	2.3.1	Evaluate another's performance in the workplace	LSILADD08 Engage and support learners in the learning and development process http://tools.skillsforhealth.org.uk/competence/show/html/id/3174

F. EDUCATION LEARNING & RESEARCH	F1.1. 2	Design learning and development programmes	LSILADD02 Identify individuals' learning and development needs http://tools.skillsforhealth.org.uk/competence/show/html/id/3168
			LSILADD03 Plan and prepare learning and development programmes http://tools.skillsforhealth.org.uk/competence/show/html/id/3169
	F1.1. 3	Develop learning and development sessions	LSILADD04 Plan and prepare specific learning and development opportunities http://tools.skillsforhealth.org.uk/competence/show/html/id/3170
	F1.1. 4	Prepare learning and development resources	LSILADD05 Develop and prepare resources for learning and development http://tools.skillsforhealth.org.uk/competence/show/html/id/3171
	F2.1	Deliver learning and development programmes	LSILADD06 Manage learning and development in groups http://tools.skillsforhealth.org.uk/competence/show/html/id/3172
			LSILADD07 Facilitate individual learning and development http://tools.skillsforhealth.org.uk/competence/show/html/id/3173
	F3.2	Implement improvements for learning and development programmes	LSILADD13 Evaluate and improve learning and development provision http://tools.skillsforhealth.org.uk/competence/show/html/id/3179
WBL FACET 4 JAN 2014	FACE T	A facet of the role.	
F. EDUCATION LEARNING & RESEARCH	F3.1	Evaluate learning outcomes	LSILADD09 Assess learner achievement http://tools.skillsforhealth.org.uk/competence/show/html/id/3175
			LSILADD11 Internally monitor and maintain the quality of assessment http://tools.skillsforhealth.org.uk/competence/show/html/id/3177

Locality Specific Competences / National Occupational Standards:

Underpinning Principle	Reference Function		Competence
		None Assigned	

Indicative Learning and Development

Transferable role	Work Based Learning and Assessment
Formal endorsed learning	
Informal learning	
Summary of learning and development including aims and objectives	
Duration	
National Occupational Standards used	
Credits (including framework used)	
Accreditation	
APEL and progression	
Programme structure	
Continuous Professional Development	Not specified
Resources required, e.g. placement learning, preceptors, accredited assessors etc	
Quality Assurance	
Policies included in learning programme documentation	
Funding	
Leading to registration or membership with:	

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