

Transferable Role Template

Career Framework Level 4

Assistant Practitioner (Macmillan)

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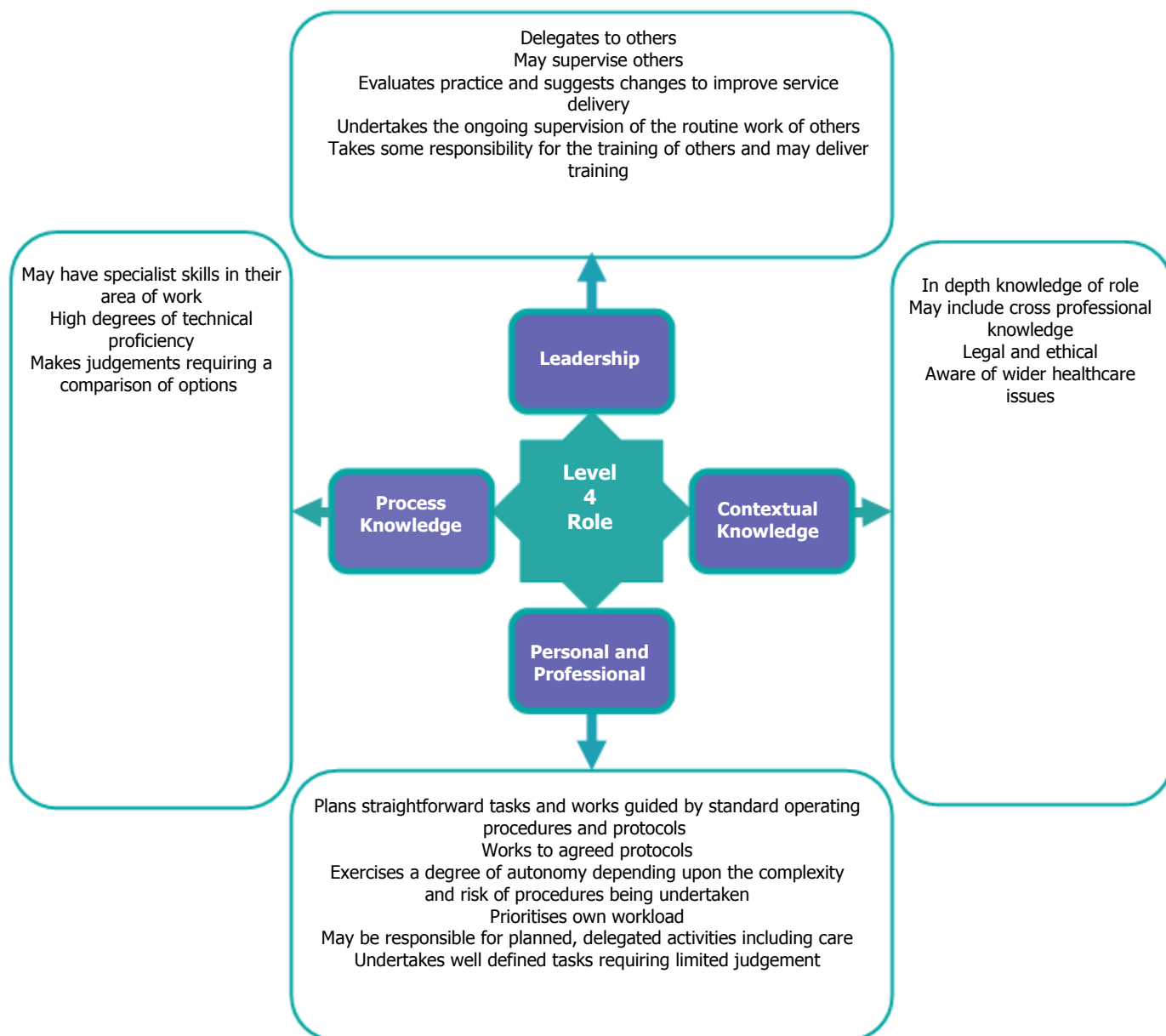
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Level Descriptors

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	Assistant Practitioner (Macmillan)
Area of work	Charity Or Voluntary Organisation, Chemotherapy, Oncology And Palliative Care, Community NHS Or Local Authority Or Independent
Role Family	AHPs, Nursing
Experience required	Significant prior experience within cancer services and/or palliative care is essential
Career Framework Level	4

Summary of Role

This role was developed in 2014. The work was initiated by Macmillan and a working group representing a range of organisations as outlined below was established to identify the essence of a level 4 role palliative care.

Scope of the Role

As an active member of the multi-disciplinary team, the assistant practitioner will help to provide a seamless service to patients with direct and indirect supervision from a registered practitioner. This role will deliver clinical and therapeutic care to patients with cancer and life limiting disease who require palliative care services. The assistant practitioner will work with compassion within set protocols and will be skilled in taking appropriate action to achieve the best outcomes for patients and their families/carers.

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	1.2	Communicate effectively	GEN99 Promote effective communication and relationships with people who are troubled or distressed http://tools.skillsforhealth.org.uk/competence/show/html/id/3861
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	GEN33 Enable other individuals to reflect on their own values, priorities, interests and effectiveness http://tools.skillsforhealth.org.uk/competence/show/html/id/1795
			GEN35 Provide supervision to other individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2295
3. HEALTH SAFETY & SECURITY	3.5.1	Ensure your own actions reduce risks to health and safety	GEN96 Maintain health, safety and security practices within a health setting http://tools.skillsforhealth.org.uk/competence/show/html/id/2859
			IPC1.2012 Minimise the risk of spreading infection by cleaning, disinfecting and maintaining environments http://tools.skillsforhealth.org.uk/competence/show/html/id/3308
			IPC3.2012 Clean, disinfect and remove spillages of blood and other body fluids to minimise the risk of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3362
			IPC4.2012 Minimise the risk of spreading infection by cleaning, disinfection and storing care equipment http://tools.skillsforhealth.org.uk/competence/show/html/id/3363
			IPC6.2012 Use personal protective equipment to prevent the spread of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3365
	3.5.1	(Contd..) Ensure your own actions reduce risks to health and safety	IPC8.2012 Minimise the risk of spreading infection when transporting and storing health and care related waste http://tools.skillsforhealth.org.uk/competence/show/html/id/3369

A. ASSESSMENT	A2.3	Assess an individual with a suspected health condition	CHS168 Obtain a patient/client history http://tools.skillsforhealth.org.uk/competence/show/html/id/2819
	A2.4	Assess an individual's needs arising from their health status	MH14.2013 Identify potential mental health needs and related issues http://tools.skillsforhealth.org.uk/competence/show/html/id/3825
	A2.7	Undertake a risk assessment in relation to a defined health need	CHS46 Assess risks associated with health conditions http://tools.skillsforhealth.org.uk/competence/show/html/id/2214
			CHS4.2012 Undertake tissue viability risk assessment for individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3394
B. HEALTH INTERVENTION	B3.1.2	Enable individuals to make health choices and decisions	PE1 Enable individuals to make informed health choices and decisions http://tools.skillsforhealth.org.uk/competence/show/html/id/2101
	B3.3.1	Prepare and dress for specified health care roles	GEN2 Prepare and dress for work in healthcare settings http://tools.skillsforhealth.org.uk/competence/show/html/id/383
	B3.3.2	Prepare individuals for health care actions	GEN4 Prepare individuals for healthcare activities http://tools.skillsforhealth.org.uk/competence/show/html/id/386
	B3.3.3	Move and position individuals	CHS6.2012 Move and position individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3396
	B3.3.4	Prepare environments and resources for use in health care activities	GEN6.2012 Manage environments and resources for use during healthcare activities http://tools.skillsforhealth.org.uk/competence/show/html/id/3381
	B3.3.5	Monitor and manage the environment and resources during and after health care actions	GEN7 Monitor and manage the environment and resources during and after clinical/therapeutic activities http://tools.skillsforhealth.org.uk/competence/show/html/id/388
	B3.5.2	Carry out actions from a discharge plan	GEN17 Contribute to the discharge of an individual into the care of another service http://tools.skillsforhealth.org.uk/competence/show/html/id/380
	B5.1	Obtain specimens from individuals	CHS131 Obtain and test capillary blood samples http://tools.skillsforhealth.org.uk/competence/show/html/id/2710
			CHS132.2012 Obtain venous blood samples http://tools.skillsforhealth.org.uk/competence/show/html/id/3383

			CHS7.2012 Obtain and test specimens from individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3397
	B8.1	Undertake physiological measurements	CHS19.2012 Undertake routine clinical measurements http://tools.skillsforhealth.org.uk/competence/show/html/id/3399
	B10.4	Manage emergency situations	CHS163 Manage Emergency Situations http://tools.skillsforhealth.org.uk/competence/show/html/id/2792
	B11.2	Maintain fluid levels and balance in individuals	CHS165 Manage fluid levels and balance http://tools.skillsforhealth.org.uk/competence/show/html/id/2794
			CHS17.2012 Carry out extended feeding techniques to ensure individuals nutritional and fluid intake http://tools.skillsforhealth.org.uk/competence/show/html/id/3398
	B11.9	Measure and record body fluid output, blood loss and wound drainage	CHS13 Undertake wound drainage care http://tools.skillsforhealth.org.uk/competence/show/html/id/342
	B14.2	Implement care plans/programmes	CHS135 Implement programmes and treatments with individuals who have restricted movement / mobility http://tools.skillsforhealth.org.uk/competence/show/html/id/445
			SCDHSC0025 Contribute to implementation of care or support plan activities http://tools.skillsforhealth.org.uk/competence/show/html/id/3535
	B14.3	Deliver therapeutic activities	SCDHSC0393 Promote participation in agreed therapeutic group activities http://tools.skillsforhealth.org.uk/competence/show/html/id/3475
	B14.4	Undertake personal care for individuals	CHS10 Undertake stoma care http://tools.skillsforhealth.org.uk/competence/show/html/id/339
	B14.4	(Contd..) Undertake personal care for individuals	CHS11 Undertake personal hygiene for individuals unable to care for themselves http://tools.skillsforhealth.org.uk/competence/show/html/id/340
			CC09 Enable individuals to effectively evacuate their bowels http://tools.skillsforhealth.org.uk/competence/show/html/id/760
			CHS5.2012 Undertake agreed pressure area care http://tools.skillsforhealth.org.uk/competence/show/html/id/3395
			SCDHSC0216 Help address the physical comfort needs of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3525

			SCDHSC0218 Support individuals with their personal care needs http://tools.skillsforhealth.org.uk/competence/show/html/id/3526
	B15.8	Support individuals to self-medicate	CHS2 Assist in the administration of medication http://tools.skillsforhealth.org.uk/competence/show/html/id/349
	B16.1	Support individuals during and after clinical/therapeutic activities	GEN5 Support individuals undergoing healthcare activities http://tools.skillsforhealth.org.uk/competence/show/html/id/312
	B16.2	Support individuals who are distressed	SCDHSC0226 Support Individuals who are distressed http://tools.skillsforhealth.org.uk/competence/show/html/id/3531
	B16.3	Assist individuals in undertaking activities	SCDHSC0215 Help individuals to maintain mobility http://tools.skillsforhealth.org.uk/competence/show/html/id/3524
	B16.4	Support individuals to retain, regain and develop the skills to manage their lives and environment	CHS68 Support individuals with long term conditions to manage their nutrition http://tools.skillsforhealth.org.uk/competence/show/html/id/701
			CHS239 Enable individuals to use assistive devices and assistive technology http://tools.skillsforhealth.org.uk/competence/show/html/id/3912
	B16.5	Support individuals and carers to cope with the emotional and psychological aspects of healthcare activities	SCDHSC0350 Support the spiritual well-being of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3454
	B17	Work in collaboration with carers in the caring role	GEN20 Enable carers to support individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/384
	B18.1	Support individuals through the process of dying	SCDHSC0385 Support individuals at the end of life http://tools.skillsforhealth.org.uk/competence/show/html/id/3471
	B18.2	Conduct last offices for the deceased	SCDHSC0239 Contribute to the care of a deceased person http://tools.skillsforhealth.org.uk/competence/show/html/id/3508
	B18.3	Support individuals through bereavement	SCDHSC0384 Support individuals through bereavement http://tools.skillsforhealth.org.uk/competence/show/html/id/3470

E. FACILITIES & ESTATES	E1.3.7	Provide a linen service	GEN81 Collect linen and make beds http://tools.skillsforhealth.org.uk/competence/show/html/id/2725
	E3.2.4	Serve food and drinks	SCDHSC0214 Support individuals to eat and drink http://tools.skillsforhealth.org.uk/competence/show/html/id/3523
G. MEDICAL DEVICES PRODUCTS & EQUIPMENT	G2.4	Store equipment, devices and products	GEN95 Monitor stock levels of clinical equipment or resources within accepted safe limits http://tools.skillsforhealth.org.uk/competence/show/html/id/2858
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

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 role templates 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	Assistant Practitioner (Macmillan)
Formal endorsed learning	Foundation degree or equivalent. HND/HNC in Care Practice Administration (Scotland) with evidence of SQF level 7 learning
Informal learning	A range of informal learning opportunities will be appropriate including reflective practice, job shadowing, attendance only courses. Mentorship programme from clinical colleagues and ongoing evaluation. Knowledge of specific patient conditions acquired through training and experience.
Summary of learning and development including aims and objectives	The learner will demonstrate competence through a range of assessment strategies including work based assessment and written assignments or simulations. As a minimum the learner should demonstrate competence in the following areas of practice: communication, having worked in area of cancer care or palliative care working with families and an understanding of holistic care. Mentorship support programme may include learning sets facilitated by a mentoring tutor. The Learning Sets will provide colleague support and clinical supervision and allow the development of self-directed learning for the mentors during the 2 year Foundation Degree programme or equivalent. To have an general understanding of cancer, end of life care and palliative treatments and the supportive therapies in more detail
Duration	18 months to 2 years

National Occupational Standards used	Learning opportunities which should be based on the above list of national occupational standards
Credits (including framework used)	120 at certificate or intermediate level
Accreditation	Formal learning is accredited by the awarding body
APEL and progression	<p>This programme of learning will encourage and support equality and diversity by attracting mature learners who have not undertaken formal qualifications in the past and could forge a pathway to engaging them in their nursing degree and to support wider workforce development.</p> <p>The programme will also increase the participants scholarship skills in academic thinking and reading and would allow them to progress to undertake further study.</p>
Programme structure	Blended learning including a significant work based learning and assessment component
Continuous Professional Development	Not specified
Resources required, e.g. placement learning, preceptors, accredited assessors etc	<ul style="list-style-type: none"> - Formal, protected study time will be required - Work based mentor/supervision - Work based assessment
Quality Assurance	Through HEI or FE college
Policies included in learning programme documentation	<ul style="list-style-type: none"> - Equal opportunities - Equality & diversity - Accessibility
Funding	To be agreed locally
Leading to registration or membership with:	N/A

References & Further Information:

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