

Transferable Role Template

Career Framework Level 4

ERCH Level 4 Support Worker

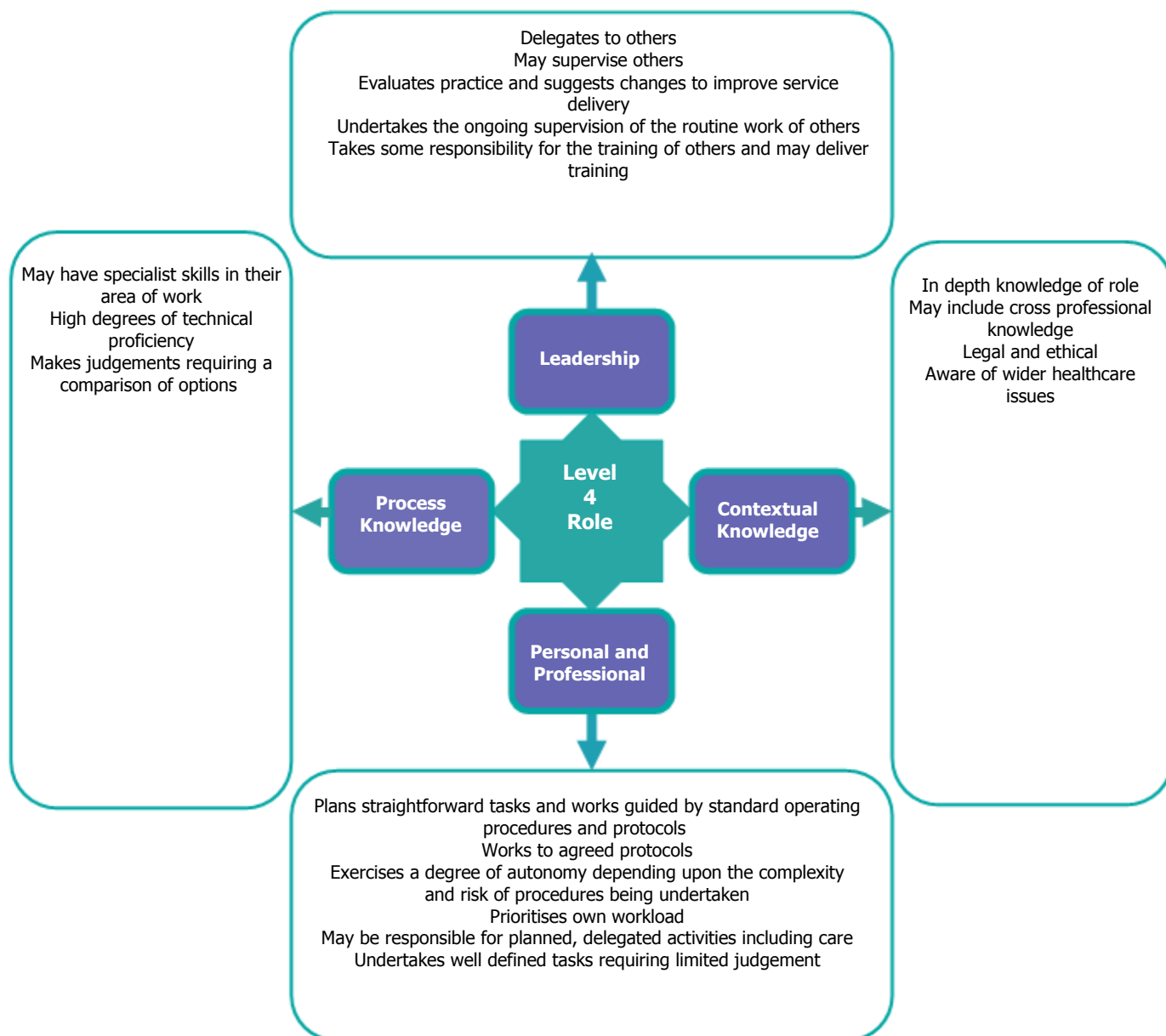
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Developers

Humber NHS Foundation 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	ERCH Level 4 Support Worker
Area of work	Community NHS Or Local Authority Or Independent
Role Family	AHPs, Nursing
Experience required	Some experience of working in a care background with specific experience in a nursing or therapy context
Career Framework Level	4

Summary of Role

This role incorporates nursing and some therapy tasks. The role holder will follow planned care programmes and be supervised by a registered professional. They will be based on the inpatient ward.

Scope of the Role

The role will support the delivery of inpatient services to patients admitted to East Riding Community Hospital. They will liaise with community services and have some day to day supervisory responsibilities for other support workers as agreed with their line manager.

They will work to established protocols and procedures.

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	CHS126 Conduct handover between healthcare personnel http://tools.skillsforhealth.org.uk/competence/show/html/id/166
			LANACP6v2 Maintain communications and records within the organisation http://tools.skillsforhealth.org.uk/competence/show/html/id/2878
	1.3	Support individuals to communicate	GEN85 Support individuals with communication and interaction difficulties http://tools.skillsforhealth.org.uk/competence/show/html/id/2758
			SCDHSC0369 Support individuals with specific communication needs http://tools.skillsforhealth.org.uk/competence/show/html/id/3462
			SCDHSC0370 Support the use of technological aids to promote independence http://tools.skillsforhealth.org.uk/competence/show/html/id/3464
	1.5	Provide information, advice and guidance	CHS148 Provide information and advice to individuals on eating to maintain optimum nutritional status http://tools.skillsforhealth.org.uk/competence/show/html/id/2741
3. HEALTH SAFETY & SECURITY	3.6	Promote safe and effective working	SCDHSC0032 Promote health, safety and security in the work setting http://tools.skillsforhealth.org.uk/competence/show/html/id/3414
A. ASSESSMENT	A1.2	Manage health screening programmes	CHS227 Conduct health screening programmes http://tools.skillsforhealth.org.uk/competence/show/html/id/2852
	A2.3	Assess an individual with a suspected health condition	CHS118 Form a professional judgement of an individual's health condition http://tools.skillsforhealth.org.uk/competence/show/html/id/434
	A2.7	Undertake a risk assessment in relation to a defined health need	CHS4.2012 Undertake tissue viability risk assessment for individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3394

B. HEALTH INTERVENTION	B3.2.4	Develop care pathways for patient management	CHS124 Manage and support the progress of individuals through patient pathways http://tools.skillsforhealth.org.uk/competence/show/html/id/2599
	B3.2.5	Arrange services and support with other healthcare and service providers	GEN38 Arrange access to services identified in the individual's rehabilitation plan http://tools.skillsforhealth.org.uk/competence/show/html/id/2211
	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
	B3.5.2	Carry out actions from a discharge plan	GEN16 Inform an individual of discharge arrangements http://tools.skillsforhealth.org.uk/competence/show/html/id/379
			GEN28 Discharge and transfer individuals from a service or your care http://tools.skillsforhealth.org.uk/competence/show/html/id/2207
	B4.3	Evaluate treatment plans with individuals and those involved in their care	CC07 Review catheter care http://tools.skillsforhealth.org.uk/competence/show/html/id/754
	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
	B5.3	Package biomedical/clinical parcels for transportation	GEN24 Despatch biomedical samples http://tools.skillsforhealth.org.uk/competence/show/html/id/2204
	B6	Investigate specimens and samples using diagnostic procedures	CHS193 Perform standard tests using manual methodologies or commercial kits http://tools.skillsforhealth.org.uk/competence/show/html/id/2337
	B8.1	Undertake physiological measurements	CHS19.2012 Undertake routine clinical measurements http://tools.skillsforhealth.org.uk/competence/show/html/id/3399
	B8.2	Investigate system/organ function	CHS130 Perform routine Electrocardiograph (ECG) Procedures http://tools.skillsforhealth.org.uk/competence/show/html/id/2729
	B14.2	Implement care plans/programmes	CHS138 Assist in the implementation of mobility and movement programmes for individuals to restore optimum movement and functional independence http://tools.skillsforhealth.org.uk/competence/show/html/id/2732

	B14.3	Deliver therapeutic activities	CHS12 Undertake treatments and dressings related to the care of lesions and wounds http://tools.skillsforhealth.org.uk/competence/show/html/id/341
	B14.4	Undertake personal care for individuals	CHS5.2012 Undertake agreed pressure area care http://tools.skillsforhealth.org.uk/competence/show/html/id/3395
	B14.4	(Contd..) Undertake personal care for individuals	SCDHSC0218 Support individuals with their personal care needs http://tools.skillsforhealth.org.uk/competence/show/html/id/3526
			SCDHSC0219 Support individuals to manage continence http://tools.skillsforhealth.org.uk/competence/show/html/id/3527
	B16.3	Assist individuals in undertaking activities	GEN47 Agree actions to assist individuals in undertaking desired occupational and non-occupational activities http://tools.skillsforhealth.org.uk/competence/show/html/id/2225
	B16.4	Support individuals to retain, regain and develop the skills to manage their lives and environment	Diab TX03 Help an individual using insulin therapy to manage their diabetes understand the effects of food, drink, physical activity and medication on their health and well-being http://tools.skillsforhealth.org.uk/competence/show/html/id/2098
C. HEALTH PROMOTION & PROTECTION	C2.4	Enable people to address issues relating to their health and wellbeing	SCDHSC3112 Support individuals to manage their own health and social well-being http://tools.skillsforhealth.org.uk/competence/show/html/id/3419
	C2.6	Act on behalf of an individual, family or community (advocacy)	SCDHSC0367 Support individuals to access independent representation and advocacy http://tools.skillsforhealth.org.uk/competence/show/html/id/3460
			SCDHSC0410 Advocate with and on behalf of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3484
G. MEDICAL DEVICES PRODUCTS & EQUIPMENT	G3.6	Set up equipment, medical devices and products	CHS223.2014 Fit healthcare equipment, medical devices, or products to meet individuals' clinical needs http://tools.skillsforhealth.org.uk/competence/show/html/id/3910
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 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	ERCH Level 4 Support Worker
Formal endorsed learning	All learning for this role will be covered by the established apprenticeship scheme within the Trust or through other accredited learning (NVQ-Dip) and the Care Certificate
Informal learning	Fundamental skill requirements (*Care Certificate) for the role will be introduced at commencement of employment through attendance at the corporate induction programme, at workplace induction and through attending identified other training according to the need of the individual and that of the service/role requirements. Clinical role specific training will take place both within the organisation at the training and development facility, in the workplace and or at approved external providers. Informal learning may take place through observation, shadowing, e-learning, reflection on and in practice, attendance at face to face learning classroom and simulation.
Summary of learning and development including aims and objectives	The learner will demonstrate competence through a range of assessment strategies including work based assessment, written assignments and simulation. The learner will be provided with a mix of learning opportunities to enable them to fulfil the requirements of the organisation and of the any awarding body & external providers of learning.
Duration	To be individually determined, dependent upon personal circumstances e.g. part time employee. For the purpose of clarity the following should be used as a guide; <ul style="list-style-type: none"> - Care Certificate 12 weeks - Apprentiship/NVQ 12/18 months - Competences (NOS) within role template 12 months
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. All modules accessed through the apprenticeship programme will carry QCF credit.
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	Modular and flexible with some taught components and some work based learning
Continuous Professional Development	<p>It is recognised that continuing professional development is an essential component to maintaining competent, safe practice at all levels of the career framework.</p> <p>Learning should be active, with the impact on service delivery clearly defined and agreed between the learner and their line manager. A range of methods for capturing the impact of learning may be used e.g. learning contracts, reflective accounts, productivity measures, appraisals systems and processes.</p> <p>Wherever possible learning should be accredited and/or credit rated and should focus on the needs of the individual in the role.</p>
Resources required, e.g. placement learning, preceptors, accredited assessors etc	Protected study time Work based assessors Supervision
Quality Assurance	Internal quality assurance processes

Policies included in learning programme documentation	For example: 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	To be agreed locally
Leading to registration or membership with:	N/A

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