Transferable Role Template

Career Framework – Cross Cutting

Alcohol Health Worker

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	**Alcohol Health Worker**
Area of work	Alcohol And Drugs, Charity Or Voluntary Organisation, Community NHS Or Local Authority Or Independent, Hospital NHS Or Independent
Role Family	Cross Cutting (Any Inter Disciplinary)
Experience required	Experience working in health and/or social care, with some experience in drug or alcohol dependency. Alcohol health workers may be from a range of professional backgrounds. But if prescribing is a part of the role note will need to taken of current legislation regarding non medical prescribing.
Career Framework Level	N/A

Summary of Role

First developed in 2011 as part of the Department of Health (England) reducing harm from alcohol misuse work.

Scope of the Role

The alcohol health worker could work across MoCAM Tiers 1, 2, and 4.

Career Framework Level 5,6, and 7

Since their report in 2001, the Royal College of Physicians has advocated the appointment of a dedicated alcohol health worker or an alcohol liaison nurse in each major acute hospital, to work with a named consultant/senior nurse alcohol lead, to provide a focus for:

Medical management of patients with alcohol problems within the hospital

Liaison with community alcohol and other specialist services

Education and support for other healthcare workers in the hospital

Implementation of a case-finding strategy and delivery of brief advice within the hospital.

(March 2010 Alcohol Concern)

The role may cross organisational boundaries, professional groups and career framework levels. There are a variety of models for the alcohol health worker; this template outlines the specific competences for the role which have been drawn from roles identified in the report undertaken by Alcohol Concern in early 2010. Depending upon the service need the focus of the role will usually include:

Identification and brief advice

Implementation of detoxification programmes

Provision of specific learning and development opportunities for other staff

Involvement in writing and evaluating protocols taking into account current national and local policy

Some services may wish to include prescribing.

All cross cutting roles will have the following common/core competences. Specific competences to the role have then been identified for the alcohol health worker role.

Any additional competences specific to the locality should then be identified locally using the competence tools and health functional map and added to the template using the same format.

Where service needs requires an IBA role it is necessary to use the IBA cross cutting role transferable role template.

Where a specialist alcohol worker role it is necessary to use the specialist alcohol worker level 7 transferable role template.

Both these templates are available on the Skills for Health roles library

Cross Cutting Core Competences / National Occupational Standards:

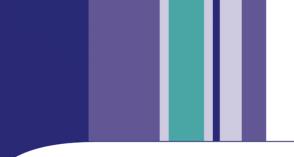| Underpinning Principle	Reference Function		Competence
1. COMMUNICATION	1.2	Communicate effectively	GEN97 Communicate effectively in a healthcare environment http://tools.skillsforhealth.org.uk/competence/show/html/id/3001
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.1	Develop your own practice	SCDHSC0023 Develop 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
1. COMMUNICATION	1.3	Support individuals to communicate	SCDHSC0021 Support effective communication http://tools.skillsforhealth.org.uk/competence/show/html/id/3515
	1.4	Develop relationships with individuals	SCDHSC0233 Develop effective relationships with individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3505
	1.5	Provide information, advice and guidance	CHS56 Provide clinical information to individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2232
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
	2.1.3	Make use of supervision	GEN36 Make use of supervision http://tools.skillsforhealth.org.uk/competence/show/html/id/2296
	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
			CFAM&LDC2 Support individuals' learning and development http://tools.skillsforhealth.org.uk/competence/show/html/id/3793
4. SERVICE IMPROVEMENT	4.2	Develop strategies for improving services	PSL9 Implement and evaluate joint operational policies and care pathways http://tools.skillsforhealth.org.uk/competence/show/html/id/1898
	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
A. ASSESSMENT	A2.6	Identify individuals at risk of developing health needs	AF1.2012 Carry out screening and referral assessment in a substance misuse setting http://tools.skillsforhealth.org.uk/competence/show/html/id/3388

B. HEALTH INTERVENTION	B14.2	Implement care plans/programmes	SCDHSC0025 Contribute to implementation of care or support plan activities http://tools.skillsforhealth.org.uk/competence/show/html/id/3535
	B15.6	Administer medication to individuals	CHS3 Administer medication to individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/356
	B16.1	Support individuals during and after clinical/therapeutic activities	AH7.2014 Support individuals through detoxification programmes http://tools.skillsforhealth.org.uk/competence/show/html/id/3923
	B16.4	Support individuals to retain, regain and develop the skills to manage their lives and environment	AB2.2012 Support individuals who misuse substances http://tools.skillsforhealth.org.uk/competence/show/html/id/3373
			AH10.2014 Work with individuals to encourage a reduction in harmful alcohol consumption and drinking behaviour http://tools.skillsforhealth.org.uk/competence/show/html/id/3924
C. HEALTH PROMOTION & PROTECTION	C1.1.3	Develop policies to support the health improvement strategy	PHP36 Contribute to the formulation of policy specifically focused on improving health and wellbeing http://tools.skillsforhealth.org.uk/competence/show/html/id/2436
	C1.3.2	Review strategies for improving individuals' health and wellbeing	PHP40 Evaluate and recommend changes to policies to improve health and wellbeing http://tools.skillsforhealth.org.uk/competence/show/html/id/2445
	C1.3.4	Monitor trends and developments for their impact on health and wellbeing	PHP38 Monitor trends and developments in policies for their impact on health and wellbeing http://tools.skillsforhealth.org.uk/competence/show/html/id/2441
	C2.1	Encourage behavioural change in people and agencies to promote health and wellbeing	PHP15 Encourage behavioural change in people and agencies to promote health and wellbeing http://tools.skillsforhealth.org.uk/competence/show/html/id/2415
	C2.2	Provide information to individuals, groups and communities about promoting health	LSILARIMS07 Help users to access information http://tools.skillsforhealth.org.uk/competence/show/html/id/3337
			AD1.2012 Raise awareness about substances, their use and effects http://tools.skillsforhealth.org.uk/competence/show/html/id/3387

	C2.4	Enable people to address issues relating to their health and wellbeing	CHD HA3 Provide support for individuals who express a wish to reduce their alcohol consumption http://tools.skillsforhealth.org.uk/competence/show/html/id/685
			SCDHSC0330 Support individuals to use services and facilities http://tools.skillsforhealth.org.uk/competence/show/html/id/3441
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
	F3.2	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
	F4.1	Determine the learning needs of individuals to enable management of their health & well being	PE6 Identify the learning needs of patients and carers to enable management of a defined condition http://tools.skillsforhealth.org.uk/competence/show/html/id/2106
	F4.3	Develop learning tools and methods for individuals and groups with a defined health condition	PE7 Develop learning tools and methods for individuals and groups with a defined health condition http://tools.skillsforhealth.org.uk/competence/show/html/id/2107
H. MANAGEMENT & ADMINISTRATION	H1.3.1	Contribute to the effectiveness of teams	SCDHSC3100 Participate in inter-disciplinary team working to support individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3420
	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	SCDHSC3115 Process information for use in decision-making http://tools.skillsforhealth.org.uk/competence/show/html/id/3411

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 Health Worker
Formal endorsed learning	The IBA e-learning course available from the Alcohol Learning Centre is an important formal learning resource that could be utilised by all. Others are available that include interactive workshops in full or half days according to bespoke needs.
Informal learning	In house courses to supplement existing learning and skills based on specific competences would be useful. Through the feedback process used in developing these templates it was suggested that informal learning should enhance skills to predict early intervention, balanced with tackling the harm caused by alcohol misuse.
Summary of learning and development including aims and objectives	A tailored approach would be beneficial for all individuals, with emphasis on both formal and informal learning opportunities, to enhance existing skills and experience.
Duration	As an example, training required in order to administer a screening questionnaire, interpret results and give 5 minutes advice can be done within one to four hours.
National Occupational Standards used	Majority of learning opportunities are mapped against DANOS. All formal and informal learning should be based on NOS and this role profile.
Credits (including framework used)	Varies.
Accreditation	Varies.
APEL and progression	Skills passports could be used when possible to record accumulative skills and competences acquired.
Programme structure	Varies. The Alcohol Learning Centre E-Learning module for example is an online module. Depending on the programme, assessment could include appraisal, IPR, or development review.

Continuous Professional Development	Not specified
Resources required, e.g. placement learning, preceptors, accredited assessors etc	No particular modes of study are specified but providers should ensure that learners have appropriate access to the resources identified in the specifications and to the subject specialists delivering the units. This may include study time, accredited assessors, work-based learning, coaching, peer mentoring, work shadowing and others.
Quality Assurance	Varies.
Policies included in learning programme documentation	Equal opportunities, equality and diversity and accessibility, appeals procedure to be included within the course handbook
Funding	To be agreed locally
Leading to registration or membership with:	N/A

References & Further Information:

Alcohol Concern, (2010). A Description of Alcohol Health Worker Posts, report for Department of Health (England). London: Alcohol Concern
Available from: http://www.alcohollearningcentre.org.uk/_library/Alcohol_Health_Worker_Roles.pdf

European Commission. (2008). The European Qualifications Framework for Lifelong Learning (EQF). Luxembourg: Office for Official Publications of the European Communities

Skills for Health (2010). Summary of Attributes and Definitions for Career Framework Levels. http://www.skillsforhealth.org.uk/workforce-transformation/customised-career-frameworks-services/