**Support Worker Core Competencies**

This document details the core competencies of the RCSLT support worker framework.

**Learning and development in the role**

Once employed in a role, all support workers are supported in developing job specific competencies. There is usually emphasis on work-based learning, with formal training opportunities e.g. short courses to supplement learning.

**The Allied Health Professions’ Support Worker Competency, Education, and Career Development Framework**

Health Education England (HEE) has developed the [AHP Support Worker Competency, Education and Career Development Framework](https://www.hee.nhs.uk/sites/default/files/documents/AHP_Framework%20Final_0.pdf). This Framework was developed by King’s College London, working with HEE and AHP bodies and provides guidance on training, education and competencies for AHP support workers, including speech and language therapy support workers. There is a route for progression in this career, with clearly identified common and transferrable skills across eight learning domains.

The support worker framework toolkit on the RCSLT website has a sign-off sheet to recognise those who are already working at a level of proficiency in these foundational competencies. There is also a sign-off sheet for those who have worked through and achieved core competencies.

Following the core competencies, the support worker framework gives a structure for support workers to develop more specific skills in their professional area of speech and language therapy.

# **Core Competency Framework – Entry Level**

The AHP Core Competencies are grouped into **eight domains** for education and competency development.

The 8 domains are:

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| **1 Formal knowledge and experience** | **2 Supporting service users** | **3 Clinical, technical and scientific roles and responsibilities** | **4 Communication and information** |
| **5 Safe and inclusive environments** | **6 Research and service improvement** | **7 Leadership** | **8 Personal and professional values and behaviours** |

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| **Domain 1: FORMAL KNOWLEDGE AND EXPERIENCE** |
| **Competency** | **Level of support agreed** | **Date achieved** | **Evidence** |
| 1.1 Education requirements  | RQF Level 2 Qualification(s) (for example GCSE grade 4/C or above). Level 2 Functional Skills. Or - as a level 2 apprenticeship, such as the Healthcare Support Worker apprenticeship. |  |  |  |
| 1.2 Experience | It is not essential to have experience in health or social care settings at this stage, but candidates should be able to demonstrate experience of working with the public, for example customer care skills in retail or through employment, work experience. |  |  |  |
| 1.3 Values | Demonstrates the values of the NHS and commitment to personal and professional development. |  |  |  |

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| **Domain 2: SUPPORTING SERVICE USERS** |
| **Competency** | **Level of Support agreed** | **Date Achieved** | **Evidence** |
| 2.1 Positive relationships | Develops, manages, and maintains positive, appropriate relationships with service users, families and carers, demonstrating respect, kindness, compassion and empathy at all times. |  |  |  |
| 2.2 Person-centred care | Provides person- centred care and support. |  |  |  |
| 2.3 Prevention | Understands the social, cultural, and economic influences, individual circumstances, behaviours, and lifestyle choices that impact on health outcomes for service users and their families, including health inequalities. |  |  |  |
| 2.4 Health promotion | Understands the aims and principles of health promotion, protection and improvement and importance of relevant interventions for individual service users and their families, including making every contact count. |  |  |  |
| 2.5 Supporting behaviour change | Seeks support from a registered practitioner when a service user signals a desire to change their health behaviour. |  |  |  |
| 2.6 Privacy and dignity | Able to identify ways to promote dignity and is aware of individuals’ environments and any factors which might cause discomfort. |  |  |  |
| 2.7 Health and social care system | Aware of the main organisations in the health and social care system and services provided. |  |  |  |
| 2.8 Legal, and ethical responsibilities | Aware of the main legislation, legal and ethical responsibilities that shape provision of social care services for service users. |  |  |  |
| 2.9 Practice frameworks | Understands the importance of adhering to codes of practice, clinical procedures, and professional standards. |  |  |  |
| 2.10 Team and partnership working | Able to work collaboratively with a variety of health staff, social care staff, professional staff and others. Understands and demonstrates the principles of team and partnership working. |  |  |  |
| 2.11 Role awareness | Recognises the importance of support workers in service delivery, including the diverse roles undertaken by AHP support workers. Is able to define their own role, for example, by describing their duties and the roles of others. |  |  |  |
| 2.12 Service awareness | Understands the services and programmes of care provided by their employer and team. |  |  |  |

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| **Domain 3: CLINICAL, TECHNICAL AND SCIENTIFIC ROLES AND RESPONSIBILITIES** |
| **Competency** | **Level of Support agreed** | **Date Achieved** | **Evidence** |
| 3.1 Underpinning knowledge | Basic understanding of routine clinical, technical and/or scientific roles and responsibilities. |  |  |  |
| 3.2 Role boundaries | Understanding of role boundaries and the importance of supervision and carrying out appropriately delegated tasks. Able to understand and follow procedures, protocols and plans. |  |  |  |
| 3.3 Autonomy | Works under close supervision. |  |  |  |
| 3.4 Time management | Organises own day to day tasks to ensure timely completion. |  |  |  |
| 3.5 Consent | Understands and gains valid consent prior to action or providing care, and records this appropriately. |  |  |  |
| 3.6 Tasks and responsibilities | Performs straightforward, routine and specific delegated care tasks, for which they have achieved competencies, and working within procedures, policies and plans. |  |  |  |
| 3.7 Prioritising care | Demonstrates the ability to respond flexibly to the needs of the working environment. |  |  |  |
| 3.8 Planning and evaluating care | Assists in effective care planning and evaluation by sharing relevant information in a timely manner with members of the MDT. |  |  |  |
| 3.9 Reporting, referring and escalating concerns | Able to recognise signs of discomfort, anxiety or concerns and promptly report them to a registered member of staff. |  |  |  |
| 3.10 Signposting | Directs queries in respect of signposting to appropriate MDT colleagues. |  |  |  |
| 3.11 Equipment | Maintains patient/ service user equipment, including stock control, delivery and setting up. |  |  |  |
| 3.12 Emergency care | Recognises an emergency, summons assistance and acts as a member of the MDT within parameters of own competence and defined role. In settings where a registered practitioner is not present, initiates immediate first aid whilst awaiting the arrival of appropriately qualified practitioners. |  |  |  |

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| **Domain 4: COMMUNICATION AND INFORMATION** |
| **Competency** | **Level of Support agreed** | **Date Achieved** | **Evidence** |
| 4.1 Confidentiality and data protection | Understands role requirement and the importance of accessing, maintaining and storing documentation relating to care, in accordance with local guidance and in accordance with legal requirements for maintaining confidentiality and data protection. |  |  |  |
| 4.2 Record keeping | Keeps complete, clear, accurate and timely records, utilising digital platforms as required. |  |  |  |
| 4.3 Methods of communication | Communicates through a variety of methods, including the use of interpersonal, written and verbal and non-verbal skills. Exchanges information with service user and families using tact or persuasion. |  |  |  |
| 4.4 Effective communication | Provides and receives routineand straightforward information in a timely and effective manner to and from service users, carers, members of staff and others. |  |  |  |

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| **Domain 5: SAFE AND INCLUSIVE ENVIRONMENTS** |
| **Competency** | **Level of Support agreed** | **Date Achieved** | **Evidence** |
| 5.1 Health and safety | Contributes to the maintenance of healthy and safe working environments through appropriate practice, use of resources, techniques and behaviours and understanding of relevant legislation. |  |  |  |
| 5.2 Policies and procedures | Understands the importance of adhering to organisational policies, protocols, procedures, and standards. |  |  |  |
| 5.3 Risk management | Identifies and manages risks, including assessment of moving and handling, using local policies and procedures. |  |  |  |
| 5.4 Incidents and complaints | Reports any incidents, accidents or complaints in a timely manner, taking appropriate action where necessary. |  |  |  |
| 5.5 Safeguarding | Understands and follows the principles of safeguarding and protection. Follows local procedures and escalates concerns in a timely manner, complying with legal requirements. |  |  |  |
| 5.6 Infection prevention and control | Uses a range of techniques for infection prevention and control. |  |  |  |
| 5.7 Duty of care and candour | Acts with integrity and honesty, ensuring individuals do not experience harm by reporting situations, behaviours or errors that might lead to adverse outcomes for service users. |  |  |  |
| 5.8 Respects diversity | Understands, promotes, and advocates for equality and diversity and demonstrates inclusion through interaction with individuals. |  |  |  |
| 5.9 Awareness of implicit bias | Aware of one's own values, culture and position and the impact of one’s work and actions on others. |  |  |  |
| 5.10 Recognises and reacts to discrimination | Promotes equality and challenges discriminatory behaviour, particularly relating to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, and sexual orientation. Provides support without prejudice. |  |  |  |
| 5.11 Widens access to care | Understands and applies the principles and processes to support access to care and making reasonable adjustments. |  |  |  |

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| **Domain 6: RESEARCH AND SERVICE IMPROVEMENT** |
| **Competency** | **Level of Support agreed** | **Date Achieved** | **Evidence** |
| 6.1 Service improvement | Participates in service evaluation and quality improvement activities relevant to own work. |  |  |  |
| 6.2 Research activity | Able to understand and comply with research governance, ethics, protocols and guidelines. |  |  |  |

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| **Domain 7: LEADERSHIP** |
| **Competency** | **Level of Support agreed** | **Date Achieved** | **Evidence** |
| 7.1 Professionalism | Acts in a professional manner, demonstrating NHS Constitution values. |  |  |  |
| 7.2 Role modelling | Acts as a role model (for example by being welcoming). |  |  |  |
| 7.3 Leadership | Takes appropriate action when the performance and practice of others should be positively recognised or requires improvement. |  |  |  |
| 7.4 Supervising others | May help induct and instruct new support staff. |  |  |  |
| 7.5 Developing others | Participates in team learning. |  |  |  |

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| **Domain 8: PERSONAL AND PROFESSIONAL VALUES AND BEHAVIOURS** |
| **Competency** | **Level of Support agreed** | **Date Achieved** | **Evidence** |
| 8.1 Ways of working | Demonstrates, through interactions with others, the core values of the NHS and Our NHS People Promise. |  |  |  |
| 8.2 Health and wellbeing | Understands and acts on own safety and health and wellbeing needs. |  |  |  |
| 8.3 Role of learning and development | Understands why learning is important and how it improves performance, practice and quality of care. |  |  |  |
| 8.4 Self-development and learning | Participates in learning (including mandatory training) to ensure up-to-date knowledge, skills and behaviours to safely perform role. |  |  |  |
| 8.5 Appraisals | Prepares for and participates in appraisals and agrees a Personal Development Plan. |  |  |  |
| 8.6 Personal development plans | Records learning and personal development and is supported to identify areas for improvement. |  |  |  |

# **Core Competency Framework – Intermediate / Senior Stage**

The AHP Core Competencies are grouped into **eight domains** for education and competency development.

The 8 domains are:

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| **1 Formal knowledge and experience** | **2 Supporting patients and service users** | **3 Clinical, technical and scientific roles and responsibilities** | **4 Communication and information** |
| **5 Safe and inclusive environments** | **6 Research and service improvement** | **7 Leadership** | **8 Personal and professional values and behaviours** |

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| **Domain 1: FORMAL EDUCATION AND EXPERIENCE** |
| **Competency** | **Level of Support agreed** | **Date Achieved** | **Evidence** |
| 1.1 Education requirements  | RQF Level 3 qualifications or demonstrated ability and commitment to achieve a relevant level 3 qualification. Level 2 Functional Skills. Or - as a level 3 apprenticeship, such as the Senior Healthcare Support Worker apprenticeship (or other level 3 qualification pathway. |  |  |  |
| 1.2 Experience | Experience in health and/or social care settings, such as employment, work experience, volunteering or placement(s). |  |  |  |
| 1.3 Values | Demonstrates the values of the NHS and commitment to personal and professional development. |  |  |  |

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| **Domain 2: Supporting patients and service users** |
| **Competency** | **Level of Support agreed** | **Date Achieved** | **Evidence** |
| 2.1 Positive relationships | Develops, manages, and maintains positive, appropriate relationships with service users, families and carers, demonstrating respect, kindness, compassion and empathy at all times. |  |  |  |
| 2.2 Person-centred care | Understands and demonstrates what it means to provide person-centred care, by providing education and resources to support informed decision making, and of respecting individual’s decisions. May provide information to service users. |  |  |  |
| 2.3 Prevention | Understands the social, cultural, and economic influences, individual circumstances, behaviours, and lifestyle choices that impact on health outcomes for service users and their families, including health inequalities. |  |  |  |
| 2.4 Health promotion | Understands the aims and principles of health promotion, protection and improvement and importance of relevant interventions for individual service users and their families, including making every contact count. |  |  |  |
| 2.5 Supporting behaviour change | Understands principles of behaviour change and interventions to prevent ill health and effectively applies these to practice, recognising the individual’s right to privacy and choice. |  |  |  |
| 2.6 Privacy and dignity | Able to identify ways to promote dignity and is aware of individuals’ environments and factors that might cause discomfort. |  |  |  |
| 2.7 Health and social care system | Understands a range of organisations in the health and social care system and services provided and can signpost people effectively in liaison with multi-disciplinary team colleagues. |  |  |  |
| 2.8 Legal, and ethical responsibilities | Understands and can explain the main legislation, legal and ethical responsibilities that shape provision of health and social care for service users. |  |  |  |
| 2.9 Practice frameworks | Understands the importance of adhering to codes of practice, clinical procedures, and professional standards. |  |  |  |
| 2.10 Team and partnership working | Able to work collaboratively with a variety of health staff, social care staff, professional staff and others. Understands and demonstrates the principles of team and partnership working. |  |  |  |
| 2.11 Role awareness | Recognises the importance of support workers in service delivery, including the diverse roles undertaken by AHP support workers. Is able to define own role, for example by describing their duties and the roles of others. |  |  |  |
| 2.12 Service awareness | Has a thorough understanding of the function and role of their service. |  |  |  |

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| **Domain 3: CLINICAL, TECHNICAL AND SCIENTIFIC ROLES AND RESPONSIBILITIES** |
| **Competency** | **Level of Support agreed** | **Date Achieved** | **Evidence** |
| 3.1 Underpinning knowledge | Core knowledge of clinical, technical and/ or scientific roles and responsibilities. including clinical risk assessment. |  |  |  |
| 3.2 Role boundaries | Understanding of role boundaries and the importance of supervision and carrying out appropriately delegated tasks. Able to understand and follow procedures, protocols and plans. |  |  |  |
| 3.3 Autonomy | May work alone within scope of role, for example in the community, and have their own caseload of service users with non-complex needs previously seen by a registered member of staff. |  |  |  |
| 3.4 Time management | Manages own workload and time, for example maintaining own diary. |  |  |  |
| 3.5 Consent | Understands and gains valid consent prior to action or providing care, and records this appropriately. |  |  |  |
| 3.6 Tasks and responsibilities | Performs straightforward, routine and specific delegated care tasks, for which they have received training, working within procedures, policies and plans. Able to adapt practice to situations. |  |  |  |
| 3.7 Prioritising care | Can prioritise activities to meet the holistic needs of patients/ service users, including adjustingnormal routines where levels of complexity exist. |  |  |  |
| 3.8 Planning and evaluating care | Provides feedback on service-user progress and condition, recognises the impact of support and interventions, and suggests ideas for improvement when developing, reviewing and evaluatingcare plans based on objective evidence and experience. |  |  |  |
| 3.9 Reporting, referring and escalating concerns | Uses knowledge and understanding of common physical, mental and behavioural health conditions to recognise deterioration in service users. Responds by promptly escalating concerns to a registered practitioner. |  |  |  |
| 3.10 Signposting | Maintains a working knowledge of local support available for service users and signposts people effectively in liaison with MDT colleagues. |  |  |  |
| 3.11 Aids and equipment | Ensures safe and effective use of equipment by patients/service users, including fitting, demonstration, and teaching of safe and appropriate use. |  |  |  |
| 3.12 Emergency care | Recognises an emergency, summons assistance and acts as a member of the MDT within parameters of own competence and defined role. In settings where a registered practitioner is not present, initiates immediate first aid whilst awaiting the arrival of appropriately qualified practitioners. |  |  |  |

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| **Domain 4: COMMUNICATION AND INFORMATION** |
| **Competency** | **Level of Support agreed** | **Date Achieved** | **Evidence** |
| 4.1 Confidentiality and data protection | Understands role requirement and the importance of accessing, maintaining and storing documentation relating to care, in accordance with local guidance and in accordance with legal requirements for maintaining confidentiality and data protection. |  |  |  |
| 4.2 Record keeping | Keeps complete, clear, accurate and timely records, utilising digital platforms as required. |  |  |  |
| 4.3 Methods of communication | Communicates through a variety of methods, including the use of interpersonal, written and verbal and non-verbal skills. Exchanges information with service user and families using tact or persuasion. |  |  |  |
| 4.4 Effective communication | Communicates to service users, carers, staff, teams and others in a way that is understandable and accessible, addressing any barriers to understanding.This requires the selection of the most appropriate method of communication. |  |  |  |

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| **Domain 5: SAFE AND INCLUSIVE ENVIRONMENTS** |
| **Competency** | **Level of Support agreed** | **Date Achieved** | **Evidence** |
| 5.1 Health and safety | Contributes to the maintenance of healthy and safe working environments through appropriate practice, use of resources, techniques and behaviours and understanding of relevant legislation. |  |  |  |
| 5.2 Policies and procedures | Understands the importance of adhering to organisational policies, protocols, procedures, and standards. |  |  |  |
| 5.3 Risk management | Identifies and manages risks, including assessment of moving and handling, using local policies and procedures. |  |  |  |
| 5.4 Incidents and complaints | Reports any incidents, accidents or complaints in a timely manner, taking appropriate action where necessary. |  |  |  |
| 5.5 Safeguarding | Is vigilant for cues indicating safeguarding issues. Escalates safeguarding concerns and reports to the MDT in a robust, timely manner; complying with legal requirements. |  |  |  |
| 5.6 Infection prevention and control | Understands the principles and practices of infection control, adhering to these consistently within own sphere of practice. |  |  |  |
| 5.7 Duty of care and candour | Acts with integrity and honesty, ensuring individuals do not experience harm by reporting situations, behaviours or errors that might lead to adverse outcomes for service users. |  |  |  |
| 5.8 Respects diversity | Understands, promotes, and advocates for equality and diversity and demonstrates inclusion through interaction with individuals. |  |  |  |
| 5.9 Awareness of implicit bias | Aware of one's own values, culture and position and the impact of one’s work and actions on others. |  |  |  |
| 5.10 Recognises and reacts to discrimination | Promotes equality and challenges discriminatory behaviour, particularly relating to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, and sexual orientation. Provides support without prejudice. |  |  |  |
| 5.11 Widens access to care | Understands and applies the principles and processes to support access to care and making reasonable adjustments. |  |  |  |

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| **Domain 6: RESEARCH AND SERVICE IMPROVEMENT** |
| **Competency** | **Level of Support agreed** | **Date Achieved** | **Evidence** |
| 6.1 Service improvement | Participates in audit, service evaluation and improvement activities, such as service user feedback and benchmarking. |  |  |  |
| 6.2 Research activity | Understands and complies with research governance, ethics, protocols and research, and may carry out routine research activities under guidance of more experienced staff. |  |  |  |

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| **Domain 7: LEADERSHIP** |
| **Competency** | **Level of Support agreed** | **Date Achieved** | **Evidence** |
| 7.1 Professionalism | Acts in a professional manner, demonstrating NHS Constitution values. |  |  |  |
| 7.2 Role modelling | Understands the importance of role models, for example to assist the development of others. |  |  |  |
| 7.3 Leadership | Takes appropriate action when the performance and practice of others should be positively recognised or requires improvement. |  |  |  |
| 7.4 Supervising others | Inducts new team members. Participates in training and mentoring of less experienced support staff and students (including apprentices) in respect of tasks and responsibilities within scope of practice. |  |  |  |
| 7.5 Developing others | Contributes to colleague’s learning, for example by giving and receiving feedback and contributing to learning resources for others, such as students. |  |  |  |

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| **Domain 8: PERSONAL AND PROFESSIONAL VALUES AND BEHAVIOURS** |
| **Competency** | **Level of Support agreed** | **Date Achieved** | **Evidence** |
| 8.1 Ways of working | Demonstrates, through interactions with others, the core values of the NHS and Our NHS People Promise. |  |  |  |
| 8.2 Health and wellbeing | Understands and acts on own safety and health and wellbeing needs. |  |  |  |
| 8.3 Role of learning and development | Understands why learning is important and how it improves performance, practice and quality of care. |  |  |  |
| 8.4 Self-development and learning | Actively participates in learning opportunities to maintain knowledge and inform practice. |  |  |  |
| 8.5 Appraisals | Prepares for and participates in appraisals and agrees a personal development plan. |  |  |  |
| 8.6 Personal development plans | Records own learning and personal development. Identifies and articulates areas for self-improvement, including through self-reflection and evaluation of practice. |  |  |  |

# **Core Competency Framework – Assistant Practitioner Stage**

The AHP Core Competencies are grouped into **eight domains** for education and competency development.

The 8 domains are:

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| **1 Formal knowledge and experience** | **2 Supporting patients and service users** | **3 Clinical, technical and scientific roles and responsibilities** | **4 Communication and information** |
| **5 Safe and inclusive environments** | **6 Research and service improvement** | **7 Leadership** | **8 Personal and professional values and behaviours** |

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| **Domain 1: FORMAL EDUCATION AND EXPERIENCE** |
| **Competency** | **Level of Support agreed** | **Date Achieved** | **Evidence** |
| 1.1 Education requirements  | Foundation degree Health and Social Care, or equivalent level 5 qualification; plus, A-levels and GCSEs or equivalent(s), including Functional Skills (level 2) Or - as a level 5 apprenticeship, such as the Assistant Practitioner apprenticeship Care Certificate. |  |  |  |
| 1.2 Experience | Able to demonstrate substantial experience in health, care or education settings, related to the relevant field of work. |  |  |  |
| 1.3 Values | Demonstrates the values of the NHS and commitment to personal and professional development. |  |  |  |

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| **Domain 2: Supporting patients and service users** |
| **Competency** | **Level of Support agreed** | **Date Achieved** | **Evidence** |
| 2.1 Positive relationships | Develops, manages, and maintains positive, appropriate relationships with service users, families and carers, demonstrating respect, kindness, compassion and empathy at all times. |  |  |  |
| 2.2 Person-centred care | Consistently deploys care, treatment and support strategies to promote and provide person-centred care, including providing information, advice and guidance to service users, carers, families, health professionals and others. |  |  |  |
| 2.3 Prevention | Understands the social, cultural, and economic influences, individual circumstances, behaviours, and lifestyle choices that impact on health outcomes for service users and their families, including health inequalities. |  |  |  |
| 2.4 Health promotion | Understands the aims and principles of health promotion, protection and improvement and importance of relevant interventions for individual service users and their families, including making every contact count. |  |  |  |
| 2.5 Supporting behaviour change | Applies principles of behaviour change within individualised contexts to enable personalised discussion, sensitively communicating complex and/or potentially challenging information to service users if appropriate to facilitate change including through social prescribing. |  |  |  |
| 2.6 Privacy and dignity | Able to identify ways to promote dignity and is aware of individuals’ environments and factors that might cause discomfort. |  |  |  |
| 2.7 Health and social care system | Understands a range of organisations in the health and social care system and services provided, referring service users to services appropriately. |  |  |  |
| 2.8 Legal, and ethical responsibilities | Understands and can explain the main legislation, legal and ethical responsibilities that shape health and social care and the role of agencies such as the Care Quality Commission. |  |  |  |
| 2.9 Practice frameworks | Understands the importance of adhering to codes of practice, clinical procedures, and professional standards. |  |  |  |
| 2.10 Team and partnership working | Able to work collaboratively with a variety of health staff, social care staff, professional staff and others. Understands and demonstrates the principles of team and partnership working. |  |  |  |
| 2.11 Role awareness | Recognises the importance of support workers in service delivery, including the diverse roles undertaken by AHP support workers. Is able to define own role, for example by describing their duties and the roles of others. |  |  |  |
| 2.12 Service awareness | Has a thorough understanding of the function and role of their service and can actively advocate for this to other teams and services. |  |  |  |

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| **Domain 3: CLINICAL, TECHNICAL AND SCIENTIFIC ROLES AND RESPONSIBILITIES** |
| **Competency** | **Level of Support agreed** | **Date Achieved** | **Evidence** |
| 3.1 Underpinning knowledge | Developed knowledge of clinical, technical and/or scientific theory and practice, within their immediate field of practice. Understands the importance of evidence-based practice. |  |  |  |
| 3.2 Role boundaries | Understanding of role boundaries and the importance of supervision and carrying out appropriately delegated tasks. Able to understand and follow procedures, protocols and plans. |  |  |  |
| 3.3 Autonomy | Able to work independently with patients/service users on a day-to-day basis within the scope of the role and operational policies, protocols and procedures. |  |  |  |
| 3.4 Time management | Manages own workload and time, including prioritising tasks and resources, taking account of changing circumstances. |  |  |  |
| 3.5 Consent | Understands and gains valid consent prior to action or providing care, and records this appropriately. |  |  |  |
| 3.6 Tasks and responsibilities | Within scope of role and workingto operating procedure, protocols and procedures plans, implements and monitors own treatment and care plan interventions, including adapting to circumstances. |  |  |  |
| 3.7 Prioritising care | Understands the impact of complex care needs and other factors when prioritising care activities within their own or the team’s defined workload. |  |  |  |
| 3.8 Planning and evaluating care | Actively participates in the planning, development and evaluation of personalised care plans by offering objective clinical or evidence- based information to inform planned activities. |  |  |  |
| 3.9 Reporting, referring and escalating concerns | Gathers and interprets relevant information and forms a judgement on the improvement or deterioration in the physical, mental or behavioural condition of patients/service users and responds by referring or escalating concerns to a registered practitioner. |  |  |  |
| 3.10 Signposting | Arranges access to services to support personalised care plans, referring service users to agencies and services appropriately. |  |  |  |
| 3.11 Aids and equipment | Ensures safe and effective use of equipment, including fitting, demonstration and teaching of safe and appropriate use. Adapts equipment where appropriate and monitors individual’s progress. Carries out basic risk assessment and able to document in care records. |  |  |  |
| 3.12 Emergency care | Recognises an emergency, summons assistance and acts as a member of the MDT within parameters of own competence and defined role. In settings where a registered practitioner is not present, initiates immediate first aid whilst awaiting the arrival of appropriately qualified practitioners. |  |  |  |

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| **Domain 4: COMMUNICATION AND INFORMATION** |
| **Competency** | **Level of Support agreed** | **Date Achieved** | **Evidence** |
| 4.1 Confidentiality and data protection | Understands role requirement and the importance of accessing, maintaining and storing documentation relating to care, in accordance with local guidance and in accordance with legal requirements for maintaining confidentiality and data protection. |  |  |  |
| 4.2 Record keeping | Keeps complete, clear, accurate and timely records, utilising digital platforms as required. |  |  |  |
| 4.3 Methods of communication | Communicates through a variety of methods, including the use of interpersonal, written and verbal and non-verbal skills. Exchanges information with service user and families using tact or persuasion. |  |  |  |
| 4.4 Effective communication | Demonstrates the ability to provide and receive complex and sensitive information, including relating to service users. Judges the appropriate method of communication, ensuring information is provided in an accessible way. |  |  |  |

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| **Domain 5: SAFE AND INCLUSIVE ENVIRONMENTS** |
| **Competency** | **Level of Support agreed** | **Date Achieved** | **Evidence** |
| 5.1 Health and safety | Contributes to the maintenance of healthy and safe working environments through appropriate practice, use of resources, techniques and behaviours and understanding of relevant legislation. |  |  |  |
| 5.2 Policies and procedures | Contributes to the development, application and evaluation of organisational procedures and protocols. |  |  |  |
| 5.3 Risk management | Identifies and manages risks, including assessment of moving and handling, using local policies and procedures. |  |  |  |
| 5.4 Incidents and complaints | Reports any incidents, accidents or complaints in a timely manner, taking appropriate action where necessary. |  |  |  |
| 5.5 Safeguarding | Takes responsibility for risk identification and assessing activity within scope of role and adhering to local and national safeguarding procedures and policies. |  |  |  |
| 5.6 Infection prevention and control | Supports others to understand the principles and practices that underpin infection control principles.  |  |  |  |
| 5.7 Duty of care and candour | Acts with integrity and honesty, ensuring individuals do not experience harm by reporting situations, behaviours or errors that might lead to adverse outcomes for service users. |  |  |  |
| 5.8 Respects diversity | Understands, promotes, and advocates for equality and diversity and demonstrates inclusion through interaction with individuals. |  |  |  |
| 5.9 Awareness of implicit bias | Aware of one's own values, culture and position and the impact of one’s work and actions on others. |  |  |  |
| 5.10 Recognises and reacts to discrimination | Promotes equality and challenges discriminatory behaviour, particularly relating to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, and sexual orientation. Provides support without prejudice. |  |  |  |
| 5.11 Widens access to care | Understands and applies the principles and processes to support access to care and making reasonable adjustments. |  |  |  |

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| **Domain 6: RESEARCH AND SERVICE IMPROVEMENT** |
| **Competency** | **Level of Support agreed** | **Date Achieved** | **Evidence** |
| 6.1 Service improvement | Participates in, contributes to, and may lead, audits, service evaluation and improvement projects relevant to own work. |  |  |  |
| 6.2 Research activity | Applies research governance, ethics, protocols and guidelines and may undertake more complex research activities including data collection and analysis. |  |  |  |

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| **Domain 7: LEADERSHIP** |
| **Competency** | **Level of Support agreed** | **Date Achieved** | **Evidence** |
| 7.1 Professionalism | Acts in a professional manner, demonstrating NHS Constitution values. |  |  |  |
| 7.2 Role modelling | Demonstrates role modelling, including advocating for other support staff. |  |  |  |
| 7.3 Leadership | Takes appropriate action when the performance and practice of others should be positively recognised or requires improvement.Takes and demonstrates management and leadership for own work within scope of practice.Advocates for service users, their families and carers. |  |  |  |
| 7.4 Supervising others | May manage staff and mentor less experienced staff and students, including apprentices. |  |  |  |
| 7.5 Developing others | Contributes to the learning of the organisation, colleagues and team, for example by giving and receiving constructive feedback and contributing to learning resources for others. Supports students on placement. |  |  |  |

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| **Domain 8: PERSONAL AND PROFESSIONAL VALUES AND BEHAVIOURS** |
| **Competency** | **Level of Support agreed** | **Date Achieved** | **Evidence** |
| 8.1 Ways of working | Demonstrates, through interactions with others, the core values of the NHS and Our NHS People Promise. |  |  |  |
| 8.2 Health and wellbeing | Understands and acts on own safety and health and wellbeing needs and support the health and wellbeing of wider team members. |  |  |  |
| 8.3 Role of learning and development | Understands why learning is important and how it improves performance, practice and quality of care. |  |  |  |
| 8.4 Self-development and learning | Actively participates in learning opportunities and demonstrates self-improvement, for example by actively seeking feedback. |  |  |  |
| 8.5 Appraisals | Prepares for and participates in appraisals and agrees a Personal Development Plan. |  |  |  |
| 8.6 Personal development plans | Records own learning and personal development. Identifies areas for self-improvement and actively participates in learning opportunities to maintain and extend knowledge and performance. |  |  |  |