

Transferable Role Template

Career Framework Level 4

Home from Home Support Worker

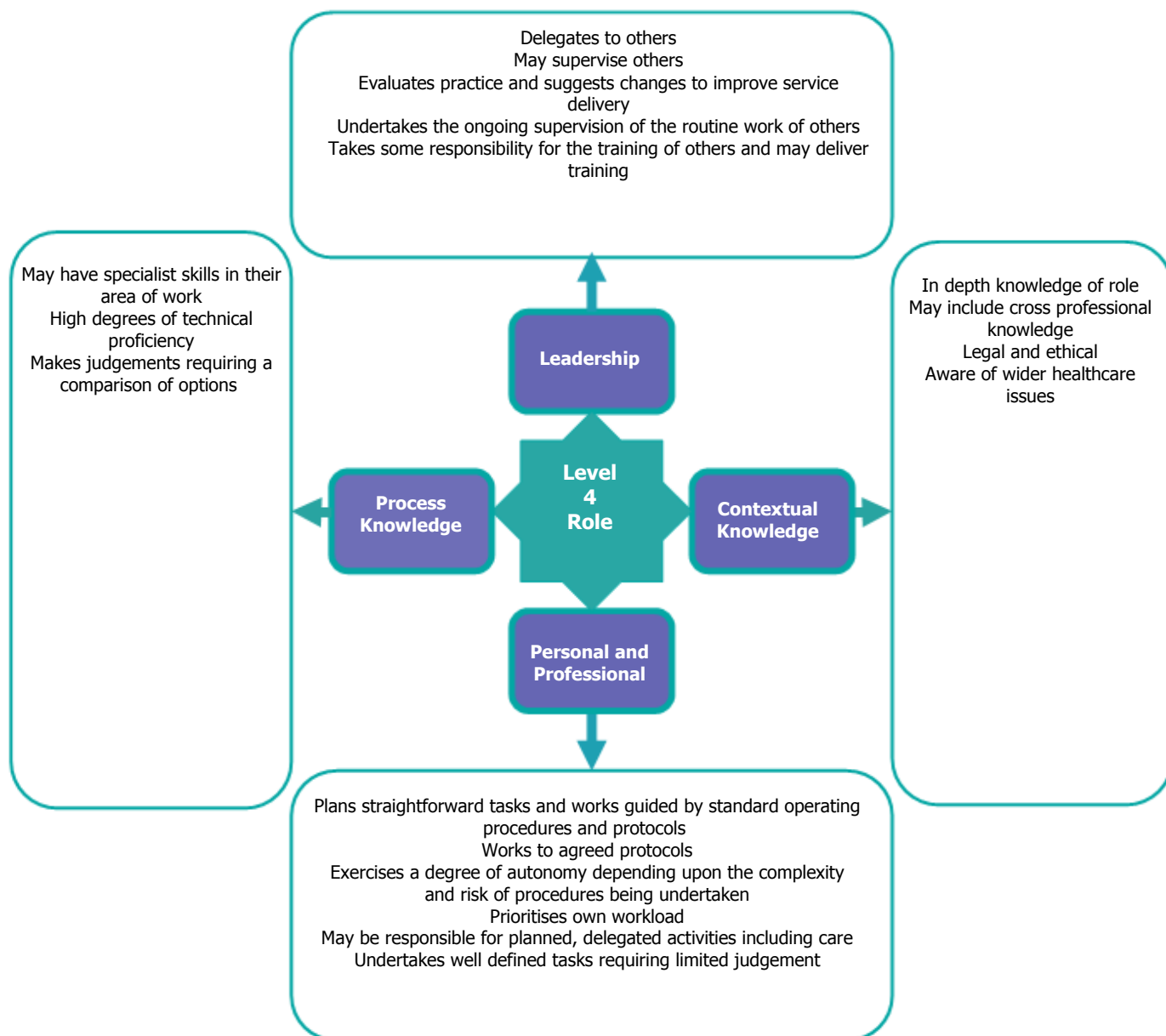
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Developers

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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	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 working in the community and/or in a hospital setting.
Career Framework Level	4

Summary of Role

This role will support registered practitioners in the delivery of a new and innovative service for people who are admitted to acute care with a physical illness in addition to confusion. The role holder will work both in the community and in the unit.

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.

The support worker role will support staff and at level 4 may carry a discreet caseload, The work patten will be in-reach/outreach both in the unit and in peoples own homes, following the people admitted as one single caseload addressing all relevant issues.

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
	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

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

	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 4	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
	A2.4	Assess an individual's needs arising from their health status	CHS216.2014 Assess an individual's capabilities for rehabilitation and/or assistive technology http://tools.skillsforhealth.org.uk/competence/show/html/id/3908
B. HEALTH INTERVENTION	B3.1.1	Plan activities, interventions or treatments to achieve specified health goals	CHS119 Select assessment and investigative techniques/procedures to meet individuals' needs http://tools.skillsforhealth.org.uk/competence/show/html/id/433
	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
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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
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	

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	<p>Access to dedicated protected study time Work based supervision</p>
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	<p>To be agreed locally</p>
Leading to registration or membership with:	<p>N/A</p>

References & Further Information:

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