

Transferable Role Template

Career Framework Level 3

Support worker, Single Point of Access

Published : 20-03-2014

Developers

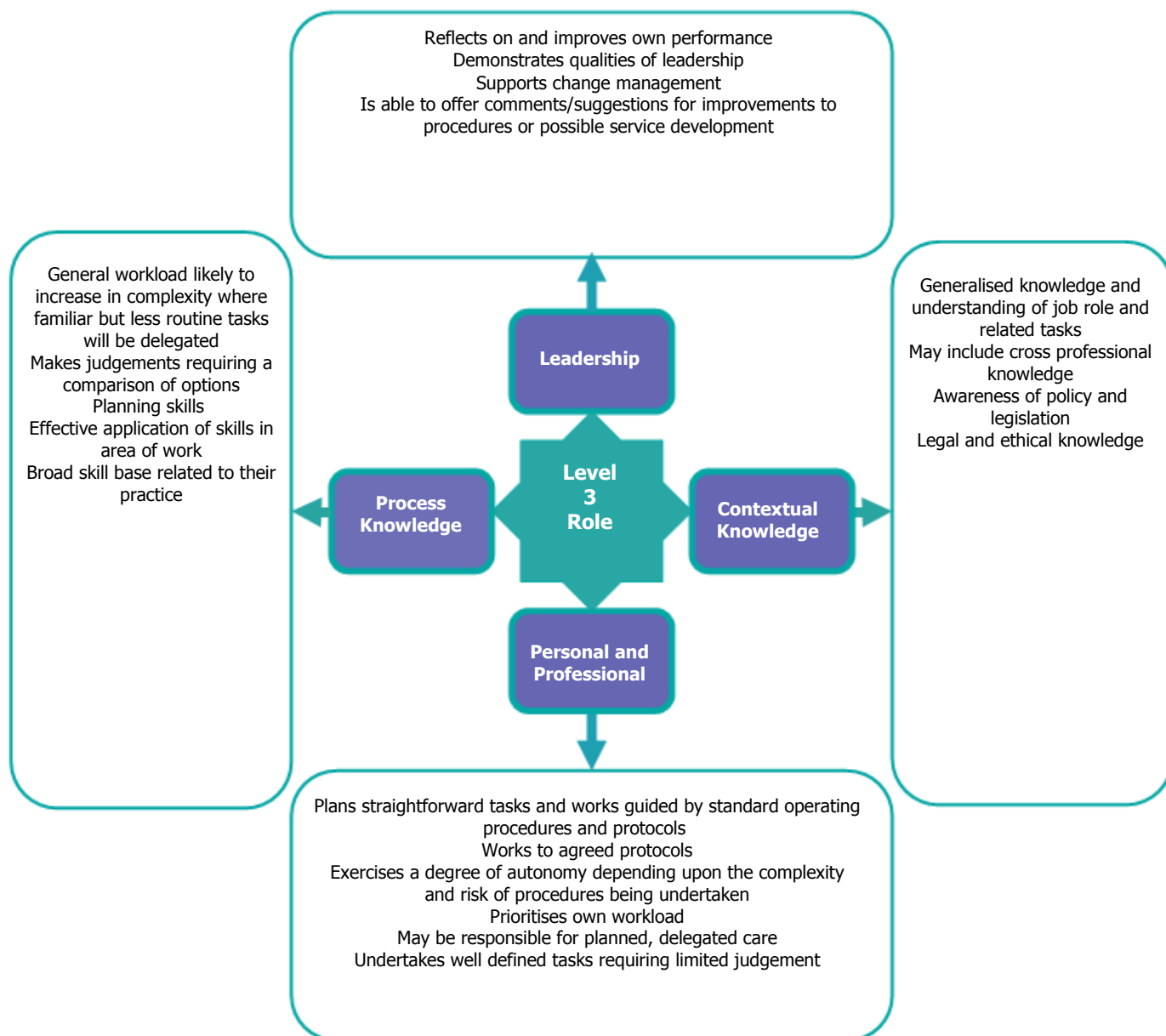
Skills for Health and

Mandy Hughes Workforce Modernisation Manager Betsi Cadwaladr University Health Board

Liz Grieve - Partnership Project and Development Manager Denbighshire Local Authority

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	Support Worker, Single Point Of Access
Area of work	Hospital NHS Or Independent
Role Family	Admin & Clerical
Experience required	Considerable experience in a health and/or social care environment
Career Framework Level	3

Summary of Role

The single point of access worker will be a first point of contact for the public, staff and service users to support self-care and independence and to enable appropriate access to health and social care services.

Scope of the Role

The single point of access worker will be a first point of contact for the public, staff and service users to support self-care and independence and to enable appropriate access to health and social care services. They will gather and manage information in order to provide guidance and direction and will promote enabling strategies that support health and wellbeing.

Core Elements of the Role

To screen referrals applying appropriate criteria to ensure that service users are offered relevant services and support

To provide signposting to service users as appropriate and within defined frameworks of practice

Early identification of the need for further assessment by a health or social care professional, relating to changes in needs, unmet needs or issues affecting health, social care and wellbeing

To work collaboratively between health, social care and the third sector to support timely and effective responses to peoples needs

To promote excellent communication and support for the wider team, the public and service users and stakeholders who may access the service

To be proficient with I.T systems and able to manage and disseminate relevant information to service users.

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
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	GEN21.2012 Interact with individuals using telecommunications http://tools.skillsforhealth.org.uk/competence/show/html/id/3380
	1.4	Develop relationships with individuals	SCDHSC0233 Develop effective relationships with individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3505
	1.5	Provide information, advice and guidance	GEN14 Provide advice and information to individuals on how to manage their own condition http://tools.skillsforhealth.org.uk/competence/show/html/id/377
			SCDHSC0419 Provide advice and information to those who enquire about health and social care services http://tools.skillsforhealth.org.uk/competence/show/html/id/3488
			SCDHSC0026 Support individuals to access information on services and facilities http://tools.skillsforhealth.org.uk/competence/show/html/id/3536
			SFJCCDB2.1 Determine customer needs and requirements over the telephone http://tools.skillsforhealth.org.uk/competence/show/html/id/3822
	3. HEALTH SAFETY & SECURITY	3.5.2	Protect individuals from abuse
			SCDHSC0395 Contribute to addressing situations where there is risk of danger, harm or abuse http://tools.skillsforhealth.org.uk/competence/show/html/id/3477
5. QUALITY	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	SS01 Foster people's equality, diversity and rights http://tools.skillsforhealth.org.uk/competence/show/html/id/2128

A. ASSESSMENT	A2.8	Prioritise treatment and care for individuals according to their health status and needs	TEL1 Prioritise individuals for treatment and care http://tools.skillsforhealth.org.uk/competence/show/html/id/203
B. HEALTH INTERVENTION	B3.2.5	Arrange services and support with other healthcare and service providers	CHS98 Arrange services and support with other health care providers http://tools.skillsforhealth.org.uk/competence/show/html/id/2261
	B3.4.1	Receive and direct requests for health care assistance using protocols and guidelines	CHS59 Respond to referrals of individuals with health conditions http://tools.skillsforhealth.org.uk/competence/show/html/id/2235
	B3.4.2	Refer individuals to services for treatment and care	GEN123 Work with others to facilitate the transfer of individuals between agencies and services http://tools.skillsforhealth.org.uk/competence/show/html/id/3889
	B14.2	Implement care plans/programmes	GEN79 Coordinate the progress of individuals through care pathways http://tools.skillsforhealth.org.uk/competence/show/html/id/2723
C. HEALTH PROMOTION & PROTECTION	C2.2	Provide information to individuals, groups and communities about promoting health	PE2 Manage information and materials for access by patients and carers http://tools.skillsforhealth.org.uk/competence/show/html/id/2102
			LSILARIMS07 Help users to access information http://tools.skillsforhealth.org.uk/competence/show/html/id/3337
	C2.2	(Contd..) Provide information to individuals, groups and communities about promoting health	SCDHSC3103 Contribute to raising awareness of health issues http://tools.skillsforhealth.org.uk/competence/show/html/id/3423
	C2.6	Act on behalf of an individual, family or community (advocacy)	SCDHSC0410 Advocate with and on behalf of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3484

D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY	D2.4	Maintain information / record systems	SS32 Record, store and supply information using a paper-based filing system http://tools.skillsforhealth.org.uk/competence/show/html/id/541
			DMS Data management software http://tools.skillsforhealth.org.uk/competence/show/html/id/2891
			HI21.2010 Create, store and retrieve paper based health records http://tools.skillsforhealth.org.uk/competence/show/html/id/2994
			CFABAD332 Store and retrieve information http://tools.skillsforhealth.org.uk/competence/show/html/id/3703
			CFABAD131 Monitor information systems http://tools.skillsforhealth.org.uk/competence/show/html/id/3721
H. MANAGEMENT & ADMINISTRATION	H1.3.1	Contribute to the effectiveness of teams	GEN44 Liaise between primary, secondary and community teams http://tools.skillsforhealth.org.uk/competence/show/html/id/2222
	H1.3.2	Develop relationships with individuals	CFAM&LDD2 Develop and sustain productive working relationships with stakeholders http://tools.skillsforhealth.org.uk/competence/show/html/id/3788
	H1.3.3	Manage multi-agency collaborative working	SFJCCAA1 Work in co-operation with other organisations http://tools.skillsforhealth.org.uk/competence/show/html/id/3250
	H1.5.4	Monitor and address customer service problems	OPTR3 Deal with customer concerns, complaints and dissatisfactions http://tools.skillsforhealth.org.uk/competence/show/html/id/2657
	H1.5.7	Manage information and knowledge	HI2.2010 Assure the quality of data and information in a health context http://tools.skillsforhealth.org.uk/competence/show/html/id/2975
	H2.4	Handle mail	SS15 Distribute and dispatch mail http://tools.skillsforhealth.org.uk/competence/show/html/id/2167
	H2.6	Receive and pass on messages and information	SS07 Receive, transmit, store and retrieve information http://tools.skillsforhealth.org.uk/competence/show/html/id/2134

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	Support worker, Single Point of Access
Formal endorsed learning	QCF Customer Care Level 3 or QCF Health and Social Care - Level 3 Statutory and mandatory training e.g. POVA Child protection Inanimate Load Handling
Informal learning	Work based demonstration of competence against agreed criteria Locally provided and driven programmes of learning related to individually identified learning needs Customer Service - dealing with difficult situations Communication Skills Welsh Language Skills Use of Client Information System / Systems
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	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
Credits (including framework used)	Wherever possible learning should be credit rated to enable transferability and progression
Accreditation	Wherever possible learning should be accredited by education providers, professional bodies or similar

APEL and progression	Wherever possible learning should be transferable through APEL and should enable progression to other formal learning
Programme structure	Blended learning approach
Continuous Professional Development	Not specified
Resources required, e.g. placement learning, preceptors, accredited assessors etc	Work based mentors/assessors Access to computers for e learning Where possible study/learning time to achieve work based outcomes
Quality Assurance	Through FE/HEI quality systems for formal learning opportunities
Policies included in learning programme documentation	For example: <ul style="list-style-type: none"> - Equal opportunities, - Accessibility - Teaching and learning - Assessment, internal verification and moderation - Appeals procedure - APEL processes - Staff development - Academic standards - Equality and diversity - E-safeguarding and Safeguarding - Health and safety - Grievance and disciplinary procedures
Funding	Locally agreed
Leading to registration or membership with:	N/A

References & Further Information:

European Commission. (2008). The European qualifications framework for lifelong learning (EQF). Luxembourg: Office for Official Publications of the European Communities

NHS Education for Scotland (NES). (2009, revised 2010). A Guide to Healthcare Support Worker Education and Role Development http://www.nes.scot.nhs.uk/media/350213/hcsw_report_final.pdf

Skills for Health (2010). Summary of Attributes and Definitions for Career Framework Levels. <http://www.skillsforhealth.org.uk/workforce-transformation/customised-career-frameworks-services/>