

Transferable Role Template

Career Framework Level 3

Generic Support Worker

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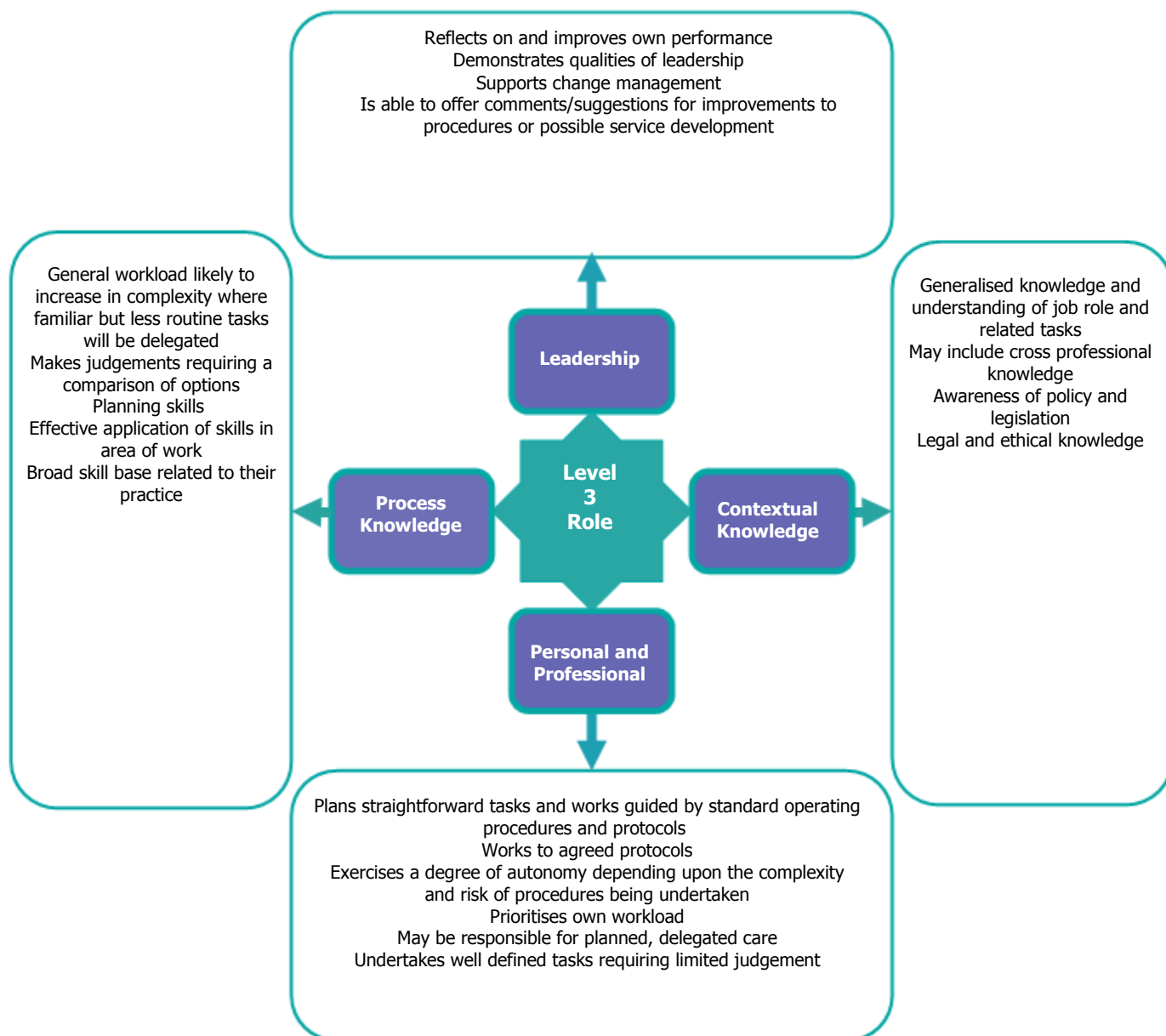
Developers

Berkshire West Ten (10 organisations in the Berkshire West Health and Social Care economy) working specifically with

- Berkshire Healthcare Foundation Trust
- Reading Borough Council
- Wokingham Borough Council
- West Berkshire Council

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	Generic Support Worker
Area of work	Community NHS Or Local Authority Or Independent
Role Family	AHPs, Nursing
Experience required	Achievement of a QCF health and social care qualification at level 2 Previous experience working as a level 2 health and/or social care role
Career Framework Level	3

Summary of Role

Providing a range of health and social care activities to enable people with long term conditions to remain safely in their own homes for as long as possible.

The role supports registered health/social care professionals and follows agreed standards and pathways to ensure safe practice.

Scope of the Role

Working as part of a multi-disciplinary team the role will enhance community services to enable individuals to optimise and maintain their health and wellbeing in their home.

The role will be holistic in nature and aims to remove duplication. It will make effective use of resources and increase customer satisfaction.

Whilst working with a degree of independence and autonomy the post holder will be accountable to the appropriate registered health/social care professional and will adhere at all times to defined standards and protocols.

The role holder will have an understanding of a range of long term conditions.

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	1.5	Provide information, advice and guidance	CHS174 Advise and inform others on services http://tools.skillsforhealth.org.uk/competence/show/html/id/2316
3. HEALTH SAFETY & SECURITY	3.5.1	Ensure your own actions reduce risks to health and safety	IPC6.2012 Use personal protective equipment to prevent the spread of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3365
A. ASSESSMENT	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	CHS4.2012 Undertake tissue viability risk assessment for individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3394
B. HEALTH INTERVENTION	B3.3.3	Move and position individuals	CHS6.2012 Move and position individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3396
	B3.4.2	Refer individuals to services for treatment and care	SCDHSC0386 Assist in the transfer of individuals between agencies and services http://tools.skillsforhealth.org.uk/competence/show/html/id/3936
	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	CHS149 Monitor and review individuals progress in relation to maintaining optimum nutritional status http://tools.skillsforhealth.org.uk/competence/show/html/id/2742
	B5.1	Obtain specimens from individuals	CHS131 Obtain and test capillary blood samples http://tools.skillsforhealth.org.uk/competence/show/html/id/2710
	B8.1	Undertake physiological measurements	CHS19.2012 Undertake routine clinical measurements http://tools.skillsforhealth.org.uk/competence/show/html/id/3399
	B10.2	Provide first aid to an individual	CHS36 Provide basic life support http://tools.skillsforhealth.org.uk/competence/show/html/id/906

	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
			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	CHS10 Undertake stoma care http://tools.skillsforhealth.org.uk/competence/show/html/id/339
			CHS11 Undertake personal hygiene for individuals unable to care for themselves http://tools.skillsforhealth.org.uk/competence/show/html/id/340
			CHS9 Undertake care for individuals with urinary catheters http://tools.skillsforhealth.org.uk/competence/show/html/id/365
			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
	B15.8	Support individuals to self-medicate	CHS237 Support individuals to administer their own medication http://tools.skillsforhealth.org.uk/competence/show/html/id/3865
	B16.4	Support individuals to retain, regain and develop the skills to manage their lives and environment	SCDHSC0027 Support individuals in their daily living http://tools.skillsforhealth.org.uk/competence/show/html/id/3537
			GEN105 Enable individuals to maintain their personal hygiene and appearance http://tools.skillsforhealth.org.uk/competence/show/html/id/3871
			CHS239 Enable individuals to use assistive devices and assistive technology http://tools.skillsforhealth.org.uk/competence/show/html/id/3912

	B16.6	Enable care in the home environment	SCDHSC0229 Maintain safety and security when accessing individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3534
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
E. FACILITIES & ESTATES	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	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
	H1.4	Manage resources	CFA_BAF131 Order products and services http://tools.skillsforhealth.org.uk/competence/show/html/id/4137

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	Generic Support Worker
Formal endorsed learning	<p>Learning for this role will be covered by a specific in house training programme or through an accredited learning programme (Level 3 Diploma in Health and Social Care) plus achievement of the Care Certificate.</p> <p>Fundamental skill requirements (*Care Certificate) for the role will be introduced at commencement of employment through attendance at a formal induction programme, at workplace induction and through attending identified other training according to the need of the individual and that of the service/role requirement.</p> <p>Role specific training will take place via specific study sessions within the organisation, in the workplace and/or at approved external providers.</p>
Informal learning	<p>Informal learning may take place through observation, shadowing, e-learning, reflection on and in practice, attendance at specific non assessed taught sessions and simulations.</p> <p>Mandatory training in job role and work based support</p>
Summary of learning and development including aims and objectives	<p>The learner will demonstrate competence to meet the performance criteria described in the above national occupational standards through a range of assessment strategies including work based assessment, written assignments and simulation.</p> <p>The learner will be provided with a mix of learning opportunities to enable them to fulfil the requirements of the organisation and of the awarding body and external providers of learning</p>

Duration	<p>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;</p> <ul style="list-style-type: none"> - Care Certificate 12 weeks - full QCF Level 3 Diploma. 18 months max - Competences (NOS) within role template 12 weeks
National Occupational Standards used	<p>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</p>
Credits (including framework used)	<p>QCF " 65 credits in full Diploma at Level 3</p> <p>Wherever possible learning should be credit rated to enable transferability and progression</p>
Accreditation	<p>Wherever possible learning should be accredited by education providers, professional bodies or similar</p>
APEL and progression	<p>Wherever possible learning should be transferable through APEL and should enable progression to other formal learning</p>
Programme structure	<p>Modular and flexible using a combination of classroom based and self-directed learning with assessment in the workplace based around observation, reflective accounts, questioning, assignments and witness testimony</p>

<p>Continuous Professional Development</p>	<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. Wherever possible learning should be accredited and/or credit rated and should focus on the needs of the individual in the role.</p> <p>Completion of the care certificate and maintenance of mandatory and statutory training as required by the organisation for this role.</p> <p>Learning will be negotiated at appraisal/performance review and the evidence of impact assessed during the annual appraisal</p> <p>Funding is dependent upon agreed CPD plan and negotiated locally.</p> <p>Annual learning needs will be identified and planned as part of the appraisal process. Specific goals will be agreed and the best method for achieving them negotiated.</p>
<p>Resources required, e.g. placement learning, preceptors, accredited assessors etc</p>	<p>Assessors Protected study time Access to computer for e-learning components</p>
<p>Quality Assurance</p>	<p>Internal quality assurance procedures in addition to any quality assurance procedures required by the awarding body.</p>

Policies included in learning programme documentation	For example: <ul style="list-style-type: none"> - 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 - Information governance
Funding	Agreed locally
Leading to registration or membership with:	N/A

References & Further Information:

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