

# Transferable Role Template

Career Framework Level 7

Alcohol Co-ordinator

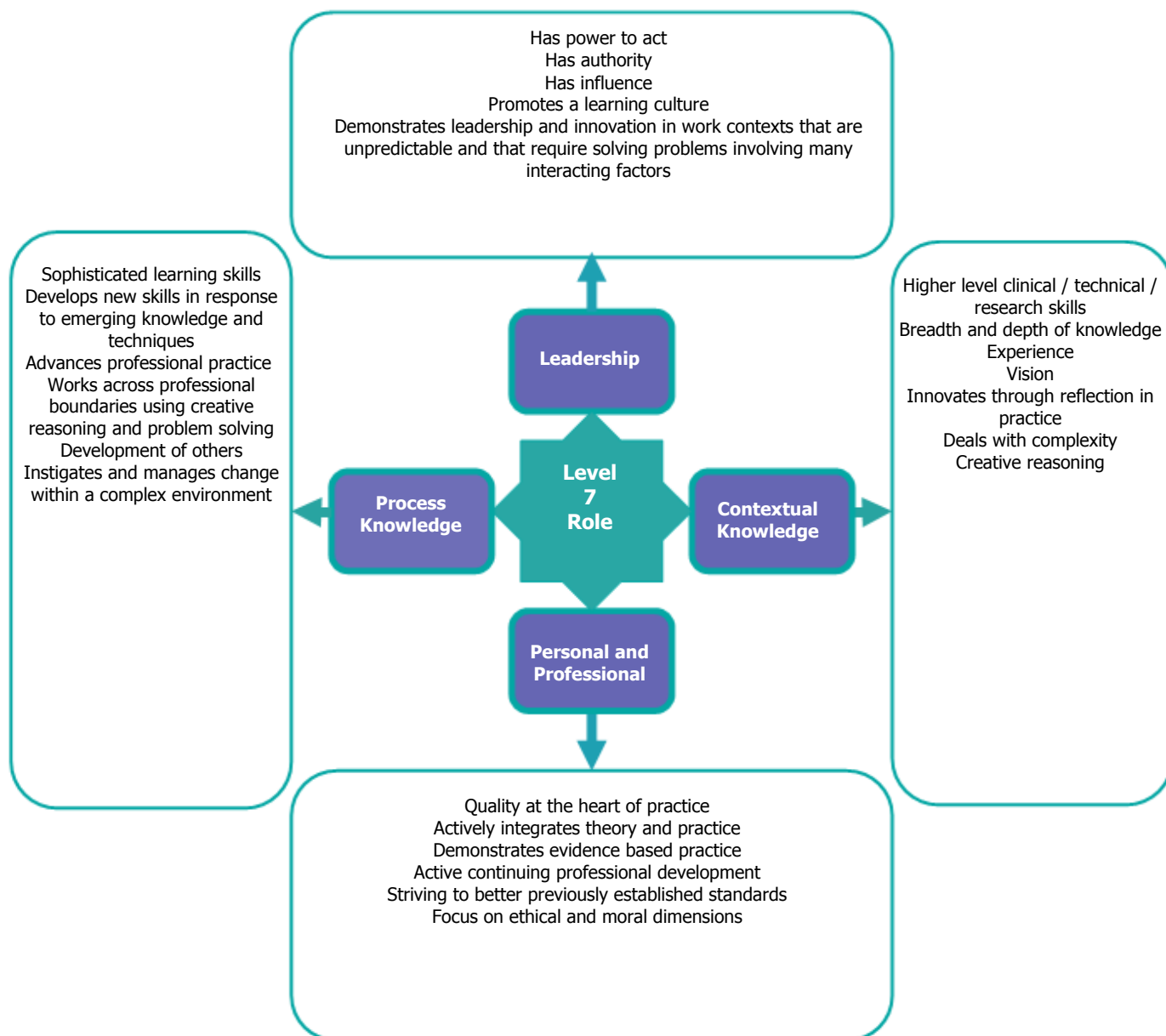
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## Developers

Department of Health (England) Alcohol Improvement Programme Workforce and Training Group  
Skills for Health

## Level Descriptors

### Key characteristics of a Level 7 Role



### Definition of the Level 7 Role

People at level 7 of the career framework have a critical awareness of knowledge issues in the field and at the interface between different fields. They are innovative and have a responsibility for developing and changing practice and/or services in a complex and unpredictable environment.

### Example of Role at Level 7

Advanced Practitioner:

Whilst recognising that some professions have already defined the advanced practitioner: the definition of an advanced practitioner used in this template is intended to be applicable to all professional and occupational groups. This definition is based on the level 7 descriptors that inform the career framework for health and therefore is useful to employers.

Advanced practitioners are experienced professionals who have developed their skills and theoretical knowledge to a very high standard, performing a highly complex role and continuously developing their practice within a defined field and/or having management responsibilities for a section/small department. They will have their own caseload or work area responsibilities.

Further information regarding the role of the advanced practitioner has been used to support these findings

### Basic Information:

Named Role	<b>Alcohol Co-Ordinator</b>
Area of work	Acute, Alcohol And Drugs, Community NHS Or Local Authority Or Independent, Hospital NHS Or Independent, Mental Health
Role Family	AHPs, Management Strategic And Operational, Navigation And Signposting, Nursing, Wider Healthcare Team
Experience required	Relevant professional qualification in social sciences, or equivalent relevant experience
Career Framework Level	7

## Summary of Role

Developed in 2010 as part of a Department of Health (England) funded project to identify the skills, knowledge and competence required in the workforce to meet national policy objectives related to harm from alcohol misuse.

## Scope of the Role

Working as part of a multi disciplinary team this role will

- predict early intervention, balanced with tackling the harm caused by alcohol misuse;
- recognise health inequalities and social determinants of health both as a risk factor and as a consequence of alcohol harm.
- and support behaviour change, self-care and empowering patients to manage self-care.

The alcohol co-ordinator role has no clear link to the competences in the MoCAM 4-tier model. However, being a predominantly leadership-oriented role, such a role could be relevant across all the settings described within MoCAM

All level 7 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 health functional map and added to the template using the same format.

## Level 7 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	GEN13 Synthesise new knowledge into the development of your own practice <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/376">http://tools.skillsforhealth.org.uk/competence/show/html/id/376</a>
			CFAM&LAA3 Develop and maintain your professional networks <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3770">http://tools.skillsforhealth.org.uk/competence/show/html/id/3770</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>
			SCDHSC0033 Develop your practice through reflection and learning <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3415">http://tools.skillsforhealth.org.uk/competence/show/html/id/3415</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>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>4. SERVICE IMPROVEMENT</b>	4.6	Promote service improvement	CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3783">http://tools.skillsforhealth.org.uk/competence/show/html/id/3783</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>
	6.2	Promote equality of opportunity and diversity	SCDHSC3111 Promote the rights and diversity of individuals <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3540">http://tools.skillsforhealth.org.uk/competence/show/html/id/3540</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>	H1.2.4	Implement change	CFAM&LCA4 Implement change <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3786">http://tools.skillsforhealth.org.uk/competence/show/html/id/3786</a>
	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>
	H1.3.2	Develop relationships with individuals	CFAM&LDD1 Develop and sustain productive working relationships with colleagues <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3787">http://tools.skillsforhealth.org.uk/competence/show/html/id/3787</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>	1.5	Provide information, advice and guidance	CHS104 Brief the team for an individual's health intervention <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2052">http://tools.skillsforhealth.org.uk/competence/show/html/id/2052</a>
<b>4. SERVICE IMPROVEMENT</b>	4.2	Develop strategies for improving services	GEN53 Support the development of strategies to meet local needs for health care services <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2304">http://tools.skillsforhealth.org.uk/competence/show/html/id/2304</a>
	4.5	Evaluate strategies for improving services	GEN56 Review strategies and plans to meet local needs for health care services <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2307">http://tools.skillsforhealth.org.uk/competence/show/html/id/2307</a>
	4.6	Promote service improvement	CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3783">http://tools.skillsforhealth.org.uk/competence/show/html/id/3783</a>

<b>5. QUALITY</b>	5.2.5	Evaluate the quality of healthcare services	SCDHSC0442 Evaluate the effectiveness of health, social or other care services <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3581">http://tools.skillsforhealth.org.uk/competence/show/html/id/3581</a>
	5.2.6	Promote and manage continuous quality improvement	CFAM&LFE5 Manage continuous improvement <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3806">http://tools.skillsforhealth.org.uk/competence/show/html/id/3806</a>
<b>A. ASSESSMENT</b>	A1.1	Plan health screening programmes	CHS226 Plan the implementation of screening programmes <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2851">http://tools.skillsforhealth.org.uk/competence/show/html/id/2851</a>
	A1.2	Manage health screening programmes	CHS227 Conduct health screening programmes <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2852">http://tools.skillsforhealth.org.uk/competence/show/html/id/2852</a>
<b>C. HEALTH PROMOTION &amp; PROTECTION</b>	C1.1.1	Agree priorities and targets for improving public health	GEN54 Develop plans to meet local needs for health care services <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2305">http://tools.skillsforhealth.org.uk/competence/show/html/id/2305</a>
	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 <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2436">http://tools.skillsforhealth.org.uk/competence/show/html/id/2436</a>
	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 <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2415">http://tools.skillsforhealth.org.uk/competence/show/html/id/2415</a>
	C2.2	Provide information to individuals, groups and communities about promoting health	AD1.2012 Raise awareness about substances, their use and effects <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3387">http://tools.skillsforhealth.org.uk/competence/show/html/id/3387</a>
<b>D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY</b>	D1.1	Create information systems	CFABAD112 Design and develop an information system <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3740">http://tools.skillsforhealth.org.uk/competence/show/html/id/3740</a>
<b>F. EDUCATION LEARNING &amp; RESEARCH</b>	F1.1.3	Develop learning and development sessions	LSILADD04 Plan and prepare specific learning and development opportunities <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3170">http://tools.skillsforhealth.org.uk/competence/show/html/id/3170</a>
	F2.1	Deliver learning and development programmes	LSILADD07 Facilitate individual learning and development <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3173">http://tools.skillsforhealth.org.uk/competence/show/html/id/3173</a>
	F6.1	Conduct investigations in a research and development topic	R&D8 Conduct investigations in selected research and development topics <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2448">http://tools.skillsforhealth.org.uk/competence/show/html/id/2448</a>

			R&D8a Assist in the research work <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2451">http://tools.skillsforhealth.org.uk/competence/show/html/id/2451</a>
	F6.3	Act on research and development findings	R&D14 Translate research and development findings into practice <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2459">http://tools.skillsforhealth.org.uk/competence/show/html/id/2459</a>
			R&D15 Evaluate and report on the application of research and development findings within practice <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2460">http://tools.skillsforhealth.org.uk/competence/show/html/id/2460</a>
<b>H. MANAGEMENT &amp; ADMINISTRATION</b>	H1.1.1	Manage operational plans for an area of responsibility	CFAM&LBA9 Develop operational plans <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3771">http://tools.skillsforhealth.org.uk/competence/show/html/id/3771</a>
	H1.1.5	Provide leadership	CFAM&LBA3 Lead your team <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3776">http://tools.skillsforhealth.org.uk/competence/show/html/id/3776</a>
			CFAM&LBB4 Ensure compliance with legal, regulatory, ethical and social requirements <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3779">http://tools.skillsforhealth.org.uk/competence/show/html/id/3779</a>
	H1.1.8	Market and promote the service	GEN49 Promote the development of health care services in the local area <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2299">http://tools.skillsforhealth.org.uk/competence/show/html/id/2299</a>
			SCDHSC0437 Promote your organisation and its services to stakeholders <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3580">http://tools.skillsforhealth.org.uk/competence/show/html/id/3580</a>
	H1.3.1	Contribute to the effectiveness of teams	CFAM&LDB2 Allocate work to team members <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3791">http://tools.skillsforhealth.org.uk/competence/show/html/id/3791</a>
	H1.3.3	Manage multi-agency collaborative working	GEN27 Develop, sustain and evaluate collaborative working with other organisations <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2206">http://tools.skillsforhealth.org.uk/competence/show/html/id/2206</a>
			SCDHSC0433 Develop joint working arrangements for health and social care services <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3499">http://tools.skillsforhealth.org.uk/competence/show/html/id/3499</a>
	H1.3.6	Participate in meetings	SFJAD3 Represent one's own agency at other agencies <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3551">http://tools.skillsforhealth.org.uk/competence/show/html/id/3551</a>
	H1.3.6	(Contd..) Participate in meetings	CFAM&LDD7 Represent your area of responsibility in meetings <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3747">http://tools.skillsforhealth.org.uk/competence/show/html/id/3747</a>
	H2.2	Organise and co-ordinate events	CFABAA412 Plan and organise meetings <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3722">http://tools.skillsforhealth.org.uk/competence/show/html/id/3722</a>
	H2.6	Receive and pass on messages and information	SCDHSC3115 Process information for use in decision-making <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3411">http://tools.skillsforhealth.org.uk/competence/show/html/id/3411</a>



	H3.1.3	Manage suppliers and contracts	CFAM&LFC2 Bid for contracts <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3814">http://tools.skillsforhealth.org.uk/competence/show/html/id/3814</a>
	H3.1.4	Develop specifications for services	CFABAF132 Prepare specifications for contracts <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3732">http://tools.skillsforhealth.org.uk/competence/show/html/id/3732</a>
	H3.3	Manage a budget	CFAM&LEA4 Manage budgets <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3794">http://tools.skillsforhealth.org.uk/competence/show/html/id/3794</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>Alcohol Co-ordinator</b>
<b>Formal endorsed learning</b>	A wide range of learning opportunities are available, which address various aspects of this role, ranging from competence-assessed modular learning courses available over a period of time, academic qualifications, distance learning, interactive group workshops. A blended approach would ensure that the employment background and skills sets of all alcohol co-ordinators are taken into account when embarking on learning opportunities that demonstrate competences based on the NOS in this template.
<b>Informal learning</b>	In house courses to supplement 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: <ul style="list-style-type: none"> <li>- predict early intervention, balanced with tackling the harm caused by alcohol misuse;</li> <li>- recognise health inequalities and social determinants of health both as a risk factor and as a consequence of alcohol harm.;</li> <li>- and support behaviour change, self-care and empowering patients to manage self-care.</li> </ul>
<b>Summary of learning and development including aims and objectives</b>	A tailored approach would be beneficial for all individuals, with emphasis on both formal and informal learning opportunities, to enhance existing skills and experience.
<b>Duration</b>	Variable
<b>National Occupational Standards used</b>	Majority of learning opportunities are mapped against DANOS. All formal and informal learning should be based on NOS and this role profile.
<b>Credits (including framework used)</b>	Variable. Wherever possible learning should be credit rated to enable transferability and the building of qualifications

<b>Accreditation</b>	Variable
<b>APEL and progression</b>	Skills passports could be used when possible to record accumulative skills and competences acquired.
<b>Programme structure</b>	Variable. Assessment could include appraisal, IPR, or development review.
<b>Continuous Professional Development</b>	Not specified.
<b>Resources required, e.g. placement learning, preceptors, accredited assessors etc</b>	This may include protected study time, access to accredited assessors in the work place, work-based learning opportunities, coaching, mentoring, work shadowing and others.
<b>Quality Assurance</b>	Formal learning will need to comply with the quality assurance systems and processes defined by the education provider/awarding body.
<b>Policies included in learning programme documentation</b>	Equal opportunities, equality and diversity and accessibility, appeals procedure
<b>Funding</b>	To be agreed locally
<b>Leading to registration or membership with:</b>	N/A

### References & Further Information:

Brown G., Esdaile S.A., Ryan S.E., (eds) (2004) *Becoming an Advanced Healthcare Practitioner* Butterworth Heinemann London

The Department of Health (2006) *The National Education and Competence Framework for Advanced Critical Care Practitioners A discussion document*

Royal College of Nursing (2008) *Advanced Nurse Practitioners, An RCN Guide to the Advanced Nurse Practitioner Role, Competences and Programme Accreditation*

College of Occupational Therapists (2006) *Post qualifying framework: a resource for occupational therapists (core)* London: COT