

Transferable Role Template

Career Framework Level 4

Pathway Tracker

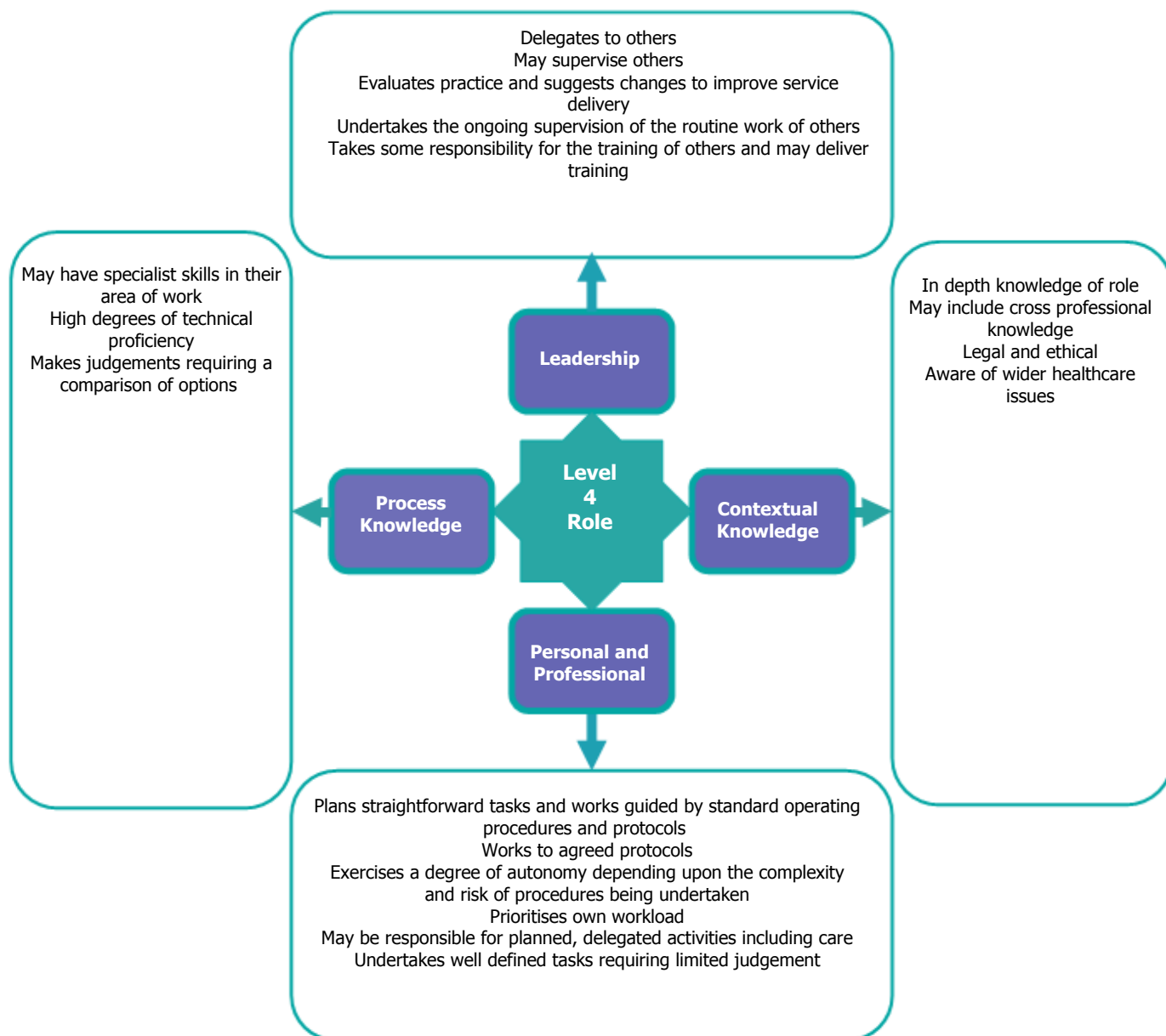
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Developers

Skills for Health and Barnet Chase NHS Trust

Level Descriptors

Key characteristics of a Level 4 Role



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	Pathway Tracker
Area of work	Community NHS Or Local Authority Or Independent, Primary Care
Role Family	Navigation And Signposting
Experience required	N/A
Career Framework Level	4

Summary of Role

First developed in 2009 as part of the reducing waiting times initiative set by Department of Health England.

Scope of the Role

Working as part of a multidisciplinary team the pathway tracker identifies where referred patients do not adhere to a defined pathway. They work with the team to identify and address blocks and hold ups.

All level 4 transferable roles have the following common/core competences. All competences are national occupational standards (NOS)

Specific competences have been identified for each role.

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

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 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
	5.1.2	Manage and organise your own time and activities	HT4 Manage and organise your own time and activities http://tools.skillsforhealth.org.uk/competence/show/html/id/2501
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	1.5	Provide information, advice and guidance	CHS177 Advise on access to and use of services http://tools.skillsforhealth.org.uk/competence/show/html/id/2320
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
	2.2.1	Support the development of the knowledge and practice of individuals	CFAM&LDC2 Support individuals' learning and development http://tools.skillsforhealth.org.uk/competence/show/html/id/3793
A. ASSESSMENT	A2.8	Prioritise treatment and care for individuals according to their health status and needs	CHS121 Prioritise treatment and care for individuals according to their health status and needs http://tools.skillsforhealth.org.uk/competence/show/html/id/423
B. HEALTH INTERVENTION	B3.2.3	Develop and optimise methods and techniques for the delivery of healthcare services	CHS172 Develop and optimise methods and techniques for delivery of services http://tools.skillsforhealth.org.uk/competence/show/html/id/2314
D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY	D2.4	Maintain information / record systems	CFABAD332 Store and retrieve information http://tools.skillsforhealth.org.uk/competence/show/html/id/3703
F. EDUCATION LEARNING & RESEARCH	F2.1	Deliver learning and development programmes	LSILADD06 Manage learning and development in groups http://tools.skillsforhealth.org.uk/competence/show/html/id/3172
	F2.2	Assist in the delivery of learning and development for others	GEN86 Support individuals with cognition and learning difficulties http://tools.skillsforhealth.org.uk/competence/show/html/id/2759
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	GEN29 Promote an information culture http://tools.skillsforhealth.org.uk/competence/show/html/id/2289
	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
			CFAM&LDB2 Allocate work to team members http://tools.skillsforhealth.org.uk/competence/show/html/id/3791
	H1.5.5	Improve organisational performance	CFACSD2 Support customer service improvements http://tools.skillsforhealth.org.uk/competence/show/html/id/3607
	H1.5.7	Manage information and knowledge	GEN32 Search information, evidence and knowledge resources and communicate the results http://tools.skillsforhealth.org.uk/competence/show/html/id/2291
	H2.5	Produce documents to an agreed specification	CFABAA211 Produce documents in a business environment http://tools.skillsforhealth.org.uk/competence/show/html/id/3712
	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
			SCDHSC0242 Deal with messages and information http://tools.skillsforhealth.org.uk/competence/show/html/id/3510

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	Pathway Tracker
Formal endorsed learning	Literacy & Numeracy Key Stage Level 2 Packages of learning designed and delivered to meet ILM standards ECDL
Informal learning	Work based demonstration of competence against agreed criteria Locally provided and driven programmes of learning related to individually identified learning needs
Summary of learning and development including aims and objectives	To provide students with the knowledge, understanding and skills required to fulfil their role effectively
Duration	Variable
National Occupational Standards used	Institute of Leadership and Management standards Skills for Health National Occupational Standards
Credits (including framework used)	Key Skills tariff points
Accreditation	N/A
APEL and progression	Modules may in some cases be used towards related further studies.
Programme structure	Modular structure with blended learning approach
Continuous Professional Development	Not specified

Resources required, e.g. placement learning, preceptors, accredited assessors etc	Study time Ongoing developmental supervision
Quality Assurance	Through FE/HEI quality systems for formal learning opportunities
Policies included in learning programme documentation	Equal opportunities, diversity and accessibility Appeals procedure
Funding	Locally agreed
Leading to registration or membership with:	N/A

References & Further Information:

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