

Nationally Transferable Roles Template

Career Framework Level 4

Assistant Practitioner Roles – Psychology Mental Health Low Secure and Cancer

March 2011

Developed as part of the West Yorkshire Lifelong Learning Network Flexible Learning Framework by:

Bradford District Care Trust – Psychology Mental Health Low Secure
Calderdale & Huddersfield NHS Trust - Cancer

Introduction

Nationally Transferable Roles

This template is designed to enable a common understanding and communication of nationally transferable roles.

It can be used to help define the learning and development needs for staff already working in these roles and to support the establishment of nationally transferable roles where appropriate.

In the development of this template Skills for Health seeks to provide some consistency of approach to defining the skills and competences needed to fulfil the requirements of a UK wide nationally transferable role.

All nationally transferable roles will have common or 'core' competences, plus speciality/pathway specific competences. Over time, these will be supported by appropriate national occupational standard based learning and development packages. The term 'competences' is used throughout the document. All competences are national occupational standards (NOS).

Definition of a Nationally Transferable Role

A nationally transferable role (NTR) is a named cluster of competences and related activities that is applicable, relevant and replicable across different geographic locations in the UK. An NTR may be either a whole job levelled to the Career Framework e.g. advanced orthopaedic practitioner or a subset of various jobs at different levels of the Career Framework, e.g. point of care testing.

The Template

The template has a range of applications and may successfully be used by commissioners, managers, employers, and individual staff members.

In all cases the template is designed to be used as a whole. A role is composed of all components – level descriptors, national occupational standards and indicative learning and development.

Levels and National Occupational Standards

Level descriptors have been established through rigorous discussions and are referenced to and linked with the qualifications frameworks. The level descriptors draw on research where this available, regarding what should be expected of an individual at any given level. The level descriptor is intended to be relevant to any role within the health sector both clinical and non clinical roles.

It is important to bear in mind that the career framework levels are not intended to be coterminous with the NHS Agenda for Change bandings, though there may be some similarities.

National Occupational Standards have been developed by expert groups, have undergone a rigorous nationally determined process to achieve their status and are approved for use in vocational qualifications by the UK Commission for Employment and Skills. Because of this they cannot be changed in terms of content or wording. They focus on what a person needs to be able to do, as well as what they must know and understand to work effectively. They are not in themselves levelled. Some may be more appropriate to a specific level on the career framework others will span all levels. They are all indicatively linked to the NHS Knowledge and Skills Framework.

The reference function they are listed by in the template relates to the Health Functional Map which is a method of categorising the NOS and amongst other things facilitates finding them on the data base.

Each NOS is listed by its code and title, however they are all underpinned by knowledge requirements and performance criteria.

The NOS in this template are divided into the following sections:

- Core for the level – the core is intended to be relevant to any role in the health sector, whether it is clinical or not and therefore is broad based in terms of the NOS it contains.
- Specific to any assistant practitioner in West Yorkshire
- Specific to each identified role i.e. psychology mental health low secure and cancer

- Locality Specific – Additional NOS may be added here.

NOS may be added to the ‘specific’ sections of the template but cannot be removed.

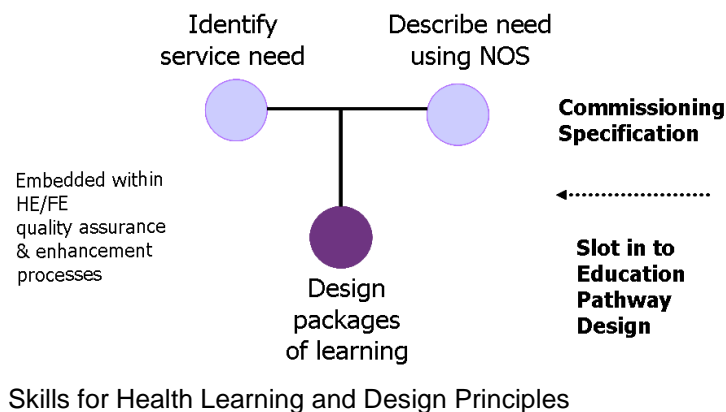
Indicative Learning and Development

The learning and development section of the template gives an indication of the level and style of learning relevant to the role. It is very much an indication and is not a comprehensive inventory of learning available.

Some people may wish to or need to study whole qualifications others will not. Some will need to participate in smaller ‘bite sized’ learning opportunities. Each individual should use the role profile to identify with their line manager what their needs are and how they will achieve them.

Learning should follow the Skills for Health learning design principles which encourage partnership working between employers, commissioners and education providers. The learning design principles aim to develop learning that is fit for purpose, practice and award. The key messages are:

- Learning should be based on NOS
- Learning should be accredited and quality assured
- Flexible frameworks and delivery methods should be used
- Bite sized packages of learning that build into larger qualification enable greater flexibility



The level of learning required by an individual will be dependent upon what they need to learn. There is a connection between levels of learning and career framework levels however not all learning will be at the same level as the role level. For example someone with expert clinical skills i.e. level 8 may need to engage in learning about management at level 5 or 6 of the qualifications framework. Learning for a practical skill may not be levelled.

At all times learning should be tailored to the needs of the service and the individual. A flexible approach to learning is required in terms of curriculum design and the use of informal learning opportunities. More detail is included in the indicative learning and development section of this template.

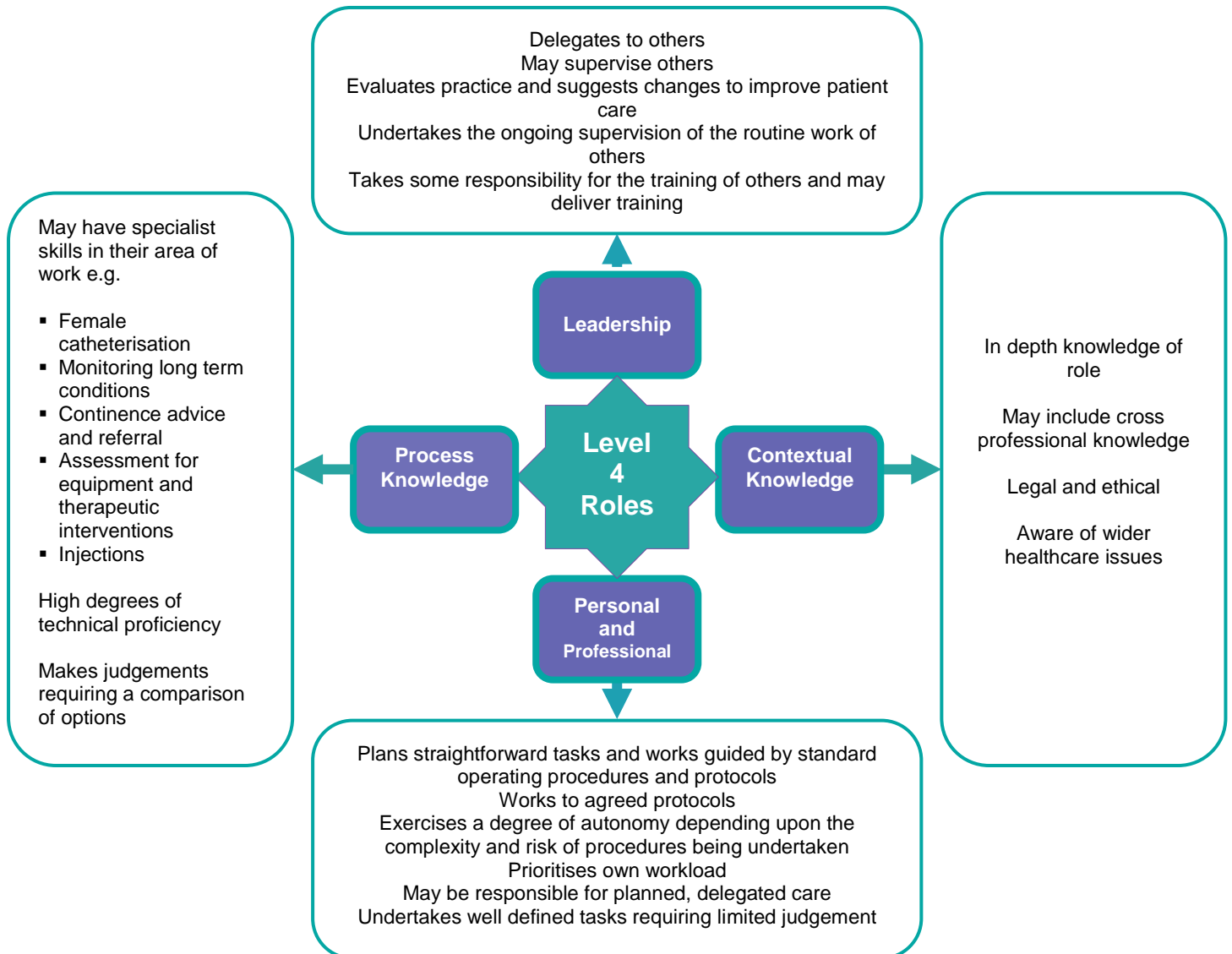
Level Descriptors

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 judgements, plans activities, contributes to service development and demonstrates self development. They may have responsibility for supervision of some staff.

Indicative or reference title – ‘assistant/associate practitioner’

All assistant practitioners are at level 4 on the Career Framework for Health, not all level 4 roles are assistant practitioners.



Definition of Assistant Practitioner (General including non clinical roles)

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.

Definition of the Assistant Practitioner (Clinical)

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.

The National Occupational Standards

This section of the template has an example of assistant practitioner roles in West Yorkshire, specifically in psychology mental health low secure services and in cancer rehabilitation. This example is intended to give core information for these roles. The indicative learning and development packages are included.

Basic Information:

Named Role	Assistant practitioner
Area of work	Psychology, low secure MH, Cancer
Sample Job Description Available	yes
Experience required	
Career Framework Level	4

Scope of Role:

A brief paragraph setting the context for the role

All level 4 roles will have the following common/core competences.

All competences are national occupational standards (NOS)

Specific competences have been identified for each role.

Any additional competences specific to the locality should then be identified locally using the competence tools and the health functional map and added to the template using the same format.

Common/Core Competences:

Underpinning Principle	Reference Function		Competence
1. Communication	1.2	Communicate effectively	GEN97 Communicate effectively in a healthcare environment
2. Personal and People Development	2.1.1	Develop your own practice	HSC23 Develop your knowledge and practice
	2.1.2	Reflect on your own practice	GEN23 Monitor your own work practice
	2.2.1	Support the development of others	M&L D7 Provide learning opportunities for colleagues
3. Health, Safety & Security	3.5.1	Ensure your own actions reduce risks to health and safety	HSC22 Support the health and safety of yourself and individuals
			IPC2 Perform hand hygiene to prevent

			the spread of infection ENTO WRV1 Make sure your actions contribute to a positive and safe working culture
6. Equality & Diversity	6.1	Ensure your own actions support equality of opportunity and diversity	HSC234 Ensure your actions support equality, diversity, rights and responsibilities of individuals
B. Health Intervention	B2.1	Obtain information from individuals about their health status and needs	CHS 169 Comply with legal requirements for maintaining confidentiality in healthcare
D. Information Management / Information and Communication Technology	D2.4	Maintain information/record systems	BAD331 Use a filing system
H. Management and Administration	H1.3.1	Contribute to the effectiveness of teams	HSC241 Contribute to the effectiveness of teams M&L D5 Allocate and check work within your team
	H2.6	Receive and pass on messages and information	ICF:FS IT Communication fundamentals

Specific Competences for assistant practitioners in West Yorkshire:

Underpinning Principle	Reference Function		Competence
1. Communication	1.2	Communicate effectively	HSC21 Communicate with and complete records for individuals
	1.4	Develop relationships with individuals	HSC233 Relate to and interact with individuals
	1.5	Provide information advice and guidance	HSC26 Support individuals to access and use information GEN14 Provide advice and information to individuals on how to manage their own condition HSC31

			Promote effective communication with, for and about individuals
2. Personal and People Development	2.1.1	Develop your own practice	M&L A2 Manage your own resources and professional development GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness
	2.1.3	Make use of supervision	GEN36 Make use of supervision
	2.2.1	Support the development of knowledge and practice of teams and agencies	GEN35 Provide supervision to other individuals
3. Health, Safety & Security	3.5.1	Ensure your own actions reduce risks to health and safety	GEN1 Ensure personal fitness for work HSC32 Promote, monitor and maintain health, safety and security in the working environment IPC6 Use personal protective equipment to prevent the spread of infection
	3.5.2	Protect individuals from abuse	HSC240 Contribute to the identification of the risk of danger to individuals and others
5. Quality	5.1.1	Act within the limits of your competence and authority	GEN63 Act within the limits of your competence and authority HSC24 Ensure your own actions support the care, protection and well being of individuals
	5.1.2	Manage and organise your own time and activities	HT4 Manage and organise your own time and activities
	5.3.1	Comply with an audit/inspection of data and information	M&L F14 Prepare for and participate in quality audits
A. Assessment	A2.3	Assess an individual with a suspected health condition	CHS118 Form a professional judgement of an individuals health condition
B. Health Intervention	B3.1.1	Plan activities, interventions or treatments to achieve specified health goals	AG2 Contribute to care planning and review

	B10.2	Provide life support	CHS36 Provide basic life support
	B14.2	Implement care plans/programmes	HSC25 Carry out and provide feedback on specific plan of care activities

Specific Competences for Cancer

Underpinning Principle	Reference Function		Competence
2. Personal and People Development	2.1.1	Develop your own practice	GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness GEN13 Synthesise new knowledge into the development of your own practice
A. Assessment	A2.3	Assess an individual with a suspected health condition	CHS168 Obtain a patient history
	A2.4	Assess an individuals need 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.
B. Health Intervention	B3.1.1	Plan activities, interventions or treatments to achieve specified health goals	CHS41 Determine a treatment plan for an individual CHS44 Plan activities, interventions and treatments to achieve specified health goals
	B3.3.2	Prepare individuals for healthcare actions	GEN4 Prepare individuals for healthcare activities
	B3.3.4	Prepare environment and resources for use in health care activities	GEN6 Manage environments and resources for use during health care activities
	B3.3.5	Monitor and manage the environment and resources during and after health care actions	GEN7 Monitor and manage the environment and resources during and after clinical/therapeutic activities
	B3.3.6	Support others in providing health care actions	GEN8 Assist the practitioner to implement healthcare activities

	B3.5.2	Carry out actions in a discharge plan	GEN17 Contribute to the discharge of an individual into the care of another service
	B3.6.2	Monitor an individual's progress in managing health conditions	CHS55 Facilitate the individual's management of their condition and treatment plan
	B14.2	Implement care plans/programmes	CHS135 Implement programmes and treatments with individuals who have restricted movement/mobility CHS137 Implement mobility and movement programmes for individuals to restore optimum movement CHS136 Assist in the implementation of programmes and treatment with individuals who have severely restricted movement/mobility CHS138 Assist in the implementation of mobility and movement programmes for individuals to restore optimum movement and functional independence.
	B14.4	Undertake personal care for individuals	CHS11 Undertake personal hygiene for individuals unable to care for themselves
	B16.1	Support individuals during and after clinical/therapeutic activities	GEN5 Support individuals undergoing healthcare activities
	B16.2	Support individuals who are distressed	HSC226 Support individuals who are distressed
	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
	B16.5	Support individuals and careers to cope with the emotional and psychological aspects of health care activities	HSC350 Recognise, respect and support the spiritual well-being of individuals

F. Education, learning and research	F2.1	Deliver learning and development programmes	LLUK L7.2010 Facilitate individual learning and development
H. Management and Administration	H1.3.1	Contribute to the effectiveness of teams	HSC3100 Participate in inter-disciplinary team working to support individuals

Specific competences for Assistant practitioner, psychology, low secure unit

Underpinning Principle	Reference Function		Competence
1. Communication	1.3	Support individuals to communicate	HSC369 Support individuals with specific communication needs HSC370 Support individuals to communicate using technology HSC371 Support individuals to communicate using interpreting and translation services
	1.4	Develop relationships with individuals	FMH10 Make and maintain personal and professional boundaries with individuals in a secure setting
2. Personal and People Development	2.2.1	Support the development of knowledge and practice of teams and agencies	HSC348 Help individuals to access learning. Training and development opportunities HSC211 Support individuals to take part in development activities
3. Health Safety and Security	3.5.1	Ensure your own actions reduce risks to health and safety	FMH12 Manage hostility and risks with non-co-operative individuals, families and carers HSC232 Protect yourself from the risk of violence at work
	3.5.2	Protect individuals from abuse	HSC395 Contribute to assessing and act upon risk of danger, harm and abuse
	3.6	Promote safe and effective working	FMH5 Minimise the risks to an individual and staff during clinical interventions and violent and aggressive episodes

	3.7	Monitor procedures to control risks to health and safety	FMH7 Prevent the entry or passing of banned and restricted items into a secure unit
	3.8	Conduct an assessment of risks in the workplace	HSC3117 Conduct a health and safety risk assessment in the workplace
	3.10.1	Investigate health and safety related incidents	HSC3118 Resolve and evaluate work-related violent incidents
5. Quality	5.1.1	Act within the limits of your competence and authority	HSC35 Promote choice, well-being and the protection of individuals
	5.2.3	Promote the values and principles underpinning best practice	HSC3119 Promote the values and principles underpinning best practice
6. Equality and Diversity	6.2	Promote equality of opportunity and diversity	HSC3111 Promote the equality, diversity rights and responsibilities of individuals
	6.3	Develop a culture that promotes equality of opportunity and diversity and protects individuals	HSC3116 Contribute to promoting a culture that values and respects the diversity of individuals
A. Assessment	A2.4	Assess an individual's needs arising from their health status	CHS86 Assess the individual's psychological, social and emotional needs for rehabilitation HSC417 Assess individuals mental health and related needs HSC364 Identify the physical health needs of individuals with mental health needs AF2 Carry out assessment to identify and prioritise needs AF3 Carry out comprehensive substance misuse assessment
	A2.5	Agree courses of action following assessment	MH20 Work with individuals with mental health needs to negotiate and agree plans for addressing those needs CHS45 Agree courses of action following assessment to address health and

	A2.6	Identify individuals at risk of developing health needs	wellbeing needs of individuals AF1 Carry out screening and referral assessment
	A2.7	Undertake a risk assessment in relation to a defined health need	FMH4 Support an individual to reduce the risk and impact of self harming behaviour FMH3 Observe an individual who presents a significant imminent risk to themselves or others
B. Health Intervention	B1.1	Obtain valid consent for interventions or investigations	HPC1 Obtain valid consent for healthcare interventions in a custodial setting
	B3.1.1	Plan activities, interventions or treatments to achieve specified health goals	HSC329 Contribute to planning, monitoring and reviewing the delivery of service for individuals
		Refer individuals to services for treatment and care	MH98 Prepare, discuss and agree a plan for counselling therapy
	B3.3.3	Move and position individuals	HSC223 Contribute to moving and handling individuals
	B3.4.2	Refer individuals to services for treatment and care	FMH17 Transfer an individual to another secure setting AA1 Recognise indications of substance misuse and refer individuals to specialists
	B14.2	Implement care plans/programmes	HSC25 Carry out and provide feedback on specific plan of care activities
	B14.3	Deliver therapeutic activities	HSC393 Prepare, implement and evaluate agreed therapeutic group activities AI2 Help individuals address their substance use through an action plan
	B16.1	Support individuals during and after clinical/therapeutic activities	FMH11 Support an individual in forensic mental health care to participate in treatment

			<p>HSC212 Support individuals during therapy sessions</p> <p>HSC224 Observe, monitor and record the condition of individuals</p> <p>HSC352 Support individuals to continue therapies</p>
	B16.2	Support individuals who are distressed	HSC226 Support individuals who are distressed
	B16.3	Assist individuals in undertaking activities	<p>MH42 Enable people with mental health needs to participate in social, economic and cultural activities and networks</p> <p>HSC210 Support individuals to access and participate in recreational activities</p> <p>HSC347 Help individuals to access employment</p>
	B16.4	Support individuals to retain, regain and develop the skills to manage their lives and environment	<p>MH45 Enable people with mental health needs to develop coping strategies</p> <p>FMH16 Help an individual prepare for transition from secure institutional to community living</p> <p>FMH20 Provide a safe environment for family members and individuals to meet</p> <p>HSC225 Support individuals to undertake and monitor their own health care</p> <p>HSC27 Support individuals in their daily living</p> <p>HSC28 Support individuals to make journeys</p> <p>HSC29 Support individuals to meet their domestic and personal needs</p> <p>HSC343</p>

	B16.5	Support individuals and carers to cope with the emotional and psychological aspects of health care	<p>Support individuals to live at home</p> <p>HSC344 Support individuals to retain, regain and develop the skills to manage their lives and environment</p> <p>HSC345 Support individuals to manage their financial affairs</p> <p>HSC346 Support individuals to make direct payments</p> <p>HSC349 Enable individuals to access housing and accommodation</p> <p>HSC351 Plan, agree and implement development activities to meet individual needs</p> <p>HSC382 Support individuals to prepare for, adapt to, and manage change</p> <p>AB2 Support individuals who are substance users</p> <p>AH10 Employ techniques to help individuals to adopt sensible drinking behaviour</p> <p>CHS79 Support individuals who express a wish to stop smoking</p> <p>FMH13 Help an individual to feel more psychologically secure</p> <p>FMH14 Enable an individual to differentiate between positive and negative behaviours and understand the consequences</p> <p>FMH15 Increase the individuals capacity to manage negative or distressing thoughts and emotional states</p> <p>HSC332 Support the social, emotional and identity needs of individuals</p>
--	-------	--	---

	B17	Work in collaboration with carers in the caring role	<p>HSC350 Recognise, respect and support the spiritual well-being of individuals</p> <p>HSC356 Support individuals to deal with relationship problems</p> <p>HSC387 Work in collaboration with carers in the caring role</p> <p>HSC389 Work with carers, families and key people to maintain contact with individuals</p>
C. Health Promotion and Protection	C2.1	Encourage behavioural change in people and agencies to promote health and well being	HSC398 Contribute to assessing the needs of individuals for therapeutic programmes to enable them to manage their behaviour
	C2.2	Provide information to individuals, groups and communities about promoting health	<p>HSC3103 Contribute to raising awareness of health issues</p> <p>HT2 Communicate with individuals about promoting their health and wellbeing</p>
	C2.3	Facilitate the development of community groups/networks	<p>HSC244 Manage and organise time and activities to support individuals in the community</p> <p>HSC3101 Help develop community networks and partnerships</p> <p>HSC3102 Work with community networks and partnerships</p> <p>HSC3104 Support the development of networks to meet assessed needs and planned outcomes</p> <p>HSC331 Support individuals to develop and maintain social networks and relationships</p> <p>HSC394 Contribute to the development and running of support groups</p>
	C2.4	Enable people to	MH2

		address issues relating to their health and well being	<p>Enable people with mental health needs to access and benefit from services</p> <p>MH63 Work with individuals and families to develop services to improve their mental health and address their mental health needs</p> <p>HT3 Enable individuals to change their behaviour to improve their own health and well being</p> <p>HSC3112 Support individuals to identify and promote their own health and social well-being</p> <p>HSC330 Support individuals to access and use services and facilities</p> <p>HSC366 Support individuals to represent their own needs and wishes at decision making forums</p> <p>CHD HA3 Provide support for individuals who express a wish to reduce their alcohol consumption</p> <p>CHD HA4 Monitor and evaluate individuals' attempts to reduce their alcohol consumption</p> <p>PHP41 Enable people to address issues related to health and wellbeing</p>
	C2.5	Respond to, and manage challenging behaviour	HSC337 Provide frameworks to help individuals to manage challenging behaviour
	C2.6	Act on behalf of an individual, family or community (advocacy)	<p>HSC367 Help individuals identify and access independent representation and advocacy</p> <p>HSC368 Present individuals' needs and preferences</p>
E. Facilities and Estates	E1.3.2	Clean areas	<p>HSC246 Maintain a safe and clean environment</p>

	E2.2.2	Support and control visitors to services and facilities	HSC245 Receive and monitor visitors
H. Management and Administration	H1.3.1	Contribute to the effectiveness of teams	HSC3121 Contribute to promoting the effectiveness of teams HSC3100 Participate in inter-disciplinary team working to support individuals
	H2.6	Receive and pass on messages and information	HSC242 Receive and pass on messages and information HSC3115 Receive, analyse, process, use and store information

Locality Specific Competences:

In this space you can define additional competences which are essential for your local needs.

Go to the Health Functional Map to begin your search for the competences related to the additional tasks or functions you have identified.

All competences are cross referenced to the NHS knowledge and skills framework (KSF)

Underpinning Principle	Reference Function	Competence

Indicative Learning and Development

Nationally 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.

The example below is that of a programme that has been developed at University of Bradford to provide flexible learning provision which can be adapted to a range of specialisms, using APL to accredit in-house training and transferable core skills, with specialist units delivered through contextualised work-based learning. It is not the only programme of study offering such flexibility and other HEI's across West Yorkshire may offer comparable programmes.

Nationally transferable role	Psychology Assistant / Cancer Rehabilitation
Formal endorsed learning	Level 4 learning modules delivered by University of Bradford
Informal learning	A range of informal learning opportunities will be appropriate including reflective practice, job shadowing, attendance only courses
Summary of learning and development including aims and objectives	The programme offers accessible flexible learning and development opportunities that can be adapted to address a range of priorities, recognise and accredit a range of prior learning and be defined by the learner and employer. Units of learning are based on local need, fitting into an overarching framework that provides step-wise progression into fuller awards. Time out of the workplace is often cited as a barrier to participation in learning and so this programme uses blended learning and recognises the value of work based learning through accreditation of packages of competency based training or the individual's prior experiential learning.
Duration	Min 1yr, max 6 yrs
National Occupational Standards used	Learning opportunities which should be based on national occupational standards
Credits (including framework used)	120 HE credits total
Accreditation	N/A
APEL and progression	APL should be used where possible to avoid repetition of learning. A maximum of 50% of the award may be gained through APEL portfolio which may be produced through an in-house training programme.
Programme structure	Part-time. Blended learning including a significant work based learning component
Resources required, e.g. placement learning, preceptors, accredited assessors etc	<ul style="list-style-type: none"> ▪ Formal, protected study time will be required ▪ Work based mentor/supervision ▪ Work based placement
Quality Assurance	University of Bradford (or other HEI)
Policies included in programme documentation	Equal opportunities, equality & diversity and accessibility Appeals procedure
Funding	To be agreed locally
Leading to registration or membership with:	Currently N/A

References:

2006 Ferrier C. and Snewin S., Associate practitioner biomedical scientist - An employer's toolkit The Biomedical Scientist pp253-254 March 2006

2007 Federation for Healthcare Science, Statement on the role of associate practitioner http://www.FHCS_statement_on_associate_practitioners_nov07

2007 The Society of Radiographers, The scope of practice of assistant practitioners in clinical imaging, First edition January 2007

2008 NHS Education for Scotland, A Guide to Health Care Support Worker Education and Role Development Consultation Document

Huddleston M. & Scions H (2006) Assistant Theatre Practitioners: 'must have' or 'needs must'. The Journal of Perioperative Practice Vol 16, no 10, p 482

NHS Northwest (2007) Assistant Practitioner Degree Evaluation Project

NHS South Central (2008) Evaluation of Assistant/Associate Practitioner Roles across NHS South Central

2010 Skills for Health Summary of Attributes and Definitions for Career Framework Levels