

# Transferable Role Template

Career Framework Level 4

Health Trainer Service Administrator

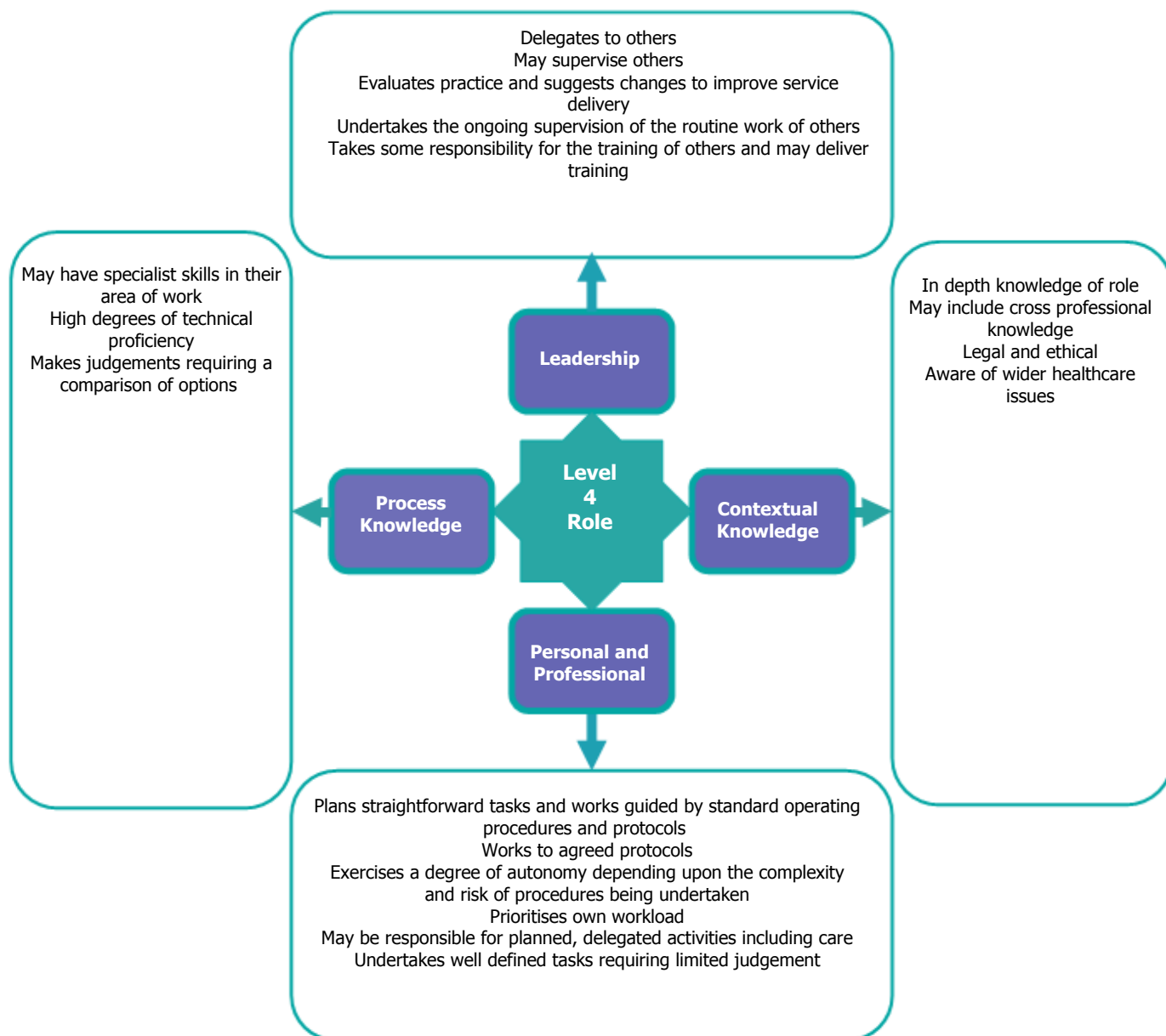
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Developers

SKILLS FOR HEALTH CAREER FRAMEWORK PROJECT

## 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	<b>Health Trainer Service Administrator</b>
Area of work	Public Health
Role Family	Health Promotion, Public Health
Experience required	N/A
Career Framework Level	4

## Summary of Role

Health trainers provide confidential support to people looking to improve their health by encouraging and supporting people to lead a healthier lifestyle

## Scope of the Role

Health trainers provide confidential support to people looking to improve their health by encouraging and supporting people to lead a healthier lifestyle, providing relevant health advice and helping people access the right local services.

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Identifying and engaging with individuals from agreed target groups (such as communities, prisoners, ethnic minorities)

Supporting and motivating individuals to identify their health needs and assess what barriers prevent them from making healthy choices

Supporting individuals in learning how to make better health choices and supporting them in initiating and sustaining appropriate behavioural changes using their 'personal health plan'.

Helping people to find and use the right (health) services

Recording and reporting activity and results

Attending promotional events and raising awareness of health issues

Notifying manager regarding clients who may require specialist support

Liaising with others (including management team) in the production of reports, newsletters, articles and outside media agencies.

Participating in meetings and decisions as required, developing, facilitating and integrating the delivery of the health trainer programme within local health and community services.

## Level 4 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>	1.5	Provide information, advice and guidance	CHS177 Advise on access to and use of services <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2320">http://tools.skillsforhealth.org.uk/competence/show/html/id/2320</a>
<b>2. PERSONAL &amp; PEOPLE DEVELOPMENT</b>	2.2.1	Support the development of the knowledge and practice of individuals	CFAM&LDC2 Support individuals' learning and development <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3793">http://tools.skillsforhealth.org.uk/competence/show/html/id/3793</a>
<b>3. HEALTH SAFETY &amp; SECURITY</b>	3.5.1	Ensure your own actions reduce risks to health and safety	GEN96 Maintain health, safety and security practices within a health setting <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2859">http://tools.skillsforhealth.org.uk/competence/show/html/id/2859</a>
	3.5.2	Protect individuals from abuse	SCDHSC0325 Contribute to the support of children and young people who have experienced harm or abuse <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3438">http://tools.skillsforhealth.org.uk/competence/show/html/id/3438</a>
<b>B. HEALTH INTERVENTION</b>	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>
	B3.4.2	Refer individuals to services for treatment and care	CHS99 Refer individuals to specialist sources of assistance in meeting their health care needs <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2262">http://tools.skillsforhealth.org.uk/competence/show/html/id/2262</a>
<b>C. HEALTH PROMOTION &amp; PROTECTION</b>	C1.2.2	Implement strategies to promote individuals' health and wellbeing	PHP28 Work in partnership with others to plan, implement and review programmes and projects to improve health and wellbeing <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2428">http://tools.skillsforhealth.org.uk/competence/show/html/id/2428</a>
	C2.2	Provide information to individuals, groups and communities about promoting health	HT2 Communicate with individuals about promoting their health and wellbeing <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2499">http://tools.skillsforhealth.org.uk/competence/show/html/id/2499</a>
			LSILARIMS07 Help users to access information <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3337">http://tools.skillsforhealth.org.uk/competence/show/html/id/3337</a>

	C2.3	Facilitate the development of community groups / networks	HT1 Make relationships with communities <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2498">http://tools.skillsforhealth.org.uk/competence/show/html/id/2498</a>
			SCDHSC3104 Support the development of networks to achieve planned outcomes <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3424">http://tools.skillsforhealth.org.uk/competence/show/html/id/3424</a>
	C2.4	Enable people to address issues relating to their health and wellbeing	PHP41 Enable people to address issues related to health and wellbeing <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2449">http://tools.skillsforhealth.org.uk/competence/show/html/id/2449</a>
			HT3 Enable individuals to change their behaviour to improve their own health and wellbeing <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2500">http://tools.skillsforhealth.org.uk/competence/show/html/id/2500</a>
<b>D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY</b>	D2.3	Analyse data/information	HI8.2010 Analyse data and information and present outputs in a health context <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2981">http://tools.skillsforhealth.org.uk/competence/show/html/id/2981</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**

THIS JOB WAS IMPORTED FROM THE CAREER FRAMEWORK AND AS SUCH DOES NOT HAVE SPECIFIC LEARNING AND DEVELOPMENT INFORMATION

<b>Transferable role</b>	<b>Health Trainer Service Administrator</b>
<b>Formal endorsed learning</b>	Not specified
<b>Informal learning</b>	Not specified
<b>Summary of learning and development including aims and objectives</b>	N/A
<b>Duration</b>	N/A
<b>National Occupational Standards used</b>	N/A
<b>Credits (including framework used)</b>	N/A
<b>Accreditation</b>	N/A
<b>APEL and progression</b>	N/A
<b>Programme structure</b>	N/A
<b>Continuous Professional Development</b>	Not specified
<b>Resources required, e.g. placement learning, preceptors, accredited assessors etc</b>	N/A
<b>Quality Assurance</b>	N/A
<b>Policies included in learning programme documentation</b>	N/A
<b>Funding</b>	N/A

Leading to registration or membership with:	N/A
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**References & Further Information:**

N/A