

Transferable Role Template

Career Framework Level 3

Home from Home Support Worker

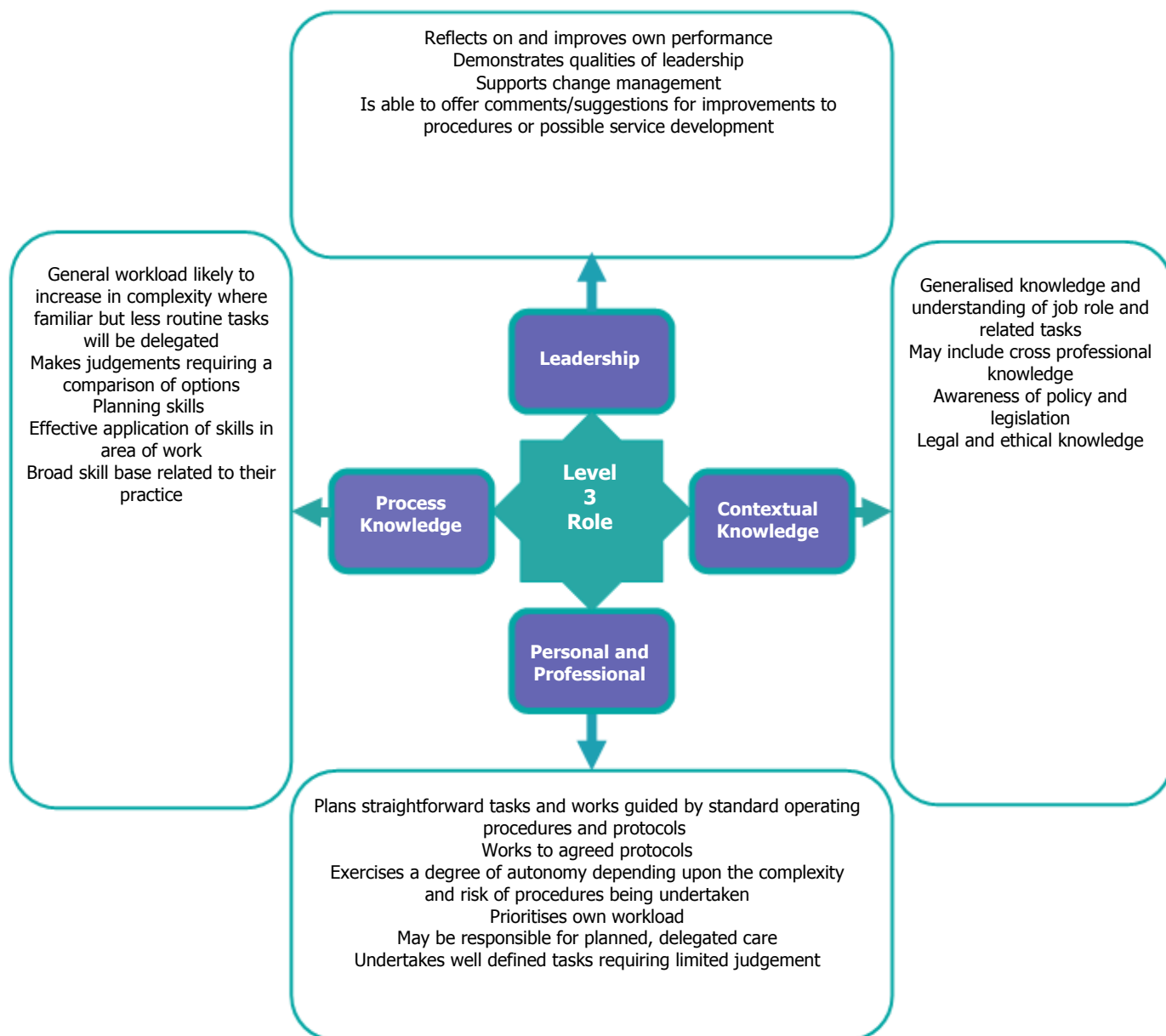
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Developers

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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:

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| Named Role | Home From Home Support Worker |
| Area of work | Community NHS Or Local Authority Or Independent, Hospital NHS Or Independent |
| Role Family | AHPs, Nursing |
| Experience required | Some experience of working within an acute hospital setting or within the community. |
| Career Framework Level | 3 |

Summary of Role

This role will support the delivery of service to inpatients and community based patients. Supervised by either a registered practitioner or on occasion by a level 4 support worker they will work with patients and their carers to achieve agreed goals and to maintain independence.

Scope of the Role

The home from home scheme is based on a fully adapted homely area on the Diana Princess of Wales hospital site. Staff who have developed a range of skills will care for and treat the patients with physical illness whilst managing their confusion and putting their independence to the top of the priority list. The goal of the service is to enable patients to get to safely return to their chosen discharge destination, usually this is to be back home as soon as possible. The team will treat and manage people during their acute phase of illness both in the unit and in their home, whichever is most appropriate.

This truly different scheme will be staffed by a mix of registered nurses, mental health nurses, allied health professionals and medically supervised by psychiatrists and physicians. Relatives/carers will be encouraged to be admitted with the person to aid with familiarity and preserve independence.

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 |

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| 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 |
| | 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 |
| | | | GEN46 Provide information and advice to support individuals in undertaking desired occupational and non-occupational activities http://tools.skillsforhealth.org.uk/competence/show/html/id/2224 |
| | | | SCDHSC0026 Support individuals to access information on services and facilities http://tools.skillsforhealth.org.uk/competence/show/html/id/3536 |
| 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 |
| | 2.1.3 | Make use of supervision | GEN36 Make use of supervision http://tools.skillsforhealth.org.uk/competence/show/html/id/2296 |
| | 2.2.1 | Support the development of the knowledge and practice of individuals | MH90.2013 Support others to promote understanding and help to improve people's mental health http://tools.skillsforhealth.org.uk/competence/show/html/id/3839 |
| 3. HEALTH SAFETY & SECURITY | 3.5.1 | Ensure your own actions reduce risks to health and safety | IPC7.2012 Safely dispose of healthcare waste, including sharps, to prevent the spread of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3366 |
| 6. EQUALITY & DIVERSITY | 6.2 | Promote equality of opportunity and diversity | GEN109 Promote peoples' rights and encourage them to recognise their responsibilities http://tools.skillsforhealth.org.uk/competence/show/html/id/3875 |
| A. ASSESSMENT | A2.4 | Assess an individual's needs arising from their health status | GEN75 Collaborate in the assessment of the need for, and the provision of, environmental and social support in the community http://tools.skillsforhealth.org.uk/competence/show/html/id/2752 |

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| B. HEALTH INTERVENTION | 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 |
| | B3.6.2 | Monitor an individual's progress in managing health conditions | CHS55 Facilitate the individual's management of their condition and treatment plan http://tools.skillsforhealth.org.uk/competence/show/html/id/2817 |
| | B5.1 | Obtain specimens from individuals | CHS131 Obtain and test capillary blood samples http://tools.skillsforhealth.org.uk/competence/show/html/id/2710 |
| | 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 | OP F5 Implement interventions with older people at risk of falls http://tools.skillsforhealth.org.uk/competence/show/html/id/1690 |
| | | | CHS232 Implement, monitor and evaluate therapeutic interventions within an overall care programme http://tools.skillsforhealth.org.uk/competence/show/html/id/3859 |
| | B14.4 | Undertake personal care for individuals | CHS9 Undertake care for individuals with urinary catheters http://tools.skillsforhealth.org.uk/competence/show/html/id/365 |
| | B15.6 | Administer medication to individuals | CHS78 Administer oxygen safely and effectively http://tools.skillsforhealth.org.uk/competence/show/html/id/2597 |
| | B16.3 | Assist individuals in undertaking activities | GEN15 Support individuals in undertaking their desired activities http://tools.skillsforhealth.org.uk/competence/show/html/id/378 |
| | | | GEN47 Agree actions to assist individuals in undertaking desired occupational and non-occupational activities http://tools.skillsforhealth.org.uk/competence/show/html/id/2225 |
| | | | MH38.2013 Enable people with mental health needs to choose and participate in activities that are meaningful to them http://tools.skillsforhealth.org.uk/competence/show/html/id/3830 |
| | B16.3 | (Contd..) Assist individuals in undertaking activities | CHS236 Support individuals during activities to improve their physical health and wellbeing http://tools.skillsforhealth.org.uk/competence/show/html/id/3864 |

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| | B16.4 | Support individuals to retain, regain and develop the skills to manage their lives and environment | GEN43 Monitor and review the rehabilitation process with the individual, their family, carers and other professionals http://tools.skillsforhealth.org.uk/competence/show/html/id/2220 |
| | | | SCDHSC0027 Support individuals in their daily living http://tools.skillsforhealth.org.uk/competence/show/html/id/3537 |
| | | | SCDHSC0029 Support individuals to meet their domestic and personal needs http://tools.skillsforhealth.org.uk/competence/show/html/id/3539 |
| | | | GEN105 Enable individuals to maintain their personal hygiene and appearance http://tools.skillsforhealth.org.uk/competence/show/html/id/3871 |
| C. HEALTH PROMOTION & PROTECTION | C2.4 | Enable people to address issues relating to their health and wellbeing | HT3 Enable individuals to change their behaviour to improve their own health and wellbeing http://tools.skillsforhealth.org.uk/competence/show/html/id/2500 |
| | 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 |
| 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 | GEN39 Contribute to effective multidisciplinary team working http://tools.skillsforhealth.org.uk/competence/show/html/id/2212 |

Facets of Role (National Occupational Standards):

| Underpinning Principle | Reference Function | | Competence |
|--|--------------------|---|---|
| HOME FROM HOME SUPPORT WORKER LEVEL 3 | FACET | A facet of the role. | |
| 2. PERSONAL & PEOPLE DEVELOPMENT | 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 http://tools.skillsforhealth.org.uk/competence/show/html/id/3481 |
| A. ASSESSMENT | A2.3 | Assess an individual with a suspected health condition | CHS217 Perform point of care testing http://tools.skillsforhealth.org.uk/competence/show/html/id/2842 |
| B. HEALTH INTERVENTION | 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 |
| | B3.6.2 | Monitor an individual's progress in managing health conditions | CHS92 Review and monitor a patient's nutritional wellbeing http://tools.skillsforhealth.org.uk/competence/show/html/id/2257 |
| | B5.1 | Obtain specimens from individuals | 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 |
| | B11.1 | Insert and secure medical devices to enable administration or drainage of fluids/air/other substances | CC02 Insert and secure urethral catheters http://tools.skillsforhealth.org.uk/competence/show/html/id/1008 |
| | B14.4 | Undertake personal care for individuals | CC09 Enable individuals to effectively evacuate their bowels http://tools.skillsforhealth.org.uk/competence/show/html/id/760 |
| G. MEDICAL DEVICES PRODUCTS & EQUIPMENT | G2.3 | Issue equipment, medical devices and products | CHS140.2014 Select assistive devices or assistive technology to meet an individual's needs http://tools.skillsforhealth.org.uk/competence/show/html/id/3904 |

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 | Home from Home Support Worker |
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| Formal endorsed learning | |
| Informal learning | |
| Summary of learning and development including aims and objectives | |
| Duration | |
| 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 | |

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| 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> |
| Resources required, e.g. placement learning, preceptors, accredited assessors etc | |
| Quality Assurance | |
| Policies included in learning programme documentation | <p>For example:</p> <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 | |
| Leading to registration or membership with: | <p>N/A</p> |

References & Further Information:

Care Quality Commission (accessed March 2014) National standards
<http://www.cqc.org.uk/public/what-are-standards/national-standards>

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<http://www.skillsforhealth.org.uk/workforce-transformation/customised-career-frameworks-services/>

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<http://www.ssdd.bcu.ac.uk/outcomes/>
 accessed 19.09.2012