

# Transferable Role Template

## Career Framework Level 3

### Support Worker, Ophthalmology

Published : 10-03-2014

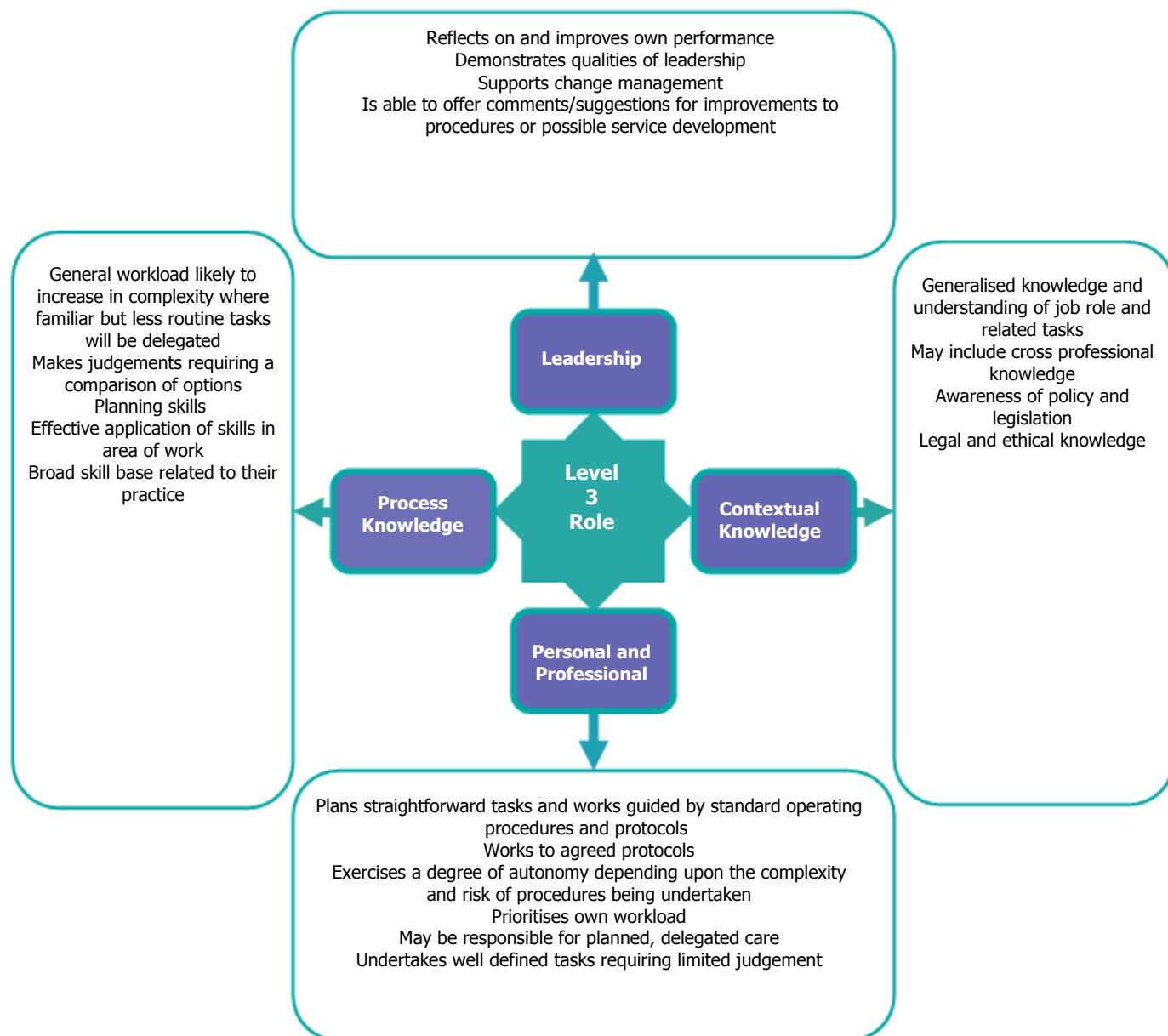
#### Developers

Skills for Health

University Hospital Southampton NHS Foundation Trust Krys Coster, Head Orthoptist  
University Hospital Southampton Anita Esser, Head of Wider Healthcare Teams  
Education

## 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>Support Worker, Ophthalmology</b>
Area of work	Diagnostics, Hospital NHS Or Independent
Role Family	AHPs
Experience required	Working in a healthcare setting, in a clinical or technical role
Career Framework Level	3

## Summary of Role

This role will assist in the provision of individualised care under the supervision of the ophthalmic imaging technician.

## Scope of the Role

This role will assist in the provision of individualised care under the supervision of the ophthalmic imaging technician.

Specific duties include:

- Undertake specialised measurements of the internal and external eye using a variety of equipment.
- Maintain clinic records in relation to all procedures carried out.

The ophthalmic assistant will work with medical ophthalmic photographers and technicians, doctors, nurses, orthoptists, research staff, and patients.

All level 3 roles will have the following common/core competences.

All competences are national occupational standards (NOS) Specific competences to the role have then been identified. Any additional competences specific to the locality should then be identified locally using the competence tools and the health functional map and added to the template using the same format.

### 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	GEN85 Support individuals with communication and interaction difficulties <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2758">http://tools.skillsforhealth.org.uk/competence/show/html/id/2758</a>
	1.5	Provide information, advice and guidance	GEN14 Provide advice and information to individuals on how to manage their own condition <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/377">http://tools.skillsforhealth.org.uk/competence/show/html/id/377</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>
	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 <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3481">http://tools.skillsforhealth.org.uk/competence/show/html/id/3481</a>
<b>A. ASSESSMENT</b>	A2.4	Assess an individual's needs arising from their health status	CHS178 Determine investigations required to meet clinical need <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2321">http://tools.skillsforhealth.org.uk/competence/show/html/id/2321</a>
	A2.9	Assess individual's suitability for a treatment or intervention	CHS120 Establish an individual's suitability to undergo an intervention <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/432">http://tools.skillsforhealth.org.uk/competence/show/html/id/432</a>
<b>B. HEALTH INTERVENTION</b>	B3.1.1	Plan activities, interventions or treatments to achieve specified health goals	CHS44 Plan activities, interventions and treatments to achieve specified health goals <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2221">http://tools.skillsforhealth.org.uk/competence/show/html/id/2221</a>
	B3.1.2	Enable individuals to make health choices and decisions	PE1 Enable individuals to make informed health choices and decisions <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2101">http://tools.skillsforhealth.org.uk/competence/show/html/id/2101</a>
	B3.3.3	Move and position individuals	CHS6.2012 Move and position individuals <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3396">http://tools.skillsforhealth.org.uk/competence/show/html/id/3396</a>
	B9.2	Check suitability of acquired images for diagnostic purposes	CHS111 Assess suitability of acquired images for diagnostic purposes <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2201">http://tools.skillsforhealth.org.uk/competence/show/html/id/2201</a>

	B15.6	Administer medication to individuals	Diab HC3 Instil eye drops to dilate the pupil prior to image capture <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/1572">http://tools.skillsforhealth.org.uk/competence/show/html/id/1572</a>
	B16.4	Support individuals to retain, regain and develop the skills to manage their lives and environment	GEN105 Enable individuals to maintain their personal hygiene and appearance <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3871">http://tools.skillsforhealth.org.uk/competence/show/html/id/3871</a>
<b>D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY</b>	D2.4	Maintain information / record systems	HI21.2010 Create, store and retrieve paper based health records <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2994">http://tools.skillsforhealth.org.uk/competence/show/html/id/2994</a>
<b>G. MEDICAL DEVICES PRODUCTS &amp; EQUIPMENT</b>	G3.6	Set up equipment, medical devices and products	CHS224 Set up equipment to monitor physiological function <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2849">http://tools.skillsforhealth.org.uk/competence/show/html/id/2849</a>
	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>

**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.

<b>Transferable role</b>	<b>Support Worker, Ophthalmology</b>
<b>Formal endorsed learning</b>	Combination of QCF health units and in house training
<b>Informal learning</b>	In house delivery of programme of learning to ensure competence
<b>Summary of learning and development including aims and objectives</b>	To ensure that all technical equipment is understood and competently used in relation to the patients condition.
<b>Duration</b>	6 months
<b>National Occupational Standards used</b>	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
<b>Credits (including framework used)</b>	Wherever possible learning should be credit rated to enable transferability and progression
<b>Accreditation</b>	Wherever possible learning should be accredited by education providers, professional bodies or similar
<b>APEL and progression</b>	Wherever possible learning should be transferable through APEL and should enable progression to other formal learning
<b>Programme structure</b>	A blended learning approach incorporating the use of taught sessions, work books, assessment methods include MCQs and observed performance in live situations.
<b>Continuous Professional Development</b>	Not specified
<b>Resources required, e.g. placement learning, preceptors, accredited assessors etc</b>	Ongoing supervision Work based learning assessors Protected study time

<b>Quality Assurance</b>	<p>In house systems led by senior staff in ophthalmology. Working in conjunction with colleagues in the field at Moorfields Eye Hospital.</p> <p>Working collaboratively with the training and development department at UHS</p>
<b>Policies included in learning programme documentation</b>	<p>For example:</p> <ul style="list-style-type: none"> <li>- Equal opportunities,</li> <li>- Accessibility</li> <li>- Teaching and learning , UHS learning and Development policy</li> <li>- Assessment, internal verification and moderation</li> <li>- Appeals procedure</li> <li>- APEL processes</li> <li>- SOP for each piece of equipment used</li> <li>- Competences</li> <li>- Staff development</li> <li>- Equality and diversity</li> <li>- Health and safety</li> <li>- Grievance and disciplinary procedures</li> </ul>
<b>Funding</b>	<p>To be agreed locally</p>
<b>Leading to registration or membership with:</b>	<p>Potentially with AHPO. BIOS</p>

**References & Further Information:**

2008 NHS Education for Scotland, A Guide to Health Care Support Worker Education and Role Development Consultation Document 2010

Skills for Health Summary of Attributes and Definitions for Career Framework Levels