

Nationally Transferable Roles Template

Career Framework Level 6

Alcohol Specialist Practitioner

November 2010

Level Descriptors

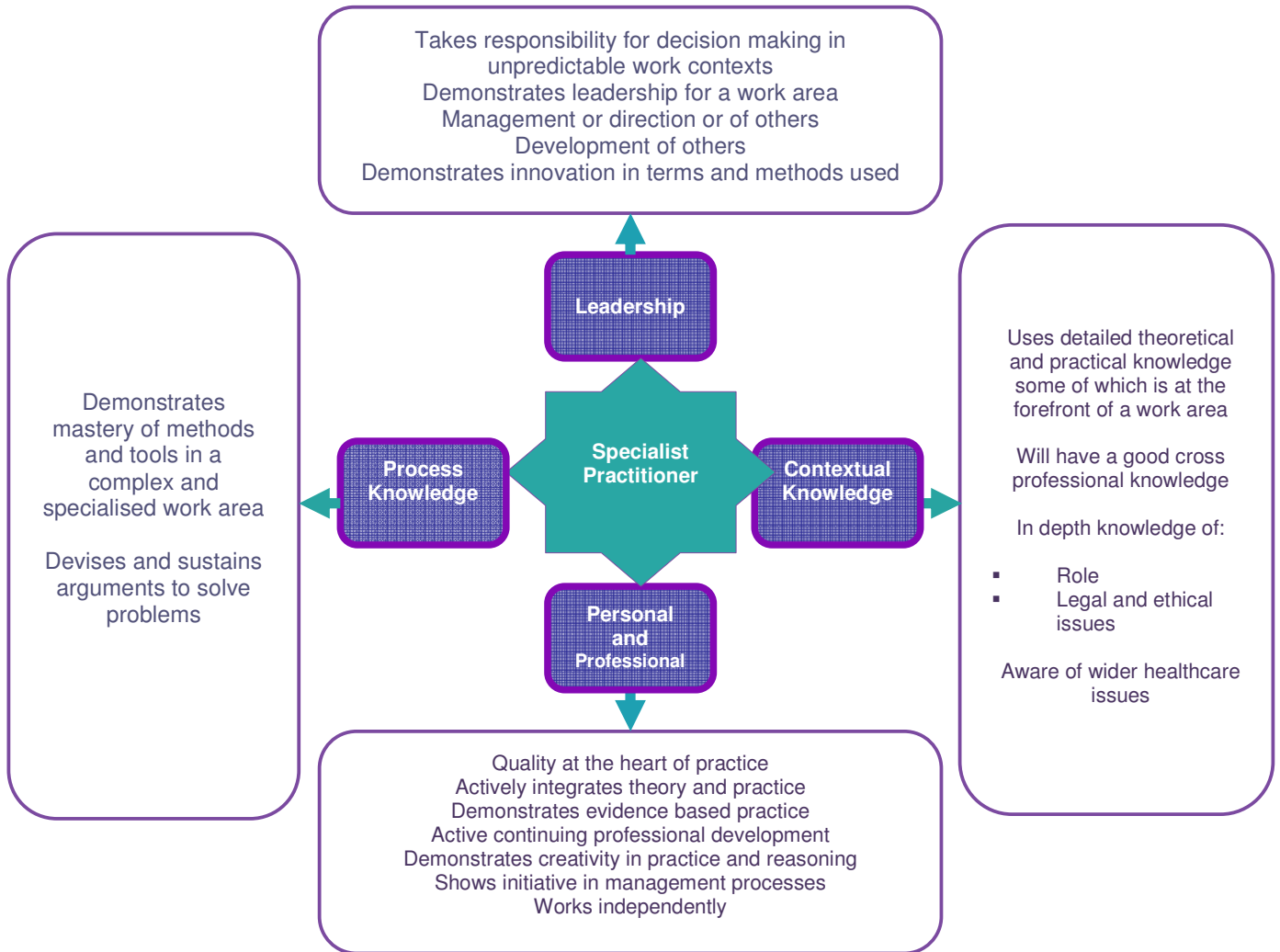
Career framework level 6

People at level 6 require a critical understanding of detailed theoretical and practical knowledge, are specialist and/or have management and leadership responsibilities. They demonstrate initiative and are creative in finding solutions to problems. They have some responsibility for team performance and service development and they consistently undertake self development.

Definition of the Specialist Practitioner (Career Framework Level 6)

Specialist practitioners have developed a high level of knowledge and skill in a specific area of practice. They have a depth of knowledge and understanding which enables them to perform at a high level of practice, take a leadership role, use and develop evidence to inform their practice, and deal with complex, unpredictable environments. They will have their own caseload or work area responsibilities.

Source: Skills for Health CF team



The characteristics of a specialist practitioner have been developed by Skills for Health through working with employers and practitioners. They are intended to be broad descriptors which can be interpreted or contextualised at a local level.

The Alcohol Specialist Practitioner role

This section of the template has an example of an Alcohol Specialist Practitioner role. This example is intended to give core information for the role and to enable localities to add to the specific competences as dictated by the role undertaken. The indicative learning and development packages are included.

The specialist practitioner could work across MoCAM Tiers 3 and 4.

Basic Information

Named Role	Specialist Practitioner – Alcohol Services
Area of work	Alcohol
Sample Job Description Available	Yes
Experience required	Relevant professional qualification, some post registration experience in speciality, or equivalent relevant practical experience.
Career Framework Level	6

The National Occupational Standards

All specialist practitioner roles will have the following common/core competences. All competences are national occupational standards (NOS). Specific competences to the role have then been identified for the specialist practitioner role. Any additional competences specific to the locality should then be identified locally using the competence tools and 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	HSC21 Communicate with, and complete records for individuals
2. Personal and people development	2.1.2	Reflect on your own practice	GEN 23 Monitor your own work practices HSC 33

	2.2.1	Support the development of others	<p>Reflect on and develop your practice</p> <p>GEN35 Provide supervision to other individuals</p> <p>M&L D7 Provide learning opportunities for colleagues</p> <p>AC3 Contribute to the development of the knowledge and practice of others</p>
	2.1.1	Develop your own practice	<p>GEN13 Synthesise new knowledge into the development of your own practice</p>
3. Health, Safety & Security	3.5.1	Ensure your own actions reduce risks to health and safety	<p>IPC2 Perform hand hygiene to prevent the spread of infection</p> <p>HSC 22 Support health and safety of yourself and individuals</p> <p>ENTO WRV1 Make sure your actions contribute to a positive and safe working culture</p>
5. Quality	5.1.1	Act within the limits of your competence and authority	<p>GEN 63 Act within the limits of your competence and authority</p> <p>HSC 24 Ensure your own actions support the care, protection and well-being of individuals</p>
6. Equality and diversity	6.1	Ensure your own actions support equality of opportunity and diversity	<p>HSC 234 Ensure your actions support equality, diversity and responsibilities of others</p>
	6.2	Promote equality of opportunity and diversity	<p>HSC3111 Promote the equality diversity rights and responsibility of individuals</p>

	6.3	Develop a culture that promotes equality and opportunity and diversity and protects individuals	HSC3116 Contribute to promoting a culture that values and respects the diversity of individuals
F. Development and share information and knowledge on health	F6.1	Conduct investigations in selected research and development topics	R&D 8 Conduct investigations in selected research and development topics R&D 8a Assist in the research work
	F6.3	Act on research and development findings	R&D14 Translate research and development findings into practice
	F6.2	Interpret results of research and development activities	R&D10 Interpret results of research and development activities
H Management and administration of health care	H1.3.2	Develop relationships with individuals	M&L D1 Develop productive working relationships with colleagues
	H1.3.1	Contribute to the effectiveness of teams	M&L D5 Allocate and check work within your team HSC3100 Participate in inter-disciplinary team working to support individuals
	H1.1.5	Provide leadership	M&L D9 Build and manage teams M&L B5 Provide leadership for your team

Specific Competences

Underpinning Principle	Reference Function		Competence
A Assessment	A2.7	Assess individuals and agree appropriate action	AB5 Assess and act upon

	A2.6	Identify individuals at risk of developing health needs	immediate risk of danger to substance users AF1 Carry out screening and referral assessment
	A2.4	Assess an individual's needs arising from their health status	AF3 Carry out comprehensive substance misuse assessment
B Health Intervention	B3.4.2	Refer individuals to specialist services for treatment and care	AA 1 Recognise indications of substance misuse and refer individuals to specialists
	B3.3.1	Plan activities, interventions or treatments to achieve specified health goals.	CHS41 Determine a treatment plan for an individual
	B14.3	Deliver therapeutic activities	AG2 Contribute to care planning and review.
	B16.4	Support individuals to retain, regain and develop their skills to manage their lives and environment	AI1 Counsel individuals about their substance use using recognised theoretical models
	B15.6	Support individuals and carers to cope with the emotional and psychological aspects of health care	AI2 Help individuals address their substance use through an action plan
	B16.5	Administer medication to individuals	AI3 Counsel groups of individuals about their substance use using recognised theoretical models
	B17	Work in collaboration with carers in the caring role	AB2 Support individuals who are substance users AH10 Employ techniques to help individuals to adopt sensible drinking behaviour

			<p>HSC350 Recognise, respect, and support the spiritual well-being of individuals</p> <p>AH2 Prepare to, and administer medication to individuals, and monitor the effects</p> <p>HSC 389 Work with families, carers and key people to maintain contact with individuals</p>
C Health promotion and protection	C2.2	Work with others to promote health	AD1 Raise awareness about substances, their use and effects.
	C2.1	Work in partnership with others to promote health	PHP15 Encourage behavioural change in people and agencies to promote health and wellbeing
H Management and administration	H1.3.3	Represent your organisation at hearings and formal events	HSC449 Represent one's own agency at other agencies' meetings
	H2.6	Receive and pass on messages and information	HSC3115 Receive, analyse, process, use and store information
	H1.3.2	Develop productive working relationships with colleagues	M&L D1 Develop productive working relationships with colleagues
	H1.3.1	Manage and work with people	HSC3100 Participate in inter-disciplinary team working to support individuals
3. Health, safety and security	3.5.2	Protect individuals from abuse	<p>HSC395 Contribute to assessing and act upon risk of danger, harm and abuse</p> <p>HSC240 Contribute to the identification of the risk of danger to individuals and others</p>

5. Quality	5.1.1	Act within the limits of your competence and authority	HSC35 Promote choice, well being, and the protection of all individuals
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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.

NTR	Specialist Practitioner Alcohol
Formal endorsed learning	A wide range of learning opportunities are available, which address various aspects of this NTR, ranging from competence-assessed modular learning courses available over a period of time, academic qualifications, distance learning, interactive group workshops. A blended approach would ensure that the employment background and skills sets of all Specialist Practitioners are taken into account when embarking on learning opportunities that demonstrate competences based on the NOS in the NTR.
Informal learning	In house courses to supplement existing learning and skills based on specific competences would be useful. Through the feedback process used in developing these templates it was suggested that informal learning should enhance skills to: <ul style="list-style-type: none"> • predict early intervention, balanced with tackling the harm caused by alcohol misuse; • recognise health inequalities and social determinants of

	<p>health both as a risk factor and as a consequence of alcohol harm.;</p> <ul style="list-style-type: none"> • support behaviour change, self-care and empowering patients to manage self-care; • and how to work effectively and efficiently in teams and developing communication skills.
Summary of learning and development including aims	A tailored approach would be beneficial for all individuals, with emphasis on both formal and informal learning opportunities, to enhance existing skills and experience.
Duration	Varies.
National Occupation Standards/National Workforce Competences used	Majority of learning opportunities are mapped against DANOS. All formal and informal learning should be based on NOS and this role profile.
Credits (including framework used)	Varies.
Accreditation	Varies
APEL and progression	Skills passports could be used when possible to record accumulative skills and competences acquired.
Programme structure	Varies. Assessment could include appraisal, IPR, or development review.
Resources required, e.g. placement learning, preceptors, accredited assessors etc	No particular modes of study are specified but providers should ensure that learners have appropriate access to the resources identified in the specifications and to the subject specialists delivering the units. This may include study time, accredited assessors, work-based learning, coaching, peer mentoring, work shadowing and others.
Quality Assurance	Varies.
Policies included in programme documentation	Equal opportunities, equality and diversity and accessibility, appeals procedure to be included within the course handbook
Funding	To be agreed locally
Leading to registration or membership with:	N/A