

Transferable Role Template

Career Framework Level 4

Assistant Practitioner Birmingham Wheelchair
Service

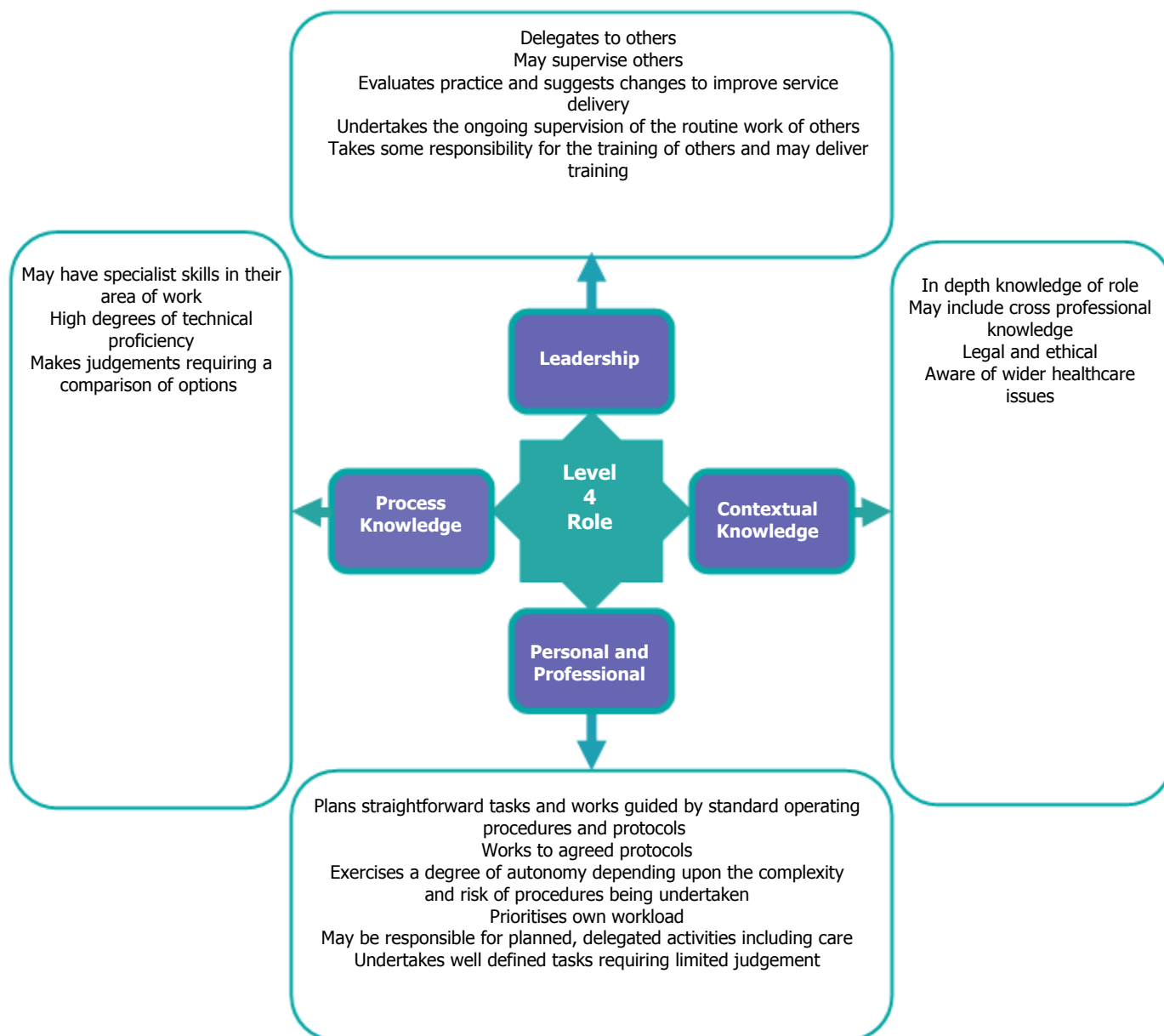
Published : 29-10-2016

Developers

Birmingham Wheelchair Service
Skills for Health

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	Assistant Practitioner Birmingham Wheelchair Service
Area of work	Community NHS Or Local Authority Or Independent
Role Family	AHPs, Healthcare Science
Experience required	
Career Framework Level	4

Summary of Role

This role is an assistant practitioner at Birmingham Wheelchair Service. The role supports occupational therapists and rehabilitation engineers.

Scope of the Role

The assistant practitioner works as a member of Birmingham Wheelchair Service, supporting assessment and provision of equipment to referred patients. Working to agreed protocols, the assistant practitioner undertakes elements of assessment, issues prescribed equipment and implements user training delegated to them by occupational therapists and other members of the team.

They are also responsible for delivering training to groups and individuals in a variety of settings and for managing information resources for the service.

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
			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	CHS174 Advise and inform others on services http://tools.skillsforhealth.org.uk/competence/show/html/id/2316
			CHS177 Advise on access to and use of services http://tools.skillsforhealth.org.uk/competence/show/html/id/2320
			SCDHSC0026 Support individuals to access information on services and facilities http://tools.skillsforhealth.org.uk/competence/show/html/id/3536
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.3	Make use of supervision	GEN36 Make use of supervision http://tools.skillsforhealth.org.uk/competence/show/html/id/2296
3. HEALTH SAFETY & SECURITY	3.5.2	Protect individuals from abuse	SS09 Minimise and deal with aggressive and abusive behaviour http://tools.skillsforhealth.org.uk/competence/show/html/id/2161
B. HEALTH INTERVENTION	B1.1	Obtain valid consent for interventions or investigations	CHS167 Obtain valid consent or authorisation http://tools.skillsforhealth.org.uk/competence/show/html/id/2818
	B2.1	Obtain information from individuals about their health status and needs	CHD HO1 Establish the details of the individual needing care http://tools.skillsforhealth.org.uk/competence/show/html/id/707
	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
	B14.4	Undertake personal care for individuals	CHS5.2012 Undertake agreed pressure area care http://tools.skillsforhealth.org.uk/competence/show/html/id/3395
	B16.1	Support individuals during and after clinical/therapeutic activities	SCDHSC0224 Monitor the condition of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3529
	B16.2	Support individuals who are distressed	SCDHSC0226 Support Individuals who are distressed http://tools.skillsforhealth.org.uk/competence/show/html/id/3531
	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
			SCDHSC0215 Help individuals to maintain mobility http://tools.skillsforhealth.org.uk/competence/show/html/id/3524
	B16.4	Support individuals to retain, regain and develop the skills to manage their lives and environment	SCDHSC0426 Empower families, carers and others to support individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3494
	B16.4	(Contd..) Support individuals to retain, regain and develop the skills to manage their lives and environment	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
	B17	Work in collaboration with carers in the caring role	SCDHSC0387 Work in partnership with carers to support individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3472

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
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
F. EDUCATION LEARNING & RESEARCH	F1.1.3	Develop learning and development sessions	LSILADD04 Plan and prepare specific learning and development opportunities http://tools.skillsforhealth.org.uk/competence/show/html/id/3170
	F1.1.4	Prepare learning and development resources	LSILADD05 Develop and prepare resources for learning and development http://tools.skillsforhealth.org.uk/competence/show/html/id/3171
	F2.1	Deliver learning and development programmes	LSILADD06 Manage learning and development in groups http://tools.skillsforhealth.org.uk/competence/show/html/id/3172
	F2.2	Assist in the delivery of learning and development for others	GEN84 Contribute to the planning and evaluation of learning activities http://tools.skillsforhealth.org.uk/competence/show/html/id/2757
G. MEDICAL DEVICES PRODUCTS & EQUIPMENT	G2.3	Issue equipment, medical devices and products	GEN94 Issue equipment, medical devices, products, associated systems and consumables for use within healthcare http://tools.skillsforhealth.org.uk/competence/show/html/id/2857
	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	GEN44 Liaise between primary, secondary and community teams http://tools.skillsforhealth.org.uk/competence/show/html/id/2222
			SCDHSC3100 Participate in inter-disciplinary team working to support individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3420
	H2.6	Receive and pass on messages and information	SCDHSC0242 Deal with messages and information http://tools.skillsforhealth.org.uk/competence/show/html/id/3510

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	Assistant Practitioner Birmingham Wheelchair Service
Formal endorsed learning	Formal learning normally has an assessment component and should lead to a recognised qualification or be part of learning which is endorsed by a recognised authority.
Informal learning	Informal learning opportunities may include work shadowing, self directed study, and non assessed taught sessions. This is not an exhaustive list. All learning should be negotiated and include clear learning outcomes which impact upon practice.
Summary of learning and development including aims and objectives	
Duration	Variable depending on the needs of the learner or the programme of learning.
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	Most programmes of learning are built around a flexible, blended learning experience. Modules of learning enable choice and therefore a tailored learning experience.

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. 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>Learners may need to access learning in a variety of ways including online, taught sessions, self directed study. Wherever possible protected time included in their work schedule should be considered.</p> <p>Where work based assessments take place; assessors will be required</p> <p>Ongoing supervision and review</p>
Quality Assurance	<p>Learning should be quality assured to ensure fitness for purpose and efficacy.</p>
Policies included in learning programme documentation	<p>Policies are related to the learning and not to service delivery. Where formal learning is offered some of the following policies may apply.</p> <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>Funding for learning should be negotiated locally and should be sustainable to fulfil service needs.</p>
Leading to registration or membership with:	<p>Some learning may result in the learner being registered or being able to join a professional body or similar organisation.</p>

References & Further Information:

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