

Transferable Role Template

Career Framework Level 4

Transition Worker: Children to Adult Services

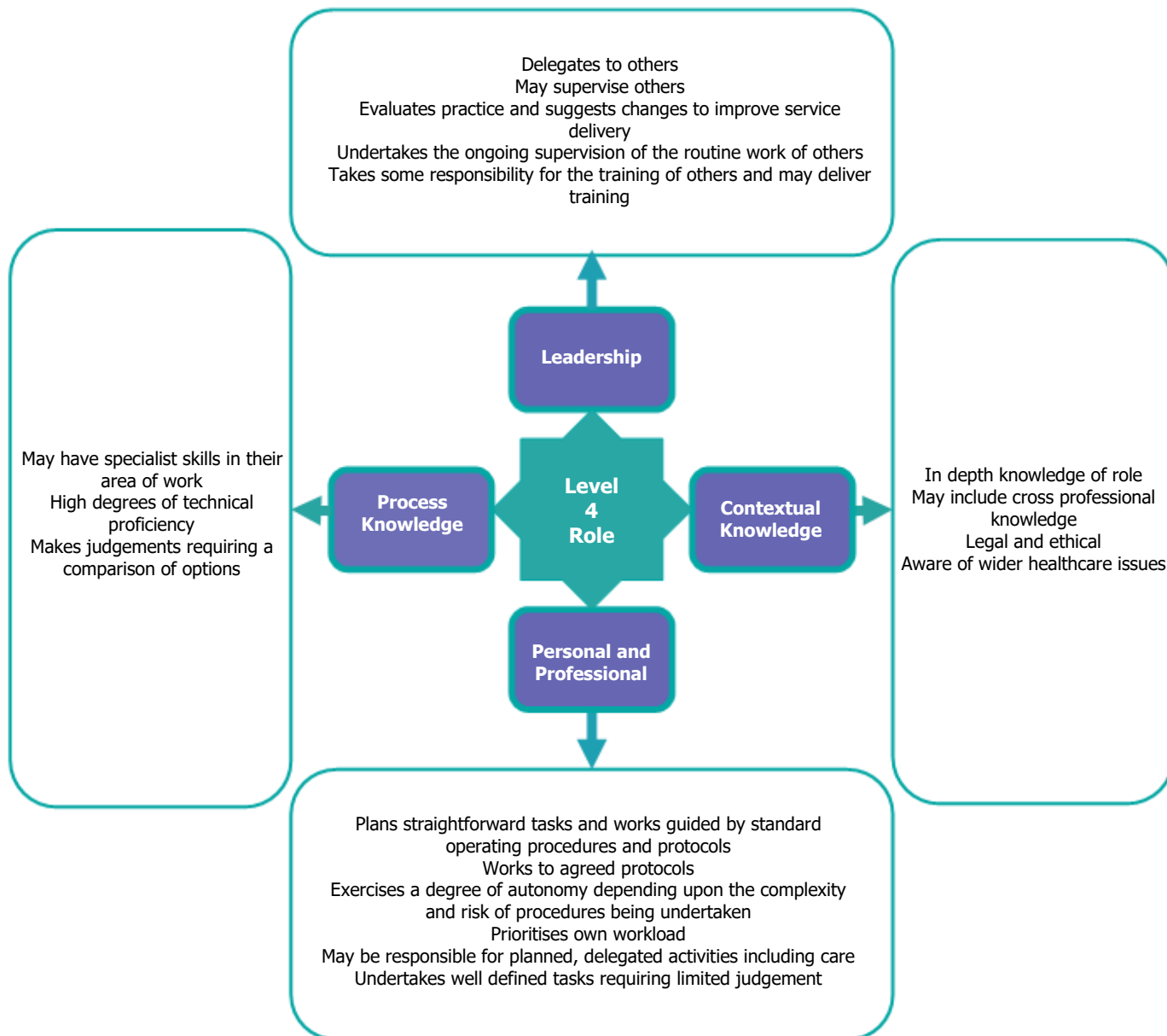
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Developers

Health Education England (West Midlands) and 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	Transition Worker: Children to Adult Services
Area of work	Charity Or Voluntary Organisation, Children And Young People, Community NHS Or Local Authority Or Independent
Role Family	Integrated Role
Experience required	Not specified
Career Framework Level	4

Summary of Role

This role encompasses the activities which might be undertaken by a person working at Level 4 in relation to the transition of young people with learning disabilities into adult services.

Scope of the Role

This Role includes a range of activities at Level 4 which will be required to support a young person with learning disabilities in the transition to adult services. The provision of this support may be only one aspect of the overall job carried out by a worker. The worker is likely to be within a multi-agency team and inter-agency working will be important. Support for the transition to adult services may be provided by several members of an integrated care team and/or by a range of agencies. A successful transition requires a person centered approach with four key elements, namely Early Planning, Communication, Multi-agency Coordinated Working and Preparation for Adulthood.

The activities in this Role are linked to National Occupational Standards (NOS). NOS define the knowledge, understanding required and the criteria for competent performance of each activity. The NOS within this Role have been taken from the Learning Disability Transition Pathway Competency Framework developed by Health Education England in the West Midlands in partnership with Skills for Health.

The lists of NOS within this role refer to the function of supporting transition to adult services and they do not necessarily include all of the other activities which a person supporting transition may carry out when performing other aspects of their job. The lists of NOS are intended as a guide to commissioners, leaders and education providers and articulate the skills required at Level 4 within a team/service in order to support a young person with learning disabilities in the transition to adult services.

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 Click to view competence detail
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.1	Develop your own practice	SCDHSC0023 Develop your own knowledge and practice Click to view competence detail
	2.1.2	Reflect on your own practice	GEN23 Monitor your own work practices Click to view competence detail
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 Click to view competence detail
			PROHSS1 Make sure your own actions reduce risks to health and safety Click to view competence detail
			PMWRV1 Make sure your actions contribute to a positive and safe working culture Click to view competence detail
	3.5.2	Protect individuals from abuse	SCDHSC0024 Support the safeguarding of individuals Click to view competence detail
5. QUALITY	5.1.1	Act within the limits of your competence and authority	GEN63 Act within the limits of your competence and authority Click to view competence detail
	5.1.2	Manage and organise your own time and activities	HT4 Manage and organise your own time and activities Click to view competence detail
6. EQUALITY & DIVERSITY	6.1	Ensure your own actions support equality of opportunity and diversity	SCDHSC0234 Uphold the rights of individuals Click to view competence detail
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 Click to view competence detail
D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY	D2.4	Maintain information / record systems	CFA_BAD332 Store and retrieve information using a filing system Click to view competence detail
H. MANAGEMENT & ADMINISTRATION	H1.3.1	Contribute to the effectiveness of teams	SCDHSC0241 Contribute to the effectiveness of teams Click to view competence detail

Underpinning Principle	Reference Function		Competence
	H2.6	Receive and pass on messages and information	ESKITU020 Use digital communications Click to view competence detail

Role Specific Competences / National Occupational Standards:

Underpinning Principle	Reference Function		Competence	
1. COMMUNICATION	1.1	Develop methods of communicating	CHS156 Develop activities and materials to enable individuals to achieve specified communication goals Click to view competence detail	
	1.3	Support individuals to communicate	CHS157 Provide support to individuals to develop their communication skills Click to view competence detail	
			GEN85 Support individuals with communication and interaction difficulties Click to view competence detail	
			SCDHSC0021 Support effective communication Click to view competence detail	
	1.5	Provide information, advice and guidance	CHS174 Advise and inform others on services Click to view competence detail	
			CHS177 Advise on access to and use of services Click to view competence detail	
			SCDHSC0419 Provide advice and information to those who enquire about health and social care services Click to view competence detail	
			SCDHSC0026 Support individuals to access information on services and facilities Click to view competence detail	
	2. PERSONAL & PEOPLE DEVELOPMENT	2.1.1	Develop your own practice	GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness Click to view competence detail
		2.1.3	Make use of supervision	GEN36 Make use of supervision Click to view competence detail
3. HEALTH SAFETY & SECURITY	3.5.2	Protect individuals from abuse	SCDHSC0034 Promote the safeguarding of children and young people Click to view competence detail	
	3.5.2	(Contd..) Protect individuals from abuse	SCDHSC0035 Promote the safeguarding of individuals Click to view competence detail	
			GEN134 Contribute to the prevention and management of abusive, aggressive and challenging behaviour Click to view competence detail	

Underpinning Principle	Reference Function		Competence
A. ASSESSMENT	A2.4	Assess an individual's needs arising from their health status	CHS152 Assess an individuals communication skills and abilities Click to view competence detail
			SCDHSC0414 Assess individual preferences and needs Click to view competence detail
B. HEALTH INTERVENTION	B1.1	Obtain valid consent for interventions or investigations	CHS167 Obtain valid consent or authorisation Click to view competence detail
	B3.1.2	Enable individuals to make health choices and decisions	PE1 Enable individuals to make informed health choices and decisions Click to view competence detail
	B3.2.5	Arrange services and support with other healthcare and service providers	CHS98 Arrange services and support with other health care providers Click to view competence detail
	B3.4.2	Refer individuals to services for treatment and care	CHS99 Refer individuals to specialist sources of assistance in meeting their health care needs Click to view competence detail
			GEN123 Work with others to facilitate the transfer of individuals between agencies and services Click to view competence detail
			SCDHSC0386 Assist in the transfer of individuals between agencies and services Click to view competence detail
	B3.5.2	Carry out actions from a discharge plan	GEN17 Contribute to the discharge of an individual into the care of another service Click to view competence detail
	B4.3	Evaluate treatment plans with individuals and those involved in their care	CHS233 Contribute to the assessment of needs and the planning, evaluation and review of individualised programmes of care for individuals Click to view competence detail
	B16.3	Assist individuals in undertaking activities	SCDHSC0347 Support individuals to access employment Click to view competence detail
	B16.4	Support individuals to retain, regain and develop the skills to manage their lives and environment	SCDHSC0344 Support individuals to retain, regain and develop skills to manage their daily living Click to view competence detail

Underpinning Principle	Reference Function		Competence
			SCDHSC0349 Support individuals to access housing and accommodation services Click to view competence detail
	B16.4	(Contd..) Support individuals to retain, regain and develop the skills to manage their lives and environment	SCDHSC0351 Implement development activities to meet individuals' goals, preferences and needs Click to view competence detail
			SCDHSC0382 Support individuals to manage change in their lives Click to view competence detail
			SCDHSC0383 Support individuals to move into new living environments Click to view competence detail
			SCDHSC0039 Support children and young people to achieve their educational potential Click to view competence detail
	B16.5	Support individuals and carers to cope with the emotional and psychological aspects of healthcare activities	SCDHSC0332 Promote individuals' positive self esteem and sense of identity Click to view competence detail
			SCDHSC0350 Support the spiritual well-being of individuals Click to view competence detail
	B17	Work in collaboration with carers in the caring role	SCDHSC0387 Work in partnership with carers to support individuals Click to view competence detail
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 Click to view competence detail
			SCDHSC0330 Support individuals to use services and facilities Click to view competence detail
	C2.4	(Contd..) Enable people to address issues relating to their health and wellbeing	SCDHSC0366 Support individuals to represent their own wishes and needs at decision-making events Click to view competence detail

Underpinning Principle	Reference Function		Competence
			CS11.2015 Support young people to prepare for and make the transition to adult healthcare services Click to view competence detail
			CS12.2015 Support young people to adapt to adult healthcare services Click to view competence detail
	C2.6	Act on behalf of an individual, family or community (advocacy)	SCDHSC0410 Advocate with and on behalf of individuals Click to view competence detail
			SCDHSC0046 Advocate with and on behalf of children and young people Click to view competence detail
H. MANAGEMENT & ADMINISTRATION	H1.3.1	Contribute to the effectiveness of teams	CM C5 Build a partnership between the team, patients and carers Click to view competence detail
			GEN39 Contribute to effective multidisciplinary team working Click to view competence detail
			SCDHSC3100 Participate in inter-disciplinary team working to support individuals Click to view competence detail
	H1.3.2	Develop relationships with individuals	CFAM&LDD1 Develop and sustain productive working relationships with colleagues Click to view competence detail
	H1.3.3	Manage multi-agency collaborative working	SFJ_CCAA1 Work in co-operation with other organisations Click to view competence detail
	H1.3.3	(Contd..) Manage multi-agency collaborative working	SFJ_CCAA2 Share information with other organisations Click to view competence detail

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 in this template is, by nature, indicative. In some cases it is endorsed by professional bodies and/or special interest groups and accredited by an awarding organisation.

It is recommended that learning and development for workers supporting transition to adult services is most effective when it takes place in joint/multi-agency settings, taking account of local policies, procedures and protocols.

Transferable role	Transition Worker: Children to Adult Services
Formal endorsed learning	Formal learning normally has an assessment component and should lead to a recognised qualification or be part of learning with is endorsed by a recognised authority.
Informal learning	Informal learning opportunities may include work shadowing, self directed study and non assessed taught sessions. All learning should be negotiated and include learning outcomes which impact upon practice.
Summary of learning and development including aims and objectives	
Duration	Variable depending on the needs of the learning and the programme of learning.
National Occupational Standards used	As detailed within this role outline. The performance criteria and knowledge statements in each NOS form the basis for the development of specific outcomes for each person and they 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 learning 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.

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<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. 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 the learning may be used e.g. learning contracts, reflective accounts, productivity measures, appraisals systems and processes.</p>
<p>Resources required, e.g. placement learning, preceptors, accredited assessors etc</p>	<p>Learners may need to access learning materials in a variety including online, taught sessions and self directed study. Wherever possible protected time within their work schedule should be considered.</p> <p>Assessors will be required where work based assessment is needed.</p> <p>There will be a need for ongoing supervision and review.</p>
<p>Quality Assurance</p>	<p>Learning should be quality assured to ensure fitness for purpose and efficacy.</p>
<p>Policies included in learning programme documentation</p>	<p>Policies should be related to the learning rather than to service delivery. Where formal learning is offered some of the following policies may apply:-</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 & Safety Grievance and Disciplinary procedures
<p>Funding</p>	<p>Funding for learning should be negotiated locally and should be sustainable to fulfil service needs.</p>

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<p>Leading to registration or membership with:</p>	<p>Some learning may result in the learner being registered or being able to join a professional body or similar organisation.</p>
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References & Further Information:

- Care Act 2014
- Children and Families Act 2014
- NICE Guidance: Transition from Childrens to Adult Services: NG43, February 2016